

Democratic and Popular Republic of Algeria

Ministry of Higher Education and Scientific Research

Dr. Moulay Tahar University of Saida

Faculty of Letters, Languages, and Arts

Department of English Language and Literature



Humour in Listening Comprehension: A Means to Raise Students' Focused Attention

The Case of Third Year LMD Students at the Department of English Language and Literature / Saida University

Dissertation Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for the Master Degree in Didactics of EFL

Presented by:

Mr. BOUDOUAIA, Azzeddine

Supervised by:

Dr. SELLAM, Latifa

Academic Year: 2015/2016

Dedications

To my parents as supporters of my life and studies.

To my brother and sister.

To all my family.

To all my friends.

Azzeddine

Acknowledgments

Above all, I thank Allah, the Almighty for having given me the necessary courage and patience to undertake and complete this work.

I would like to express my hearty gratitude to to my supervisor Dr. SELLAM Latifa who guided this research and gave me her time and expertise. I thank her not only for her comments and valuable suggestions, but also for her encouragement and understanding.

I also would like to thank all the students and teachers of third year for their immense contribution by sharing their valuable experience and insights.

I would like to thank all teachers at the Department of English language and literature at Saida University.

Last but not least, our heartfelt thanks go to all those who supported us by their encouragements and suggestions.

Thank you so much

Abstract

The primary concern and purpose of this research is to provide some data about the role of humour in raising and improving students' focused attention in listening comprehension. Then, the main objective of this work is to suggest some guidance for the use of humour in the EFL classroom, mainly through presenting some ways and means that can make humour relevant to students' focused attention. Besides, concerning our research, we have prepared three targeted research tools in order to explore whether teachers use humour in teaching or not and the main ways that can make humour enhance students' level of focused attention: the former is a Questionnaire which is addressed to third year students. The second is an interview which is directed to teachers at the Department of English language and literature, whereas the latter is classroom observation which is concerned with third year students at the Department of English language and literature. The results of this research have revealed that teachers make use of humour as a teaching approach that can assist raising students' focused attention. The outcomes have also shown that teachers use humorous examples that are related to the subject matter in order to make humour relevant to students' focused attention.

Key Words: Listening comprehension, Focused attention, Humour, EFL context.

List of Figures, Tables, and Pie-charts

Figures

Figure 2.1: Attention Levels.....	31
Figure2.2: Selective Attention Process.....	33
Figure2.3: Bottleneck Model of Selective Attention.....	34
Figure 2.4: Broadbent's Filter Model.....	35
Figure 2.5: Treisman's Model of Attenuation Theory.....	36
Figure 2.6: Deutsch & Deutsch's Model of (late) Selective Attention.....	37
Figure 2.7: Instructional Humour Processing Theory.....	42

Tables

Table 1.2: The Teachers' Growth Number in the Department of English.....	11
Table1.3: The Teaching Staff at the Department of English language and Literature	11
Table1.4: Teaching Hours of Third Year Subject Matters.....	12
Table1.5: Third Year Students' Numbers and Percentage.....	13
Table2.1: Listening Comprehension Affective Factors.....	29
Table 3.1: Students' Explanations of the Effect of Teachers' Critics on Attention.....	55

Pie-charts

Pie-Chart 3.1: Students' Opinions about the Relationship between Listening Comprehension and Focused Attention.....	48
Pie-Chart 3.2: Students' Attention Level.....	49
Pie-Chart 3.3: Students' Attitudes towards Humour as Personality Trait of Teacher.....	49
Pie-Chart 3.4: Students' Perceptions towards Teachers' Use of Humour in Classroom....	50
Pie-Chart 3.5: Teachers' Frequency of Using Humour in the Classroom.....	50

Pie-Chart 3.6: Students' Opinions about Teachers' Use of Humour Methods in the Classroom.....	51
Pie-Chart 3.7: Learners' Preferences of Humour Teaching Methods.....	51
Pie-Chart 3.8: Students' Opinions about the Impact of the Selection of Humour Method on Attention.....	52
Pie-Chart 3.9: Students' Attitudes towards the Impact of Humour on Joy in the Classroom.....	52
Pie-Chart 3.10: Students' Opinions about the Role of Humour in Building their Ease in the Classroom.....	53
Pie-Chart 3.11: Teachers' Use of Humour Kinds in Classroom.....	53
Pie-Chart 3.12: Students' Preferences of Humour Kinds in Classroom.....	54
Pie-Chart 3.13: Students' Attitudes towards Teachers' Critics.....	54
Pie-Chart 3.14: Students' Opinions about the Relationship between Humour, Attention, and Listening Comprehension.....	56

List of Abbreviations and Acronyms

EFL: English as Foreign Language

ELT: English Language Teaching

IHPT: Instructional Humour Processing Theory

LMD: License, Master, Doctorate

N: Number

%: Percentage

Table of Contents

Dedications.....	I
Acknowledgements.....	II
Abstract.....	III
List of Figures, Tables, and Pie-charts.....	IV
List of Abbreviations and Acronyms.....	V
Table of Contents.....	VII
General Introduction.....	01

Chapter One: Describing the Population of the Study

1.1.Introduction.....	06
1.2.Research Objectives.....	06
1.3.Chronology of the Work.....	06
1.4.Research procedures.....	07
1.4.1. Questionnaire.....	07
1.4.2. Classroom Observation.....	08
1.4.3. Interview.....	09
1.5.The Population of the Study.....	10
1.5.1. English Language Teachers.....	10
1.5.2. Students' Identification.....	11
1.6.ELT in Algeria.....	13
1.7.Department of English Language and Literature.....	15
1.8.Teachers' Personality Traits.....	16
1.9.Teachers' Roles.....	17
1.9.1. Classroom Management.....	17
1.9.2. Teachers' Feedback.....	18
1.9.3. Oral Fluency.....	19
1.9.4. Reinforcement.....	19
1.10. Students' Proficiency Level.....	20
1.10.1. Language Skills.....	20
1.10.2. Prior Knowledge.....	21
1.10.3. Cultural Background.....	21
1.10.4. Students' Attention.....	21

1.10.5. Students' Expectations.....	22
1.11. Conclusion.....	22

Chapter Two: Highlighting the Locus of Focused Attention and Humour

2.1. Introduction.....	26
2.2. Listening Comprehension Definition.....	26
2.3. Factors Affecting Students' Listening Comprehension.....	28
2.4. Improving Listening Comprehension	29
2.5. Definition of Concepts.....	30
2.5.1. Definition of Attention.....	30
2.5.2. Definition of Focused Attention.....	32
2.6. An Indepth Look at Focused Attention Theories.....	33
2.6.1. Filter Theory.....	34
2.6.2. Attenuator Theory.....	35
2.6.3. Late Selection Theory.....	36
2.7. Definition of Humour	37
2.8. Humour Theories.....	39
2.8.1. Superiority Theory.....	39
2.8.2. Incongruity Theory.....	39
2.8.3. Relief Theory.....	41
2.8.4. Instructional Humour Processing Theory.....	42
2.9. Conclusion.....	43

Chapter Three: Anchoring Focused Attention via Humour: a Case Study

3.1. Introduction.....	46
3.2. The Sample of the Study.....	46
3.3. Research Instruments' Description.....	46
3.3.1. Students' Questionnaire.....	47
3.3.2. Classroom Observation	47
3.3.3. Teachers' Interview.....	47
3.4. Results of the Study.....	48
3.4.1. Students' Questionnaire.....	48
3.4.2. Classroom Observation	56

3.4.2.1. Humour Integration.....	56
3.4.2.2. Teaching Ways and Techniques.....	57
3.4.3. Teachers' Interview.....	57
3.5. Discussion of the Research Instruments' Results	59
3.5.1. Discussion of the Questionnaire Results.....	59
3.5.2. Discussion of the Observation Results	61
3.5.3. Discussion of the Interview Results.....	62
3.6. General Discussion.....	63
3.7. Conclusion.....	65

Chapter Four: Promoting Humour Use and Teachers' Roles.

4.1. Introduction.....	69
4.2. Forms of Humour.....	69
4.2.1. Humorous Examples.....	69
4.2.2. Humorous Comments.....	70
4.2.3. Funny Stories.....	71
4.3. Principles of Using Humour	72
4.3.1. Humour and Content	72
4.3.2. Humour and Naturalness.....	73
4.3.3. Humour and Spontaneity.....	74
4.3.4. Humour and Offensiveness.....	75
4.3.5. Humour and Subjectivity.....	77
4.4. Technology Materials.....	78
4.5. Recommendations.....	79
4.5.1. The Use of Humour in the Classroom.....	79
4.5.1.1. Relevance of Humour.....	80
4.5.1.2. Capture of Moments.....	80
4.5.1.3. Recognition of the Audience.....	81
4.5.1.4. Decorousness of Humour	83
4.5.2. Developing Teachers' Humour Being.....	83
4.5.2.1. Humour and the Self.....	84
4.5.2.2. Humour and Openness.....	85
4.5.2.3. Humour and Understanding.....	85
4.6. Conclusion.....	86

General Conclusion.....	88
Bibliography.....	91
Glossary.....	104
Appendices.....	107
Appendix 01: Students' Questionnaire.....	107
Appendix 02: Teachers' Interview.....	109
Teachers' Protocol Answers.....	110
Appendix 03: Teachers' Observation Schedule Form.....	114

General Introduction

General Introduction

Education has changed radically over the past years. The involvement of English language teaching in the Algerian curriculum is one of the earth-shattering opportunities for students to keep with globalization and modern era events. Therefore, the main objectives of teaching English language are to promote students' comprehension and interaction abilities. However, it is well known that learning and teaching English language have become difficult processes for many reasons like recognizing the appropriate teaching methods that can go hand in hand with students' needs. This latter can be expressed in their desire of comprehending the received data, and organise the knowledge they have. This generally requires appropriate learning and teaching conditions, i.e., the attendance of students' interpersonal skills on one hand, and good teaching methods on the other hand. Students' attention in the classroom is a powerful source of establishing a good comprehension; it is a problematic issue since it is influenced by various psychological affects. This latter can be strongly connected to the teachers' selection of method and their behaviours in the classroom since they are leaders and authoritative. The use of humour in the classroom by teachers is one of the teaching methods that can enhance the students' focused attention as it can create a pleasant classroom atmosphere conducive to attention.

Hence, because the ability of attention can be varied from time to time, the methods used by teachers in the classroom to raise it also can be different. This study is a suggestion of using humour as teaching approach to raise students' focused attention in listening comprehension. Constructing students' interactions and joys in the classroom in which can reflect in most cases their interests and attentions can be one of the roles that humour has. Humorous expressions can foster the students' release of negative emotions such as boredom and anxiety and at the same time can motivate them to attend and focus more with teachers. However, in the Algerian educational institutions especially in the universities, students are always suffer from frustration in the classroom; this is most of time is attributed to the lack of humour. During the lecture, students do not care about teachers' speeches; they are always chatting with each other in conversations, or are part of discussion forum. Also, teachers' personality traits can affect students' attention; teachers who are short of creativity and enthusiasm always cannot stimulate the learning process as

well as they will not be able to involve students' attention. Students should be learning in a comfortable environment where they can feel that they have a good relationship with teachers.

Therefore, numerous studies and scholars have tackled the importance of humour in enhancing students' focused attention (Morrison, 2008; Berk, 2003; Deiter, 2000; Bell, 1987; Civilky, 1986; Davis & Apter, 1980; Zillmann, Williams, Bryant, Boynton, & Wolf, 1980; Vance, 1987; Nicewonder, 2001). Morrison (2008) states: *humour gives an "optimistic energy" that increases confidence so as to respond to stress and adapt to difficulties*. Scholars have shown the positive effects of humour on students' focused attention and how it can create an interest in learners. According to Vance (1987, as cited in McGhee, 1989: 85), humour may serve to raise flagging levels of arousal, attention, and interest to levels which support optimal information processing.

Moreover, this study revolves around this issue, and tackles these two major questions:

- Do English language teachers make use of humour as teaching method to promote students' focused attention?
- How can teachers actually use humour in order to make it relevant to the attention of students?

These questions, in return, assume the following hypotheses:

- It was first hypothesized that teachers emphasize the use of humour as teaching approach to raise students' focused attention.
- It was assumed that teacher might use illustrations, and humour that is related to the lesson to make the use of humour relevant to students' focused attention in classroom.

Hence, the aims of this study focus is investigating the correlation between the teachers' use of humour and students' focused attention through giving a clarification on how teachers, through using humour, can attract the attention of their students to a particular task, and it is judged important within the scope of this study to be familiar about the humorous types that are useful to improve the attention in listening comprehension, and to offer to teachers some guidelines that can adopt in their use of humour in EFL classroom.

This dissertation consists of four chapters. The first chapter deals with descriptive area of the teaching and learning situations, it presents some data about the participants' proficiency level as well as the teachers' behaviours and roles in the classroom. The second chapter provides the theoretical review of the key concepts and its definitions. The third chapter outlines the practical area of this research project; it focuses on the data collection, its analysis and discussions. Whereas, the last chapter is devoted to provide some suggestions and recommendations that are in connection with possible ways to use humour in the classroom.

While working on this research paper, we have faced some difficulties concerning the students' answers to questionnaire, the responses were not clear enough; this made the analysis of the obtained data quite difficult. Also, there are limited researches on the principles of using humour in the classroom. Additionally, the large number of students per each lecture hinders the researcher to conduct an efficient observation of the phenomenon.

Chapter One:

Describing the Population of Study

- 1.1.Introduction
- 1.2.Research Objectives
- 1.3.Chronology of the Work
- 1.4.Research procedures
 - 1.4.1. Questionnaire
 - 1.4.2. Classroom Observation
 - 1.4.3. Interview
- 1.5.Population of the Study
 - 1.5.1. English Language Teachers
 - 1.5.2. Third Year Students
- 1.6.ELT in Algeria
- 1.7.Department of English Language and Literature
- 1.8.Teachers' Personality Traits
- 1.9.Teachers' Roles
 - 1.9.1. Classroom Management
 - 1.9.2. Teachers' Feedback
 - 1.9.3. Oral Fluency
 - 1.9.4. Reinforcement
- 1.10. Students' Proficiency Level
 - 1.10.1. Language Skills
 - 1.10.2. Prior Knowledge
 - 1.10.3. Cultural Background
 - 1.10.4. Students' Attention
 - 1.10.5. Students' Expectations
- 1.11. Conclusion

1.1.Introduction

Regarding the importance of humour in improving students' focused attention in listening comprehension, the first chapter focuses on describing the teaching and learning situations at the department of English language and literature at Dr. Moulay Tahar, saida university. It starts firstly with brief presentation of research objectives, chronological order of the research project, and the research procedures. Then, it presents some data about the population -teachers and third year students of English language- of the study. It provides an insight on the English language teaching in Algeria in general and at the department of English language at Saida University in particular. After, it delves on describing the teachers' personality traits and presenting what they have in classroom during their teaching of third year students of English language like classroom management, feedback, oral fluency, and reinforcement. Finally, it portrays the participants' proficiency level with regard to their language skills, prior knowledge, cultural background, attention, and expectations.

1.2.Research Objectives

As far as this research work investigates the role of humour in raising students' focused attention in listening comprehension, its main objectives are to build a possible relationship between humour and students' focused attention through explaining how teachers can direct the attention of their students to a particular task through using humour, to identify the types of humour that both tutors and students find helpful to improve the attention in listening comprehension, and to suggest some guidelines that teachers can adopt in their use of humour in the EFL classroom, mainly through presenting some ways and means that can make humour relevant to students' focused attention.

1.3.Chronology of the Work

The present research attempts to test the two hypotheses, the first one claims that teachers emphasize the use of humour as a teaching approach to raise students' focused attention, and the second one assumes that teachers might use humorous examples that are related to the lesson to make the use of humour relevant to students' focused attention in the classroom. This work is divided into four main chapters. The first one starts with demonstrating the research objectives, population, and the procedures. Also, it is devoted to portray the teaching and learning situations in the department of English language and

literature at saida university. It gives a brief description of students' proficiency level and teachers' roles in the EFL classroom in relation to focused attention and humour. The second chapter highlights the notions of listening comprehension, focused attention, and humour, and it consists of literature review covering the main theories that explains both focused attention and humour as well as the main factors that can affect students' listening comprehension, and the strategies that can improve it.

The third chapter is practical part; it contains a detailed analysis and discussions of the main students' and teachers' answers to the three research tools: questionnaire, classroom observation, and interview. Whereas, the last chapter provides some suggestions and recommendations for teachers to enhance their use of humour in order to capture the attention of students. The suggestions are about some technological materials, forms of humour, principles of using it, while the recommendations are based on how teachers use humour in the EFL classrooms as well as how to develop their humour being.

1.4. Research Procedures

For this study, the triangulation is used as research procedure to test the validity and reliability of the two hypotheses. It is often used to refer to the use of three instruments. These research instruments encompass three tools: questionnaire, classroom observation, and interview. They are used in order to guarantee the consistency of the collected data. Bogdan and Biklen (2006) state that *triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to the application and combination of several research methods in the study of the same phenomenon.*

1.4.1. Questionnaire

Questionnaire is one of the research tools that are used in this research project to collect the quantitative and qualitative data. It may help to provide the researcher with a good and expanded picture of the role of humour in raising students' focused attention. Patton (2002: 60) states: *The questionnaire is paramount in any study because it can allow the collection of both quantitative and qualitative information.* It is addressed to twenty students of third year English language at the department of English language and literature at saida university. It encompasses fifteen questions that are designed to diagnose the point of view of the sample towards the studied phenomenon. These questions are

classified into three types: closed, open-ended, and contingency questions. The respondents usually are asked to reveal their opinions and attitudes through making a tick in the appropriate box and making full statements whenever necessary. Furthermore, in view of the fact that the respondents' decisions to complete the questionnaire are important, simple words are used in this questionnaire. Breaking the clarity of the question is a source of confusion and misunderstanding in responding and thus the collected data are not guaranteed. However, the questionnaire included three sections, each section consists number of questions.

The first section comprises of two questions that aims at investigating the participants' focused attention level in listening comprehension, this may divulge whether students are aware about the importance of focused attention in the listening comprehension process or not. Students are asked to express their opinions about the relationship between focused attention and listening comprehension, and their levels of attention in the classroom. The second section explores the use of humour approach in teaching. It consisted of five questions as indicators to students' attitudes towards the use of humour in the EFL classrooms. The question deals with: if students consider humour as a personality trait of teacher or not, if teachers make use of humour in the classroom or not, the frequency of humour use, the humorous kinds are adopted by teachers in the lesson, and students' preferences of humorous types.

Whereas, the third section covers the impact of humour on students' focused attention, it entails eight questions that aim at investigating how humour as a teaching approach can involve students' attention in the classroom. It contends with students' attitudes towards: the influence of teaching method on their attention, the impact of humour on their enjoyments and ease in the classroom, humorous kinds that are used by teachers, and learners' preferences of humorous kinds. Also, this section explores the students' attitudes about teachers' critics and its impact on their attention in the classroom, and the influence of the use of humour on their focused attention in listening comprehension.

1.4.2. Classroom Observation

Observation is also a research tool in which the researcher views the participants' interaction and behaviours that s/he believes are relevant to the research questions.

According to Kothari (1990:96), *the real meaning of observation as research tool appears when the researcher looks into the actual phenomenon that is relevant to the research questions and purpose after designing it.* The observation is used in this study since the impact of humour on students' attention during the teaching process is a phenomenon that occurs in the classroom environment. Direct observation can first help to get a clear idea about the matter in one hand, and to guarantee the authenticity of the results on the other hand.

As far as this research project explores if teachers make use of humour as a means to raise students' focused attention or not, and the ways to make this teaching approach relevant to students' focused attention, the researcher decided four attendances with two teachers. The first part aims at finding out if teachers make use of humour or not as a means to improve students' focused attention. The researcher attended two sessions: one civilization text studies and the other one linguistics. Whereas, the second part intends to ascertain the ways that teachers would adopt so as to make humour relevant to students' focused attention, the researcher attended other two sessions: one session civilization text studies and the other one linguistics.

1.4.3. Interview

Interview is the third research tool that is used in this study in order to dive deeply around the role of humour in raising students' focused attention and find out new data as well as the phenomenon that are not embedded. It stands as personal form of research since the researcher will interact directly with the participants by asking, commenting, and probing questions. McNamara (1999) affirms that interviews are particularly useful for getting the story behind a participant's experience¹. In this research, structured form of interview was used. Therefore, the questions were the same for both participants. The interviews were handed out to two teachers of English language in the department of English language and literature at saida university. The interviews with teachers were conducted after the observations, following the lesson. It was audio recorded for later transcription and analysis. Each interview was similar to the other one.

¹ <http://208.42.83.77/evaluation/interview.htm>. Accessed on 25.03.2016

The questions consisted of open-ended and closed- ended questions. It comprises of nine questions. The interview is divided into two sections, the first section deals with general information about teachers' attitudes towards students' attention. It comprises four questions that investigate: teaching years of the interviewees, their attitudes towards students' joy of their lectures, their emphasis on the attention of students, and their opinions about their students' attention level, whereas, the second section is related to the attitudes of teachers towards the use of humour in the EFL classroom. This section is composed of five questions; it delves into teachers' opinions about: humour as teaching approach, appropriate humorous techniques, teaching materials and resources, technological materials, and the role of humour in enhancing students' focused attention.

1.5. The Population of the Study

As far as the study aims at investigating the role of humour in raising students' focused attention in listening comprehension, it takes place at the university level, with third year students and teachers at the department of English language and literature. Students of third year level are selected in this research project in order to examine the veracity of the hypotheses through looking to their views and experiences.

1.5.1. English Language Teachers

As the department of English language and literature starts working in 2004, it involved only a few teachers, most of them are temporary teachers, and they had Bachelor degree. Over the years, as the number of students increased, the department raises the number of teachers and shifts progressively to new staff. Most of them are specialized in Literature and Civilization, Didactics, and Sociolinguistics; profession grade, and working hours vary considerably from teacher to another. The following table demonstrates the number growth of teachers:

Years	Number of Teachers
2003-2004	01
2004-2005	03
2005-2006	03
2006-2007	05
2007-2008	09

2008-2009	10
2009-2010	11
2010-2011	13
2011-2012	15
2012-2013	28
2013-2014	29
2014-2015	30
2015-2016	32

Table 1.2: The Teachers' Growth Number in the Department of English

(Source: Department of English language and literature)

There are 32 teachers in this department; the average teaching experience of them is 7 years. Nearly all the teachers have been teaching for more than six years (14/16). The longest teaching experience is about 31 years, and the shortest is about two years. This indicates that teachers belong to different generations, and thus have most probably experience in teaching English language. The vast majority of them have a Magister degree, whereas, only seven teachers have doctorate degrees. The following table shows the number and qualifications of English language teachers at the Department of English language and literature (2015-2016):

Position	Number	Qualification
Assistants	25	Magister
Lecturers	07	Doctorate
Professors	//	//
Total	34	//

Table1.3: The Teaching Staff at the Department of English language

and Literature (2015-2016) (Source: Department of English)

1.5.2. Students' Identification

The participants of this small research project are third year students at the department of English language and literature at Dr, Tahar Moulay, university of saida. Concerning the age of third year students, it is expected that the majority of them are adults

and their average age is about 22 years. However, the class is characterized by diversity in terms of age; it varies between, 21 to 45 years. The roads that lead them to the university are typically different. Unlike the adult students, the elderly persons are usually affected by different circumstances that lead them to take other responsibilities and after follow their university studies. Some enroll in the military, or spend time in the workforce, etc. Those adult students before admission to the university had experienced a seven years exposure period of English language learning through a new educational system implementing EFL teaching in the middle school; starting from the first year level till the last year in secondary school.

Furthermore, third year students are not asked to choose the field of specialty as before; rather, they take the necessary subjects that can boost them to enlarge their English language competence. The main courses that are attended in the fifth and sixth semesters are divided into four units. The fundamental unit consists of: linguistics, Studies of civilization texts, studies of literary texts, written comprehension and production, oral comprehension and production, translation and interpretation, introduction to Didactics, and introduction to English for specific purposes. (3 credits). The Methodological Unit includes only research techniques (3 credits). On the other hand, the Discovery Unit comprises of ICT (2 credits), whereas, the Transversal Unit is about teaching another language (2 credits). Additionally, the time teaching of these subjects are different, the following table demonstrates the number of teaching hours per week and month for the third year subject matters:

Subject	Hours per week	Hours per mounth
Linguistics	3	12
Studies of civilization texts	1:30	6
Studeis of literary texts	1:30	6
Written comprehension and production	1:30	6
Oral comprehension and production	1:30	6
Translation and interpretation	1:30	6
Introduction to Didactics	1:30	6

Introduction to English for specific purposes	1:30	6
Research techniques	1:30	6
ICT	1:30	6
Other language	1:30	6

Table1.4: Teaching Hours of Third Year Subject Matters (Source: Department of English Language and Literature)

The table above shows that all the necessary subjects and data that can improve students' competence are presented to them. However, the subjects are classified into lectures and TD; the duration of subject teaching per week is one of the hindrances that both teachers and students face as it is only about half an hour for each session. Though, the number of students is also a challenging task; the whole number of students is 131 students. The number and percentage of third year students of third year students are illustrated in the following table:

Students' gender	Number	Percentage
Male	33	25
Female	98	75
Total	131	100

Table1.5: Third year students' numbers and percentage (Source: department of English language and literature)

1.6. ELT in Algeria

One remarkable characteristic of the modern era- after the end of both world wars- is the strong desire of people over the world in learning the English language since this latter had a great importance in the international communication. Rubdy and Saraceni (2006: 117) quote Kachru (1986) states: *knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international*

business, technology, science and travel. In short, English provides linguistic power. The teaching and learning of this language take place in the curriculum of a lot of countries.

