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Investigating the Use of Humour in the EFL class to Maintain Student-Teacher Rapport

The Case of Teachers of English at Larbi Ben M’hidi University,

Oum El Bouaghi

A Dissertation Submitted in Partial Fulfilment of the Requirements for

the Degree of Master in Didactics of Foreign Languages

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Dedication

In the name of Allah, the Most Merciful, the Most Compassionate

I would dedicate my dissertation work to the soul of my dearest father “Mercy be upon him”

To my beloved mother the source of happiness, inspiration, and success in my life

I would like to thank her for the love, patience, encouragement, support and prayers that helped me all the way to complete this work.

To my gorgeous sister Soumia and my little niece Farah

To my dear brothers Brahim and Nassim

Thank you all for your support and encouragement

I will always be grateful for all what you have done for me

To my dearly loved friends: Djalal, Loubna , Rokaia, Ahlem, Iman , Sarra, Mouchira, Ghada and Romaissa.

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To all my friends and classmates with whom I share love and respect.
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Abstract

Many EFL classrooms suffer from turbulent relationships and stressful learning-teaching atmosphere. This unsettled learning environment has negative effects on students’ outcomes and performance. Hence, teachers are found struggling to find innovative ways to deal with this kind of problems. The current study aims at investigating the use of humour in EFL classes and its effect on the maintenance of student-teacher rapport. We hypothesized that humour is to some extent used in EFL classes, and that both EFL teachers and students would have positive attitudes towards the use of humour to maintain students-teacher rapport. In order to realize the aim of the study and to test the validity of the hypotheses, a descriptive method was resorted to using two different research tools, a questionnaire and a classroom observation. Thirty-two (32) teachers and seventy (70) LMD students at the Department of English, University of Oum El Bouaghi, participated in this study. Two questionnaires were administered to both teachers and students during the academic year 2017-2018, and six teachers permitted the conduct of the classroom observation which lasted for a month. The results of the present study have shown that both teachers and students regard humour as an effective pedagogical strategy that has an effect on building student-teacher rapport and establishing an enjoyable atmosphere conducive to learning. Consequently, the results obtained confirm the research hypotheses.

Keywords: EFL Teaching/ Learning , Humour, Rapport, Student-Teacher Rapport.
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List of Abbreviations and Symbols

%: Percentage

EFL: English as a Foreign Language

FL: Foreign Language

LMD: License Master Doctorate

N: Number

Q: Question

SL: Second Language

Vs: Versus
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General Introduction

Statement of the Problem

Maintaining a student-teacher rapport is an essential part in the teaching-learning process. Rapport provides a convenient atmosphere that helps both learners and teachers (Brookfield, 2006, p.45). According to our experience as an EFL student at Laarbi Ben M’hidi university, many classrooms undergo the problem of an emerging negative or improper relationship between teachers and learners. It has been widely observed that most teachers and students at different EFL classrooms do not take into consideration the importance of building rapport, and by missing that point, both of them are facing various difficulties in the teaching-learning process.

Among the various strategies that have an effect on the maintenance of student-teacher rapport is the use of humour in classroom. The latter is considered as the most important strategy that can have a profound impact on student-teacher relationship building. Consequently, the present study investigates the teacher’s use of humour in EFL classrooms and its role in maintaining student-teacher rapport.

Aim of the Study

The current study aims at describing the extent to which humour is used in EFL classrooms, in addition to identifying and clarifying the different perspectives of students and teachers towards the use of humour in EFL classrooms and its role in maintaining a student-teacher rapport. Hence, the study attempts to investigate views about the implementation of the strategy of using humour to foster student-teacher rapport. It also aims to provide some suggestions that can be adopted by teachers about the use of humour to build rapport with students.

Research Questions and Hypotheses

Based on the present research that aims to investigate the teacher's use of humour and its effect on the maintenance of student teacher rapport in EFL classrooms, the research questions to be raised are as follows:

- To what extent do teachers use humour in EFL classes?

- What are the EFL students’ attitudes towards the use of humour in EFL classrooms as a strategy to maintain student-teacher rapport?
- What are the EFL teachers’ attitudes towards the use of humour in EFL classrooms as a strategy to maintain student teacher rapport?

In the light of these questions, the following hypotheses are put forward:

- Teachers do use humour in EFL classes.

- EFL Teachers would have positive attitudes towards the use of humour to build student-teacher rapport.

- EFL Students would have positive attitudes towards the use of humour to build student-teacher rapport.

**Research Tools**

To check the validity of our hypotheses, we adopted a descriptive method because it appeared the most suitable method for data collection. Two different research tools were used to gather the required data for the research.

Two questionnaires were directed to both teachers and students to gather reliable data about the use of humour in EFL classrooms as a strategy to building student-teacher rapport. These questionnaires include a set of different types of questions varying from open ended to closed ones. The population chosen for the first questionnaire is that of seventy (70) licence students at the Department of English at Larbi Ben Mhidi University, Oum El Bouaghi. These students are likely to be engaged in improper relationships with teachers at different levels because many of them declared experiencing such relationship problems. Teachers too may face problems in building rapport with them. So, Thirty-two (32) of the instructors were selected as participants in the study. The second questionnaire will be handed to teachers of the same department.

Moreover, a classroom observation was conducted to observe and to see the extent to which teachers use humour in their classrooms. The selected teachers to be observed were six instructors teaching different modules in the EFL department. The classroom observation lasted for about a month.

At the end, both questionnaires and classroom observation data were analyzed. The final results can determine whether to prove or refute the hypotheses of the current study.

**Structure of the Study**
This study includes three main chapters. One is theoretical and the two others are practical. The first chapter is devoted to the main variables of the study, and is divided into two sections. The first section tackles the different definitions of humour, its types, forms, theories, benefits and its implementation in EFL classrooms. The second section tackles the definitions of rapport building, student teacher rapport, strategies for building rapport, problems hindering the maintenance of rapport and its importance in EFL classrooms. The second chapter then covers the description of the teachers and students’ questionnaires, the analysis of the data obtained, and their interpretation. The third chapter is devoted to the classroom observation analysis and discussions of the resulting data, in addition to some recommendations and implications for further research.
Chapter one: The Use of Humour and Student-Teacher Rapport

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General Conclusion
Introduction

Building rapport with students is the ability to stimulate strong positive emotions in them. That is to say, it is an establishment of a harmonious connection with students, as if the teacher is an icebreaker. Rapport does not result in learning, but it certainly helps to create conditions conductive to learning. i.e., it can contribute positively to make a difference when the teaching learning process takes place. This happens only if a good strategy is used by the teacher. Many strategies were suggested to establish that rapport, but the use of humour appears to be mostly effective for EFL students because it serves a variety of positive functions beyond simply making students laugh. Thus, we can say simply that the use of humour brings students and teachers together within the context of education.

Section One: Humour in the EFL Classroom

Introduction

There are many situations in human-human interaction where humour plays an important role in keeping the conversation going. That is why people have been working on humour in many fields of research like psychology, philosophy, linguistics, sociology, literature and especially in the context of education. As many teachers struggle to find effective teaching tools and strategies to improve this task and enhance students’ levels and outcomes, the use of humour appears to be mostly effective for EFL classrooms. Humour certainly helps to create conditions conductive to learning. i.e., it can contribute positively to make a difference when the teaching learning process takes place. This section intends to be a general overview of humour that will include various definitions of humour, its classifications, theories, types, functions and followed by its use in EFL classrooms.

1.1.1. Humour Definition

Humour is a concept that has changed and evolved through time. It was defined by different scholars and dictionaries and in relation to many fields such as medicine, psychology, sociology, literature, linguistics…etc.

In early studies, the ancient Greeks saw humour as bodily fluids; the balance of these fluids in the human body controls human health and emotions. More recent, Freud (1961) with his psychological views clarified that humour is the “most frugal of the types of comic; it is the supreme defense mechanism in (re)gaining pleasure” (p.204). Freud was the pioneering researcher who introduced the relevance of humour and jokes into psychotherapy.

For the anthropologist Hymes (1972) “key is the tone or manner in which something is said or written. For us, humour is (just one) key. An utterance or a text that is keyed as humorous
is typically intended to elicit a feeling of mirth in its hearers or readers (p. 62). Humour may be viewed as “a stimulus (the comment or behaviour that leads to a humourous response), a response (the reaction to humour itself), or a disposition (a trait of the person initiating, interpreting, or responding to the humour)” (Chapman & Foot, 1976, p.355).

Scholars like Long and Graesser (1988) defined humour as “anything done or said, purposely or inadvertently, that is found to be comical or amusing” (p. 4). Weisfeld (1993) saw humour as “a distinct, pleasurable affect that is often accompanied by laughter” (p. 142). Leung (2004) chose as a definition of humour “the ability to understand, enjoy, and express what is amusing” (p. 1). Romero and Cruthirds (2006) considered humour to be an amusing communication that creates positive cognitive and emotional reactions in a person or a group.

However, as some authors (Bell, 2009; Myers, 2002; Schmitz, 2002) indicate, there is much variation in the creation and appreciation of humour, since humour can be universal, culture-bound, or idiosyncratic. What is humorous to one in a particular time and setting may turn out to be incomprehensible, inappropriate, or even offensive to another in a different context. Paajoki (2014) also reported, “Humour as a term is difficult to be defined since it is an interactive and social phenomenon that is highly dependent on the social situation and people involved in that situation” (p. 19).

Nowadays, The Cambridge Academic Content Dictionary (2016) defines humour as the ability to be amused by something seen, heard or thought about, sometimes causing you to smile or laugh, or the quality in something that causes such amusement. The Oxford Dictionary refers to it as “The quality of being amusing or comic, especially as expressed in literature or speech”. The Merriam Webster Dictionary adds, “Humour is something that is designed to be comical or amusing” (2014).

From all of these various definitions about humour, we can deduce that humour could be an ability, a stimulus or a phenomenon that depends on its creation and appreciation. What is important is that it is formed to bring positive feelings of mirth, pleasure, amusement, comic and laughter to a person or a group of people.

1.1.2. Humour Classification

Humour is categorized in a number of ways, i.e., no exact classification is to be found. Yet, many authors have classified humour according to its being spontaneous or prepared (Martin, 2007; Fry, 1963). However, others assorted it to being light or dark (Pollak & Freda, 1997, p. 77).
• **Spontaneous Vs Prepared Humour**

Scholars differentiate between spontaneous and intentional humour. *Spontaneous humour* is any kind of humour that is formed unintentionally and without previous preparation. It occurs more naturally during the course of conversation. Yet, *Intentional humour* is any kind of humour formed with a full intention and preparation. As Martin (2007) declared, “It is the prepackaged humorous anecdotes that people memorize and pass on to one another” (p.11).

When interjecting with a canned joke, this might be related to the conversation, but spontaneous humour generally originates directly from the ongoing interaction (Fry, 1963,p.49). Intentional humour could be found in EFL classrooms because teachers may use it for reasons such as breaking routine, illustration, making fun… So, they tend to implement humour for a predetermined reason and preparation. Yet, they may accidently and unconsciously make a humourous comment whilst interacting to form an unintentional type of humour.

• **Light Vs Dark Humour**

The other classification of humour suggested that humour can be dark or light. *Dark humour* relies on a deviation from values and a transgression of social norms and moral systems. This type of humour can be perceived as antisocial and transgressive (Chapman & Foot, 1976,p.357). Because dark humour concerns a broad negative content and serve negative interpersonal purposes (Dolitsky, 1983,p.85), it appears to provoke mixed emotions such as shame or disgust (Aillaud & Piolat, 2011,p.102). Yet, *light humour* differs from dark humour in what Bullough (2012) reports that it, “facilitates cooperation, lowers tension, softens boundaries, encourages bonding, is exhilarating, energizing, and fun” (p.18).

Thus, humour could be both negative and positive; it could devolp feelings of pleasure and positivity, or it could only lead to feelings of shame, disgust and repulsiveness. This fact will not contradict the above definitions of humour provided by different scholars who agree on the positive feelings that humour provides us with. This will confirm that humour is positive in nature, but its use characterizes it as being negative or positive. In addition, content, purpose and especially the reaction and appreciation of the respondents are factors that determine the nature of humour. The use of humour should follow the regular norms, values and morals of a given society.

1.1.3. **Humour Types**

Different scholars tried to set humour into types on the basis of the data they observed within the course of interaction. Similarly, this research adopted jokes, puns, riddles, anecdotes,
language play and other humourous behaviours that could be seen as major types of humour for the study. They are explained as follows:

- **Jokes**
  
  Jokes are what someone says to cause amusement or laughter, especially a story with a funny punchline (Oxford University Press, 2018). A joke is a display of humour in which words are used within a specific and well-defined narrative structure to make people laugh and is not meant to be taken seriously. It takes the form of a story, usually with a dialogue, and ends in a punch line. It is in the punch line that the audience becomes aware that the story contains a second, conflicting meaning. As Morrison said jokes are “short stories or short series of words spoken or communicated, and which are perceived as humorous by listeners or readers” (2001, p.22).

  Examples:
  
  - Waiter, waiter, there’s a dead fly in my soup.
    
    Yes, sir, it’s the hot water that kills them
  
  - My friend said he knew a man with a wooden leg named Smith.
    
    Therefore, I asked him "What was the name of his other leg? (Funny English jokes, 2018).

- **Puns**
  
  A pun is the humorous use of a word or phrase so as to emphasize or suggest its different meanings or applications. It is also about the use of words that are alike or nearly alike in sound but different in meaning; a play on words. Partington (2006) described puns as the "creative use of language" (p. 110). He stressed that puns never play with merely one word but with a group of words. Martin (2007) maintains that puns invoke a second meaning and they are usually based on homophones which are words with different meanings that sound the same such as: ate and eight (p.15). Examples:
  
  - You were right, so I left.
  
  - A man stole a case of soap from the corner store. He made a clean getaway.

- **Riddles**
  
  Riddles are a type of a question that describes something in a difficult and confusing way and has a clever or funny answer, often asked as a game (Cambridge University Press, 2018). It is also a mystifying, misleading, or puzzling question posed as a problem to be solved or guessed.
Riddles are of two types: conundrum and enigma. Enigmas, which are problems generally expressed in metaphorical or allegorical language that require ingenuity and careful thinking for their solution, and conundra, which are questions relying for their effects on punning in either the question or the answer.

Examples:
- I have a tail, and I have a head, but i have no body. I am not a snake. What am I?
  A coin.
- Pronounced as one letter, and written with three, two letters there are, and two only in me. I'm double, I'm single, I'm black, blue, and gray, I am read from both ends, and the same either way. What am I? An eye.

- **Anecdotes**
  An anecdote is a short account of a particular incident or event, especially of an interesting or amusing nature (Dictionary.com, 2018). It is also a short, often funny story, especially about something someone has done. (Cambridge University Press, 2018) As Partington claimed, an anecdote is a short story, usually serving to make the listeners laugh or ponder over a topic. Generally, it relates to the subject matter that the group of people is discussing (2006, p. 112). For example, if a group of coworkers are discussing pets, and one coworker tells a story about how her cat comes downstairs at only a certain time of the night, then that one coworker has just told an anecdote.

- **Language Play**
  It is any manipulation of language that is done in a non-serious manner for either public or private enjoyment. The modifications that speakers make may take place at any level of language: phonology (sound), morphosyntax (grammar), semantics (meaning), or pragmatics (what is meant by what is said) (Bell, 2016, p.88). Language play often elicits a feeling of mirth for the speaker and any interlocutors, but it is important to remember that not all language play will be humorous (e.g., rhymes and songs may be playful, but not amusing). We will also, at times, distinguish between playing in and playing with language (Bell, 2012; Martin, 2007). Playing in language refers to the use of language to engage in play by telling amusing stories or creating fictional worlds. Yet, playing with language involves the manipulation of language(s) by making up new terms or creating rhymes. Example:

  - What is the difference between a conductor and a teacher? The conductor minds the train and a teacher trains the mind (Bell, 2012, p.85).
• **Other Humourous Behaviours**

These encompass a variety of humourous elements that may take a form of:

- **Humourous comments**

  They are statements containing elements that tend to display comic, amusement, and fun.

