

Lecturers' Perceptions and Practices of Humor in EFL Classrooms

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ABSTRACT

Abstract: This study aims to explore lecturers' perceptions and practices of humor usage in EFL classrooms. This qualitative study used questionnaires and interview protocols to get data from two senior English lecturers who use humor in their classrooms at an English department of a public university in Indonesia. The result reveals that humor, particularly jokes and spontaneous humor are practical and beneficial for learning English in higher education. However, in delivering humor, the lecturers should consider the setting (time and place), college students' vocabulary level, age, and sex; humor should not offend them culturally and be understandable.

This paper investigates EFL lecturers' perceptions and practices in using humor in their classrooms, particularly content-based humor. At first, humor is a Latin term obtained from the word 'umor,' that refers to 'bodily fluid' which manages individual's good health and emotions (Fadel & Al-Bargi, 2018). Humor refers to something that is uttered to make a feeling of pleasure in the classroom (Ziyaemehr, 2011). (N. Bell, 2012) states that humor is a specific communicative mode in which something is uttered with the intent to amuse. It can be used in various contexts, including language learning, for the purpose of making the learning more enjoyable.

In learning a language, such as English as a foreign language in Indonesia, the atmosphere of the class that is kept in relax condition is important as Krashen (1982) mentions about Affective Filter Hypothesis, the significance of keeping a low affective filter in the classroom so that students will accept the lesson easily. The present study is foregrounded by the methodology developed by (Askildson, 2005) and (Fayssal, 2018). (Askildson, 2005) worked on teachers' and students' perspectives on the employment of pedagogical humor and its impact in ESL/EFL classroom, then his questionnaire is adapted as one of the instruments. The interview guide is adapted from (Fayssal, 2018) that studied on the influences of using humor on EFL learner's motivation. These instruments will be discussed more details in method section.

The role of teachers in EFL classrooms is significant. Therefore, there are two kinds of teachers according to (Wong et al., 2018), the common teacher who tells and describes the lesson and the excellent one who demonstrates and inspires when delivering the lesson. So then, to be an excellent EFL teacher, it is crucial to have the capability to motivate and inspire students for learning. (Borg, 2006) states that good EFL instructors are those who are affectionate, provide outstanding notes, conduct games, utilize humor, and do not push students who are falling behind the rest of the class. Thus, it can be concluded that one of the characteristics of good EFL teachers is having a sense of humor. In addition, they use it in the classroom as a part of learning. By using humor, teachers can inspire students to communicate in a fun way, and both teacher and students will get a lot of good effects from it.

Previous studies on humor usage in ESL/EFL classrooms highlight the many benefits and positive effects of humor from teachers' and students' perspectives. However, limited studies focus on lecturers' perceptions in the Indonesian context. Moreover, there are limited studies that discuss appropriate practices in utilizing humor in EFL classrooms. In a quest to better understand lecturers' perceptions and practices in utilizing humor in EFL classrooms, the present study focuses on lecturers' perceptions and practices of humor in EFL classrooms.

Humor in EFL Classroom

Since humor gives positive effects in learning English, it can be integrated as a part of English language acquisition, for example in (Deneire, 1995) study, he suggests teachers to combine humor in the EFL/L2 classrooms because advanced communicative competence implies humor competence and the other way around. In addition, he emphasizes that humor can be used as a technique to introduce linguistic phenomena and cultural knowledge as well as an illustration and reinforcement of

already acquired cultural and linguistic knowledge. In linguistic context, according to (Deneire, 1995), humor can be used as a powerful tool for sharpening students' knowledge about phonological, morphological, lexical, and syntactic differences within a single language or between student L1 and the target language. Besides for teaching a language, humor can be used to teach culture. Moreover, the humor caused by the clash of cultures serves as an excellent teaching device. (Wagner & Urios-aparisi, 2011b) mention that humor should be a part of the FL curriculum to promote authentic and communicative use of language in the classroom and the integration of linguistic and cultural information.

