

Using Humor in the EFL Context to Enhance Language Teaching Effectiveness

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Abstract: As soon as benefits of humor are known, lecturers' tendency and thoughts about humor in foreign language education is object of interest. At this master thesis, it was investigated that thoughts of lecturers who work in Pamukkale University School of Foreign Languages about benefits and drawbacks of humor in English teaching, if they use humor in their classes, they feel they are sufficient regarding use of humor or not and how they improve themselves, which types of humor they prefer and their reasons. In addition, course materials' adequacy of humor was questioned. Basic qualitative research design was used in this study. Data was collected from 10 lecturers' interviews. Descriptive data analysis method was applied to obtained results. In this study, it was understood that all lecturers have a positive opinion about the role of humor in English language teaching. Lecturers mentioned that humor has psychological, social and cognitive benefits. Most of the lecturers said that they use humor in the courses, but they do not see this sufficient and they want to improve themselves about effective humor use. It was also revealed that they prefer humorous comment and visual humor most. It was understood that most of them are in agreement about humor is not sufficient in course materials. Lecturers shared their ideas about the harmful use of humor.

Keywords: Humor, benefits of humor, types of humor, education, EFL

İngilizce Yabancı Dil Bağlamında Dil Öğretimi Etkinliğini Artırmak İçin Mizah Kullanımı

Öz: Mizahın faydaları bilinmekle birlikte okutmanların yabancı dil eğitiminde mizah kullanım eğilimleri ve mizaha yönelik görüşleri merak konusudur. Bu yüksek lisans tezinde Pamukkale Üniversitesi Yabancı Diller Yüksekokulu'nda çalışan okutmanların İngilizce öğretiminde mizahın fayda ve zararları hakkındaki düşünceleri, derste mizah kullanıp kullanmadıkları, hangi mizah öğelerini tercih ettikleri ve nedenleri, yeterli ve etkili mizah kullanma konusunda kendilerini yeterli görüp görmedikleri ve kendilerini nasıl geliştirdikleri incelendi. Bunun yanında ders materyallerinde mizah içeriğinin yeterliliği sorgulandı. Bu çalışmada temel nitel analiz yöntemi kullanıldı. Veriler 10 okutman görüşmesi ile toplandı. Elde edilen bulgulara betimsel analiz yöntemi uygulandı. Bu çalışmada öğretmenlerin tamamının İngilizce eğitiminde mizahın rolü hakkında olumlu görüşlere sahip oldukları anlaşıldı. Okutmanlar mizahın psikolojik, sosyal ve kavramsal faydaları olduğunu ifade ettiler. Okutmanların çoğu derslerde mizah kullandıklarını fakat bunu yeterli görmediklerini, daha etkili mizah kullanımı için kendilerini geliştirmek istediklerini söylediler. Ayrıca en çok mizahi anlatım ve görsel mizah türünü tercih ettikleri saptandı. Ders materyallerinde mizah içeriklerinin yeterli olmadığı konusunda çoğunun hemfikir oldukları anlaşıldı.

Anahtar Sözcükler: Mizah, mizahın faydaları, mizah çeşitleri, eğitim, İngilizce yabancı dil

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Humor is one of the important tools which are used in language teaching (LT). Humor improves relationship between student and teacher, reduces teacher's authoritarian position, facilitate classroom management, and it is beneficial for making students like dread topics. Humor promotes interpersonal interaction in education and also language learning. In addition, humor decreases tension of classroom, creates enjoyable learning atmosphere. Humor reduces students' anxiety in the classroom. It increases motivation, creativity, attention, and interest. Students have self-confidence through humor. Humor helps shy students to relax, and also helps comprehension and retention of the topics.

Shade (1996) discovered that appropriate humor can make teaching more entertaining, motivate pupils, stimulate creativity, open closed minds, maintain attention, assess comprehension, enhance thinking, and energize students. Humor is a major psychological tool that can help students cope with stress, enhance their sense of well-being, boost self-image, self-esteem, self-confidence, as well as alleviate anxiety and depression (Check, 1997). Humor helps improved retention of information (Garner, 2006; Kaplan & Pascoe, 1977), better understanding of materials (Lucas, 2005) and increased student performance (Berk, 1996; Pham, 2014).

