



The Relationship between Instructor Humor Orientation and Students' Report on Second Language Learning

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Humor is an integral component of any language and therefore has an impact on the way languages are acquired/learned. Numerous studies have investigated the role of instructor humor in teaching/learning processes; however, there is little empirical research on the relationship between instructor humor and learning of a second language. This paper investigated the relationship of English as a second language (ESL) instructors' humor orientation (IHO) to students' perceptions of second language learning (SLL). Perceived L2 learning was also examined in relation to students' perceived importance of humor (IH) and effects of humor (EH). Additionally, variations in the interaction between IHO, SLL, IH and EH across students' education level, ethnicity and gender were examined. It was found that high levels of instructor humor orientation associated significantly with students' L2 learning perceptions. Also strong correlations were found between students' perceived SLL behaviors and their perceived IH and EH. However, student perceived IHO, SLL, IH and EH did not vary significantly across their gender, ethnicity, and education level. Implications of the study for second language education and materials development along with the limitations of the study have been discussed.

Keywords: Verbal Humor, Humor Orientation, Importance of Humor, Effects of Humor, Second Language Learning

INTRODUCTION

Humor is an integral component of any language and therefore has an impact on the way languages are acquired/learned. Numerous studies have investigated the role of humor in teaching/learning processes; however, there is little empirical research on the relationship between instructor humor and second language learning. We know that successful teachers use humor and students generally favor appropriate use of humor in the classroom. But can teacher humor contribute to learning of a second language? Research has documented positive functions of humor in general educational contexts. It is utilized as a tool to increase instructional effectiveness (Englert, 2010; Wanzer, 2002), lower student anxiety and create an enjoyable and more relaxed classroom environment (Kher et al., 1999; Korobkin, 1989; Neuliep, 1991), increase student

motivation (Gorham & Christophel, 1992; McCroskey et al., 2006) and student learning (Baringer & McCroskey, 2000; Gorham & Christophel, 1990), and clarify course material (Downs et al., 1988). However, some researchers have noted that certain types of instructional humor might be inappropriate and have negative consequences such as creating an uncomfortable learning environment for some students, causing demotivation for learning and diminishing teacher credibility (for a review see Gorham & Christophel, 1990; Torok et al., 2004; Wanzer et al., 2010).

The role of humor has also been studied extensively in second language education (e.g., Bell, 2009; Belz & Reinhardt, 2004; Cook, 2000; Deneire, 1995; Lynch, 2002; Medgyes, 2002; Meyer, 2000; Norrick, 2007; Partington, 2006; Wagner & Urios-Aparisi, 2011). Deneire (1995), advocating careful incorporation of humor into L2 instruction, notes that humor can serve as a formidable tool that can be used for sensitizing students to phonological, morphological, lexical, and syntactic differences within a single language or between a student's L1 and the target language. Provine (1993) asserts humor "punctuates speech" and Partington (2006) acknowledges the important role of humor in language instruction by contending that it "contributes to linguistic construction of meaning through both cognitive and interactional processes" (pp.287-8). Medgyes (2002) work deserves special mention that explains how funny games, stories, jokes, puzzles, pictures, sketches, dialogues and so on can be fruitfully used for all levels of L2 learners. What becomes evident from this body of research is that incorporation of humor (particularly verbal types) in L2 learning context can offer opportunities to facilitate access to L2 linguistic and cultural resources thereby fostering acquisition/learning of a second language.

What is humor?

Humor as a multidisciplinary phenomenon can be viewed from differing points of view depending on its specific context of use: from social to psychological, from philosophical to physiological, and from linguistic to a layperson. This paper looks into humor from a linguistic perspective. Attardo and Raskin (1991) assert that humor is an act performed through linguistic or nonlinguistic means by any of the participants. "This act is the result of two incongruous scripts (a cognitive structure internalized by the native speaker and represents the native speaker's knowledge of a small part of the world)" (Raskin, 1985: 81). The producer of this act may or may not have had the intention of creating laughter or smile(s) (Raskin 1985: 31-36). Other studies (e.g., Norrick, 1993; Holmes, 2000) see humor as utterances intended as amusing by the speaker where the presence of linguistic and contextual clues is necessary to support this. In language learning environments, use of humor can not only serve as a means of amusement but it is a matter of rehearsal which entails not necessarily fun but a means of developing linguistic skills.