(Mantooth, 2010) explains several kinds of humor that can be used in a classroom: puns, story-telling, jokes, self-deprecation, humorous comments, spontaneous types of humor, etc. Moreover, humor that is related to the lesson was useful in understanding the lesson, creating pleasant instruction process and showing us that the teacher gave good attempt to make students understand the lesson well. On the other hand, Gruner (2017) states that ironic humor is viewed as inappropriate to be applied in the teaching and learning process. Moreover, Wanzer (2009) lists some examples of humor that should be avoided in the classroom, such as making jokes about certain student, stereotype-based comedy, failed humor, sexual humor, etc.

Classroom Humor from Teachers' and Students' Perspectives

Several studies have been conducted to know the effects of humor in the EFL classroom from students' and teachers' points of view. For example, most students, according to a study by (Fata, 2018), believed that a teacher's sense of humor may help them cope with the stress of learning English, foster a stronger relation between the two parties, help them remember and understand the lesson, and inspire them to be more active. Students in another study by (Tunnisa et al., 2019) said that humor made them gain knowledge easier, reduce tension, make them more comfortable in the teaching-learning process, motivate them to actively attend the class, and decrease their sleepiness. Another study by (Al-Duleimi & Aziz, 2016) on EFL students and teachers at Al-Iraqi University, mentioned that humor is very popular and effective as a pedagogical tool, so that the students embrace the teachers' utility of humor. Thus, humor is useful and is sometimes advised as a best practice by effective teachers.

EFL instructors, based on a study by (Agcam, 2017), had positive perspectives about the usage of humor in language classes but they also had little doubts on losing face and control in the classroom, and also it might offend certain students. Teachers in another study by (Algafar, 2017) agreed on the benefits of humor based on sociological, instructional, and psychological aspects. In contrast, humor has negative sides, such as it will not always be acceptable because it is not always funny for students. Most teachers, according to a study by (Ageli, 2018), admitted that humor can lower the affective filter because the class becomes pleasant and convenient and the learning becomes uncomplicated and more effective. However, they were hesitant on the implementation of humor because of limited literature. Teachers in another study by (Heidari-Shahreza, 2018) stated that pun, allusion, and irony were the most frequently utilized, verbal humor techniques at all three levels of language proficiency. In addition, at higher education, humor with more complex forms such as funny stories, jokes, and riddles are commonly used. Then, increasingly more instances of relevant, spontaneous, other(s) directed humor and a lesser extent of L1 use were observed in classes with more proficient students.

Benefits of Humor in EFL Classroom

There are many benefits of using humor in EFL classroom. According to (Morreall, 1984), there are at least three commonly recognized and long-standing hypotheses that explain the reasons for classroom humor (1) teachers and students benefit from the superiority theory that explains comedy on a social and behavioral level; (2) the incongruity theory, which states that comedy has an intellectual benefit; (3) the relief/release hypothesis states that comedy is a means of releasing tension in kids' minds while learning in the classroom.

In relation to Morreall's statement, for example, humor may bring attention to a teacher and pupils, create a sense of belonging among the class members, and encourage classroom engagement. In addition, (N. D. Bell, 2006) states that humor is a powerful conversational tool and one of its most important roles is that of developing and maintaining affiliation. Therefore, it is crucial to have the capacity in acknowledging humor since it can expand and enhance social relationship.

(Mehrabian, 1969) argues that humor can enhance the physical or emotional intimacy and relation among individuals. Besides, humor as a part of immediacy behaviors has impacts in learning in the classroom. Immediacy can be verbal or nonverbal means a word a person uses as a sign of openness or avoidance for communication. Likewise, the practice of humor and self-disclosure are signs of immediacy (Gorham, 1988). In addition, he found that verbal and nonverbal behaviors contributed to learning. Humor usage, teacher's compliment on student work, actions, or comments, and teachers' eagerness to take part in conversation before, after, or outside of class were important verbal sign of immediacy.

