

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS

**THE EFFECTS OF HUMOR-INTEGRATED PEDAGOGICAL INSTRUCTION IN
ENGLISH LANGUAGE CLASSROOMS: ATTITUDES OF STUDENTS AT TERTIARY
LEVEL**

MASTER'S THESIS

Muhammet Emin KATLAN

FEBRUARY-2024

TRABZON

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Thesis Advisor: Prof. Dr. Mustafa Naci KAYAOĞLU

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TRABZON

APPROVAL

Upon the submission of the dissertation, Muhammet Emin KATLAN has defended the study “**The Effects of Humor-Integrated Pedagogical Instruction in English Language Classrooms: Attitudes of Students at Tertiary Level**” in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous / majority** vote on **25.04.2024**

Committee Member	Decision		Signature
Title - Name and SURNAME	Mission	Accept Refuse	
Prof. Dr. Mustafa Naci KAYAOĞLU	Supervisor	☐	
Prof. Dr. Mustafa Zülküf ALTAN	Member	☐	
Asst. Prof. Dr. Hasan SAĞLAM	Member	☐	

Approval of the Graduate School of Social Sciences

Prof. Dr. Tülay İLHAN NAS
Director

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February, 2024

Muhammet Emin KATLAN

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ÖZET

Yabancı dil öğrenmeye yönelik yöntem, strateji ve uygulamaların geliştirilmesi, dil edinimini etkileyen bir dizi değişkenin araştırılmasını mümkün kılmıştır. Bu gelişme, duyuşsal filtrenin azaltılması ve öğrenciler için eğlenceli bir öğrenme atmosferi yaratılması konusunda önemli bulgular sunmaktadır. Araştırmalar, bu tür bir eğitim ortamının öğrencilerin dili öğrenmeye odaklanmalarına, bilgiyi daha verimli bir şekilde özümsemelerine ve dili edinme sürecinde daha başarılı olmalarına yardımcı olduğunu göstermektedir. Literatür, mizahın öğrencileri rahatlatma ve bilgiyi daha etkili bir şekilde öğrenmelerine yardımcı olma konusundaki potansiyel faydalarına işaret etmektedir. Ancak bu bağlamda özellikle dil öğretimi alanında yapılan deneysel çalışmaların sayısı oldukça sınırlıdır. Özellikle, yabancı dil olarak İngilizce (EFL) öğretimi ve öğrenimi bağlamında mizahın rolü üzerine yok denecek kadar az bilimsel araştırma yapılmıştır. Başka bir deyişle, mizah üzerine yapılan çalışmalar pratik uygulamalara değil teoriye dayandığından, bu araştırmada mizahla bütünleştirilmiş bir öğretim aracı oluşturma ihtiyacı doğmuştur.

Bu yüksek lisans tezi, EFL sınıflarında mizahla bütünleştirilmiş öğretimin sistematik bir uygulamasını deneysel bir perspektiften araştıran nadir çalışmalardan birini temsil etmektedir. Özellikle, üniversite düzeyindeki öğrencilerin EFL öğretiminde mizahın rolü hakkındaki tutumlarını ve kaygılarını ve mizahi uygulamaların altında yatan nedenleri ayrıntılı olarak incelemektedir. Çalışma, hem nitel hem de nicel veri toplama yöntemlerini kullanan karma yöntemli bir araştırma tasarımı olarak tasarlanmıştır. Bu çalışmaya 36 İngilizce hazırlık programı öğrencisi katılmıştır. Bu araştırmanın verileri anketler ve açık uçlu sorular aracılığıyla elde edilmiştir. Bu çalışmanın bulguları, üniversite düzeyindeki İngilizce öğrencilerinin genellikle mizahın EFL öğretimindeki rollerine ilişkin olumlu bir görüşe sahip olduklarını ve bu konuda genel bir fikir birliği içinde olduklarını göstermektedir. Çalışmaya katılanlar, mizahın öğrencilerin duyuşsal ve bilişsel gelişimlerine olumlu katkılar sağlayabileceğine ve bu bağlamda öğretmen-öğrenci ilişkileri üzerinde olumlu bir etkiye sahip olabileceğine inanmaktadır.

Bu araştırmanın sonuçları, EFL öğretiminde mizahın potansiyelini doğrularken, aynı zamanda EFL öğretiminde mizahın nasıl etkili bir şekilde kullanılacağına dair öneriler için deneysel kanıtlar sunmaktadır. Elde edilen iç görüler, mizahın öğretmen eğitimi müfredatına dâhil edilmesinin ve EFL sınıflarında mizahın etkili entegrasyonunun desteklenmesinin önemini vurgulamaktadır.

Anahtar Kelimeler: Mizah, Tutumlar, Yabancı Dil Öğretimi/Öğrenimi, Yabancı Dil Olarak İngilizce (EFL)

ABSTRACT

The development of methods, strategies, and practices for learning foreign languages has made it possible to investigate a range of variables influencing language acquisition. This development represents significant findings in reducing the affective filter and creating an enjoyable learning atmosphere for students. Studies indicate that this kind of educational setting helps learners concentrate on learning the language, assimilate knowledge more efficiently, and succeed more in the process of acquiring the language. Literature points to the potential benefits of humor in putting learners at ease and helping them learn information more effectively. However, in this context, the number of empirical studies carried out especially in the field of language teaching is quite limited. In particular, there has been negligible scholarly research on the role of humor in the context of teaching and learning English as a foreign language (EFL). In other words, since the studies on humor are based on theory, not practical applications, there was a need to create a humor-integrated teaching tool in this research.

This master's thesis represents one of the rare studies that investigates a systematic application of humor-integrated teaching in EFL classrooms from an empirical perspective. In particular, it examines in detail university-level students' attitudes and concerns about the role of humor in EFL teaching and the underlying reasons for humorous practices. The study was designed as a mixed-methods research design that utilizes both qualitative and quantitative data collection methods. A sample 36 English preparatory program students participated in this study. The data for this research were obtained through questionnaires and open-ended questions. The findings of this study show that university-level English language students generally have a positive view of the roles of humor in teaching EFL and are in general agreement on this issue. Participants in the study believe that humor can make positive contributions to the affective and cognitive development of students and that it can have a positive impact on teacher-student relations in this context.

The results of this research confirm the potential of humor in teaching EFL, while also providing empirical evidence for recommendations on how to use humor effectively in teaching EFL. The insights obtained highlight the importance of incorporating humor into the teacher education curriculum and supporting the effective integration of humor in EFL classrooms.

Keywords: Humor, Attitudes, Foreign Language Teaching/Learning, English as a Foreign Language (EFL)

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
FLCAS	: Foreign Language Classroom Anxiety Scale
IHPT	: Instructional-Oriented Humor Theory
KHIM	: Katlan's Humor-Integrated Teaching Model
L1	: In the scope of this study, "L1" refers to Turkish.
L2	: In the scope of this study, "L2" refers to English
MoNE	: Ministry of National Education
SLA	: English as a Second Language
TL	: Target Language

CHAPTER ONE

1. INTRODUCTION

1.1. Overview

Humor can be an effective tool in language learning. Teaching with humor is necessary since there is no one predetermined method that can ensure language learning and acquisition, and every classroom and student is diverse and unique. That is, humor could be a tool that makes students help to break their chains and discover themselves. Students consistently have stated that one of the top ten characteristics that a competent teacher should have is the use of humor (Bryant et al., 1980). Teachers that incorporate humor into the classroom report higher evaluation results and have closer, more flexible interactions with students (Neuliep, 1991). This point has a perceptive implication that humor may be a significant force in creating a comfortable classroom environment and that it reduces students' anxiety problems and increases motivation. In classrooms where there is a lot of anxiety, humor can be used as a strategy to help students develop emotional intelligence, according to Davies (2003). This research examined English students' attitudes towards the role of humor in classroom teaching and the effects of humor in the English classroom on anxiety levels and English lessons. The researcher divided the subheadings into parts and answer these questions by making use of research bodies in various disciplines such as education, linguistics and psychology. The researcher aimed to clarify the value of humor in English classes as well as the attitudes around its use. By offering a clear theoretical framework and details about current situations, it attempts to provide light on the forces behind this investigation and seeks to underline the significance and goal of the study in the problem statement part.

1.2. Statement of Problem

One of the problems encountered in English lessons is that the subjects covered are limited to the textbooks students follow and to certain genres in the teaching of the subjects. The subject matter in English lessons is often restricted to the textbooks students follow and to certain methods. This situation does not encourage students to study about the topics covered, and causes them to memorize ready-made information. In addition, it is thought that while students memorize this information, their interest in the lesson decrease. Unless English lessons are combined with their daily lives for students, they remain as difficult subjects to integrate in their minds. When the English curriculum and textbooks from kindergarten to higher education are examined, it is seen

that humor types are ignored in the selected texts and activities. However, humor; it is a form of expression that contribute to them both mentally and emotionally in the childhood years when intuitive thinking and the transition from concrete to abstract thinking appear. The fact that students are constantly learning the usual textbooks leads to a lack of motivation in the students, and because of this lackness, a meaningful learning environment does not occur. However, when humor is integrated into textbooks as a tool, it undoubtedly plays a role in students' active learning and increasing motivation. In other words, humor-integrated teaching can make English lessons a part of their daily lives for students.

1.3. Purpose of the Study

The purpose of this study is to examine how humor-integrated practices affect the attitudes and perceptions of students involved in English preparation classes. In this direction, the study was conducted to determine the role of humor-integrated teaching for English preparatory class students studying at Ağrı İbrahim Çeçen University on their attitudes towards humor and English course and their anxiety towards foreign language. In this way, the effects of humorous stories, cartoons, anecdotes and classroom humorous activities used in the study on students' anxiety level in English, their attitudes towards humor and English lessons were discussed. Finally, in the study, humor use contents that would meet the requirements of English lessons were determined.

1.4. Significance of the Study

This study is noteworthy for a number of significant reasons. Firstly, many learning /teaching strategies have been studied and applied to enhance students' English learning as the language becomes more and more significant in the world. However, the use of humor in the classroom still remains a generally unexplored area. This study sheds light on this unexplored area of using humor in language teaching. Second, as mentioned above, research on the role and impact of humor in foreign language (EFL) education is limited since humor is used by teachers primarily intuitively and without a strong scientific foundation. That is to say, those who identify as "users of humor" continue to face suspicion from those who maintain that humor has no bearing on education. Therefore, there was a need to develop a humor-integrated model. The model was formed according to the needs of the students consisting of 6 stages. From this study, book authors can benefit from producing humorous content according to the needs of 21st century learners. This content can also help teachers manage unwanted behaviors, increase student attention and interest. Additionally, humor may have a significant impact on student motivation and the positive classroom environment. Introducing just the appropriate amount of humor might significantly reduce students' affective barriers and increase their receptivity to learning. It might be useful tool for helping students who are shy or timid feel more comfortable participating in group activities

and prepare a meaningful and safe environment for students. In other words, book writers can be described as the root of the tree, teachers as the fruit bearers and students as the fruit eaters

Lastly, this study adds to the body of knowledge regarding the function of humor in EFL instruction and offers additional guidance on how to guarantee that humor is given all that it gets. The results of this study are especially pertinent to and applicable to the Turkish setting because the humorous elements in this study were integrated and applied according to the themes and topics in the books selected by MoNE or instructors besides focuses exclusively on English language instruction at Turkish universities. Nonetheless, it is believed that the results can be helpful and relevant to different educational settings. This study might contribute to research on the effects of humor in EFL teaching and expand the scope of research in this field.

1.5. Research Questions

According to the study's objectives, the following research questions were established: There is a major research question and then some minor questions which are related to the major one.

Major Question:

- 1 How does the integration of humor into pedagogical instruction impact the attitudes of tertiary-level students in English language classrooms?

Minor Questions:

- 2 Is there a significant difference between the pre-test and post-test attitude scores of the students in the experimental group toward the English lesson?
- 3 Is there a significant difference between the experimental group students' pre-test and post-test attitude scores toward humor?
- 4 Is there a significant difference between the foreign language anxiety pre-test and post-test scores of the students in the experimental group?

1.6. Limitations of Study

The scope of this study is limited to 36 EFL students studying English at Ağrı İbrahim Çeçen University by using a quasi-experimental design with pretest-posttest control group and the application environment is limited to Ağrı İbrahim Çeçen University where the course process was taught.

Outline of the Study

The main purpose of this study is to investigate the effects of humor-integrated pedagogical instruction in English language classrooms: Attitudes of students at tertiary level. The structure of

the study begins with Chapter 1 which outlines the importance of the study, its purpose and general outlines. After that, Chapter 2 titled “Literature Review which covers the theoretical basis of humor-integrated practices and related research in this field. After that, Chapter 3 focuses on the research, covering its rationale, data collection methods used, details about the participants, the research setting, and reliability and validity issues for the methodology. Moving on to Chapter 4, the descriptive findings obtained in this chapter are presented and these findings are then analyzed in the context of the theories and previous research discussed in the literature review. Finally, the study concludes with pedagogical insights and suggestions for future research efforts.



CHAPTER TWO

2. LITERATURE REVIEW

2.1. Overview

This part is divided into three main sections where the humor literature is presented and discussed. In the first section of this study, humor is defined; in the second, the multidimensional roles of humor concepts are examined. The third chapter explores and analyzes humor in the classroom.

2.2. Humor

2.2.1. What is Humor?

Humor is defined in a variety of ways. One such interpretation as presented in the Merriam-Webster dictionary defines humor “the ability to be humorous or to be delighted by things that are amusing.” However, over three decades ago, Martin and Lefcourt (1984) delineated a sense of humor by measuring the frequency with which an individual expresses joy through smiling, laughter, or similar manifestations in different contexts. In the realm of language instruction humor may be characterized as attempts made by a teacher or a student to elicit laughter and enjoyment in the classroom when it comes to its application in language instruction. These efforts may be influenced by student interactions, instructional resources, and lesson content, potentially culminating in smiles or laughter (Huy Hoang & Petraki, 2006: 2).

Numerous scholars have offered diverse definitions of the idea of humor. Leung (2004: 84) defined humor as “the capacity to comprehend amusing things, to enjoy them, and to transmit this pleasure”. Similarly, anything that the teacher and/or students find humorous or amusing is considered to be humorous, according to Wanzer et al. (2006). Additionally, Faulkner (2011: 74) characterizes humor as “any physical action or spoken comment, whether done purposefully or not, that results in learners laughing, giggling, smiling, etc”. Humor constitutes an essential element in human communication and its manifestations vary across educational settings, including schools (Wulf, 2010). It is vital to start with an extensive understanding of humor in order to assess the findings of humor research. According to Attardo et al. (2013), previous research has indicated that humor can be considered an “umbrella expression”. Because of this, despite the fact that there are

numerous definitions of humor, they are all united by the fact that humor has peculiar yet delightful elements (Martin, 2007). For instance, humor is described by Gervais and Wilson (2005) as non-serious social incongruity. Similarly, humor is described by Banas et al. (2011), as an expression of joy and positive moments through both verbal and nonverbal interactions. Any spoken, written, visual, or performed activity that students or the teacher find funny or enjoyable in the classroom can generally be classified as classroom humor, even if it is not inherently humorous (Gonulal, 2018).

Humor is a basic component of human experience intimately linked to our species' special unique capacity for language utilization. Remarkably, it is one of the rare universals that holds true for all nations and languages in the globe (Kruger, 1996; Trachtenberg, 1979). In addition, this thesis contends that humor is intricately suited to serve as a vehicle for instructing and shedding light on distinct linguistic, cultural, and discursive phenomena within the Target Language (TL) (Trachtenberg, 1979). This kind of target language humor is so common that it serves as both a fully proper teaching tool for language and a real communicative tool that students can employ in a range of language circumstances. Furthermore, it can be regarded as a perfect and engaging way for language teachers to teach certain language and cultural components to students of various skill levels.

2.2.2. Why is Humor?

A myriad of factors can have an impact on student motivation within the educational context. Several variables are often highlighted as influencing the language learning process, including the complexity of the content being given, the kinds of activities being used, peer support, and teacher encouragement. More significantly, the classroom atmosphere may have a significant impact on how well students learn while they are taking a second language. Previous studies have suggested that humor might enhance learning in the classroom (Cornett, 1986; Fisher, 1997). Humor, when judiciously employed, holds the potential to facilitate comprehension and sustain learners' engagement. On the other side, it is undesirable to use too much humor or self-disclosure (Downs, Javidi, and Nussbaum, 1988). To harness the pedagogical benefits of humor, it is advised to employ the appropriate form and dosage of humor according to Bryant and Zillmann (1988). Similar to this, Kher, et al. (1999), noted that timely and suitable humor can promote respect and mutual openness among students as well as improve teaching efficiency. Since children learn more, communicate more, and have more fun in a positive environment, it is our responsibility as instructors to foster such atmosphere in the classroom. Nevertheless, there is a narrow line for knowing when to set a restriction, though, as with any learning circumstances. The type of humor covered in this discourse doesn't require any special humoristic abilities but rather refers to straightforward jokes, jests that frequently appear in the communicative teaching of a second language. Those humor-based comments are language-based since they are connected to the

linguistic information being taught and directly relate to or serve to clarify a topic that will be learned and assessed for memory in the future. Despite their brevity, these comments prove to be notably advantageous and helpful. Since humor has been shown to improve comprehension and memory of educational material, it is indeed our responsibility to play a delightful role. Humor-based learning, according to Casper (1999), increases the learning memory. According to Ziv (1988), who looked into the impact of humor-based instruction on student learning, students value and like learning from humor-based instructors. In a similar vein, Kaplan and Pascoe (1977) found that lectures containing greater concept-related humor considerably improved students' performance on assessments of remembered ideas. It is obvious that humor is crucial to teaching and learning if you want to inspire your students and get more out of them.

More interestingly, the study of humor and learning a second language conducted by Rima (2009) indicate the need for a deliberate and planned integration of humor rather than its arbitrary application, especially when examining the synergy between humor and the subject matter at hand. In other words, the use of humor as an instructional strategy should be contingent upon the specific demands of the learning process. Humor shouldn't be overused in order to maintain its value and impact.

This study focuses on a few specific topics related to learning, laughing, and humor, particularly students' perceptions of the use of linguistic comedy and how humor affects the context of language instruction. According to United Arab Emirates University (UAE) participants' statements, humor should be employed as a teaching strategy since it makes lectures more engaging and motivates students to participate and share their perspectives. Additionally, UAEU students think that humor not only doesn't interfere with class discipline but significantly lessens disruptive behaviors. Students from the UAE were urged to take part in ESL lessons. Jokes were spoken to get students talking to their lecturers and participating in debates and discussions in class. Rima (2009) highlighted that students claim that humor improves learning and fosters a more positive learning environment in the classroom.

2.3. Conceptual Framework

In the continuum of our conceptual exploration lies a fundamental component: attitudes. As we navigate through the intricacies of our conceptual framework, we encounter the pivotal role that attitudes play in shaping perceptions and guiding behaviors. Defined by diverse dimensions and evaluative tendencies, attitudes serve as a cornerstone in understanding human cognition and decision-making processes. The following part is devoted to this critical aspect within our research framework.

2.3.1. Attitudes

There is considerable consensus that attitude is an assessment based on positive/negative attribute dimensions as a psychological tendency, despite the fact that definitions of the attitude construct differ greatly in the literature (Ajzen, 2001; Eagly and Chaiken, 1993). The key component of the definition of attitude is this evaluative feature and it sets the concept apart from convictions or viewpoints. Furthermore, attitude is a construct made up of various dimensions and subcomponents rather than a single, all-encompassing idea. The overall attitude toward the object is influenced differently depending on how each subcomponent is evaluated individually (Ajzen, 2001).

One of the major concerns in education nowadays is regarded to be students' attitudes toward learning. If the teacher is able to recognize the students' attitudes and create a positive emotion that can offset the students' negative feelings, learning English can be successful. Positive classroom behavior influences students' motivation, attitudes toward learning and schoolwork, self-confidence, and, ultimately, the development of their personalities (Ulug et al., 2011). Learners' perspectives on picking up a new language can vary. They may feel positively about learning a new language, giving them an advantage over other students, or they may feel negatively about learning a new language from other students or teachers, which will make it harder for them to pick up the language.