Humor is also identified as verbal and non-verbal types or a combination of two. Verbal or word-based humor include wordplays, funny stories, puns, content related jokes, comic irony, metaphor, hyperbole, metonymy, riddles, funny examples/stories, etc.

Examples of non-verbal or slapstick types of humor comprise funny facial expressions, gestures, and making faces. Combined verbal and nonverbal forms may include impersonation, parody, satire, monologue and skit (Hativa, 2001) (for a complete discussion of sources and types of humor, see Wagner & Urios-Aparisi, 2011).

Humor-learning link

Researchers have documented a positive relationship between teachers' use of humor and student learning (e.g., Davies & Apter, 1980; Gorham & Christophel, 1990; Kelley and Gorham, 1988; Wanzer, 2002; Wanzer et al., 2010; Ziv, 1979, 1988). Research foci on the relationship between an instructor's use of humor and learning outcomes have approached this phenomenon from two distinct perspectives. The first one concerns with the direct impact of humor on learning outcomes, which generally deals with improvement in information retention and cognitive processing in learning. The second perspective addresses the indirect effects of humor on learning via encouraging positive affective behaviors in teacher-learner interactions informed by concepts such as Immediacy (Mehrabian, 1969) and Communicator Style (Norton, 1983).

Whereas attempts to provide support both for the direct and indirect effects of humor on learning have yielded important insights, the empirical evidence for the effects of humor on learning is considerably inconsistent, with some scholars finding that humor enhances learning (e.g., Davies & Apter, 1980; Gorham, 1988; Kelley & Gorham, 1988; Wanzer & Frymier, 1999; Ziv, 1988) and others finding no improvement of learning with humor (e.g., Houser et al., 2007). For example, Bryant et al. (1981) found that humorous visual illustrations did not increase information acquisition. Similarly, in Bryant and Zillmann's (1989) study on children when teachers added information in an attempt to correct the humorous distortions of information, tests of recall and retention revealed that the children remembered the humor and not the corrections.

Although the studies discussed above found that humor did not improve learning, other studies reported the opposite. For example, Gorham and Christophel (1990: 48) note that "the teacher-student relationship in which humor has contributed to immediacy might enhance arousal, attention, retention, and learning". In language learning contexts it is also suggested that not only does humor facilitate the language learning process, it provides a means to comprehend the socio-cultural contexts of language (Muqun & Lu, 2006). Byram and Grundy (2002) assert that humor in various forms relates to social and cultural knowledge which has an inseparable link with language elements that L2 learners need to attain. Consistently, a recent study on functions of verbal humor in ESL classrooms by Ziyaeemehr et al. (2011) indicated that instructor humor serves two basic functions in the language classroom: (1) It foregrounds and reinforces linguistic knowledge and (2) highlights cultural dissimilarities among L1 and L2. This serves to show that although the findings assessing the effects of humor on learning have been unequivocal, there is enough evidence that using humor can improve learning. As Bryant and Zillmann (1989: 74) summarize, effective use of instructional humor "depends on employing the right type of humor, under the proper conditions, at the right time, and with proper motivated and receptive students".

Additionally, a recent body of research on humor-learning link has focused on how individuals differ in the production of humorous messages (Booth-Butterfield & Booth-Butterfield, 1991; Wanzer, Booth-Butterfield & Booth-Butterfield, 1995, 1997). To assess individual differences in the production of humor, researchers commonly use Booth-Butterfield & Booth-Butterfield's (1991) Humor Orientation (HO) scale, which measures "individual differences in the predisposition to enact humorous messages" (p.32). Other similar measures such as Multidimensional Sense of Humor Scale (MSHS) (Thorson & Powell, 1993) and Richmond Humor Assessment Instrument (RHAI) (Richmond et al., 2001) are also used to assess HO in various communication contexts.