- **Visual and audiovisual humour**

  It is the sum of pictures, cartoons, videos, strips, etc. that contain humorous messages and elements.

- **Physical humour**

  It includes exaggerated or distorted tone or pronunciation, facial expressions, gestures, impersonation, etc. aiming at being amusing.

- **Others:** this concerns the remaining humorous items.

  The types of humour mentioned above are used as a guide for the researcher-observer during the classroom observation carried out in the framework of this study. It should be stated that one type of humour that is viewed as a joke may have very different defining parameters in different cultures. This is to be taken as important in humour research (Bell, 2016, p.88).

1.1.4. Humour Theories

Traditionally, theories of humour are divided into three major branches: Theories of superiority, incongruity, and relief. Yet, several scholars proposed new additional theories from the fields of psychology and sociology. As Cooper (2008) stated, “These additional theories are either subsumed under the heading of one of the three main theories or have not received enough attention within the literature to warrant discussion” (p.43). Still, these theories form the basis for humour research. Therefore, we will briefly try to discuss most of them.

- **Superiority Theory**

  The superiority theory assumes that we laugh about the misfortunes, mistakes and shortcomings of others; it reflects our own superiority. It is to be found in the works of Plato, Aristotle, and Hobbes. The latter believes that humans are in a constant competition with each other, looking for the shortcomings of other persons. He further considers laughter as an expression of a sudden realisation that we are better than others and an expression of sudden glory.
Superiority theory may explain why people engage in slapstick comedy, practical jokes, laughter at others’ mistakes, and jokes that make fun of ethnic groups (Martin, 2007, p.147). Humans have used humour to compete with other people, making them the target of their humour. The winner is the one who successfully makes fun of the loser. (Gruner, 1978, p.15). Thus, humour is said to be pointed against a person or a group, typically on political, ethnic or gender grounds.

Superiority theory may also explain why one potential function of humour is to marginalize specific individuals or groups (Lefcourt & Martin, 1986). Only few scholars support the view that all humour involves some form of hostility or derision, but most researchers agree that humour is sometimes associated with aggression (Martin, 2007, p.149).

- **Incongruity Theory**

The incongruity theory is the most dominant theory in the psychological study of humour (Morreall, 1983; Gruner, 1978). This theory states that it is the incongruous juxtaposition of two or more people, objects, ideas, or expectations that makes something humourous; what does not fit into our vision of how the world should be is possibly humourous to us. This explains why we find a clown’s face funny since it is not an ordinary face, as we know (Morreall, 1983, p.16).

Torok (2004) also declared, “The cause of laughter is simply the sudden perception of the incongruity between a concept and the real objects which have been thought through it in some relation, and the laugh itself is just an expression of this incongruity” (p.94). Humour begins with one interpretation of the communication, and then a second contradictory interpretation is suddenly activated; humourous communications are “incongruous, surprising, peculiar, unusual, or different from what we normally expect” (Martin, 2007, p. 63).

There are conditions for the enjoyment of incongruities. First, these incongruities should come in a pleasant funny way; i.e. they should not make people feel threatened or challenged. (Morreall, 1997, p.77). Another condition is that a person should enjoy the incongruities rather than viewing them as puzzles to be solved, or flaws or disorders to be corrected to find humour in them (Morreall, 1997, p. 78). As an example for this condition, Morreall illustrated the case of a cartoon in a magazine that, instead of providing fun, triggered some readers to find solutions for the situation described.

- **Relief Theory**

The relief theory focuses most on the function of humour. It suggests that responses to humour (such as laughter) serve as a physiological vent for nervous energy (Morreall, 1983, p. 81). Lynch (2002) wrote, “When a joke or laughter is used to reduce tension or stress, humour
can be considered to provide a relief function” (p. 427). People respond to humour because tension has built up in their bodies.

Freud (1960) also proposed that joking is both a “Defense mechanism by the ego and super-ego to reject reality and protect itself from suffering . . . […]A means by which people could disguise and release their sexual or aggressive impulses without guilt, giving them relief from these urges” (p. 1096). He further explains that this psychic energy in our body is built as an aid for suppressing feelings in taboo areas, like sex or death. When this energy is released, we experience laughter, not only because of the release of this energy, but also because these taboo thoughts are being entertained. (Freud, 1960, p.1099). Thus, Freud conceptualized humour as a motivation to produce humour in hopes of gaining relief from tension.

Most of the humour theories proposed previously are actually mixed theories; in their totality, they cannot explain a huge and multiform phenomenon such as humour.

1.1.5. Functions of Humour

Humour plays an important role in enabling us to have fun and derive feelings of pleasure and mirth from nonserious language. It serves a number of important functions, which are grouped by Martin (2007) into three main categories. Humor for stress relief and coping, for establishing and maintaining social bounds due to the positive emotions it evokes, and for prompting social action and exerting influence over others.

- **Cognitive and Social Functions of the Positive Emotion of Mirth**

Recently, many scholars have begun to investigate positive emotions like mirth and joy and their functions. As Martin (2007) reported,

When people are experiencing positive emotions like comedy (induced mirth)... they show improvements in a variety of cognitive abilities and social behaviors. For example, they demonstrate greater cognitive flexibility, enabling them to engage in more creative problem solving; more efficient organization and integration of memory; more effective thinking, planning, and judgment; and higher levels of social responsibility and prosocial behaviours such as helpfulness and generosity. (p.16)

Bell and her colleagues also suggested that positive emotions of mirth play a vital role in the regulation of interpersonal relationships. These positive emotions are important in accomplishing three fundamental tasks required for relationships: identifying potential relationship partners, developing, negotiating, and maintaining key relationships, and collective agency. (2012, p.236).

- **Social Communication and Influence**
Humour is viewed as a mode of interpersonal communication that is mostly used to convey implicit messages indirectly and to influence other people in various ways because it involves playing with incongruities to convey multiple meanings at once. It is also used for communication in situations where more serious and direct mode are believed to be embarrassing, or risky (Mulkay, 1988, p.255). For example, if two friends are disputing to the point where their relationship is threatened, a humourous comment from one of them can be a way of de-escalating the conflict to enable both of them to save face.

Some of the functions of humour can also be quite aggressive, tough, and manipulative. A good deal of humour involves laughing at the behavior and characteristics of individuals who are perceived to be different in some way and therefore incongruous. Humour, then, is neither friendly nor aggressive; it is a means of deriving emotional pleasure used for both sociable and hostile purposes (Martin, 2007, p.17). This is the paradox of humour. If one’s goal is to strengthen relationships, smooth over conflicts, and build cohesiveness, humour can be useful for those purposes. On the other hand, if one’s goal is to humiliate or manipulate someone, or to build up one’s own status at the expense of others, humour can be useful for those purposes as well. Either way, it can evoke genuine feelings of mirth.

- Tension Relief and Coping with Adversity

Another function of humour that was noted by many theorists is its role in coping with life stress and adversity (Lefcourt & Martin, 1986). Humans adopted the nonserious play of language to manage many of the life events that threaten their wellbeing because this language play provided them with a way to shift perspective on a stressful situation to a new and less threatening point of view; as a result, the situation becomes less stressful and more manageable (Kuiper, Martin & Olinger, 1993).

The positive emotion of mirth accompanying humour replaces the feeling of anxiety, depression, or anger that would otherwise occur. This positive emotion may have a physiological benefit of speeding recovery from the cardiovascular effects of any negative stress-related emotions that may be evoked (Fredrickson & Levenson, 1998, p.12). Humour; for instance, makes cancer patients maintain a spirit of optimism that keeps them in distance from thoughts of their own mortality. Thus, humour is viewed as an important emotion regulation mechanism that can contribute to mental health (Gross & Muñoz, 1995, p.159).

The aggressive aspects of humour also play a role in this coping function. Many of the threats to the well-being of humans come from other people. By making fun of the stupidity, incompetence or laziness of the people who frustrate, irritate, and annoy them and hinder their
progress in achieving their goals. Individuals can minimize the feelings of distress that these others might cause, and derive some pleasure at their expense. Hence, they diminish all threats and stress only by laughing at the incongruities of life (Martin et al., 2003).

Many theorists distinguished this tension-releasing function of humor over the years. They considered humor as an important mechanism for tension relief and coping with adversity. Still, it is a means for dealing with difficulties and coping with potential threats used for the survival of the human kind.

1.1.6. Humour in Educational Settings

Students think that the successful teachers are the ones who use some humor in classes. There was much research in the late decades that treated humor as a concept that must be integrated in educational settings. Surveys of learners' attitudes about the qualities that they hope to find in their teachers often mention a sense of humor (Myers, 1968, p.133). As Pollak and Freda (1997) argued, “Students often remember their favorite instructors as being those who created a fun environment and made them laugh. Fun is one of the five primary needs of humans alongside survival, belonging, power, and freedom” (para .04). It is thus a necessity for even formal settings to implement humor since we are all human beings in classes so why neglecting our human needs? Another survey of 923 college, high school, and junior high school students asked whether they preferred instructors who used humor in the classroom. Results have shown that 84% of these students truly enjoyed instructors who used a regular to frequent amount of humor. Less than 1% of students have said that they preferred instructors who used no humor at all, indicating that humourless instructors are far less popular and appreciated (Freda & Pollak, 1997, p. 176-178). Hence, students perceive humor use as a must in their educational institutions being it a main quality of good teachers.

1.1.7. Benefits of Humour in the EFL Classroom

Humour was seen as a source of distraction that disturbs classroom-teaching business. Consequently, laughing meant that students were taking the class in a non-serious way (Check, 1997, p.105). Currently, this has changed and laughter has started to be seen as an indicator that students are following and listening to their teachers. (Torok et al., 2004) It is no longer a sign of disturbance or unprofessionalism, but it became a necessity in educational settings. Indeed, humour has a solid place in classroom lectures due to its many proven psychological, social, and cognitive benefits to teaching.

Studies on the benefits of humour show that it enhances students' health by alleviating pain and psychological discomfort (Check, 1997; Ziegler, 1998). Laughter stimulates the
cerebral cortex of the brain that improves mental and physical health. Laughing causes the diaphragm to massage the right side of the heart that releases endorphins, a natural painkiller (Check, 1997, p.105). Students in different learning situations are experiencing pressure and stress, and this can lead to mental disorders such as anxiety and depression. Humour plays an important role in helping students cope with stress, enhance their sense of well-being, boost self-image, self-esteem, self-confidence, as well as alleviate anxiety and depression (Check, 1997, p.106). Thus, humour have the advantage to reduce some fear and tension on students, proving that sometimes laughter is the best medicine.

Humour can be more beneficial at the social level. Scholars report that it can be extremely effective in building rapport with the students, which is important for encouraging a sense of trust and mutual respect (Pollak & Freda, 1997, para.04). Weaver and Cortell advocated that, “Humour can be used to establish professional relationships between instructors and students by breaking the ice, reducing fear and tension, and revealing humanness.” (1987, p.122). This means that students would like to see their teachers as real human beings and not robots. Laughter works to shorten the distances between instructors and their students. Humour sets the tone for a more relaxed atmosphere, which in turn creates a positive climate conducive to student learning (Weaver and Cotrell, 1987; Pollak & Freda, 1997). Humour can be used when teaching courses that students often avoid. These subjects are paired with negative feelings of failure and boredom. Students who are previously conditioned to dislike a certain course such as chemistry, engineering, statistics, mathematics, and research methods can learn to enjoy the subjects when they encounter instructors who change the tone of the instructional process from a negative to a positive one (Kher et al., 1999). Here, students will be more comfortable when learning since the atmosphere that they are learning in is lightened, relaxed, and even more they are encouraged for social interactions.

Humour can have cognitive or educational benefits as well. It was showed that the extent to which students learn might depend on the frequency and amount of humour used in the classroom (Check, 1997, p.56). Humour increases students’ motivation, and comprehension of the courses. As Pollak and Freda indicate, “A humourous touch can capture students' attention and make the lesson more enjoyable, interesting, and memorable (1997, p.77). Humour use during a lesson can allow the students to be fully involved in the process, awakened enough and very attentive to instructors’ talk. In addition, Pollak and Freda (1997) argued that,

Sometimes low self-esteem can inhibit students' ability to take risks and learn beyond the scope of perceived competency. Taking themselves lightly and being able to laugh at themselves allow students to be more self-forgiving for mistakes or blunders that might
otherwise cause major embarrassment. Using humor can encourage students to take risks despite incurring temporary academic setbacks; therefore, students are able to further engage in the learning process (p.81).

Instructors who continually use jokes and anecdotes when lecturing enhance the students’ self-esteem. Not only that, but they also boost students' self-confidence in the subject matter, and make them achieve better because they would like to please their teachers. Humour also assists in problem-solving situations in which students are encouraged to think creatively (Ziegler, 1998, p.54). Using humourous or absurd examples can help students see problems from different angles (Pollak and Freda, 1997, p.82). Humour also allows the expression of ideas that would otherwise be rejected, criticized, or censored (Ziegler, 1998, p.123). Humour can be the only escape for teachers to make their students more active and to stimulate their reasoning methods when learning.

Overall, humour is an appreciated teaching tool that serves psychological, social, and cognitive purposes. But on a condition that it should be used appropriately, constructively, and in moderation. Shared laughter is a powerful way to reinforce learning because it links the students and teachers through enjoyment, making them learn while laughing together (Korobkin, 1988, p.15). By using appropriate types and moderate amount of humour in the classroom, instructors can truly foster a positive climate that is conducive to student learning. Thus, although some teachers may be reluctant to use humour in their classrooms for some reasons, its acknowledged benefits to the teaching process should induce teachers to at least attempt to integrate some humour into their classrooms.

**Conclusion**

Laughter is a human behaviour that is experienced consciously or unconsciously through life. And for its tremendous effect on health and human psyche, researchers linked it to the field of education. Indeed, humour use in classes appears to be very effective for both students and teachers. The effectiveness of this use depends on the way teachers implement humour in classrooms. It is suggested that humour should be used moderately, appropriately and in situations that necessitate breaking the ice with students.

**Section Two: Student-Teacher Rapport**

**Introduction**

Teaching is considered as a demanding and challenging social activity in our society with the ultimate goal of training students to acquire the ability, knowledge, social values and skills in
order to apply and integrate them in the community (Frisby, 2008, p. 28). Communication and interaction between teachers and students stimulate a supportive relationship between them and guarantees building instructor-student rapport. The latter is, in essence, the quality of the working relationship between an instructor and his or her students. There is ample research proving that rapport plays a significant role in teaching and learning (Fleming, 2003, p.15). Therefore, this section aims at informing the reader about student-teacher rapport, its imperative role in the university classroom, some strategies for its maintenance and the problems that hinder transforming the classroom into a personable yet professional place for learning.

1.2.1. Rapport Definition

Rapport comes from the French verb ‘rapporter’. It means to bring back, and can be traced back to the Latin verb ‘portare’ meaning, to carry. That sense of rapport dropped out of regular use by the end of the 19th century. Therefore, the word rapport shifted to mean a harmonious relationship, which is built with trust and mutual understanding. Hence, it differs from a relationship in that a relationship is an association between two or more people or entities that may or may not be harmonious, but still a relationship is the most used synonym for the word rapport. The Oxford Dictionary defines rapport as a close and a harmonious relationship in which people or groups concerned understand each other's feelings or ideas and communicate well. Other scholars claim that rapport is concerned with building a relationship based on mutual trust and harmony (Faranda & Clark, 2004, p.27). Nadler explains rapport as positive mutual attention marked by affinity and harmony (2007, p. 235). Ross and Wieland (1996) add, “rapport building can be in two different, but related, ways: a personal connection and an enjoyable interaction” (p.22). Thus, rapport is all about maintaining a relationship that is full of respect, trust and harmony.