2.3.2. Humor

Due to their social nature, people must engage in a variety of methods, including verbal, non-verbal, audial, visual, written, etc. There are several parts to communication, including carrying out the activity, managing time, making contact, organizing the debate, and focusing on social factors and discourse (Petukhova and Bunt, 2009). Many aspects of life, including communication, benefit from humor. Three humor theories—relief theory, incongruity theory, and superiority theory—were thoroughly investigated in the literature review part of this thesis. Each hypothesis, according to Meyer (2000), contributes to the understanding of how various features of humor are produced, but they also have limitations. Whatever its purpose, humor is essential to communication because it fosters empathy and a sense of connection among individuals.

According to Vu and Vu (2012), humor has an impact on everyone, but particularly on students, and remains simply an essential part of life. In fact, humor's positive effects on learning processes have long been acknowledged. Research by Anderson, Micari and Pazos (2011, 2012) indicate that students relate their success to how much they connect and communicate with their teachers. This demonstrates that humor can be a valuable tool in the classroom for both instructors and students. Similarly, in his list of the top five reasons to use humor in the classroom, Skinner

(2010) pointed out that in addition to improving the learning environment, humor also helps students learn by improving retention and attention span.

As mentioned, humor has a significant positive impact on the educational process. Additionally, it can help with language learning. Humor is a fundamental component of people's lives and a fundamental feature of humans' extraordinary talent for language, as Askildson (2005) pointed out. Lozanov (1978) connected our shortcomings to the obstacles we set in the way of our learning. We are unable to utilize the full potential of our thoughts because we are fearful of restricting our capacity to learn and failing to achieve learning. Lozanov (1978) further stated that we only employ 5–10% of our brains' potential, leading him to propose the "Suggestopedia" approach, which encourages learners while relieving their tension.

2.4. Theoretical Framework

The theoretical framework of this thesis includes affective filter hypothesis and comprehensible input. The former one proposes that affective factors, especially anxiety, motivation and self-confidence, play a role in influencing the success or failure of language learning when implemented with humor-integrated teaching instruction. The latter one employs humorous contents/elements to help students who are learning English grasp the majority, if not all, of the language.

2.4.1. Affective Filter Hypothesis

Since students must concurrently learn both their mother tongue language and a foreign or second language, language instruction is a unique form of education. This weight and stress puts a tension on the learners. Nonetheless, one Affective Filter variable that was explored was anxiety, by Mohammadpur and Ghafournia (2015). They looked into the reading comprehension abilities of Iranian English as a Foreign Language (EFL) students in a foreign language. The data was gathered from 100 undergraduate students at Neyshabur Islamic University with differed levels of English competence using a reading comprehension test and a reading anxiety survey. The participants' reading anxiety and reading proficiency were found to be negatively correlated. Students who were under more stress performed worse on reading assessments than students who weren't. Anxiety is regarded to have a detrimental effect on students' performance because it causes them to become distracted by their dread of reading, which is impacted by things like self-worry and negative self-evaluation. In order to reduce students' tension, humor may be a useful strategy in language lessons. When they cannot express themselves in their first or second language, students become anxious. In other words, Pomerantz and Bell (2011) highlighted that useful technique for teaching and learning languages might be humor. Additionally, it helps ease classroom tension and motivate

students to participate more in class activities, it can be regarded as one of the most helpful forms of motivation for learning second or foreign languages

Similar to this, Dover (2012) studied whether advanced English language learners at the Universidad Nacional, Nicoya campus in Costa Rica are negatively impacted by the Affective Filter Hypothesis. Eight students from the English department took part in this study. Students displayed emotions linked to the affective filter, such as anxiety and tenseness, particularly when speaking L2. However, the issue may be resolved by creating a positive school atmosphere that incorporates humor. In fact, the opportunity to employ both L1 and L2 may make a classroom more effective when humor is used in both languages. The reason why L1 is considered when applying humor is that students get worried and the affective filter does not increase when faced with L2. According to Mohebbi and Alavi (2014), German language instructors employ L1 to make the classroom more comfortable by cracking jokes and making remarks. This demonstrates that humor, whether used in L1 or L2, aids in language learning.

The other study put forward that four factors are linked to poor English language performance, according to a National University of Laos research between teachers and students (Souriyavongsa et al., 2013). Three of these problems have to do with students' restricted opportunities to use English with native speakers, their lack of basis in the language, and a lack of qualified teachers. The fourth component, the Affective Filter variable is correlated self-confidence. It is asserted in this context that students with low self-esteem are bashful and fear making mistakes. However, humor firstly has the ability to decrease the teacher's high level of authority, it enables the teacher to adopt a facilitating position (Schmitz, 2002). Upon seen in the field of Affective Filter, humor lowers emotional filters and increases social actions that are necessary for success in a communicative setting. This makes humor more applicable, particularly in schools that focus on communication. In order to teach academic linguistic aspects as well as pragmatic and cultural language elements that are essential for communicative competence,

Another investigation was carried out to find out the degree and origins of anxiety related to learning a second language among King Khalid University's English department students. According to the study, students who experience moderate anxiety may become more motivated to learn (Al Khasawneh, 2016). Furthermore, an analysis of the variation in language anxiety according to educational attainment showed that anxiety levels and language competency did not correlate positively, but senior students experienced higher levels of anxiety than first-year students. According to Forman (2011), humor helps to ease stress in elementary school classrooms. It also says that learning can be adversely affected by stress, either too much or too little. It has also been proposed that similar negative effects can result from either too little or too much tension.

Lastly, the Affective Filter Hypothesis, put out by Stephen Krashen in 1987, serves as the theoretical foundation for humor-integrated technique applied in the language lessons. The correlation between emotional factors and learning a second or foreign language is demonstrated by this notion. The ability of language learners to process material is influenced by objective and emotive aspects in language acquisition. When students' affective filters are low, they take in more information.

2.4.2. Comprehensible Input Hypothesis

It has long been argued how important it is to provide comprehensible input when teaching L2. The fundamental idea is that language acquisition will happen spontaneously as long as the learner understands the target language input. Stephen Krashen (n.d.) put out this theory, arguing that it might not be necessary for the learner to comprehend each word or sentence in the input completely. When the target language is sufficiently rich and offered in a relevant context, learning will happen on its own. Despite its apparent clarity and understandability, the idea of comprehensible input has its critics. Nobody argues the advantages of giving L2 learners rich and relevant surroundings, though.

Since it was first proposed in the 1980s, the concept of comprehensible input has changed, and new problems have surfaced that still require discussion. Originally, language instructors were frequently seen as the primary source of comprehensible input, particularly in the area of teaching foreign languages. However, the quick and widespread digitalization of the world has allowed L2 learners everywhere to have access to real language resources. Thus, in the context of teaching L2, concepts and roles undergo significant transformations. With these changes, humor might come to the fore as a supplementary tool in language teaching.

Understanding words and languages' usage, meaning, underlying social and cultural implications, and nonverbal messages are all important components of humor because it doesn't need to be understood everything word for word in comprehensible input. Since every culture has a distinctive understanding of what humor is, it is frequently impossible to properly translate humor from one culture to another (Dobson, 1987). Thus, if an output is achieved through humor, more input is required which enhances students' comprehension of spoken and written language. In other words, according to VanPatten (2003), input is like fuel for automobiles and motorbikes since they can't run without it. The kind of fuel you use in your automobile or motorcycle will also affect how well it runs. Bad oil can cause issues for your engine, even though proper oil guarantees a trouble-free ride and long-term maintenance of your car or motorcycle. In this study, the source of quality fuel in language teaching is humor. Moreover, according to Echevarria, et al. (2017), comprehensible input requires an intentional attempt to make the lesson understandable in a number of ways; this effort includes humor.

2.5. Theories of Humor

In-depth explorations of the phenomenon of humor have given rise to a multitude of theories, crafted by scholars and researchers these theoretical frameworks have helped us understand humor and laughter as an element of humor. Theories attempt to explain various aspects of humor. These theories explain the parts of a whole that we call humor, their different but ultimately related aspects. The theories of humor include: Theory of superiority, theory of relief, theory of incongruity and theory of instructional-oriented humor

2.5.1. Theory of Superiority

The most ancient and arguably prevalent—theory of humor holds that humor is a way for people to convey their sense of superiority over other people. One can trace this theory back to Plato. Plato claimed that human foolishness and evil are the source of laughter (Morreall, 1997). According to this theory, it is a sign of superiority that a person does not see this negativity in himself when faced with a negative situation. The roots of the feeling of victory over other people or situations form the basis of the theory. It makes us happy to feel less stupid, less ugly, less lucky and less powerless than other people (Keith-Spegel, 1972; Yerlikaya, 2003: 4). Anyone who reads, hears or watches any humorous item, anecdote, can feel confident that he will not make the mistake that the hero of the event has made. He feels superior to the hero of the humor, feels relief, and enjoys this situation and laughs (Özünlü, 1999: 21).

2.5.2. Theory of Relief

The relief theory shows the psychological state that occurs as a result of various humorous situations, including the sarcastic laugh in the superiority theory. In a sense, this theory includes emotions and behaviors such as laughter, joy, pleasure, and satisfaction that humor reveals (Aydın, 2006).

This theory was first described by Descartes. Descartes (n.d.) sees humor as “the joy that occurs when we are indifferent to an evil or when we understand that it will not harm us” (Türkmen, 1999). The most important point on which the relaxation theory is based is that humor has a physiological and psychophysiological structure. According to (Nesin’s, 2001: 23), definition, “Laughter, which is a social symptom, is a psychophysiological action arising from the perception and sensation of pleasures.”

2.5.3. Theory of Incongruity

Incongruity theory, first of all, is about getting away from the text, going out of context in a way and the cognitive structure of our mind such as any situation, word, behavior whose truth or logical consistency we accept. It's about going out unexpectedly. According to this theory, in any humorous text, there is an expectation in the course of events, in the audience or reader, about how the events will end. People are in for a kind of shock when things turn out to be unexpected. When the opposite of what is expected is found, that result causes people to laugh (Özünlü, 1999). This also affects relaxation.

Considering the humor that constitutes the essence of our work, we can put the theory of incongruity as the basis for the formation of humor it is because for the superiority theory, humor is primarily effective, whereas for the incongruity theory, it is a reaction to something unexpected, illogical, or even slightly inappropriate. The cognitive change in adult jokes usually results from the person having a different expectation of the situation or thing that arises; He realizes that that person, situation or thing is not what he expected and finds funny aspects in it. The person has experienced or seen something similar to this situation or this thing before; but the discordant aspects are then absent. The confusion here depends on the disruption of part of a person's cognitive system; that is why the content of my own study is based on incongruity theory as well as superiority or relief theories. The reason for this is that students attach more importance to unusual and extraordinary content which is humor may make it feel contradictory. The point that Morreall (1997) opposes to the traditional theories mentioned is that it is laughing-centered, sometimes it is humorous. The reason is that it can create a contradiction in explaining the actions that cause it.

2.5.4. Theory of Instruction-Oriented Humor (IHPT)

IHPT, an integrative approach that draws on previous theories, is an acronym for "Instructional Humor Processing Theory" and stands for Instructional Humor Processing Theory. Berlyne (1960) asserts that inconsistency necessitates an unusual and distinct combination of stimuli. Humor theories suggest that humor consists of the inconsistency between stated and implied statements (Wagner and Urios-Aparasi, 2011). Consequently, as humor includes the process of resolving contradictions, the concept of incongruity in humor theories and Berlyne's beliefs are similar. According to La Fave, et al. (1976) hypothesis, understanding hilarious communications involves two steps: first, recognizing the incongruity humor entails, and second, figuring out how to make that incongruity make sense. The incongruent-resolution hypothesis of humor seeks to shed light on people's basic comprehension of humor.

A second theory connected to IHPT is disposition theory, which looks at the emotional content of amusing messages. This idea states that the feeling toward the targeted person or item

affects how much humor is enjoyed or accepted by others engaged in the circumstance. The IHPT fundamentally asserts that humor improves memory and learning because it increases students' propensity for elaboration, which is based on the previously discussed ideas (Banas et al., 2011). It seems that there are specific requirements for humor to improve learning. For students to comprehend an amusing message, they need to be able to recognize it, embrace it, and interpret it. However, more is needed since the message may have adverse effects if it is deemed inappropriate. Not even this seems to be sufficient for the message to enhance learning.

The humorous message needs to improve students' ability to comprehend the material, according to the theory, before it can be used as a strategy to increase retention and learning. (Wanzer et al. 2010) Drawing from Wanzer et al. (2010)'s IHPT hypothesis, the diagram above illustrates how humor is believed to improve learning. The purpose of this theory is to offer a framework for comprehending the emotive and cognitive processes involved in comprehending a hilarious message that may affect students' learning. The theory is still in its infancy and needs further study to be tested and developed.

In a nutshell, when current traditional theories superiority, relief, incongruity and instruction-oriented are considered, it seems that these create a problem in meeting humorous elements. Since traditional theories have been deemed inadequate in evaluating humorous elements over time, different branches have put forward new ideas by looking at these theories from their own perspectives. The most important reason why there is no fixed theory on humor is that, as Bergson (1996) stated, the act of laughing and therefore humor is not fed from a single source.

2.6. Multidimensional Functions of Humor Concept

Humor brings out the humorous and funny sides of real life events, facts, and values (Yalcinkaya, 2015). Esigul (2002) uses humor to convey the inconsistencies and contradictions between national and spiritual values. Sanders (2001) stated that humor is a powerful coping strategy for everyday challenges and a way to withstand problems. In addition, humor is a remedy for emotional injuries, social problems, and concerns. Eroglu (2008) highlighted that it not only fixes humor, sarcasm, and socio-cultural errors, but it also lessens the difficulties, tensions, and conflicts in our daily life. According to Cemaloğlu et al. (2012), there are four basic categories into which humor may be divided: confirmatory humor style, productive humor style, conveying humor style, and non-humor style. Humor improves empathy, sensitivity, and multidimensional awareness of personal social realities. It also brightens the lives of individuals, helps them laugh, improves interpersonal relationships, and stimulates the imagination. Wit, jokes, comics and various word games in social life have an important place in removing barriers to communication and strengthening the interaction of individuals. (Özkara, 2012). Humor is necessary for students to be sharing, act collectively, establish a sincere atmosphere and close friendships.

Martin (2007) separates the humor process into four sections, all of which are seen as crucial to the process, working from a psychological perspective. Since humor is primarily a social phenomenon, it first takes place in a social setting. Second, there is a cognitive-perceptual component to the process, along with some surprising, amusing, and out-of-the-ordinary features. Mobbs, et al (2003) recognized that there must be an intellectual process, but this process should also elicit a happy emotional reaction. This affective factor was classified by Martin as the third element. This emotional component is physically embodied, according to recent brain imaging studies. Researchers in this field have started to recognize the significance of emotion in the humor-making process (Martin *ibid.*). A vocal display of humor is still required as part of the behavioral response, which Martin (*ibid.*) defines as “a method of communicating to others that a funny action has been performed.”

2.6.1. Universal vs. Culture-Based Humor

In articles offering suggestions for the didactic aspects of humor, universal humor is presented by many scholars as a framework to keep a broad intercultural appeal alive and requires culturally distinctive knowledge of understanding and appreciation (e.g. Berwald, 1992; Medgyes, 2002; Schmitz, 2002). Universal humor is actually a problematic discourse, researchers (Tannen, 1984) argue that humor consists of personal experiences, below are four examples of universal humor related to fishing: Schmitz (2002: 97).

- “Last week I went fishing and all I got was a sunburn, poison ivy and mosquito bites.
- Gee, Dad, that’s a swell fish you caught. Can I use it as bait?
- Are you fishing? No, just drowning worms.
- Do fish grow fast? Sure. Every time my Dad mentions the one that got away, it grows another foot.”

These jokes are thought to be included in American sport fishing mythology. The laughing person came in third. Others greeted these jokes with expressionless glances and began to wonder why they were considered a joke for many Americans. For example, someone asked an irrelevant question, “Does the second example have anything to do with women?” The students avoided the complicated processes of understanding humor - its syntax, words, and cultural connotations. While humor is commonly promoted as a tool for promoting cross-cultural understanding, there are times when opportunities to have in-depth, critical conversations about culture are missed or avoided. Furthermore, humor time to time could obscure the cultural insights that the instructor is trying to make. Therefore, it is useful to take the student’s background into consideration when preparing a lesson plan with culture-based humor content otherwise it is possible that it will cause ambiguity in the application of humor.

2.6.2. Complexity of Humor

The inclusive aspect of humor comprises all language. Humor can be established in every dynamic of the language. It can benefit from a particular style or section. Although there is no clear clue to this, Attardo et al. (2003) stated that humor and context determine how it is used. Bell (2009) gives an example that shows a complexity in humor. Judith, whose native language is Spanish, meets with her professor to discuss an article. The professor had given the students a folder and asked them to keep notes during the semester. There were still remains of previous students' names on these files from when they were first utilized. The names of Judith's classmates were recorded, but the professor covered the old names with stickers because the prior student's name had not been removed. Even though Judith knew the professor was kidding, she was unable to get the joke.

- 1 "Professor: I'm just like 'okaHHy' like noHObody crossed it out like I thought they
- 2 were gonna cross it out
- 3 Judith: [no well
- 4 Professor: [so I just put stickers on them because I was like 'I can't take it' uhHUH
- 5 I got bHUH – it it has to be neat! uhhuh
- 6 Judith: (2) yeah I mean it looks better
- 7 Professor: uhhuh huh
- 8 Judith: I mean I never I never cro— (professor hands her back a paper)
- 9 Thank you. This is what?"

Hence, the professor's joke aims to alleviate student criticism, to point out the reason for crossing names (smoothness), as well as showing the absurdity of his obsession with folder smoothness. While this type of humor is understood by most NSs of American English, it still contains a lot of nuance. To understand this interpretation, one should be aware of the positive value of being "easy" rather than "nervous". Professors in many countries, especially self-deprecating, are not much expected to joke.

Bell (2009) highlighted that without the kind of support that may be given in the classroom, students will not be able to advance in their use and comprehension of the second language humor. Non-native speakers are not necessarily friendly interlocutors, as mentioned previously. Furthermore, they could lack the training necessary to offer metalinguistic comments and feedback. Actually, according to Bell (2006), Non-native speakers may overestimate the amount of conversational adaptations required for them to grasp when engaging in amusing communication. These extreme changes may distinguish him/her as someone who lacks proficiency. Therefore, rather than leaving students to make decisions for themselves in their quest to comprehend the specifics of L2 humor, teachers in English could, as textbook authors have done, draw on the wealth of research on humor to assist their students in coping with this component of the L2.

2.6.3. Classification of Humor Types

The division of humor types into different branches is owed to various researchers (Shade et al., 1996). According to Shade (1996) has divided humor into four main sub-categories. The first one refers to figural humor that covers cartoons, comic strips and caricatures. Second one is verbal humor that includes such as puns, limerick, anecdote, jokes parody, riddles, satire, and irony. When it comes to third one, it is visual humor that has clowning, impersonation, practical jokes, impressions, and the last one auditory humor that involves like noises, impersonations, impressions, and sounds. Apart from Shade, according to Chee (2003) has classified humor forms into four main groups. Textual form is the first one that involves stories and jokes. Pictorial form is second one that covers cartoons and comics. Verbal form is third one that has acronyms, word games and puns. Action / games form is last one including video, role play, theater, and contests. Ziyaeemehr and Kumar (2014) sorted humor in two ways. These are verbal and nonverbal humor. Verbal humor includes content-related jokes, puns, funny irony, stories, riddles, funny examples, exaggeration. Non-verbal examples of humor are gestures, funny facial expressions.

2.6.4. Typologies of Using Humor

Positive cues are embraced by the typologies, which seek to increase teachers' and students' knowledge of the variety of humor and the nuances of its meaning. First, rather than literal humor, typologies that focus primarily on emphasizing humor in speech events often rely on literary and literary humor or intuition. Trachtenberg (1979) expresses it is an important element in enhancing the verbal and sensory skills of jokes, the humor suggested to use has already been written. Bell (2002) found that in 541 conversational humor examples, conversations recorded by three non-native English-speaking advanced English speakers (NNS) revealed pre-written jokes or riddles in only 6 examples, and while participating in a study on L2 humor, it was about language learning. It has accidentally discovered that it does not provide a general explanation although jokes are used as a commercial element. These results imply that the humor presented in the classroom is not very similar to what we experience on a daily basis. Second, and somewhat connected to the first, typologies fail to sufficiently account for the complexity of communication. I have studied the appearance of humor intercultural interaction, relying on published expressions of humor and pre-named typologies that determine the types and functions of humor (Bell, 2002). Wordplay, sarcasm, humiliation, and pejorative jokes proved relatively straightforward. Instead of discovering instances of mockery or sarcastic expressions often encountered instances of 'ironic sarcasm...' often humor arose from hybridization of genres, which made it difficult to identify a specific category. Norrick (1993: 15) expresses an example given below. Tanya was a native Russian. Her friend Mary pronounced three Russian words she knew and got an unexpected funny response.