Constructive responses caused by educational humor may be correlated with learning. Significantly, when humor is utilized constructively and linked to the lesson, it can improve the language learning and make the lesson becomes tenacious (Wanzer, 2009). Consequently, students gain more constructive attitude toward education and improve their motivation and achievement. Moreover, (Trachtenberg, 1979) claims that humor used in an ESL setting gives ideal chances for mini grammar

or semantic lessons. According to (Kramersch & Sullivan, 1996), (Cook, 1997), and Tarone (2000), adults and older child learners engaged in language play when learning an L2 and suggested that far from being a mere frivolity, such activity may facilitate L2 development. (Victoria, 2019) states that teachers could use humor in off-task spaces as an educational tool. Many researchers ((Buck, 2005); (Frymier et al., 2008); (Pham, 2014)) confirm that humor made a vigorous learning conditions. (Aboudan, 2009) mentions that humor is important for instructional process in order to encourage and attract students' attention. It shows that humor used in teaching and learning process has a benefit at the cognitive level that can make students construct motivation to learn the lesson faster, more effective, and more attentive.

Humor, for example, is thought to provide psychological advantages such as lowering stress and relieving tension. Classroom humor has the potential to be quite successful. When a teacher uses humor, he or she is aiming to achieve three goals. For starters, it relieves stress. Second, it may be used to create an enjoyable environment in order to alleviate unpleasant sensations. Third, students will be more open, and they will inquire and discuss their thoughts. Welker (1977) states that humor distributes as an attention-getter and a stress reducer, as well as a means for dealing with students and teacher mistakes in a humane and compassionate manner-remarking, to 'err' is human but also to 'err' is humorous. McGrath (2013) mentions that the use of humor can attract students' attention and minimize discomfort during the test as it can help the learners to decrease the stress and tension in unfamiliar environment.

Second, humor reserves face, which means the proper humor, restrains displeased emotion. It is supported by (Sudol, 1981) that humor keeps students' attentiveness and relief, while also permits the teacher an ideal means of distributing upsetting situations for both students and teachers. Third, humor reduces boredom because when students see their teacher is flat, they tend to skip the class (Wanzer, 2009). In the same line, (Medgyes, 2002) suggests many constructive activities for the classroom, namely amusing tales, dialogues, and jokes since those are appropriate for all level of students and so encouraging for teachers in minimizing and preventing boredom in the EFL classroom.

Besides those three significant benefits, humor has benefits for health as well. (Fry, 1994) states that playful laughter exercises and relaxes muscles, improves respiration, stimulates circulation, increases the production of pain-killing endorphins, decreases the production of stress-related hormones, and enhances the immune system. In addition, it may potentially influence health is through the positive emotional states accompanying humor and laughter. Positive emotions may have beneficial effects on health, such as enhancing immunity (Stone et al., 1987) or undoing the cardiovascular consequences of negative emotions (Fredrickson, 1998). It means humor can increase positive emotions, along with happiness, love, joy, optimism, and so forth.

However, sometimes the use of humor gives some negative effects to students. First, too much humor is inappropriate for students. This is supported by (Downs et al., 1988) that correlative proof for the potential disadvantages of excessive humor practice in their study of post-secondary educators. This study of humor practice by outstanding and common teachers suggested that outstanding teachers utilized humor occasionally than did common teachers. In line with Downs' findings, (Sudol, 1981) informs that excessive humor pointed at a certain student can be contrarily misunderstood and affected in either recognized preference or intimidation, depending on the kind of humor used. Thus, provides support to the claim that excessive humor is improper and adequate amounts are preferred. Second, cross-cultural differences in humor approach occur and propose that these can occasionally make interactive issues ((Miller, 1995); (Holmes & Hay, 1997); (Yamada, 2005)). Then, students may misunderstand the message of the humor if they do not aware of cross-cultural differences.