1.2.2. Student-Teacher Rapport

Rapport is seen as a state of a harmonious connectedness between people. Hereabout, a teacher-student rapport can be described as the emotional bond students and teachers share with each other (Davis, 2008, p. 1966). Many researchers tried to define teacher-student rapport; some scholars considered it as having low levels of conflict and high levels of closeness between both students and teachers (Davis, 2003; Gardner et al., 1985; White, 2013). Faranda and Clark also claimed that rapport in language learning and teaching refers to the maintenance of a harmonious relationship based on affinity for others. (2004, p. 185). When students feel that their teachers are supportive and trustworthy, they tend to create a connection with these teachers who are seen as their protectors. This gives students all the chance to behave and learn well. Hence, rapport can be the product of the interpersonal side of teaching.
According to Pianta, the student-teacher relationship is “emotions-based experiences that emerge out of teachers’ on-going interactions with their students. Such a relationship is characterised by affection, warmth, and open communication” (2001, p. 11). This definition is based on extended attachment theory from research in the field of mother-child relationships (Gardner et al., 2014). The theory advocates that children need to develop an affectionate bond with at least one main caregiver in order to feel secure. If caregivers are not responsive in interactions or supportive to their infants, children can develop insecure patterns of attachment that will negatively influence children’s development (Bretherton, 1992, p. 45). Accordingly, the quality of the child relationships in turn affects the quality of relationships that students form with their teachers (Frisby & Myers, 2008, p. 28). The attachment patterns that children form in their early relationships are of a huge importance in their academic lives. The negative rapport developed with one of the caregivers in early childhood, the negative the quality of the relationships developed later with teachers and vice versa.

The attachment theory had developed later and was mainly concerned with older students and adults (Bretherton, 1992; Hjemdal, 2013; Riley, 2009; Koomen, 2012). It was reported that, Students can have one of three attachment patterns marked by conflict, dependency or closeness which are internal working models that shape new relationships. Dimensions of conflict or dependency describe insecure relationship patterns, while a secure relationship pattern is close. Students with insecure attachment patterns typically seek too much contact with teachers by either creating conflict or by being too dependent. An insecure attachment can also manifest itself in students avoiding interaction with teachers. Teachers are likely to find it challenging to develop good relationships with insecurely attached students and have lower levels of affection for them than more cooperative students (Pianta, 2001; Sabol & Pianta, 2012; Toth & Cicchetti, 1996).

The attachment theory suggests three attachments that may develop through interaction which are patterns of conflict, dependency or closeness. Patterns of conflict and dependency can develop insecure relationships. Yet, a closeness pattern leads directly to positive supportive and caring relationships. In turn, good teacher-student relationships are a necessity for students to feel safe and secured in school so they can learn well. In other words, closeness attachments lead to good teacher-student relationships that are a condition for learning.

1.2.3. Importance of Building Rapport in the Classroom

The importance of rapport has been acknowledged in all times and in every situation. Some scholars highlighted that fact claiming that clinicians try to develop it with patients, sellers try to use it to make a deal, and new acquaintances try to predict from it the future of a
relationship with one another (Degnen & Rosenthal, 1990, p. 285). Moreover, LaFrance (1990) stated, “Hypnotists work to invoke it, and teachers strive to maintain it…” (p. 318). Indeed, Student-teacher rapport building is viewed as essential in any life circumstance and especially in classroom situations where the interactive nature of the teaching-learning process is built on connectedness between both teachers and students.

Rapport can be considered as extremely important in classroom management given that, a number of learners' comments from evaluations of language training programs were emphasizing the importance of the role of learner-teacher rapport in language learning. Although learners do mention well-designed textbooks and a suitable curriculum as positive forces, their true interest is reserved for their teachers and the relationships the teacher establishes with them. As Ehrman (1998) has concluded, “It is a rare end-of-training program evaluation that does not mention the teachers as being great when they are more approached to their students” (pp. 93-94). This suggests that students recognize that teachers’ relationship with them is a key to their success in learning. In sum, building up rapport with learners is essential for a teacher to teach successfully and for a learner to learn appropriately.

The potential benefits of rapport building can be explained in the words of Schrodt and Witt (2006) who state, “Few can deny the fundamental importance of instructors establishing…rapport with students at the beginning of a new semester” (p. 3). Faranda and Clark (2004) argue that rapport is one of the top six qualities that students believe are present in good teachers (p. 89). Early research on rapport building done by McLaughlin and Erickson (1981) also suggested that rapport is a crucial attribute of being an ideal instructor (p. 35). Therefore, most of these scholars emphasize the importance of creating a harmonious relationship between students and their instructors due to the fact that students themselves appreciate a teacher being connected to his students, and consider that teacher as being a great teacher. This is agreed upon in several researches in all times.

1.2.4. Rapport Effects in Educational Settings

Rapport is composed of a dynamic structure of interrelating components that have affective and behavioural implications, namely, mutual attentiveness, positivity, and coordination. It is stressed that rapport exists only in interaction, and the presence of a high degree of rapport between individuals has been thought to create powerful interpersonal influence and responsiveness (Tickle-Degnen and Rosenthal, 1990, p. 285). The importance of rapport lies in its potential to enhance the learning environment, motivate learners, improve their performance, reduce their level of anxiety and is more significant to the well being of teachers.
In more tangible terms, rapport affects the learning environment and classroom management, motivation, performance, achievement, anxiety, and the well-being of instructors.

**1.2.4.1. Learning Environment and Classroom Management**

Rapport is significant because it provides the context for what actually takes place in the classroom. It provides the framework through which effective learning occurs. Student-teacher relationship ensures that the classroom atmosphere is positive, cooperative, and supportive. Besides, some scholars see that when establishing a collaborative and respectful setting for learning, the students will perceive themselves to be part of a collective classroom and, hence, are likely to behave according to its dynamics (Anderson, 1999, p.144). Furthermore, rapport can discourage academic dishonesty among the students, as it is usually said; it is easier to cheat on a stranger. This means that students’ cheating percentage is lowered when being with instructors who are indeed connected to students in most times of the learning process. A positive classroom environment is vital since the social-emotional climate established by teachers with students will provide prospects for these students to see themselves as proficient, reliable and self-assured members of the classroom community and make them feel part of the learning process.

**1.2.4.2. Motivation, Performance and Achievement**

By creating a personal yet professional learning experience, students will need to accompany the teacher and, consequently, will want to come and attend classes. Successively, it is proper that students will try to work hard in order to eventually outshine and succeed in the class.

- **Motivation**

Learners’ motivation is crucial in the learning process. Learners have various motives in their learning and learner-teacher rapport is one of them. The latter is indeed a drive that make students eager to make more efforts and work hard to achieve success.

Gardner and his colleagues made a link between motivation and second language learning. They believed that attitudes and integrativeness, being important motivational aspects in L2 learning, determine the level of proficiency achieved by different learners (Gardner, 1985, 1988; Gardner & Lambert, 1959, 1972; Gardner & Smythe, 1975). Other researchers also advocate that developing rapport with learners is an effective measure of motivating them, which is supported by Dörnyei's (1994) L2 motivation model. In this model, learner-teacher rapport, namely the affiliation drive is one of the important motivation components (p. 280).
Likewise, other researchers claim that the need for belonging is so strong that individuals seek to develop relationships even in hostile situations. The need for belonging is a powerful motivation in itself (Baumeister & Leary, 1995, p.35). Accordingly, students who feel connected with and supported by their teacher are more likely to feel motivated to learn (Ryan & Patrick, 2001, p.27).

All of these views confirm the tenet held about the pivotal role of student-teacher rapport in the classroom, and that the affiliation that a student experiences in classroom makes him more competent to achieve better in learning.

**Performance**

Being conscious about the importance of building rapport with learners, students will find the learning experience very beneficial and enjoyable. Scholars advocate that in the learning journey, learners of a language are no exception in being driven by emotional factors as all human beings are driven, too. Thus, it is important for teachers to make a special effort in developing rapport with their learners (Ehrman, 1998, p.94). Frisby and Myers (2008) concisely explain the potential benefits of rapport building in a classroom setting,

Intuitively, an instructor who maintains positive rapport with students would also achieve a sense of liking from them, increase students’ state motivation, and enhance students’ satisfaction, in part because student’s feelings of liking for instructors often evolves into liking for the course and increased learning. (p. 28)

Therefore, the more positive rapport with learners a teacher establishes, the more likely students enjoy the class and put more effort into the course being taught. Here, students will surely be driven by emotional connectedness in a positive way and for the objective to enhance their learning and improve their academic outcomes.

**Achievement**

Factors related to teachers have the highest effect on learning achievement. In terms of the importance of teacher-student relationship quality, it was found that classrooms, which emphasizes the role of teacher-student relationships, has significant association with learning achievement, as well as reducing disruptive behaviour, absences, and dropout (White, 2007, p.185). Roorda et al (2011) reconfirmed this strong association between good teacher-student relationships and student engagement and achievement (p.38). Hattie also showed that in classrooms with teachers focused on developing good relationships with students, there was more
engagement, more respect of self and others, fewer resistant behaviours, greater student-initiated activities, and higher learning outcomes (2009, p. 119). All of these views provide strong evidence of the significance of the quality of teacher-student relationships for students’ success and achievement.

1.2.4.3. Anxiety

Anxiety contributes to many psychological problems and difficulties that impede language learning. Anxiety is usually linked to affective filter, in the words of Krashen (1982), who clarifies that, “it makes the individual unreceptive to language input; thus, the learner fails to internalise the available target language messages and language acquisition does not progress smoothly” (p. 204). i.e., the affective filter can either facilitate or hinder the language learning. When it is high, individuals may experience stress, anxiety and lack of self-confidence that may inhibit success in learning a language. On the other hand, a low affective filter facilitates the learning process and encourages risk-taking behaviours accorded to learning. Hence, teachers must strategically organize their environment and instruction in order to lower the affective filter of learners in their classrooms.

A study made by Price (1991) shows that teachers play a significant role in the amount of anxiety each learner experiences in their classes. To make language learning less stressful, and more pleasing (p.106). He further suggested that, “the most frequent observation made by these subjects was that they would feel more comfortable if the instructor was more like a friend helping them to learn and less like an authority figure making them perform” (p.107). This means that creating a harmonious relationship with students will make these students less stressed, more relaxed and well prepared to go through the process of learning and success. Rapport building; therefore, lies at the core of good teaching practice and successful language learning.

Moreover, some researchers were concerned about the idea that an overemphasis on technology can dehumanize learning, resulting in a breakdown in the learner teacher relationship. Nissenbaum and Walker argue that, “the possibility that the use of computers may lead to dehumanisation continues to trouble critics of computers in schools” (1998, p. 244). It is; thus, a little bit challenging to have technological utensils in classroom as these researchers claim, but if well used, technology appears to be the best material that can be afforded to build a solid relationship between students and teachers especially when using it outside classes to maintain the social bond in exchange of news and information. Which, of course, leads to building rapport at the first place and accordingly to reduce the amount of anxiety.
1.2.4.4. Well-being of the Instructor

Having a strong rapport with students is not important only for students. In fact, it is a very significant aspect for the well-being of a teacher. Many researchers claim that interpersonal relationship building is a necessity for the effective transmission of ideas and knowledge between both teachers and students to occur.

Worley, Titsworth and Devito (2007) state that, “instructor-student relationships are not only important for effective communication to take place, but are vital for student learning” (p.33). It is also noted that, “good teacher-student relationships are positively related to teachers’ job satisfaction and effectiveness (Veldman et al., 2013, p.144). Fink (1984) agrees on that, by saying “Connecting with students is one of the critical factors determining personal fulfillment as an instructor” (p.225). Therefore, rapport establishment plays a vital role in the instructor’s being able to transmit his /her ideas in a smooth flow with no distractions or disruptions of negative emotions that may take place at any situation. Rapport building should never be a lacking process in classroom settings.

Teachers also reported that good teacher-student relationships are a main source of motivation, whereas negative teacher-student relationships are a common source of teacher stress and burnout (Chang, 2009; Clunies-Ross et al., 2008; Jennings & Greenberg, 2009; Spilt et al., 2011). These negative feelings sometimes lead teachers to quit their jobs. Indeed, teaching is found to be one of the most stressful professions. Scholars observed a range of emotions teachers felt while teaching. Negative emotions included anxiety, frustration, anger, guilt, disappointment, while positive emotions comprised of joy, pride, and excitement. Experiencing positive emotions evoked by successful relationships with students is imperative because it builds teachers’ resilience and confidence as effective teachers (Gu & Day, 2007, p.85). A teacher experiencing positive emotions is seen as the most effective instructor whose connectedness to students is the key strategy to lighten classroom spirits.

The well-being of instructors is a necessity in educational settings. In fact, a teacher feeling good in class will work hard to transfer his or her knowledge to students in the most encouraging manner. This was proved in many studies and still is a valid belief in educational research.
1.2.5. Student-Teacher Rapport Building Problems

Students participating in our fieldwork mentioned some conducts of teachers consciously or unconsciously done that hindered the building of rapport. These ranged from general disappointments to detailed explanations of behaviours or specific incidents that hurt the development of teacher-student rapport. Here, we list some problems that interfere in destructing the student-teacher rapport.

- **Failing to know students names**
  
  Some students complain about their teachers not knowing them. This makes them feel anxious and somehow marginalized (Pittman, 2017, p.4). Instructors who fail to learn their students’ names are unconsciously destroying the connection between them and their students. This in turn leads to an unhealthy classroom atmosphere that influences the learning teaching process.

- **Insensitive teachers to learners’ needs**
  
  Some teachers do not share their interests with students and at the same time, they neglect the students’ interests and preferences. According some scholars in the field, a lack of awareness on the part of the instructor indicates poor teacher-student relationships. Not all students respond the same way to lessons, and some require personalized educational practices (McLaughlin & Erickson, 1981, p.144). For instance, a teacher expectation from a student who never volunteers in class is apathetic or disengaged. In reality, the student might be a visual learner who does not respond well to the style of the lecturer. In addition, some teachers do not consider an individual student's educational needs. Personality, family backgrounds, learning styles, influence each student's ability to learn and connect with educators (Tucker, 2016, p.94). Insensitive teachers to learners’ needs encourage poor relationship building and is a major source for students’ low outcomes, boredom and monotony in classroom. Thus, teachers need to view each student as an individual who deserves one-on-one attention and specialized, focused instruction whenever possible.

- **Teacher Bullying**
  
  Teacher bullying interrupts the connectedness of teachers with their students. Twemlow, a psychiatrist who directs the Peaceful Schools and Communities Project at the Menninger Clinic in Houston, conducted an anonymous survey of 116 teachers at seven elementary schools. Surprisingly, 45% of the teachers admitted to bullying a student. He defined teacher bullying as “Using power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure” (2004, p.44). Their behaviour results in poor teacher-student
relationships. Students do not trust teachers who mistreat them; as a result, they bring out feelings of stress and insecurity with a discomfort when learning. Some of them lash out at teachers or withdraw completely; neither of which is a healthy or productive option.

- **Crossed Limits and Mixed Signals**

  Teachers often send students mixed messages. Social networking, texting and online teacher-student interactions complicate classroom relationships. In some cases, teachers get too friendly with their students and cross lines of professionalism, even when sexual misconduct does not occur. For example, some students lose respect for teachers who accept their Facebook friend requests and post images of themselves taking part in inappropriate behaviours (Tucker, 2016, p.94). Some students cross appropriate boundaries when a teacher's private personal life becomes a part of the classroom environment. Students forget that there must be some distance that keeps each member of the classroom in his/her position.

- **Troublesome Behaviour**

  A leading cause of conflict between teachers and students is rude, disrespectful or disdainful behaviour. Teachers are to be blamed for these types of infractions. When they interrupt students, blame them for classroom problems and criticize them in front of classmates, they make students feel embarrassed, ashamed and mostly humiliated. Instructors should always try to show appreciation, respect, and patience, without displaying outrageous temper or yelling at students impatiently. This results in stressful and unhealthy teacher-student relationships. Similarly, students who show disrespect, badmouth teachers or ignore classroom policies contribute to strained relationships (Tucker, 2016, p.96). These misbehaviours conducted by either students or teachers are among the foremost causes to endanger rapport that must be built between students and teachers.