Teachers' use of humor is about accumulation of knowledge and experience on to their humor, and to receive training on how to use humor effectively. Some teachers have fear of using humor in the classroom. These fears are inadequacy, looking silly or unprofessional, being made fun of, loss of control, and loss of study time (Morrison, 2008; Tamblyn, 2003). In some teachers don't want to use humor, because using humor needs more effort for them.

What is Humor?

Humor is an art to make people laugh by thinking funny, unusual, controversial aspects of events. When we ask people what humor is, they probably say that it is something makes themselves laugh. Often, particularly within empirical studies, humor is conceptually defined as a process initiated by a humorous stimulus, such as a joke, a cartoon, a video clip, and terminating with some response indicative of experienced pleasure, such as smiling or laughter (Chapman & Foote, 1999).

Classification of Humor Types

Humor in the classroom can take many forms. In a classic study of humor in the college classroom, Bryant, Comisky, and Zillmann classified humor in lectures as jokes, riddles, puns, funny stories, humorous comments and other humorous items (Wanzer, 2006). Professors have discovered other creative ways to incorporate humor in classes such as cartoons, top ten lists, comic verse, and phony or bogus experiments (Wandersee, 1982).

Types of humor used (Pham, 2014):

- Joke: a relatively short prose build-up followed by a punch line.
- Riddle: a message presented in the form of an information question with an answer provided in a humorous punch line.

- Pun: an instance in which structurally or phonetically similar words or phrases having two or more meanings are used in such a way as to simultaneously play on their multiple meanings.
- Funny story: an instance in which the teacher relates a series of connected events or the activities of a single incident as a tale.
- Humorous comment: a brief statement containing a humorous element.
- Visual humor: pictures, cartoons, comic strips, etc. containing humorous messages.
- Physical humor: exaggerated or distorted tone or pronunciation, facial expressions, gestures, impersonation, etc. aiming at being amusing.
- Others: the remaining humorous items.

Aim of the Research

In this study, it is aimed to find out whether lecturers who work in the school of foreign languages benefit from humor in their teaching and their opinions about using humor.

Research Questions

Do lecturers who work in the school of foreign languages benefit from humor in their teaching?

What are lecturers who work in the school of foreign languages opinion about using humor in the classrooms?

Methodology

Research Design

In this study, it is designed related to basic qualitative research which is from qualitative research methods by aiming to find out opinions of lecturers who work in the school of foreign languages about the role and use of humor.

The intent of basic qualitative research is to understand the meaning individuals have attached to a certain phenomena they have experienced. Merriam (2009) states that researchers conducting basic qualitative research would be primarily interested in “(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences”. Researchers conducting basic qualitative research typically collect data through analysis of documents, observations, and interviews. Data analysis then occurs with data being organized according to themes, or reoccurring patterns (Merriam, 2009).

Participants

It is benefited from convenient sampling in the methods of purposeful sampling to determine participant. Lecturers who teach English to students of the preparatory classes in

the Pamukkale University School of Foreign Languages participated in this study. Participants consist of 6 male, 4 women. Age range is 27-52, average of age is 33. Participants have been working as a lecturer at least 2 up to 20 years (average 8.6 years). Three people of participants have bachelor's degree, 5 people master degree, and 2 people doctoral degree. Participants volunteered for the study. Before the interview, it was informed about the study and had a consent form signed.

Data Collection

Questions prepared for the interview were created by reading relevant literature. At first, 15 questions were prepared. In the sequel, questions were sent to an academic member who is expert in the field of foreign language. Because some questions were similar, numbers of them were reduced.