For the Algerian context, its teaching reaches all schools and universities over the country since it is a window to other nations, cultures, and specifically the international development. Generally speaking, English language is taught with three main foreign languages in Algeria: French, German, and Spanish. Chibani (2003:188) asserts that in Ordonnance of April 1976, there are five goals are behind teaching foreign languages²:

1. To communicate with the different parts of the world;
2. To have access to top modern sciences and technologies;
3. To encourage pupils' creativity in its universal dimension;
4. To make pupils autonomous and self-sufficient in exploiting and exploring material having relation to their field of study.
5. To successfully sit for examinations³.

Furthermore, Algerian government follows the Arabisation policy and gives English language the status of foreign language for the sake of undermining the dominance of the French language at that time. Miliani (2000: 13) states: *English is seen as 'the magic solution to all possible ills-including economic, technological and educational ones'* Mazrui (2004: 27) quotes Crystal (1997) who underscores that *Algeria is of course, one of the countries hitherto regarded as Francophone. In 1996, however, it opted to make English the chief foreign language in schools. In the same vein, he claims that with militant Islam on the ascendancy, however, the Arabization policy may be at the expense of both French and English. But in the final analysis, it is French that has been the real loser (ibid.).*

Teaching English language in Algerian institutions comes on its first year in middle school till the last year of secondary school as a module. Rubdy and Saraceni (2006:118) state:... *many language learners today are studying English not because they have been coerced to do so by English speakers of the Inner Circle countries, but rather because of the benefits which knowledge of English brings, whereas, it emerges as field at the*

² These goals are in correlation with the very spirit of the *National Chart* of 1976

³ Asserted in: Comet's relevance and efficiency an evaluative study of the quality of the third year english textbook, Magister Dissertation

university. Its development has failed because of limited time teaching and the lack of supportive environments.

1.7. Department of English Language and Literature

For the sake of developing learning English language in Algeria and open the window for students to discover new cultures, the department of English language and literature was established at saida university in 2004. The duration of education in this department is about 12 years. It starts working with the LMD system until 2010; the first graduation of License degree was in 2013, whereas, the first Master graduation was in 2015. The main goal is designed by this department is to promote and make easy the learning process of English language, It works to help the students' use of critical thinking so as to ameliorate the learning curve of the four skills, provide different teaching subjects from linguistics, didactics, translation, to literature and civilization; and facilitate the learning of methodological skill in order to enable students to carry out future researches. The basic components of ungraduate programmes focus on courses that are essential which students need to enhance their learning and raise their awareness of the English language system such as the four skills, methodological courses, culture and civilization, linguistics, and so on. The average teaching hours are provided by this department is about 22 hours for all the three levels. On the other hand, Master degree contains only two specialties: Anglo-Saxon literature and civilization and Didactics of EFL.

In general, in following the LMD system, this department presents four units in which each unit encompasses some elements (the content of the first year): - The fundamental Unit (16 hours a week): comprises only the essential teaching subjects: Written Expression, Oral Expression, Grammar, Linguistics, Phonetics, and Introduction to the Literature and Civilisation of the target language. - The methodological Unit (3 hours a week): includes the study skills (research methodology) - The discovery Unit (1h 30 a week): embodied in study of another foreign language (French). - The transverse unit (1h 30 a week): represented in the study of computer science.

1.8. Teachers' Personality Traits

The personality of teachers is one of the topics that has its impact on teaching and learning processes. Nor Fouziaha Yaakoub⁴ (1990: 139) has stated: *one important teacher quality that can either facilitate or hinder the teaching- learning process is teacher personality*. Each individual has his/her own personality characteristics which can influence both the manner in which s/he behaves toward others, and the way in which s/he act in response to him/her, but the most effective personality traits of the teacher as Arif et al (2012: 163) states, are five: Conscientiousness, Emotional stability, Agreeableness, Extraversion, and Openness to experience.

Concerning the personality traits of teachers, there are bounties of attributes that teachers should have in order to affect the teaching and learning process. The behaviour is considered as a reliable barometer of successful teachers. Aidla and Vadi (2010: 592) support this idea and state: *considering the importance of personality traits among teachers, society members have high expectations of teachers. For example, they should be calm, stable, positive, warm, sociable, orderly, and disciplined etc*. Additionally, a sense of camaraderie in the classroom is one of the desirable teachers' characteristics. It can create comfort as well as motivation in students. This camaraderie can be found when teachers are friendly, tolerant, concerned about students, and have a good sense of humour. Also, Callahan (1977: 9) declares: *The teacher whose personality helps create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn said to have a desirable teaching personality*.

Moreover, Maslow (1970:11) suggests that self-actualizing person is indeed the most effective teacher. He sees that self-actualizing trait means fully functioning, psychologically healthy. Individual possessing such attributes as acceptance, spontaneity, autonomy, democratic nature, and creativeness. High expectations for students' success is another trait of teachers' personality that can affect their job performance and success. Iriven, Thompson, and Greer (2001:7) assert: *Effective teachers usually are remembered as holding high expectations, pushing students to achieve and consistently challenging them to do their best*. Furthermore, the ability of diagnosing students' needs or what is

⁴ Noran Fauziah binti Yaakub was born in 20 July 1945 at Temerloh, Pahang, Malaysia. She gets her Ph.D in Social-Psychology from the University of Sains Malaysia in 1988.

known as adaptation is also one of the teachers' personality traits. Mascarenhas, Parsons, & Burrowbridge (2010:25-43) define adaptation as *an instructional interaction where teachers adjust their instruction in response to students' needs*. In addition, Mohanna, Chambers, & Wall (2007:145-147) affirm: *Effective teachers are adaptable in providing variety in their teaching activities, aiming to match their manipulation of the teaching and learning environment to the needs of the learner*.

1.9. Teachers' Roles

Basically, the teachers' ability of teaching effectively is important in creating the right conditions of learning. In classrooms, teachers are dealing with different students who have different abilities, weaknesses, needs, and so on. Keifer (2007:222) states: *Among the main task of the teacher is to maintain an emotional climate in the classroom that promotes learning, that is, one that is relaxed, curious, playful, enthusiastic, energetic, and confident*. The major concern for teachers at the department of English language and literature at saida university is how to cope with all students in the classrooms. However, teachers are required to construct a friendly atmosphere through adopting some useful approaches and techniques.

1.9.1. Classroom Management

Classroom management is one of the necessary techniques that teachers of third year students most of time have in order to attract the attention of their students. Since it encompasses many factors of what is going on in the classroom while a lesson is being taught, classroom management is one of the main teaching challenges. The mere focus of teachers of third year students behind having classroom management is to build a suitable environment where learning and teaching can take place like: comfortable, organized, engaging, and respectful classroom. Babkie(2006:184-187) declares: *Researchers typically use two elements to determine if a classroom management approach is successful. The first is a lack of appropriate behaviour. The other element is whether or not students are on-task*. According to Babkie, students' behaviour and their attention are two factors that the teachers can adopt so as to know if their classes are managed or not.

However, teachers usually make use of strategies that are planned, thoughtful, in line with lesson content, and meet the students' needs. Also, they develop the management of their classrooms so as to encourage positive behaviours and enhance the attention of the

students through providing direct, clear, and consistent instructions. Emmer, Everston, and Worshan (2003: 17) attest the need for rules and procedures by explaining that they: *vary in different classrooms, but all effectively managed classrooms have them... Furthermore, inefficient procedures and the absence of routines for common aspects of classroom life... can waste large amounts of time and cause students' attention and interest to wane.*

Furthermore, time management is also one of the aims of teachers of third year students taken into their accounts. They are aware of the importance of effective timing use in improving the success of students' learning. They use the available time productively. Claessens et al (2007: 262) state: *Time management means those behaviours that aim at achieving an effective use of time while performing certain goal-directed activities.* Through time management, tutors are able to design rules that will facilitate the teaching and learning processes on one hand, and passing academic knowledge to the learners appropriately without obvious danger on the other hand. So, third year students will become more confident and stronger. Britton & Tesser, (1991:405) say: *better time management skills can lead to more effective time use and ultimately more positive individual outcomes in some settings.* Moreover, teachers also take into their considerations the time that they allocate for each task, and the criteria that may determine the time for each activity. These criteria are: the degree of complexity for each task, students' attention span & readiness, students' abilities and needs, and the pace of the lesson.

1.9.2. Teachers' Feedback

Teachers of third year English language are aware that the feedback has its role in drawing students' attention. If students do not understand the feedback they do not care about it and thus they do not attend to it. Among the primary roles that teachers have with the third year students of English language is the understanding of how to make students feel about and respond to the feedback, in order to give accessible, clear, legible, and unambiguous feedback. Interestingly, teachers prepare the feedbacks that they want to give to students so as to make learning effective and precious. Nicol and Draper (2008:10) affirm: *Careful preparation beforehand can help to prime the students about the nature of feedback and its role in the learning process. Students need to be actively involved in learning what the criteria mean and in understanding the goals and purposes of feedback.*

Teachers always give a feedback to their students, they take into their considerations the goal, progress toward the goal, activities need to be undertaken to make better progress. In other words, most of time, before starting the lecture, they answer the following questions so as to provide students with effective feedback: Where am I going? How am I going? Where to next? Hattie & Timperley (2007:71, 81:112) assert that *studies of the impact of feedback on student learning achievement indicate that feedback has the potential to have a significant effect on student learning achievement.*

1.9.3. Oral Fluency

Oral Fluency is one of the factors that the teachers of third year English language students always try to have in EFL classrooms since it contributes to enhance their students' cognitive abilities in general and their attentions in particular. Hedge (2000:197) asserts that *speaking fluently creates a comfortable feeling and cultivates learners' self-confidence through communicative language teaching.* They always take into account some elements in order to facilitate the process of comprehension for their students. These elements are rhythm, intonation, stress, rate of speaking, pausing, and use of interjections and interruptions.

1.9.4. Reinforcement

Teachers regularly use any consequence or stimulus they find it appropriate to increase the probability of behaviour to be repeated by the students, Ashford, Lecroy & Lortie (2001:3) states: *reinforcer is pleasant, satisfying, tension, reducing and so on.* Some teachers; for instance, use tangible praises; while others may use humorous comments or anything else as a reinforcement tool until they find a perfect type of reinforcement that can increase the incidence of the desired behaviour. In most cases, teachers use the following instructions when they want to choose the appropriate reinforcer; they always seek for the best way to put self-confidence in their pupils during the lesson, so as to avoid any anxiety or fear, and thus become risk taking and attentive:

- 1) Observe the student and find the appropriate kind of stimuli serving to reinforce his or her behaviour. For example, walking around the classroom gives the teacher the opportunity to observe his/ her pupils' work and comment on it. The teacher may be at the door to greet his pupils. For example, he smiles, comments, and so on.

- 2) Ask students to choose what they would like to try to earn. And, this can be used when the teacher likes to change the behaviour of students.
- 3) Monitor and check whether the reinforcer remains preferred or will be changed.
- 4) Evaluate and assess the preference of the reinforcer formally.

1.10. Students' Proficiency Level

Learning a language is not a matter of looking to fill the mind with information, it requires looking to the abilities and knowledge of students. Knowing a student perhaps emphasize the success of any objective is designed by the instructor. Population of study who are third year students of English language at saida university are a diverse group who have raised levels of culture, language skills, expectations, attention, and prior knowledge. This diversity would offer challenges, constraints, and motivations for them to express either the success or the failure of learning. Learners set themselves specific goals; they want to be able to master English language to a high level of accuracy and fluency.

1.10.1. Language Skills

Concerning the language skills, it seems that third year students are familiar with the four skills-reading, listening, speaking and writing- which are strongly related to each other. What is interesting is that everyone has varied levels in those skills. This is not surprising assertion because everyone share strengths and hindrances in each skill. For instance, regarding the listening skill, some students are more attentive than others whereas they are less competent in other skill. Learners want to improve their abilities of the four skills, and use different methods and approaches. Nonetheless, successfully performing such activities related to the four skills may be attributed to students' attitudes toward those skills that constructed from the last two years or from the middle and secondary schools of studying English language.

Therefore, teachers have the role of looking for and providing the best ways of teaching the four skills. Moreover, successful students are those who master the basic skills, and solve any problem encountered it; this demands some potential factors like the cognitive ones. This latter involves many aspects such as intelligence. The participants' intelligence can be shown in their creativity, comprehension, thinking rationally, using interpersonal skills, and solve the problems. Most of the times they endeavour to use their interpersonal skills to such problem or difficult questions they have in the classroom. This

does not mean that students have worked individually; rather they usually work in small groups.

1.10.2.Prior Knowledge

Another point that students are interested in is their prior knowledge, the students are aware that their prior knowledge has it role in guiding their learning and constructing comprehension. When they attend to what the teacher is saying in the classroom, they will use their prior knowledge in realizing the message; that is, they will recognize the words of the teacher when they activate their schemata: the pronunciation, the meaning, examples, etc. The participants make use of their prior knowledge in order to be familiar with the meaning of words in the context and what they know about the topic to the ideas uttered by the speaker. This can generally improve their self-confidence, and motivate them to attend to teacher's speech and understand for him/ her; the richer the prior knowledge is for a given topic the better the listener will understand the speech.

1.10.3. Students' Cultural Background

Cultural background is one of the subjects that teachers are interested in, since it affects the language teaching and learning processes in the EFL classrooms. Teaching any subject requires knowing students' culture, because this latter determines the students' behaviour and their comprehension of the field of study. The participants share different cultures as they have different beliefs, values, customs, and home environments. Many of students have problems in classroom communication; this can be attributed to the cultural differences that they have. The values and life experience may affect their learning styles and processes in classroom especially when they work cooperatively which would be a challenge and difficulty for teachers to cope with them.

1.10.4. Students' Attention

The center of interest of any activity for teachers is the attention of students. The rational of successful learning program is that learners should be involved. The participants are aware that they need to have a high degree of attention in the classroom, this may lead toward a strong awareness that they have some strengths guide to focus more with teachers. Everything that happens in the classroom can involve students or bore them, the relationship between participants and their teachers affect their attention, most of time,

through interaction the participant usually direct their attention to what teachers say, this lead to the assertion that they have a good rapport between themselves. This latter is expressed in the teachers' awareness about their students' needs and expectations as well as the selection of the teaching method and materials used in the lecture.

The rational for the majority of third year students is that when they find teachers always try to communicate better the more they will attend their lectures. In this process, they build knowledge about how to be competent and enjoy the lesson; they usually like the flexibility of teachers and their strategic competence in the classroom. Furthermore, the ability to participate in an uninterrupted environment is one of the feature that lead students to focus their attention. The participants are different in their cognitive abilities; the attention span of some students is only about 10 minutes whereas others have more than that. This can be interpreted to bounties of reasons related to the student him/herself and to the teaching process in general.

1.10.5. Students' Expectations

Furthermore, knowing and fulfilling students' expectations is also sincere problem for teachers. As the third year classroom involves different students with different generations and abilities, the participants expect different positive things to be involved and occur in classroom, the learning expectations differ from one student to another, but in general, most of them expect successful outcomes to be built after conducting the teaching materials. They anticipate being able to master the language skills correctly as well as having a good rapport with their teachers and colleagues. However, the content of the subject teaching, the teaching method, and the material are the major points that are different among students.

1.11. Conclusion

The first chapter presented a synopsis about teaching situation of English language at the department of English language at Saida University. After presenting English language teaching in Algeria, and the LMD system characteristics and organizations, it moved to describe the department of English language, the teachers and third year students; it tackled some roles and affective aspects that both teachers and students are expected to have in the EFL classrooms. Later, the chapter provided explanations about the

research tools that are used in this research project: questionnaire, interview, and classroom observation.

Therefore, it is necessary to know that English is a language that can meet students' needs in the 21st century since this latter is characterized by the technological, economical, and political developments and changes. An important issue that is remarked is that EFL teaching and learning are complex processes as they require many psychological or affective factors such as reinforcement, intelligence, classroom management and so on. So, it is important for the administration to look for learners and teachers' needs in English language learning and teaching, and to seek for the best ways of the learning process.

Chapter Two:

Highlighting the Locus of Focused Attention and Honour

2.1. Introduction

2.2. Listening Comprehension Definition

2.3. Factors Affecting Students' Listening Comprehension

2.4. Improving Listening Comprehension Strategies

2.5. Definition of Concepts

2.5.1. Definition of Attention

2.5.2. Definition of Focused Attention

2.6. An Indepth Look at Focused Attention Theories

2.6.1. Filter Theory

2.6.2. Attenuator Theory

2.6.3. Late Selection Theory

2.7. Definition of Humour

2.8. Humour Theories

2.8.1. The Superiority Theory

2.8.2. The Incongruity Theory

2.8.3. The Relief Theory

2.8.4. IHPT

2.9. Conclusion

2.1. Introduction

Learning and teaching foreign language is a challenging process since it encourages taking the four skills with the psychological states of both teachers and students. Indeed, in a classroom situation, attention is one of the cognitive aspects that brings up to the students' success of listening comprehension process. In fact, enhancing students' attention in the EFL classrooms is the calling for issues that teachers are in need to assure positive results towards it; they make use bounties of methods, strategies, and approaches. Among these approaches, there is what is called as humour. This approach is a multidisciplinary perspective that embraces, at least, philosophical, psychological, sociological, and educational research. Therefore, this theoretical chapter is devoted to explaining at first what is meant by listening comprehension, the main factors that can influence it, and the strategies that can improve it. Then, purveying the definition of attention in general and focused attention in specific, and the main theories that can explain how selective attention happens. Later, clarifying the notion of humour, and explaining its main influential theories.

2.2. Listening comprehension Definition:

Listening comprehension refers to the listener's ability to understand the language of the speaker. Brown and Yule (1983:243) explain listening as follows: *Listening comprehension could mean that a person understands what he has heard.* Since language has its components, understanding the speech generally involves comprehending the vocabulary and grammatical structure, distinguishing between sounds, interpreting stress and intonation, etc. Howatt and Dakin (1974:4) define listening comprehension as: *the ability to identify and understand what others are saying and this involves understanding the speaker's accent, pronunciation, grammar, vocabulary, and meaning.*

However, listening comprehension relates to the cognition of the listener since it requires some mental processes. Wolvin and Coakley (1988:980) define listening comprehension from the perspective of cognitive process and they define it as: *the process of receiving, attending to, and assigning to meaning to aural stimuli.* In the same way, Saricoban(1999) sees listening comprehension as an active process and difficult as it

involves attention, thought, interpretation, and imagination¹. Clark and Clark (1977:43-44) state:

Comprehension has two common senses. In its narrow sense it denotes the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey... Comprehension in its broader sense, however, rarely ends here, for listeners normally put the interpretations they have built to work.

Clark and Clark divide their definition of listening comprehension into two senses, narrow and broad meanings, in narrow explanation, they consider listening comprehension as metacognitive ability in which it is related to the capacity of the listener' mind in looking beyond what the speaker intended to refer. Whereas, in its broad term, listening comprehension means the analysis that the listener has constructed about what s/he has heard. Likewise, listening comprehension is described as a complex process, Rubin (1995:8) summarizes this as: *listening is the skill that makes the heaviest processing demands because learners must store information in short-term memory at the same time as they are working to understand the information.* Driven and Oakeshott-Taylor (1984:326-343) suggested that those complex activities cannot be understood by simply looking at the linguistic cues or knowledge of the language, but the non- linguistic cues or knowledge of the world also have to be considered in the comprehension process. Linguistic knowledge is of different types such as, syntax, semantics, phonology, discourse structure, lexis act. Whereas, non-linguistic knowledge used in comprehension are knowledge about the topic and context.

Furthermore, Listening comprehension is a complex process that is characterized by top-down and bottom-up processes. Brown (2006:17) suggests that, listeners must hear words (bottom-up processing), hold them in their short term memory to link them to each other, and then interpret what has been heard before hearing a new input. Meanwhile, they need to use their background knowledge (top-down processing) to make sense of the input: derive meaning concerning prior knowledge and schemata. Morley (2001:89) defines top-down as: *the process that involves "the listener's" ability to bring prior information to bear on the task of understanding the "heard" language.* Top-down process refers to the listener's ability to rely on the prior information that s/he has or experienced before. On the

¹ <http://iteslj.org/Articles/Saricoban-Listening.html> Accessed on 13.12.2015

other hand, bottom-up process is defined by Morley(2001:89) as: *that part of the aural comprehension process in which the understanding of the “heard” language is worked out proceeding from sounds to words to grammatical relationships in lexical meanings.* Bottom-up process refers to the listener’s ability to understand the content of the heard message, i.e., words, grammatical structure, and lexical meanings.

Facilitating listening comprehension is one of the main aims of any students or teacher. To do so, those two latter can make use some strategies that can be helpful in making listening comprehension easier and more effective. O’Malley et al (1989:418-437) state: *listening comprehension strategies are steps taken by learners to help them acquire, store, retrieve, and/or use information.* Listening comprehension strategies are three: metacognitive, cognitive, and socio-affective strategies:

- 1. Metacognitive strategies are:** planning, note-taking, transfer, resourcing, self-monitoring, evaluation, selective attention, directed attention and parsing.
- 2. Cognitive strategies are:** elaboration, inference, imagery, summarization, contextualization, grouping, repetition, problem identification, hypothesis testing, translation, and predicting.
- 3. Socio-affective strategies are:** reprise, feedback, up taking, clarifying, and affective control.

2.3. Factors Affecting Students’ Listening Comprehension

Concerning the factors that affect students’ listening comprehension, there are lots of factors are identified by different researchers (River 1981; Boyle 1984; Dirven and Oakeshott-Taylor; 1984, Samuels, 1984; Power, 1986). Generally speaking, among accepted factors that can influence students’ listening comprehension, Boyle (1984:38) investigates them in Hong Kong universities. He finds that the lacks of practice, linguistic understanding, general background knowledge, memory, and attention/ concentration are the major ones that can influence students’ listening comprehension. These factors can be classified into four categories: listener, speaker, stimulus, and context factors, Teng (2002:526-533) divides those factors in her study into comprehensive list as following:

A. Listener Factors
1. Language facility, including phonological, lexical, syntactic, semantic, pragmatic knowledge

2. Knowledge of the world
3. Intelligence
4. Physical Condition
5. Metacognitive strategies
6. Motivation
B. Speaker Factors
1. Language ability: native speaker Vs nonnative speaker
2. Accent/ dialect
3. Speed of delivery
4. Degree of speed and redundancies
5. Prestige and personality
C. Stimulus Factors
1. Discussion topic
2. Abstractness of material
3. Vagueness of words
4. Presentation mode; audio only Vs audio and visual
5. Acoustic environment
D. Context Factors
1. Type of interactional event
2. Distraction during listening
3. Interval between listening and testing
4. Note-taking

Table2.1: Listening Comprehension Affective Factors (Adapted from Teng, 2002)

2.4. Improving Listening comprehension

Improving Listening comprehension is one of teachers' roles towards their students. Through diagnosing the needs, skills, and expectations of students, teachers can make use the five following techniques in order to enhance listening comprehension of students.

- 1) Activate Background Knowledge. This technique can be used in different ways, for example, teachers can give number of ideas and statements that are related to the topic and ask students to identify the wrong and true ones. Also, teachers can provide

students with an activity that is related to the topic and ask them to fill the gaps; here, students will focus their attention to the content.

- 2) Set a Clear Purpose. Teachers make listening aims common to students, such as the purpose can be getting familiar with the characteristics of American society during 1925 such as Great Gatsby.
- 3) Use Manipulatives. during the presentation objects, pictures and photos, can be used by teachers as means to study or use in order to facilitate the process of listening comprehension of students through enhancing the interest of this latter an making the abstract ideas concrete and real.
- 4) Create Graphic Organizers such as using lines, diagrams, circles so as to make the relationship between big and important ideas clear.
- 5) Teachers can have students take notes. This can assist learners to listen carefully and remember what they have received in the classroom. Berthoff (1981) provides how can students take notes; he says:

Upper-grade students often use a special kind of note taking in which they divide their papers into two columns; labeling the left column Take Notes and the right column Make Notes. They take notes in the left column, but, more important, they think about the notes, make connections, and personalize the notes in the right column.

2.5. Definition of Concepts

2.5.1. Definition of Attention

The notion of “attention” was dealt since the late of the 19th century by many philosophers and psychologists. Its study has been of interest in contemporary cognitive psychology and cognitive neuroscience. It is a concept that has its roots from the Latin language. It was derived from the word of attendere: ad “to”+ tendere “stretch”, i.e. to stretch. The oldest definition goes back to William James(1890). This latter asserts: *Everyone knows what attention is. It is the taking possession of the mind, in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought. Vocalisations, concentration, of consciousness are of its essence.* James sees attention as a familiar process for everyone; he considers it as a selective process in which it puts the notion of “clearness” at its heart. Nevertheless, Pillsbury (cited in Wundt, 1907:249) also sees that clearness is the central aspect of this cognitive process; he asserts: *the essence of*

attention as a conscious process is an increase in the clearness on one idea or a group of ideas at the expense of others.