“Tanya: fa::bulous!
You can survive!
You don’t even have to /?/ UHUH HUH HUH HUH HUH HUH”

Although laughter veils Tanya’s last words, it is obvious that she is openly making fun of Mary. Mary is not good at Russian, so Tanya regiment puts Mary’s language skills into an ironic compliment, which becomes a hyperbolic mockery. Typologies are not a perfect representation of conversational humor, but they can be a helpful place to start when trying to comprehend the variety of humor styles.

2.7. Humor within Education

In the exploration of humor’s role within education, we embark on a journey to unravel its multifaceted implications in the classroom setting. As we discuss subtopics, ranging from the link between humor and learning to the appropriate use of humor in educational contexts, we seek to understand how humor influences student engagement, learning outcomes, and overall classroom dynamics. Through this comprehensive examination, we aim to explain the importance of humor as a pedagogical tool and its potential to enhance the educational experience for both students and educators alike.

2.7.1. Humor-Learning Link

The small but expanding body of research on humor in second language reflects the growing interest in humor since humor is a phenomenon that is primarily communicated through language. Put differently, learning a language involves understanding how to communicate humor in the target language (L2). It indicate that humor might be an effective technique for language learning. From a psychological standpoint, a number of studies (Askildson et al., 2005) have shown that teacher-led language games may help English language learners (ELLs) experience reduced language anxiety. Thus, a more positive involvement in the language acquisition process may be enabled. According to Pomerantz and Bell’s (2011) findings, humor can function as a type of “safe place” for language learners. Language games have been shown to enhance deeper processing of lexical words in L2 education and make the learning process more memorable when we concentrate on the cognitive processes of humor. This demonstrates how humor and language games may be useful tools for language learning. Petraki and Nguyen (2016) investigated the humor techniques and perspectives on the goals of classroom humor employed by university instructors teaching English. The research’s conclusions indicate that teachers typically employ a variety of humor strategies such as amusing remarks, fairy tales, examples, and jokes at least seven times in a class hour, both on purpose and spontaneously, to grab students’ attention and foster a more relaxed learning environment.

Even though humor has many educational benefits, there may be concerns about its appropriateness in a language school setting. That is, humor that aims to amuse could fall short for a number of reasons, such as a bad delivery or a listener who doesn't understand the context. When taking into account L2 learners, it's possible that many of the humorous events that make native speakers laugh won't make them laugh as much. In light of this, Deneire (1995) emphasized that language instructors may only use humor in their lessons provided the students have the necessary cultural and linguistic resources for comprehending language play and humor. Schmitz (2002) claims, however, that humor can and should be used with language learners of all levels. He provided a list of jokes that might be used in English classes for ELL students. The components of humor, jokes, laughing, or universal humor that can be employed interchangeably with beginning language learners (exaggeration, irony, etc.) are the easiest for them to understand. Conversely, culture-based jokes necessitate both a deep understanding of the target culture and a high level of language competence. It might not be suitable to employ this sort of comedy with language learners who are at a lower competence level since linguistic humor requires a high degree of language competency to be correctly absorbed.

Since the most significant cultural differences exist in the production and structure of humor as well as in how individuals interpret humor or amusing speech, culture may also be crucial in understanding and enjoying comedy in addition to linguistic skills (Banas et al., 2011). In respect to this, according to the observations of Yue, Jiang, Lu, and Hiranandani (2016), it was stated that humor is "perceived differently in Western and Eastern cultures" and the overall cultural orientations of "Western individualist and Eastern collectivist" were highlighted as the cause of these differences. Due to the hierarchical structure of Chinese culture's relationship between teachers and students, Chinese students, as compared to American students, may have a more unfavorable attitude toward classroom humor (Chen et al., 2007). However, given that Turkish people frequently incorporate humor into their daily lives, Turkish students, for instance, may find classroom humor to be highly successful (Gonulal, 2018).

Research investigating the many connections between humor used by educators and learning objectives have typically exposed two opposing viewpoints. The first viewpoint, which generally concentrates on enhancing memory recall and cognitive processing, highlights the direct relationship between learning objectives and humor. Studies looking into the impact of humor on the learning process has generally focused on two different perspectives. The first perspective emphasizes the direct interaction between learning outcomes and humor; this generally focuses on improving the recall of information and cognitive processing. Another perspective considers the indirect effect of humor on learning. According to this perspective, humor is linked to factors expressed by notions such as Communicator Style (Norton, 1983) and Immediacy (Mehrabian, 1969), by promoting positive emotional behaviors in teacher-student interaction. Bryant et al. (1981), for instance, claimed that humorous visuals are insufficient to obtain information.

Similarly, a study conducted on children by Bryant and Zillmann (1989) revealed that when they added extra information to distinguish information from humorous distortions, children paid attention to humorous elements, not corrections, in recall tests. While some of the above-mentioned studies have found humor's link to improving learning to be intermittent, other studies offer contrasting findings. For instance, Gorham and Christophel (1990) stated that the concept of immediacy contributing to the teacher-student relationship will accelerate the stimulation, remembering and learning process on the basis of humor. It is put forward that humor offers a method to grasp the sociocultural components of a language apart from its effect that facilitates language learning (Muqun and Lu, 2006).

In a study by (Ziyaeemehr and Kumar, 2014) carried out within English as a Second Language (ESL) courses, a participant pool of 195 university students was involved. Specifically, this group comprised 45 male students and 147 female students, with 142 pursuing undergraduate degrees and 52 engaged in postgraduate studies. The findings show that: a) students' perceptions of the instructors' humor orientation (IHO) were significantly and positively associated with their learning in second grade; b) there was a significant correlation between students' learning in second grade and their perceptions of significant humor (IH) and humor effects (EH). In this study, immediate behavior conceptualizes humor from the instructor's point of view, a close relationship between learning development and increasing immediacy has been determined. Along with this understanding, since humor is a method of removing the emotional barriers between student and teacher, language instructors' use of humor gives positive results in language learning.

2.7.2. Use of Humor in Classroom

In foreign language education, humor can be used effectively for different reasons and in various ways. Humor is often used by teachers to lighten the classroom atmosphere, stimulate students' minds, and break up the tiring, monotonous flow of lessons when it seems pointless in terms of teaching objectives. Deneire (1995) mentions that humor must be integrated into language teaching approaches. Humorous materials can add variability to the classroom. Based on the categories established by Long and Graesser (1988), Schmitz (2002), humor discourse should be handled in 3 main groups. The first is the type of humor derived from the environmental context and its functioning. The second is cultural-based. The third is to create language games and word jokes using the dynamics surrounding a language - phonology, syntax, morphology. Referring to the topic of translation, Schmitz (2002) argues that such cultural and linguistic games may not be funny on a translation basis. Maurice (1988) views humor as the driving force of motivation and attention to a certain point, but it can also work in strengthening performance by encouraging remembering and receiving feedback. The study carried out by Simin and Ketabi to see the effect of humor on pedagogical language learning Likert-scaled questionnaire was prepared, which 300 foreign language learners and 15 foreign language teachers participated. Many believed it removed

affective barriers to learning, and while the Teacher participants thought that their use of humor made students significantly more comfortable in the classroom, an additional 30% (5) felt that humor noticeably relaxed students. Student participants stated that their interest in the subject was related to humor, and 94% (14) of the teachers' responses showed the same perception (Simin & Ketabi, 2009).

Therefore, Cornett (1986) stated that humor has even been referred to as a teachers' "most effective resource" for achieving the best learning outcomes. Additionally, according to Kher, Molstad, and Donahue (1999) and Check (1997), positive learning environment and a successful teaching strategy improve learning and learning outcomes. Humor fulfills specific purposes in social interaction in addition to being essential in educational contexts (Wagner and Urios-Aparasi, 2011). Depending on social interaction, interactionist theory plays a role based on humor, the Interactionist Theory provides a deep insight into the behavior of people. It emphasizes the value of social relationships, symbols, mutual understanding, the formation of the self, and the impact of social roles. We may infer from our own working experience that the most difficult pedagogical barrier to teaching is probably boredom. The socially beneficial effects of humor, which include improving social cohesiveness, increasing collaboration, and eroding power, are undeniable, notwithstanding any potential bad effects. The outcomes in the classroom environment are less clear from a scientific viewpoint because of the interaction of several elements that impact the process (Wanzer et al., 2010). Martin (2007) asserts that over the history of human development, humor has served a variety of sociological purposes. Particular attention has been given to these social roles of humor by Attardo (2009). He divides humor into four main categories: decommitment, social management, mediation, and defunctionalization. The first one deals with situations where humor is used to promote and develop group interaction and ties. This is summed up by Wagner and Urios-Aparasi (2011) as all the impacts relating to team and social control. The removal of specific people from the group, however, is a more serious aspect of social control that should be noted. The second class, decommitment, deals with lighthearted statements meant to save the speaker's face in the event that the comment is seen by the receiver as being overly threatening. In turn, mediation is about tools that may be utilized to introduce potentially awkward or confrontational situations. Last but not least, defunctionalized language serves playful and clear objectives rather than information transmission.

Regarding the observable physiological benefits, it has been discovered that a person may benefit much from laughing and being amused. They assist in blood pressure and pulse reduction as well as muscular relaxation, lung and chest muscle exercise, improved breathing, and stimulation of circulation. They also benefit the immunological, endocrine, and central neurological systems. (Berk, 1998). The list of physiological benefits makes it clear that humor and laughing have a therapeutic impact on the body. There are a plethora of possible psychological advantages as well, including less stress, reduced anxiety, improved self-esteem, and increased motivation (Berk,

1998). Additionally, as discussed by Banas et al. (2011), this might have a variety of good effects on students' motivation and anxiety levels in the classroom by creating a more relaxed environment (2011). Therefore, humor has the capacity to foster emotionally and socially good environments, with the element of humor acting as a link between teachers and students as mentioned by Martin (2007). This would create a learning atmosphere where learners are more likely to focus on their studies. Humor has the ability to foster a positive social atmosphere in the classroom, which is the reason for this. According to Kher et al. (1999), learners are more likely to be receptive to instruction and learning when an instructor fosters an atmosphere like this. This holds true for all types of courses, including foreign language classrooms where the use of humor loosens up the atmosphere for learning. In fact, Schmitz (2002) argued that it ought to be included in foreign language schools since it may enhance learning and make sessions more entertaining. According to certain research, using language in a humorous way may help make learning a foreign language easier (Bell, 2009). On the other hand, only in specific circumstances can a non-native English speaker and a foreign language learner collaborate in a lighthearted setting, according to Davies (2003). It seems from this that learning the sociolinguistics of humor in a second language (L2) in a language school is quite difficult. However, Bell (2009) argues in defense of her position that humor is not fundamentally distinct from other language behaviors that are anticipated to be learnt in a classroom setting. In addition to the advantages already mentioned, it is important to note that humor may sometimes be detrimental to social relationships or serve other purposes. For example, Garner (2003) cautions us to utilize humor sparingly in instructional contexts since it may both foster social interaction and impede it. According to Deneire (1995), it is important to be careful and measured in using humor in the classroom environment. Providing examples of harmless humor, such as jokes about politics, gender, and ethnicity, can help prevent negative effects among students. In this context, Banas et al. (2011), highlighted that it should not be forgotten that humor is not one-way and can serve both positive and negative purposes.

The complexity and diverse functions of humor make its application challenging for starters, humor is perceived as being highly subjective, contextual, and personal, all of which make it challenging to predict the hearer's response. As a result, caution is recommended as the main rule when using humor in the classroom (Garner, 2003). Effective humor in education is a difficult concept to define, and the advice that is now available are not always supported by empirical research. More research is required, according to Schmitz (2002), to fully comprehend the kind of humor that is appropriate for usage in educational settings. But in the process, he thinks it's critical to offer recommendations based on teachers' effective use of humor. In relation to this, Garner (2003) asserts that humor must be precise, focused, and relevant to the subject at hand in order to be used effectively in an academic context. Schmitz (2002) also suggests that it's a good idea to prepare ahead of time before using amusing materials in the classroom. This approach appears to be grounded in the notion that planning ahead may help humor in the classroom work well. But it's

important to keep in mind that a significant amount of humor and laughter just happen on their own (Martin and Kuiper, 1999).

“The job of the teacher is to get students laughing, and when their mouths are open, to give them something on which to chew.” (Tom Davis, n.d.). It was revealed that using humor in schools especially language classes show that humor is an effective strategy and tool for education all the time when handling in previous findings (Loomax and Moosavi, 1998).

2.7.3. Humor and Proficiency

The use of humor should be shaped according to the competence level of the students. For example, Schmitz (2002) asserts that humor can be divided into three groups, based on the classification system established by Long and Graesser (1988): universal humor, culture-based humor, and linguistic humor. These types of humor should be tailored to the students' level of skill. According to Schmitz (2002), intermediate learners will take pleasure from universal humor combined with a few jokes that are peculiar to their culture, advanced students can benefit from and enjoy all three categories, and students in primary schools can profit from using universal humor. As was previously mentioned, these classifications are inadequate; it can be described that it is a mistake to assume that certain humor types are appropriate for varying skill levels.

Schmitz (2002); Deneire (1995); Berwald (1992); Richard (1975) stated that wordplay may be a particular form of humor that is frequently mentioned as being challenging and appropriate only for highly skilled individuals. (Bell, 2002) showed her study that wordplay was quite uncommon. The most proficient participant in the three case studies of the research was the only one who was able to employ amusing word games. The wordplay was difficult for the other participants to understand. This demonstrates that humor is a linguistic challenge for students. That being said, first graders are not incapable of creating or appreciating this kind of humor. Since wordplay can take many different forms, students at all competence levels can benefit from it, as seen by the example below from beginning ESL sessions according to Bell's study in 2009. Bell has just completed explaining what the word “lethal” means in reference to the film *Lethal Weapon*. A student named Hong gives a pun in return:

“Hong: We – we have two weapons in this class: bomb and gun.
Ss: (Laughing)”

The full names of the two students in the group are actually rather similar to the “weapons” he is referring to. Not only has he created L2 wordplay swiftly and appropriately, but the class laughed right away, indicating that he is not the only one who finds this humor funny. But it's crucial to recognize that it is possible that a few students laughed along with other students without

understanding. An additional instance from the same class demonstrates a student experimenting with pragmatics by purposefully taking Bell's comment literally in an effort to start lively discussion and adding a physical component to it.

"Nancy: If you want to work together, talk, make noise. Noise is good in my class. I like noise.
Sang-Tae: All right. (Starts banging on desk, Ss laugh)"

It seems obvious that the intention was to allow the few new students who had started the course during the midterm to become part of the group. The fact that the students' conversation is referred to as "noise" suggests that jokes are acceptable. Having attended the class from the beginning of the semester, Sang-Tae recognizes this as an opportunity for more humor right away, revealing an aspect of the classroom dynamic. Additionally, Davies (2003) demonstrated how NNSs with varying degrees of competency used their language and nonverbal skills to make jokes. Among wordplay examples was one in which a student reversed the greeting "What's up?" to "What's down?" It's important to note that Davies also finds that these students regularly utilized pragmatic, prosodic, lexical, and nonverbal cues to create humor. This offers the crucial empirical data needed to get started making the connection between competency and humor comprehension and use. It is obvious that different humor types are not naturally more difficult for students at different skill levels.

2.7.4. Appropriate and Inappropriate Humor in Classroom

Less focus has been placed on the appropriateness of humor in humor studies than on the extensive body of research on humor's application in education. Neuliep (1991) conducted the first study focused on the appropriateness of humor in the classroom. Within the limitations of Gorham and Christophel's (1990) humor typology, Neuliep offered some basic information about the types of humorous signals related with appropriateness. Instead of concentrating solely on the teacher's use of humor in the classroom, Neuliep ignored the viewpoint of the students. This vacuum in the literature was filled by Wanzer et al. (2006), who looked at when humor is appropriate and unsuitable in the classroom. Wanzer et al. (2006) distinguished four types of humor based on the data collected from the appropriate and inappropriate humor examples that students created: appropriate, inappropriate, and both. Instructional humor Processing Theory (IHPT), created by Wanzer et al. (2010), aims to explain why humor generated by the instructor can improve student learning in some contexts but not in others. A study carried out by Wanzer et al. (2006) focused on "the competent use of humor as a teaching method" and separated "appropriate use of humor" into two categories. The first category, "acceptable instructor humor," has four subcategories: (1) relevant humor (humor tactics or actions related to course subject), (2) unrelated humor, (3) disparaging humor, and (4) unintentional humor. The second primary category, inappropriate teacher humor, has four other subcategories: (1) disparaging humor that singles out students (either

as a whole or as an individual); (3) Offensive humor, (4) self-disparaging humor, and (2) disparaging humor that targets others (disrespecting nonstudent groups based on race, sex or religion). Using humor in the classroom and IHPT have been connected by the results of multiple studies. Prior to the development of the idea, research on the use of acceptable and inappropriate instructional humor was done by Wanzer et al. (2006). The two categories' overlap was one of the most striking discoveries; for instance, humor aimed at students has been classified as both appropriate and inappropriate. The researchers underlined that sarcastic humor that makes fun of students' attributes like IQ, gender, or attractiveness should be avoided in order to preserve the appropriateness of humor. On the other hand, humor that is spontaneous, harsh, and specific to the material may work well in a classroom. This strategy is justified by the IHPT's findings, which uphold the preference for appropriate humor over inappropriate humor. In fact, a later study by Wanzer et al. (2006), demonstrated a positive correlation between learning and related and self-disparaging humor (2010). It's interesting to note that inappropriate humor doesn't seem to have a detrimental impact on learning. Suzuki and Heath's (2014) study also shown that students may better understand lecture content when they watch funny films.

Several additional research have also shown similar findings. For instance, according to According to Bieg and Dresel (2013), unrelated humor has a detrimental influence on students' attention while connected humor has a good impact on students' motivation, learning habits, and teaching attributes. Additionally, humor that was directed towards oneself had a favorable relationship with students' intrinsic drive, but humor that was inappropriate or unconnected had the opposite impact. Thus, it seems that at least one kind of appropriate humor can be a useful tool to enhance learning. Accordingly, the earlier work by Frymier and Shulman (1995) also gives support to this idea. In fact, a female student who participated in one of the pilot interviews for this study described an instance in which a topic-related joke had a significant impact on her decision to pursue marketing as her major, which was impacted by her marketing instructor.

2.7.5. The Positive Effects of Humor in Language Learning

Generally, humor in everyday language refers to the quality of being humorous or something that makes people laugh. However, it can be shown that humor is more than just a laughing matter. Humor boosts the immune system, which is good for people's bodily wellbeing. According to study by Bennet (2003), laughing may enhance immune function by preventing the release of stress hormones like cortisol and by boosting the release of immune-enhancers like beta-endorphin. Rokhmah et al. (2020), study found the following:

As humor increases general brainpower, it also helps to increase efficiency. Humor helps the human brain produce more serotonin, which enhances concentration, objectivity, and general mental capacity. Unexpectedly, laughing also helps you burn calories; 100 laughs are equivalent to

10 minutes on an exercise bike. Humor is claimed to be good for psychological health because it makes it easier for people to deal with stressful situations and problems, as well as improves problem-solving skills. People with a sense of humor are said to experience less stress and anxiety when confronted with the same amount of issues at work. Watching humor can enhance creative issue solutions, according to studies. Humor as a form of communication aids in the development of social relationships because it reduces tension and encourages listening. It is thought that humor can help people communicate and overcome divides. In reality, humor has been recognized as a crucial element in promoting peace and universal mediation. Humor has a remarkable ability to persuade. Humor prevents people from instantly coming up with reasons in opposition to a message when it is presented. Given the numerous advantages listed above, humor in the school setting may promote learning, particularly when teaching English as a Foreign Language. It must be difficult to acquire a new language. It necessitates the persistent and ongoing endeavors of the student. Students may run into a lot of difficulties and disagreeable situations throughout the procedure. Language anxiety in students, which manifests as anxiety, self-doubt, and irritation, ultimately causes stress and boredom.

Anxiety has detrimental impacts on a student's capacity to acquire a second language, according to Krashen (1987). As a result, instructors must pay attention to their students' mental states, be conscious of how to present the content in a way that will make them feel comfortable during the teaching and learning process so that they will actively participate in learning. Students will feel that the teacher is more approachable by using humor in classroom dialogue, which will also strengthen the student bond and increase student engagement in the class. According to Berk (2007), instructors can facilitate their pupils' learning by using humor.