Questions aim to elicit lecturers who work in school of foreign languages about whether they benefit from humor in foreign language educations, and opinions about using humor. Researcher had a talk with lecturers about if they will join to study or not. Firstly, the scope of the study was clarified. Participants were interviewed face to face by appointment at the appropriate time. Semi-structured interview method was used. The interviews were recorded with a tape recorder. Interviews were held in the university rooms of lecturers. It took approximately 5-11 minutes, an average 7.7 minutes. Data were collected with 7 questions.

Interview questions

1. What do you think about benefits of humor in foreign language teaching?
2. Do you benefit from humor? Why or why not?
3. Which types of humor you benefit from? What is your reason for preference?
4. Do you think that you are sufficient about using effective humor? Do you want to improve yourselves? How?
5. Do you think that humor contributed to your education in your own pupilage?
6. Do you think that humorous elements are used sufficiently in the language education materials?
7. What do you think about reasons for not using humor in foreign language education?

Interview

“An interview is a method of collecting data in which quantitative or qualitative questions can be asked. Quantitative questions are closed, whereas qualitative questions are open-ended, with participants responding in their own words, interviews are the most frequently used method of collecting data in qualitative research and their popularity is related to their being perceived as 'talking' and talking is natural (Griffée, 2005).” In qualitative research, the researcher aims to understand people's lives as they are lived (Lambert and Loiselle, 2008; Schultze and Avital, 2011).

Interviews generate deeply contextual accounts of participants' experiences and their interpretation of them (Schultze and Avital, 2011). The interaction that takes place during interviews between researchers and participants may be beneficial for the participants and provide them with the opportunity to explore events in their lives (Holloway and Wheeler, 2010).

There is a range of formats from which to choose, including structured, unstructured and semi-structured interviews. The research design determines the method most likely to generate the data to answer the research question.

Semi-structured Interviews

The most common type of interviews used in qualitative research is semi-structured interviews (Doody and Noonan, 2013) and involve the use of predetermined questions, where the researcher is free to seek clarification. An interview guide is developed to collect similar types of data from all participants and create a sense of order (Bridges et al., 2008).

The interview can be flexible, with open-ended questions and the chance to explore issues that arise spontaneously (Berg, 2009; Ryan et al., 2009). The researcher is free to vary the order and wording of the questions (Power et al 2010), depending on the direction of the interview, and to ask additional questions (Corbetta, 2003). The researcher can explore new paths that emerge during the interview that may not have been considered initially (Gray, 2004). He or she is able to word questions instinctively and develop a conversational style during the interview that focuses on the topic (Doody and Noonan, 2013). One drawback is that novice researchers are often unable to identify where to ask prompt questions or probe responses, so some relevant data may not be gathered.

Data Analysis

Descriptive analysis was used. "Descriptive analysis is a type of qualitative data analysis including summary and interpretation of the data based on a predetermined theme obtained by various data collection techniques. This type of analysis researchers can often give place to direct quote in order to reflect dramatically the views or opinions of individuals that they observe. The main aim of this type of analysis is presented the obtained results in a way summarized and interpreted to the reader (Yıldırım and Şimşek, 2013)."

Findings and Results

In this research benefits and inappropriate use of humor, lecturers' use of humor in their classes, proficiency of them in the use of humor, sufficiency of use of humor in course materials, and their efforts to improve their selves about humor are determined as sub goals. The obtained results of the interviews are given below.

Benefits of Humor

Themes are formed as psychological benefits, social benefits, and cognitive benefits based on the obtained data on the benefits of humor category. Regarding created themes the views of the participants are given in detail below.

Psychological benefits. According to it, two of participants (Lecturer (L) 2, L8) stated that humor has psychological benefits. It is understood that humor wipes off students' stress-induced barriers, and reduces their stress and anxiety.

Social benefits. Seven participants (L2, L4, L6, L7, L8, L9, and L10) said that humor has social benefits. It is understood that the atmosphere in the classroom is softer with the use of humor and it makes the task as an ice breaker. Humor strengthens the teacher student relationship. It helps students to overcome prejudices related to the course.