In the Concise Oxford English Dictionary (2003), it is defined as: *the mental faculty of considering or taking notice*. Attention is a process that enables someone to direct his/ her mental abilities into what s/ he does. Ackerman, Kyllonen, and Roberts, (1999: 162) state: *Attention is a system of cognitive control in which the vast amount of information processed by the cognitive system is reduced to a tolerable extent*. Also, Gazzaniga, Ivry, and Mangun (2002:247) define attention as *a cognitive brain mechanism that enables one to process relevant inputs, thoughts or actions*. Attention can be divided into two elements: selective and divided attention; the following diagram shows how attention can be divided:

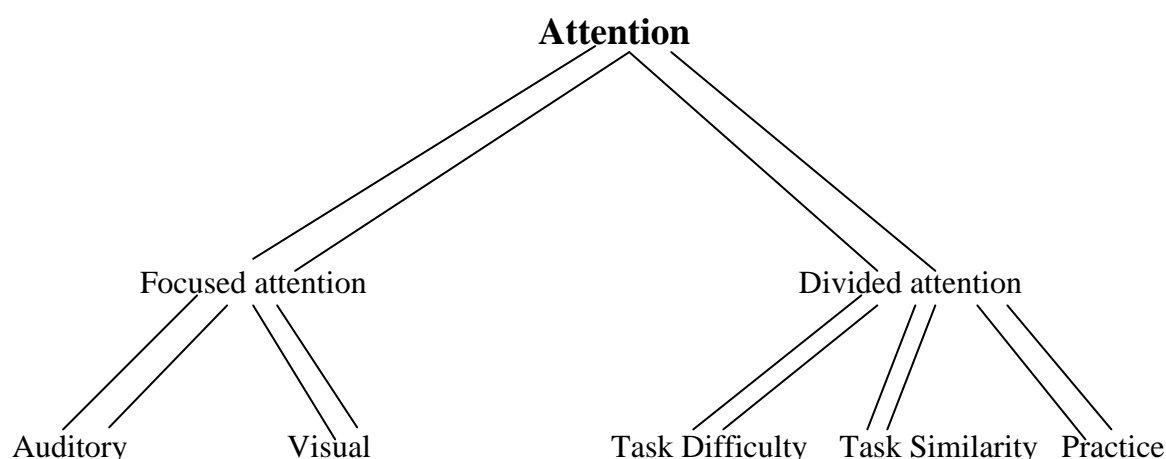


Figure 2.1: Attention Levels

This diagram classifies attention into focused and divided processes. Focused attention can be auditory or visual; whereas divided attention can be found in practice and tasks that are similar and difficult. Furthermore, Pillsbury (cited in Wundt1907:249) assumes that attention can involve two physiological processes that work simultaneously. The first one is called reinforcement; here, there is an enhancement in neural activity that is related to attention. Whereas, the second one is called inhibition, i.e., the neural activity of the unattended message will be decreased.

Increasingly, student's attention does not rely only on cognitive abilities as some researchers see, but also on some internal and external stimulus and capabilities. The internal stimuli encompass: learner's senses, interests, needs, internal motives, and goals,

whereas, external stimuli are: value of the stimuli, external motives, and the degree of the task. Lezak (1995:39) defines attention as *a set of several capabilities of different processes that are associated with how the human organism becomes receptive to stimuli and how it processes and responds to either internal or external stimuli*. Also, Sohlberg, Mateer, and Wood (1987:117-130) declare: *Attention is the ability to focus on certain aspects of the environment that one considers important or interesting and to flexibly manipulate this information*. Hale and Lewis' (1979: 31) relate individual's attention to the task, needs and the motives. They state that "attending" refers to perceiving in relation to a task or goal, internally or externally motivated.

2.5.2. Definition of Focused Attention

In defining focused attention, it is necessary to explain what is meant by the focus. This latter refers to the central point of any matter; Erikson (1976:121) defines focus as: *the goal directed orientation of the spotlight*. The focus is necessary, especially if there are many things happening at the same time; it requires awareness about the most important thing among the others. In other words, awareness is a helpful device in determining the correct focus of the individual. If someone is not aware about the focus or what is the relevant target, s/he will be confused where to direct her/ his attention. Thus, Bialystok & Martin (2004:325-339) assert: *selective attention is more difficult in most tasks if the ignored stimuli are ones which are usually automatically processed, such as familiar language processing*.

Focused attention or selective attention is a kind of attention in which student attends to one stimulus ignoring the other(s). Sternberg (1999: 69) confirms this and states: *selective attention is the process of selectively focusing one's attention on one stimulus while intentionally ignoring others*. Selective attention has two functions as it is claimed by Moran (1996:5): *the first one is the ability to focus a beam of selective attention on a particular source of stimulation, and the second one is the ability to divert one's selective attention to relevant stimuli and away from irrelevant stimuli*. Selective attention can also refer to the ability to avoid internal and external distractions. Every day, any student is exposed to different environmental stimuli, but s/he selects a particular stimulus to focus on. S/he may need to focus his/her attention to the speech of the teacher and at the same time to ignore the speech of his/her colleagues. In spite of this, the following diagram explains focused attention mechanism:

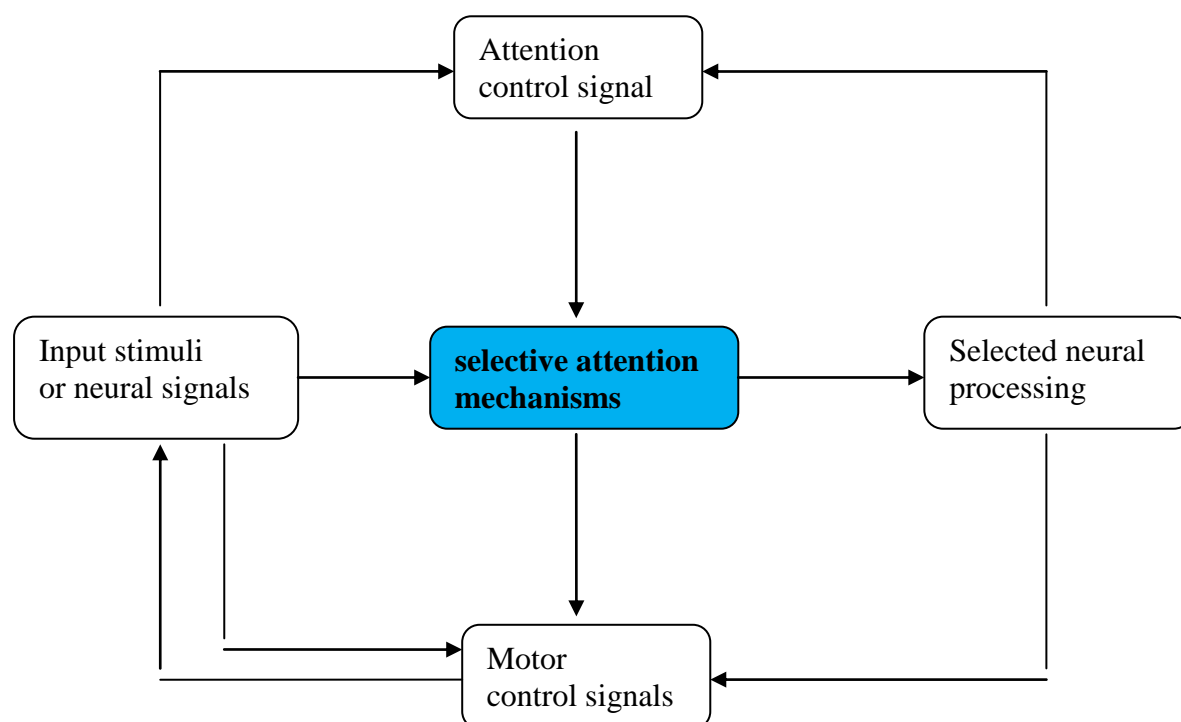


Figure2.2: Selective Attention Process (adapted from Geisler & Cormack, 2010: 3)

Selective attention is a neural mechanism since it is one of the components of cognition. Directing attention to a particular neural processing can be boosted by such an instruction that is arbitrary and changeable. This latter is responsible for the selection of stimulus kind. However, this selection is required for students since they are expected to tackle different information in the EFL classroom. It is based on some inner conditions which classified into internal and external factors. The internal factors are: physiological state, interests, emotions, etc., whereas the external factors are: intensity of stimulus, contrast, and spatial relation etc.

2.6. An Indepth Look at Focused Attention Theories

From issues associated with the definition of focused attention, it is necessary to look into some theories that explain how selective attention process occurs. Gazzaniga(2002:244-251) asserts: *The theories all share the underlying idea, that every processing of the brain, even sensory inputs, have a limited capacity channel (bottleneck) and thereby, only a certain amount of information could pass.* According to Gazzaniga, Bottleneck theories can explain how selective attention works; they are three: Broadbent (1958), Treisman (1960), and Deutsch and Deutsch (1963). The following diagram summarises the two bottleneck versions of selective attention:

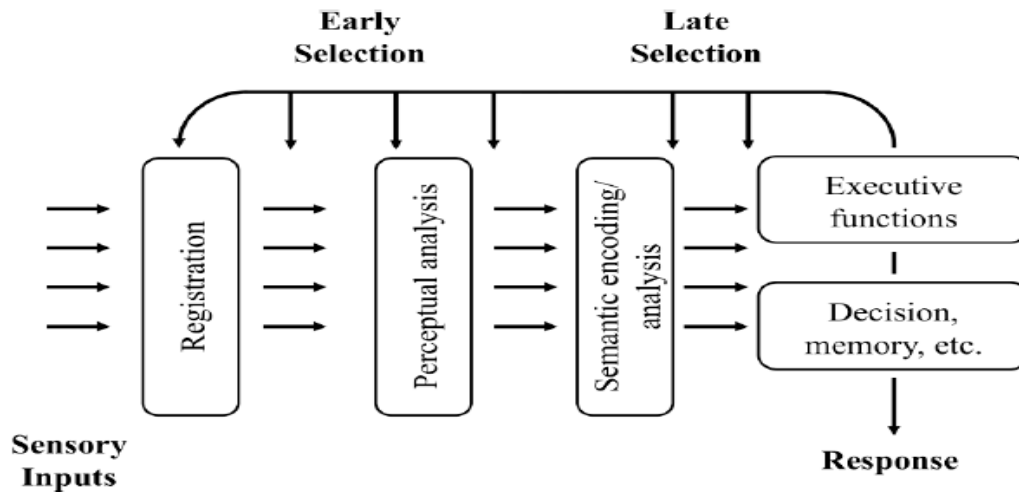


Figure2.3: Bottleneck Model of Selective Attention (Adapted from Gazzaniga, 2002: 244-251)

These theories show that the locus of selective attention can occur either earlier or later, i.e., these Bottleneck theories encompass two contradictory versions. The first version (Broadbent, 1958; Treisman, 1960) see that selective attention process can happen early, whereas, the second one (Deutsch and Deutsch, 1963) hold that selective attention process happens later. Gazzaniga(2002:244-251) claims: *The limitation of early selection is located during or even previously to perceptual analysis. Late selection, on the other hand, occurs after complete semantic encoding of all stimuli.*

2.6.1. Filter Theory

Filter theory is the first comprehensive model of focused attention which is proposed by British Psychologist Donald Broadbent in 1958 in order to account for the findings with the shadowing task. John Driver (2001:54) declares: *Broadbent's initial interest had been fuelled less by noisy cocktail parties.* It is one of the early selection theories of Bottleneck as John Driver (2001:57) states: *Broadbent's (1958) filter theory is the classic example of 'early selection' approaches.* The aim of Broadbent behind this theory is to elucidate that individual focuses his / her attention to only one message at a time and thwarts overload. This can increase and improve the comprehension between people on one hand, and organise the interaction between them on the other hand. filter theory encompasses two stages. In the first stage, two similar stimuli or sensory information enter the processing system which is ear (as a channel) and are placed in buffer and pro tem store. John Driver (2001:56) asserts: *In the first stage, 'physical'*

properties (such as the pitch or location of sounds) would be extracted for all incoming stimuli, in a 'parallel' manner. Whereas, in the second stage, the selective filter identifies only one input on the basis of its physical properties (such as voice tone). Thus, one message can rest in the buffer and the other is excluded, and the focus of attention is on this single channel. John Driver (2001:56) states:

This second stage... could not deal with all the incoming information at once when there were multiple stimuli (it might therefore have to process them 'serially', rather than in parallel). A selective Filter protected the second stage from overload, passing to it only those stimuli which had a particular physical property, from among those already extracted for all stimuli within the first stage.

The following Diagram explains Broadbent theory:

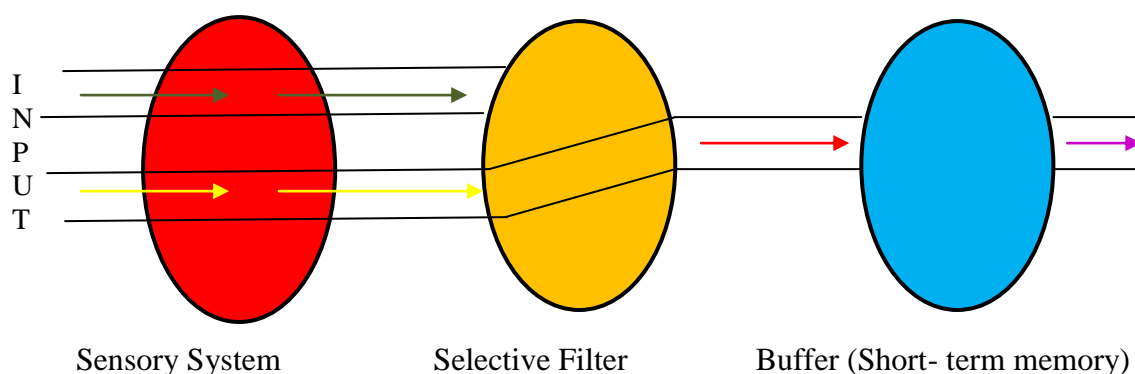


Figure 2.4: Broadbent's Filter Model²

2.6.2. Attenuator Theory

Attenuator theory is the second focused attention theories that is presented by Treisman in 1960. This theory is seen as one of the modifications of Filter theory that is presented by Broadbent (1958). These two theories are quite similar, but the difference lies in the filter. Attenuator theory sees that the non-attended input is not completely filtered out, but is 'attenuated' compared to attended information. In other words, Treisman (1960) hypothesised that instead of blocking the non-attended message; the filter allows this later to go through, but in an attenuated form, i.e. their signal strength is lowered. John Driver (2001:58) asserts: *Treisman (1960, 1969) proposed a less drastic revision of Broadbent's filter theory...She proposed that unattended stimuli were 'attenuated' rather than completely filtered out.*

² <http://www.cogsci.ucsd.edu/~coulson/101b/selective> Accessed on: 16.12.2015

According to Treisman, the messages are analysed according to physical characteristics, syllable/ words grouping (syntax), and meaning (semantic). So, the message that does not meet all these criteria will become “attenuated” because it is not banished until the final filter which will appraise the semantic meaning of the messages. This means that the messages will enter the “dictionary units” which is responsible for analysing them according to semantic meaning (Late theory). However, some attenuated stimuli can be identified easily and thus capture the attention because they have low threshold for identification, for instance names, danger, fire etc. John Driver (2001:58) states:

In exceptional cases, this weak input might be sufficient for identification. Specifically, this could apply for stimuli which currently had a very low ‘threshold’ for identification, such as those primed by the current context. For instance, words recently associated with electrical shock.

The following Diagram illustrates Treisman theory:

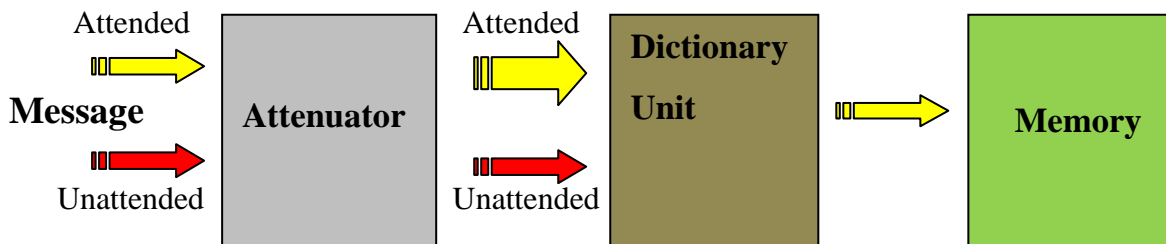


Figure 2.5: Treisman’s Model of Attenuation Theory³

2.6.3. Late Selection Theory

Anthony Deutsch and Diana Deutsch introduce another theory of selective attention in 1963 that is different from the other earlier theories. According to this theory, all sensory inputs are processed completely and are analyzed according to the importance and relevance of the stimulus. This response selection theory comes as a contrast to what Broadbent had claimed before. In other words, this theory maintains that the filter does not placed in the analysis stage, but it takes place later in the process, i.e., on the response stage. The following diagram illustrates this theory:

³ [http://psy405.cankaya.edu.tr/uploads/files/ch4\(1\)](http://psy405.cankaya.edu.tr/uploads/files/ch4(1)) Accessed on 20.12.15

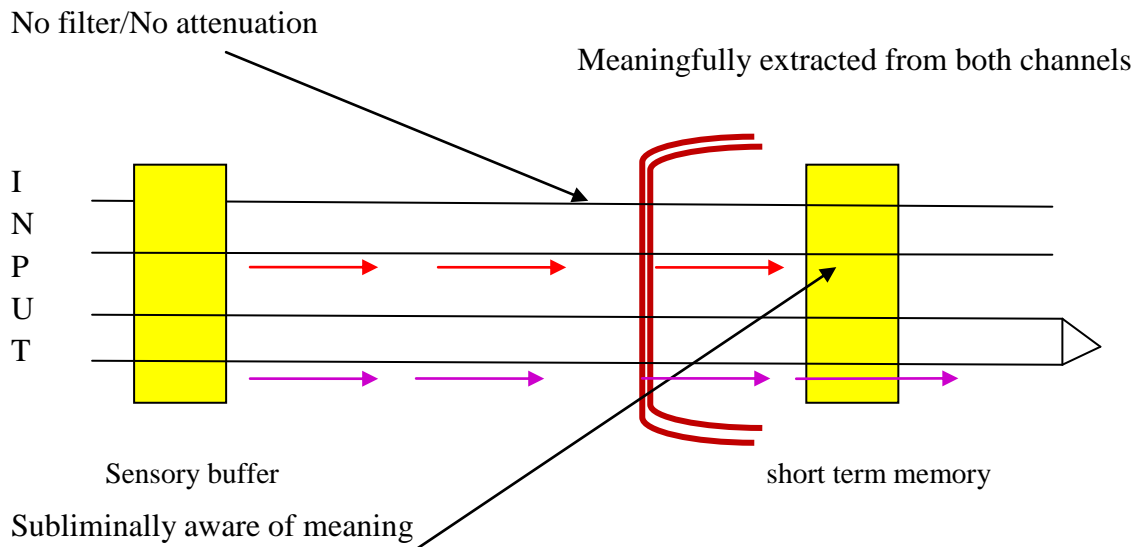


Figure 2.6: Deutsch & Deutsch's Model of (late) Selective Attention⁴

The above diagram demonstrates the summary of the response selection theory. The information reach our sensor (relevant and irrelevant stimuli), and are analyzed for meaning; so, there is no filter that will determine the selected stimulus. Later, the stimulus will be chosen according to its weight of importance and relevance and thus filter takes place as result of late selection process. VanderHeijden "(1992: 47) asserts: *Because, with adequate general arousal, it is the weights of importance that determine whether a message is selected or not, it is of fundamental importance to know what determines, in its turn, these weights of importance*

2.7. Definition of Humour

The word humour is defined differently. In most cases, the term refers to the quality of being funny and amusing; or behaving in a way that makes the others amused. Webster's Dictionary(as cited in Shade, 1996: 9) defines humour as: *quality of imagination quick to perceive the ludicrous or to express itself in an amusing way; fun; caprice; disposition; mood; state of mind*. This term is derived from the Latin word "umor" which means bodily fluid. Also, it goes back to ancient Greek word 'humors' to mean 'the balance of fluids in the human body'. Cambridge Advanced Learners' Dictionary Third Edition (2008) defines humour as: *the ability to find things funny, the way in which people see that some things are funny or the quality of being funny*.

⁴ <http://www.cogsci.ucsd.edu/~coulson/101b/selective> Accessed on: 21.12.2015

Many scholars agree that humour is multidimensional in nature, but few agree on its exact dimensions. Solomon (1996:250) gives evidence for the multidimensionality of humour. She says: *humour is clearly a multifaceted phenomenon. The following list of synonyms is evidence for the multidimensionality of humor: farce, wit, jocularity, tease, laugh, snicker, zany, joke, ludicrous, satire, mirth, pun, jeer, glee, and giggle.* Moreover, Shade (1996:9-11) suggests five elements related to humour:

1. Humour appreciation refers to the affective domain after the humorous elements have been comprehended.
2. Humour identification is the recognition of the four forms of humor, which are figural, verbal, visual, and auditory.
3. Humour comprehension is the cognitive demands of understanding a joke.
4. Humour mirth response refers to the spontaneous physical reflex to humorous stimuli, usually in the form of smiling and/or laughter.
5. Humour production is an individual's ability to create humour.

Moreover, there are some scholars who see that humour overlaps with cognitive processes. Morrison (2002: 23) believes that our cognitive emotional growth is mainly influenced by the use of humour in our lives. Also, Romero & Cruthirds (2006: 59) see that humour is an amusing communication that produces positive emotions and cognitions in the individual or in the group. Likewise, humour interacts with laughter too. Martin and Lefcourt (1984:147) said that humour is: *the frequency with which the individual smiles, laughs, and otherwise displays amusement in a variety of situations*, but later some researchers see that humour is different from laughter like Anthropologist Robert R. Provine(1996:38-45) who sees that humour is not the same as laughter. He believes that laughter is not always connected to humour; rather, laughter is more often used as a mechanism for moving conversation. More deeply, Vossler & Sheidlower (2011:29), claim that *humour, at its heart, it is not the behavior of telling jokes, but it is that strategy used to create rapport between teachers and students in a way makes them feel closer to their instructors through producing a positive emotions and cognitions in students.* Besides, Hurren (2006: 373-385) thinks that humour is any message, verbal or non verbal, communicated by the teacher and makes students feel amused.

2.8. Humour Theories

Humour is a general term that refers to the quality of something to evoke amusement. The use of humour in our daily life as well as in different disciplines boosts many researchers to look into the reasons behind the emergence of humour. Generally speaking, there are four theories are raised to clarify what are the functions of humour, and why something is considered as humour: superiority theory, Incongruity theory, relief theory, and instructional humour processing theory.

2.8.1. Superiority Theory

The superiority theory maintains that people take pleasure and mirth in the demise of others they laugh at because they feel that they are superior and toffee-nosed in society as Cooper (2008:1087-1115) claims: *the superiority theory says that humour is a manifestation of a feeling of superiority over others or even over one's own former situation*. Also, Cornett (1986:26) confirms this when he cites that *humans feel joy at being superior to others*. Also, he (1986: 26) adds: *Defects in others are humorous as long as they are not harmful to the victims*. However, this superiority is attributed to the social class, i.e., differences in religions, nationalities, races, and occupations. Hill (1988:40) indicates: *We laugh maliciously when we possess superior knowledge over the people we ridicule. We laugh at people who have an inferior moral character or at people who are uglier or distorted than ourselves*.

This theory goes back to Plato, Aristotle, and Hobbes. Plato sees that humour is related to malice that is addressed to people who are powerless in society. Whereas, Aristotle reveals that we humour because we feel a joy at feeling superior to them. Thomas Hobbes (1988:349-355) further demonstrates that people compete with each other looking for deficiencies and weaknesses of the others. He considers laughter as *a kind of sudden glory, and he adds that we laugh at the misfortunes or infirmities of others, at our own past follies, provided that we are conscious of having now surmounted them, and also at unexpected success of our own*(*ibid*).

2.8.2. Incongruity Theory

Incongruity theory is one of the influential theories and approaches of humour. It is the combination between what is expected to happen and what is not. As cited in Shade (1996: 11), German philosophers Kant (in1790) and Schopenhauer (in1819), the

developers of this theory, proclaim: *The basis of this theory is that humour is created when we expect one thing and is suddenly presented with another. Humor, then, is the result of these unexpected connections.* Hence, the incongruity is planned by the teller who wants to mislead the audience; s/he can use the language that is ambiguous and polysemous. Shade (1996:11) asserts: *The incongruity in humour results when there is: a discrepancy between the punch line and the body of a joke, and a violation of expectancies. These may involve two conflicting sets of rules: two different frames of reference, or the reversal of figure and ground.* Furthermore, the speaker can produce one utterance or word to refer to two meanings instead of one meaning, this sometimes is called as bisociation. According to Alison Ross (2009:5), there are three general features of incongruity-based humorous expressions:

- Conflict between what is expected and what occurs in the joke.
- The conflict is caused by some ambiguity at some level of language.
- The punch line is surprising because it activates meaning which is not expected, since it is not compatible or coherent with the rest of the joke, or discourse

However, in order to create humorous situations, Incongruity depends on the resolution of incompatibility, i.e., the realisation of the intention of speakers with the help of the context. This can be called as incongruity- resolution theory. Furthermore, incongruity can be a source of confusion and interruption for students if it is not enjoyable and does not come in a pleasant way. However, students' awareness and recognition are required in classroom to understand the humour. Using humour in classroom can be either recognized, but without resolve, and thus becomes confused, or can be resolved and become funny.