Humor can help students remember what is being taught because it increases cognitive function. It can be said that using humor as a teaching aid can ease tension in the classroom, foster a happier environment, and speed up the learning process. Humor is required to be relevant to the subject matter in order to improve learning, according to Kaplan and Pascoe (1977). Similarly, Morrison (2008) highlighted that humor improves classroom instruction by encouraging an ideal learning atmosphere, facilitating dialogue, fostering creativity, maximizing brain capacity, promoting a healthy relationship between the mind and body, and supporting the change process.

CHAPTER THREE

3. METHODOLOGY

3.1. Overview

This primary goal of this research is to examine the effects of humor-integrated instruction in English classrooms, focusing on students' attitudes, anxiety levels, and perceptions of humor within higher education English courses. The research design, participants, and setting, data collection instruments, procedure and analysis processes, and model created Katlan's humor-integrated teaching are all highlighted in this chapter.

3.2. Research Design

This study employs a one-group pretest-posttest design, assessing the same group twice: initially before exposure to a specific intervention (the pre-test), followed by assessment after the intervention (the post-test). This allowed for the assessment of changes within the same group over time, measuring the impact of Katlan's Humor-Integrated Teaching Model. It's commonly used to evaluate the effectiveness of interventions, treatments, or programs on specific variables of interest. The main advantage of this design is its ability to compare within the group, showing changes before and after the intervention. But it's more difficult to credit changes to the treatment alone when there isn't a control group. It was more feasible or logistical to be able to include a control group in the study than it was a question regarding individual preference. The study was conducted in a real-classroom setting, obtaining official permissions and volunteer consent. It was very challenging to control all external and confounding variables that could influence the outcome.

Table 1: Research Design

Groups	Preliminary Measurements	Experimental Operations	Final Measurements
Experimental Group	Foreign Language Anxiety Scale	Katlan's Humor-Integrated Teaching Model	Foreign Language Anxiety Scale
	Attitude Scale Towards Humor		Attitude Scale Towards Humor
	Attitude Scale Towards English Lesson		Attitude Scale Towards English Lesson

This study mainly uses a mixed-methods methodology using both quantitative and qualitative data in order to explore the potential contribution of humor-integrated instruction to learning

environment of English preparatory class students. Mixed methods research, according to Creswell and Plano Clark (2011: 5), “focuses on collecting, analyzing, and combining both quantitative and qualitative data in a single study” and “involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process.” In this study, quantitative data was obtained with three questionnaires forms. These three ones were carried out to collect data on whether there was a difference in students’ Foreign Language Learning Anxiety, Attitude Scale towards Humor and Attitude Scale towards English Lesson after implementation of Katlan’s Humor-Integrated Model. The questionnaire was the most popular tool in earlier research of students’ opinions regarding instructors’ humor in education, particularly in English as a second situation. The goal of quantitative research is to divide phenomena into measurable or universal categories that may be applied to all subjects or under more extensive and suitable conditions (Winter, 2000). This study utilized that quantitative aspect because it was an affordable option to collect feedback from a significant number of participants (Fowler, 2009). According to Dörnyei (2007) a questionnaire is a useful tool for gathering data since it allows for a lot of data quickly. However, this method may be insufficient to fully capture participants’ complicated and profound perceptions. For this reason, the study’s qualitative part can be complimentary in that it offers in-depth understanding of the difference applied questionnaires in English preparatory classes.

For the qualitative part, open-ended questions were conducted with 36 volunteer EFL students to obtain their perceptions about the difference between the Foreign Language Learning Anxiety, Attitude towards Humor Scale and Attitude towards English Language Teaching Scales. Thematic analysis was used to analyze the open-ended questions under four main headings that the participant EFL students focused on the most. Thematic analysis is a technique that may be applied to various theoretical views and research objectives to find patterns of analysis in qualitative data and it is an extremely approachable method that novice researchers can use without requiring complex analysis (Braun and Clarke, 2006). According to the participants’ perceptions of humor-integrated teaching model, four open-ended questions were identified and frequently mentioned issues were presented. To sum up, the researcher was helped in gaining a deeper understanding of the issue by the application of both quantitative and qualitative approaches, which allowed the study topics to be viewed from various perspectives.

3.3. Setting and Participants

This study was conducted at Ağrı İbrahim Çeçen University English Preparatory Program in the fall semester of the 2022-2023 academic year. The program uses books from foreign publishing to follow its own curriculum.

The main goals of the English preparatory program are to provide students with the English communication skills they need to express themselves effectively both orally and in writing, as well as to develop the academic skills required for their undergraduate education and increase their English proficiency.

The program also aims to raise students who can think critically, are willing to work independently, and are open to learning effectively in groups. In line with this purpose, group projects and assignments organized as part of in-class studies aim to help students improve their study skills. The program also aims to provide students with the opportunity to learn how to use information technologies effectively for their professional and academic lives.

Participants of the study were selected based on the convenience sampling method. The participant group comprises a total of 36 individuals enrolled in the English Preparatory Program. These students receive education in the preparatory program at the same English level according to their university entrance scores. For the purpose of this study, quantitative data was obtained from thirty-six (N=36) English Preparatory Program students.

3.4. Katlan's Humor-Integrated Teaching Model: The Intervention in the Study

Given the absence of an existing model incorporating humor-integrated instruction for reference in this study, an instructional model was developed. Drawing insights from an extensive literature review and relevant theories, this newly formulated instructional model serves as a pioneering framework for the current research. Despite its acknowledged significance, a structured model guiding English teachers in its application remains conspicuously absent. Consequently, to bridge this gap, I embarked on developing a model (Katlan's Humor-Integrated Model) tailored to the intricate concepts and themes intertwined with humor in literature. This model embraces a comprehensive perspective on learning outcomes, recognizing the limitations of conventional measures that primarily focus on subject-specific achievements. Inspired by research conducted by the United Nations Educational, Scientific, and Cultural Organization (2009) and insights from The Levin Institute (2011), the model emphasizes curriculum flexibility, specialized classroom support, and connections to rehabilitation services when needed. By doing so, it ensures that all students have equitable access to quality education. This model also seeks to offer a roadmap to integrate humor into teaching methodologies, embracing its diverse forms and using its potency as a catalyst for effective language engagement. This indicates the necessity for a structured framework, empowering educators to skillfully navigate the multifaceted terrain of humor in foreign language instruction.

When examining studies that explore the role of humor, in education, it becomes apparent that there is a notable absence of a systematic framework for effectively bridging theoretical

knowledge with practical application. While much of research often assumes that incorporating humor is advantageous for language learning, there remains a conspicuous lack of clearly defined techniques or methodologies that can guide educators in integrating humor into their lessons. This deficiency in guidance and the need to enhance the English teaching experience compelled me to develop a comprehensive model.

Katlan's Humor-Integrated Teaching Model is a six-step instructional strategy focused on humor and is designed to be systematically employed in English language instruction. It encompasses six fundamental concepts aimed at fostering creativity among students, fostering a sense of unity within the class, alleviating anxiety, promoting quality engagement, and cultivating self-confidence and create areas of self-confidence. Using this cutting-edge model, comic strips, puzzles, challenges, photo manipulations, magic shows, and translations are all made specifically for each student's needs and weaknesses. Each stage, in turn, enhances and builds upon the one before it, enabling a thorough educational process. The derivation of these words with humor was inspired by the smiles on the faces of the students in their previous lesson experiences.

The researcher's main objective, which motivated the development and application of this method, was to enable learners to break free from their ingrained thought habits. A range of multidisciplinary content is emphasized instead of rigorously adhering to traditional English teaching subjects. The purpose of this strategic model is to support the researcher's educational objectives by creating a vibrant and stimulating learning environment.

Figure 1: Katlan's Humor-Integrated Teaching Model



3.4.1. Humoristrick

The “humoristrick,” which functions as a warm-up exercise to focus students’ attention on the teacher at the start of the class, is an essential component of the model. This innovative tactic sets a good tone for the learning process and motivates students in addition to engaging them. The

development of an innovative educational model as part of our methodology encompasses several key components, with “humoristrick” being a prominent inclusion. This model is informed by a fusion of insights from humor, magic, and education and has been meticulously designed to improve the learning experience for students. The use of “humoristrick” within the model illustrates my understanding of how humor, magic, and educational strategies can be harmoniously combined to engage students and foster effective learning.

Humoristrick is a first element of this model. The underlying concept acknowledges the challenge of student boredom (Harmer, 2007) and the importance of active participation in the learning process. As such, it integrates elements of humor and magic to create an engaging learning environment. My approach is consistent with the findings by Harmer (2007) and research by Lewis and Bedson (2004), which emphasize the use of magic tricks to increase student participation and motivation while developing analytical thinking skills.

In this research methodology, the “humoristrick” is component reflecting the thoughtful synthesis of ideas from humor, magic, and education. This component is guided by a deep understanding of how humor, magic, and comprehensive learning strategies can synergistically create a learning environment that nurtures creativity, motivation, and holistic learning for students.

This step is characterized by creating curiosity and enthusiasm. For implementation and content part, learning is inherently linked to curiosity and enthusiasm. Humans are naturally inclined to wonder and feel a readiness that prompts further activity. With these innate qualities, my attempt to elicit these impulses in my students during instruction includes a delightful step. As previously mentioned, this phase is designed to help students grow within the first three to five minutes of the session by strategically placing them as a warm-up activity at the start of the class and focusing their attention on the subject matter. Any “mysterious” stuff becomes essential in terms of substance and serves as a spark to keep students’ curiosity alive. Cards, coins, and illusion materials can all be utilized to reinforce this technique, and different resources can be applied in different ways for every class. After that, it is possible to instruct students in these methods with the assumption that they will repeat the methods on their own. To ignite interest among learners is the primary goal of this strategy, and its efficacy essentially rests on how well it integrates into the course. A simple table of tips that can be used in classrooms is provided below. Following this, teachers, not limited to the list, have the opportunity to increase their originality and creativity in devising additional activities aimed at fostering curiosity.

Table 2: Humoristricks Techniques

Ambitious Card	Blackstone's Card Trick Without Cards	Card Warp	Chink-a-chink	The Circus Card Trick	Cups and Balls	Detachable Thumb
Floating Match on Card	French Drop (The Tourniquet)	Glorpy	Healed and Sealed	Hot Foil Trick	Hummer Card	Needle Through Thumb
Retention of Vision Vanish (Pinch Vanish)	Scotch and Soda	Snapper	The Best Coin Fold	The Four Burglars	Three Card Monte	Zarrow Shuffle

3.4.2. Humorualshop

The “humorualshop” is a visually enhanced comprehension component of the approach employed to foster students’ imaginations and creativity in a stress-free setting. This part of the model is committed to giving children a safe space to explore and express their ideas as well as to cultivate an environment that supports the limitless development of their cognitive and creative abilities. The New Oxford American Dictionary defines art as “the expression or application of human creative skill and imagination” and the arts as “subjects of study primarily concerned with the process and products of human creativity and social life.”

A new language called Photoshop emerges with the development of the computer, which is more modern and easier to use. The language called Photoshop so-called humorualshop (humor+photoshop) can be regarded as a communication tool for its application. Introducing Photoshop can be thought of as the process by which, in varying degrees, teaching and learning, design and commodification, consumption and use, and cultural contexts are brought together in order to engage with the subject matter and the various aspects of visual technology and content. In addition to this, it is a complicated component of the hidden curriculum because of the connection it creates between people and visual tools during meaning-making processes. In this context, humorualshop serve as working tools, instruments, and methods as well as partners, solution-providers, and the creative process. Additionally, it activates various brain regions to elicit a wide range of feelings in us, including laughter, rage, and everything in between. It allows us to express ourselves and be creative.

According to research (Burton et al., 1999), the arts inspire students’ creativity, which can be helpful in meeting their varied learning requirements. There is evidence that studying the arts can have a significant effect on learning in other areas, such as social and personal skills. Children and young people are given authentic learning experiences that involve their minds, hearts, and bodies when academic or social goals are taught using visual software. They gain numerous skills and abilities from these learning opportunities, making them real and important for them.

Since creative learning necessitates experimenting, taking chances, making errors, and correcting them, it is detrimental to creative development when schools only focus on academic achievement e.g. getting the response right (Cote, 2011: 129). Eisner (2002) claimed that the thinking components of the arts should receive more focus. According to Eisner, including the arts in the curriculum can help students learn important lessons like how to evaluate qualitative relationships, the fact that there are numerous methods to understand the world, and that there are multiple ways to solve issues and answer questions. It is important to highlight the translations that Photoshop persistently creates and to what social ties it most forcibly lends its practices as a non-human pedagogue in art education in order to see Photoshop doing something. This goes beyond simply asking how Photoshop use is socially constructed.

The primary objective of the application and content dimensions is to exhibit students' imagination and uniqueness through visual means. Their incorporation into the curriculum's designated thematic frameworks or units is the focus of this endeavor. In the image below, for instance, which explores the concept of "the impact of different cultures on lives," two of the most well-known actors in our nation are deftly integrated into the classic Western film Titanic. This aided in the exploration and exchange of various viewpoints regarding cross-cultural communication. Another illustration of a comparison between the past and present shows Türkan Şoray and Kadir İnanır seated in a Togg vehicle. These kinds of illustrations highlight the rise in student interest in the course material. This improvement extends beyond spoken communication to include a visually enhanced comprehension attained by the skilled application of supplementary visual materials. Practically speaking, you can choose any Photoshop program that is easy to use. Their use is explained in a plethora of tutorials and resources. To put it simply, the major goal is to inspire learners to view the world from many angles, which will lead to a deeper and more complex comprehension of the material. The list of Photoshop applications that you can use to incorporate into your teaching sessions is as follows:

Table 3: Humorualshop Applications

GIMP	Krita	Photopea	Pixlr	Paint.NET
SumoPaint	Canva	RawTherapee	FireAlpaca	Seashore

3.4.3. Humoranslation

"Humoranslation" is another essential part of the present paradigm; it is the fifth skill and helps with cognitive training in language instruction. The name "humor-translation" is a combination of the words "translation" and "humor," a purposeful blend meant to introduce humor into the frequently trying task of translating languages. This integration makes sense since it will make it easier to simplify the translation process, which is thought to be difficult, especially for

learners, and it will also make it more enjoyable. According to Brown (2002), debates over the validity and use of translation as a technique for learning a second language invariably center on a contentious topic. Language instructors used to dislike translation, but this has changed in the last few years. In an atmosphere where foreign languages are taught, it was previously recognized that using translation as a language learning exercise was considered unsuitable. Translation, which has been criticized for its similarity to traditional grammatical translation, is still seen by many people today as a technical process of transferring meaning from one language to another. Because it is not a communicative exercise that suits the general needs of language learners, it is still overlooked as a useful language learning tool. Translation is perceived as boring, useless and time-consuming. The notion that translation should not be used in language acquisition stemmed from significant limitations. Malmkjaer (1998: 6) briefly describes the primary causes for the fall of translation:

- “1. Translation is independent and radically different from the four skills which define language competence: reading, writing, speaking and listening.
2. Translation takes up valuable time which could be used to teach these four skills.
3. Translation is unnatural.
4. Translation misleads and prevents students from thinking in the foreign language.
5. Translation is a bad test of language skills.
6. Translation produces interference.
7. Translation is only appropriate for training translators”

Humortranslation comes into play, as Malmkjaer noted above for the fall of translation. The aims of humortranslation include, first of all, defining translation activities that increase students' cultural awareness in language use. Secondly, it is aimed to examine the usefulness of translation integrated with humor and reduce students' anxiety about translation. Students are encouraged to practice speaking, writing, reading, vocabulary, and grammar through the use of humorous translation. According to Ross (2000), translation is the most crucial social skill since it facilitates understanding and communication. It is regarded as the fifth skill. Translation is a highly helpful tool in teaching foreign languages since it is a kind of communication that requires interaction and teamwork between participants.

Contrary to what Malmkjaer mentioned above about the disadvantages of translation, it is important and clear indications point to a return of translation in language instruction. There is broad agreement among academics and educators regarding the value of using translation in foreign language courses. For example, Schaffner (1998) says that the translation and associated exercises may be useful for acquiring foreign languages:

1. Increasing linguistic skill.
2. Raising learners' L2 knowledge.
3. Improving their style.
4. Enhancing their comprehension of how languages function.
5. Reinforcing L2 structures for active use.

6. Assessing and boosting L2 understanding.

In a multicultural country like Türkiye, the complexity of the cultures brings to bear on humor. Humor interpretation should be founded on how that culture interprets the surroundings. Educators are conscious of this. Because of this, they tend to approach humor with caution when translating, and some instructors might decide not to because they are concerned about being misunderstood. The success of humor in translation depends on cultural context; for example, if a student doesn't grasp that the phrase "I'm sick of lectures" means "to be tired of lectures," then humor involving that expression may be challenging to comprehend. Conversely, it functions as a tool aimed at alleviating the complexities inherent in the course progression. To achieve this objective, translation activities involving both Turkish to English and vice versa are incorporated to endorse intercultural interaction through humortranslation. As an illustrative instance, the translation of a Turkish idiom, such as "Demir tava gelir kömür biter, akıl başa gelir ömür biter," from the learner's native culture to the target language becomes a compelling element within the lesson. This deliberate infusion of humor not only serves to mitigate the rigors of the learning process but also engenders a lighthearted atmosphere, eliciting smiles from the students.

Therefore, humortranslation materials and content should be engaging, diverse, emotional, and connected to students' existing knowledge. It should be original and diverse in terms of content, structure and function, because students must learn various aspects of the foreign language. The teacher's task is to determine the needs of the class and select resources to highlight specific grammatical and structural problems in the English language specific to the students. Students can see the connection between language and use by overcoming these challenges. Duff (1994) asserts that translation occurs constantly and everywhere. Students read signs and notices in the environment, translate directions, and translate messages for friends and family while translating for other students in class. Additionally, by reflecting the society, traditions, and other elements of their native language, they cognitively translate concepts into English. It is not a good idea to hand out the text to the students and instruct them to translate it before beginning a translation exercise. It is important to explain to students why each task is required. The purpose of the exercise must be explained to the students. In an effort to combine humor and translation, the translation subject is first brought up for debate. Translation exercises are thought to be a helpful tool for enhancing speaking abilities in interpersonal and cross-cultural contexts as well as for boosting retention, comprehension, and production of English.

Regarding implementation and content, from my teaching perspective, a notable disconnection tends to occur in lessons after approximately twenty to twenty-five minutes. The transition from using the target language to conversing in the comfort of one's mother tongue is frequently linked to the course interruption. Humortranslation is a quick brain exercise that lasts five to six minutes and helps with this challenge. It incorporates humor aspects from both the students'

own culture and the target culture. The method used for content integration can be modified to fit the particular subject and assignment in the course. For instance, a humorous statement like “Mermiler seksin, bu alemde teksin” would be offered in a class discussion on the life of well-known football player Messi, and students would be challenged to translate it from Turkish to English. This is a picture of the amusing translation process that was actually carried out during a discussion on healthcare systems. At this point, to make sure the students were paying attention, a translation shown in the state offices “You can learn your results within 24 hours without consulting” “Sonuçlarınızı 24 saat içinde *danışmadan* öğrenebilirsiniz” was posed that highlighted the ironic meaning of the term “without consulting” in the statement. However, it needs to be in the form of “You can learn your results within 24 hours from information desk”. Additionally, a scenario also goes like this: “A little boy was in a bus eating a chocolate, then he took another one and then another one. A man next to him said, “Do you know that too much of it will damage your teeth?” The boy replied, “My grandfather lived for 132 years” The man asked, “Was it because of eating chocolate?” The boy replied, No, he was always minding his own business.” Students were instructed to contrast a humorous interaction about a child who ate a lot of chocolate with their own cultural perspectives. At a key moment in the class, the phrase “like water off a duck’s back” was used as another example, and Turkish comments were requested.

In conclusion, employing translation in foreign language instruction improves students’ translation abilities and helps them comprehend the grammatical distinctions between languages. Translation is a useful and efficient technique that can greatly enhance students’ English language skills and awareness of other cultures in educational settings. Rather than overusing humorous translation, it is important to integrate translation logically, making sure it is used at the right time and in the right context. Below are the translation methods to be incorporated into language teaching.