To date, HO has not been investigated in second language learning context. In so far as the literature supports the contention that humor facilitates learning, it is predicted that students will learn more from high HO or humorous teachers than low HO or non-humorous teachers. Thus, following the hypothesis that there will be a significant positive correlation between student perceptions of teacher's humor orientation and students' L2 learning the following research question was posed:

RQ1: Is there a relationship between Instructors' Humor Orientation (IHO) and students' second language learning perceptions?

In a similar vein, previous research (e.g., Gorham, 1988; McIlheran, 2006; Wanzer & Frymier, 1999; Ziv, 1988) supports that the learners' perceptions and feelings about the importance and effects of humor influence their learning outcomes. Hence, the second research question asked:

RQ2: Is there a relationship between student perceived Importance of Humor (IH), Effects of Humor (EH) and student-reported Second Language Learning (SLL) outcomes?

In light of the fact that perceptions of the role of humor in interaction can be moderated by individual differences, supported by previous research (e.g., Coser, 1960; Holmes, 2006; Kotthoff, 2006), the third and final research question examined whether the students' perceptions of IHO, SLL, IH and EH might vary significantly across their gender, ethnicity and education level:

RQ3: Does the relationship between Instructor Humor Orientation (IHO), Second Language Learning (SLL), Importance of Humor (IH) and Effects of Humor (EH) vary depending on students' gender, ethnicity, and education level?

METHOD

Participants

Participants consisted of 195 university students enrolled in ESL courses in a university in Malaysia. The sample was made up of 45 males and 147 females, of which 142 were undergraduates and 52 were postgraduates. The population composition was multinational comprising local and international students. Local students were of mainly three ethnicities: Malay (41.5%), Chinese (27.6%) and Indian (17.4%), and international students (grouped as Others (13.3%)) comprising Iranian, Indonesian, African, and Arab ethnicities. English was the medium of instruction in all courses. This study investigated

the types of teachers more likely to use humor in the classroom and participants were asked to think of the humorous instructor whose class was being observed as well as the instructor they had for the class immediately before their present class. This methodology was developed by Plax et al., (1986) in order to maximize the number and variety of instructors in the sample. Participants reported on 55 instructors teaching at the English department.

Procedures

It should be noted that the present study is a part of a major project that investigated functions of instructor humor and perceptions of students as well as the instructors on the uses and effects of instructor humor in academic ESL classrooms. Data for the main study consisted of classroom observations, interviews and survey questionnaires. This paper focuses only on student input elicited through the questionnaires (see Appendix). To conduct the study, permissions were sought from the faculty and advance notice was given to the participants. To assure that participants clearly understood the purpose of the statements and questions, a simplified definition of "humor" with examples was included in the questionnaire instruction. The questionnaires were administered by the researcher towards the end of the second semester and the return rate was 100%.

Measures

Instructors' humor orientation was measured by the *Humor Orientation* (HO) scale developed by S. Booth-Butterfield and M. Booth-Butterfield (1991), which measures individual differences in the ability to encode humor and has been utilized in many educational research studies (e.g., Aylor & Opplinger, 2003; Wanzer & Frymier, 1999) to assess the communicative use of humor in interpersonal situations. The HO is a 17-item measure comprising statements that relate to telling jokes, telling stories, and an overall perception of being funny. A scale score can range from a low of 17 to a high of 85. Student responses to instructors' HO in this study produced an alpha coefficient of .92.

Students' learning perceptions were assessed by the *Learning Indicators* scale designed by Wanzer and Frymier (1999) to assess students' perceptions of their own learning, an approach supported in previous research (e.g., Frymier, Shulman, & Houser, 1996; Richmond et al., 1987; Wanzer et al., 2010). In this study the scale suggested students' second language learning (SLL) perceptions. It consists of eight behavioral statements indicative of student learning. Students are asked to complete the scale with reference to the class in which the survey is completed. They are asked to indicate how frequently they perform each of the learning behaviors listed using a 5-point Likert scale anchored by the values 1 (*strongly disagree*) and 5 (*strongly agree*). Sample phrases include "I think about the course content outside of class," and "I compare the information from this class with other things I have learned."

Students' perceptions of the importance of humor were assessed by *Importance of Humor* (IH) scale. IH comprises 8 statements listed on a 5-point Likert scale using a strongly disagree-strongly agree continuum developed for the purpose of the present study from a large pool of items that were the result of extensive literature reviews.