Some researchers like Suls (1983:39-57) see that Incongruity theory takes into its primary accounts the emphasis on cognition rather than on how it functions in society since the cognitive abilities can make this congruity between the event (joke, body movement, statement...) and the expectations clear and comprehensible. According to Martin (2007:6), *the incongruity theory presents the cognitive process of humour, which provides a crucial understanding of the humour application.* Also, Suls (1983:39-57) considers incongruity to be *more of a theory of how humor is understood rather than how humour functions.* Also Kant & Schopenhauer phrase that the mental component of humour

realized when the unexpected connections between two things come about. Differently stated, pleasure arises as a result of "the rigours of logic, reason, and thinking".

2.8.3. Relief Theory

Relief theory is also one of the humour theories that describes the humour role in reducing stress and tension. It is also called the Release theory. According to Lowenstein and Bradshaw (2004:55), *Relief theory of Humour explains that laughter occurs because of the release of pre-existing energy and the release of energy built-up by the humorous situation itself*. Also, Wilkins & Eisenbranum (2009: 349–354) proclaim that *this theory of humour explains how people experience humour and its role in reducing stress and anxiety*.

The most well known theorists of this theory are Sigmund Freud and Herbert Spencer. Cooper (2008: 1087-1115) says: *the relief theory has its origins in the ideas of Sigmund Freud who believed that the pleasure obtained from a humorous event or utterance originated in the unconscious realms of our mind*. According to Freud, the essence of this theory is that it shows humour as healthy defense mechanism against the agonized emotion. Martin (2007:49) declares *that Sigmund Freud explained the relief of stress approach by providing a picture of humour as a defense mechanism that will “enable us to protect ourselves from the painful emotions associated with adverse circumstances*. Spencer (1986) (cited in Charney, 2005:642) also argued that *laughter represents a release of nervous energy that has nowhere to go after an unexpected event distracts from emotionally tense mood, or after an expectation of a need for emotional energy is frustrated*.

This theory involves two versions, the first one is strong version which claims that the release of too much energy will provide humorous laughter, whereas, the weak one maintains that a release of nervousness or energy is a part of humorous laughter. Hence, working with this theory in classroom setting will affect learning process positively since students will feel comfortable, avoid any stress they encounter in doing such activity, and keep going in their learning, When teachers tell humorous stories or jokes, they will create a pleasant atmosphere, release their student from any stress they have as well they will built positive attitudes towards the subject to be studied like self-esteem, self-confidence and so on.

2.8.4. Instructional Humour Processing Theory

Instructional humour processing theory (IHPT) is one of the humour theories that is based on incongruity-resolution theory, disposition theory, and the Elaboration Likelihood Model of Persuasion (ELM). It explains the reasons behind the success and failure of some humour types that are used by instructors for the purpose of enhancing learning process. IHPT provides an explanation of how certain humorous messages can facilitate the learning process. It has a strong relationship with the nature of humorous messages and how they are interpreted. The following Diagram illustrates the Instructional humour processing theory:

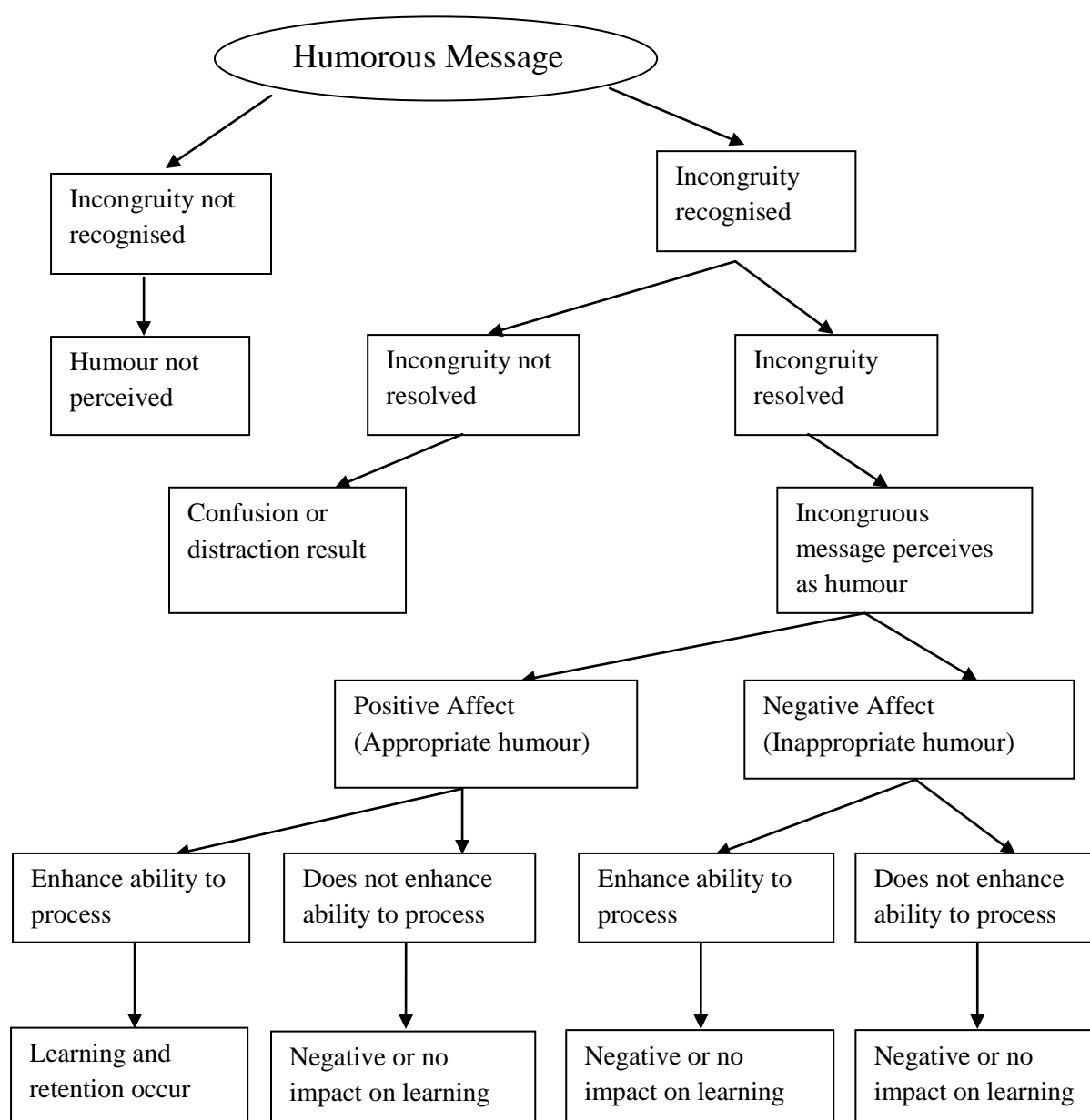


Figure 2.7: Instructional Humour Processing Theory (Adapted from Wanzer et al, 2010:7)

As it is shown before, when teacher says a humorous message, the incongruity can be either recognized or not. If students recognize the incongruity, some of them can resolve it and then is considered as humour. Whereas, there are students who cannot resolve the incongruity, this will be seen as interruption and confusion for them. Again, humorous utterance has its affect either positively or negatively, i.e., appropriate humour can enhance learning process, while inappropriate humour will create negative impact. Wanzer et al (2010: 7) claim: *IHPT predicts that inappropriate humor types such as offensive and other disparaging humor would be negatively associated with student learning because they would reduce motivation, and possibly ability to process.* According to Wanzer et al (2010: 7), the more humorous message is related to course content, the more it affects positively the learning process. They state: *If the humorous message has elements that enhance students' ability to process such as being related to the course content or makes the content relevant, then students will be more likely to process the instructional message and learning will be enhanced.* Generally speaking, the impact of humorous message depends on its content, instructor's skill, and students' perception of instructional humour.

2.9. Conclusion

This chapter highlights the notions of listening comprehension, attention, focused attention, and humour. It demonstrates that listening comprehension is the ability of the listener to recognize the sentence constituents with the help of some prospects like listener, speaker, stimulus, and context factors. Also, it was reviewed that listening comprehension can be enhanced with the use of some effective strategies. Further, selective attention is one of the attention kinds that refers to focusing mental efforts toward one direction; this process can occur either earlier or later. Additionally, humour is known as something has the ability to produce laugh, its production is explained by some theories like, superiority theory, incongruity theory, relief theory, and instructional humour processing theory. Furthermore, it is necessary to establish a comprehensive look into how the selective attention and humour occur in order to ameliorate listening comprehension process. So, focused attention and humour are important resources for enhancing listening comprehension.

Chapter Three:

Anchoring Focused Attention via Humour: a Case Study

3.1.Introduction

3.2.The Sample of the Study

3.3.Research Instruments' Description

3.3.1. Students' Questionnaire

3.3.2. Classroom Observation

3.3.3. Teachers' Interview

3.4.Results of the the Study

3.4.1. Students' Questionnaire

3.4.2. Classroom Observation

3.4.2.1. Humour Integration

3.4.2.2. Teaching Ways and Techniques

3.4.3. Teachers' Interview

3.5.Discussion of the Research Instruments' Results

3.5.1. Students' Questionnaire

3.5.2. Teachers' Interview

3.5.3. Classroom Observation

3.6.General Discussion

3.7. Conclusion

3.1. Introduction

In the first chapter, it was argued that focused attention is one of the types of attention which is a subpart of the cognitive processes that students usually have in their learning with different subjects, situations, and skills, like listening comprehension. Also, it was claimed that humour refers to something or act that is interpreted as funny. Therefore, as this work targets the role of humour in promoting students' focused attention, it seeks to investigate the two hypothesis in which the first one states that teacher emphasizes the use of humour as teaching method to enhance learners' focused attention, whereas the second one avers that tutors make use of humorous illustrations that are related to the lesson so as to make humour relevant to students' focused attention. To do so, three research tools are addressed to third year English language students and two teachers at the department of English language and literature at Dr. Moulay Tahar, Saida University.

3.2. The Sample of the Study

The research tool of this study was primarily handed to both teachers and students. Concerning the teachers' profile, the interview was handed to two teachers of English language of third year students at the department of English language and literature at Dr. Moulay Tahar, saida university. The two are female. The first one teaches civilization text studies, and the other teaches linguistics, both hold a Magister degree and are students of Docorat. They have different experience in teaching. The teaching experience of civilization text studies teacher is nearly fourteen years, whereas, the teaching experience of linguistics teacher is about six years. On the other hand, the sample of this work consists of twenty students of third year at the department of English language and literature at Dr. Moulay Tahar university of saida who were chosen randomly. They are asked to answer the questionnaire to investigate their opinions and attitudes towards the role of humour in raising their focused attention in listening comprehension.

3.3. Research Instruments' Description

For this study, questionnaire, classroom observation, and interview are three research tools which are used. They are addressed to third year English language students and teachers at the department of English language and literature at Saida University in order to test the likely research hypotheses. As the purpose of this work is to see the role of humour in improving students' focused attention in listening comprehension, each research

instrument has its own features, a description for each instrument is provided in detail below.

3.3.1 Students' Questionnaire

The questionnaire is designed to gather information about students' opinions and attitudes towards the role of humour in enhancing their focused attention. The questions types vary between close-ended, multi-choice questions, and open-ended ones. The participants were asked to answer the questionnaire by making a tick in the appropriate box and giving full-statements where necessary. The questionnaire is composed of three sections: The first section (Questions: one and two) deals with students' attention and concentration level in listening comprehension. Section two (Questions: three, four, five, six, and seven) is about investigating teachers' use of humour in EFL classroom. Whereas, the last section (questions: eight, nine, ten, eleven, twelve, thirteen, fourteen, and fifteen) is intended to elicit the impact of humour on students' focused attention.

3.3.2. Classroom Observation

Classroom observation was adopted during the fifth and sixth semesters of the academic year 2015-2016. The purpose behind using this research instrument is to know if English language teachers emphasise on enhancing their students' focused attention through using humour or not, and the teaching ways and techniques that are implemented by them. For this reasons, the researcher attended four times with two teachers, i.e., two sessions for each teacher. The first session was devoted to spot if teachers make emphasis on the use of humour as a teaching method to raise students' focused attention, whereas, the second one seeks to know how teachers use humour in EFL classroom to develop their students' focused attention.

3.3.3. Teachers' Interview

The interview was addressed to two teachers of English language at the department of English language and literature at Saida University; it was designed to look into the teachers' attitudes and opinions towards the role of humour in raising students' focused attention in listening comprehension. The interview includes two sections; the first one is about general information about teachers' attitudes towards students' attention, whereas the second deals with teachers' attitudes towards humour in EFL classroom. There were nine questions and are the same for all the participants. They consisted of open-ended and

close ended questions for the sake of getting explanations to the study and its aims. The interview took place after attending two lectures with the same teacher so as to confirm the validity of the collected data.

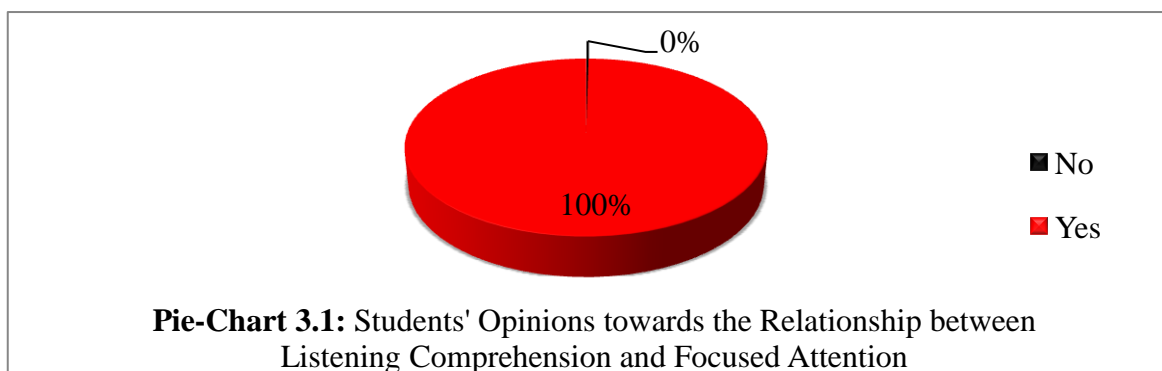
3.4. Results of the Study

In analysing the collected data, both qualitative and quantitative methods are used. Patton (2002:63) states that both methods are important because they provide ways of analysing, comparing, and contrasting the subjects in a statistical way. However, after addressing the questionnaire to twenty students of third year level, attending four lectures with two teachers of English language, and conducting an interview with them, the data were collected, and presented descriptively. Descriptive statistics is a good way to present *quantitative descriptions in a manageable form and helps to simplify large amounts of data in a sensible way* (ibid). *This method is also helpful in presenting qualitative results* (ibid).

3.4.1. Students' Questionnaire

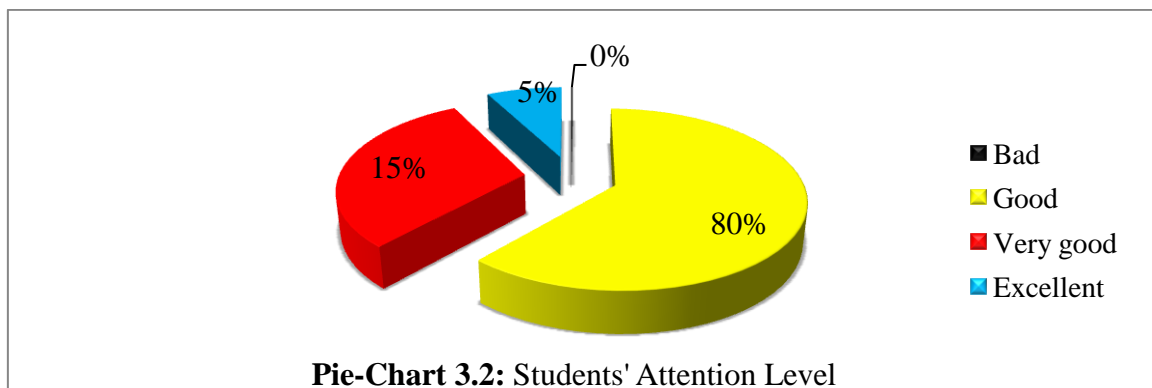
Section One: Student's Attention and Concentration Level in Listening Comprehension

As the first section investigates the level of students' focused attention in listening comprehension, the first question tries to find out the relationship between listening comprehension and attention; learners are asked if they believe that Listening comprehension is strongly related to attention.



The results show that all the participants accept the statement of “listening comprehension is related to attention” as true. No one of them refuses this assumption. This may indicate that they know the importance of attention in the sense that it is one of the factors that they need in the listening comprehension process

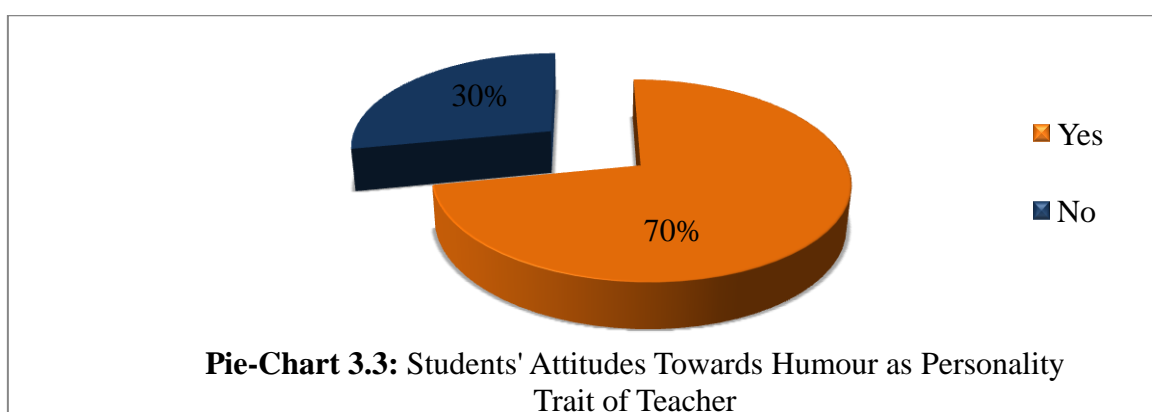
In order to be familiar with the students’ attention abilities, the second question addressed to students to select one choice that refers to their level of attention. They are asked to select bad, good, very good, or excellent.



The vast majority of learners 80% see that their levels of attention are good and 15% find their level of attention are very good, whereas only 5% claim that they are excellent. It can assume that their answers reveal that their attentions are affected by various reasons such the impact of teaching method that is adopted by teachers.

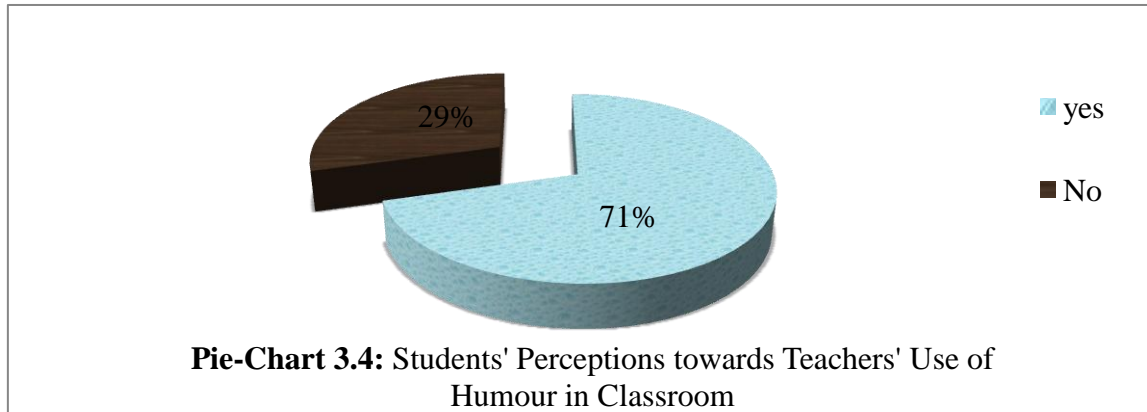
Section Two: Humour Teaching Method in EFL Classroom

As far as section two is concerned to investigate the use of humour in EFL classrooms, the first question is asked to investigate the opinions of student about whether humour is considered as an important characteristics of a teachers’ approach or not. This question seeks to know if humour is one of the teacher’s personality traits as well.



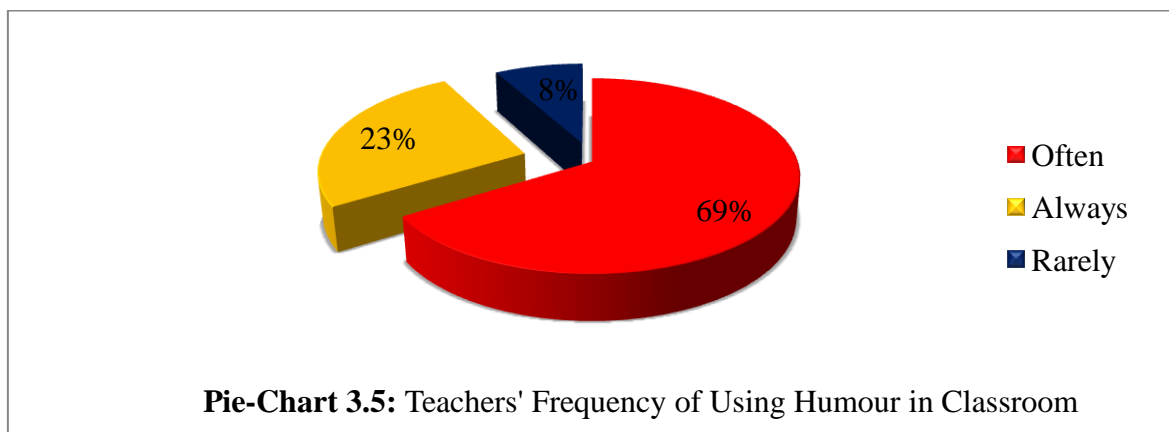
The majority of them 70% answered by “Yes”, and only 30 % prefer to be neutral. Considering humour as personality trait may depend on the teachers’ experiences in the way they are dealing with, this can affect students’ attitudes towards conceiving humour as one of the teachers’ characteristics.

To see if humour is used in the EFL classroom, the participants are asked to admit if their teachers make use of humour or not.



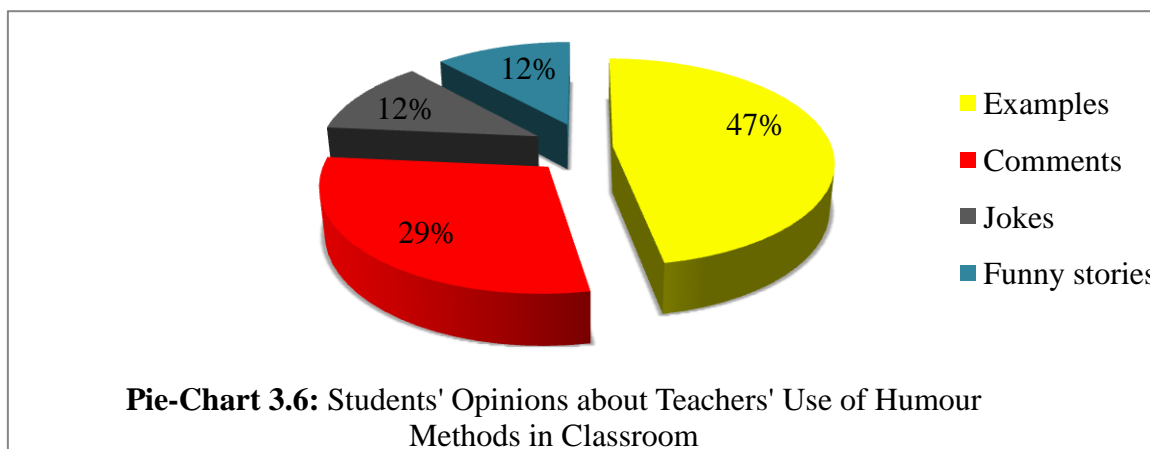
Among the twenty respondents, 65% of students say that their teachers use humour in the classroom, whereas 35% declare that they do not use it. Regarding these answers, teachers' use of humour is related to many underlying factors that make learners say that their teachers use it or not such as their understanding and perceptions of humorous expressions.

This question is a continuum of the previous one for those who answer yes in order to see the time that is devoted to the use of humour. They are asked to select one of these options that can declare how many times their teachers use humour in the classroom: often, always, or rarely.