- **Peer Pressure**

  This is also a probable reason forruining student-teacher relationships. Peer pressure can create communication problems in classrooms when students respond to teachers by acting funny, cool or disengaged. Students might refuse to build relationships with their teachers in order to maintain their not-so-interested-in-school reputations (Veldman, 2013, p.145). It is a very significant phenomenon in the lives of students that needs much caring and patience to be ceased in academic settings.
1.2.6. Students’ Views about Rapport Building Problems

The following responses are certainly important to consider, as students provided examples of rapport hindering behaviours that they experienced throughout their learning process in an informal interview made with the aim of getting a general idea about the subject matter of our research.

The first student reported that,

I feel that the rapport is okay in class. Our teacher gets angry easily, but he is also very nice at times. Although, I do respect another instructor, she has not built rapport with me because we do not share similar interests. She is very into science fiction, maths and video games and this is the opposite of me. Thus, our interaction is nothing more than a teacher and student.

The second student explained that,

I do not feel like my instructor built any rapport with me or the other students enrolled in the class. He missed six classes of Thursdays. His lectures rarely pertained to what was actually in the curriculum. Instead, he told complicated lectures not even related to the writing skill. He changed assignment due dates on short notice.

The third one also claimed that,

Most teachers are okay, but there are those who have problems. One is late all the time. The other gives too much work and does not communicate with us. The other teachers moves too fast, giving you two minutes to copy something down. Students cannot get it done and get mad.

The views that EFL students acknowledged in the informal interviews give us a hint about the most prominent problems they experienced when learning. These problems need to be treated in an urgent way considering the huge impact of building student-teacher rapport in the teaching learning process.

1.2.7. Strategies for the Maintenance of Student-Teacher Rapport

At the beginning of the semester, teachers should set aside some time to begin connecting with their students for the huge importance laid to rapport building in classroom. According to Brown (2004), “Rapport is not something developed by announcement. Rapport is developed by actions; it results from things teachers do” (p.23). Therefore, rapport can only be developed
through some specific actions that teachers should be aware of and that requires strategic behaviours to be executed. These actions can be called relational strategies that Jones and Deutsch (2011) referred to, “The planned actions that teachers take to improve their relational connections with students. Teachers’ long-term aim would be to motivate students to cooperate better in the learning process” (p. 1390). Here are some of the actions that teachers must be acquainted with and apply right at the beginning of the semester giving first classes.

- **Getting to Know Students**

  A starting point for developing good relationships with students is getting to know them in terms of their academic and personal needs, as well as their interests and talents. This is because students describe teachers they value as teachers who know them, who talk and explain, and who listen to them (Pomeroy, 1999, p.15).

  When teachers try to know their students, they are moving beyond simply labelling them. They are, according to the labelling theory, affecting students’ level of achievement. Here, students will accordingly perform to what teachers expect from them, and this would be in either a positive or a negative manner (Ercole, 2009, p.14). For example, in a study made earlier (Rosenthal & Jacobson, 1968), students for whom teachers had high expectations performed better. Equally, if teachers have low expectations, this will negatively affect students ‘learning especially if students internalise negative labelling. This is because students who are negatively labelled tend to feel that they do not belong to school, and respond by disengaging further (Ercole, 2009, p.14). This explains why building teacher-student rapport is a protective factor for students at-risk of school failure especially students with behaviour problems or learning difficulties (Roorda et al., 2011, p.39). For example, if teachers are aware of the difficult home situation of a disruptive student, they are more likely to develop empathy for the student (Driscoll and Pianta, 2010, p. 38). Thus, teachers become more patient, tolerant, and less likely to punish these kind of students. However, knowing students and developing empathy for them is a challenging process that needs much time and effort especially with large class size.

  It is important also to Fleming (2003) to gather student information that can be relevant to the upcoming semester. By giving the students an ‘Expectation Quiz’. For instance, the instructor can learn more about students’ interests, needs, learning preferences, and study habits. Teachers also need to be active listeners when talking with students because students appreciate being listened to and associate it with respect and trust (p.15). While interaction, it is important for teachers to be aware of the distinction between one-way communication and two-way
communication; or between talking-to versus talking-with students (Tauber, 2007, p.44). The type of talk teachers engages students in, which can be either academic or personal, makes a difference. (Fredricks et al., 2004; Newberry, 2008). This, in turn, leads to creating a solid student-teacher rapport.

Teachers can relate to students also through an engagement within their cultural background or their generation’s popular culture. Research demonstrates that teachers who are able to make such cultural connections with their students reduce the relational distance between themselves and the students (Jones & Deutsch, 2011, p.12). The African-American teacher studied in Cholewa, Amatea, West-Olatunji, and Wright (2012) is an example of a culturally responsive teacher, who used instructional methods that recognised the communication styles and cultural identities of students, such as the use of dance and storytelling (Cholewa et al., 2012, p.104). Teachers must make themselves connected to their students through culture. This diminishes the distance between the two generations and makes both teachers and students comfortable with the ideas, beliefs, values and norms the other embraces.

- **Exercising Self-Disclosure and Letting them Know you**

Teachers must consider sharing some things about their lives with students. A scholar in the field suggested that, “Instructors must share some details about their experiences and difficulties they faced as undergraduates. By doing so, an instructor is demonstrating that he or she is a human, not a robot” (Blanks, 2012, p.145). Giving them, for instance, a brief presentation of experiences, interests in the field, summer vacation stories, family, hobbies...etc. Teacher-student relationships can be developed through encounters outside the formal school setting (Gee, 2010; Gentry et al., 2011; Uitto, 2012). Experiencing teachers in less formal situations can help humanise teachers for students. Yet, while some teachers actively try sharing personal information as a strategy for connecting with students, other teachers feel that too much self-disclosure can compromise their professional role as teachers, and the necessary level of authority needed to keep students’ respect (Aultman et al., 2009,p.225). Nevertheless, self-disclosure can neither weaken teacher authority nor disrupt the serious business of the learning teaching situation as many researches proved that fact.

- **Learning Students’ Names**

Even though it may be somewhat challenging, teachers have to memorize students’ names due to the fact that it will allow the teacher to call on them during classroom proceedings. Additionally, by using students’ names teachers will be recognizing them as individuals, which
can be important considering that he or she is among hundreds, if not thousands, of others on campus (Gillespie, 1997, p.12). Students appreciate a teacher calling them by name. It makes them feel special and at the same time connected to their teachers.

**Communicating and Collaborating on Policies**

When communicating the policies to students, teachers need to be specific and transparent. These policies define the proceedings of the classes and by exercising clarity on the syllabus, student requirements, classroom protocol etc. Teachers are defining the parameters of the working relationship (Aultman et al., 2009, p.226). Some teachers try to allow students to be involved in deciding about certain aspects of the course. For example, allowing them to decide on a few specific topics they really want to explore or vote on certain due dates.

**Being Accessible**

Accessibility is to be “the single most frequently cited evidence of a professor’s caring” (Carson, 1996, p.5). Thus, teachers making themselves available to their students can really maintain their rapport. Teachers must consider arriving a little early and staying after class in order to give their students the opportunity to chat with them. Furthermore, instructors have to keep in touch with their students via email, to send out class reminders, to respond to their requests within a reasonable period, and to check-in with those who may be having difficulties. If possible, teachers can also invite the students to visit their office on a weekly basis (Gillespie, 1997, p.12).

**Investing in the Session Warm up**

Before starting the daily lesson, teachers must take few moments to set the tone for the class meeting. “Begin each class with a warm greeting, a comment about something topical and related to students’ lives, or a reference to a common experience” (Morss, 2005, p. 104). Teachers must take some time to welcome and reconnect with students each day; it gives them the opportunity to settle down and concentrate on the lesson in a relaxed manner.

**Emphasizing Student-Centered Learning**

Creating learning opportunities in the classroom that are full of information exchanges is essential to maintain student-teacher rapport. Teachers need to use classroom discussions that allow the students to think out answers for themselves. They may also utilize tangible and applicable examples from the students’lives into the content (Carson, 1996, p.5).Eventually, an emphasis on active learning ensures that students participate and reinforce their sense of ownership of the class.

**Student Feedback**
Giving or gathering student feedback plays a vital role in building student-teacher rapport within the course of the semester. “Inviting students to write responses to three or four questions related to their learning. For example, what would you like to see more/less time spent on (in this class)? Or, how could I make my comments on your papers more helpful for you? Or, in what areas of the class are you still confused?” (Curzan, 2006, p.56). So, the teacher here works on giving the students an opportunity to provide some feedback, which demonstrates that the teachers truly care about the students learning as well as gain a better idea of what improvements can be done. On the other hand, giving feedback can contribute to or even damage the process of building rapport. As a result, teachers are required to provide adequate reasoning that can help students see what standard teachers used to assess their work, and they may even offer recommendations or suggestions for improvement. If these two processes of giving and gathering feedback are skilfully controlled, will directly create a healthy learning atmosphere that in turn leads to a sense of connectedness between both teachers and students.

In addition to all of these strategies, it is necessary for teachers to have a sense of humour, abilities to teach to the student’s level, well-prepared materials, and a mastery of the subject. These are parts of small, simple acts that characterize good relationships and shapes a healthy, productive learning environment.

1.2.8. An Illustration of Teachers’ Behaviours in Class to Maintain Rapport

Ms. Rochon was quite caring. She was a black female (of possible Hispanic descent) about early forties. She managed to build a strong rapport with her students through demonstrating her caring in various ways, for example - giving each of her students some individual attention for a few minutes each week. She maintained high expectations of them and infused popular culture into her teaching methods (for example, showing movies to illustrate points). Indeed, she was amongst the “realest” of them all. She built this realness largely with her friendly demeanour and sharing of her own life with the students. For example, she brought in several of her daughter’s wedding pictures to share with them as if they had been extended family members. The students really appreciated this bonding. In turn, they took an interest in her well-being. Not all students may need such interest for they get it elsewhere, but at-risk students certainly do (Mcshane, 2016, p.733).

Conclusion

Student-teacher rapport does not necessitate being too friendly with students. The teachers’ relationship with their students must be kept in balance. This means that a good relationship should be personable yet professional. Even though teachers strive to have great
relationships with their students, they should consider having some boundaries or limitations in place. However, creating a harmonious classroom experience is a process that can be managed through the implementation of the many strategies that appeared to be effective for students. Therefore, it is essential to acknowledge the importance of building and maintaining a strong rapport with students due to the fact that the educational setting will become more appropriate for students to perform, achieve and outweigh any risks.

**Chapter Conclusion**

The review of the literature revealed that humour could be linked to student-teacher rapport building, particularly, because it has many benefits in educational settings. Accordingly, it is much recommended to use it to create positive teacher-student relationships. This, in turn, can provide students with great opportunities to use a language in a fear-free manner that leads to better learning outcomes. Indeed, humour in an EFL context is a good strategy to be implemented; it is a contributing factor for language teachers to breack the ice with their students. Overall, humour is a useful strategy to maintain rapport and aid language learning and teaching at the same time.
Chapter Two: Humour in the Algerian EFL Class: Teachers’ and Students’ Views

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   2.2.4. Discussion

2.3. Teachers’ Questionnaire
   2.3.1. Sample
   2.3.2. Description of the Questionnaire
   2.3.3. Analysis of the Teachers’ Questionnaire
   2.3.4. Discussion

Conclusion


Introduction

After discussing the review of literature related to humour and student-teacher rapport in EFL classrooms, the focus now is on the practical part of this study which aims at investigating teachers’ and students’ attitudes towards the effect of the use of humour on the maintenance of student-teacher rapport in EFL classes. This chapter deals only with one part of the fieldwork of the current study which has been conducted during the academic year 2017-2018 at the Department of English, University of Oum El Bouaghi. With the ultimate goal of completing this study, two questionnaires were administered to both teachers and students with the purpose of examining their perceptions towards the effect of humour on building student-teacher rapport. As a first step, the methodology of this study is introduced. Then, a description, an analysis, and an interpretation of data are tackled.

2.1. Choice of the Method

Throughout this chapter, the research methodology presented involves the use of the most commonly used instrument that is the questionnaire. Questionnaires are an economical way to get opinions from a large number of respondents. Questionnaires are used in this research since both teachers and students play a decisive role in the accomplishment of the teaching task; they should be concerned with this topic. It is a requisite to consider their attitudes and perspectives about the application of humour in the educational context for the sake of effectively exploring the use of humour as a teaching tool to maintain rapport in classrooms.

2.2. Students’ Questionnaire

2.2.1. The Sample

To carry out this research, we have chosen to work with LMD students of English at Larbi Ben M’hidi University, during the academic year 2017-2018. We intended to have a sample of a larger size, but for the lack of time and the unwillingness of some students to participate, we have dealt with a sample that contains only 70 students, randomly chosen from the total population of 789 students. This sample of students was selected to participate in the research because these students are beginners in the field, and they are expected to experience relationship problems compared to advanced students. The questionnaire was administered to the students in the second week of April at the Department of English, Larbi Ben M’hidi University. All the students answered the questionnaire in a kind and very collaborative manner. The researcher was present when students answered the questionnaire to ensure that they answer the questions individually, and to explain difficult terms.
2.2.2. Description of the Questionnaire

The questions were developed to explore the attitudes and perceptions of the LMD students of English towards the use of humour in EFL classes to maintain student-teacher rapport. The questionnaire includes 16 questions organized in four sections: general information, use of humour in EFL classes, student-teacher rapport and further suggestions. (see Appendix1.)

- **Section One: General Information (Q1-Q3)**
  In this section, students were asked to indicate their gender in Q1, their age in Q2 and their attitudes towards studying English in Q3.

- **Section Two: The Use of Humour in the EFL Classes (Q4-Q11)**
  The second section of the questionnaire presents students’ attitudes towards humour use in class. Q4 asked students about the frequency of teachers’ use of humour in classes. In Q5, students were asked about how they feel about the use of humour in their classrooms. In Q6 students were supposed to state the types of humour used in their classes. In Q7, they were asked to report the amount of humour used in class that is relevant to the classroom subject matter. In Q8 students were needed to specify the frequency of humour they used in classes when communicating. Question 9 asked students about the amount of humour that should be implemented in EFL classes, and question 10 inquired about the reason behind using humour in educational settings. In Q11 students are asked to give their opinion about four statements related to humour use in classes.

- **Section Three: Student-Teacher Rapport (Q12-Q15)**
  In the third section, students were inquired about their relationships with their teachers. In question 12, students were required to evaluate their relationships with their teachers. The question number 13 requested students to denote the problems that they face when building rapport with their teachers; Q14 asked students to select the most important strategies that they think teachers must use to maintain their rapport. Moreover, students were questioned to state clearly if they agree with four main statements presented in a table about the use of humour in classrooms and student-teacher rapport building.

- **Section four: Further Suggestions**
  In this section, students were invited to add any further suggestions or comments related to the topic under investigation.

2.2.3. Analysis of the Questionnaire

- **Section One : General Information**

Q.1. Gender of Students
Table 1. Gender of Students

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>20,00</td>
</tr>
<tr>
<td>Female</td>
<td>56</td>
<td>80,00</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 1. Gender of Students

The sample of the current study consists of 70 participants out of 789 students. It includes more females than males and this is shown in our analysis of data where we found that female students represent the dominant gender with 80% whereas male students make the minority gender with the percentage of 20%.

Q.2. Age

Table 2. Age of Students

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>40</td>
<td>57,10</td>
</tr>
<tr>
<td>20-22</td>
<td>23</td>
<td>32,90</td>
</tr>
<tr>
<td>22-25</td>
<td>7</td>
<td>10,00</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 2: Age of Students

The sample of the study shows that the age of the participating students varies. According to the data in hand, 57.1% of students are 18 to 20 years old. 32.9% are students of 20 to 22 years
old, and 10% of them are 22 to 25 years old. This denotes that views and attitudes included in the questionnaire are put forward mostly by students of an age under 20.

Q.3. Do you like studying English?

Table 3. Students’ Attitudes towards Studying English

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much</td>
<td>49</td>
<td>70.00</td>
</tr>
<tr>
<td>A little</td>
<td>18</td>
<td>25.70</td>
</tr>
<tr>
<td>Not at all</td>
<td>3</td>
<td>4.30</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 3. Students’ Attitudes towards Studying English

It appears that 70% of the students do like studying English, which is a positive thing. About 25.7% of the students like English a little. Yet, 4.3% of them dislike studying English at all. It could be said that the majority of students like studying English.