Examples of IH items included “importance of using humor in L2 education, importance of humor in learning L2 form and meaning, and significance of humor in transmission of L2 culture.” The Cronbach α internal consistency coefficient of IH indicated that the scale is reliable ($r = .84$).

Effects of Humor (EH) scale comprised 14 items including 11 reasons that teachers use humor in the classroom initially developed by Neuliep (1991) indicating the *positive* effects of instructor humor and 3 additional items developed for the purpose of this study that captured the *negative* effects of instructor humor. Neuliep (1991) examined the appropriateness of the humor categories identified by Gorham and Christophel (1990) and confirmed the existence of these humor categories that provided high school instructors’ reasons to use humorous messages. Examples of positive EH items included: “It puts me at ease and relaxes me”, “It gets my attention” and “It makes learning more fun”. Negative EH items included “humor as a “distracter”, “humor that misleads or confuses” (Zillmann& Bryant, 1980, p.153), and “humor that hurts students’ feelings” (Korobkin, 1989, p. 157). The Cronbach α internal consistency coefficient of the EH supported that the scale is reliable ($r = .83$).

RESULTS

The first research question asked if there would be a significant positive correlation between student perceptions of instructors’ humor orientation (IHO) and students’ second language learning (SLL). As demonstrated in Figures 1 and 2, the frequency distributions of students’ responses to IHO and SLL scales across the 5-point Likert scale indicate a strong association between IHO and SLL. Of the total of 3315 replies to IHO statements, 2273 (68.5%) either agreed or strongly agreed with the statements; indicating a high humor orientation of the referenced instructors. Six hundred and sixty-nine (20.1%) chose to remain neutral while 373 (11.2%) strongly disagreed or disagreed with the statements that indicated low HO of the reported instructors.

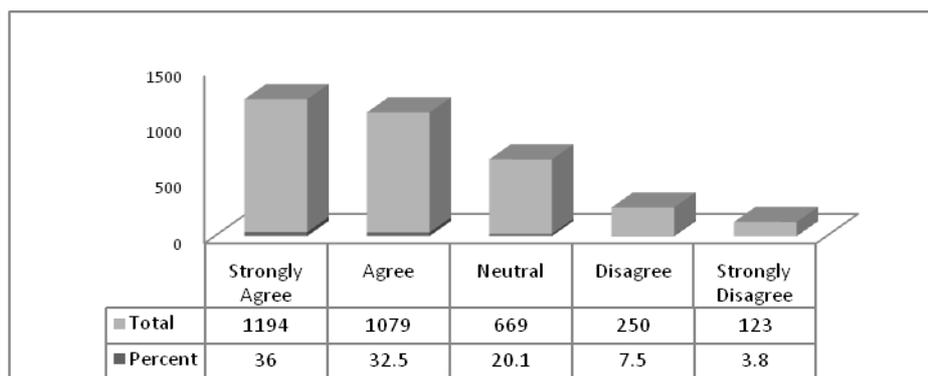


Figure 1: Student perceived instructor humor orientation (IHO)