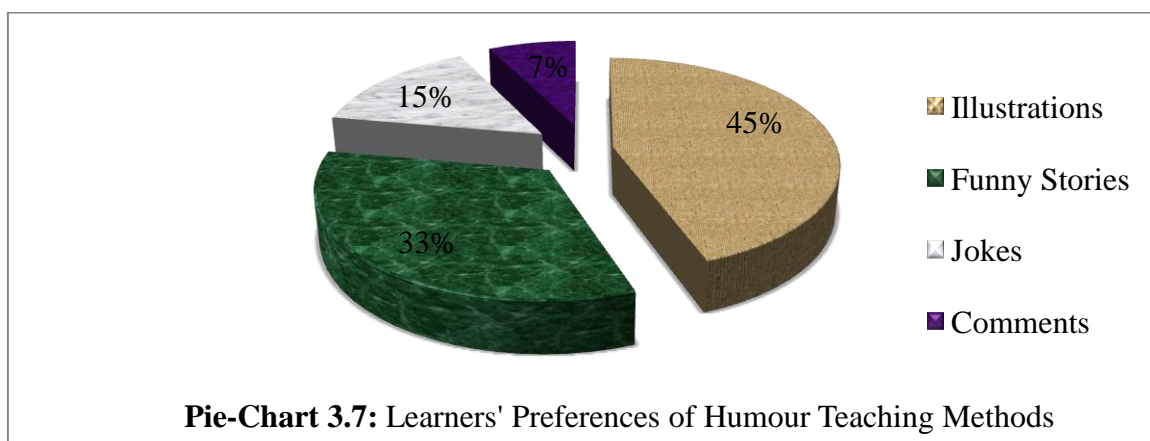
The results demonstrate that 69% of the participants say that their teachers often use humour, 23% reported that they always use humour. Whereas only 8% see that humour is rarely used in the classroom. However, it can be said that the use of humour by teachers is one of their main concerns and aims, as the answers of this question prove the results of the previous questions.

The question aims to identify humour methods that are used by teachers in the EFL classroom. Students are asked to select one of the methods that are usually implemented by their teachers. The methods are: funny stories, comments, jokes, and examples.



Out of the twenty respondents, 45 % answer examples, 25% say comments, whereas, 15% refer to Jokes, and 15% report funny stories. This can indicate that teachers use of humour returns to their teaching experiences and awareness about their students' needs.

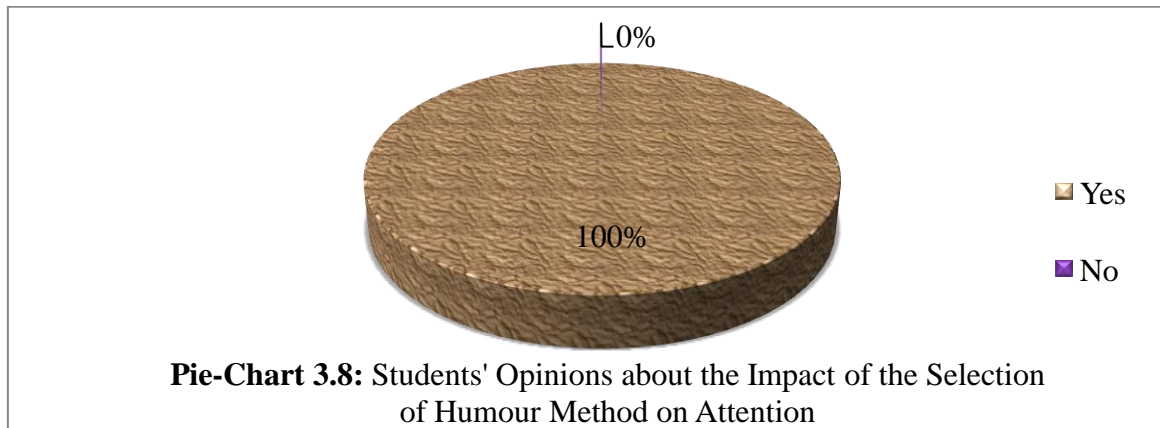
This question is similar as the previous one; however, the purpose of this question is to know the favourable method for students to be implemented in the classroom. They are asked to select one of these methods of humour: funny stories, comments, jokes, and examples.



The results show that 35% of students favour humorous illustrations, 30% prefer funny stories, whereas, 25% enjoy jokes, and only 10% choose comments. These answers are in line with the results of the previous question, and thus, demonstrates teachers' knowledge and experience in meeting what their students need.

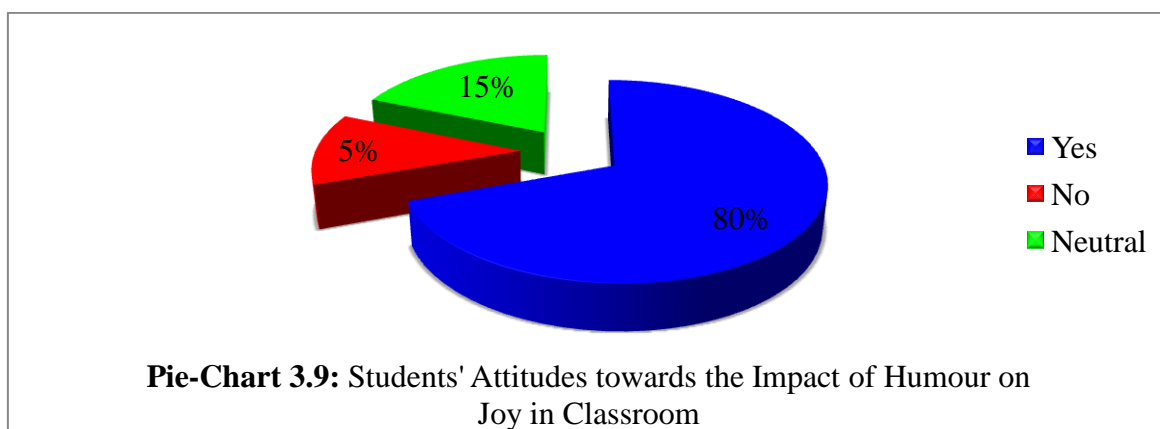
Section Three: The Impact of Humour on Students' Focused Attention

The last section aims to identify the relationship between humour and students' focused attention. However, for the sake of knowing students' viewpoints and attitudes towards the influence of teachers' method selection on their attention, students are asked to answer either positively or negatively if their attention is affected by the teaching method that their teachers make use in the classroom.



As it is illustrated above in the pie-chart, all students 100% say that the selection of teaching method by teachers can influence their attention. It can assume that teachers are aware about their roles in attaining students' learning success.

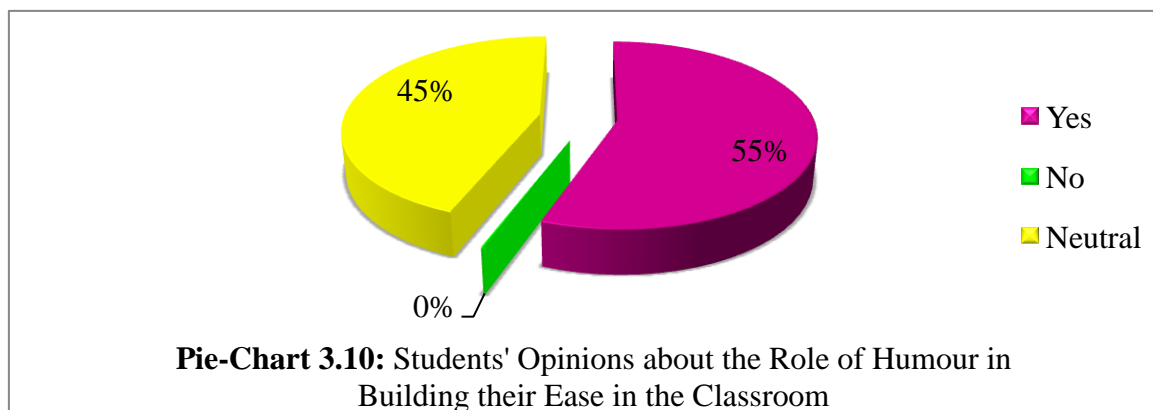
As this question is designed to know the impact of humour on students' feelings towards the studied lecture, the participants are asked to declare whether they enjoy the course when their teachers make use of humour in the classroom or not. They are provided with three choices: yes, no, and neutral.



The pie-chart shows that the majority of students 80% see that when teachers make use of humour in the classroom, they enjoy the lesson. Whereas 15% select "Neutral" and

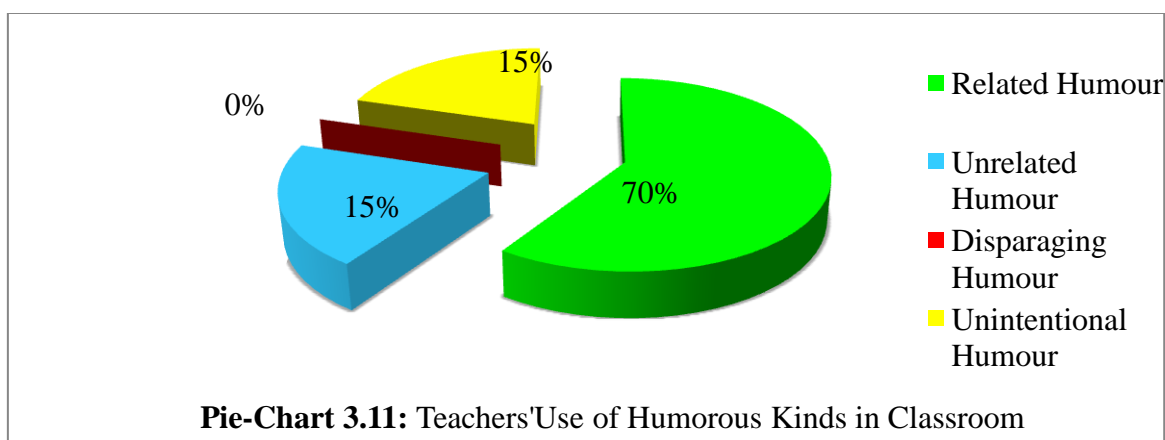
only 5% say “No”. This may reveal that the use of humour has its effects whenever it is used in appropriate way.

This question is designed to explore the role of humour in creating the feeling of ease in students. The students are asked to make a tick in one of these boxes: yes, no, and neutral in order to answer if they agree that when their teachers use humour, they will make them more relaxed and attract their attention.



Students' views on this question are quite alike. 55% of them respond by “Yes”, and 45 % are neutral. No one of them disagree with this opinion. If students relax they alternatively focus their mind on particular topic, this can be enhanced via using humour since it can avoid any stress or fear that students might feel in the classroom.

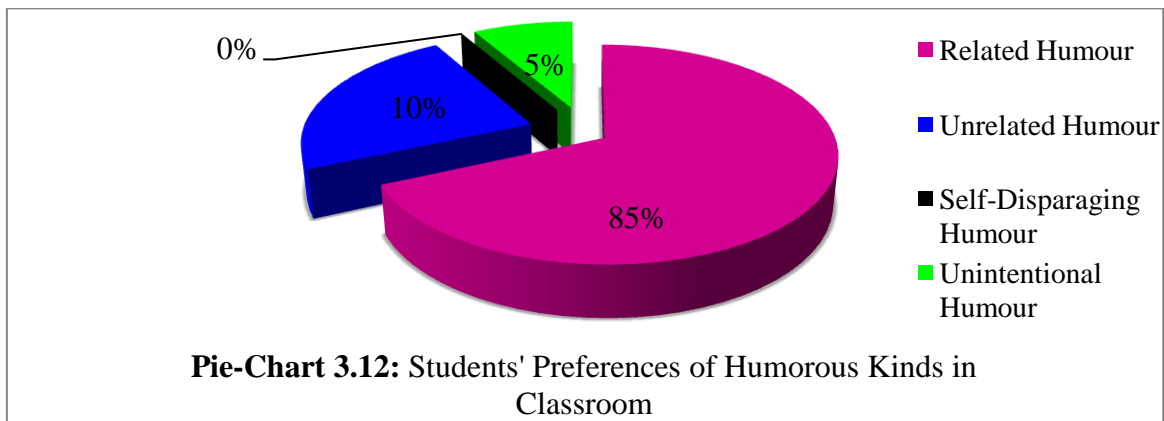
This question introduces some kinds of humour where students are asked to select which one of them is always used by teachers. The aim behind designing this question is to know the kind of humour that is frequently implemented by teachers in EFL classroom.



As it is illustrated in pie-chart, the majority of students 70% confirm that their teacher use humour that is related to the lesson. Others 15% declare that they use

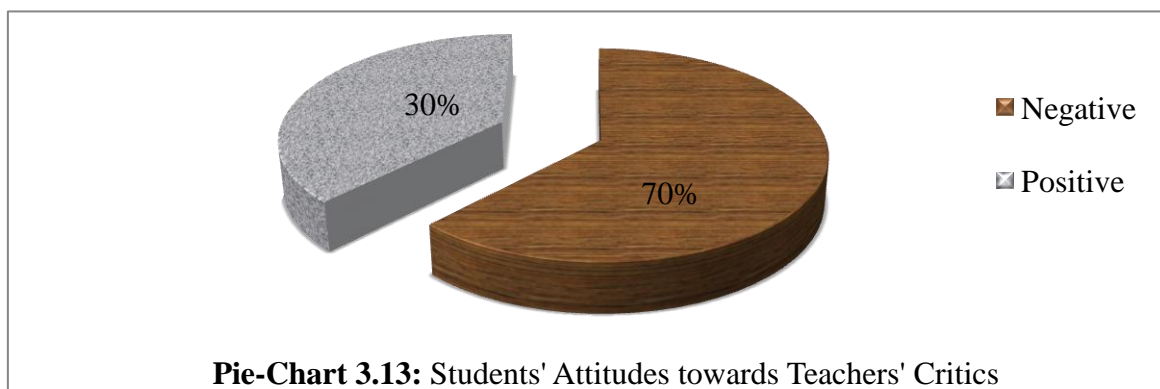
unintentional humour, and 15 % announce that their teachers make use of humour that is not related to the lesson, whereas, none of them say that teachers use self-disparaging humour. It is noticed that teachers are familiar with the impact of those humorous kinds, which make them use humour that is related to the contents in their lectures.

In order to be familiar with the preferable kind of humour that students wish to be implemented by teachers in the EFL classroom, students are asked to choose one of the four humour categories that they prefer their students to use.



The answers reveal that the majority of students 85% prefer humour that is related to the lesson, whereas, 10% enjoy humour that is not related to the lecture, and only 5% like unintentional humour. However, students favour humour that is related to the lesson since it cannot produce negative effect. As it was argued in the previous questions, teachers are always sensitive about what they students need and prefer in classroom.

This question aims at knowing students' attitudes and opinions toward teachers' critics, they are asked to declare whether their attentions are positively affected by the critics of teachers or not.



As far as the results are concerned, the vast majority of students 70% say that teachers' critics have a negative influence on their attention, whereas, only 30% state that they have a positive influence. This may confirm the influence of humour on their attention since criticism is unconstructive technique of teaching.

This question is complementing to the previous one in which it asks students to explain how teachers' critics can affect students' attention either positively or negatively. The aim behind drawing this question is to know deeply the viewpoints and attitudes of students towards the impact of teachers' criticism on their attention and why critics are positive or negative. The following table presents the participants' explanations of this question:

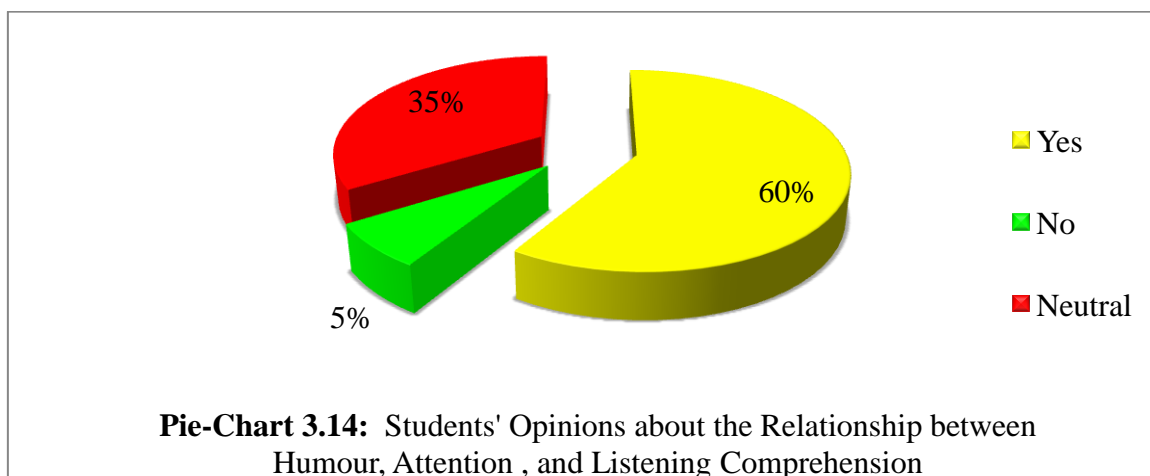
Positive	N	%	Negative	N	%
e.g.,1: My teacher'critics help me to focus better on the his /her speech	2	33	e.g.,1: teacher affects my attention negatively and thus I will lose my concentration.	6	43
e.g.,2: I will be more motivated as well as I will improve my skills, and make my efforts.	2	33	e.g.,2: teachers' critics frustrate me, and I will be disappointed, thus, I will think that my level is low.	6	43
e.g.,3: teacher will show me things that I have neglected or I did not notice	1	21	e.g.,3: Teacher will hurt my feelings and make me small between my friends	1	17
e.g.,3: It make me satisfied, Iwill not repeat my mistakes	1	7	e.g.,4: teacher will make fun of me	1	17
Total	6	100	Total	14	100

Table 3.1: Students' Explanations of the Effect of Teachers' Critics on Attention

For those learners who respond positively, their responses are approximately similar. The majority of them argue that critics permit them to be more attentive and focus on the task. Also, they will be more motivated to learn more, try every time to improve themselves and do not repeat the same mistakes. But on the contrast, students who answer negatively declare that teachers' critics affect their attention negatively. Besides, the frustration will be increased in students and their feelings will be hurt.

This question is the last area of the students' questionnaire, it was intended to extract a noticeable idea concerning the relationship between humours, attention, and listening comprehension. The participants are asked to select either yes, no, or neutral to

respond if they agree that humour will help them to concentrate better and that can improve their listening comprehension ability.



The results affirm that the nearly 80% of students answered by “Yes”, and 15 % said “neutral”, whereas, only 5% of students respond by “No”. The answers of this question support the impact of the selection of humorous kinds and types on their attention. The more humour is suitable for students, the more they focus in their listening.

3.4.2. Classroom Observation

As far as research instruments are used in this research project, classroom observation is also implemented as a valuable tool to confirm the reliability and validity of the hypotheses. The observation was designed to two teachers of English language, teacher of civilization texts studies and teacher of linguistics. Two attendances were taken for each teacher in order to investigate the use of humour and the techniques and ways they adopt. Hence, two elements were investigated through using this research instruments: Humour integration, and the ways and techniques used by teachers.

3.4.2.1. Humour Integration

As far as humour integration is concerned, it should be noticed that there were absences of many students as well as the lectures start too late. The first observation was devoted to teacher of civilization text studies. The lecture was about the British impact on society and culture. The teacher started introducing the lecture; she gave many opportunities for students to participate. The teacher used humour from time to time to explain any difficult and ambiguous term or idea and at the same time to attract students' attention. On the other hand, the second observation was devoted to linguistics. It was

noticed that first, teacher uses humour as a tool to explain many topics related to social situations since the lecture is based on sociolinguistics subject. Second, teachers make use of humour to get students attention in order to understand the lesson. So, students enjoy the lecture and pay their attention to their teacher' explanation.

3.4.2.2. Teaching Ways and Techniques

Concerning the ways and teaching techniques used by teachers in EFL classroom, it was noticed that the number of students is huge as well as the teacher spends a great deal of time waiting students to find chairs and tables. The teacher starts introducing the lecture by giving the handouts to students and asking them questions about the previous lecture. After reading the handouts, the teacher gives her students the opportunity to share their ideas and understanding. Students ask questions, whereas the teacher comments and clarifies any ambiguity funnily; yet, students listen carefully and take notes. After half an hour, with four paragraphs' discussion, the teacher feels that her students are frustrated, she uses humorous illustrations from the environment, and that is related to the lesson being explained. It is noticed that the majority of students are focusing with teacher. After, the teacher finishes the lecture and asks students to sum up all what has been discussed. Similarly, it was the same case for the teacher of linguistics. She starts by presenting the title of the lecture and writing the key words on the board. Then she starts explaining the lesson and key words by giving examples whereas all students are focusing with her. It was noticed that teacher devotes a small period of time for each explanation of each subtitle, and uses humorous illustrations and comments that is related to the studied lecture for each explanation.

3.4.3. Teachers' Interview

As far as the first section is concerned to investigate teacher' attitudes towards their students' focused attention in classroom, the first question is designed to know their teaching experience, teacher of civilization text studies answered that is about 14 years, whereas teacher of linguistics said that it is about 6 years.

For the sake of knowing students enjoyment to both lectures, teachers are asked if their students enjoy their lessons or not, teacher of the civilization studies answers that it depends on the topic to be studied, and to the time that is allocated for this subject matter.

The teacher of linguistics responded that students' enjoyments related to the type and value of the subject.

The third question aims to know if teachers give much importance to the attention of their students. They are asked to if they emphasize on the attention of learners or not. Teacher of civilization text studies argues that she takes it as the primary goals in any lecture, whereas, the teacher of linguistics declares that it is too important for students to keep their ears and eyes on everything in classroom.

As far as the goal of fourth question which is about teachers' opinions about their students' attention, they are asked to declare their perspectives to the attention of students. Teacher of civilization text studies confirms that she is satisfied. On the other hand, teacher of linguistics asserts that she feels them serious and eager to learn.

As the second section deals with teachers' attitudes towards humour in EFL classroom the fifth question aims to identify teachers' attitudes towards humour as a teaching method in EFL classroom. The teacher of civilization text said that humour is a very important method that I try to have with my students. On the contrary, teacher of linguistics affirmed that Humor is something may be referred to as a strategy to make student comfortable in the classroom. But, teacher should not go over in this strategy because it might be negative on the students and their ability to be attentive.

As this question is designed to know the types of humour that are used by both teachers, those latter are asked to declare the humour kinds that may find appropriate for students' focused attention in classroom, teacher of civilization text studies admitted that comments that are related to the studied subject is the most common humour type is implemented. She said also the use of humour in classroom does not depend only on the teacher but also on students, she affirmed that she asks students to bring examples that that are humorous. The teacher of linguistics opined that she uses illustrations since the subject is related to the use of language in our society.

The purpose of the seventh question is to get an idea about the materials that are adopted by teachers and that they think are beneficial for students' focused attention in listening comprehension. Both teachers are asked to announce the materials they use to enhance students' focused attention in listening comprehension. Teachers of civilization text studies said that she used the handouts and oral expressions. Whereas, teacher of

linguistics argued that she only gives details orally and uses the board to explain any ambiguity or difficult terms.

The eighth question is complementing to the previous one; it is designed to know the teachers' attitudes towards using technology, they are asked to give their opinions towards implementing technology in their lectures. Teacher of civilization text studied avowed that she tries but most of time technological tools are not important. Whereas, teacher of linguistics states that she use technology whenever she found it important to fulfill students' comprehension.

The purpose behind designing the last question is to know teachers attitudes towards the role of humour in ameliorating students' focused attention, teacher of civilization text studies proclaims that as humour plays a major role in creating a positive atmosphere in classroom, it can be used to attract students' attention towards specific task. On the other hand, teacher of linguistics decrees that humour can be used as one of the methods that can draw students' focused attention since it may avoid frustration in students.

3.5. Discussion of the Research Instruments' Results

Admitting the positive impact of the research instruments on the validity and reliability of the research hypotheses, the analyses of the triangulation instruments seem have insights about teachers' and students' attitudes and opinions towards the role of humour in raising students' focused attention in listening comprehension. After collecting and analysing the collected data, the findings of each procedure will be discussed accordingly.

3.5.1. Discussion of the Questionnaire Results

The major purpose of this research project is to show the importance of humour in enhancing students' focused attention in listening comprehension. It was first hypothesised that teachers emphasize the use of humour as teaching method to raise students' focused attention. After analysing the questionnaire, the findings revealed this assumption such as students' responses to the question (15) where the majority of them 60% argue that humour can help them to focus better and that can improve their listening comprehension ability. The assumption can also be proved through the participants' responses to the question 13

where they are asked if the teachers' critics can influence their attention positively or negatively. The majority of them (70%) argue it has negative effects. This as well can be observed in question 14 when are asked to explain how can critics affect their attention, almost the majority said that they lose their attention and they will be frustrated and disappointed. In addition, most of them (80%) in question (2) see that their level of attention is good; this can be affected by the teaching method that teacher uses in classroom as the majority of them claim in the question 8. Furthermore, students' answers to the question (4) and (5) proved the questions (9 and 10). The majority of them who said in question (4 and 5) that their teachers make often and always use of humour in classroom claim in questions (9 and 10) that they enjoy, relax, and focus more on the lecture. By contrast, those who said that their teachers do not use humour in the classroom they argue that their joys, relaxation, and focus is reduced. From their responses to the question (3), it can be seen that the majority of students consider humour as personality trait that teacher can have. Thus, whenever, teachers use humour in classroom, students will feel comfortable and focus more.