Teachers' Practices in Using Humor

Herbert (1991) considers that it is advantageous to begin the lesson with a joke, tell a funny anecdote, and use visual illustration of humor. Nevertheless, he also underlines that it should have an aim rather than being pointless. In addition, (Pomerantz & Bell, 2011) highlight that humor utilized by teachers in classrooms should feel natural to the students otherwise it may fail. Humor is accepted by students relies on the way humor is uttered (Wagner & Urios-aporisi, 2011a). Teachers should be attentive not to deliver humor through abuse or irony as they can reject the usefulness served by humor. In addition, they conclude that sexual humor must not be delivered if it is not directly related to the content, such as sexual education.

(Rareshide, 1993) suggests seven guidelines for teachers to use humor in the classroom (1) teachers should be aware of and open to the numerous applications of humor; (2) never use humor to criticize or embarrass a pupil; (3) humor should never be aimless; it should always have a purpose, even if employed inadvertently; (4) humor should be tailored to the skill levels of the students; (5) teachers should understand the value of both spontaneous and deliberate comedy and include both into their instruction; (6) teachers should periodically laugh at themselves to demonstrate to their pupils that they are real people; (7) they should only use sarcasm when it is fun.

The present study focused on lecturers' perceptions and practices. It means it explored their cognition. (Borg, 2003) defines teacher cognition as the unobservable cognitive dimension of teaching-what teachers know, believe, and think. Teachers' cognitions are assumed to be acquired as a result of their professional and personal experiences, readily accessed and articulated in self-reports, and applied (or not) in teaching practices (Kubanyiova & Feryok, 2015). Part of the promise of teacher cognition

research is the effect it can have on future teachers' professional development as well as in expanding the awareness and expertise of in-service teachers (Baker & Murphy, 2011).

Lecturers' practices are a reflection of their beliefs and knowledge. Each of them has their own individual ideas, ways of delivering humor, and preferences about the proper humor. To be specific, this study understood and explored lecturers' cognition on the use of humor so that it can inspire and improve prospective lecturers' professional development and expand in-service lecturers' awareness and expertise in using humor in the classroom. The exploration is on how lecturers perceive humor, kinds of humor they use, the moments of humor, and their practices of humor in the classroom.

In order to achieve the research aim, the research questions are formulated as follows (1) what are lecturers' perceptions of humor in EFL classrooms?; (2) what kinds of humor do lecturers use in EFL classrooms?; (3) when do lecturers use humor in EFL classrooms?; (4) how do lecturers practice humor in EFL classrooms?

METHOD

The present study was conducted qualitatively. It was done at English Department, Universitas Negeri Malang. The participants of this study were two senior English lecturers who teach at English Department. In this study, they are called as lecturer A and lecturer B. They were selected because of their experiences in using humor in their teaching. They have practiced using humor for many years so that they are well-known for their humor when teaching English.

The lecturers were informed about a brief explanation of the study. Then, types of information to answer the research questions were considered: lecturers' perceptions on the use of humor and their practices of humor in the classroom. The data were in the form of responses of the questionnaire and transcripts of the interview. The data were collected by giving questionnaire through *Google Form* and one-on-one interview through *Zoom*. The present study used two kinds of instruments, namely questionnaires and interview protocols. The instruments were validated before the data collection process by one senior lecturer at English Department, Universitas Negeri Malang. She is an expert in teacher training, classroom interaction, teacher/classroom discourse, etc. The validation process revised several questions on the interview protocols. The questions about reasons for choosing a certain option in each number of the questionnaire should be provided below the options, not in the interview protocols as separated questions.

The questionnaire was used to gain useful information about lecturers' perceptions and practices in using humor in the classroom and identify those aspects as guidelines for follow-up questions in the interviews. This instrument is adapted from (Askildson, 2005). In the complete questionnaire, there are 13 points but this study only uses 12 points due to the need in answering the research questions. It consists of 12 closed-ended questions with five numbered responses. Thus, each question demands the lecturer to choose a number among 1 to 5. In addition, in each question, there is an instruction for them to provide a reason for choosing the response. This instrument was given to them in *Google Form*. The blueprint of the questionnaire is presented in table 1.