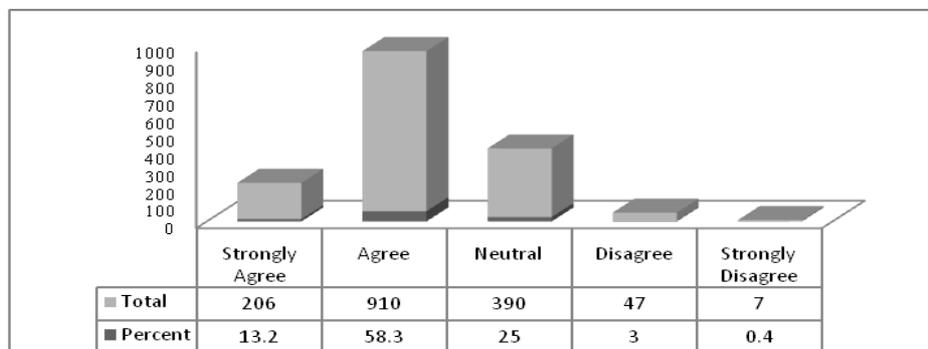


Figure 2: Second language learning (SLL) perceptions

Of the 1560 replies to 8 statements suggesting SLL behaviors 1116 responses (71.5%) either agreed or strongly agreed with the statements. Three hundred and ninety (25.0%) out of 1560 chose to remain neutral, and 54 (3.4%) disagreed or strongly disagreed with the statements. To verify the relationship between IHO and SLL, Pearson product-moment correlation coefficients were used. As demonstrated in Table 1, statistically significant ($r = 0.22$, $n = 195$, $p < .05$) correlation was found between IHO and SLL; meaning that high levels of instructor humor orientation associated significantly with high levels of students' L2 learning activities that were perceived as positive.

Table 1: Pearson inter-correlation coefficients for IHO, SLL, IH, and EH

Measures	1 (IHO)	2 (SLL)	3 (IH)
(1) IHO			
(2) SLL	.225**		
	.002		
(3) IH	.285**	.239**	
	.000	.001	
(4) EH	.381**	.242**	.423**
	.000	.001	.000

** . Correlation is significant at the 0.05 level (2-tailed).

The second research question queried as to whether there would be inter-correlations between student perceived SLL, importance of humor (IH) and effects of humor (EH) in L2 teaching/learning process. As shown in Table 1, students' perceptions of SLL yielded statistically significant positive correlation with IH ($r = 0.23$, $n = 195$, $p < .05$) and EH ($r = 0.24$, $n = 195$, $p < .05$); suggesting that students who placed to some extent moderate but significant value on using humor as well as the overall effects of humor in ESL teaching/learning processes, tended to perform more language learning activities.

The third research question investigated whether the relationships between IHO, SLL, IH, and EH varied across students' gender, ethnicity, and education level. Independent-samples t-tests (see Tables 2 and 3) were conducted to compare the scores for these dependent variables between male and female as well as undergraduate and postgraduate students. Differences in the scores for males and females across any of

these four variables were statistically non-significant. Similarly, the relationship between IHO, SLL, IH, and EH did not vary significantly from undergraduates ($M=66.50$, $SD=8.62$) to postgraduates [$M=66.26$, $SD=7.46$; $t(193)=0.18$, $p=0.85$].

Table 2: Independent samples test: IHO, LL, IH, and EH by gender

<i>Measures</i>	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>Sig. (2-tailed)</i>
IHO	M	147	66.52	8.82	0.55	0.57
	F	48	65.70	8.82		
LL	M	147	30.42	2.84	-0.39	0.69
	F	48	30.60	2.50		
IH	M	147	34.40	4.06	1.37	0.17
	F	48	33.50	3.74		
EH	M	147	55.71	5.48	0.77	0.44
	F	48	55.02	5.20		

** Correlation is significant at the 0.05 level (2-tailed).

Table 3: Independent samples test: IHO, LL, IH and EH by education level

<i>Measures</i>	<i>Education Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>Sig. (2-tailed)</i>
IHO	Undergraduate	143	66.50	8.62	0.18	0.85
	Postgraduate	52	66.26	7.46		
LL	Undergraduate	143	30.74	2.72	2.32	0.12
	Postgraduate	52	29.71	2.76		
IH	Undergraduate	143	34.47	3.84	1.69	0.09
	Postgraduate	52	33.38	4.32		
EH	Undergraduate	143	55.89	5.078	1.51	0.13
	Postgraduate	52	54.57	6.19		

** Correlation is significant at the 0.05 level (2-tailed).

In the same vein, as shown in Table 4, the results of one-way between-groups analysis of variance (ANOVA) yielded non-significant differences at the $p<.05$ level among the four ethnicity groups' (i.e., Malay, Chinese, Indian, Other) perceptions of IHO [$F(3, 191) = 1.1$, $p=.33$], SLL [$F(3, 191) = 1.8$, $p=.13$], IH [$F(3, 191) = .5$, $p=.66$], and EH [$F(3, 191) = 2.1$, $p=.09$].