• Section Two: Use of humour in the EFL Class

Q.4. How often does your teacher use humour in class?
Table 4. Frequency of the Use of Humour in Class

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>8,60</td>
</tr>
<tr>
<td>Often</td>
<td>6</td>
<td>8,60</td>
</tr>
<tr>
<td>Sometimes</td>
<td>43</td>
<td>61,40</td>
</tr>
<tr>
<td>Rarely</td>
<td>13</td>
<td>18,60</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>2,90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Figure 4. Frequency of the Use of Humour in Classes

It appears that views differ when talking about teachers’ use of humour in class. Around 61,40% confirm that teachers use humour only sometimes; about 8,6% students assure that teachers always use humour in class; similarly, 8,6% others claim that teachers often use humour. Yet, 18,6% of the students agreed that teachers rarely use humour in class, but 2,90 other students denied the teachers use of humour in class at all. Indeed, as most students affirm, teachers sometimes use humour.

Q.5. How do you feel about the use of humour in class?
Table 5: Students’ Attitudes towards the Use of Humour in Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>23</td>
<td>32.9%</td>
</tr>
<tr>
<td>Positive</td>
<td>27</td>
<td>38.6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16</td>
<td>22.9%</td>
</tr>
<tr>
<td>Negative</td>
<td>2</td>
<td>2.9%</td>
</tr>
<tr>
<td>Very negative</td>
<td>2</td>
<td>2.9%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 5: Students’ Attitudes towards the Use of Humour in Class

There are 38.6% students who feel positive about the use of humour in class. 32.9% of students feel very positive about the teachers’ use of humour. 22.9% students are neutral about that. On the other hand, 2.9% students feel negative about the instructors’ use of humour in class. Similarly, 2.9% students feel very negative about it. The students’ attitudes differ, but the majority appreciate the teachers’ use of humour in class.

Q.6. What types of humour are most used in your class?
Table 6. Types of Humour Used in Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jokes</td>
<td>3</td>
<td>4.30</td>
</tr>
<tr>
<td>Puns</td>
<td>6</td>
<td>8.60</td>
</tr>
<tr>
<td>Riddles</td>
<td>9</td>
<td>12.90</td>
</tr>
<tr>
<td>Anecdotes</td>
<td>6</td>
<td>8.60</td>
</tr>
<tr>
<td>a+b</td>
<td>12</td>
<td>17.10</td>
</tr>
<tr>
<td>a+b+c</td>
<td>18</td>
<td>25.70</td>
</tr>
<tr>
<td>b+c</td>
<td>16</td>
<td>22.90</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Figure 6. Types of Humour Used in Classes

This question intends to explore the different types of humour used in class. Figure 6 shows that 25.7% of students reported that jokes, puns and riddles are to be the most used types of humour. About 22.9% claimed puns and riddles as the most used types; 17.1% of students chose both jokes and puns as the most used types of humour in class; 12.9% of students agree on the teachers' much use of riddles in classes, but 8.6% students confirm that anecdotes are used as much also. About 8.6% students believe that puns are of great use in class, too and 4.3% students perceive jokes as one of the most used types of humour in class. Therefore, we can say that the types of humour that are used mostly in classroom are jokes, puns and riddles.

Q.7. How much of the humour teachers use is relevant to the classroom subject matter?
Table 7. Relevance of Humour Used to the Classroom Subject Matter

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
<td>5.7</td>
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<tr>
<td>A little</td>
<td>34</td>
<td>48.6</td>
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<tr>
<td>Average</td>
<td>22</td>
<td>31.4</td>
</tr>
<tr>
<td>Most</td>
<td>10</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 7. Relevance of Humour Used to the Classroom Subject Matter

The students’ views differed when it came to the amount of humour relevant to the subject matter that is used by teachers in class. 48.6% students said that the humour relevant to the lesson subject matter was of a little amount, whereas 31.4% of students saw that the amount of humour related to the lesson subject matter was average. 14.3% other students agreed that most of the humour used by teachers is related to the subject of the class. Yet, 5.7% students confirmed that none of the humour used by teachers is related to the subject of the lesson to be studied. This denotes that the humour used by teachers in class, which is related to the class subject matter, is above the average.

Q.8. How often do you use humour when communicating in class?
Table 8. Frequency of Students’ Use of Humour in Class

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
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<td>22.9%</td>
</tr>
<tr>
<td>Often</td>
<td>17</td>
<td>24.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>20</td>
<td>28.6%</td>
</tr>
<tr>
<td>Rarely</td>
<td>9</td>
<td>12.9%</td>
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<tr>
<td>Never</td>
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<td>11.4%</td>
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<tr>
<td>Total</td>
<td>70</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Figure 8. Frequency of Students’ Use of Humour in Class

This question intends to explore the frequency of the students’ use of humour when communicating in class. 28.6% of students affirmed that they use humour in class sometimes. 24.3% of them communicated using humour often; 22.9% others claimed that they always use humour when interacting in class. Yet, only 12.9% of students rarely used humour to communicate with others in classes, and 11.4% of others who never used humour in class. Apparently, most students use humour when interacting in class.

Q.9. What is the amount of humour that should be employed in your class?
Table 9. The Amount of Humour to be Used in Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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<td>5.7</td>
</tr>
<tr>
<td>A little</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Average</td>
<td>36</td>
<td>51.4</td>
</tr>
<tr>
<td>Much</td>
<td>13</td>
<td>18.6</td>
</tr>
<tr>
<td>All time</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

The question above aims at knowing students’ attitudes about the amount of humour that should be employed in classes. According to the analysis of data in hand, 51,4% of students agreed on the average amount of humour that should be used in classes. 21,4% of them claimed that a little amount of humour should be used in classes. While 18,6% of them preferred much humour to be employed in classes ; only 5,7% of the students who refused the implementation of humour at all , but 2,9% other students urged the use of humour all times. Therefore, students recommend a moderate amount of humour to be employed in classrooms.

Q.10. What should humour be used for?
### Table 10. Purposes of Humour Use in Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>Illustration</td>
<td>7</td>
<td>10.0</td>
</tr>
<tr>
<td>Tension relief</td>
<td>3</td>
<td>4.3</td>
</tr>
<tr>
<td>Criticizing</td>
<td>7</td>
<td>10.0</td>
</tr>
<tr>
<td>A+b+c</td>
<td>5</td>
<td>7.1</td>
</tr>
<tr>
<td>b+c</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>a+c+d</td>
<td>16</td>
<td>22.9</td>
</tr>
<tr>
<td>a+b</td>
<td>11</td>
<td>15.7</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

### Figure 10. Purposes for Humour Use in Classes

This question aims at presenting the purpose behind using humour in classes from the students’ perspective. 22.9% of the students claimed that the most grounds for using humour in classes are fun, illustration and criticizing. 21.4% of them agreed on reasons about illustration and tension relief; 15.7% of the others chose fun and illustration reasons, and 10% students advocated that humour should be used for merely illustration purposes. However, 10% students reported that the use of humour should be for criticizing and commenting. 8.6% of other students thought that humour should be used for simply making the learning situation funnier. Other 7.1%
of the students stated three main purposes which are fun, illustration and tension relief. Only 4.3% of them agreed on the use of humour for reasons related to tension relief. Thus, we can deduce that the use of humour in classes in general is the result of situations that need fun, much illustration and tension relief.

Q.11. Please, put a cross (x) in the right column.

Q.11.1. Teachers’ use of humour in classes provides you with a healthy environment conducive to learning.

Table 11. The Use of Humour and the Healthy Learning Environment

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>40</td>
<td>57.1</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

It appears from the results in hand that humour use in the classroom provides the majority of students with a positive environment conducive to learning. This is due to the findings which denote that 57.1% of the students totally agreed about the use of humour resulting in a positive environment for learning; other 28.6% of the students simply agreed on that fact, but other 5.7% were neutral about that subject or had no idea about it. Although many students considered the use of humour as a leading element to a positive learning atmosphere, some students of about 5.7% disagreed with that fact, and other 2.9% totally disagreed with it.
Q.11.2. Humor use in classroom disrupts the serious business of the teaching/learning situation.

Table 12. Use of Humor and the Serious Classroom Context

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>5</td>
<td>7,1</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>5,7</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>11,4</td>
</tr>
<tr>
<td>Disagree</td>
<td>41</td>
<td>58,6</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>12</td>
<td>17,1</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 12. Use of Humor and the Serious Classroom Context

A minority of students claimed that the use of humor in classrooms disrupts the serious business of the teaching-learning situation. 7,1% of the students totally agreed with that claim and about 5,7% of the students just agreed on it, but other students were neutral about the topic. However, a majority of them advocated that the use of humor in classroom does not disrupt the teaching-learning business. In fact, 58,6% of students disagreed with humor being an interrupt to the learning situation, and 17,1% of the students totally disagreed with that. Thus, Humor use from the point of view of the majority is not a disturbing factor in classroom.

Q.11.3. Humor use in classroom is necessary when learning a foreign language
Table 13. Necessity of Humour Use in Foreign Language Learning

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>13</td>
<td>18.6%</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>38.6%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>20.0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>15.7%</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>5</td>
<td>7.1%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 13. Necessity of Humour Use in Foreign Language Learning

In EFL classes, teachers and even students tend to use humour throughout the lesson. Around 38.6% of the students agreed that humour use is a necessity in EFL classes, other 18.6% of students totally agreed on this claim, but about 20% preferred to be neutral. Although the majority of students advocated the necessity of humour in EFL classes, 7.1% students totally disagreed with that claim, and other 15.7% students simply disagreed with the use of humour at all.

Q11.4. When humour is used in class, you participate more.
Table 14. Humour and Students’ Participation

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>36</td>
<td>51.4</td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 14. Humour and Students’ Participation

It is reported that students participate more when humour is used in class; some students 51.4% totally agreed with that report, and other 30% students just agreed with it. The 10% other students held neutral views about that subject. However, a minority of 5.7% of the students disagreed with what is claimed before, and other 2.9% students disagreed with it at all. Thus, the majority of students requested the use of humour in classes to participate and interact more throughout their learning process.

- **Section Three: Student-Teacher Rapport**
Q.12. How would you evaluate your relationship with your teacher?

Table 15. Teacher-Student Relationship

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>9</td>
<td>12.9</td>
</tr>
<tr>
<td>Good</td>
<td>37</td>
<td>52.9</td>
</tr>
<tr>
<td>Moderate</td>
<td>11</td>
<td>15.7</td>
</tr>
<tr>
<td>Below average</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The question above is intended to see students’ attitudes about their relationships with their teachers. 52.9% of the students evaluated their relationships with their teachers as being good, and 12.9% of them considered their relationships with their teachers as being very good and positive. Other 15.7% of students claimed that their relationships with their teachers are described as moderate. About 10% of others had some problems in their relationship and described it as below average. However, 8.6% of students were suffering from their poor relationships with their teachers. The majority of students had good and positive relationships with their teachers. Apparently, most students are experiencing their learning process in a good and suitable atmosphere.
Q-13. What is the problem that you face more when building rapport with your teacher?

Table 16. Problems when Building Rapport with Teachers

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frustration and Stress</td>
<td>9</td>
<td>12,9</td>
</tr>
<tr>
<td>Lack of communication</td>
<td>7</td>
<td>10,0</td>
</tr>
<tr>
<td>Misunderstanding</td>
<td>3</td>
<td>4,3</td>
</tr>
<tr>
<td>Routine</td>
<td>6</td>
<td>8,6</td>
</tr>
<tr>
<td>a+b+c+d</td>
<td>9</td>
<td>12,9</td>
</tr>
<tr>
<td>a+b</td>
<td>13</td>
<td>18,6</td>
</tr>
<tr>
<td>a+d</td>
<td>17</td>
<td>24,3</td>
</tr>
<tr>
<td>b+c</td>
<td>6</td>
<td>8,6</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 16. Problems when Building Rapport with Teachers

Students face many problems when trying to build rapport with their teachers. This question intends to look at these different problems from students’ perspective. When they were asked to state the most experienced, 24,3% of the students stated frustration and stress with routine as the most apparent problems that has an impact on student-teacher rapport. 18,6% of them stated that both frustration and stress along with the lack of communication were the major problems suffered from. While 12,9% of the students mentioned four problems which are mainly
frustration and stress, lack of communication, misunderstanding and routine, about 12.9% of others claimed that frustration and stress are the most appealing problem. The lack of communication also was the claim of 10% of the students, and routine was the perturbing factor of 8.6% students in building student–teacher relationships. 8.6% of the students highlighted the lack of communication with misunderstanding as being the main problems hindering the maintenance of student-teacher rapport. Misunderstanding was the problem faced by 4.3% of students. Therefore, students need a relaxed climate when learning to avoid these kind of problems especially stress and frustration and the lack of communication.

Q.14. Student-teacher rapport is maintained by teachers’…

Table 17. Strategies for the Maintenance of Student-Teacher Rapport

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being aware of student's needs and</td>
<td>6</td>
<td>8.6%</td>
</tr>
<tr>
<td>interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using of humour in class</td>
<td>13</td>
<td>18.6%</td>
</tr>
<tr>
<td>Giving constructive feedback</td>
<td>3</td>
<td>4.3%</td>
</tr>
<tr>
<td>Establishing trust and respect</td>
<td>12</td>
<td>17.1%</td>
</tr>
<tr>
<td>a++b+c+d</td>
<td>9</td>
<td>12.9%</td>
</tr>
<tr>
<td>a+b</td>
<td>13</td>
<td>18.6%</td>
</tr>
<tr>
<td>b+c</td>
<td>14</td>
<td>20.0%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>
Figure 17. Strategies for the Maintenance of Student-Teacher Rapport

This question aims at presenting the many factors that interfere in the maintenance of student-teacher rapport. About 20% of the students claimed that using humour and giving constructive feedback are related factors for the maintenance of student-teacher rapport, but 18.6% of them only chose being aware of students’ needs and interests and using humour in class as attributes for rapport building. Establishing trust and feedback was a claim of 17.1% of the students. Being aware of students’ needs and interests was one of the claims of only 8.6% of students, using humour in class was declared by 18.6% of the students and giving constructive feedback was claimed by 4.3% of them. In addition to these results, some students 12.9% affirmed that all the interfering factors mentioned above should be implemented to build student-teacher rapport. Hence, student-teacher rapport could be maintained through the use of humour and constructive feedback along with teachers’ being aware of students’ needs.

Q.15. Please, put a cross (x) in the right column.

Q.15.1. Student-Teacher rapport has an impact on students’ learning outcomes.

Table 18. Student-Teacher Rapport Impact on Students’ Learning Outcomes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>44.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>
A number of students of about 44.3% simply agreed with the claim that student-teacher rapport has an impact on students’ learning outcomes. Other 40% of the students totally agreed with what is claimed before. Other 8.6% students preferred to be neutral and did not take a side. However, about 5.7% of the students disagreed with the belief that student-teacher rapport has an effect on learners’ outcomes; others 1.4% too, disagreed with that. So, as the results presented above indicate, the majority of students think that the student-teacher rapport has an impact on student teacher rapport.

Q.15.2. A student initiating humour is perceived as a disruptive student.

Table 19. Student Initiation of humour and Disruptive Behaviours

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>8</td>
<td>11.4</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>15.7</td>
</tr>
<tr>
<td>Neutral</td>
<td>20</td>
<td>28.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>25</td>
<td>35.7</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>6</td>
<td>8.6</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 19. Student Initiation of humour and Disruptive Behaviours

It is much claimed that students initiating humour are seen as disruptive students. When a total of 70 students were asked to confirm that claim, 11.4% of the students agreed totally on
this fact and other 15.7% of the students simply agreed on it. Other 28.6% of the students kept their views neutral. However, 35.7% of the students disagreed on that subject and claimed that the initiation of humour by students in class is not seen as a disruptive behaviour. A minority of 8.6% of the students were totally disagreeing with what is said before. Hence, about a half of students did not consider using humour in class as a disrupt, but others did not take a side.