Table 4: Humortranslation Methods

Transposition	Modulation	Reformulation	Adaptation	Compensation	Expansion	Reduction
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3.4.4. Humozzle

The usage of “humozzle,” a method to improve students’ association, reinforcement, and recall of words presented during class, is another essential part of the current paradigm. The term vocabulary refers to the total quantity of words in a language, including all terms that a person knows or uses, as well as a list of those words along with their definitions (Hornby, 1995: 1331). Additionally, according to Hanson and Padua (2011: 5) vocabulary refers to the words we use to communicate orally and in writing. As a result, we are aware that vocabulary is a term on the list that has a positive connotation, and we use it to communicate in both spoken and written language. This means that when learning new words, it’s important to comprehend their meanings as well as

how to apply them in appropriate contexts. Only when we have a large vocabulary and the ability to utilize it effectively in context will we be able to communicate effectively. Nobody is capable of rapidly learning a large vocabulary. However, even learners are expected to know more than just language because of the government-created curriculum. Some learners can quickly grasp it, but others can't. The use of games in the teaching and learning process is one of the techniques to assist students in quickly mastering vocabulary.

Puzzles are one of the games. A game called humozzle can be used to teach vocabulary. Humozzle makes the teaching-learning process fun and engaging. It also combines humor and puzzles, a game that provides students with opportunities to practice and repeat vocabulary and sentence structures. Therefore, this can help students quickly improve their vocabulary by giving them a chance to learn as many words as possible. This is due to the fact that there are many words presented as clues that they need to understand so that they can fill in the squares with the appropriate words. When teaching and learning, both the teacher and the students must be aware of how language is used at different times.

Students will learn what the teacher want them to know, but the teacher should first assess which terms will be taught to see if they are appropriate or not for the students in accordance with curriculum, so that the students not only learn the word but also understand its use and context. Shortly, the teaching of vocabulary is crucial to learning a foreign language. Based on the curriculum, teachers should pick and use some instructional methods and media that are appropriate for the needs of the learners by combining humor. It takes creative thinking on the part of the teachers to organize vocabulary learning according to the context that will be taught if the purpose of teaching vocabulary is to be accomplished.

The introduction of "humozzle" comes next in the implementation and content part, following the implementation of the humoristrick, humorualshop, and humoranslation components. This phase of the teaching is purposefully included to promote more long-term and associative memory of terms associated with the unit and theme. Usually, this stage takes ten to twelve minutes of instruction. Different puzzle formats, each catered to the particular words taught in the lesson, can be effortlessly merged in terms of content. It could utilize matching or association exercises, for instance, to match or associate the term "studying hard" with the expression "hit to the books." Along with helping students retain words, these activities also make the classroom more cheerful, which boosts students' general interest in the material being studied. The several kinds of puzzles listed below can be used to incorporate vocabulary that has been presented in classes.

Table 5: Humozzle Types

Crossword Puzzles	Word Search Puzzles	Matching Puzzles	Jigsaw Puzzles	Anagrams.	Cryptograms
Scramble Puzzles	Acrostic Puzzles	Fill-in-the-Blank Puzzles	Logic Puzzles	Picture Puzzles	Sudoku with Words

3.4.5. Humorallenge

Another integral component included in the current model is the “humorallenge” that helps learners collaborate and reduces feelings of isolation. Creating a supportive learning atmosphere among classmates in the classroom is crucial in this situation. As known, traditional collaborative learning environment supports peer teaching by grouping students and exchanging information within a topic. Supposing that the unit “Kitchen” was taught with Grade 8 students and then you divided the students into groups using the Jigsaw technique to support collaborative learning. Each group researched the food of a country. Group A was Mexico, Group B was Italy, Group C was Turkey and Group D was India. Then each person in the group went to a different group and introduced the food of the country they researched. Unlike traditional collaborative learning above, there is no humor and challenge. Therefore, these practices may not ignite the students. The goal here is to make such collaborative activities more challenging. But how can this challenge be applied? For example, the student who goes to each group can apply the country of that food by using body language, such as showing the burning of his mouth to describe Mexican food. This kind of practice leads to humor. In addition to the above application example, the point of origin of this element is that we, who lived cumulatively in the past, have increased our individualization rate considerably with the advancement of technology and the emergence of phones and computers. Unfortunately, when we come together socially, we cannot stop being the slavery of technological devices. That is, the communication between us takes the unity and solidarity from us. In other words, as a society, we cannot participate in an event and come together, and this is gradually reduced to very young ages. Today, this individualization is seen from the lowest age group to the highest age group. Unfortunately, especially in classrooms, students do not want to be involved in any projects with each other. Therefore, in order to save the students from this individualization and to integrate them more, it aims to change the atmosphere of the classroom by introducing this humor + challenge technique in the lessons and combining the opposite poles in the classroom environment. the incorporation of humorallenge is more than just a delivery step; it is a manner of learning that challenges conventional ideas about teaching, thinking and by breaking the lines between teacher and student and moving the emphasis from knowledge acquisition to critical application of information, instruction.

According to the theories of Csikszentmihalyi (1990) and Bronfenbrenner (1979), learners are more profoundly engaged in classwork that is more challenging and complicated. This theoretical position is supported by research, which shows that students work substantially harder

and are significantly more engaged when faced with challenges in the classroom. In other words, collaborative learning with challenge content, students play a more cognitively active role in participation, and with the relaxation that comes behind the challenges, the act of laughing is inevitable. This can be likened to the appearance of a rainbow after rainy and stormy weather. Gironzetti et al. (2016), investigated the synchronicity of smiling in dyadic interactions, addressing the co-constructed nature of humor. In other words, participants matched the intensity of the smile when they responded to each other's smiles. This example shows that smiling can help to frame an activity in a humorous context when it is employed by two discussion participants as a combined action rather than as an individual conduct. Additionally, according to Fullagar et al. (2013), the challenge-humor dynamic has been shown to boost motivation while expanding players' capabilities. Students see more connections, become more naturally motivated, and also pay greater attention when given the opportunity to work on challenging problems rather than just skimming over subjects. In his 1992 book, Newmann referred to curriculum that promotes higher order thinking skills and is seen as relevant as "authentic," yet he discovered that authentic curricula in schools were uncommon. This challenge-dynamic introduces a growth concept, which is intrinsically connected to collaboration and instruction.

In terms of implementation and content, as previously said, the major goal of this stage is to reduce students' individualism and encourage peer teaching in order to create a good learning atmosphere. To do this, in the classroom, non-interactive groups are formed with a focus on collaborative learning, which is a process where different ideas emerge when minds come together. Usually lasting between ten and fifteen minutes, this practice consists of a quick 3 or 5 minute preparation phase with a predetermined task, followed by the remaining time being spent practically. As seen in the first image below, a pyramid-building game played with cups is used as part of an activity designed to foster greater group cohesion. The game is followed by a group effort to solve a related challenge. The second image shows several groups set up to talk about a particular subject, and each group is given ten minutes to talk. Every group member has a turn sharing their ideas and holding a symbolic object. One person in each group also gets to choose whether to console a weary teammate. Numerous such activities that are particular to the course unit or material can be created and executed to facilitate collaborative learning. The fundamental idea is that union gives strength. The following list of challenges includes exercises and activities that help students with research and study skills, memory strengthening, problem solving, teamwork, and communication abilities as follows;

Table 6: Humorchallenge Activities

Studying contest	Find the clues	Find the object or image	Category contest	Bingo	Memorize objects	Finish the sentence
Replace the number	Charades	Connect through stories	Jeopardy	Collaborative drawing	Word definition	Pass the object
Four corners	Freeze-dance	Secret investigator	Stacking competition	Invent solution	Guess classmate	Two truth one lie

3.4.6. Humorics

“Humorics” is another significant element included in the current model. It functions as the output stage, where students present their achievements as a way to reflect at the end of the course. Before discussing the specifics of humor in this context, it is important to give a brief history of comics, a medium that is currently in decline. Eisner (1995) asserts that comics are a type of art or a means of expression and that they are sequential art. McCloud (1993) defined comics as “Juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or produce an aesthetic response in the viewer” in his book *Understanding comics*. Although using comics in the classroom is an idea that has been around for a while, creating learning activities where students are invited to create their own comics is a relatively new concept. Nowadays, it’s popular for students to write their own comics. The purpose of combined with (humor+comics) is to assist kids in creating and publishing their own comic books based on their hobbies and own experiences as “an alternative way to literacy.” That is, humorics initiative aims to engage and inspire students, particularly reluctant readers, to utilize their imagination and creativity to create digital stories in comic style while learning about a variety of subjects.

For instance, Harbi (2016: 12) claims that “comic books need to be integrated into education, especially when teaching complex concepts”. Additionally, According to Schwarz (2009), comics can now more successfully teach difficult subjects than books could ever hope to. This is because it emphasizes how the younger generation is being raised in a society that is highly visual. Similar to this, Evensen (2014) claimed that comics foster creativity since they rely on information economy, providing complicated information in a way that is easily and quickly understood. Here, humorics encourages the creation of real-world learning situations in which students take on the role of comics’ authors by writing the script and creating the storyboard for their own original comics, either alone or in groups. Teachers can encourage learners to take on the responsibilities of creators rather than only acting as information receivers. This demonstrates how comics, which are widely appreciated by the students, may be employed in language education. It has been discovered that the process of making comics enables students to develop their language skills, engage their imaginations, and draw on their cultural experiences to produce multimodal texts. By offering a technique that instructors can use to teach comics in their classes, it adds to the growing interest in comics in higher education. In reality, this is a resource for college instructors, teachers of foreign languages, teacher trainers, textbook authors, and creators of instructional resources. Comics are formed by the combination of humorous elements. Comics created are based on humorous characters, objects, shapes and humorous designs, even different colors, speech balloon and lines. Therefore, you cannot reflect the image of a fisherman sitting under the sun by the sea in a comics as it is. It is suggested that you can use angry emoji and a red color to show that the sun is too hot. To show the fertility of the sea, you can draw many huge and unusual big fish. You can add a twist

to attract attention by showing the fisherman pulling these big fish with a crane instead of a fishing rod, and more.

Humorics primary goal is to give learners a precise reasoning and process for making original comics. In addition, it seeks to promote student participation in comics’ production as opposed to just reading or consuming them in a classroom. Researcher strongly supports the use of comics in the classroom. The ultimate objective is for you to use comics in your classroom in a way that supports your own educational objectives. The methods and justifications offered are meant to act as adaptable frameworks that can be refined, expanded upon, and revised. As educators, it is our shared duty to provide students with the versatile literacy skills they need to successfully negotiate the changing terrain of information production.

It is highly advised to study Scott McCloud’s book “Understanding Comics” as a foundational reference for this part in terms of both content and application. This source offers in-depth details on all the nuances involved in creating comic books, from line composition to color selection. After learning the fundamentals of comics and completing the first five steps of Katlan’s Model, the humorics phase is an important step that builds upon the course objectives. Imagine, for instance, that your lesson plan contains a unit on “Kitchen” and that the final task requires students to make a reflecting comic strip. The process is divided into panels for the exercise, each of which addresses a distinct point. Three panels depict the amusing process of baking a cake in the setting of the “Kitchen” unit.

In the first, the unusual journey to the grocery store involves flying on an eagle; the second uses ostrich eggs from backyard poultry due to a forgotten grocery purchase; in the third, a mixture of ostrich eggs and baking powder results in an unexpectedly huge cake. The creation of comics is not limited to subjects of an absurd nature; can be adapted to both absurd and non-absurd units to align with specific learning outcomes. Due to time limits in class, it might be given as a homework assignment for practice, with five minutes given for explanation. As an alternative, group collaboration can be fostered by having everyone work together to create a more intricate comic that has six to eight panels. In these panels, learners can even use local elements, with speech balloons, figures and components that are endless when creating comics. Most importantly, no specific expertise or sophisticated skills are needed to create these comics. Widely available materials that are simple to use and broadly accessible are offered via a variety of computer programs and internet platforms that facilitate the creation of comics.

Table 7: Humorics Applications

Makebeliefscomix.com	ComicLab Tool
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3.5. Aspects of Katlan's Humor-Integrated Teaching Model

The researcher's data and observations during practical application were combined with the findings of studies on humor teaching from the literature review to create the components of this diagram. Each component therefore fits precisely with the stages of implementation described in Katlan's Humor Integrated Model.

Figure 2: Aspects of Katlan's Humor-Integrated Teaching Model



In addition, according to the researcher's experience, it is advisable to go through each of the stages in a linear way. However, depending on the medium of the class, these stages can be used as non-linear way. This can be illustrated briefly that the humoristrick stage was used to refresh the student in the first 5 minutes of a lesson, but it can also be used as a positive reinforcement to keep the student active until the end of the lesson. That is to say, this phase used at the beginning of the lesson could be used at the end of the lesson. This can be completely adapted to the lesson plan and the way you teach in your class. On the other hand, in some cases both stages can be blended and used at the same time. Example of what is meant that the objectives they have made in humoralshop during the course could be adapted to humozzle. To clarify it, let's consider our outcomes as "Wild Animals", we can reflect them as carnivorous or herbivorous in the humozzle stage after creating and discussing the content about them in humoralshop. In addition, each of these stages can be applied to all skills such as reading, listening, writing, speaking even translating. In order to further clarify the components, they are described in detail below from the researcher's perspective.

According to the researcher's observations, students face a range of external stimuli that are bound to cause distractions throughout the teaching process, such as issues with social relationships

and financial concerns. The first stage in Katlan's Humor Integrated Model, known as humoristrick, is utilized to counter such distractions and create a learning environment. As we've already covered, the idea behind this exercise is "focusing on the mystery." Consequently, students experience a refresher on the subject and inadvertently become part of the mystery. Essentially, humor plays a crucial role in boosting students' sense of refreshment and making sure they are ready for the instruction.

When it comes to lesson planning for the second stage, "Boosting imagination and creativity," educators frequently use reference books as their guidance. These publications are organized into units and themes that are devoted to particular topics in the subject of teaching English. For instance, students are frequently requested to provide comments on the theme of "Appearance and Personalities" using phrases like "He is handsome and hardworking" and these responses are frequently accompanied by well-known visual elements. With the ease with which information can now be accessed thanks to technological advancements, the focus is now on assisting students in creating unique, authentic content that goes beyond what can be quickly discovered on Google. The humoralshop second step is used to make this easier. In addition to promoting self-discovery and pushing learners to go beyond their own boundaries, this phase lays the groundwork for advanced creativity and imagination. Essentially, the teacher and student work together to organize the practice of humoralshop, which allows the textbook material to be combined with the students' own creative contribution to create a new product. Students' smiles demonstrate that the method was successful in producing an enjoyable and stimulating learning environment. This is the natural outcome.

The process of translating between Turkish and English is crucial in the context of "Assisting the Transformation Process" acting as a vital link between two diverse linguistic and cultural contexts. Both Turkish and English have rich historical characteristics and contemporary significance, despite coming from distinct language families. The Turkish language exhibits a distinct grammatical structure, phonetics, and vocabulary due to its Turkic language ancestry. Turkish is an agglutinative language, meaning that suffixes are frequently used to convey subtle meanings. This emphasizes how important accuracy in translating is. Some students may choose to avoid clear of translation due to the features of Turkish, such as its agglutinative structure and functional difficulties. Because of this, translating between Turkish and English involves a profound grasp of the complex cultural differences between the two languages in addition to a linguistic transformation. In order to effectively transmit the intended idea, this difficult journey involves dealing with idioms, cultural references, and regional variations. In this complicated setting, humor translation becomes especially important when the instruction runs into difficulties. The aim here is to provide students with translation tasks that seamlessly integrate the cultural nuances of both their native language and the target language. This unique mix makes the translation process less challenging while also encouraging students to have fun and feel satisfied.

Starting the process of gaining English vocabulary can be satisfying and challenging until it comes to the fourth phase, “Enable Lexical Items.” Lesson words are stored in short-term memory, which increases the possibility that they will be forgotten. The use of coding and association can help make these words easier to recall. Using different kinds of puzzles is an engaging and successful way to increase vocabulary. In addition to being enjoyable, puzzles improve learning outcomes by stimulating cognitive processes and enhancing comprehension of word meanings and usage. Because puzzle solving is interactive, it allows students to actively connect with the vocabulary, which fosters practical understanding beyond simply memory. Consequently, using puzzles to learn English becomes a dynamic and useful method that makes every word seem like a component of a bigger language puzzle that needs to be solved. In summary, it has been noted that students are able to utilize the vocabulary they learn in units and themes in many circumstances.

The world has moved from localization to globalization as a result of technological advancements, but rather than creating social structures, globalization has encouraged individualization. Peer and collaborative learning have been replaced in classrooms by self-learning as a result of this individualization. We can apply humorallange to the “Promoting Cooperative Learning” component in this case. This is to encourage peer learning, collaboration, and a variety of perspectives in the classroom. This practice helped to establish an optimal classroom environment that would improve student relationships and foster new ones, as noted in Katlan’s model above. In the end, humorallange cooperative learning exceeds traditional instructional techniques by fostering a feeling of group, promoting involvement, and equipping students with the skills they require to cope with the complexity of the outside world. It is a powerful way to foster the social and interpersonal skills required for success in the twenty-first century, in addition to sharing information.

After completing the 5 stages of Katlan’s Model, students have an input into the course outcomes. Students are often given written and oral tasks that involve traditional methods of reflecting input as output. However, based on the researcher’s review of such tasks, it was observed that they did not result in sufficient productivity with the course content. For this reason, a humorous step was applied to these entries by adding humorous elements both digitally and visually and sensually. Here, students are expected to reflect and discuss their achievements on comics. In summary, the integration of comics into English language education offers a visually fascinating and culturally diverse perspective on language acquisition. In addition to improving comprehension, the combination of graphics and text provides students with an engaging and memorable learning experience. Last but not least, in addition to traditional and contemporary teaching models, humor-integrated teaching model could be regarded as unique and useful addition to the language education tool. The humor-integrated model could be considered as a supplementary tool to the methods, techniques and approaches you apply in your lessons.

3.6. Data Collection Instruments

In this study, quantitative and qualitative data collection tools were used to analyze data related to the research questions. Three main questionnaires were used as follows Foreign Language Learning Anxiety Scale, Attitude Scale towards Humor and Attitude Scale towards English Lesson and open-ended questions. The data was collected at Agri İbrahim Cecen University between 03 November 2022 and 04 January 2023. Researcher also informed the participants about the model called Katlan's Humor-Integrated Model. Written consent forms were obtained from the participants. Additionally, formal permissions were obtained from the university. A pre-test and a post-test were administered to measure students' perceptions to humor-integrated teaching model in terms of students' foreign language learning anxiety, attitudes towards humor and attitudes towards English language teaching before and after the project started. These scales were administered to all students attending the class. The data collection tools of the research included: open-ended questions, questionnaires. Questionnaires (pretest and posttest) were supposed to reveal if there was any significant difference. To learn more about how students feel about the process, open-ended questions was applied with the participants. Finally, the researcher spent 8 hours a week with the participants and a reflection paper was requested from the participants at the end of each lesson, so that the researcher had the opportunity to observe and receive cases in his own environment.

3.6.1. Questionnaires

“Questionnaires are particularly capable of rapidly obtaining a huge quantity of information in a way that is easily processable”, claims Dörnyei (Dörnyei, 2003: 1). Comparing questionnaires to other data collecting devices, O'Maley and Chamot (1990) claim that questionnaires are a simple and useful way to collect data. Cohen et al. (2007), state that questionnaires should be clear about their objectives, ask the best questions feasible, and extract the most relevant information to answer the goals of the research. In this regard, questionnaires were selected to be applied as pre- and post-tests to better understand the impact of Katlan's Humor-Integrated Model into the ELF class.

Data for the experiment were initially gathered using the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986). Horwitz and her colleagues developed the 33-item FLCAS to evaluate language anxiety in learners. However, a Turkish version of this scale, a 5-point Likert scale with 33 items by Aydın et al. (2016), was used to avoid any misunderstandings on the part of the students. Rather of comparing individual result, the analysis focused on the participant group. To evaluate participant's sense of humor Attitude Scale towards Humor and Attitude Scale towards English Lesson developed (Aydın, 2016) were taken and applied. The attitude towards humor questionnaires consists of 22 items to evaluate students' attitudes towards humor. Items 1 to 22 measure students' attitudes towards the humor-integrated teaching method. The attitude

questionnaires towards English course consists of 13 items to evaluate students' attitudes towards English course. Items 1 to 13 measure students' attitudes towards the English course. All questionnaires included a Likert scale measuring participants' opinions from "strongly agree" to "strongly disagree."