Table 4: Analysis of variance: IHO, LL, IH, and EH by ethnicity

<i>Measures</i>		<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
IHO	Between Groups	3	88.03	1.13	0.33
	Within Groups	191	77.41		
LL	Between Groups	3	14.20	1.88	0.13
	Within Groups	191	7.52		
IH	Between Groups	3	8.52	0.53	0.66
	Within Groups	191	16.07		
EH	Between Groups	3	61.31	2.12	0.09
	Within Groups	191	28.81		

DISCUSSION AND CONCLUSION

We chose to look at student perceived humor-learning relationship because as language instructors we have experienced the impact of humor in our classrooms. The primary goal of this study was to examine student perceptions of instructor HO in relation to student reported second language learning outcomes at university level. Additionally, the study investigated whether students' perceptions of the importance and effectiveness of humor affected their perceptions of second language learning. The following were found: a) student perceived IHO were significantly and positively correlated with students' L2 learning; b) there were significant correlations between students' L2 learning and their perceived IH and EH; c) students' gender, ethnicity and education level did not pronounce significant effects on their perceptions of IHO, SLL, IH and EH. These findings are discussed further in the following sections along with the implications and limitations of this study.

Students reported that they learned more from instructors perceived as humorous. This finding is in part consistent with previous research (e.g., Gorham and Christophel, 1990; McIlheran, 2006; Mehrabian, 1981; Neuliep 1991; Wanzer & Frymier, 1999) that documented indirect effects of humor on learning. These studies, that commonly conceptualized humor as a part of instructor's immediacy behaviors, have demonstrated that increased immediacy has been associated with enhanced learning. Therefore, in light of such understanding, since humor is a means of increasing immediacy and reducing psychological distance between themselves and their students, language instructors' high humor orientation would be expected to be positively correlated with students' language learning behaviors. Booth-Butterfield and Booth- Butterfield (1991) assert that high HO teachers have greater ability to enact humorous messages successfully, insert humor into a number of situations appropriately, and enact a wide assortment of humorous behaviors in the classroom. Results from this study also mirror those of Wanzer and Frymier (1999) who found a significant positive relationship between instructor HO and student learning in college level communication courses with a difference that students' in the present study reported specifically on the role of verbal/word- based types of humor in L2 learning.

Humor-learning relationship becomes even more apparent when the majority of students (71.5%) either agreed or strongly agreed with the statements indicating significant role of humor in L2 instruction. Additionally, significant correlation of student perceived IH and EH with their reported L2 learning behaviors supports the understanding that students who placed more value on the importance and effects of verbal humor in teaching /learning processes also reported more L2 learning from humorous interactions in the classroom. This finding is consistent with previous research (Torok et al., 2004; Garner, 2006; Neuliep, 1991; Schmitz, 2002; Wanzer et al., 2010), which provided support for the use of instructor humor in the language classroom as an additional strategy to create a more conducive to learning environment. By understanding the relationship between humor and learning outcomes, language instructors can tailor humorous messages so that they are likely to produce positive results.

The final research question attempted to identify if students' individual differences selected for this study (i.e., gender, ethnicity and education level) affected their perceptions of IHO, IH and EH. Although previous research (e.g., Coser, 1960; Holmes, 2006; Kotthoff, 2006) has identified gender difference as an influential category in humor interaction, this study did not find meaningful differences between male and female students' perceptions in relation to their perceived IHO, SLL, IH and EH. Kotthoff (2006) asserts that the relevance of gender to humorous activities differ from context to context. Similarly, Coser's (1960) often cited study that was conducted to determine the contribution of humor to group cohesion and to the maintenance of a specific social structure, also showed that gender is a relevant category of humor communication. Coser (1960) observed that some of the female professors had an excellent sense of humor and told good jokes and made witty remarks in informal situations, whereas at formal staff meetings, women hardly ever applied their wit and their sense of humor.