Q.15.3. Sense of humour is a very important quality of the effective teacher.

Table 20. Sense of Humour and Teacher Effectiveness

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>29</td>
<td>41.4%</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>40%</td>
</tr>
<tr>
<td>Neutral</td>
<td>8</td>
<td>11.4%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>4.3%</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>2</td>
<td>2.9%</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 20. Sense of Humour and Teacher Effectiveness

The majority of students claim that sense of humour is a very important quality of the effective teacher. 41.4% of the students totally agree with that; others 40% merely agree with what is claimed before. 11.4% of the students are neutral about the topic the did not comment at
all. But, a minority of 4,3% disagreements and 2,9% total disagreements neglect the importance of sense of humour as a quality of an effective teacher. From these results, we can conclude that students see sense of humour as one of the important qualities of teachers that play a great role in the process of foreign language learning.

Q.15.4. The teachers’ use of humour in class makes him/her closer to students.

Table 21. Teachers’ Use of Humour and Closeness to Students

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally Agree</td>
<td>46</td>
<td>65.7</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>21.4</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>5.7</td>
</tr>
<tr>
<td>Totally Disagree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 21. Teachers’ Use of Humour and Closeness to Students

Most students confirm that the teachers’ use of humour in class makes him/her closer to students. Among these students, there are those who totally agreed with that claim of about 65.7%. Other 21.4% of the students simply agreed with the previous claim, and about 5.7% students were neutral. However, 5.7% disagreed with the use of humour to make the teacher
closer to students, and only 1.4% student who totally disagreed with it. Thus, the majority of students advocated the great role of humour to make the teacher more approachable to students in class.

- **Section Four: Further Suggestions**

No student gave a comment or a suggestion related to the topic of investigation.

2.2.4. **Discussion**

Students’ perspectives are essential in collecting data needed and testing the hypotheses for the study. After analyzing the questionnaire’s data, we have found that:

- It appears that 70% of the students do like studying English.
- Most students affirm, teachers sometimes use humour.
- The majority of students appreciate the teachers’ use of humour in class.
- The types of humour that are used mostly in classroom are jokes, puns and riddles.
- The amount of humour used by teachers in class, which is related to the class subject matter, is above the average.
- Most students use humour when interacting in class.
- Students recommend a moderate amount of humour to be employed in classrooms.
- The use of humour in classes in general is the result of situations that need fun, much illustration and tension relief.
- It appears from the results in hand that humour use in the classroom provides the majority of students with a positive environment conducive to learning.
- Humour use from the point of view of the majority is not a disturbing factor in classroom.
- The majority of students advocated the necessity of humour in EFL classes.
- The majority of students requested the use of humour in classes to participate and interact more throughout their learning process.
- The majority of students had good and positive relationships with their teachers.
- Apparently, most students are experiencing their learning process in a good and suitable atmosphere.
- Students need a relaxed climate when learning to avoid these kind of problems especially stress, frustration and lack of communication.
- Student-teacher rapport could be maintained through the use of humour and constructive feedback along with teachers’ being aware of students’ needs.
The majority of students believe that the student-teacher rapport has an impact on student teacher rapport.

About a half of students did not consider using humour in class as a disruption, but others did not take a side.

The majority of students advocated the great role of humour to make the teacher more approachable to students in class.

From the findings of the questionnaire we deduced that EFL students have positive attitudes towards the effect of humour on building student-teacher rapport. This means that the first hypothesis is confirmed.

2.3. Teachers’ Questionnaire

2.3.1. Sample

In this research, we have chosen to work with teachers of English at Larbi Ben M’hidi University during the academic year 2017-2018. We intended to have all the population of teachers at the Department of English as participants, but for the unwillingness of some teachers to participate, we have dealt with a sample that contains only thirty-two (32) teachers out of the total population of 38 teachers. The questionnaire was administered to the participating teachers in the second week of April at the Department of English, Larbi Ben M’hidi University. They took all their time to answer the questionnaire in a kind and very collaborative manner.

2.3.2. Description of the Questionnaire

The questionnaire was administrated to thirty-two (32) teachers from the English language Department at Larbi Ben M’hidi University, Oum el Bouaghi. The teachers’ questionnaire consists of twenty-three (23) questions which are divided into five (05) sections; General information, teachers’ use of humour, humour as a teaching strategy, student-teacher rapport and further suggestions. These questions are either closed questions where teachers are requested to tick the appropriate answer from a list of choices, or to answer by “yes” or “no”, or open-ended questions where teachers are requested to give suggestions and explanations.(see Appendix2.)

Section One: General Information (Q1-Q3)

This section intends to obtain personal information about the teachers. It consists of three (03) questions. Question one (01) is about teachers gender. Question two (02) seeks information about teachers’ qualifications. Question three (03) aims at getting information about teachers’ experience in teaching English at the university.
• **Section Two: Teachers’ use of humour (Q4-Q13)**

This section intends to obtain information about teachers’ views about their use of humour in classroom. It contains 10 questions. Question four (04) asks teachers whether they use humour in their classrooms or not. Question five (05) expects teachers’ justification of their answer related to the use of humour in classes. Question six (06) asks teachers to evaluate their students’ reaction to their use of humour and it aims at knowing if students feel positive about their implementation of humour. Question seven (07) seeks to gather information about whether teachers do intentionally use materials that generate humour in class. This question is put to know whether teachers exert some effort and time to prepare humourous behaviours for class. Question eight (08) asks teachers to choose the most commonly used types of humour in classroom or to specify others if possible. Question nine (09) asks teachers about whether their use of humour in class is effective or not. Question ten (10) seeks some justification about whether the use of humour in classes is effective or not. Question eleven (11) is concerned with information about the relevance of the humour used in class to the subject matter of the lesson. Question twelve (12) asks teachers about the time they use humour in throughout the session. Question thirteen (13) aims to know the frequency of students initiating humour in class to communicate.

• **Section Three: Humour as a Teaching Strategy (Q14-Q16)**

Question fourteen (14) asks teachers about the amount of humour that should be employed in EFL classes. In question fifteen (15) teachers were given choices about the reasons behind the necessity of using humour, and they were asked to select from them what they think is an interfering factor and to add any other possible reasons. Question sixteen (16) seeks information about the attitudes of teachers about some statements organized in a table, and they are obliged to cross the more appropriate answer they think of. The first statement reports that humour use is a necessity in EFL teaching learning process. The second statement indicates that humour use in the classroom disrupts the serious business of the teaching learning situation. The third statement consider that the use of humour helps to foster positive classroom environment, and the fourth statement whether humour use encourages students to participate more in class.

• **Section Four: Student-Teacher Rapport (Q17-Q22)**

Question seventeen (17) aims at knowing how teachers evaluate their relationships with students in class. Question eighteen (18) asks teachers about whether they think that building student-teacher rapport is important for improving students’ learning outcomes. Question nineteen (19) asks teachers to justify their previous answer. Question twenty (20) explores the
challenges that teachers face when building relationships with their students. Teachers are asked to choose from the list of choices given or to specify others if any. Question twenty-one (21) asks students about the strategies they use to reinforce rapport with their students and to mention others if possible. Question 22 aims at knowing whether students feel that the use of humour makes them more approachable to students.

- **Section Five: Further Suggestions**
  The last section provides teachers with the opportunity to add suggestions or comments that may enrich the topic of the study.

### 2.3.3. Analysis of the Teachers’ Questionnaire

- **Section One: General Information**

  **Q.1. Gender**

  **Table 22. Teachers’ Gender**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>37.5%</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>62.5%</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

  **Figure 22.**

  The question aims at knowing the gender of the participating teachers in the fieldwork. It appears that the majority of teachers were females of about 62.5%, and the male teachers were about 37.5%.

  **Q.2. Degree held**
This question seeks information about teachers’ academic degree. Figure 23 indicates that the majority of teachers of about 68.8% have a Magister degree. While 12.5% of them have a Master degree, and about 15.6% have a Doctorate degree. However, only 3.1% of the participants have a Licence degree.

Q.3. How long have you been teaching English at University?

Table 24. Teachers’ Experience in Teaching English at University

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 to 05 Years</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>05 to 10 Years</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>More than 10 years</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
This question seeks information about teachers’ teaching English experience at university. 25% teachers have been teaching for about 01 to 05 years. Other 46,9% teachers were teaching from about 05 to 10 years. However, 28,1% of teachers taught for more than 10 years.

- **Section Two: Teachers’ use of humour**

**Q.4.** Do you use humour in your classroom?

**Table 25. Teachers’ Use of Humour**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>81.3</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 25. Teachers’ Use of Humour

Teachers in this question were asked to clarify whether they use humour in classroom or not. The majority of teachers of about 81.3% reported that they use humour in their classrooms but a minority of 18.8% of the teachers did not use it. Thus, humour is mostly used by teachers mainly because it is a very beneficial strategy to be implemented in the classroom.

Q.5. Justify, please.

This question seeks information from teachers’ justification of why or why don’t they use humour in classrooms. Only a small amount of teachers who justified their answers and most of them agreed that they use humour because they think that it is an effective strategy for creating a positive atmosphere, raising students’ interest and motivation, breaking the ice with students and minimizing anxiety level. A minority group of teachers who reported that they do not use humour in classroom justified their answer by saying that humour creates chaos in class and distracts students from learning. One teacher explained that most students do not understand teachers’ humour that is why teachers neglect its use in classroom.

Q.6. How do you consider students’ reaction to your use of humour in class?

Table 26. Students’ Reaction to the Use of Humour

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very positive</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Positive</td>
<td>16</td>
<td>50.0</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Very negative</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
This question aims at exploring teachers’ views about how students react to their use of humour in class. About 50% of the teacher who claimed that students have positive feelings about the use of humour in classes. Other 25% of the teachers who said that students were very positive about their implementation of humour in classes. 12.5% of the teachers remained neutral whereas 12.5% others said that students have negative feelings about teachers’ use of humour. Yet none of the teachers advocated that students had very negative feelings about the implementation of humour in classes. Hence, teachers consider their use of humour in class as a positive thing that makes the learning teaching atmosphere very light.

Q.7. Do you intentionally use teaching materials that generate humour in class?

Table 27. Teachers’ Intentional Use of Humourous Materials

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Sometimes</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>Rarely</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Never</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
This question intends to gather information about whether teachers intentionally use teaching materials that generate humour in class. Some teachers of about 40.6% claimed that they do so only sometimes, but other 12.5% do use teaching materials to generate humour very often. About 9.4% of the teachers said that they always use materials with the intention to generate humour in classes, similarly only 9.4% of the teachers who admitted that they never had the intention to use materials that generate humour in classes. However, 28.1% of the teachers advocated that they never used teaching materials that generate humour in class intentionally. Thus, above the average of teachers who claim that they, in a way or another, intentionally use some materials to generate and implement humour in classes.

Q.8. What types of humour are most used in your class?

Table 28. The Most Used Types of Humour in Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jokes</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Puns</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Riddles</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Anecdotes</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>a+b</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
This question intends to explore the different types of humour used in classroom. The figure represents that from all the sample of the study, a number of 37.5% of the teachers perceive jokes as the most used type of humour in class. Only 15.6% of the teachers believe that puns are of great use in class, too. Other 9.4% of them agreed on their much use of riddles in classes, but 12.5% of the teachers confirmed that anecdotes are used as much also. Other 10% of the teachers chose all the above choices as the most used types of humour in class. About 25% reported that both jokes and puns are to be the most used types of humour. Other teachers added humourous comments and remarks when asked to add other types if any. Therefore, we can say that the types of humour that are used mostly in classroom are jokes and puns.

Q.9. Do you think that your implementation of humour in class is effective?

Table 29. Effectiveness of Using Humour

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27</td>
<td>84.4</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 29. Effectiveness of Using Humour

The question put above aims at knowing teachers’ views about the effectiveness of their use of humour in class. A number of about 84.4% of the teachers think that their implementation of humour in classes is really effective, but only 15.6% of them think the opposite which means that their use of humour is not effective at all. The results shown indicate that the majority of teachers think that their use of humour is effective.

Q.10. Justify, Please.

This question aims at knowing teachers’ justification of the effectiveness of humour use in classes. Only half of the teachers who tried to justify their answers and most of them were reporting that they see the effectiveness of their use of humour in students’ raised motivation and willingness to achieve better. They see also that students regain their concentration, focus on their lesson, get involved in the course and perform better.

Q.11. How much of the humour you use is relevant to classroom subject matter?

Table 30. Relevance of Humour to the Classroom Subject Matter

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>A little</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>About a half</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Most</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>All</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
This question seeks information about how much of the humour teachers’ use is relevant to the classroom subject matter. About 43,8% of the teachers reported that they use a little amount of humour related to the lesson subject matter, but 25% teachers acknowledged that most of the humour they used is related to the lesson plan. Other teachers 15,6% claimed that the amount of humour used in class is half related to the lesson subject matter, and mainly 12,5% of the teachers who indicated that all of the humour used in class is related to the classroom subject matter. However, only 3,1% of the teachers who claimed that the amount of humour he/she used is not at all related to the classroom subject matter. Thus, most teachers consider the amount of humour to be used in class should be half related to the classroom topic.

Q.12. When do you implement humour in each session?

<table>
<thead>
<tr>
<th>Options</th>
<th>frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a warm up</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>During the explanation</td>
<td>14</td>
<td>43,8</td>
</tr>
<tr>
<td>At the end of the lecture</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>In all cases above</td>
<td>1</td>
<td>3,1</td>
</tr>
<tr>
<td>a+b</td>
<td>7</td>
<td>21,9</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
This question explores the time teachers do implement humour in throughout each session. The results show that only 15.6% of the teachers who use humour as a warm up to catch students attention when starting classes. About 43.8% of the teachers who claimed that humour is used during the explanation mainly to break routine or to attract students’ attention and about 15.6% teachers who said that they used humour at the end of the lecture. Only 03.1% teacher reported that he used humour in all cases above and at any necessary time and situation. However, 11.4% of the teachers who indicated that they use humour both as a warm up and during explanation. Apparently, humour is used much at the beginning and the middle of the lectures for breaking the routing, attracting students’ attention and illustrating some points in the content.

Q.13. How often do your students use humour to communicate in each class?

Table 32. Students’ Use of Humour when Communication

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>Rarely</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Students’ Use of Humour when Communication

The question put above seeks information about how often students use humour when they interact in the classroom from the teachers’ perspective. 31,3% of the Teachers declared that students use humour in classes to interact with their peers or with the teachers only sometimes, but about 15,6% of the teachers said that students often used humour in interaction, and only 6,3% teachers who affirmed that students always use humour when communicating in classes. However, 34,4% teachers said that students rarely interact using humour, but only 12,5% of the teachers agreed that students never use humour when communicating in the classroom. It could be said that half of the teachers agreed that students sometimes use humour in classes.

Section Three: Humour as Teaching Strategy

Q.14. What is the amount of humour that should be used in EFL classes?

Table 33. The Amount of Humour to be Used in Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>3,1</td>
</tr>
<tr>
<td>Very little</td>
<td>6</td>
<td>18,8</td>
</tr>
<tr>
<td>Little</td>
<td>18</td>
<td>56,3</td>
</tr>
<tr>
<td>Much</td>
<td>3</td>
<td>9,4</td>
</tr>
<tr>
<td>So much</td>
<td>4</td>
<td>12,5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Figure 33. The Amount of Humour to be Used in Classes

The question above aims at knowing teachers’ attitudes about the amount of humour that should be employed in classes. According to the analysis of data in hand, 56.3% of the teachers agreed on the little amount of humour that should be used in classes. Other 8.8% of the teachers preferred very little amount of humour to be employed in classes. 3.1% of the teachers who refused the implementation of humour in class at all, but 9.4% of the other teachers urged the use of much amounts of humour in classes. However, only 12.5% of the teachers who advocated the implementation of so much amounts of humour. Therefore, teachers recommend a moderate amount of humour to be employed in the classroom.

Q.15. What should humour be used for?