Concerning the second hypothesis, it was assumed that teacher might use examples, and humour that is related to the lesson to make the use of humour relevant to students' focused attention in classroom. The participants' answers to the questions (6, 7, 11, and 12) prove this hypothesis. It is noticed that there is a contradiction between teachers' selection of humour types in the classroom and students' preferences of humorous kinds. When students are asked in question 6 to report which kind that their teachers make use in classroom, it was noticed that examples (47%) and comments (29%) are the most methods that tutors adopt. By contrast, in question (7), they reported that they prefer illustrations (45%) and funny stories (33%) in classroom. This reveals that example is the most preferable kind of humour for both teachers and learners, but the difference lies in the use of comments or funny stories. Moreover, students' responses to the question (11) reveal that the majority of them (70%) affirm that their teacher use humour that is related to the lesson, and 15% claim that unintentional humour and unrelated humour are also used by tutors in classroom. But none of them claim report that self-disparaging humour is used by teachers. This similar to the question (12) when the most of participants (85%) claim that they prefer humour that is related to the lecture, and none of them favor self- disparaging humour.

3.5.2. Discussion of the Observation Results

The results of the classroom observation would provide a help to construct a comprehensible opinion toward the research hypotheses. This later includes two assumptions; the first one is that teachers emphasize the use of humour as teaching method to raise students' focused attention. Whereas, the second one claims that teacher might use illustrations, and humour that is related to the lesson to make the use of humour relevant to students' focused attention in classroom. The findings that are obtained from classroom observation prove those two assumptions.

Concerning the first suggestion, whether or not an English language teacher gets to emphasize on humour as a teaching method to raise students' focused attention. It was recognized that both teachers overuse humour in classroom as a punchy tool that would facilitate information supply and comprehension in general and focus students' attention in specific. Generally speaking, teachers' adoption of humour in classroom is a part of creativity; teacher can leave the space for those who are not focusing to laugh and thus and at the same time motivating and boosting them to focus more.

However, speaking about the second assumption which claims that in order to make humour effective tool to enhance students' focused attention, teacher might use examples and humour that is related to the lesson, it was concluded that both teachers recognize that they have a decisive role in establishing an active and comfortable classroom; they use humorous illustrations and comments that are related to the lesson to create a positive mood that can result in getting students' attentions. It is found that the feeling of frustration was emerged in students along the two lectures since there are lot of new and difficult information that are expected to tackle in only one hour an half by them, and the use of traditional teaching materials (chalk, and board) .

Nevertheless, frustration is a corrosive feeling that contributes to deaden students' attention. So, both teachers of linguistics and civilization text studies use humour as a means to cut down this negative feeling, attract students' attention, and thus improve comprehension of the studied subject. Though, using humour to raise students focused attention is a worth tool; the more students are frustrated, the more they do not focus. Yet, teaching materials have also their role in drawing students' focused attention, today, teachers can use power points, and access to any websites and get video. It is difficult to

deny the role of chalk and board in teaching but rather using technology has a well known capacity to pump interest and supply a new lease of life in classroom.

3.5.3. Discussion of the Interview Results

The interview that is addressed to both teachers of civilization text studies and linguistics encompasses 9 questions. The interview is conducted after attending the lectures with both teachers. The aim behind designing this interview is not only to conduct the teachers' attitude and opinions towards the two research hypotheses, but also to guarantee the validity and reliability of these hypotheses. The interview is conducted after attending the lectures with both teachers.

Concerning whether or not both teachers of civilization text studies and linguistics give importance to the use of humour as a teaching method to augment students' focused attention; it seems that they give it much importance. This can be seen from their response to the last question. When they were asked about the role of humour in raising students' focused attention, teachers of civilization text studies consider humour as source of establishing a comfortable classroom whereas the other teacher of linguistics declares that humour can make students away from frustration which this can enhance students' attention. In addition, as both teacher claimed from their response to question (2) that they focused on their students' focused attention, their response to question (3) revealed the same opinions because almost both are fulfilled about students' focused attention. This may prove that students are highly motivated and they wish to do their best. These answers, again, prove the students enjoyment to both lectures as the two teachers assert in the first question. It was apparent that students' attention and their enjoyments to the studied subjects are interrelated. It can be better for teachers to establish these enjoyments through using humour from time to time and making students laugh in classroom. This can confirm teachers' answers to question (4) about their opinions towards the use of humour in classroom. Teacher of civilization text studies asserted that creating humour in classroom is one of my main aims, whereas, according to teacher of linguistics, this method has its benefits if it is often used. These answers, in return prove the research's first hypothesis, which assumed that teachers accentuate the role of humour in directing students' attention toward specific target.

Regarding the second presupposition that claims teachers might use illustrations and related humour in order to make the use of humour relevant to students' focused attention, from the question (5), it can be concluded that both teachers supports the use of illustrations and comments that are related to the lesson. Another remark is that teacher of civilization text studies also prefer her students to bring their own humorous illustrations since this can affect their attention in classroom situation. They had a great deal of teaching experience -16years for teacher of civilization text studies and 6 years for teacher of linguistics- that made them teach civilization text studies and linguistics in an innovative way, they favour to explain orally and to use chalk and board as teaching materials. This was their response to questions (7) and (9). However, it seems that their focus on students' attention aspects has to do with these teaching techniques. This can simply noticed from their response to questions (8) when they confirmed that they do not support the use of technological materials because they select material they found them appropriate to improve the comprehension of students. Hitherto, today it is quite easy to make use any teaching materials that can help in constructing living courses. The two teachers; nevertheless, have a tendency to use the traditional materials. This does not mean that they are not aware of the available teaching materials that have the potential in teaching their subjects. The fact is they are well aware of them but the selection depends on the studied subject and the needs of students.

3.6. General Discussion

Today, the main concern of teachers is to establish a comfortable classroom; they make use of ways and procedures to counteract students' negative behaviors and reactions to the lesson. This can be shown in teachers' adoption of humour, which can help learners to learn at ease, and increase their belonging to the class. However, the major purpose of this study is to show the role of humour in raising students' focused attention in listening comprehension. Therefore, the finding of this study based on the views of students and experiences of teachers are analysed and discussed accordingly.

In the first hypothesis, it is assumed that teachers' accent is on the use of humour as approach of teaching to improve students' focused attention. The obtained results from the students' questionnaire, the teachers interview and classroom observation support this assumption. The findings suggest that emotions are the primary reasons behind students' haemorrhage of attention certainly the feeling of frustration. Sylwester, (1995:2) argues:

Emotion drives attention and attention drives learning. This is one of remarkable findings that are observed in students; they do not pay attention to their teachers' speech when they are frustrated.

However, students' frustration is caused by many reasons, but the major one might be the lack of teachers' creativity in the classroom. Creating creativity by teachers' is related to the adoption of humour and avoiding criticism as Morrison (2008:6) mentions: *humor is the paramount source of creativity and imagination.* Thus, teachers' uses of humour in classroom steer clear of frustration since as Romero & Cruthirds, (2006: 59) claim: *it is an amusing communication that produces positive emotions and cognitions in the individual or in the group,* and thus increasing students' attention; Berk (2003:7) affirms that it (humour) captures the audience' "interest", "attention" and "involvement". Also, Morrison (2008:2-3) asserts: *Humour has the ability to capture the attention of the brain... Our brain cannot learn if it is not attending. The surprise elements of humor alert the attentional center of the brain... Humour has the potential to hook easily bored and inattentive students.* In addition, it was observed that the large quantity of information also disturbs students, and hence do not make focus more. Thus, the role of teachers is to divide the lesson into sub units and provide humorous feedback from time to time.

In the second hypothesis, it is supposed that illustration and related humour are the most ways and techniques that are used by teachers so as to make humour appropriate for students' focused attention. Both teachers and students have approximately similar responses concerning the use of examples and comments because they see that those two elements can enhance focused attention in classroom. Providing students with humorous examples and comments can stimulate their comprehension of the speech, they motivate them to focus their attention as it can enable them to portray and imagine the content of that example in reality. Moreover, the role of the teacher is not only to produce example that are funny, but also to take into consideration the content of that humorous examples. Using humour that is related to the lesson is the most technique that is preferred by students and teachers as it was found in the results of the three research instruments.

Saying aggressive humour may contribute to the creation of bothers in classroom especially at the level of the relationship between teachers and their students. Chambers (1999:35) states: *the teacher-students relationship plays an important role in determining the atmosphere of the teaching environment and this combination influences the quality of learning that takes place.* If this relationship is cut off then the students' feelings of

frustration and desires to learn will decrease, and thus they do not pay attention at all. Constructing good relationship with students through using humour that is related to the lesson has its role in engaging emotions, encouraging the achievement of high quality of students learning and maximising their enjoyments.

Additionally, the obtained results from all the data collection revealed that teachers of English language make use of innovative methods; they depend on the use of chalk and board. It was noticed for classroom observation that this affects students' focused attention since all learners today rely on the technological tools in learning. Therefore, teaching materials to be used should reflect students' interest. Technological Materials are meaningful tools in forming enjoyments in classroom. Jewitt (2006:161) maintains: *Technology could help the teacher meet the learner on common ground, which would help capture the learner's attention. Technologies reshape knowledge, literacy and pedagogy in the school classroom. There is no justification for the absence of using such materials.*

Briefly speaking, what was obtained from the data collection, reveal that humour as teaching method increase students focused attention through using illustrations and comments that are related to the studied subject. Bell (1987:45) proclaims that teachers frequently note that humour enhances students' interest in their lessons and focuses attention on the materials to be learned. As the use of humour in classroom is facilitated, learners' focused attention will be enhanced. This can be accomplished through the use of technological materials. Willoughby & Wood (2008: 46) confirms: *Good designers of computer software are practical theoreticians of learning, since what makes games and other fun software, is that players are exercising their "learning muscles", though often without knowing it and without having to pay overt attention to the matter.*

3.7. Conclusion

The present research aimed at investigating the role of humour in raising students' focused attention in listening comprehension, and during this exploratory study, valuable insights are gained in accordance with research questions and the objectives. Furthermore, the results obtained from the participants' answers to the three research instruments (questionnaire, classroom observation, and interview) allows us to confirm the research hypotheses which claim at first that teachers of English language give importance to humour as an approach of teaching to develop students' focused attention, while in the second one, it was suggested that tutors make use of humorous examples that are related to

lesson in order to cope effectively with learners' focused attention. This research has focused on the teachers' role to reduce frustration in students and increase their attentional focus through using humorous illustrations that are related to the lesson. Therefore, it is essential to go through the available literature and resources on how to make humour valuable means so as to promote students' focused attention in listening comprehension.

Chapter Four:

Promoting Humour Use and Teachers' Roles

4.1.Introduction

4.2.Forms of Humour

- 4.2.1. Humorous Examples
- 4.2.2. Humorous Comments
- 4.2.3. Funny Stories

4.3.Principles of Using Humour

- 4.3.1. Humour and Naturalness
- 4.3.2. Humour and Spontaneity
- 4.3.3. Humour and Content
- 4.3.4. Humour and Offensiveness
- 4.3.5. Humour and Subjectivity

4.4.Technology Materials

4.5.Recommendations

- 4.5.1. The Use of humour in the Classroom
 - 4.5.1.1.Relevance of Humour
 - 4.5.1.2.Capture of Moments
 - 4.5.1.3.Recognition of the Audience
 - 4.5.1.4.Decorousness of humour
- 4.5.2. Developing Teachers' Humour Being
 - 4.5.2.1.Humour and the Self
 - 4.5.2.2.Humour and Openness
 - 4.5.2.3.Humour and Understanding

4.6. Conclusion

4.1. Introduction

Teaching English language requires not only knowing its effective methods, but also the psychological effects of both teachers and students. However, one of the basic problems in foreign language classrooms is the lack or reduction of students' focused attention in listening comprehension. The spread of this cognitive aspect in English language students depends very much on what teachers adopt in the classroom or how they interact with students. In order to provide effective teaching in developing students focused attention, teachers need to use humour in their classes, and make it efficient and valuable. For these reasons, this chapter outlines some suggestions and recommendations based on the underlying principles drawn from the findings of the study. Also, it entails some guidelines for teachers to promote the use of humour in EFL classroom.

4.2. Forms of Humour

Consistent with the idea that humour can imbue students with frolic and belongingness feelings, teachers usually have searched for more effective types of humour that can be integrated in the lesson. These types of humour however can be meaningfully categorised into positive and negative. The realization and comprehension of its role is a major concern of tutors. So, according to the obtained results, some forms of humour including examples, funny stories, and comments are proposed as far-reaching kinds that can have impacts on students' focused attention in listening comprehension.

4.2.1. Humorous Examples

Example is any expression that can provides an idea, facts about something or someone to explain or support it. The term example derives from the old French word "exemplum" (Concise Oxford English Dictionary, 11 th edition). Helen L. Chick (2007:5) defines example as: *a specific instantiation of a general principle, chosen in order to illustrate or explore that principle*. However, teacher may provide humorous examples as a way to catch students' attention. Robbert et al (1977: 62) argue: *a concept which is illustrated in a humorous manner might be learned more easily than a concept presented in a dull style*.

Humorous examples might be explicitly preferable way to interject students' focus in classroom. Humorous examples may define and develop an idea about the characters with optimistic mood and high moral because as Berk (2002: 43) states: *it can jolt us out of*

our habitual frame of mind, thereby decreasing or eliminating the negative feelings. Humor can be a powerful antidote. Students will be able to expose themselves to examples of the thing they are trying to understand. Humorous examples may convey a great pile of the onus of instruction and scholarship with stylish facilitation in establishing interest and focus in a classroom situation. They can help students to create and formulate easily new ideas and comprehension.

The incorporation of humorous examples by teachers in lesson is characterized by involving clear language; humorous examples can be understood, including simple and well-known words that learners can get their meaning. If that was the case, students will laugh constantly and be able to focus more with teachers. Even though, humorous example may also deal with real world issues since this latter is engaging, applicable, and meaningful to learners' lives. In this way, humorous example will avoid any complexity and unpredictability of these real issues, and thus students will interpret the meaning from different facets of their daily lives and attribute meaning to their experiences, so they will be funny because they are true. Furthermore, humorous example may develop a respect to students, i.e., it is advisable to not put learners at the center of humour or saying taboo words, if it is so, humorous examples would run a higher risk and danger of being considered harmfully, and thus students consider themselves racists and destructives.

4.2.2. Humorous Comments

Humour can be represented by teachers in different forms. Comment is one of these types; it is any expression or opinion about something or someone that has the ability or quality to produce laugh. Teachers are frequently in search for better and more stimulating methods of creating flexibility in students, and apply subject matter knowledge. Humorous comments can be an amusing scenario to facilitate peer bonding and promote students' participation. Donna J Dean (2009: 66) claims: *humorous comments demonstrate that the person making the clever comments not overpowered by the harassing behaviour.* Rod Martin (2010: 351) asserts that in the study that is made by Jean Gorham and Diane Christophel (1990), college students were asked to write brief descriptions of all humorous comments made by instructors during classes. Analysis of these humour descriptions indicated that over half of all instances of humour by the college instructors could be categorized as tendentious or aggressive, in that they involved poking fun at a person, a group of people, or an institution. However, rather crating antagonistic humorous

comments in classroom, effective humorous comments are of service to influencing students' emotions and cultivating relationships in classroom situation. Patrick Stewart (2012: 59) maintains that *these comments (humorous comments) will focus their (students) close and relaxed connections with the audience.*

Teachers should be aware of that humour has the potential to urge students to control their behaviours. Entertaining comments in lesson lead to maintain students' attention and engagement. Patrick Stewart (2012:59) states that *the speaker displays dominance by attaining and maintaining attention and signals cognitive mastery and status by making humorous comments.* Through humorous comments, teachers are able to impose themselves in classroom and thus be a magnet for students' attention. Furthermore, humorous comments can be also an energy aid when students confronted by some difficulties and challenging situations. They can promote problem solving skills through relaxing the brain and pulling attention.

4.2.3. Funny Stories

Funny stories are one of the humour types that is used by teachers in the EFL classroom; they are connected series of events told for entertainment. They serve as a means of making students laugh and getting their attention. Richmond et al (2015: 103) maintain: *the main way instructors communicated humour in the classroom was through the use of funny stories.* Capturing students' attention and supplying information are one of the solid features that funny stories may have in classroom; this can rely highly on the methods that teachers adopt in telling them. Andrews et al. (2010:4-5) identify four instructional methods that are related to storytelling: case-based, narrative-based, scenario-based and problem-based instruction. Each method presents learners with *a temporally ordered sequence of information and employs an attention-focusing mechanism* (ibid).

However, regarding whether humorous stories help learners focusing attention, it is preferable to relate funny stories to the studied subject and use them as examples. Also, effective funny stories may encompass comprehensible words, idioms, metaphors, expressions, and events in order to attract the interest of students. Ellis and Brewster (1991:1-2) provide many motives boost teachers use stories in teaching:

- Stories exercise the imagination and are a useful tool in linking fantasy and the imagination with the child's real world.

- Listening to stories in class is a shared social experience.
- Children enjoy listening to stories over and over again. This repetition allows language items to be acquired and reinforced.
- Listening to stories develops the child's listening and concentrating skills.
- Stories create opportunities for developing continuity in children's learning (among others, school subjects across the curriculum).

4.3. Principles of Using Humour

In order to achieve underlying goals in teaching a foreign language, teachers can look for the best ways and follow some principles that guide them in the process of teaching. In fact, as teachers can improve learners' focused attention in listening through using humour, they can take a look at the principles of using humour in the classroom. Shade (1996:85) states: *Using appropriate humor in a purposeful way in the classroom may yield numerous benefits. However, as with most things in life, the benefits are accompanied by potential costs.* Therefore, Jonas (2010:2) states: *the key to humor is to know when it works and how it can enhance the learning environment.* Teachers may always be encouraged to ask questions, share ideas about the effective principles of humour because these principles may apply them with certain criteria that steer them to be familiar about the procedures of using humour. These procedures may allow learners to focus more in their listening. So, in order to enable humour to take place, different principles can be involved; this includes naturalness, spontaneity, content, offensiveness, and subjectivity.

4.3.1. Humour and Content

Regarding the different principles of using humour in the classroom, the content of humorous messages is one of the influential aspects that affect the teaching and learning processes. It is well known that students' perceptions and comprehensions are the major goals of any teacher, so achieving it is a challenging matter. Nilson, (1994:928-933) suggests: *when using humorous incidents or jokes, that the instructor keep four characteristics in mind: 1) the subject, 2) the tone, 3) the intent, and 4) the situation, including the teller and the audience.* Using humour that is related to the studied subject is one of the effective principles that teachers usually try to make it possible in the classroom. Chiasson (2002:25) asserts: *the use of humor will depend on the content you are teaching and the availability of appropriate humorous material ... it must be comprehensible, with*

themes that students can relate to. Since the mere aims of using humour is to bring life to classroom, relating this magic method to the content of the lesson is a device that may motivate both teachers and students to disperse tension, and solve problems. Wanzer (2002:123) urges that *it is probably a good idea to link the humour to the subject matter when possible...if a student can recall humour, he or she may also be able to recall the concept or theory that professor was attempting to illustrate.*

Using humour related to the content of the lesson compels students to pay more attention and display higher retention skills. Wanzer (2002: 123) proclaims that *she has seen some of her students' years after having them in class and many will say that they remember a humorous story as well as the theory or a concept that she was explaining at the time.* This may reveal that relating humour to the lesson may contribute highly in building strong memory which can assist learners after to have the desire to learn more. Nevertheless, building valuable humour which is related to the studied subject may engage and aid the learning process as Bonjour (2011:152-159) asserts: *Humour is basically a communicative attitude, so it is mandatory to set a specific objective for using it, and prepare it adequately so as to effectively help bring life to lesson.*

Albeit, Polio (2001:69-80) provides three steps method exists for delivering content relevant humour. The instructor first explains the content information without humour. The humorous examples, demonstration, or activity then follows the explanation. Finally, the instructor summarises the information and relates them to the humorous events. Moreover, it seems that the effectiveness of humour relies on its link to the lesson since it is a communicative attitude and a device to increase the rapport between teachers and students. Garner (2005:1) states: *the other factors that influence the effectiveness of humour in the classroom include humour appropriate for the audience, targeted the topic, and placed in the context of the learning experience.*

4.3.2. Humour and Naturalness

The effectiveness of teaching is dependent on the personality traits that teachers have which can help them to make pleasing learning happens in the classroom. Chabeli (2008:51-59) states that *helping attitude, openness, willingness and an empathetic disposition on the part of the teacher*¹. This can be found in the use of humour in the

¹ The World Wide Web: <http://www.teyl.org/article2.html>. Accessed on 13.04.2016

classroom. When students find that humour emerged in teachers without any efforts, they become enthusiastic to attend the lecture, and feel interested in what is being said by the teachers. Gatt (2000) (cited in Chee, 2000) defines humor as the *breathing-out of the soul*. In fact, humour can be found as a stable personality trait that a person has from his/her early childhood; it does not diminish over time.

However, being the current influential principle in using humour in the EFL classroom, the naturalness of humour refers to the emergence of humour without any force or effort. Chiasson (2002) explains it when he says: *Don't try too hard, let humor arises naturally, don't force it*². This demonstrates why sometimes students find different things in teachers like tone of voice, body language, content, general demeanor funny. Provine (2000:24) explains that teacher's reaction to his/her students non- reaction may be the most amusing part so that they should not ignore humor but instead make it part of their everyday classroom learning.

The naturalness of humour seems to be one of the personality traits that teachers need. This can affect teaching and learning processes; Reinsmith (1992:43) proclaims that effective teachers maintain naturalness and the kind of humour that fits personality. It is more plausible to catch some intellectual and enjoyment of some cognitive shift. Kher et al., (1999:400-407) maintain that *it can be nurtured and integrated into the classroom such as it fosters a sense of openness and respect between students and teachers*.

4.3.3. Humour and Spontaneity

Since the effectiveness of humour shifts from teacher to another, and from context to another, spontaneity is one of the principles that are found in teachers' adoption of humour. The meaning of the word "spontaneous" is related to "abrupt" and "involuntary". This means that humour is done in sudden way, without any preparation or intention. Hative (2012:376) asserts that spontaneous humour requires that the teacher creates a proper classroom environment conducive to accepting humour, but the humorous incidents are not preplanned. In other words, humour production happens automatically in the midst of interaction. Fry (1963:14) proclaims: *When a person interjects a canned joke, the joke may have little obvious relationship to the ongoing human interaction, but spontaneous humor generally originates directly from the ongoing interpersonal process*.

² The World Wide Web: <http://caslt.org/research/humor.htm>. Accessed on 13.04.2016

The value of spontaneity takes place in learning context; teacher use of spontaneous humour has been almost linked to students' engagements. Pomerantz and Bell (2001: 157) contend that *engagement in spontaneous humorous performances can provide rich opportunities for language use and development, beyond those habitually found in more tightly controlled classrooms*. Furthermore, spontaneous humour can motivate students to attend the class and become attentive; Davis and Buskiet (2013: 79) urge: *it (spontaneous humour) keeps the class alert and offers a bit of presentness to both student and teacher ... it also encourages the student to come to class, confident that his or her professor will also show up*. This indicates that learners will build a punch line between their attention and openness to new information and skill. Hative (2012: 376) states that spontaneous humour is most common in teaching, usually in the shape of funny comments and witty remarks through which the teacher alerts the students to elements that are surprising or different from what they expected.

Paul McGhee (2012) provides some activities that can construct spontaneous verbal humour skills. The first activity is looking for ambiguity in everyday conversations; certain words in many of our everyday conversations are *potentially* ambiguous. The context almost always makes the intended meaning of such statements clear, but you can make a joke out of these situations if you develop the habit of seeing the ambiguity as the word is spoken. Whereas, the second activity is to look for ambiguity on public signs and newspaper headlines; surely you've seen the plumbers' trucks that say, "A flush is better than a full house". Or perhaps you have seen "Trees can break wind" as a newspaper headline³. Many businesses and newspapers purposefully use funny ambiguous words to get the audience to pay attention to them. The speakers can start actively looking for these when they are driving or reading their newspapers. Also, reading the menu of your favorite ethnic restaurant when the restaurant owners came from a country where English was not their native language.

4.3.4. Humour and Offensiveness

It is well known that each student and teacher maintains his own norms and values which can shape his/her behaviour, attitude, thinking, and identity. Using humour as a teaching approach in the classroom enumerates the qualities that describe effective

³ <http://www.laughterremedy.com/2012/03/the-fourth-humor-habit-part-ii-create-your-own-spontaneous-verbal-humor/>. Accessed on 16.04.2016

learning situation. MacHovec (1988:3) noted: *Humor is a multi-colored kaleidoscope of thought and feelings, times and places. What is funny is a complex psychological-emotional phenomenon involving a great variety of interacting variables.* This can be accomplished if teachers are aware about the suitable and accurate techniques and points. In some cases, rather establishing a classroom conducive to worth learning, humour can be a source of offensiveness. This latter word in general involves different meanings like obscenity, taboo, and profanity that cause harm. Using offensive humour in classroom has its negative effect on students learning, offensive humor can be punishing and non-productive and can create a hostile learning environment that quickly stifles communication and self-esteem (Kearney & Plax & Allen, 2002; Korobkin, 1988; Loomans et al., 2002; Bruner, 2002:127-149).