Likewise, the relationship of students' education level and ethnicity to their perceptions of IHO, SLL, IH and EH were non-significant. That is, differences in students' ethnicity and education level did not pronounce significant impact on the way they perceived the role of instructor humor in ESL teaching/learning processes. Although the literature indicates different ethnic groups react differently to various forms of humorous exchanges (e.g., Frymier et al., 2008) findings from this study imply that in the classroom environment, regardless of their ethnic background, students perceive the uses and effects of humor more or less in a similar fashion, particularly in terms of the relationship between humor and learning. In the same vein, lack of significant variation in undergraduate and postgraduate students' perception of IHO, SLL, IH, and EH suggests that university students commonly view humor as an important integrative part of L2 learning in academic ESL classrooms. However, it should be noted that lack of significant difference between undergraduates' and postgraduates' humor perceptions can be due to the narrow difference in their academic context. Hence, students of lower grades (i.e., preparatory to high school) might have quite differing views on the issue as it would interact with the age factor evidenced by the literature.

Findings of this study have important instructional implications especially for improving language instruction in the classroom. The humor-learning relationship, importance and effectiveness of humor are areas not only of instruction, but also of administration, that this study may inform. Positive humor-learning relationship could encourage L2 instructors and materials developers to develop instructional plans with more humor oriented teaching materials. To realize the benefits of humor, teacher education programs could also take into account incorporating the skills, strategies and methods for successful infusion of appropriate humor in teaching/learning processes via pre-service and in-service courses and workshops. In this respect, instructors who use humor effectively can serve as role models and mentors. Additionally, students' strong tendency towards humor enactment in the classroom and support for the importance and effectiveness of instructor humor in their L2 learning can raise consciousness among

language instructors of the opportunities that can be created by verbal humor to foster L2 acquisition/learning.

Limitations and directions for future research

There are limitations with the present study. First, actual L2 learning could not be measured in this study since the participants could not be manipulated; that is, no treatment could happen. Future research may focus on the impact of using either planned or spontaneous verbal humor on second language learning outcomes through experimental or other design types. The second limitation was that the study focused on students' perceptions of instructor humor orientation; future research may consider looking into instructors' and/or students' self-report of HO or instructors' perceptions of student HO and how it correlates with other influential factors in L2 learning contexts. The third limitation was that the study focused on the role of instructor initiated humor; hence, future research might attempt to assess the role of student-initiated humor in language classrooms. Verbal or word-based humor is an important integral component of any language that can inform language instruction at all levels. Future research should examine different types of word-based humor that can enhance L2 linguistic knowledge and cultural sensitivity.

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Turkish Abstract

Öğretmen Mizah Yönelimiyle Öğrencilerin İkinci Dil Öğrenmeleriyle İlgili Bildirileri Arasındaki İlişki

Mizah bütün dillerin bir parçasıdır ve bu yüzden dilin öğrenilme veya edinilme yolları üzerinde bir etkisi vardır. Birçok çalışmanın öğrenme ve öğretme süreçleri üzerinde öğretmenin mizahının rolü üzerinde durmasına rağmen, ikinci dil öğrenimiyle öğretmen mizahının rolü arasındaki ilişkiyi araştıran birkaç çalışma bulunmaktadır. Bu çalışma İngilizceyi ikinci dil olarak öğreten öğretmenlerin mizah yönelimleriyle öğrencilerin ikinci dil öğrenimi algıları arasındaki ilişkiyi incelemektedir. Çalışma ayrıca algılanan ikinci dil öğrenimi ile öğrencilerin mizahın önemine ilişkin algıları ve mizahın etkileri arasındaki ilişkiyi de incelemektedir. Bunun yanında yukarıda değinilen algı ve roller arasında eğitim düzeyi, etnisite, ve cinsiyete göre bir farklılaşmanın olup olmadığını araştırmaktadır. Yüksek düzey öğretmen mizahının öğrencilerin ikinci dil öğrenme algılarıyla anlamlı olarak ilintili olduğu bulunmuştur. Ayrıca öğrencilerin algılanan ikinci dil öğrenme davranışlarıyla algılanan öğretmen mizahı ve mizah etkisi arasında güçlü bir ilişki olduğu bulunmuştur. Fakat öğrencilerin algılarında cinsiyet, etnisite ve eğitim düzeyine göre anlamlı bir farklılaşma gözlenmemiştir. İkinci dil eğitimi ve materyal geliştirme ile ilgili çalışmanın çıkarımları sınırlılıklarla birlikte çalışmada tartışılmıştır.