Table 34. Reasons for Humour Use

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fun</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Illustration</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Tension release</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>Criticizing</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>a+b</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>b+c</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>
This question aims at presenting the reasons behind using humour in classes from the teachers’ perspective. From the sample, 12.5% of the teachers advocated that humour should be used for merely illustration purposes. 15.6% other teachers considered that humour should be used for simply making the learning situation funnier. 34.4% of the teachers agreed on the use of humour only for reasons related to tension relief. Other 9.4% of teachers reported that the use of humour should be for criticizing and commenting. There are 15.6%) teachers who chose fun and illustration reasons for humour 'use in classes; other 12.5% of the teachers stated mainly two reasons which are illustration and tension relief. Thus, we can deduce that the use of humour in classes in general is the result of situations that need fun, much illustration and tension relief.

Q.16. Please, put a cross (x) in the right column

Q.16.1. Humour use is necessary in EFL teaching learning process.

Table 35..Necessity of Humour Use in EFL Classes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>18.8</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
In EFL classes, teachers and even students tend to use humour throughout the lesson. Around 40.6% of the teachers agreed that humour use is a necessity in EFL classes, other 18.8% of teachers totally agreed on this claim, but about 15.6% preferred to be neutral. Although the majority of teachers advocated the necessity of humour in EFL classes, 6.3% of the teachers totally disagreed with that claim, and other 18.8% of the teachers simply disagreed with the use of humour at all.

**Q.16.2.** Humour use in the classroom disrupts serious business of the teaching learning situation.

**Table 36. Use of Humour and the Serious Classroom Context**

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
This question intends to explore teachers’ views about whether the use of humour disrupts the serious business of the teaching-learning situation. A minority of teachers of about (12,5%) totally agreed with that claim and described humour use as an interruption to the learning teaching process. Other teachers 15,6% simply agreed with the claim that the use of humour in the classroom disrupts the serious business of the teaching-learning situation , but other teachers of about 12,5% were neutral about the topic . However, a majority of them advocated that the use of humour in the classroom does not disrupt the teaching-learning business . In fact, 37,5% of the teachers disagreed with humour being an interruption to the learning situation , and 21,9% of them totally disagreed with that , too. Thus, Humour use from a majority point of view is not an interruption to the classroom atmosphere.

Q.16.3. The use of humour helps to foster a positive classroom environment

Table 37. Use of Humour to Foster a Positive Classroom Environment

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>6</td>
<td>18,8</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>37,5</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>12,5</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100,0</td>
</tr>
</tbody>
</table>
Figure 37. Use of Humour to Foster a Positive Classroom Environment

It appears from the results that humour use in classroom provides the majority of students with a positive environment conducive to learning. This is due to the findings which denote that 18.8% of the teachers totally agreed with the use of humour resulting in a positive environment for learning; other 37.5% of the teachers simply agreed on that fact, but other 15.6% were neutral about that subject. Although many teachers considered the use of humour as a leading element to a positive learning atmosphere, some teachers 12.5% disagreed with that fact, and others of about 15.6% totally disagreed with it.

Q.16.4. Humour encourages students to participate more in class.

Table 38. Humour and Students’ Participation

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally agree</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>40.6</td>
</tr>
<tr>
<td>Neutral</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 38. Humour and Students’ Participation

It is reported that students participate more when humour is used in class; some teachers 21.9% totally agreed with that report, and other 40.6% of the teachers just agreed with it. The 15.6% other teachers held neutral views about that subject. However, a minority of 9.4% of the teachers totally disagreed with what is claimed before, and other 12.5% of teachers just disagreed with it. The results also indicated a mean of 2.47 for all teachers. Thus, the majority of teachers requested the use of humour in classes to participate and interact more throughout their learning process.

- Section Four: Student-Teacher Rapport

Q.17. How would you evaluate your relationship with students in class?

Table 39. Teacher-Student Relationship

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>Good</td>
<td>16</td>
<td>50.0</td>
</tr>
<tr>
<td>Average</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Below average</td>
<td>3</td>
<td>9.4</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 39. Teacher-Student Relationship

The question put above seeks information about the type of relationship built by teachers with their students in classes. Some teachers 31.3% consider their relationships with students as being very positive, and others of about 50% have good relationships with their students. About 09.4% of the teachers only have average quality relationships with their students, but 9.4% of the participants reported that they suffered from below average quality relationships. None of the teachers mentioned that they had poor relationships with their students. Therefore, it is possible to state that most teachers have good and positive relationships with their students.

Q.18. Do you think that building student-teacher rapport is important in improving students’ learning outcomes?

Table 40. Student-Teacher Rapoort and Learning Outcomes

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28</td>
<td>87.5</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure 40. Student-Teacher Rapport and Learning Outcomes

The question in hand aims at knowing whether teachers think that building student-teacher rapport is important in improving students’ learning outcomes. The majority of teachers of about 87.5% advocated building rapport’ importance in improving students’ level of achievement. But, a minority of about 12.5% of the participants refused totally that claim. Most teachers give a huge significance to their relationships with their students thinking that this provides students with a relaxed environment to learning.

Q.19. Please, Justify.

This question intends to provide information about the views of teachers concerning the importance of building student-teacher rapport in improving students’ learning outcomes. Few teachers who justified their answers claiming that in order to convey an information or a message you need to build a healthy relationship with the other. Thus, the positive rapport build helps in motivating and making students relax when receiving the information which leads in turn to improved results and better performances. Another teacher disagreed arguing that teachers are not supposed to build relationships; a learner needs to learn and a teacher needs to teach, but the latter can only provide help when necessary

Q.20. What are the challenges that teachers face in items of building relationships with their students?
Table 41. Challenges to Building Student-Teacher Rapport

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>disruptive behaviour</td>
<td>9</td>
<td>28,1</td>
</tr>
<tr>
<td>Time</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>Lack of communication</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>Demotivation</td>
<td>2</td>
<td>6,2</td>
</tr>
<tr>
<td>a+b</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>a+b+c+d</td>
<td>6</td>
<td>18,8</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 41. Challenges to Building Student-Teacher Rapport

Teachers face many problems when trying to build rapport with their students. This question intends to look at these different problems from teachers’ perspective. When they were asked to state the most experienced problems that they faced before, about 28,1% of teachers claimed that disruptive behaviours are the most appealing problem. The lack of communication also was the claim of 15,6% teachers. Time was the problem faced by 15,6% of different teachers, and demotivation was the perturbing factor of 6,2% of the teachers in building relationships with students. Other teachers of about 15,6% stated that both disruptive behaviours along with time were the major problems suffered from, but 18,8% of the participants highlighted all the stated problems before as being the main problems hindering the maintenance of student-teacher rapport. Therefore, teachers and students need a relaxed climate when the learning-teaching process takes place to avoid these kind of problems especially disruptive behaviours, time and the lack of communication.

Q.21. How could teachers reinforce their rapport with students?
Table 42. Strategies to Reinforce Student-Teacher Rapport

<table>
<thead>
<tr>
<th>Options</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being aware of students' needs</td>
<td>9</td>
<td>28,1</td>
</tr>
<tr>
<td>using humour</td>
<td>5</td>
<td>15,6</td>
</tr>
<tr>
<td>Calling by names</td>
<td>4</td>
<td>12,5</td>
</tr>
<tr>
<td>Communicating</td>
<td>6</td>
<td>18,8</td>
</tr>
<tr>
<td>a+b</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 42. Strategies to Reinforce Student-Teacher Rapport

This question aims at presenting the many factors that interfere in the maintenance of student-teacher rapport. Being aware of students’ needs and interests was one of the claims of 28,1% of the teachers to help in reinforcing good relationships. Using humour in class was declared by 15,6% different teachers, and calling by names was claimed by 12,5% of the teachers and communicating was a claim of 18,8% of the teachers. In addition to these results, some teachers 25% affirmed that the interfering factors that may lead to build student-teacher rapport are both being aware of students needs and using humour. Hence, student-teacher rapport could be maintained by using humour along with acknowledging students’ needs.

Q.22. Do you feel that your use of humour in class makes you more approachable to students?
Table 43. Use of Humour and Approachability

<table>
<thead>
<tr>
<th>Options</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less approachable</td>
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<td>9.4</td>
</tr>
<tr>
<td>Slightly approachable</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>No effect</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>More approachable</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Considerably more approachable</td>
<td>5</td>
<td>15.6</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 43. Use of Humour and Approachability

This question seeks information about whether teachers feel more approachable to their students when using humour in classes or not. Only 9.4% of the teachers think that using humour in class makes them less approachable to students, and 6.3% others claimed that the use of humour has no effect on making teachers closer to their students. However, some teachers of about 31.3% advocated that using humour in classes makes them slightly approachable to their students; other 37.5% teachers think that the use of humour makes them more approachable to their students, and only 15.6% students think of humour as a direct cause of student-teacher considerable closer relationship. Thus, humour can make a difference when building relationships with students. It could be the reason of teachers’ great relationships.

- **Section Five: Further Suggestions**

Only three teachers gave some comments and suggestions that are related to the topic. The first teacher commented saying that humour may be sometimes effective to release students’
tension, but it may have a negative effect on their respect towards their teachers. This teacher thinks that the use of humour in some times is beneficial, but in other times it destructs respect built between both teachers and students. The second teacher added that humour may positively affect EFL learners’ outcomes and their relationship with their teachers, but teachers should dominate their classes and should not be too permissive with them. Here, the teacher wants to highlight the importance of controlling students’ behaviours when humour is used in the classroom so that the humour used provides its ultimate benefit. The third teacher insisted on the use of adequate amounts of humour in class; otherwise, it would be counterproductive and may lead to disruptive behaviours in the classroom. Thus, humour should be used with no excess.

2.3.4. Discussion

Analyzing the teachers’ questionnaire was an opportunity to get more information about teachers’ attitudes towards their use of humour in EFL classes and its effect on the maintenance of student-teacher rapport. Here is what we have found from the results shown:

- The majority of them hold good educational qualifications and they have a good experience in teaching English as a foreign language.
- Humour is mostly used by teachers mainly because it is a very beneficial strategy to be implemented in classes.
- Teachers consider their use of humour in classes as a positive thing that makes the learning teaching atmosphere very light.
- Above the average of teachers claim that they, in a way or another, intentionally use some materials to generate and implement humour in classes.
- The types of humour that are used mostly in classroom are jokes and puns.
- The results shown indicate that the majority of teachers think that their use of humour is effective.
- Most teachers consider the amount of humour to be used in class should be half related to the classroom topic.
- Humour is used much at the beginning and the middle of the lectures for breaking the routine, attracting students’ attention and illustrating some points in the content.
- It could be said that half of the teachers agreed that students sometimes use humour in classes.
- Teachers recommend a moderate amount of humour to be employed in the classroom.
- The use of humour in classes in general is the result of situations that need fun, much illustration and tension relief.
The majority of teachers advocated the necessity of humour in EFL classes. Humour use from a majority point of view is not an interruption to the classroom atmosphere. It appears from the results that humour use in classroom provides the majority of students with a positive environment conducive to learning. The majority of teachers requested the use of humour in classes to participate and interact more throughout their learning process. Most teachers have good and positive relationships with their students. Most teachers give a huge significance to their relationships with their students thinking that this provides students with a relaxed environment to learning. Teachers and students need a relaxed climate when the learning-teaching process takes place to avoid these kind of problems especially disruptive behaviours, time and the lack of communication. Student-teacher rapport could be maintained by using humour along with acknowledging students’ needs. Humour can make a difference when building relationships with students. It could be the reason of teachers’ great relationships.

The results point out that teachers have positive attitudes towards the effect of humour on the maintenance of Student-teacher rapport in EFL classes. Thus, the second hypothesis is confirmed.

Chapter Conclusion

This chapter has presented the description and the analysis of both students’ and teachers’ questionnaires. The questionnaire were both administrated to teachers and students of English at Larbi Ben M’hidi University. The analysis of the questionnaires has revealed that the use of humour in the classroom plays a significant role in EFL classes, and it is considered as a key factor to build student-teacher rapport. The results also showed that the use of humour facilitates the learning process, creates a positive stress-free atmosphere and gives learners the opportunity to discuss their interests and opinions in a relaxed comfortable environment. The analysis of the questionnaires demonstrated teachers’ awareness of the importance of the use of humour as an educational strategy to maintain classroom rapport and improve learners’ outcomes.
Chapter Three: Humour in the Algerian EFL Class: A Classroom Observation

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Item Five: Teachers’ Making Humourous Comments

Item Six: Teachers’ Engagement in Physical or Vocal Comedy

Item Seven: Teachers’ Use of Realia that Displays Comic

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Item Nine: Other Possible Humourous Behaviours

Section Two: The Atmosphere and Students’ Participation

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Résumé

ملخص
Introduction

The third chapter of this research is the field work related to classroom observation which investigates the extent to which humour is used in EFL classes at the Department of English at Larbi Ben M’hidi University, Oum El Bouaghi. This part is devoted to the analysis of the data obtained from the classroom observation sessions. Classroom observation was used as an important instrument to measure teachers’ use of humour in class besides students’ reactions to these kinds of behaviours. It also aims to see the learning atmosphere in which humour is used.

3.1. Classroom Observation

3.1.1. Choice of the Method

Classroom observation is a research tool used for measuring classroom behaviours from direct observation that specifies both the events or behaviours that are to be observed. This study needed this type of instrument for the collection of data to achieve the final aim of the research because using classroom observation allows the researcher to study the process of teaching-learning in its context and provides detailed and precise evidence than other data sources.

3.1.2. Description of the Observation

The observation was carried out during the academic year 2017/2018 with LMD students of the English Department at Larbi Ben M’hidi university. It involved observing six instructors who teach different modules in six different groups, each group having almost thirty students. The observation was conducted during four sessions and each session lasted about one hour and a half. The four sessions differed in time and place ranging from morning to afternoon and from sessions at the beginning of the week to sessions at the end of the week. All of that was to enrich the data with a description of the possible humourous behaviours that might be present in classes at any time and in any situation. Morever, an observation checklist was used; it consisted of two sections. The first section included different humourous behaviours that teachers or students might use in the classroom with columns to highlight their frequency, students’ reaction to these behaviours and the assumed purpose behind their use. The second section contained information about the classroom atmosphere along with students’ participation frequency and notes. (see Appendix 3).

Section One: Humourous Behaviours

This section consists of nine items that include humourous behaviours that students or teachers might use. We seek information from these behaviours to see the extent to which EFL teachers use humour in the classroom. All the first seven items seek to gather information about
how frequent the teacher tells a joke, an anecdote, a pun, a riddle, makes a brief humourous comment, engages in some form of vocal or physical comedy or uses realia that displays comic. Item number eight aims at knowing the frequency of the humourous behaviours that could be initiated by students. Item number nine seeks information about the frequency of other possible humourous behaviours that might take place in the classroom. In addition to all of that, we opted also to look for students’ reactions to the types of humour used in class and the assumed purpose behind their use.

**Section Two: Classroom Atmosphere and Participation**

This section consists of two main items. The first item aims at getting real information about classroom atmosphere and whether it is a suitable, relaxed and positive environment for the learning-teaching process. The second item intends to collect data about students’ participation in the classroom.

**3.1.3. Interpretation of the Findings**

**Section One: Humourous Behaviours**

**Item One: Teachers’ Telling of Jokes**

Throughout the four sessions we attended with the different groups and different teachers, we noticed that the latter told jokes very often. The jokes used were sometimes related to the lesson subject and were made during the explanation of the lesson and at the end of it. The teachers used clear and simple jokes mainly for fun and tension relief reasons. Students expressed their reaction to the jokes through loud laughs that manifested the positive effect of the joking behaviour. Students certainly walked out of the lesson and into the new lesson with a lifted spirit. This highlights that teachers are aware of the importance of a joke and consider its use in the classroom.