Cognitive benefits. Eight participants (L1, L2, L3, L4, L5, L7, L8, and L10) indicated that humor has cognitive benefits. It is understood that humor breaks the monotony of course, obstacles children to get bored, contributes to learning and to be more permanent of information learned. In addition it helps students to focus on the course, the awakening of their interest, and to increase the student's motivation and creativity.

Use of Humor and Its Reasons

In the foreign language education if lecturers benefit from the humor or not, and reasons of it were investigated. While only one person from participants (L5) said she didn't use humor, the other 9 participants (L1, L2, L3, L4, L6, L7, L8, L9, L10) expressed they benefited from it. It is asserted that time constraints and worrying about not accomplish the syllabus are as a reason of not using humor. According to the findings obtained from interviews, it is understood classroom environment becomes better (keep from boredom and monotony), learning easier and information learned becomes more permanent with using humor in the classroom. In addition, it is stated that teacher-student relationships and student-student relationships promote.

Types of Humor and Reasons for Preference

Based on the findings when the elements of humor and its reasons for preference were examined, it was created themes like visual humor, joke, storytelling, physical humor, humorous comment, and pun. The views of the participants on the theme created are given in detail below. Most preferred humor has been visual humor and humorous narrative. 5 participants visual humor (L2, L3, L4, L7, L8), 5 participants humorous comment (L1, L2, L8, L9, L10), 2 participants joke (L3, L6), 2 participants funny stories (L6, L10) 2 participants physical humor (L7, L8), one participant is the pun (L2) used. Using humor in the most preferable course was to steal the time.

Visual humor and reasons for preference. It is understood that 5 participants (L2, L3, L4, L7, and L8) use visual humor. It is understood that the reasons for participants' choosing visual humor are a wide variety. It is also noted that visual humor doesn't steal time of the course; it also helps to summarize the fully desired subject. Besides it is understood that it

contributes students' creativity, their efforts to produce something and it provides students to focus on subjects. To understand visual humor easily is the other reason for preference. It is stated that visual humor is more useful for students who have visual memory, English words and structures are remembered easily.

Joke and reasons for preference. Two participants prefer to use joke. Not stealing time of the course is preferably for joke.

Storytelling and reason for preference. Two participants (L6, L10) use storytelling. Not stealing time of the course is preferably for storytelling. Additionally, the characteristics of the students have also been important factors in choosing the humor.

Physical humor and reason for preference. Two participants (L7, L8) mentioned physical humor. When students get bored, physical humor is reason for preference to draw students' attention and to change the classroom atmosphere.

Humorous comment and reason for preference. It was seemed that 5 participants (L1, L2, L8, L9, and L10) use humorous comment. As preferably for humorous comment participants revealed several reasons. In this subject students' learning words easily and learned information become permanent are one of the reasons for preferences. Besides, when you feel students are bored, making them laugh is another reason.

Pun and reason for preference. One participant uses pun. It was stated that using pun as a humorous element makes students to learn words easier.

Humorous Competence and Ways to Improve

It was examined whether lecturers feel decent about effective use of humor and they want to improve their selves or not and how to do it. Participants were divided into 3 categories as sufficient, partially sufficient, and inadequate. 3 participants (L3, L7, and L8) mentioned that they are adequate, 4 participants (L1, L2, L6, L9) partially sufficient and 3 participants (L4, L5, L10) inadequate. None of participants indicated that they read an article, a scientific research, or book to improve their sense of humor; also they participated to course or seminar. 4 participants (L2, L4, L5, L7) talked about not know how to improve themselves on humor, 5 participants (L1, L6, L8, L9, L10) about the various methods.

Sufficient. Three of the participants thought that they are sufficient about using humor effectively. It is given below about opinions which are revealed their thoughts in this aspect. One of the participants who think they are sufficient about effective humor thought that he don't need improve himself much more. However, 4 participants want to improve themselves but he doesn't know how to do it. Other participants stated that she wants to improve herself and she can benefit from the experiences of other professors.