Table 1. Blueprint of the Questionnaire on Lecturers' Perceptions and Practices in Using Humor in EFL Classrooms

Variable	Indicator	Item
Perceptions	1) Lecturer's effectiveness in teaching	1
	2) Humor makes college students feel relaxed in learning English	3
	3) Humor improves college students' interest in English	4
	4) College students learn the culture of English by being exhibited to humor	5
	native	6
	5) The use of humor makes the lecturer more approachable to college students	7
	6) Humor creates a more comfortable learning environment	8
	7) Lecturer's degree on the feeling that illustrative humor helps college students to study grammar well	9
	8) Lecturer's degree on the feeling that illustrative humor helps college students to study vocabulary well	10
	9) Lecturer's degree on the feeling that illustrative humor helps college students to study pronunciation well	11
	10) Lecturer's degree on the feeling that illustrative humor helps college students to study English skills (listening, reading, speaking, and writing) well	12
11) The importance of humor to English learning in the classroom		
Practices	12) The number of humor used by the lecturer that is related to classroom subject matter	2

The interview protocols were used to explore further and deeper data on lecturers' perceptions and practices that have not been asked in the questionnaire. The one-on-one interviews were done through *Zoom Meeting*. The interview protocols are adapted from (Fayssal, 2018). In the complete guide, there are 9 points then this study adds 3 points to explore more information related to the research questions. There are 11 open-ended questions to explore lecturers' perceptions and practices in using humor in the classroom. The blueprint of interview protocols is presented in table 2.

Table 2. Blueprint of the Interview Protocols on Lecturers' Perceptions and Practices in Using Humor in EFL Classrooms

Variable	Indicator	Item
Perceptions	1) Humor usage in EFL classroom	1
	2) Humorous lecturer gives effects to college student's motivation	4
	3) Challenges in using humor in the classroom	5
	4) Benefits (sociological, instructional, psychological, health, etc) of using humor in the classroom	6
Practices	5) Kinds of humor the lecturer prefers to use	2
	6) Lecturer's preference on using humor spontaneously or purposefully	3
	7) The proper amount of humor in a meeting	7
	8) Suggestions on how to deal with cross-cultural differences when delivering humor	8
	9) Providing humor in each teaching step and the example of humor	10
	10) The principles on how to implement practical humor in the classroom	11
	11) Additional suggestions or other comments related to the use of humor	

The researcher gave a questionnaire and interview protocols as the instruments to the lecturers. The questionnaire in *Google Form* was sent through email to each of them. After that, the one-on-one interview was conducted when they had answered all the closed-ended questions on the questionnaires. It was done via *Zoom Meeting* to each of them. The interview protocols contain 11 open-ended questions. There were additional follow-up questions if the data obtained from lecturers' responses were not comprehensive yet.

The first step of analysing the data was organizing data obtained from data collection. The data were organized according to each type of data, such as responses of closed-ended questionnaires from each lecturer and audio recordings from interviews. The teachers' responses from the questionnaires were used to identify the follow up questions in the interviews. Next, the audio recordings were transcribed. It was converted into text data. After that, the analysis of the transcriptions was done manually since it was a small data. In this process, the researcher read the data several times, gave marks to certain keywords that are related to the research questions, and divided it into parts based on topics that are related to research questions.

Then, the data were explored. In this process, the transcripts were reread in detail to get a sense of the interview as a whole before breaking it into parts based on topics. Then, the memos in the margins of transcripts were written for useful ideas. The next step was coding the data. The text was labeled to form descriptions to answer research questions. After that, it was selected for the specific data to use and disregarded other data that did not specifically provide evidence for research questions. The codes are Q1 for descriptions for the first research question, Q2 for descriptions for the second research questions, Q3 for the descriptions for the third research questions, and Q4 for the descriptions for the last research questions. The next process was validating the accuracy of the findings. The researcher might repeat the process of data collection procedure, analysis, conclusion drawing, and verifying the conclusion with data, data analysis, then reconstructing the temporary conclusion, again in several cycles until the data got saturated to show the objectivity of the research.