**Item Two: Teachers’ Telling of Anecdotes**

During the four sessions, it was noticed that teachers told different anecdotes to their students but not too much. The number of anecdotes used was less than that of jokes. Yet, students appreciated them much and started laughing. It was also observed that the teachers in some cases used anecdotes to illustrate some points related to the lesson plan. In other cases, the teachers told anecdotes only to make the different situations full of pressure and tension funnier.
**Item Three: Teachers’ Use of Puns**

During the four sessions, it was noticed that half of the teachers used puns in classes especially at times of explanation. Puns are used by teachers to express some incongruent facts or to criticize some ideas or to oppose unfavourable points of view and to make students laugh at the same time. This is a great strategy to be used with debatable issues. Indeed, it is a very diplomatic and comforting manner that allows some students to grasp harsh criticism; it makes teachers transmit their messages smoothly. In fact, there was only one occasion when a teacher’s attempt at pun use was met with virtually no reaction from students, but in other situations students showed that they welcomed and enjoyed the teacher’s use of that type of humour by laughing collectively. Teachers do use puns in their classrooms and should keep the amount of puns used much higher especially in debates and discussions inside the classroom.

**Item Four: Teachers’ Use of Riddles**

All the six teachers used a very small number of riddles. This use of humour was welcomed by students in which there was collective laughter indicative of positive reactions from students. The reason behind the use of riddles in class was that teachers wanted to attract student’s attention and make them relaxed from time to time. The insertion of riddles into the learning tasks which were prone to be serious and formal seemed to help students view the tasks as more light-hearted and manageable. Thus, teachers need to be aware of the significance of the use of this type of humour in the classroom.

**Item Five: Teachers’ Making Humourous Comments**

The majority of teachers made a small number of brief humorous comments in classes; as saying: ‘This is the reason why you failed this course’ or ‘You had better perform well, or you will suffer bitterly’. It was certain that this type of humorous behaviours was used to comment on or criticize some behaviours or ideas in the classroom. These humorous comments triggered collective laughter around the class only sometimes, but there were also some times when students showed neutral or no reactions to their teacher’s attempts of using that type of humour. It was because the comments were quite quick, it was possible that some, if not most, students failed to catch the comments and/or grasp their inferences. Hence, they had neutral or no reactions.

**Item Six: Teachers’ Engagement in Physical or Vocal Comedy**

Only two of the six teachers who were engaged in some form of physical or vocal comedy in merely rare instances during the four sessions. The use of that type of humour was about making a funny sound or acting with gestures and funny facial expressions during an interaction with students. One teacher used humourous sounds when she explained a point in the
lesson content of literature, and the other teacher acted as a clown three times to illustrate some points related to vocabulary. The researcher’s overall impression of the students’ reactions was that students were laughing out loud. They had a lot of fun during these lectures. Generating that type of humour provoked a lot of laughter; hence: teachers must consider its use in classrooms.

**Item Seven: Teachers’ Use of Realia that Displays Comic**

During the four sessions, we noticed that all the six teachers did not use any kind of teaching materials to produce humourous behaviours. They only depended on their vocal apparatus besides the use of the white board which is a very traditional aid that does not help in generating humourous instances. This lack of teaching aids in EFL classes may have a negative effect on students; in which, it may decrease their motivation, their performance level and their abilities for learning and achieving.

**Item Eight: Humourous Behaviours Initiated by Students**

Throughout the observation, we noticed that students’ use of humour in classes is very rare. A minority of students made humourous comments and told some anecdotes about themselves, but this was not possible for all students because whenever someone tried to do so, teachers directly interfered to stop them and shift to other things. This is may be due to the lacking of time or to managing and controlling students behaviours. Therefore, in most cases, the teacher was the one who made almost all humourous behaviours. Students are allowed only to laugh.

**Item Nine: Other Possible Humourous Behaviours**

The other humourous behaviours that were observed when attending the six teachers’ classrooms were about language play. The latter involved the manipulation of the language by making up new terms or creating rhymes. One teacher tried much to illustrate grammar points using that type of humour. For instance she played with the plural of the word ‘child’ saying ‘childs’ or the past participle of the verb ‘to see’ saying ‘sawn’ and other many word plays. Therefore, the teacher was drawing students’ attention to them or highlighted the possible mistakes that most students fall in. It was natural for students to laugh. This may be seen as incidents of laughing at one’s own mistakes after distancing oneself from those mistakes. In total, students reacted positively to most of teachers’ attempts at these humourous behaviours.
Section Two: The Atmosphere and Students’ Participation

Item One: Relaxed Atmosphere Conducive to Learning

The classrooms consisted of a number of almost 30 students or more; the physical setting was controlled and organized during the four sessions. Since some of the sessions were programmed in the morning, students came with full energy and they felt comfortable during the discussion. However, some other sessions were arranged in the afternoon from about 12:30 to 15:30, which made students tired, less communicating and sometimes they even get distracted and less attentive.

Item Two: Students’ participation in Classes

It was observed that most students participated during the different four sessions by raising their hands either to say or comment on something, or to answer the teachers’ questions or to ask questions. The teachers also tried their best to make the voiceless students participate; they sometimes called names from the list to make them speak for themselves and share their ideas with the whole class. This means that the majority of students interact in classroom and can express themselves freely. This is may be due to the comfortable and relaxed classroom situations created by teachers’ use of humour to lighten the learning-teaching atmosphere.

3.1.4. Discussion of the Results

The analysis of the classroom observation data revealed that teachers, at the Department of English at Larbi Ben M’hidi university, implement to a moderate extent humour through the use of jokes, puns, anecdotes, riddles and a number of humourous comments. The teachers’ use of humour in classes appeared to be purposeful to help in making teachers able to explain, illustrate criticize and most importantly make the situations full of pressure and tension more relaxing and comfortable. The increasing teachers’ use of humour is a factor leading to creating a relaxed, funny light-hearted and positive environment. This, in turn, provides students with a positive classroom environment conducive to learning. Therefore, the research’s third hypothesis is confirmed; teachers do use humour in their classes.

3.2. Limitations of the Study

When conducting this investigation, the researcher faced many problems and difficulties essentially related to time constraints. In fact, the researcher was restricted with only a limited period to accomplish the whole research. She was challenged by having a small sample of students as participants. Besides, she had only a limited classroom observation duration. In
addition to that, she had problems related to the search for appropriate references since the topic is new and only few studies undertook this issue previously.
**General Conclusion**

Humour is found in every situation in our daily life; that is why, we preferred in this study to link it to the educational situation. This study was carried out in order to investigate humour use and its effect on the maintenance of student-teacher rapport in EFL classes. The research is an attempt to prove that humour can be used as a pedagogical tool that can create successful learning-teaching environment through building relationships between students and teachers.

The study in hand is a total of three chapters. The first chapter is the theoretical part. This includes the review of literature related to the concept of humour use in the EFL context and the concept of student–teacher rapport. As for the second and third chapters, we have conducted the fieldwork of the research. We administered two questionnaires, one to students and another to teachers, and conducted a classroom observation. The research findings have revealed that humour is to a great extent used in the EFL classes and that the majority of university EFL teachers and students hold positive views regarding the effect of humour on maintaining student-teacher rapport. So, fortunately the results are encouraging and the hypotheses are confirmed.

Success in learning the English language is related directly to what happens inside the classroom setting. Thus, the lectures should be enjoyable, funny, and attractive. This can only be achieved if a good teaching strategy is used to avoid de-motivation, lack of interest in learning and most importantly any turbulent relationships between teachers and students. This means that the learning activities should go hand in hand with some humourous behaviours. To guarantee its effectiveness, humour should be used in adequate situations and in relation to the content of the lectures. It should be positive and light. Humour use should be professionally considered.
List of References


Appendices

- Appendix A : Teachers’ Questionnaire

Dear teacher,

This questionnaire is an attempt to gather data needed for the accomplishment of a Master degree in didactics. It aims to investigate the teachers’ use of humour in EFL classes and its effect on building student-teacher rapport. It would be very kind of you if you could answer the following questions as this only will guarantee the success of the investigation. Please, tick (√) the right box (es) and provide full statements whenever necessary.

Thank you very much for your time and collaboration.

Miss: Chergui Amira

Department of English

Faculty of Letters and Foreign Languages

L’arbi Ben Mhidi University, Oum-El-Bouaghi
Section One: General Information

1. Gender:  
   a. Male  
   b. Female  

2. Degree held:  
   a. Licence  
   b. Master  
   c. Magister  
   d. Doctorate  

3. How long have you been teaching English at university?  
   a. 01 to 05 years  
   b. 05 to 10 years  
   c. More than 10 years  

Section Two: Teachers’ use of humour

4. Do you use humour in your classroom?  
   a. Yes  
   b. No  

5. Why or why don’t you use humour in your classroom?  

………………………………………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………………………………………
……

6. How do you consider students’ reaction to your use of humour in class?  
   a. Very positive  
   b. Positive  
   c. Neutral  
   d. Negative  
   e. Very negative  

7. Do you intentionally use teaching materials that generate humour in class?  
   a. Always  
   b. Often  
   c. Sometimes  
   d. Rarely  
   e. Never
8. What types of humour are most used in your class?
   a. Jokes
   b. Puns
   c. Riddles
   d. Anecdotes
   e. Others: Please specify

9. Do you think that your implementation of humour in class is effective?
   a. Yes
   b. No

10. Please, justify.

11. How much of the humour you use is relevant to classroom subject matter?
   a. None
   b. A little
   c. About a half
   d. Most
   e. All

12. When do you implement humour in each session?
   a. As a warm up
   b. During explanation
   c. At the end of a lecture
   d. All the cases above

13. How often do your students use humour to communicate in each class?
Section Three: Humour as a Teaching Strategy

14. What is the amount of humour that should be used in EFL classes?
   a. None  
   b. Very little  
   c. Little  
   d. Much  
   e. So much  

15. What should humour be used for?
   a. Fun  
   b. Illustration  
   c. Tension release  
   d. Criticizing  
   e. Others: Specify, please.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……

16. Please, put a cross (×) in the right column
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<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Totally disagree</th>
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</thead>
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</tr>
<tr>
<td>Humour use in the classroom disrupts the serious business of the teaching learning situation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The use of humour helps to foster positive classroom environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humour encourages students to participate more in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section Four: Student-Teacher Rapport**

17. How would you evaluate your relationship with students in class?
   a. Very good
   b. Good
   c. Average
   d. Below average
   e. Poor

18. Do you think that building student-teacher rapport is important in improving students’ learning outcomes?
   a. Yes
   b. No

19. Please, justify

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20. What are the challenges that teachers face in terms of building relationships with their students?

   a. Disruptive behaviour
   b. Time
   c. Lack of communication
   d. Demotivation
   e. Others: Specify please

   ..............................................................................................................................
   ..............................................................................................................................

21. How could teachers reinforce their rapport with students?

   a. Being aware of students’ needs
   b. Using humour
   c. Calling by names
   d. Communicating
   e. Others: Please specify

   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

   ......

22. Do you feel that your use of humour in class makes you more approachable to students?

   a. Less approachable
   b. Slightly approachable
   c. No effect
   d. More approachable
   e. Considerably more approachable

Section Five: Further Suggestions
Please, feel free to add any further suggestions or comments related to the topic under investigation.

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Thank you.
Appendix B: Students’ Questionnaire

Students’ Questionnaire

Dear student,

This questionnaire aims at investigating the teachers’ use of humour in EFL classes and its effect on building student-teacher rapport. Your answers will be of a great value for the research we are undertaking. Please, tick the appropriate answer (√) and provide full statements whenever necessary. Your contribution is very important to achieve the objectives of this study.

Thank you in advance for your time and your collaboration.

Miss: Chergui Amira

Department of English

Faculty of Letters and Foreign Languages

L’arbi Ben Mhidi University, Oum-El-Bouaghi

Definitions of key terms:

Rapport is an overall feeling between people encompassing mutual trust and prosocial bounds.

Humour is anything done or said, purposely or unintentionally that is found comical or amusing.

Jokes are short stories with surprising and funny punch lines (endings) that provoke laughter.

Riddles are puzzling questions posed to be guessed and have funny answers.

Puns are the humorous use of a word or phrase to emphasize or suggest its different meanings.

For instance: Let us talk about rights and lefts. You are right, so I left.

An anecdote is a short story of a particular incident or event, especially of an amusing nature.
Section One: General Information

1. Gender: Male □ b. Female □

2. Age:  
   18 to 20 □ 20 to 22 □ 22 to 25 □


Section Two: Use of humour in the EFL Class

4. How often does your teacher use humour in class?  
   a. Always □  
   b. Often □  
   c. Sometimes □  
   d. Rarely □  
   e. Never □

5. How do you feel about the use of humour in class?  
   a. Very positive □  
   b. Positive □  
   c. Neutral □  
   d. Negative □  
   e. Very negative □

6. What types of humour are mostly used in your class?  
   a. Jokes □  
   b. Puns □  
   c. Riddles □  
   d. Anecdotes □  
   e. Others, Please, specify..........................................................  

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7. How much of the humour teachers use is relevant to the class subject matter?  
   a. None □  
   b. A little □
8. How often do you use humour when interacting in class?
   a. Always  
   b. Often  
   c. Sometimes  
   d. Rarely  
   e. Never  

9. What is the amount of humour that should be employed in your class?
   a. None  
   b. A little  
   c. Average  
   d. Most  
   e. All  

10. What should humour be used for?
    a. Fun  
    b. Illustration  
    c. Tension relief  
    d. Criticizing  
    e. Others. Specify, please……………………………………………………………………
        ……………………………………………………………………………………………

11. Please, put a cross (×) in the right column.
### Section Three: Student Teacher Rapport

12. How would you evaluate your relationship with your teacher?
   a. Very good □
   b. Good □
   c. Moderate □
   d. Below average □
   e. Poor □

13. What are the problems that you face when building rapport with your teacher?
   a. Frustration and stress □
   b. Lack of communication □
   c. Misunderstanding □
   d. Routine □
   e. Others. Please specify. .................................................................

14. Student teacher rapport is maintained by teachers:
   a. Being aware of students’ needs and interests □
   b. Using of humour in class □
   c. Giving constructive feedback □
d. Establishing trust and respect

Please, specify…………………………………………………………………….

……………………………………………………………………………………

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15. Please, put a cross (×) in the right column.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Totally agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Totally disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-teacher rapport has an impact on students ‘learning outcomes</td>
<td></td>
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<tr>
<td>A student initiating humour is perceived as a disruptive student</td>
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<tr>
<td>Sense of humour is a very important quality of the effective teacher</td>
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<tr>
<td>The teachers ‘use of humour in class makes him/her closer to students</td>
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Section Four: Further Suggestions

Please, feel free to add any further suggestions or comments related to the topic under investigation.

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Thank you
### Appendix C: Classroom Observation Sheet

**A Classroom Observation Sheet**

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Date / time:</th>
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</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Novic [ ]</td>
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<tr>
<td>Module:</td>
<td>Experienced [ ] / Male [ ] - Female [ ]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Student's reaction</th>
<th>Reasons behind using humour</th>
<th>Frequency</th>
<th>Student's reaction</th>
<th>Reasons behind using humour</th>
<th>Frequency</th>
<th>Student's reaction</th>
<th>Reasons behind using humour</th>
<th>Frequency</th>
<th>Student's reaction</th>
<th>Reasons behind using humour</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>First session</td>
<td></td>
<td></td>
<td>Second session</td>
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<td>Third session</td>
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<tr>
<td>The teacher tells a joke</td>
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<tr>
<td>The teacher tells an anecdote</td>
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<tr>
<td>The teacher makes a brief humorous comment</td>
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<td>The teacher engages in some form of physical or vocal comedy</td>
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<td>The teacher uses riddles</td>
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<td>The teacher uses puns</td>
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<tr>
<td>The teacher uses realia that displays comic as: (pictures, posters, audio stories, short movies)</td>
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<td>Humorous behaviors initiated by students</td>
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<td>Other humorous behaviours</td>
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<thead>
<tr>
<th>Relaxed atmosphere</th>
<th>First session</th>
<th>Second session</th>
<th>Third session</th>
<th>Fourth session</th>
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</thead>
<tbody>
<tr>
<td>Students’ participation</td>
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Résumé


Mots clés : ALE, Enseignement/Apprentissage, Humour, Relation Enseignant-Apprenant.