Partially sufficient. Four of the participants find their selves partially sufficient about effective humor use. It is given below about opinions which are revealed their thoughts in this aspect. All of the participants who see themselves partially sufficient about using humor effectively want to improve themselves. It is stated that the current events and fields young people follow are needed to follow closely, also academic writings about humor can be

beneficial. In addition, it is expressed that to track social media and to watch humor masters are a way. It is also that humor is a personality trait and in this case improving is limited. Besides it is emphasized training is necessary about humor.

Inadequate. Three participants find themselves inadequate about using humor effectively. It is given below about opinions which are revealed their thoughts in this aspect. It is emphasized that doing humor is something characteristic. It is understood that 2 participants have no idea about how they improve themselves. 1 participant indicates that continuous improvement is necessary.

Contribution of Humor to Lecturers' Own Pupillage

It was investigated contribution of humor to lecturers' education in their pupillage. According to the obtained results of interviews, themes are created as teacher-student relationships, effect of humor on taking teachers as a role model and contribution to learning. Regarding created themes opinions of participants are given in detail below.

Student teacher relationships. Three participants (L4, L6, and L10) said that humor improves teacher student relationships. It is understood that teachers who used humor effectively become unforgettable, they are not forgotten despite of many years. Besides, it is given that humor increased responsibility for teachers and students were absent from school less. It is turn out to be teachers who didn't use humor are quite tough teachers and they were not remembered when looking back. Besides, it is emphasized that funny teachers were remembered much more.

Contribution to learning. Four of the participants stated that humor contribute to learning. It is understood that students didn't get bored in the lessons which were used humor and listen better, so that it contributed to learning and to remain in the mind of learning information. It is mention that lessons which were remembered most are the lessons of the teachers who used humor.

Taking as a role model. Three participants said they take their teachers as a role model about the use of humor. It is understood that lecturers learned to use humor from their teacher in pupillage, they still use humor they learned while teaching.

Using Humorous Elements in Language Teaching Materials

It was investigated that sufficiency of humor usage in the course materials which are used LT. According to the findings obtained, it ensues as 'humor is not used', 'it is used sufficiently', and 'it is not used sufficiently'. In terms of these themes, the following is based on the views of lecturers.

While one of the participants (L5) stated that humor is not used in the course material, other mentioned that it is used enough. Eight participants (L1, L2, L3, L4, L7, L8, L9, and L10) said that it is inadequate. It is understood that it is not included to humorous elements especially in academic books. It is seen that it is depend on tendencies and characters of teachers rather than systematic planning for the preparation of teaching materials. It is

understood that visual humor is preferred more in the sections have humor. It is emphasized that use of humor need to increase in the LT materials.

Reasons for not Prefer to Use Humor

The reasons for not using humor in the classroom were investigated. According to the findings themes were identified as 'reasons related to classroom management,' 'teacher-centered reasons,' 'student-centered reason' and 'social reasons'. According to this theme it was given to the opinion of the lecturers below.

Classroom management. According to finding obtained from 6 participants (L1, L3, L5, L6, L8, L9) it is understood that the use of humor can have negative impact on classroom management. It is understood that humor can cause the loss of classroom management and digress from topic. It is expressed that lecturers need to plan time better otherwise syllabus cannot finish. It was also stated that intimacy between students and lecturers can affect classroom atmosphere negatively.

Teacher-centered. In the findings obtained from 5 participants (L2, L6, L7, L8, L10) reason for not using humor arises from based on lecturers. It is understood that using humor can cause to lessen lecturers. To dislike humor, think that they don't have ability, no find humor as an academic and don't want to be intimate too much can also be another reason. Traditions and old education system may affect lecturers' use of humor.

Student-centered. According to findings obtained from 5 participants (L1, L4, L5, L7, L10) the reason for not using humor was based on students. Humor can lead students to separate from course. Students cannot understand humor because they don't have a good comprehension of the foreign language or some students may not like humor. In addition, because of racial and social differences between students it can be avoided from humor to not cause adverse events.