FINDINGS AND DISCUSSION

This section presents findings and discussion on lecturers' perceptions of humor, kinds of humor they use, moments of humor, and their practices of using humor.

Lecturers' Perceptions of Humor in EFL Classrooms

The findings and discussion focus on lecturers' effectiveness in teaching, their perceptions on the importance of humor and the significance of using it in the classroom. The results are presented in the following tables.

College students *considerably* learn *more* about the culture of English by being exhibited to humor native, such as to be punctual, to respect others and to treat women (cultural stuff). Moreover, it is a capital crime to instruct foreign language without exposing college students to the most natural cultural setting/context. These findings are in line with (Deneire, 1995) that emphasizes besides for teaching a language, humor can be used to teach culture. In addition, (Wagner & Urios-aporisi, 2011a) suggest that humor should be a part of the FL curriculum to promote authentic and communicative use of language in the classroom and the integration of linguistic and cultural information.

The use of humor makes lecturers *considerably more* approachable to their college students. This is in line with (Morreall, 1984) that the teacher and students benefits from the superiority theory that explains comedy on a social and behavioral level. Consequently, they feel free to say what they want to say, they are not afraid or nervous. These findings support (N. D. Bell, 2006) which humor can develop and maintain affiliation. By using humor, lecturers do verbal immediacy behavior that support (Mehrabian, 1969) study.

Humor creates a *considerably more* comfortable learning environment so that tense atmosphere melts. Since college students have a lot of stress and pressure, then it is good to crack jokes. This result is in line with (Sudol, 1981) that humor keeps students' attentiveness and relief. It is in line with (Morreall, 1984) and (Medgyes, 2002) that humor minimizes boredom in the classroom. Furthermore, (Ageli, 2018) states that humor can lower the affective filter because the class becomes pleasant and convenient and the learning becomes uncomplicated and more effective.

Illustrative humor considerably helps college students to study grammar well. That is because humor contains language use and grammar use. In addition, when the lecturer criticizes college students on the wrong use of pronunciation, the wrong use of diction, pages of grammar, this is where humor kicks in without crossing them hurt. This result supports (Trachtenberg, 1979) that humor used in an ESL setting gives ideal chances for mini grammar or semantic lessons. Moreover, every time the lecturer uses humor, there is a victim, so the next time that college student will be very careful not to make grammatical mistake. That is his strategy to keep them alert and cautious, but he does it nicely. They are not offended but they enjoy the situation and they don't have to feel degraded because of this. This is in line with (Morreall, 1984) that humor reserves face, which means the proper humor restrains displeased emotion.

Illustrative humor considerably helps college students to study vocabulary well. That is because humor consists of words used, word play and words unique. In addition, witty remarks are easier to remember and college students gravitate to them. This result is in line with Wanzer (2009) that when humor is utilized constructively and linked to the lesson, it can improve the language learning and make the lesson becomes tenacious.

Illustrative humor considerably helps college students to study pronunciation well. That is because humor may use mispronounced words to be funny-words spoken. In addition, using jokes to criticize college students' pronunciation is very effective since Indonesian students especially Javanese students are too lazy to use the right pronunciation.

Illustrative humor considerably helps college students to study English skills (listening, reading, speaking, and writing) well. That is because humor with its content and messages uses language as its mean and they like humorous classes. These results support (Kramsch & Sullivan, 1996), (Cook, 1997) and Tarone (2000) that adults and older child learners engaged in language play when learning an L2 and may facilitate L2 development. In addition, it can create opportunities to enhance the learning of a second language (Ziyaeemehr, 2011).