The rationale behind employing these questionnaires stemmed from the recognition of two crucial factors—language anxiety and attitude—as pivotal components that significantly influence the reliability and validity of the study's findings. By incorporating specifically designed questionnaires for assessing these elements, we aimed to capture and evaluate the impact of Katlan's Humor-Integrated Teaching Model on students' attitudes towards English lessons and their levels of foreign language anxiety. Understanding and measuring these crucial factors were considered essential for ensuring the credibility and validity of the study's outcomes, acknowledging their profound influence on students' learning experiences and academic achievements. Without controlling for these two factors, attributing the change to the use of Katlan's Integrated Model would have been challenging

3.6.2. Open-Ended Questions

After administering the quantitative data collection tools, open-ended questions were presented to 36 EFL learners. Four open-ended questions were conducted for this study in order to gain a deeper understanding of the participants' opinions and feelings on Katlan's Humor-Integrated Teaching Model. According to Mackey and Gass (2005), the researcher can compare and contrast various viewpoints and opinions in open-ended questions by offering guided or follow-up questions. Through the open-ended questions, it led to significant data regarding the attitudes, practices and difficulties of EFL learners regarding the Katlan's Humor-Integrated Model. The participant and researcher conducted the open-ended questions in their native Turkish language to prevent any miscommunication or misunderstanding throughout the discussions. The researcher then translated the conversations into English.

**Table 8: The Effects of Humor-Integrated Pedagogical Instruction in the English Classroom:
Open-Ended Questions Form to Measure Higher Education Level Students' Attitudes**

Purpose of Open-Ended Questions	To receive data about the study titled "The Effects of Pedagogical Teaching Integrated with Humor in the 2022-2023 Academic Year English Classroom" within the scope of master's study
Place of Open-Ended Questions	Ağrı İbrahim Çeçen University
Participants to be applied	Ağrı İbrahim Çeçen English Preparation Class
Open-Ended Question Date	On a date considered appropriate in the 2022-2023 academic year
Open-Ended Questions	1 What do you think about the use of humor in the English language classroom? 2 How would you like your English instructor to use humor when teaching you a specific language skill (e.g. reading, writing, speaking, listening, grammar and vocabulary)? 3 Can you compare instructors who uses humor and who does not use humor while teaching English? 4 How can humor contribute to the learning and teaching of English?

3.7. Procedure

In the data collection process, observations were made as a field work for 1 week about whether the instructors teaching English preparatory classes used humorous elements in their lessons. Then, questions were asked to lecturers about teaching with humor-integrated method as well as traditional teaching. Each participant was informed to the study's objectives and the confidentiality of their participation. Moreover, the researcher provided the required explanations. The study was voluntary for the students, and their personal data was kept anonymous. The three forms, Foreign Language Learning Anxiety, Attitude Scale towards Humor and Attitude Scale towards English Lesson were administered to the participants by face to face as the pre-test on November 03, 2022. It was anticipated that the participants would complete the forms in about 15-20 minutes. After the pre-test was administered, the study model, Katlan's Humor-Integrated Model, was applied as a treatment. Treatment (KHIM) was implemented over 16 lessons and each lesson consisted of two hours. After that, the post-test was performed on January 04, 2022 to see the effect of the treatment given. After the pre-test and post-test were completed, open-ended questions were applied to 36 EFL learners in the classroom regardless of any variables such as age and gender. In this open-ended questions, thematic analysis was employed.

Table 9: Procedure of Humor-Integrated Teaching Model

PROCEDURE OF HUMOR-INTEGRATED TEACHING MODEL		
STAGES	IMPLEMENTATION	DURATION
HUMORISTRICK	Applied to magic trick to keep students focused at the beginning of the lesson and to increase the sense of refreshment.	5-7Minutes
HUMORUALSHOP	Authentic/Unusual Photoshop visuals integrated with the outcomes of the course are created and discussed in order to boost imagination and creativity.	10-15 Minutes
HUMORANSLATION	Translations based on humorous and cultural elements are made within the specified time to assist transformation process during the boredom/interruption of the lesson.	5-7Minutes
HUMOZZLE	Multi-puzzle applications are made on keywords that reinforce the learning outcomes of the course to enable lexical items.	10-12 Minutes
HUMORALLENGE	Collaborative learning blended with challenges/humor is implemented to eliminate individualism in the classroom.	10-15 Minutes
HUMORICS	Created to comics using humorous figures by students, adhering to the outcomes of the course in order to support reflection, increase productivity and get feedback about the course.	5 Minutes giving instruction how to be applied. Homework/Assignment
To sum up; Throughout the 16 lessons, these stages lasted approximately 45-60 minutes and were applied to the students in a linear way by adhering to the learning outcomes of the course. Implementations in humor-integrated teaching are given to appendix		

3.8. Data Analyses Procedure

In the current study, both quantitative and qualitative data analysis methodologies were used to obtain answers to the research questions. The quantitative data collected with the Foreign Language Learning Anxiety Scale, the Attitude Scale toward Humor, and the Attitude Scale for English Lesson were examined using SPSS 26.0 statistical package program. Using the theme analysis method, the qualitative data from the open-ended questions were analyzed.

As for the qualitative analysis, thematic analysis was used to the information obtained from open-ended questions. After being obtained, the data was ready for analysis. Recurring themes, ideas, and significant words were identified. According to Creswell and Clark (2017), coding entails breaking down a text into its component elements and identifying each one. Following the selection of the analysis's units, recurring themes were emphasized. Through data summarization, themes emerged and conclusions from the participants' responses were formed. Qualitative data served to complement quantitative data by offering a deep perspective to the statistical results derived from quantitative measures. It reveals the subjective experiences, motivations, and perceptions of individuals, providing a qualitative context that helps elucidate the "why" and "how" behind the numerical trends. By incorporating qualitative insights, we not only uncover hidden patterns, and gain a more profound understanding of the factors influencing the quantitative

outcomes, but also identify outliers, this comprehensive approach both strengthens the credibility of the research findings and ensures that the analysis takes into account the complexity and diversity inherent in the studied phenomena.

3.9. Validity and Reliability

Two essential elements of both quantitative and qualitative research are reliability and validity. According to Heale and Twycross (2015), validity in quantitative research is the degree of precision when measuring a concept, whereas reliability is the accuracy of the data collection technique. In this regard, the Cronbach's Alpha reliability test—the most widely used test to determine the consistency of a data collecting tool—was utilized to analyze the sub-dimensions of the questionnaire used in this study. Yin (2015) offers a number of strategies for enhancing case study validity methodologies, including reliability, construct validity, content validity, face validity, and internal validity. First, the triangulation method was applied in this study to gather supporting data regarding construct validity. Combining data from many sources, methodologies, researchers, and theories was required for this triangulation. Data was gathered using a variety of techniques, such as questionnaires, open-ended questions, and other teaching tools. In addition, my supervisor monitored how the research was going and supported me the entire time, offering guidance and suggestions. Second, in terms of content validity, instruments should also show that they fairly and completely cover the fields or functions that they represent (Cohen et al., 2007). In this particular study, the expert opinions were considered, and necessary adjustments were performed in accordance with his recommendations. Third one, Holden (2010) stated that face validity is the extent to which participants believe that the questions and content of the exam are pertinent to the setting in which it is being given. Thus, before administering the scales to the participants, colleagues and experts were consulted for their opinions about what the scales measured. The scales seem to have face validity as a whole if all of the study's scales feature items with content similar to this specific item. That is to say, when items are included in questionnaires and open-ended questions given to participants exposed to humor-integrated instruction, participants may feel that the test item is relevant or appropriate to the test situation. The scales are apparently valid. Last one, in order to maintain internal validity, the results gained must accurately reflect the phenomenon being studied (Cohen et al., 2007). Data collected from various sources were used to increase the validity and reliability of the study and provide a comprehensive understanding. Qualitative data provided important information about how participants interacted with the procedure, and connections were made with results obtained through quantitative data analysis. Reliability and validity data of these studies in literature have been documented as they are widely used. Then, additional Cronbach Alpha was done. The English version of the Foreign Language Learning Anxiety, which Horwitz (1986) developed, was taken up and translated into Turkish by Aydın et al. (2016). According to their research, both versions are reliable. As can be seen in Table (7), Cronbach's Alpha score was found to be 0,86 for Foreign Language Learning

Anxiety, 0,86 for Attitude Scale towards Humor and 0,73 for Attitude Scale towards English Lesson, respectively. According to Frankel and Wallen (1996), an alpha of .70 to .99 indicates that the reliability item can be accepted. The findings demonstrate that the research's questionnaire is valid and reliable enough to reflect practices and applications of EFL students.

Table 10: Cronbach's Alpha

Foreign Language Learning Anxiety	0,86
Attitude Scale towards Humor	0,86
Attitude Scale towards English Lesson	0,73

For the qualitative part, four prepared guiding questions were used in the study to get more details and understanding about how EFL students interpret humor-integrated teaching. According to Cohen et al. (2007), validity is essential for studies to be successful. Subjectivity, opinions, attitudes, and perceptions of respondents can influence validity to some extent. Validity can be improved through careful sampling, appropriate instrumentation, and appropriate statistical processing of the data. For this reason, the open-ended questions were designed to be compatible with the items in the questionnaires on foreign language learning anxiety, humor attitudes, and attitudes toward English lessons. The researcher thus thoroughly describes the sample and sampling procedure, the environment and conditions under which the open-ended questions were conducted, the data collection methods and instruments, and the data analysis method in an effort to demonstrate the validity of this study. Consequently, the current study's compatible served as a framework. Together with the supervisor, the prepared questions for the open-ended questions were examined. Open-ended questions were developed and modified multiple times with experts in the field. Negotiations took place over methodology and data processing techniques after the questions were agreed upon. Experts were consulted for feedback on the final draft of the qualitative data, and his recommendations were taken into consideration. In order to avoid misunderstandings, fellow colleagues were also asked to edit the English transcriptions of open-ended questions. To put it another way, a lot of work has been done and several discussions have taken place in an effort to improve the research's reliability. After receiving the questionnaire findings, the open-ended questions were held after the post-test. Private questions were avoided during the open-ended questions to prevent the impact of bias.

CHAPTER FOUR

4. FINDINGS

4.1. Overview

This part presents the findings of this study, which aims to report the attitudes of higher education English preparatory students towards the use of humor in English lessons. Quantitative data included data obtained through questionnaires and was analyzed using the SPSS 26.0 statistical package program. Qualitative data were obtained from open-ended questions asked to students and analyzed using the thematic analysis method. In this section, each research question and the findings regarding the open-ended questions are presented in detail.

4.2. Statistical Analysis of Data

Some assumptions were checked before the data were analyzed. Accordingly, the distribution of scores obtained from the scales of attitude toward the English lesson, attitude toward humor, and foreign language anxiety were examined by applying the Shapiro-Wilk normality test. According to the results obtained, the scores obtained from the measurement tools show a normal distribution (Table 11). Considering this result, it was decided to use parametric tests for pre-test and post-test comparisons.

Table 11: Normality Test Results

Variables	Test	Shapiro-Wilk		
		z	Sd	p
Attitude towards English Lesson	Pre-test	0,98	36	0,74
	Post-test	0,96	36	0,22
Attitude towards Humor	Pre-test	0,95	36	0,12
	Post-test	0,96	36	0,24
Foreign Language Anxiety	Pre-test	0,99	36	0,98
	Post-test	0,96	36	0,26

The Paired Sample t-test was used to compare the experimental group's attitudes toward English lessons, humor, and foreign language anxiety pre-test and post-test results. The confidence interval was 95%, and $p < 0.05$ values were considered statistically significant. Analyses were performed using the IBM SPSS 26.0 statistical package program.

4.2. Findings from Research Question 1

The first sub-problem of the study was “Is there a significant difference between the pre-test and post-test attitude scores of the students in the experimental group towards the English lesson?” In order to find an answer to this sub-problem, the students’ pre-test and post-test attitude scores towards the English lesson were compared with the dependent sample t-test. The results obtained are given in Table 12.

Table 12. Pre-Test and Post-Test Attitude Scores, Standard Deviations and Paired Sample t-Test Results of the Experimental Group towards the English Lesson

Variables	Test	N	M	Sd	Difference between means	t(35)	p
Attitude towards English Lesson	Pre-test	36	86,78	5,38	3,78	2,87	0,01*
	Post-test	36	90,56	6,55			

*p<0,05

When Table 12 is examined, it is understood that there is a significant difference between the mean scores of the experimental group students’ pre-test and post-test attitudes toward the English lesson. ($t(35) = 2,87$; $p < 0,05$). Students’ post-test attitude point averages towards the English lesson ($M = 90,56$; $Sd = 6,55$) from pre-test attitude, the mean score ($M = 86,78$; $Sd = 5,38$) is significantly higher. This result indicated that the humor-integrated teaching technique applied in the experimental group successfully increased the students’ positive attitudes toward the English lesson.

4.3. Findings from Research Question 2

The second sub-problem of the study was “Is there a significant difference between the pre-test and post-test attitude scores of the students in the experimental group towards humor?” In order to find an answer to this sub-problem, students’ pre-test and post-test attitude scores towards humor were compared with the dependent sample t-test. The results obtained are given in Table 13.

Table 13: Means, Standard Deviations and Paired Sample t-Test Results of the Experimental Group’s Pre-Test and Post-Test Attitudes towards Humor

Variables	Test	N	M	Sd	Difference between means	t(35)	p
Attitude towards Humor	Pre-test	36	104,17	6,26	6,86	3,89	<0,01*
	Post-test	36	111,03	9,04			

*p<0,05

When Table 13 is examined, it is understood that there is a significant difference between the experimental group students’ pre-test and post-test attitude scores toward humor. ($t(35) = 3,89$;

$p < 0,05$). Students' post-test attitude score averages towards humor ($M=111,03$; $Sd=9,04$), from pre-test attitude, the mean score ($M=104,17$; $Sd=6,26$) is significantly higher. This result showed that the humor-integrated teaching technique applied in the experimental group was successful in increasing students' positive attitudes toward humor.

4.4. Findings from Research Question 3

The third sub-problem of the study was "Is there a significant difference between the foreign language anxiety pre-test and post-test scores of the students in the experimental group?" In order to find an answer to this sub-problem, students' foreign language anxiety pre-test and post-test scores were compared with the dependent sample t-test. The results obtained are given in Table 14.

Table 14: Foreign Language Anxiety Pre-test and Post-test Mean Scores, Standard Deviations and Paired Sample t-Test Results of the Experimental Group

Variables	Test	N	M	Sd	Difference between means	$t(35)$	p
Foreign Language Anxiety	Pre-test	36	103,39	11,04	9,17	-3,26	<0,01*
	Post-test	36	94,22	13,60			

* $p < 0,05$

When Table 14 is examined, it is understood that there is a significant difference between the foreign language anxiety pre-test and post-test mean scores of the experimental group students. ($t(35) = -3,26$; $p < 0,05$). Foreign language anxiety post-test mean scores of students ($M=94,22$; $Sd=13,60$) from the pre-test score averages ($M=103,39$; $Sd=11,04$) is significantly lower. This result indicated that the humor-integrated teaching technique applied in the experimental group effectively reduced students' foreign language anxiety.

4.5. Findings from Open-ended questions

The results of four open-ended questions are presented in this part. The aim of these questions was to investigate students' attitudes and perceptions on the effects of humor-integrated instruction. Open-ended questions were administered to 36 preparation students at their convenience after getting their signed permission. The students were 29 females and 7 males, with an average age between 18 and 22. The open-ended questions were conducted in Turkish for participants' ease. The survey included four questions, focusing on the function of humor-integrated instruction and its implementation in the class. Participants were reported with codes such as S1, S2, S3 and so on to protect the principles of confidentiality and anonymity. The open-ended questions were analyzed through thematic analysis. Thematic analysis is a collection of processes that are sometimes misinterpreted as a single approach among fields (Clarke and Braun, 2018). However, it is more appropriate to think of it as a codebook, not for determining the

reliability and accuracy of coding, but for the purpose of charting or mapping the developing analysis. To make it clear, the primary goal of the common qualitative research technique known as “thematic analysis” is to gain insight into people’s experiences, viewpoints, and perceptions regarding a specific subject by analyzing data from interviews and focus groups. It encompasses the act of assigning data to a collection of codes, organizing these codes into themes, and subsequently figuring out how these themes relate to one another. A detailed comprehension of what people say and do in their social surroundings is also made possible by thematic analysis. As a result, it emphasizes “why” questions as well as “what” and “how many” questions in order to help us comprehend the complex structures of society.

4.6. Research as a Participant: Positionality in the Study

Establishing the researcher's act as the primary data gathering instrument requires revealing personal beliefs, attitudes, and biases because qualitative research is interpretive in nature. These elements should always be recognized and discussed in detail because they are crucial for all study. Both the researcher and the study's participants are nationals of Turkey and graduates of the country's educational system. After completing education at establishments similar to those the participants attended, the researcher entered the same field of work as a foreign language instructor.

As the developer and implementer of Katlan’s Humor-Integrated model in this study, I participated in the entire process with my students as a researcher. Also, I developed and used instructional materials which were humorous content linked to the course objectives with my students that while following the lesson plans. According to Creswell (2009), regardless of variables like gender, history, culture, and socioeconomic status, participants freely express their biases, attitudes, and backgrounds, which may influence how they perceive the results of a study. This is because the researcher and participants frequently have extensive and ongoing interaction. In order to help the audience grasp the topic, setting participants, and researcher's data analysis, it is crucial to add examples from prior experiences (Creswell, 2009). I've included my autobiography below, together with my experiences as an English teacher and research student, in this context.

I enrolled in a nearby public elementary school and begin learning English in the second grade. We used government-issue textbooks in class, and our teachers frequently lacked supplementary materials. Making each year feel like repetition of the previous one. Later, in high school, I had an English teacher whom I liked very much. She motivated me and made me love English by sharing her past experiences. Recognizing my growing interest in English, she saw my potential and supported me. As a result, I decided to study in the foreign language class with her encouragement. We used to buy Oxford textbooks every year because the government-issue ones

were not considered sufficient. However, my teacher always motivated us by saying when you devote yourself to this profession in the future, I hope you produce content of higher quality than Oxford. Then I took the university entrance English exam, LYS-5. I was accepted to the Department of Western Languages Literature at Karadeniz Technical University. During my university years, I was constantly immersed in English because the language of instruction at the university was English. In the prep-class, I took writing and speaking lessons that were not given much attention to during in my high school years. I gained a great deal of knowledge and beliefs regarding teaching and studying languages during my undergraduate studies. I was fortunate to have the opportunity to take courses such as "Micro-Teaching, Teaching English to Young Learner and Drama" from my lectures. This opportunity allowed me to experience the journey of learning English as well as studying foreign languages from different angles.

After graduation, I started working as a teacher first in a private institution and then in a public institution. I realized that everything seemed to continue in the same way from primary school to high school years. When I looked at the faces of my students, I couldn't see the slightest smile. I kept thinking to myself, how can a student who is not happy create a conducive learning environment for the lesson? Then I started to read and research humor in education. However, I found only one study on humor in English language teaching in Türkiye-YOK-TEZ. Moreover, all humor-integrated teaching studies were based on theoretical with no practical and applied research. Therefore, I felt the need to develop a model with six-step model where students and teachers are not only bound to the usual textbooks, but can also enjoy, be productive and most importantly, put smiles on their faces. Then I started to create humorous content based on the curriculum and gradually started monitoring the students' reactions and attitudes. As I improved in this area, I noticed that the students participated more in the lessons and I provided positive feedback afterward. In addition, I observed that the students did not stick to the book and created something on their own via humor. I also used digital applications to prepare all the activities and content. The only challenge here was to produce humorous content that appealed to the students while adhering to the course outcomes. I became interested in investigating the effect of humor-integrated teaching on my students through data-based research. This led to my acceptance into the Master's Program in Applied Linguistics at KTU. I was initially exhibiting shyness, anxiety, and poor self-confidence, students started to take part in activities, creating their own work and communicating in English using humorous applications. I can state that humor-integrated teaching gives the students a new perspective on English and boosts their confidence as language learners. Since producing humorous content requires the use of technology as much as possible, it was more attractive and interesting for my students to use different applications in this field. I witnessed students' use of unique content and applications during humor-based education. All this and my

supervisor's encouragement led me to investigate in depth the integration of humor in foreign language teaching. As a result, I, as researcher and the participants had an identical background that needed to be revealed in order to shed light on the experiences of others who had encountered comparable situations. I continued to give participants' voices priority even after admitting the influence of my own subjectivity in methodology and data interpretation. It is crucial that educational background of the participants and the researcher's own career and personal experiences serve as the foundation for this study.