Social reasons. According to finding obtained from 3 participants (L5, L9, L10) reason for not using humor was based on social acceptance. Opinions of the participants: It is understood that not prevail using humor in the classes in Turkish Society can be reason for not preferred humor by lecturers.

Conclusion

This study aimed to reveal thoughts of lecturers who work in the school of foreign languages in Turkey Pamukkale University about the use of humor in teaching. For this purpose, it was received their opinions about benefits and drawbacks of humor in English language teaching (ELT), whether they use humor in the class, they feel sufficient on effective humor use, humor is enough in class materials or not, and which types of humor they prefer and why. The results obtained from interviews with the lecturers presented in this section respectively and discussed in the framework of the relevant literature.

Although researches on the use of humor in education are limited, educators know the benefits of humor. However, there are lacks of the use of humor in education. Lecturers have

positive thoughts about the benefits of humor in general and most of them use humor. But some lecturers are abstaining to use humor.

Most of the lecturers don't feel sufficient about using humor in effective way. Generally they do not have a specific program on the use humor. There is no certain standard about amounts and times of humor used and elements of humor used. Lecturers who use humor specify use of humor in the classes with a purely their personal efforts. In this regard programs lecturers can take advantage are very limited. It would vary elements of humor used and reason for preference between lecturers.

It is understood that there are no classes related to the use of humor in the schools which raise educators. Instead of leaving lecturers own initiative, it should be targeted to improve lecturers' ability about using humor and to fit a standard.

In general, the importance of humor in a society, the overall construction and traditions of society influence using humor in the classes. The use of humor must earn sympathy by society.

Use of humor in the course materials in teaching foreign languages is limited. Using more humor is demanded by the lecturers. Even some subjects should be integrated with humor. Materials containing more visual humor are requested.

Risks of inappropriate use of humor are an important issue that needs to know. It should be known the characteristics of the target audience, topics they loved or feel uncomfortable. Otherwise it can be undesirable consequences in the class.

While humor has physical, social, psychological, and cognitive benefits, in this study, lecturers highlighted social, psychological, and cognitive benefits of humor. They did not mention the physical benefits.

Lecturers express the opinion for humor wipes off students' stress-induced barriers, and reduces their stress and anxiety. Stress is a condition that negatively affects learning. One of the researches done on this topic suggests that "stress can block chemical reactions in the brain that are necessary for learning. Stress can disrupt learning and memory development (long-term potentiation (LTP)) as it forces the brain to revert to more primitive survival needs. To foster creativity and learning, educators should learn how to minimize stressful situations. The challenge is to introduce new ways or instructional strategies to reduce levels of the stress hormone (cortisol) and increase levels of the 'happy' hormone (DHEA) (The Impact of Stress, n. d.)."

Lecturers mentioned that humor strengthens the teacher student relationship. Humor included that shortening the distance between teachers and students, making students more interested in teachers and classes, and helping teachers themselves to feel involved to the class and the lessons (Pham, 2014).

When lecturers looked at their own pupilage, they stated that teachers who used humor become memorable, despite long years pass, they remember them.

Even some of the lecturers indicated that they learned to use humor from their teachers in their pupilage, adopted them as a role model and still used humors they learned from

their teachers while they lecture. They believe that teaching will be better in this way as they experienced benefits in themselves.

Besides, it is mentioned that humor used created attachment, increased responsibility for teachers and students were absent from school less. "Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships" (Rimm-Kaufman and Sandilos, n.d.)."

Lecturers stated that humor prevents students to be bored by breaking the monotony of courses. It is also stated that lecturers didn't get bored in the classes which were used humor and listened better, so it contributed to learning and to remember learned information easily. It is mentioned that the most memorable lessons are the lessons of teachers who used humor. Monotony is at the same time due to the lack of interaction with the teacher. One study found that more than one-third of the respondents have been bored because they have no interaction with their teacher. (Yazzie-Mintz, 2009)

It is said that humor eases learning and ensures to be more permanent of information learned. One study shows that the cognitive roles included helping students to understand the lesson more easily and to remember the points longer (Pham, 2014).