From the interviews, there are additional benefits of humor which is improving college students' motivation. Once lecturer A received some confession from his college students that they begin to be more motivated, not to skip things that are humorous and humor is useful to improve their English. These findings support (Aboudan, 2009) that humor is important for instructional process in order to encourage and attract student's attention. Besides, it is good for ice breaking and making them enjoy the situation; the materials can be delivered easily, and can be used to criticize their work.

Humor is also good for health. In human body there are Natural Killer (NK) cells that will be activated if one is laughing. So, the more laugh we do, these NK cells becoming active and killing free radicals cells. That is why those who laugh a lot and have fun with jokes usually look younger and healthier. This finding supports (Fry, 1994) that playful laughter exercises and relaxes muscles, improves respiration, stimulates circulation, increases the production of pain-killing endorphins, decreases the production of stress-related hormones, and enhances the immune system (Stone et al., 1987).

Delivering humor in the classroom has several challenges. First, lecturers have to adjust the level of vocabulary so that their college students understand what they are talking about and laugh at the jokes. Second, lecturers have to make sure that the jokes understandable by their college students without any problem in translating and interpreting the difference in culture. This result supports (Rareshide, 1993) that humor should be made relevant to student's ability levels. Third, when lecturers do some humor performances, especially using jokes, college students must get the pun/the last expression/the last word/the keywords, if they miss that, they won't laugh, and they will miss the humor. This happens sometimes because of the language they have not grasped yet and the culture. Sometimes humor delivered by the lecturer is not funny, so he can tell the meaning of the jokes or tell other ones. This finding is in line with (Algafar, 2017) that humor use in the classroom will not always be acceptable for students because it is not always funny for them.

1981) states that excessive humor pointed at a certain person can be contrarily misunderstood and affect in either recognized preference or intimidation, depending on the kind of humor used. In contrast, lecturer B delivers a lot of spontaneous humor during the teaching learning processes. However, he should be able to make a demarcation line between humor and serious things/the lesson.

In managing cross-cultural differences, lecturer B suggests that lecturers should be careful and make sure that the humor does not offend college students culturally. This result supports (Rareshide, 1993) that humor should never be employed to make fun of learner. Lecturer A adds that when talking about cultures, it is funny for the lecturer, but this is not always funny for his college students, that is why he must be keen on it, humor must be appropriate for college students or everyone who attends the class.

In delivering humor effectively, lecturer B suggests that lecturers have to make sure that the humor is relevant to the material and be able to increase college students understanding because they always remember this longer and the memories become stronger. These findings are in line with (Rareshide, 1993) that humor should never be pointless even if it is used spontaneously. Lecturer A adds that lecturers should be careful and consider things like the audiences, the time, the place, college students' age and sex, the humor used is not about ethnicities, races, and racial jokes. If humor is used properly in the right time and in the right setting, then it will be useful.

CONCLUSIONS

Relevant to a study by (Al-Duleimi & Aziz, 2016), the present study concludes that the use of humor is practical and beneficial for learning English in higher education. It is practical since it has many benefits, such as making college students relaxed, improving their motivation to study, introducing English components, skills, culture, etc. In delivering humor, the lecturers prefer to use jokes and spontaneous humor. Jokes can be delivered at the beginning and the end of the lesson, while spontaneous humor can be delivered in every step of learning since it is usually used to criticize college students' work. Delivering spontaneous humor has to be related to the lesson, whereas delivering jokes can be about anything, not always related to the lesson, but educational. In delivering humor, lecturers should consider the setting (time and place), college students' vocabulary level, age, and sex; humor should not offend them culturally and be understandable.

The lecturers should arrange seminars or training on the practical use of humor, particularly jokes and spontaneous humor for their colleagues or other lecturers who are interested in using humor in their classrooms. These activities aim to share practical use of humor and convince other lecturers that humor is one of appropriate tool to teach English in fun way. Using humor in teaching English in higher education is good to do if it is delivered appropriately and in a suitable manner. For future researchers, this study will be more comprehensive if there are observations in the classroom. By conducting observations, the researcher can get information as it occurs in the classroom and study how lecturers deliver humor in natural settings.

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