In other words, when I embarked on this research, I was fully aware of potential biases stemming from my own beliefs, background, perspectives, experiences, assumptions, and position that may influence the research process and outcomes. Like any other researcher in the social sciences, I recognized that I was not a detached and absolutely objective entity but rather an active participant in the research process. I was fully alert to the fact that these stated factors may shape how I perceived and interpreted data, selected research methods, and engaged with my study population. Developing a close relationship with the participants, I understood that I might be prone to various biases.

To address this, I actively engaged in reflexivity, critically examining my own assumptions and considering how these might influence my research practices and interpretations. I believed that achieving this was possible only through maintaining transparency and trustworthiness. This process involved constant self-reflection and a willingness to challenge my own perspectives, consulting with my supervisor, peers, colleagues, and experts in the field. This transparency not only helped me challenge my assumptions but also ensured ethical research practices, thereby broadening my understanding.

Moreover, using multiple sources of data triangulation and theories helped me cross-validate findings, enhancing the reliability and validity of the research outcomes.

Open-Ended Question 1: *What do you think about the use of humor in the English language class?*

It can be said that humor is one of the elements that plays an important role in our daily lives and can be considered a highly effective communication tool. Humor is a fundamental component of life and human communication. The majority of them also believed that humor encourages students more active as well as relaxation. Students emphasized that humor is a powerful communication tool that causes people to think when they are laughing and that it is a means of escaping from stress and unpleasant situations. A couple of the students said the following:

“English is a very different lesson that cannot be taught with an ordinary explanation, and even if it were, it would not be productive. I noticed that humor was more memorable with activities. With humor, our excitement increases during the lesson and we become more active in the lesson. Content related to humor should be increased.” (S2)

With this explanation, it is apparent that humor boosts human creativity and serves as more than just a means of making people laugh. The subject does not merely see humor as a means of amusement.

In addition, one of the subjects asserted that humor provides self-confident.

“I find the use of humor good in our English classes. We love the course and develop a warmer relationship with the teacher. With the use of humor, I see that students are increasingly opening up in class, which is, becoming more self-confident.”(S3)

According to this claim, humor is a necessary component for students and that there would be many things missing from a life without humor. The subject also made it obvious that communication and daily living are both centered on humor in his statement.

“The use of humor should cover most classes, not just in English classes like you do. Because after an hour, the lessons start to become routine and the student does not enjoy the department and the lesson and does not want to come to school. When humor is supported by activity, the student becomes more interested in the subject. However, being humor-based can also take away classroom management from the teacher and cause students to get out of control.”(S22)

It is clear from his statement that the subject preferred to utilize humor to describe the learners’ daily lives. Students are more receptive to learning when humor is included in language lessons because humor offers them a context for learning that will last longer. The subject concurred that a customized playful learning environment benefited students greatly by expanding their brains. However, it is obvious that if humor and practical lesson development are not balanced with the curriculum, there will be problems in classroom management.

“Being mostly English can be a bit boring at times. That’s why I think humor is so necessary for this course. I think using humor in this lesson will make your time and lesson productive. Also, I think that the issues can be understood better with humor.”(S1)

From this explanation, it can be inferred that using humor in language classes enabled learner to increase the effectiveness and integration of his/her lectures for students. When students felt they could use a foreign language to create jokes, it encouraged them to utilize it more. Learning in this way helped them to apply the information. Students’ mental obstacles to learning English are removed when they are at ease. Students often feel anxiety when learning a new language. However, when they realize that they can use humor or jokes in English as in their native language, they become more motivated and willing to study and explore more about the language and culture.

Open-ended Question 2: *How would you like your English teacher to use humor differently when teaching a particular language skill such as speaking, listening, writing, reading, grammar, vocabulary?*

Students were found to agree that using humor when teaching vocabulary, speaking and listening is essential. Humor is an effective weapon to use because, according to the students, speaking in a foreign language class requires a free of anxiety learning environment. One of the students had the suggestion that using humor in the context of teaching speaking can be beneficial. The students all agreed that speaking and listening skills are important because our students are worried of making mistakes, especially while speaking. However, humor can be helpful in this situation. The students also mentioned that they concentrate more focus when hearing humorous contents or other material. Finally, for the majority of students, learning vocabulary needs humor to stick in their minds. One of the students said:

“Humor should be present in every area of English. Grammar rules can be explained in a humorous way, just like you do in lessons. Humor can be used more to make texts and songs memorable while listening. Humor in reading can be reinforced with visuals. Humor will be even more effective if we focus more content on these areas.”(S2)

“Your way of teaching with humor was very good. I’ve never experienced things like this before. You both make people laugh and teach. I especially enjoy listening lessons, I hope it continues like this.”(S6)

It is clear from their comment that they believe speaking and listening abilities are interrelated, therefore forcing students to listen to delightful content also helps them feel inspired to discuss the subject.

All aspects of language instruction—from grammar to vocabulary, from listening to speaking—benefits from humor. Students who use humor to relieve stress are better able to study and are more driven to do so. According to one of the students:

“Speaking lessons usually seemed very boring to me. But I felt more comfortable with cartoons and humorous visuals.”(S7)

“We have difficulty especially in listening and speaking, and listening should first be in simple phrases. Since grammar is also a difficult lesson, I find it much more useful when there is a different humorous explanation for each rule in order to remember it. Additionally, I don’t have to worry about making mistakes when the conversation has a funny tone.”(S28)

Open-Ended Question 3: *Can you compare the practices of teachers who do not use humor and those who do when teaching English?*

Recognizing that teachers may use humor to varying extents based on their individual personalities, rather than employing it systematically for pedagogical reasons, I also inquired with students about their perceptions of instructors who incorporate humor in the classroom and those

who do not. The majority of students claimed that when their English teachers employed humor in class, it boosted their motivation and interest in the material. All of the students agreed that when humor was integrated into the lesson, they enjoyed it more and paid more attention to it. Students were more inspired and open to learning when teachers employed humor. Making ideas and connections in their minds to better understand this subject got simpler for learners. Humor was a crucial component of an English lesson because, according to the students, they wanted to have fun while learning languages and wouldn't have wanted to participate in class activities without it. Many students observed that they were pushing themselves to think more when they were having fun while learning. One of the learners said the following:

"I look forward to the next lesson, which is taught with humor. Because it arouses my curiosity. Otherwise, the teacher who does not use humor will teach the lesson, but after a while, the lesson loses its taste and flavor."(S1)

Similarly, while teaching with humor was made more entertaining and productive for many students, one of the students stated that the lessons teaching how to use humor managed to be quite boring and unbearable:

"I realized that I could not feel comfortable either in the classroom or in the classroom of a teacher who did not use humor, and my sympathy for the lesson decreased. As a teacher who uses humor, I feel at home and carefree in your lessons."(S22)

These statements demonstrated that the importance for humor in helping learners deal with anxiety. They are more and better able to adjust when there is a humorous lesson. Since students frequently drift off during lessons, humor encourages their participation. With an instruction that flows quickly, humor helps kids focus better and more readily.

In addition to statements above, if they had a strict teacher, all of the students said they would not want to take the classes and would not want strict teachers. The use of humor by instructors made them more approachable to their learners and allowed them to give engaging lessons that would keep their attention.

"In my opinion, teachers who do not use humor are harsher and their lessons are very serious and boring. Students are hesitant to participate in the lesson, but when they see your use of humor, there is no ice block between the teacher and the student, the lessons become more fun and beautiful, the lesson never ends, and I look forward to the next lesson. On the other hand, it gives us self-confidence."(S5)

"Personally, while the lessons of teachers who did not use humor seemed very boring to me, as a teacher who used humor, they started to seem more interesting. Also, I think I understand lessons better when there is humor compared to teachers who do not use humor."(S25)

"Students are generally afraid and shy of harsh teachers. Especially learning a language we do not know makes the situation even more difficult. That's why I think humor-based teaching can be more permanent and comfortable."(S16)

Humor-using teachers are friendlier and more efficient, which motivates their students and allows them to give more effective lessons. Nearly all of the students said that instructors who did not employ humor made learning difficult for them because they were not forgiving of mistakes made by their students, did not inspire them, and were not open to their mistakes.

The above statements clearly show that teachers who give humorous lessons establish closer relationships with students and this situation is preferable for students. Students prefer to learn from a teacher who uses humor rather than from a teacher who does not use humor.

Open-ended Question 4: *How can humor contribute to the learning and teaching of English?*

It was agreed that humor encourages learners to pay more attention to the lesson since it boosts their interest for classes as well as helps in internalizing what they have learned. Humor also has a big impact on how students and teachers interact. The willingness of the students to take part in the lesson increases. It is clear that humor helps learners think critically, increases their productivity, and fosters creativity. Humor also helps learners feel less anxious in class, which helps them perceive things more clearly. One of the students said the following:

“Humor connects people to each other. For example, when something funny happens on the bus, everyone laughs involuntarily and socializing begins. In short, laughter is contagious. Why shouldn’t there be humor in classes where people need to socialize the most? Doing the same thing in a row for 8 hours gets boring. But humor will add a different dimension to these.”(S16)

This claim led to the conclusion that humor has numerous advantageous consequences on language learning. Language classes are also a great place to incorporate humor. Students can eliminate their concerns about language acquisition, increase their attention in class, and be more productive with the use of humor.

Another important issue is that the classroom environment is created with a positive atmosphere through the use of humor and thus students participate in lessons more motivated and attentive. One of the subjects said that:

“In my opinion, humor should be used in every lesson, especially in English lessons. Because, as far as I can see, the use of humor attracts our attention in lessons and helps us focus on the lesson. So, I think humor has a positive effect on learning English, thus making it easier to learn.”(S25)

These statements demonstrated the several beneficial effects humor has in EFL lessons. In addition to lowering stress and anxiety in language classes, humor also boosts motivation, productivity, participation, critical thinking abilities, productivity, and creativity. The ties between

students and educators are strengthened by humor. In the classroom, humor serves as an icebreaker and boosts student engagement and motivation for the course. Students may understand more clearly and contribute more actively when they are at ease.

However, it emerged that humor should only be used sparingly in class since if it is, a lot of learners may abuse it. It might be said that using too much humor in the classroom can cause learners to get disengaged from their learning, thus teachers should pay close attention to this. The majority of students said it can be detrimental to the teacher-student connection when a teacher utilizes humor excessively in the classroom. One of the students stated the following:

“Humor should be used in lessons, but not too much, because it negatively affects class control. So yes, it makes you enjoy the lesson, but it disrupts the authority a bit. But it also contributes a lot to making people enjoy the course.”(S31)

This statement makes it abundantly evident that humor in the classroom needs to be handled very carefully. Negative results could happen if humor isn't used carefully in the classroom. Although humor can be a helpful teaching tool, it must be used with extreme caution in order to preserve instructor authority. When students feel that they can take advantage of the teacher's humor and the hilarious material in the classroom, they could overlook the actual learning and put more emphasis on having fun instead.

These claims demonstrated that, despite humor's numerous benefits for EFL classes, it can sometimes have unfavorable consequences, particularly on teacher-student interactions. This demonstrates that humor has two sides, and when used in the classroom, it should be balanced.

In summary of this chapter, when the results of the four open-ended questions are evaluated. Considering that students can learn in a fun way in humorous English lessons and remember the information they acquire for a longer period of time, it can be easily stated that they tend to participate in such lessons. Additionally, students were observed to feel more at ease and could therefore explain themselves more clearly. They tended to think of lecturers who incorporated humor into their presentations as having more remembered and lasting lessons. Most of the students claimed that humor boosted their participation in class activities and improved their ability to recall what they had learned. Another opinion expressed by students is that instructors who use humor are more effective teachers. These instructors are better at encouraging students to learn and study more because they can identify more closely with students' needs and abilities.

4.7. Discussion Overview

This chapter discusses the results of the use of humor-integrated teaching, attitudes towards English lessons and foreign language anxiety that were reached after analyzing both qualitative and

quantitative data. Based on the relevant literature, the findings and interpretations explained in the fourth section, the results are interpreted with respect to each research questions.

4.8. Results of Discussion

The purpose of this research was to determine and describe different facets of the impact of incorporating humor into teaching on the attitudes towards English lessons, anxiety levels, and appreciation of humor among students in the English Language and Literature Preparatory Program at Ağrı İbrahim Çeçen University. More precisely, a detailed investigation has been conducted on EFL students to determine the efficacy of Katlan's Humor-Integrated Model (KHIM) in lowering their anxiety related to learning English and raising their awareness of humor in the context of English classes. In this context, the methodology includes both quantitative and qualitative techniques, and various qualitative tools have also been used to enrich the information obtained. In this section, the research questions and corresponding sub-themes guide the presentation and discussion of findings obtained from the analysis of data collected through questionnaires and open-ended questions. The results for each research questions are examined, complemented by relevant studies discussed in the subsequent section

4.8.1. RQ1: Is There A Significant Difference between the Pre-Test and Post-Test Attitude Scores of the Students in the Experimental Group toward the English Lesson?

This research question aims to explain the rationale behind assessing the attitudes of EFL learners toward English lessons. One of the most significant markers of a student's views regarding a course is their affective attributes. However, it is noted that the affective dimension is frequently disregarded in favor of the cognitive and kinesthetic aspects of learning in general education methods. Affective development has a great impact on students' internalization of the foreign language they learn. Determining attitudes can provide teachers with important information about the student's language development and guide them in matters such as preparation of the teaching curriculum, selection of tools and equipment, and implementation of the curriculum. Kağıtçıbaşı (1999) highlights that affective characteristics that students should acquire in lessons are qualities such as liking the lesson, showing interest in the lesson and developing a positive attitude towards the lesson. Attitudes are not only a behavioral tendency or an emotion, but also an integration of cognition-emotion-behavioral tendency. Attitudes are among the most significant markers of a student's affective characteristics in relation to a course (Gardner and Lambert, 1972). Negative attitudes can result in failure, while positive attitudes help students succeed in the learning process. According to the research, student attitudes both influence and determine the success of learning a language (Krashen, 1981; Savignon, 1983; Karahan, 2007).

While in high school, students typically focus on various subjects such as mathematics, literature or English. Statistically, preferences for studying are lower compared to other fields. However, there exist a perception that pursuing English offers an easier path to university. This belief stems from the fact that achieving admission to the Ağrı İbrahim Çeçen University English Department can be relatively attainable, even with a few correct answers on the English section of Turkey's university entrance exams. Therefore, it raises doubts in the mind as to whether university EFL students have any genuine interest, enthusiasm or desire towards English language field. According to Smith (1971), students have a number of attitudes, most of which are negative, from the first day they start foreign language classes. Students may think the course as meaningless, boring or difficult. Changing such attitudes is one of the prerequisites for academic success. For this purpose, it is suggested that attitudes should first be identified and necessary changes and innovations should be implemented within the educational setting. Therefore, it becomes imperative to ascertain whether students entering the university view the English language as a tool or as a goal.

According to the results of this research, teaching with humor has been shown to foster a positive attitude towards English lesson among EFL preparatory students compared to traditional teaching. This result is consistent with existing literature. Clabby (1979) demonstrated undeniable reinforcing power of humor, showing that it facilitates easier conscious learning. Larson (1982) stated that it could act as a helpful hand in drawing attention, presenting reminder examples, and removing the boundary between teachers and students, presenting reminder examples, and removing the boundary between teachers and students. Crvikly (1986) noted that humor could create a harmonious and comfortable classroom environment, but it may lead to undesirable consequences if a solidarity relationship does not occur between the members of the class. Despite the fact that there isn't any particular research on humor teaching English, it is seen that there are significant differences in students' attitudes towards English lessons in favor of the experimental group, especially in studies conducted in English teaching based on active learning and cooperative learning. Therefore It can be concluded that using humor for these purposes can increase the student's engagement and foster a positive attitude towards the English lesson.

The present study, to put it briefly, highlights the differences between the mean scores on the Attitude Scale towards English Lessons for the experimental groups' pretest and posttest. The pretest average of the experimental group was $M= 86,78$ since the posttest average was $M= 90,56$ according to the results of the statistical analysis, it was found that the experimental group's average score on the Attitude Towards English Lesson scale showed a significant difference ($t=2.87$, $p=0.01$, $p<0.05$). As a result of the 8-week experimental procedures, a significant difference in attitudes was observed. This improvement can be attributed to the fact that the students had never before experienced English classes that incorporated humor.

4.8.2. RQ2: Is There A Significant Difference Between the Experimental Group Students' Pre-Test And Post-Test Attitude Scores Toward Humor?

According to Baker (2019: 137), “little effort has been made to understand what is considered appropriate and relevant humor for teaching and learning purposes, despite the importance of humor in the educational context”. Examining attitudes toward humor in EFL preparation classes is the goal of this research question in this particular setting. Pre-test and post-test attitude scores of the experimental group towards humor were examined. The pre-test result of the experimental group was determined as $M = 104.17$, and the post-test result was determined as $M = 111.03$. The analysis showed that there was a significant difference between the experimental group's humor attitude scale pretest and posttest scores ($t=3.89$, $p=0.01$, $p<0.05$). In other words, when in the pre-test conducted before the experimental procedures began, no statistically significant value was found on the “Attitude Towards Humor Scale” for the experimental group. A difference was observed in the “Attitude towards Humor Scale” with the post-test given at the end of the experimental procedures.

According to this result, it can be said that a lesson taught with humor changes attitudes towards humor positively. Zhang and Xu (2011) highlighted the humor perceptions of Chinese EFL learners in EFL teaching and learning. Results of their study were positive: all participants expressed that they were keen on using humor in the classroom and that using humor in the EFL class accelerated the humanization, stimulation, anxiety reduction and L2 learning process. Similar to this and the Zhang and Xu study, according to Lucas (2005), instructors think that using humor in the classroom not only improves students' understanding and comprehension of the material, but also supports the conclusions from research conducted by Garner (2006) and Kaplan and Pascoe (1977). It can be said that the most important reason why such a result was reached within an 8-week period is that the students were not taught with such a model before, in other words, they did not go beyond the traditional teaching model of the English course. Cornett (1986) describes the benefits of having humor-integrated teaching as follows: “It attracts attention and stimulates thought, reveals creative abilities, helps make friends, strengthens communication, soothes difficult moments, encourages intercultural interaction, strengthens health, It brings positive attitudes and a positive view of oneself, increases motivation and energizes, solves problems, increases the amount and quality of students' reading, strengthens desired behaviors, and has entertainment value.” To sum up, when we associate humor with cultural, social, language and education, which are included in other parts of this study, even though it has not been given much importance in the process; we can see what a vital tool it is.

4.8.3. RQ3: Is there a Significant Difference between the Foreign Language Anxiety Pre-Test and Post-Test Scores of the Students in the Experimental Group?

The second research question attempted to determine whether there were significant differences in the foreign language anxiety levels of students before and after the implementation of Katlan's Humor-Integrated teaching tool for English language learners. Anxiety related to learning a foreign language is different from other types of anxiety because it is directly related to the attitudes, beliefs, and perceptions that the learner forms about the language during the process (Horwitz and Cope, 1986). Park et al. (2014), recognize that the idea behind the Affective Filter Hypothesis is to literally put up a wall between the student and the subject—in this case, learning English. This filter typically arises from stimuli or contextual factors that cause feelings such as boredom, anxiety or low self-esteem, which hinder the learning of a second language.

Literature has shown that a systematic rise in the affective filter leads to a subsequent decline in fluency. Students who felt inadequate to other foreign language learners were often anxious according to a research by Bailey (1983). The same study indicated that mistakes made during exam preparation and the actions of teachers may also be causes of anxiety. As noted by Ellis and Rathbone (1987), there exists a circumstance when instructors intimidating questions cause students to feel anxious.