In addition, lecturers expressed that it helps students to focus on the class, to interest, to increase their motivation and creativity. As Dörnyei and Csizér (1998) stated without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricular and good teaching enough to ensure student achievement.

Nine of 10 participants use humor in their class. The most commonly used is visual humor and humorous comment. The most important reason for preference of visual humor is to make learning easy and permanent. There are three main learning styles; visual, auditory, and kinesthetic (Gilakjani and Ahmadi, 2011). The easiest learning method is visual learning among them because; "The brain processes visual information 60,000 faster than text, 90 percent of information that comes to the brain is visual, Visual aids in the classroom improve learning by up to 400 percent and approximately 65 percent of the populations are visual learners (Birch, n. d.)".

As preferably for humorous comment participants revealed several reasons. In this subject students' learning words easily and learned information become permanent are one of the reasons for preferences. Aria and Tracey (2003) revealed in their experimental study that students learn more easily taught words with humor and they are more successful in keeping their memory. In addition, humor is supportive for interactive training (Pham, 2014).

Most of the participants will to educate themselves about effective humor. 4 participants represent they did not know how to do it. The other participants stated that to benefit from the experience of other teachers, to follow current events and fields students followed closely and to read writings related to humor become useful. In addition to them, it is mentioned that it is a way to follow social media and watch humor masters. It can be said that it is necessary to create a source everyone can benefit from it in this issue.

In another study recommendations are developed for effective use of humor. Good preparation for humor before the course, choosing good timing for humor during a lesson, moderating the amount of humor used per lesson, using visual aids (e.g. pictures or clips), and reading or watching humorous materials for humorous ideas can be suggested for this (Pham, 2014).

While some participants are emphasized that humor is a personality trait and in that case improving is limited, others state as Morrison (2008) that sense of humor can be trained with education.

It is understood that it is not included to humorous elements especially in academic books. It is seen that it is depend on tendencies and characters of teachers rather than systematic planning about humor for the preparation of teaching materials. It is understood that visual humor is preferred more in the sections have humor. It is emphasized that use of humor need to increase in the LT materials. More than 80% of students in each year have been bored in class because the material wasn't interesting (Yazzie-Mintz, 2009).

Humor should be about lesson otherwise it can cause the loss of classroom management and digress from topic. It is also stated that intimacy between students and lecturers can affect classroom atmosphere negatively. It is understood that using humor can cause to lessen lecturers. To dislike humor, think that they don't have ability, no find humor as an academic and don't want to be intimate too much can also be another reason. In addition, because of racial and social differences between students it can be avoided from humor to not cause adverse events. It is expressed that lecturers need to plan time better otherwise syllabus cannot finish. Some teachers have fear of using humor in the classroom. These fears are inadequacy, looking silly or unprofessional, being made fun of, loss of control, and loss of study time (Morrison, 2008; Tamblyn, 2003). In some teachers are unwilling to use humor, because they have to put more effort into teaching.

Students cannot understand humor because they don't have a good comprehension of the foreign language or some students may not like humor. Humor which becomes funny for one country may not be funny for Turkish society. In a cross-cultural context, it could be that the cultural style of humor is different from one's own. Listeners may not have the language fluency or cultural knowledge to appreciate the humor (Levine, 2011).

It is understood that not prevail using humor in the classes in Turkish society can be reason for not preferred humor by lecturers. Traditions and old education system may affect lecturers' use of humor. It is believed that in the traditional education system, use of humor causes the loss of authority in the classroom. It is thought that this quashes respect for the teacher.

In conclusion, this study investigated EFL lecturers' thoughts about benefits of humor in FLT and learning, practices of using humor, their thoughts about effective use of humor, and usage of humor in class materials. Findings revealed that all of the lecturers are sure about benefits of humor in ELT and learning, they will to use humor, to improve using effective humor, but in this issue it is needed to be prepared various education programs and course materials.

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