Humour is direct communication and interaction between teachers and students, in most of the time; it is designed to entertain the audience. Snetsinger & Grabowski (1993:262-270) state that *powerful humor is that never be directed at individual, a group, or racial slurs.* If the humour adoption attached students, this can mould them negatively, Kher et al (1999:400-407) say that *a joke that is at the expense of a group or individual may result in a variety of negative consequences in the classroom and can even turn students away from an entire field of study.* Berk (2002: 13-14) also see that the offensiveness of humour can destroy the learning desire of students, he avers: *the student feels risk of a recurrence, or a confrontation with the perpetrator (the teacher), and then he stops attending the class so as to avoid those feelings.* Furthermore, offensiveness can be found in numerous forms. Machan (1987:216-220) articulated this paradox, suggesting that what is funny to one person is the height of bad taste to another. This can be illustrated when teachers feel that they are more superior than students, they will produce funny examples or comments at the expense of learners, and here students in most of the time are not able to respond positively to these damaging expressions.

The learning context in which interaction encompasses sexist humour is an influential piece to step students out of line. Bill & Naus (1992: 645-664) affirm: *Sexist humor communicates denigration of women while simultaneously trivializing sex discrimination under the veil of benign amusement.* Sexist humour can burgeon the anguish and annoyance for women and give them an inferior status in the classroom; this can cut deeply the relationship between students and their teachers. According to Palmer (1994) (cited in Lockyer and Pickering, 2008: 813), an attempt at humour is likely to be

found offensive according to three main variables, which may figure in any combination in individual circumstances: the structure of the joke, considered as a representation of the world external to the joke; the relationship between the joke-teller and the others involved in its accomplishment – the butt and the audience; and the nature of the occasion on which the attempt at humour is made. Therefore, allowing the use of helpful and successful humour relies on advocating laugh with students and not at them, and relating the humour to the content of the topic to be studied.

4.3.5. Humour and Subjectivity

As teachers are expected to teach lot of students with different abilities, cultures, ages, etc, producing laugh in classroom is a major difficulty and complex matter to be achieved. Students varies in the degree of their sense of humour, some will understand and laugh at the same thing that the others do not. Romero & Cruthirds, (2006:65) said that *because it (joke) can be perceived as humorous by one person yet quite offensive to another person*. This can be affected by some factors that researchers like Garner (2006) have been investigated. These factors are gender, ethnicity, age, and religious beliefs.

As far as the gender is concerned, Mundfort et al (1988:231-243) assess men' and women's reactions to hostile nonsensical, and sexual humour; they find that men have a higher appreciation for humour overall, and interaction effects show that men particularly enjoy sexual humour more than women. Women only enjoy hostile humour when men are the victims. Also, according to Li, et al, (2009:926-936), females indicate a preference for mates who makes them laugh, whereas males prefer a mate who laughs at their humour. On the other hand, regarding the age, it is one of the main concerns that teacher can take into accounts in using humour since one group of students can involve different larners with different ages, Chee (2006) maintains that what adults deem as humorous may not have the same effect for children⁴. McGhee (1979:166) asserts that positive affect of humour have been found with young children, even though with increasing age, the humour impact apparently diminishes. This may reflect children's perception of humour is more than of young man.

However, ethnicity and religious beliefs are among the components of culture, this latter also can affect the use of humour in the classroom, Ziegler (1998:347) see that

⁴ <http://www.angelfire.com/ca/newsj/jokes.html>. Accessed on 16.04.2016

humour must be used sensitively and with regard to cultural and language barriers to its understanding and appreciation. Some cultures consider some humorous expressions as appropriate, whereas others see them as inappropriate. So, it is advisable for teachers to be familiar with their students and their needs in order to construct effective humorous expressions that can contribute to make learning more successful.

4.4. Technological Materials

The worth benefits of humour is directing students' attention in the course material which lead teachers to implement technology in presenting humorous messages in one hand and affect students' attention in the other hand. Jewitt (2006: 161) maintains: *Technology could help the teacher meet the learner on common ground, which would help capture the learner's attention. Technologies reshape knowledge, literacy and pedagogy in the school classroom.* Technology has the role of assistance which may help teachers facilitating the learning progress and teaching method.

In most cases, it impossible to deny the role of traditional materials in learning and teaching processes, but learning for the 21st century makes emphasis on the innovative materials. Trifonas (2008: 45) affirms that *education needs to help produce a variety of types of literacy to make current pedagogy relevant to the demands of the contemporary era.* Also, Bruce and Levin (1997:79-102) explain that *educational technology has the capacity to greatly alter the learning environment.* They developed a four-level taxonomy explaining the use of technology in education: a) media for inquiry; b) communication; c) construction; and d) expression. Teachers can create humorous expression through using technological materials and resources. Jim Flowers (2001:12) claims:

The internet is one of the many fertile sources of humour; however, many jokes, cartoons, and stories are clearly inappropriate for any classroom. Still, a teacher could read and listen to wide variety of humour, selecting only those appropriate for his or her class, and possibly rewriting the humour so it is not as likely to offend.

The internet as it is claimed by Jim Flowers is one of the technological material that can supply any humorous expression to teachers, but the role of this latter is to select the appropriate humorous messages to students in order to accomplish the objectives of the learning process. Additionally, video clips are one of the most favourable materials. Ted Powers (2009:33) states: *You can facilitate learning by using funny movie or television*

*clips to bring life to course concepts or by asking students if the example was accurate or not, and in what ways*⁵. The use of video clips can follow some principles to have its value in enhancing the precious role of humour in raising students' focused attention, teachers would be give his curiosity about any ethical and social standards, also, they may avoid any offensive and taboo words.

4.5. Recommendations:

As far as this study tackles the problem of students' inability to focus their attention into a particular topics, and which is caused by many factors like the impact of negative feeling of frustration, some recommendations are introduced for the sake of increasing the awareness and role of teachers in using humour in the EFL classroom since this teaching approach is one of the main sources that can increase students' focused attention and interest. Deiter (2000:20) asserts that *one of the main reasons to use humour as a teaching tool in the classroom is to gain students' attention and keep their interest in the material being presented*.

4.5.1. The Use of Humour in the Classroom

Basically, the teachers' ability of teaching effectively is important in creating the right conditions of learning. The main teachers' concern is to establish creative learning; as Robinson (1983:121) argued that *what is "learned with laughter is learned well"* humour is used as one of the methods that can assist tutors to accomplish this goal. Also, Cornett (1986:8) asserts: *In a particularly enthusiastic endorsement, humor is an educator's "most powerful resource" to achieve a wide range of beneficial educational outcomes, including such disparate effects as controlling problematic behavior and facilitating foreign language acquisition*. Particularly, the success of getting students' attention into a particular task depends on the good organisation and participation of the teacher in the classroom, it is needful for teachers to be aware that making humour effective rely on knowing how to use it. In the process of integrating humour in the EFL classrooms and increases its impact on students' focused attention, the different data presented here are just

⁵ <http://www.psychologicalscience.org/observer/getArticle.cfm?id=1904>. Accessed on 13.04.2016

some of the procedures to be explored in order to show teachers how to use humour in EFL classrooms

4.5.1.1. Relevance of Humour

Answering the question of how teachers establish relevant humour or how they can be relevant in classroom is not simple matter. Generally speaking, relevance of humour is understood in most cases in terms of that whenever teachers use humour as teaching approach they are able to cope with students' learning. This can be achieved when they establish a relationship between this magic approach and the content of the lesson. Teachers can explain the notion of gender in sociolinguistics via using humour. They can present a cartoon to illustrate the difference between males and females speech, also, they may use humorous comments and illustrations to explain the key notions, or implement funny story to show the preferences of both males and females in language use.

The relevance of humour also interpreted to the personality of teacher in the classroom situation. Teachers who use humour seem to be intelligent and friendly in which they will enhance the power-related status of the group. Humorous expressions will be treated generally as passive when students feel and find that teachers use disparaging humour. This latter affects the enjoyment of learners when tutors targets one student or group at the expense of others. The issue will be treated as problematic in terms that respect and relationship will be cut down. Humour that violates social norms is expected to be perceived as inappropriate and irrelevant. Infanet et al (1992:116-126) state that *disparaging remarks can also be considered as verbally aggressive, a highly destructive form of communication that often involves attacking the self-concept or self-worth of others and inflicting psychological pain.*

4.5.1.2. Capture of Moments

One of the main matters that teachers should take into accounts is the frequency of using humour in the classroom. A teacher is any human, s/he is an expert, intelligent, and familiar with what is positive and negative, appropriate and inappropriate, worth and worthless. in view of the fact that the affective side of students is very often equated with positive mood that humour creates, it is desirable for teachers to select moments they find suitable and available to insert humorous messages since as Marzano (2003:56) claims:

teacher is in charge of the classroom climate and emphasizes that classroom climate should be created so that students feel “safe”.

Unfortunately, as with most things in life, much use of humour will be harmful and dangerous for students' learning; students' attendances will be just for disdainful and contemptuous. However, Berk (2000:9) states: *teachers can use humour as a device to facilitate a shift in context. This shift encourages both teachers and students to think creatively through shared humour.* Also, according to Hartley and Davis (1978:207-224), the attention span of an average adult on a particular topic is for ten to twenty minutes at a time, using humour as a transition between topics and taking small period of time between tasks or after every twenty minutes will be precious to open the door for comfortable classroom, and increase students' abilities and desires to focus and perceive more knowledge, so, good timing gets good results. Furthermore, using the same type of humour every lesson is unusual way to build comprehension, if teachers rely only on funny stories in explaining the notion of communicative competence this will in most of time create frustration and boredom in students and at the same time it will lose its effectiveness. However, different types with different moments can be useful strategy to assure the optimistic results of humour.

4.5.1.3. Recognition of the Audience

Knowing the audience is an interesting point. It is important to know their level of knowledge and learning as well as their interest and expectations. Evan Davis (cited in Judy Gruen, 2008: 2) states that *you've got to know what your audience is interested in. Most of the people I speak to are interested in golf, and in making money*⁶. Composing humorous messages has its role in influencing on the audience too; its formulation is based on such issues that are important to cope with their enjoyments and attentions. Griffin (2014:312) sees that the audience is one of the components of successful humour; he says... *of course, no two audiences will respond to the same joke in the same way. Still when you know your audience well you should have a better sense of what your listeners will find funny.*

⁶ Evan Davis, comedian and owner of <http://www.headwriters.com>, a consortium of comedy writers who create material for comics and public speakers

No one can consider the importance of humour in learning, but its use in the EFL classroom is a complex matter. The way teachers adopt it with students is related to the composition of humorous messages. Griffin et al (2008:434-462) state that *one of the most common reasons a joke backfires is that a speaker may have failed to consider the group memberships as well as the individual or collective experiences of the audience*. Whether teachers introduce humorous messages to 15 or 35 students or not, there are many issues that they may know at first in order to affect students' attention and comprehension. Foss and Griffin (1995:12) assert that *before you select the amusing stories and jokes for your speeches to entertain, consider the master statuses, stand points, values, and background of your audience carefully*.

In order to use humour effectively, teachers need to be familiar with students, how do teachers do that? The answer is simple. Audrieth (2016) states: Find out all what you can get about the group. Investigate well known individuals, customs, history and special observances of the group. This falls into the "know your audience" category. Talk to the program chair, look over the organizations publications, talk to long-time members⁷. Aristotle (1982: 169) notes the importance of gaining the goodwill of the audience:

...it is not only necessary to consider how to make the speech itself demonstrative and convincing, but also that the speaker should show himself to be of a certain character...and that his hearers should think that he is disposed in a certain way toward them; and further, that they themselves should be disposed in a certain way towards him

Aristotle goes further and sees that the role of teachers is not only to know what their audience is interested in, but also to be intelligent on how to make students be familiar that they are the target and the center of such humorous messages. Generally speaking, if students find that message does not meet their needs, they will neglect it and do not focus. This is the same for humorous expressions, whenever this latter is found by students that does not have the quality of fun, they will pass over it and consider it as a source of frustration and boredom.

⁷ <http://www.squaresail.com/auh.html>. 1998. Accessed on 22. 04.2016

4.5.1.4. Decorousness of Humour

The appreciation of humour, however, does not only depend on its role in enhancing learning process, but also on its way of use in the classroom. When considering how teachers make humour good in the classroom, it is important to denote that students' kinds of responding will guide teachers to carry on and increase or throw away and fix the humorous messages. Since students are the targets or the center of the learning process, teachers need to present humour in a good and acceptable way. The teachers are likely to educate and entertain, but they may find sometimes some students laugh whereas the others do not, this is one of the teaching challenges that tutors everyday encounter in the EFL classrooms.

Good humour is interpreted in terms of teachers' intelligence in implementing it. Morreall (1983:98) says: *a teacher who integrates humour into the learning experience...will have to put more effort into teaching*. Teachers can avoid any kind of humour they single out one student. Audrieth (2016) affirms that in order to use humor effectively, your (teacher) materials need to be practiced and perfected. How do you do that? The answer is simple. Once you have found material that looks promising, work on it in your mind. Roll it over. Massage it... Connect it to the important points of your message, weaving it in as a seamless part of your patter⁸. When teachers generate a discussion on humour with colleagues, students, and researchers in an effort to understand how humour can be worked in the classroom, can probably provide them an insight about the quality of humorous messages and types that are use with their students.

4.5.2. Developing Teachers' Humour Being

Teaching communicatively is a crucial part of the foreign language learning/teaching process. Many learners have problems in understanding their teachers; even if this latter use humorous expression. Zhang (2005:109-124) proclaims: *when an instructor is low in humor orientation or comes from a culture that discourages humor use in the classroom*. This problem can rise to be a barrier in comprehending humour in particular and the subject matter in general. Therefore, teachers can find ways for solving this difficulty, for instance, teachers can enhance their humour beings through fixing the way they interact with students, or they can indicate positive signs when sending their

⁸ <http://www.squaresail.com/auh.html>. Accessed on 22.04.2016.

humorous messages to their students through expressing understandable feelings and behaviours.

In a research was made by Check (1986:326-334) which tackles the positive and negative traits of teacher personality, and after reviewing 747 college students, 104 senior high school students, and 93 eighth grades, he found that the use of humour by teachers is a desirable trait. He found that among the positive characteristics of teacher is: understanding students and their problems, knowledgeable in subject matter, ability to relate to students, friendly, interested to them, and ability to communicate on the level of students. These traits can be summarised under three rules that may describe how teachers can be able to ameliorate their humour beings in the EFL classrooms in order to get students involved: be yourself, be open, and try to understand.

4.5.2.1. Humour and the Self

The main issue that teachers are concerned in the teaching process is the responsibility. This latter has difficult and complex meanings and interpretations in the classroom. Most teachers are aware of the meaning of this term; they start to look how to boost the influence of humour in students as one of the means to accomplish in such degree the sense of this term. What teacher needs is that to accept who s/he is, or simply “be yourself”. From the perspective of the learning process, it is necessary for students to know his/her teacher, and understand his/her norms, values, and behaviours.

Through the interaction, teacher can create humorous messages so as to either make students laugh at him/her or with him/her. This can contribute in most cases to build knowledge in the classroom about him/herself, and at the same time to show the difference between him/herself and students. Evans, et al (2009:81) states that in his 12 years teaching English in a Liverpool comprehensive school, he realised how important it was that he was transparent and genuine with his students, that they could see him as a real person, and as a human being. Teacher can joke about him/herself but in logical and reasonable way, i.e., teacher may not create humorous messages that may put him/her down in which describe something that can annoy and frustrate students like comparing him/herself with another learner in terms of norms, ethnicity, race, values, etc. Teacher is the participant, controller, organiser, and councillor at the same time.

4.5.2.2. Humour and Openness

Teaching is not a matter of looking to what students are doing; it requires engaging and interacting with them. Building interaction with students is a difficult matter since it requires many psychological and behavioural issues by both teachers and students. One of these issues that teachers need is the openness of personality to their students. Siligman (2000:129) asserts that *the teacher should be open, when asked a personal question or one s/he does not wish to answer for some reasons; s/he should politely decline to give a full response*. Canning (1995:196) states that *in order to be open, teachers must be interested in their students, fearless, willing to try new and different things, sure of themselves in order to avoid taking things personally, and non-judgmental of his or her students*. However, so as to be open about students' feelings and moods, teacher can adopt some helpful strategies:

- Holding change; teachers need to show that they look to the situation from all the sides in order to strengthen the faith of students that they are doing their efforts for them.
- Listening and repeating; teachers can pay attention to what their students say and then repeat their ideas in their own words to show their interest and understanding
- Avoiding interruption; while teachers are listening to their students they can avoid any interruption that would annoy learners.
- Demonstrating advice; teachers can let their students to express their feelings and opinions loudly, so they can be open to listen to them and give them their advice and attitudes.

4.5.2.3. Humour and Understanding

Mistakes are often done by students, effective teacher recognize the importance of mistakes in learning development as they give birth to the emergence of different new knowledge, principles, and techniques. The teacher can participate to achieve this through identifying the role of understanding. Martin (2008: 1) sees that understanding is one of the mere matters that can ameliorate the relationship between students and teachers. He said: *in addition, a deep connection leads to such outcomes as mutual respect and appreciation. Understanding is at the core of this connection. Teachers have many responsibilities, but their most important responsibility is to understand their students*. This can be implied in humour when a teacher tells funny stories and find that some students do not laugh, s/he may try to know and understand why these learners do not laugh, and this can assist

him/her to fix or avoid humorous messages. Understanding can play the role of the guider which can direct teachers to modify or change completely the teaching method for the sake of building victorious learning. Martin (2008: 2) states that *relating to students on an emotional level is essential for full understanding. Teachers who can emphasise with the challenge of disabilities are in the best position to seek solutions and to share their knowledge and understanding with others.*

However, teachers understanding can be a source of comfortable classroom; they can give students opportunities to share their ideas and opinions even if they make errors. Mierzwik (2013: 85) points out: *students must feel safe to share their errors with the teacher, which is possible if the teacher has created a learning environment in which errors are part of the learning process. Teachers can use their own errors as examples of how to attain deeper knowledge of a subject.* Teachers' desires to make errors is a kind of their understanding especially if it was provided in humorous manner, this can let students to focus more and feel more relaxed.

4.6. Conclusion

Based on the obtained results of this research work, the last chapter presented some implications for teacher use of humour. It highlighted some suggestions and recommendation that may help them to make humour valuable and useful in learning English language in general and students' focused attention in particular. It suggested some types of humour that are found be firing on all cylinders, and therefore give some important data about them in that humorous examples, comments, and funny stories contribute to a great deal of EFL students in enhancing their focused attention. Also, it proposed some principle of using humour in the EFL classrooms; they give teachers some helpful guidelines in using humour especially when tutors produce humorous messages that are related to the lesson and do not target one or group of students at the expense of others. In addition, it described some technological materials and resources that can be helpful in providing and facilitating humour use. Furthermore, in attempt to ameliorate the role of teachers in using humour in the EFL classroom, this chapter provided some recommendations. Evidently, to promote the use of humour in EFL classrooms, it is preferable for teacher to relate humorous messages like examples, comments, and funny stories to the lesson on the one hand and be flexible in teaching on the other hand.

General Conclusion

General Conclusion

With the ever growing need for being communicatively competent in the English language, teachers can play an important role in promoting their students listening comprehension abilities and providing useful implications and ideas that can help creating a real learning atmosphere in their classrooms; such as, there are many interactive methods that can be useful in constructing intellectual capacities for example humour. In this study, raising students' focused attention in listening comprehension is attributed to the use of humour, as well as to its effective use by teachers in the EFL classrooms.

In this research, an attempt was oriented toward investigating and testing the hypotheses, the first one claims that teachers often make use of humour as teaching method to enhance students' focused attention, whereas, the second one assumes that teachers make use of examples that are related to the lesson so as to make humour relevant to their students' focused attention. The obtained results confirm these two hypotheses. Concerning the first hypothesis, the participants perceive humour as one of the teachers' personality characteristics and which it is often used in the classroom. Therefore, the use of this teaching method can have its effect on students' focused attention in which can avoid frustration and boredom feelings on one hand and create a relaxed atmosphere as well as develop the sense of happiness in the classroom on the other hand. Using humour in the classroom can become the vehicle for improving the relationship between students and teachers in which can have positive atmosphere in the classroom. However, concerning the second hypothesis, it was revealed from students' questionnaire, classroom observation and teachers' interview affirm that the participants believe that using humorous illustrations and comments that are related to the subject matter are supposed to highly attract students' attention as well as keep them interested. Hence, both teachers and students' attitudes to humorous examples that are related to the lesson are the notion that they are aware or familiar with establishing a good rapport in the classroom.

Furthermore, it should be noted that the present research almost confirms the validity and reliability of the hypotheses. The joy of learning is powerful argument for the attainment of students' interest; humour is expected to be a valuable method of teaching that can lead to the development of the creativity and hubbub in the classroom. Thus, the participants' responses to the research tools show that this method again gives the

possibility of describing and circulating the involvement of students in subject matter. However, the use of humour is not only limited to its influence on the attention of learners, but also patterns according to suitable use in the classroom. The central importance circulates over students' focused attention, which is bounded by its effectiveness and appropriateness.

Though new evidence come to light, this study remains limited regarding the findings, and it requires further research to unveil other issues relevant to the importance of humour in ameliorating students' focused attention. Such issues that arise are for instance: how can words selection facilitate the role of humour in enhancing students' focused attention in the classroom? What are the cultural boundaries of using humour in the classroom? How can students effectively strengthen their focused attention without relying on humour?

Finally, this research which attempted to investigate the role of humour in raising students' focused attention in listening comprehension for the third year students at the English language and literature department at saida university, in terms of the incorporation of humour and the teaching ways and techniques, confirmed that teachers often use humour in the EFL classroom especially humorous illustrations and comments that are related to the lesson. The effective role that humour has permits to recognize that students will realize it among the wide range of teaching methods as clear answer to their questions about the reasons of frustration and boredom emergence in the lecture. The teachers' implementation of humorous illustrations and comments in the classroom will build a private world or climate in the sense that they will provide a framework for supplying and promoting a communicative classroom in which both teachers and students will avoid any misconception or misunderstanding that can strongly damage the success of the learning and teaching processes. The teachers awareness about the benefits of using humorous illustrations in the coming days will contribute deliberately to prepare answers to any ambiguity that seems necessary in order to accomplish the teaching objectives in general and raising students' focused attention in particular. It is necessary to assert that with the teaching and learning difficulties that encounter both teachers and students, those two latter can draw their attention to toward the effectiveness and appropriateness of humour in the EFL classroom.

Bibliography

Books

- Ackerman, Phillip L, Patrick C. Kyllonen, and Richard D. Roberts. Learning and Individual Differences: Process, Trait, and Content Determinants. Washington, DC: American Psychological Association. 1999.
- Ashford, J.B., Lecroy, C.W., Lortie, K.L. Human Behavior In the Social Environment: A Multidimensional Perspective, (2nd Edition). Belmont, CA; Wadsworth/Thomson Learning. 2001.
- Aristotle. The Art of Rhetoric. (Translated by J.H. Freese,.). Cambridge, MA: Harvard University Press. 1982
- Bell,J. Doing Your Research Project. Milton Keynes Philadilphia. Open University Press. 1987.
- Berk, R. A. Humor as an Instructional Defibrillator: Evidence-Based Techniques in Teaching and Assessment. Virginia: Stylus Publishing, LLC. 2002.
- Berk, R. A. Professors are from Mars, students are from Snickers: How to Write and deliver Humor in Classroom and in a Professional Presentation. Virginia: Stylus Publishing, LLC. 2003.
- Bogdan, R. C. & Biklen, S. K. Qualitative Research in Education: An Introduction to Theory and Methods (5th ed). Boston: Allyn & Bacon. 2006.
- Brown G. & Yule, G. Teaching the Spoken Language. New York, NY. Cambridge University Press. 1983.
- Brown, S. Teaching Listening. Cambridge: Cambridge University Press. 2006.
- Callahan, Sterling G. Successful Teaching in Secondary Schools: A Guide for Student and In-Service Teachers. Chicago: Scott, Foresman. 1966.
- Carol Evans,Alyson Midgley,Phil Rigby,Lynne Warham,Peter Woolnough. Teaching English. SAGE Publications. 2009.
- Cindy L. Griffin. Invitation to Public Speaking - National Geographic Edition. Wadsworth Publishing. 2014.
- Clark, Herbert H. & Clark, Eve V. Psychology and Language: An Introduction to Psycholinguistics. New York: Harcourt Brace Jovanovich Inc. 1977.
- Cornett, C. E. Learning Through Laughter: Humor in the Classroom. Bloomington, IN: Phi Delta Kappa Educational Foundation. 1986.
- Dee, H. Andrews, Thomas, D, Hull, and Karen DeMeester. Storytelling as an Instructional Method, 2010.