Anahtar Kelimeler: Sözel Mizah, Mizah Yönelimi, Mizahın Önemi, Mizahın Etkileri, İkinci Dil Öğrenme

French Abstract

La Relation entre l'Orientation Humour d'Instructeur et le Rapport sur d'Étudiants Deuxième Apprentissage des langues

L'humor est une partie intégrant de toute langue. Donc, il a un impact sur la façon dont les langues sont acquises/apprises. De nombreuses études ont enquêté le rôle de l'instructeur humour dans les processus d'enseignement/apprentissage. Néanmoins, il y a peu de recherche empirique sur la relation entre l'humour de l'instructeur et l'apprentissage de la deuxième langue. Ce document a examiné la relation de l'anglais comme langue seconde (ESL) et l'humour orientation de l'instructeur (IHO) selon les perceptions des étudiants d'apprentissage de la langue seconde.(SSL)La perception de l'apprentissage L2 a également été examinée par rapport à la perception des étudiants de l'importance de l'humour (IH) et aux effets de l'humour (EH). De plus, les variations en interaction entre IHO,SLL,IH et EH à travers le niveau de scolarité des étudiants, l'ethnicité et le sexe ont été examinés. Il a été constaté que l'humour orientation de

l'instructeur de haut niveau s'est associé significativement aux perceptions d'apprentissage des étudiants L2. D'ailleurs, des fortes corrélations ont été trouvées entre les comportements perçus de SLL des étudiants et leur perception de IH et EH. Cependant, IHO, SLL, IH et EH en vue d'étudiant n'a pas varié significativement selon leur sexe, leur origine ethnique et le niveau de l'éducation. Les implications de l'étude pour la deuxième enseignement de la langue et le développement des matériel avec les limitations de l'étude ont été discutés.

Arabic Abstract

العلاقة بين المعلم ، الدعابة ، التوجيهية ، و الدارسين وأثر تلك المفاهيم في تعلم لغة أجنبية .

تشكل الدعابة مكوناً للعلاقة بين المعلم ، الدعابة ، التوجيهية ، و الدارسين وأثر تلك المفاهيم في تعلم لغة أجنبية إيران أساسياً من مكونات التعلم لأي لغة من اللغات ، لهذا ، فهي لها الأثر الفعال في الأساليب التدريسية التي يتلقاها في هذا السياق ، ما نغنية هو : علاقة اللغة الدارسون في عمليات التدريس و التعلم - أي : تعلم اللغة الانجليزية وبالتوجيهات التي يقدمها المعلمون للدارسين من خلال الدعابه و المرح و ESL الانجليزية كلغة ثانية بالدعابة هذا ، ولقد أجريت التجربة عن أمكانية استيعاب اللغة SLL مردود ذلك على أدانهم ، حيث تلقىهم للغة ثانية هذا ، وهناك فروق الثانية من خلال التركيز على الدعابة فكانت التجربة ناجحة لأن الدعابة قد أحدثت أثراً إيجابياً أي : فروق في المستويات وذلك بناءً (IHF) (SLL) (IH) (EH) فردية في تفاعل الطلاب عن استخدام كل من وقد تبين جلياً أنه كلما كان مستوى الدعابة في التوجيهات على أعراقهم و أجناسهم التي ينتمون إليها كدارسين على الصعيد الآخر ، هناك ارتباط قوي بين سلوك عالياً من قبل المعلم ، كلما كان الإستيعاب عالياً من قبل المتلقي وعموماً يمكن القول أنه لا توجد فوارق تذكر في و أثر الدعابة التلقي لدى الطلاب وبين كل من أهمية الرعاية وبناءً على ما تقدم فإن تطبيقات بشأن هذه المستوى بين الدارسين اذا وضعنا الجنس و العرق في الحسابان الدراسة وعن كيفية التعلم (للغة ثانية) ، وكذلك عن كيفية تطوير الوسائل المعينة لذلك قد جرى مناقشتها .

كلمات هامة : توجيهات - دعابة - أهمية الدعابة - أثر الدعابة - تعليم لغة ثانية .