Considering the results of this study based on the above-mentioned sources, Pre-test and post-test attitude scores of the experimental group towards foreign language learning anxiety are shown. It can be seen that the pre-test result of the experimental group is $M = 103.39$ and the post-test result is $M = 94.22$. As a result of the analysis, it was determined that there was a significant difference when the foreign language learning anxiety scale pretest and posttest scores of the experimental group were compared ($t = -3.26$, $p = 0.01$, $p < 0.05$). The results of analyzes revealed that the application of Katlan's Humor-Integrated Model had a positive effect declining affective filter and makes anxiety low on teaching with humor. It has been concluded that the foreign language anxiety levels of English learners increase their desire to take more foreign language courses and improve their perceptions of foreign language courses. That is, in contrast to expectations, EFL learners showed increased motivation, which may indicate a declined affective filter. Qualitative results also indicate that following KHIM, students began to feel more at ease and excited about the tasks assigned to them. They said that more humor-based courses ought to be offered in educational settings. Furthermore, KHIM applications were well-received by EFL students, who also reported feeling less anxious. It is therefore possible to conclude that KHIM enhances students' opinions of English and motivates them to be open to learning a second language. In other words, Berk (2001: 323-339) describes the psychological functions of humor as it reduces anxiety, reduces tension, reduces stress, reduces depression, reduces anxiety about loneliness, improves self-esteem, improves hope and energy, provides a sense of control and power. The physiological functions of

humor are as follows; it improves mental functions, exercises the muscles, relaxes them, strengthens breathing, stimulates blood circulation, reduces stress hormones, improves the protection of the immune system, and improves the production of endorphins (happiness hormone) expresses it in the form.

To sum up, the results show that long-standing traditional educational norms and student-teacher roles in Türkiye create a high affective filter in the English language learning process when not instructed humor-based education.

4.8.4. RQ4: How Does The Integration of Humor Into Pedagogical Instruction Impact the Attitudes of Tertiary-Level Students in English Language Classrooms?

The purpose of this research question is to investigate how students' perceptions of the use of humor by English language learners. It is seen that in lessons incorporating with humor, students express themselves more freely and creatively in a comfortable environment. It can also be said that the use of humor, implication, humor-based translation, challenge, visual contents, comics and magic tricks can offer students a different perspective on English. According to Cook (2000), learning a language is not just learning the rules and doing exercises, but also learning how to interact and communicate in that language. Results from students' open-ended questions showed that they preferred to interact more in classes where humor was integrated into activities. According to the study's findings, humor could be a helpful teaching method in Türkiye. Certain components of humor employed in the classroom were found to be compatible with the researcher's conclusions based on students' perceptions, according to the study. Open-ended questions answered by participants provided a descriptive comment for each of the different characteristics of humor identified by the researcher below.

"Fosters students' interest" ('although it is difficult to state whether the presence of humor directly contributes to English language learning, it can certainly increase engagement with the language' S21). *"Increases students' self-confidence"* ('if the instructor speaks in an engaging and powerful manner, students' lack of confidence in their ability to speak English may decline' S24). *"Boosts motivation"* ('I like instructors who are funny because it breaks up the monotony of the material and encourages participation' S3). *"Makes it easier to understand lesson objectives"* ('If the lecture is engaging, you'll want to pay attention, which can improve your recall' S13). *"Removes individuality"* ('in an energetic and interactive classroom setting, we witness disengaged EFL learners vanish' S19). *"It brings out the humanity of instructors"* ('sometimes I don't understand my instructor's jokes, but I appreciate her trying to make me laugh' S10). *"Barriers between teachers and learning"* ('the teacher-student relationship is no longer characterized by obstacles' S30). *"Decreases anxiety"* ('It might be simpler to let go of worrying about making mistakes in an enjoyable English lesson when the teacher speaks with a sense of humor and a smile

on his face' S5). *"Minimizes the interest level of boring and/or hated subjects and lessons"* ('you have to do it with humor, so it's better to have fun' S21).

Drawing upon the statements made by the students during open-ended questions part and the responses they provided on their reflection papers at the end of each instruction, Loomans and Kolberg (2002: 20) recognizes humor as "communication skills, creative/critical thinking skills, cultural awareness skills, it focuses on cooperative learning skills, coping skills". From this point of view, we can say that the learners can achieve a positive learning environment through humor.

Loomans and Kolberg (2002) collected it in five items as creating team spirit, ensuring social creativity, increasing social communication, expanding self-confidence, and reducing conflicts, and when we add functions such as correcting flaws and having fun in addition to these features, we see that humor has important social functions. It could be concluded that we can evaluate these as "socialization of the individual (student)" or "cultural awareness" in the educational environment.

During the experimental procedures, it can be said that students expressed themselves better and exhibited more positive behaviors in their relationships with their friends in lessons taught with humor; However, in addition to these stated benefits of humor, it is also necessary to point out the problems encountered in using humor in the classrooms. Since the use of humor primarily occurs with collective participation, problems may sometimes occur in attracting all students to the relevant topic and maintaining control. "Time-management" is one of the most important elements in lessons taught with humor. If the dose of humor is not well adjusted to contribute to the lesson, it may cause a problem in the treatment of the relevant subject. Gönül's (2018) research found that humor can be harmful to language instruction when used excessively. The study's participants noticed that too much humor can lead to issues with classroom management. In this context, humor should be considered as a tool, not a goal.

In summary, teaching with humor goes beyond merely incorporating jokes and humorous situations into lessons. As mentioned in previous sections, humor should not be confined to a narrow framework. It is a versatile, element that can be integrated into various contexts and condition.

CONCLUSION AND IMPLICATIONS

The present investigated the effects of humor-integrated pedagogical instruction in English language classrooms, focusing on the attitudes of tertiary-level students. The opinions of 36 English preparatory students were analyzed through questionnaires and open-ended questions to understand how they interpret humor in instruction. Both qualitative and quantitative findings indicate that EFL learners perceive the use of humor in a positive way. Lei et al. (2010), state that humor-integrated teaching can be an effective pedagogical tool when used appropriately. Shively (2013) notes that various studies have been conducted on humor production in the classroom while Rochmawati (2011) highlights that educational researchers have long explored the uses of humor in learning and teaching. However, Chen and Dewaele (2018) highlight inconsistencies in the literature pointing out that the studies on humor perception often lack clear methodological frameworks. One reason for this is some educators refrain from utilizing humor because they feel incapable of being humorous or creative, or because they fear humor can lead to trouble and disorder in the classroom or even cause them to lose control of the situation (Chiasson, 2002 and Morrison, 2008). Nonetheless, ineffective humor use in the classroom can occasionally be the root of opposition to its use (Chiasson, 2002). Another reason is that there is no model on how to systematically implement humor-integrated education, so there was a need to develop KHIM by the researcher because the studies on humor were found to be theoretical. The aim of this model was to transform the theoretical humor-based education into practice. In other words, I have presented the current knowledge in this study with the contribution of my ongoing student life, my 6 years of teaching experience and by observing the actions of the students in their social environment. In this process, I realized that students do not have a smile on their faces, which they lead an individual life dependent on their phones, that they do not actively participate in the lessons, and that they are in search of something new. My goal is to create a positive classroom environment where students will feel like “be yourself”. Therefore, assuming the shortcomings of the students, I came to the conclusion that this model is necessary to provide a fresh perspective and support their productivity. The goal was to blend the information available in the book, on the internet, using their own autonomous and self-efficacy. This 6-step model, was developed with the theoretical basis for integrating humor into teaching, emphasizing how it enhances cognitive processes, engagement, and overall learning. It includes specific types of humor and sample lesson plans or activities and with pre- and post-assessments. These elements collectively constitute the features that define it as a model.

While acknowledging its current state, it's essential to note that the model is in its infancy due to the ongoing refinement, continuous exploration, and the need for further testing and validation in diverse educational settings. This model represents an initial step in a field where no established humor-integrated model currently exists. This phase involves the foundational development and testing necessary to pave the way for future advancements in humor-infused teaching methodologies. While I acknowledge the potential shortcomings inherent in early-stage models, it's worth noting that this model is based on the available theoretical frameworks and empirical evidence from the current research. The ongoing and iterative nature of the study findings implies the adaptability and workability of the model. As the research progresses, the model is expected to evolve and improve, incorporating valuable insights gained from theoretical considerations and more empirical evidence. This adaptability is a key indicator of the model's responsiveness to feedback and its potential to mature into a more effective teaching approach over time. It is important to emphasize that this model may not be considered a fully developed model without flaws. Integrating humor into teaching has several limitations; classroom management, digital literacy and content production. Classroom management is one of the first limitations of humor-integrated teaching. When students are exposed to a different teaching technique, noise and disorganization occur involuntarily in the classroom. However, after 2 weeks of implementation, students started to take control of classroom management. Another limitation is digital literacy. This aspect is challenging because educators need to follow and apply the trainings of such digital programs in order to apply different contents to students. However, with practice and experience, educators become more proficient in a few months. The last limitation is the content production. This 6-step supplementary technique needs to be filled in a linear and effective way. It is challenging to create humor-based content that meets the needs of the students by addressing universal-cultural and current events related to the theme of the course. Teachers should actively watch, listen, read, analyze and practice the content for each step, before presenting it to the students. The acknowledgment of its current state as a work in progress is crucial. I recognize the model's need for further refinement. This openness to improvement corresponds with the iterative nature of the research process. As I explore theoretical considerations and analyze empirical evidence, it becomes apparent that continuous adjustments may be necessary for the model to reach its full potential. Embracing this perspective allows for a more honest evaluation and a commitment to addressing any identified limitations in the ongoing development of the model.

The model was applied to students over 16 lessons considering students' needs and syllabus requirements, meaning that it can be employed and adapted to varying needs and programs requirements. The steps in this model are based on the outcomes of the curriculum. For example, using the Ministry of National Education 6th Grade English 9th Unit "Bookworms" as the first part, the "humoristrick" is applied as a warm-up. Then you can create an image of a "book-eating worm" using humorualshop to give the general outline of the unit. It all depends on your

imagination and the atmosphere of the class. After completing this step, the lesson is enriched with humorous translations of entertaining parts of the books that the students read. For the humozzle step, humorous explanations or answers are added to the words covered in the lesson, such as asking; “what are those who gnaw books like worms called?” “Answer is BOOKWORM” reinforcing the words in the lesson via humozzle. In the humorchallenge step, to change classroom atmosphere, students can be challenged with tasks like seeing how many words they can read in one minute?” Finally, in the humorics step, in order to get feedback and reinforce the “Bookworm” unit, students are asked to bring original content to the class and discuss it using one of the humor-comics programs above.

The model was implemented in 16 lessons, taking into account the unique needs of students and meeting the requirements of the syllabus. The model’s adaptability indicates its versatility, allowing it to be effectively employed and tailored to meet diverse needs and program requirements. The thoughtful consideration given to both student needs and syllabus specifications ensures that the model can be integrated into various educational settings, making it a flexible and responsive tool for enhancing the learning experience. Therefore, this model has a supplementary role. As for how to integrate this humor-integrated model into the lessons, the researcher first addresses the lesson outcomes. He does fieldwork to present these outcomes more effectively. He then synthesizes this data and tries to adapt it to humor-integrated education. The first step of the model, “humoristrick”, tries to attract students’ attention. Once the students focus on the lesson, the second step, “humoraulshop”, presents visual materials containing humorous elements that will increase the imagination of the students in connection with the learning outcome of the lesson. After 20 minutes, it is seen that there is a disconnection in the classroom. In order to ignite the students in this disconnection, the third step, “humoranslation”, that is, a translation activity blended with humor and cultural elements, is carried out. After the students are ignited, the fourth step, “humozzle”, is applied to reinforce the lesson outcomes. This helps the student to better grasp the course outcomes by doing associated and coding. In the fifth step, “humorallenge”, students are grouped and given humor-based challenging tasks to support collaborative learning. This task is organized according to the skill of the lesson (for example, for a speaking lesson, students are given chili peppers and asked to speak in English). In the last step, “humorics”, the students are given homework/assignment to present the input provided to them as output in a better way and then the students present and discuss it in class. In the end, students’ active participation and productivity were supported. In the first part of the study, concrete data on foreign language anxiety, humor and attitudes towards English language class were collected to support the researcher’s experiences. As a result of the predicted results, the steps in the above KHIM model were applied. After the application of this model, a significant difference was observed. The outcomes of this investigation are consistent with the study conducted by Olajoke (2013) in Nigeria. In a study with L2 English learners, Olajoke discovered that humor decreases anxiety, improves retention, fosters relationships between students and teachers, and boosts engagement. Findings of this study through the KHIM

application show using humor in classrooms reduces the distance between teachers and students, increases students' motivation, and creates a more relaxed atmosphere. Most students agree that using humor in foreign language learning positively affects their motivation and concentration. Moreover, the results of this study are consistent with the findings of previous studies (Ketabi and Simin, 2009; Ziyaeemehr et al. 2011; Olajoke, 2013; Hismanoğlu et al. 2018; Gönülal, 2018). For instance, 300 Iranian students and 15 foreign language teachers participated in a study on the use of humor in foreign language instruction by Ketabi and Simin (2009). The findings demonstrated that humor improved students' enthusiasm and interest in foreign language classes while also easing the psychological pressure on their psychological filters and helping them feel more at ease. In other words, a healthy classroom environment is important for effective learning and focused attention as it eliminates students' psychological barriers. Additionally, humor attracts students' attention and significantly stimulates their learning, which improves students' performance and helps them remember the material they have learned. Furthermore, data from 110 EFL students getting English preparatory instruction at a Turkish public university revealed in Hismanoğlu et al. (2018)'s study that humor is a desirable teaching attribute and that students emphasized the benefits of humor for learning a foreign language. Using humor in lessons not only has positive effects on students' learning experiences, but also increases their performance and helps them retain the topics they have learned. The results of this investigation agree with those of earlier investigations. Studies by Zhang and Xu (2011) and Bryant, Crane, Comisky, and Zillman (1980) shown that teachers and students have a positive view of the use of humor in teaching and learning foreign languages. Furthermore, humor can help students learn a foreign language by enlivening the classroom environment, reducing stress, and Zhang and Xu's (2011) study on Chinese EFL students found this out.

Finally, a number of recommendations are provided by this mixed-method study to encourage more investigation into humorous practices. It was seen that the students who took part in this research had positive feelings regarding the implementation of humor in English classes. As a result, students favor English teachers who use humor in their lessons. Even if the study's conclusions had important implications for instruction, it only covered 36 EFL students. Consequently, longer-term research with a larger participant pool may provide more in-depth understanding of the problem. Finally, it's important to clarify that this study aims not to favor teachers based on their ability to teach with a great sense of humor. Instead, its purpose is to provide teachers with the sense, perspectives and model necessary to implement humor-integrated teaching effectively. Therefore, KHIM model was needed to be developed. My humble suggestion is first recognizing one's audience it is because "there are three things to remember when teaching: know your stuff; know whom you are stuffing; and then stuff them elegantly." quoted by Lola J. May. That is to say, it's not what you do with humor that matters, but how you do it. "The wise teacher knows that 55 minutes of work plus 5 minutes laughter are worth twice as much as 60

minutes of unvaried work.” quoted Gilbert Highet. Therefore, Teachers don’t need to be *fantastic*, they need to be *fun-tastic*.

Recommendations for Further Studies

In another way, it is important to recognize the limitations of this research. First, when I look at the literature and other sources worldwide, studies on humor in English language instruction are quite limited. In fact, there are very few studies on humor in language teaching in Türkiye. For this reason, it was challenging to search for sources and create content while writing my thesis because most of the studies on humor are based on theory and I have not come across a systematic study based on practice. Humor in language teaching can be studied in more detail. Second, the researchers could only examine one English language institution because of the practical and accessibility issues. Therefore, as a supplementary to the books used by the Ministry of National Education, humorous based elements can be integrated into the textbooks and studies can be conducted on wide participants. Third, age and gender of the learners were not taken into account as independent factors. Future research could therefore look at how male and female students perceive humor, how the gender of the teacher affects how students perceive the use of humor, and even whether there are any differences between the two groups. It could also look into mixed or segregated classrooms and how age differences affect students’ perceptions of humor.

Briefly, future research topics that could be investigated to further the field of humor in language instruction may include:

- To investigate teachers’ use of humor in the classroom in different educational setting like private or state schools.
- To examine at the effects that humor-based English language instruction has on students’ emotional and cognitive development.
- To do research how educators and learners in Turkey perceive humor-integrated teaching tool in both urban and rural settings
- To investigate humor training and materials in teacher education curricula to assess the functionality and possible effectiveness of systematic training of humor use given humor as an educational tool.
- To investigate the effects on students and teachers by adding humorous elements as a supplementary to the English books implemented in the Ministry of National Education.
- To do research the attitudes of male and female students towards humor.

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APPENDIX

Appendix 1

HUMORISTRICK



HUMORUALSHOP



HUMORANSLATION



HUMOZZLE



HUMORALLENGE



HUMORICS



Appendix 2.



GİZLİ

T.C.

KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Etik Kurulu



Sayı : E-26014373-050.01.04-311460
Konu : Muhammet Emin KATLAN'ın Etik Kurul
Kararı

21.11.2022

REKTÖRLÜK MAKAMINA
Hukuk Müşavirliği

İlgi : 07.11.2022 tarihli ve E-90783813-050.99-9034 sayılı yazı.

KTÜ – Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı öğretim üyesi Prof. Dr. Mustafa Naci KAYAOĞLU'nun akademik danışmanlığında, Batı Dilleri ve Edebiyatı Yüksek Lisans Programı öğrencisi 407919 numaralı **Muhammet Emin KATLAN**'ın yürüttüğü "İngilizce Sınıfında Mizahla Bütünleştirilmiş Pedagojik Öğretimin Etkileri: Yükseköğretim Düzeyindeki Öğrencilerin Tutumları - The Effects of Humor- Integrated Pedagogical Instruction in English Language Classroom: Attitudes of Students at Tertiary Level" başlıklı yüksek lisans kapsamında hazırlanan "Etik Kurul Belgesi" ile ilgili olarak kurulumuza yaptığı başvuru değerlendirilerek uygun bulunmuş ve sonucu ekte gönderilmiştir.

İlgili öğrencinin bilgilendirilmesi hususunda gereğini arz ederim.

Prof. Dr. Mustafa Naci KAYAOĞLU
Başkan

Ek: Toplantı Tutanağı (3 sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.

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GİZLİ

Doğrulama Adresi: <http://www.turkiye.gov.tr/karadeniz-teknik-universitesi-etk>

61080 – Trabzon /
TÜRKİYE
Tel: 0 (462) 377 43 36

Faks: 0 (462) 325 32 05

www.ktu.edu.tr

Ayrıntılı Bilgi İçin İrtibat
Nurcan SAHİN
genelsekreterlik@ktu.edu.tr

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KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği

Sayı : E-82554930-050.01.04-312291 -4593
Konu : Muhammet Emin KATLAN'ın Etik Kurul
Kararı

23.11.2022

İlgili : 21.11.2022 tarihli ve E-26014373-050.01.04-311460 sayılı yazı.

Sn. Muhammet Emin KATLAN

KTÜ-Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Yüksek Lisans Programı öğrencisi Muhammet Emin KATLAN'ın "İngilizce Sınıfında Mizahla Bütünleştirilmiş Pedagojik Öğretimin Etkileri: Yükseköğretim Düzeyindeki Öğrencilerin Tutumları - The Effects of Humor-Integrated Pedagogical Instruction in English Language Classroom: Attitudes of Students at Tertiary Level" adlı yüksek lisans tezi çalışması için gerekli olan Etik Kurul incelemesi yapılmış ve başvurunuz onay verilmiştir.

Bilgilerinize ve gereğini rica ederim.

Prof. Dr. Akif CİNEL
Rektör Yardımcısı

Ek: Muhammet Emin KATLAN'ın Etik Kurul Kararı

CURRICULUM VITAE

He attended primary, middle and high school in Samsun. In 2011, he studied at Mondriaan College in the Netherlands. In 2013, he was accepted to Karadeniz Technical University/Trabzon English Language and Literature department. From 2015 to 2018, he participated in the Work and Travel program in USA. In 2016, he studied Jana Evangelisty Purkyně (UJEP)/Czech Republic English Language Teaching Department. In 2017, he studied English Language and Literature at Atatürk University/Erzurum -. In 2018, he studied Pedagogical Formation Karadeniz Technical University/Trabzon at Fatih Education Campus. In 2018, he attended the International Conference on Narrative and Language Studies as a participant and presenter. In 2020, Karadeniz Technical University/Trabzon Applied Linguistics (English) master's degree program. In 2022, he completed an internship in English Language Teaching in Amal for Education/Italy. In 2023, he attended Heinrich-Heine-Dusseldorf University (HHU)/Germany, as a guest teacher. In 2023, he participated as a participant and presenter at the 9th International Language, Literature and Translation KTUDELL Conference. In 2023, he took part as a participant and facilitator in the English Together Project organized by Erzurum (British Council, Sabancı, MoNE). Since 2020, he has been working as a teacher at the Ministry of National Education. KATLAN is married and has a daughter and a son.