- Diane Mierzwik. Understanding and Teaching the At-Risk Adult Student: Strategies to Improve Retention and Success. R&L Education .2013.
- Donna J. Dean. Getting the Most out of your Mentoring Relationships. Springer. 2009.
- Ellis, G. & Brewster, J. The Storytelling Handbook for Primary Teachers. Penguin. 1991.
- Erikson, EH. The Power and Limits of a Vision. NY: The Free Press.1976.
- Evertson, C. M., Emmer, E. T., & Worsham, M. E. Classroom Management for Elementary Teachers (6th Ed). Boston: Allyn and Bacon. 2003.
- Fry, W. Sweet Madness: A Study of Humor. Palo Alto, CA: Pacific Books. 1963.
- Gary N. Chambers. Motivating Language Learners. 1999.
- Gazzaniga, M., Ivry, R., and Mangun, G. Cognitive Neuroscience (2 ed)., New York City: W. W. Norton & Company. 2002.
- Hale, GA & Lewis, M. Attention and Cognitive Development. New York: Plenum Press. 1979.
- Hedge, T. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press.2000.
- Hill, D. J. Humor in the Classroom: A Handbook for Teachers and Other Entertainers. Springfield, IL: Charles C. Thomas Publisher, 1988.
- Howatt, A. & Dakin, J. Language Laboratory Materials. ed. J. P. B. Allen, S. P. B. Allen, and S. P. Corder. 1974.
- Irvine, J. J. Caring, Competent Teachers in Complex Classrooms. Washington, DC: AACTE Publications. 2001. 7
- Jewitt, C. Technology, Literacy and Learning. A Multimodal Approach. Routledge, London. 2006.
- Jim Flowers. The Value of Humor in Technology Education. 2001.
- John Morreall. Taking Laughter Seriously. State University of New York Press. 1983.
- Jones, P. M. Laughing and Learning: an Alternative to Shut up and Listen. Maryland: Rowman and Littlefield Education. 2009.
- Kearney, P., Plax, T. G., & Allen, T. H. "Understanding Students' Reactions to Teachers who Misbehave." In Chesebro J,L and McCroskey J,C. Communication for Teachers. Boston: Allyn and Bacon. 2002. 127-149
- Keifer,C.W. Doing Health Anthropology: Research methods for community assessment and change. Springer Publishing Company. 2007

- Lezak, M.D. Neuropsychological Assessment (3rd ed.). New York: Oxford University Press. 1995.
- Lowenstein, A, J., and Bradshaw, M, J. Fuszard's Innotative Teaching Strategies in Nursing. Jones and Bartlett Learning, 2004.
- Lucy C. Martin. Strategies for Teaching Students with Learning Disabilities. Corwin. 2008.
- Machan, D. What's black and blue and floats in the Monongahela River? Forbes,. 1987
- MacHovec, F. J. Humor: Theory, History, Applications. Springfield: Charles C. Thomas. 1988.
- Martin, R. A. The Psychology of Humor: An Integrative Approach. Amsterdam: Elsevier. 2007.
- Marzano, R. J. Classroom Management that Works: Research-Based Strategies for Every Teacher. Alexandria, VA: Association for Supervision and Curriculum Development. 2003.
- Mascarenhas, A., Parsons, S. A., & Burrowbridge, S. C. Preparing teachers for high needs schools: A focus on thoughtfully adaptive teaching. Bank Street Occasional Papers. 2010.
- Maslow, A.H. Motivation and Personality (2nd ed). New York: Harper & Row. 1970.
- Maurice Charney. Comedy: A Geographic and Historical Guide. Praeger. 2005.
- McGhee, P. E. Humour, its Origin and Development. San Francisco: W. H. Freeman. 1979.
- Milton Seligman. Conducting Effective Conferences with Parents of Children with Disabilities: A Guide for Teachers. The Guilford Press. 2000
- Moran, A. P. The psychology of concentration in sport. East Sussex: Taylor and Francis. 1996.
- Morrison, M. K. Using Humor to Maximize learning: The Link between positive Emotions and Education. Maryland: Roman and Littlefield Education. 2008.
- Nilson, A. P. In Defense of Humor. College English, Vol. 56. N 8, 1994. 928-933
- Nira Hativa. Teaching for Effective Learning in Higher Education. 2012.
- Palmer, Jerry. Taking Humour Seriously. London and New York: Routledge. 1994.
- Patton, M.Q. Qualitative Research and Evaluation Methods (3rd ed). Thousand Oaks, CA: Sage Publications. 2002.
- Patrick, A. Stewart. Debatable Humour: Laughing Matters on the 2008 Presidential Primary Company. Lexington Books. 2012.

- Pollio, H. R. "Humour and College Teaching". In S. F. Davis and W. Buskist (Eds.). *The Teaching of Psychology: Essays in Honor of Wilbert J. McKeachie and Charles Brewer*. Mahwah, NJ: Erlbaum. 2002. 69-80
- Provine, R. R. *Laughter: A Scientific Investigation*. New York: Viking Penguin. 2000
- Robinson, V.M. 1. "Humor and health". In P.E. McGhee & J.H. Goldstein (eds.). *Handbook of Humor Research*. Vol 2. New York: Springer-Verlag. 1983, 109
- Rubdy, R. & Saraceni, M. *English in the World : Global Rules, Global Roles*. Chippenham: Wiltshire : Antony Rowe Ltd, 2006.
- Rubin, J. *An overview to a guide for the teaching of second language listening*. Dominie Press. 1995.
- Rod, A. Martin. *The Psychology of Humour: An integrative Approach*. 2010.
- Shade, R. *License to Laugh: Humor in the Classroom*. Englewood, CO: Teacher Idea Press. 1996.
- Sternberg, R. J. *Cognitive Psychology*. Harcourt College Publishers. 1999.
- Vossler, J., Scott, S. *Humor and Information Literacy: Practical Techniques for Library Instruction*. California. 2011
- Wanzer, M. "Use of Humour in the Classroom: the Good, the Bad, and the not so-Funny Things that Teachers Say and Do". In: Chesebro, Joseph L. and James C. McCroskey. *Communication for Teachers*. Boston: Allyn and Bacon. 2002. 116-126
- Willoughby, T & Wood, E, *Children's Learning in a Digital World*. Blackwell Publishing, USA, 2008.
- William A. Reinsmith. *Archetypal Forms in Teaching: A Continuum*. Greenwood Publishing Group. 1992.
- Wolf, M. *Dyslexia, Fluency and the Brain*. Timonium, NJ: York Press, Inc. 2001.
- Wolvin, A. D., & Coakley, C. G. *Listening* (3rd ed.). Dubuque, IA: Wm. C. Brown, 1988.
- Stephen F, Davis, & William Buskiet. *The Teaching of Psychology: Essays in Humour of Wilbert J, McKeachie and Charles L, Breuser*. Psychology Press. 2013.
- Sylwester, R. *A Celebration of Neurons, an Educator's Guide to the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development. 1995.
- Trifonas, PP. *Worlds of Difference. Rethinking the Ethics of Global Education for the 21st Century*. Paradigm Publishers, London. 2008.
- Virginia. P, Richmond, James C McCroskey, Timothy Mattet. *Handbook of Instructional Communication: Rhetorical and Relational Perspectives*. Routledge. 2015.

➤ Vnnder Heijden, A.H.C. Selective Attention in Vision. London: Routledge and Kegan Paul, 1992.

Journals

- Aidla, A. and Vadi, M. "Personality Traits Attributed to Estonian School Teachers". Review of International Comparative Management. Vol 11. N 04. October 2010. 591-602
- Babkie, A. M. "20 Ways to be Proactive in Managing Classroom Behavior". Intervention in School & Clinic. Vol 41. N3. 2006. 184–187
- Berk, R. A. "Does Humour in Course Tesets Reduce Anxiety and Improve Performance?" College Teaching, Vol 48. N 4. 2000. 151- 158
- Bialystok, E., & Martin, M. M. "Attention and Inhibition in Bilingual Children: Evidence from the Dimensional Change Card Sort Task." Developmental Science, Vol 07. N 03. 2004. 325-339
- Bill, B., & Naus, P. "The Role of Humor in the Interpretation of Sexist Incidents". Sex Roles, Vol 27. N 11. December 1992. 645-664
- Boyle. J. "Factors Affecting Listening Comprehension." ELT Journal. Vol 38. N 01. Oxford University Press.1984. 34- 38
- Britton, B. K., & Tesser, A. "Effects of Time-Management Practices on College Grades". Journal of Educational Psychology, Vol 83. N 03. American Psychological Association, Inc.1991. 405-410
- Bruce B. C., & Levin, J. A. "Educational Technology: Media for Inquiry, Communication, C, and Expression". Journal of Educational Computing Research. Vol 17. N 01. 1997. 79-102
- Canning, Christine. "Getting from the Outside In: Teaching Mexican Americans When You Are an 'Anglo.'" High School Journal. Vol 78. N 04. 1995. 195-205
- Chabeli, M. "Humor: A Pedagogical Tool to Promote Learning". Curationis .Vol 31. N 03, 2008. 51-59
- Check, J. F. "Positive Traits of the Effective Teacher--Negative Traits of the Ineffective One." Education. Vol 106. N 03. 1986. 326-334
- Claessens, B. J. C., Eerde, W. van, Rutte, C. G., & Roe, R. A. "A Review of the Time Management Literature". Personnel Review. Vol36. N 02. 2007. 255–276
- Cooper, C. "Elucidating the Bonds of Workplace Humour: A Relational Process Model." Human Relations. Vol 61. N 08. 2008.
- Deiter, R. "The Use of Humour as a Teaching tool in the College Classroom." NACATAT Journal. Vol 44. N 02. 2000. 20-28

- Dirven, R., & Oakeshott-Taylor, J. "Listening comprehension (Part I)". Language Teaching. Vol 17. N 04. 1984. 326-343
- Eric J. Romero and Kevin W. Cruthirds. "The Use of Humor in the Workplace". Academy of Management Perspectives. Vol 20. N 02. 2006. 58-69
- Garner, R. "Humor, Analogy, and Metaphor: H.A.M. it up in Teaching." Radical Pedagogy, Vol. 6, No. 2. 2005.
- Hattie, J. and Timperley. H. "The Power of Feedback". Review of Educational Research. Vol 77. N 01. 2007. 81-112
- Hellen, L. Chick. "Teaching and Learning by Examples". Mathematics: Essential Research, Essential Practice. Vol 01. University of Melbourne. 2007. 01-21
- Hurren, B.L. "The Effects of Principals' Humour on Teachers' Job Satisfaction". Educational Studies. Vol 2. N 4. 2006. 373-385
- Infante, D. A., Riddle, B. L., Horvath, C. L., & Tumlin, S. A. "Verbal aggressiveness: Messages and reasons." Communication Quarterly. Vol 40. N 02. 1992. 116-126
- John Driver. "A selective review of selective Attention Research from the Past Century". British Journal of Psychology. Vol 92. N 01. 2001. 53-78
- Kher, N., Molstad, S., & Donahue, R. "Using Humor in the College Classroom to Enhance Teaching Effectiveness in "Dread Courses." College Student Journal. Vol 33. N 03. 1999. 400-407
- Li, N. P., Griskevicius, V., Durante, K. M., Jonason, P. K., Pasisz, D. J., & Aumer, K. "An Evolutionary Perspective on Humour: Sexual Selection or Interest Indication". Personality and Social Psychology Bulletin. Vol 35. N 07. 2009. 923-936
- Lockyer, S. and Pickering, M. "You must be joking: the sociological critique of humour and comic media." Journal of Sociology Compass. 2(3). 2008. 813
- Martin, R. A., & Lefcourt, H. M. "Situational Humour Response Questionnaire: Quantitative Measure of Sense of Humour." Journal of Personality and Social Psychology, Vol 47. N 01. 1984. 145-155
- Melissa B. Wanzer, Ann B. Frymier & Jeffrey Irwin. "An explanation of the relationship between Instructor Humour and Student's Learning: Instructional Humour Processing Theory". Communication Education. Vol 59. No 01. January 2010. 1-18
- Miliani, M. "Teaching English in a Multilingual Context: the Algerian Case". Mediterranean Journal of Educational Studies. Vol 6. N 01. 2000. 13-29
- Muhammad Irfan Arif, Aqeela Rashid, Syeda Samina Tahira, and Mahnaz Akhter. "Personality and Teaching: An Investigation into Prospective Teachers' Personality".

International Journal of Humanities and Social Science. Vol. 2 No. 17; September 2012.163

- Mohanna, K., Chambers, R., & Wall, D. “Developing your Teaching Style: Increasing Effectiveness in Healthcare Teaching.” Graduate Medical Teaching. Vol 83. N 977, 2007. 145-147
- Mundorf, Norbert, Azna Bhatia, Dolf Zillman, Paul Lester, and Susan Robertson. "Gender Differences in Humor Appreciation." Humor Vol 01. N 23. 1988. 1-43
- O'Malley, J. M., Chamot, A. U. & Küpper, L.,. “Listening Comprehension Strategies in Second Language Acquisition.” Applied Linguistics. Vol 10. N 04. 1989. 418-437
- Pomerantz, A. &, Bell, N. “Humour as safe House in the Foreign Language Classroom.” Modern Language Journal, Vol 95. N 01. 2011. 148-161
- Provine, R. R. “Laughter. American Scientist”, American Scientist. Vol 84. N 01, 1996. 38-45
- Robert, M. Kaplan and Gregory, C. Pscoe. “Humorous Lectures and Humorous Examples: some Effects Upon Comprehension and Retention”. Journal of Educational Psychology. Vol 69. N 01 .San diego State University. 1977. 61-65
- Romero, E. J. and Cruthirds. K. W. “The Use of Humour in the Workplace”. Academy of Management Perspectives. Vol 20. N 02. 2006. 58-69
- Saricoban, Arif.. “The Teaching of Listening”. The Internet TESL Journal, Vol. V, No. 12, December 1999. <http://iteslj.org/Articles/Saricoban-Listening.html> Accessed on 13.12.2015
- Sohlberg, M.M. & Mateer, C.A. “Effectiveness of an Attention Training Program.” Journal of Clinical and Experimental Neuropsychology. Vol 09. N 2. 1987. 117-130
- Solomon, J. C. “Humor and aging well: A laughing matter or a matter of laughing? (Aging Well in Contemporary Society, Part 2: Choices and Processes).” American Behavioral Scientist. Vol 39. N 03. 1996. 249-271
- Wilkins, J., & Eisenbranum, A. J. “Humor Theories and the Physiological Benefits of Laughter.” Holistic Nursing Practice. Vol 23. N 06. 2009. 349–354
- Zhang, Q. “Immediacy, Humor, Power Distance, and Classroom Communication Apprehension in Chinese College Classrooms.” Communication Quarterly. Vol 53. N 01. 2005.109-124.
- Ziegler, J. “Use of Humour in Medical Teaching”. Medical teacher. Vol 20. N 04. 1998. 341-349.

Articles

- Audrieth, A.L. “The Art of Using Humor in Public Speaking”. <http://www.squaresail.com/auh.html>. 1998. Accessed on 22.04.2016
- Chee, A. W. S. “Humor in TEYL- Reducing Classroom Anxiety.” <http://www.teyl.org/article2.html>. 2000 Accessed on 13.04.2016
- Chiasson, P.E. “Humor in the Second Language Classroom; It's not a Laughing Matter!” <http://caslt.org/research/humor.htm> Accessed on 13.04.2016
- Judy Gruen. “Special Report #3: 12 Tips to Add Humor in Public Speaking.” 2008. <http://www.judygruen.com/> Accessed on 16.04.2016
- McNamara, C. (1999) General Guidelines for Conducting Interviews. [Online] <http://208.42.83.77/evaluation/interview.htm> Accessed on 25.03.2016
- Morley, J. “Aural Comprehension Instruction: Principles and Practices”, 2001. <http://gaining.educ.msu.edu/resources/files/Teaching%20listening.Morley%202001.pdf> Accessed on 08.01.2016
- Nora Fauziah Yaakub, “Personality Patterns of Teacher Trainees from a Malaysian Training College”. University Pertanian Malaysia, 1990 <https://core.ac.uk/download/files/452/12222175.pdf> Accessed on 29.03.2016
- Paul, E, McGhee. “The Fourth Humor Habit (Part II): Create Your Own Spontaneous Verbal Humor.” MARCH 30, 2012. <http://www.laughterremedy.com/2012/03/the-fourth-humor-habit-part-ii-create-your-own-spontaneous-verbal-humor/> Accessed on 16.04.2016
- Powers, T. “Engaging Students with Humor”. Association for Psychological Science. <http://www.psychologicalscience.org/observer/getArticle.cfm?id=1904>. Accessed on 13.04.2016.
- Snetsinger, W., & Grabowski, B. “Use of humorous visuals to enhance computer-based-instruction” October, 1993, <http://jan.ucc.nau.edu/~slm/AdjCI/Startclass/Humor.html> Accessed on 04.05.2016
- Wilson S. Geisler and Lawrence Cormack. “Models of Overt Attention”. University of Texas at Austin, 2010. <file:///C:/Users/DELL-PC/Downloads/lkcCV2015.pdf> Accessed on 17.02.2016

Dissertations

- Bonjour. H. R. “The Essence of Good Teaching- Humor”. University of Mohammed kheider , Biskra . 2011.
- Chibani. “Comet’s Relevance and Efficiency”. University of Batna. Unpublished Thesis. 2003.
- Nicol, D. & Draper, S. “Redesigning written feedback to students when class sizes are large”. Paper presented at the Improving University Teachers Conference, July, Glasgow. 2008
- Teng, H. C. “An investigation of EFL listening difficulties for Taiwanese students”. Selected Papers from the Eleventh International Symposium on English Teaching/Fourth Pan-Asian Conference. Taipei, Taiwan: Crane. 2002.526-533

Dictionaries

- Catherine Soanes and Angus Stevenson. Concise Oxford English Dictionary (11th Ed), 2003.
- Armada. Cambridge Advanced Learners' Dictionary (3rd Ed). Cambridge University Press, 2008.

Websites

- <http://www.cogsci.ucsd.edu/~coulson/101b/selective> Accessed on: 21.12.2015
- [http://psy405.cankaya.edu.tr/uploads/files/ch4\(1\)](http://psy405.cankaya.edu.tr/uploads/files/ch4(1)) Accessed on 20.12.15
- <http://www.angelfire.com/ca/newsj/jokes.html>. Accessed on 16.04.2016

Glossary

Glossary

Aggressive Humour: It is a style of humour that targets towards others. It is characterized by the use of sarcasm, put-downs, teasing, criticism, ridicule, and other types of humor used at the expense of others

Agreeableness: individual's ability to have the states of co-operation, warm care, pleasure, and trust.

Attention: is a mental ability to care, notice, and interest about something.

Conscientiousness: refers to the state of dependable, hard-working, organized, self disciplined, persistent, responsible

Creativity: refers to the ability of generating new ideas, methods, etc.

Disposition theory: Wanzer et al (2010:3) states: it does matter who the “butt” of the joke is and that individuals will describe humor as not funny or as inappropriate when it targets liked others.

Divided attention: refers to individual ability to respond to more than one task at the same time, simultaneously. It is often called multi-tasking

Elaboration Likelihood Model of Persuasion: Wanzer et al (2010:4) explains Elaboration Likelihood Model of Persuasion as how individuals process persuasive messages and can help elucidate the relationship between humor and learning.

Emotional stability: it refers to the individual's feeling of calm, security, and happiness,

Extraversion: refers to individual ability to be sociable, outgoing, talkative assertive, and gregarious

Focused attention: is one of the attention types in which person's behaviour is directed to a particular and specific task to the exclusion of others.

Frustration: feeling of dissatisfaction, annoyance, and less confident.

Humour: refers to the quality of being funny and amusing.

Humorous examples: is anything that can illustrate something else in a funny manner.

Incongruity-resolution theory: Wanzer et al (2010:3) asserts: *it is derived from Berlyne's (1960) original incongruity theory; it is the realization of communicators' intentions with the help of the context.*

Listening comprehension: refers to the listener's ability to understand the speech of the speaker, in which s/he recognises the meaning of all the components of the uttered sentences.

Openness to experience: it is a feeling and ability to be curious, intellectual, creative, cultured, artistic, sensitive, and flexible imaginative.

Appendices

Students' Questionnaire

Dear students,

For the sake of gathering information about **the role of humour in raising student's focused attention in listening Comprehension**, we would be so grateful if you could answer the following questions by making a tick (✓) in the corresponding box.

Section One: Student's Attention Level in Listening Comprehension

1. Do you agree with this statement "Listening comprehension is strongly related to attention"?

Yes ☐

No ☐

2. How can you consider your level of attention (especially when you listen to your teacher in classroom)?

Bad ☐

Good ☐

Very good ☐

Excellent ☐

Section Two: Humour Teaching Approach in EFL Classroom

1. Do you agree that humour is an important characteristic in a teacher?

Yes ☐

No ☐

Neutral ☐

2. Do your teacher use humour in classroom, especially when he explains the lesson?

Yes ☐

No ☐

3. How often? (For those who answer Yes)

Often ☐

Always ☐

Rarely ☐

4. Which one of the following humour kinds your teacher uses?

Funny Stories ☐

Comments ☐

Jokes ☐

Examples ☐

5. According to you, which one of the following kinds do you prefer your teacher to adopt?

Funny Stories ☐

Comments ☐

Jokes ☐

Illustrations ☐

Section Three: *The Impact of Humour on Student's Focused Attention*

1. Do you think that your attention is affected by the teaching method that your teacher uses in classroom?

Yes ☐

No ☐

2. Do you agree that when your teacher uses humour while s/ he explains the lesson, s/he will make you enjoy the course?

Yes ☐

No ☐

Neutral ☐

3. Do you agree that when your teacher uses humour while s/ he explains the lesson, s/he will make you more relaxed and that can attract your attention?

Yes ☐

No ☐

Neutral ☐

4. Which kind of the following humour your teacher uses a lot?

a) Humour related to the lesson ☐

b) Humour are not related to the lesson ☐

c) Self- disparaging humour (i.e., criticising a student) ☐

d) Unintentional humour (i.e., not intended or planned) ☐

5. Which one of the above humour categories do you prefer your teacher to use when s/ he explains the lesson?

a) Humour related to the lesson. ☐

b) Humour are not related to the lesson. ☐

c) Self- disparaging humour (i.e., criticising a student). ☐

d) Unintentional humour (i.e., not intended or planned). ☐

6. If your teacher criticises you, will his/ her critics affect your attention

Positively? ☐

Negatively? ☐

7. How? Can you explain more, please.

.....
.....

8. Do you agree that humour will help you to concentrate better and that can improve your listening comprehension ability?

Yes ☐

No ☐

Neutral ☐

Thank you

Teachers' Interview

Section One: General information about Teachers' Attitudes towards Students' Attention

1. How many years have you been teaching English language?
2. Do you think that your students enjoy your lecture?
3. Do you emphasize on the attention of your students?
4. How do you find your students in terms of attention ability?

Section Two: Teachers' Attitudes towards Humour in the EFL Classroom

5. What do you think about humour as a teaching approach?
6. What are the humorous kinds you may find appropriate in teaching?
7. What teaching materials or recourses do you use to improve students' listening comprehension?
8. What do you think about technology materials?
9. Do you think that humour can enhance students' focused attention?

Teachers' Protocols Answers

Teacher of Civilisation Text Studies

Section One: General Information about Teachers' Attitudes towards Students' Attention

1. How many years have you been teaching English language?

It is about 12 years

2. Do you think that your students enjoy your lecture?

Yes, it depends on the topics, there are some topics attract students more than others....

Also, it depends on the time, sometimes, they are enthusiastic in terms of their readiness to express and continue their satisfaction.

3. Do you emphasize on the attention of your students?

Of course, since it is a module of cultural themes. So, I focus more on attracting their attention on different ideas, concepts, and notions.

4. How do you find your students in terms of attention ability?

I am really satisfied with the majority of them.

Section Two: teachers' Attitudes towards humour in EFL Classroom

5. What do you think about humour as a teaching approach?

A big or very important element... there should be a kind of humour, and this is what I try to have with my students

6. What are humorous kinds you may find them appropriate?

Comments, most of time I asked my students to comments in funny way... me too, I bring some funny comments.

7. What teaching materials or recourses do you use to improve students' listening comprehension?

I use the handouts because it is my teaching is based on a text, there should be always a text.

8. What do you think about technological materials?

I try to use them... but most of times are not motivated

9. Do you think that humour can enhance students' focused attention?

Yes, it may be considered as one of the means that can attract the attention of students on a particular topic or idea.

Teacher of Linguistics

Section One: General information about Teachers' Attitudes towards Students' Attention

1. How many years have you been teaching English language?

It is about 6 years

2. Do you feel that your students enjoy your lecture?

It depends on the subject we discuss. However if I feel them bored I may use or evoke humor in classroom to change the mood.

3. Do you emphasize on the attention of your students?

Yes, absolutely. I want my students to be attentive all the time of the lecture. It is too important for them to keep their ears and eyes on everything I say or explain; attention is the key to be good student.

4. How do you find your students in terms of attention ability?

I find them obedient and opt to make things easy for me while explaining the lesson. In addition, I fee them serious and eager to learn.

Section Two: Teachers' Attitudes towards Humour in the EFL Classroom

5. What do you think about humour as a teaching method?

Humor is something may be referred to as a strategy to make student comfortable in the classroom. But, teacher should not go over in this strategy because it might be negative on the students and their ability to be attentive.

6. What are humorous techniques you may find them appropriate?

Actually, example is the best one because my teaching subjects require it.

7. What teaching materials or resources do you use to improve students' listening comprehension?

My explanation is oral as well as I use the board to facilitate my explanation

8. Do you adopt technological materials in your teaching?

Sometimes, because there are many resources can be used... but I use them when feel that the subject matter requires it.

9. Do you think that humour can promote students' focused attention?

Yes, this approach as it is known as source of amusement can be used to attract and get my students' attention.

Teachers' Observation Schedule Form

Module	Day	Time	Elements observed
Civilistaion Text Studies	Week1	9:30- 11	Focused attention and humour
Linguistics	Week1	11- 12.30	Focused attention and humour
Civilistaion Text Studies	Week2	11-12.30	Humour Ways and Teachniques
Linguistics	Week2	13-14.30	Humour Ways and Teachniques