

TRIGGERING MEANINGFUL LAUGHTERS IN THE CLASSROOM TO FOSTER LEARNING: BRIDGING TEACHER-STUDENT GAPS

Pham Huong Ngoc Uyen*, Ngo Nguyen Thien Duyen

Ho Chi Minh City University of Economics and Finance (UEF)

ARTICLE INFO		ABSTRACT
Received:	25/3/2024	In contemporary education, students' well-being and learning outcomes are equally important. In response to this, the notion of humor integration into language classrooms has increasingly gained attention among researchers and educators. As a potential pedagogical tool, humor has been reported to offer outstanding values in the learning process from different perspectives, particularly cognitive and psychological ones. However, there are still controversies in this field, and appreciating humor is still a matter of culture and context. This paper investigates the appreciation of different humor strategies adopted in Vietnamese English Foreign Language (EFL) classrooms from both teachers' and learners' perspectives. A quantitative method was conducted, including a survey, with an open-ended question, of 207 undergraduates and 30 lecturers. After the process of data analysis using descriptive statistics, the results showed valuable insights into the favorite humor strategies in the classrooms and revealed some existing gaps between teachers' viewpoints and students' expectations toward the matter. It also suggested valuable implications in humor adoption in the Vietnamese ELT context amidst the 21st-century era.
Revised:	30/4/2024	
Published:	30/4/2024	

KEYWORDS

Humor
Attitude
Student Engagement
English teaching
Language learning

KHOI DẬY TIẾNG CƯỜI BỔ ÍCH TRONG LỚP HỌC NHẪM THỨC ĐẦY VIỆC HỌC CHO SINH VIÊN – NHÌN TỪ GÓC ĐỘ GIÁO VIÊN VÀ NGƯỜI HỌC

Phạm Hương Ngọc Uyên*, Ngô Nguyễn Thiên Duyen

Trường Đại học Kinh tế Tài chính Thành phố Hồ Chí Minh (UEF)

THÔNG TIN BÀI BÁO		TÓM TẮT
Ngày nhận bài:	25/3/2024	Trong nền giáo dục đương đại, hạnh phúc trong môi trường học đường và kết quả học tập của người học có tầm quan trọng rất lớn và ngang nhau. Do đó, ý tưởng lồng ghép sự hài hước có chiến lược vào lớp học ngôn ngữ đang ngày càng thu hút sự chú ý của các nhà nghiên cứu và giáo dục học. Là một công cụ sự phạm đầy hứa hẹn, nhiều nghiên cứu cho rằng sự hài hước có thể mang lại những giá trị vượt trội trong quá trình học tập từ những khía cạnh khác nhau, đặc biệt là khía cạnh tri nhận và tâm lý người học. Tuy nhiên, vẫn còn nhiều tranh cãi trong lĩnh vực này và việc đánh giá cao sự hài hước vẫn là vấn đề liên quan đến văn hóa và ngữ cảnh. Bài viết này xem xét các kỹ thuật lồng ghép sự hài hước khác nhau được áp dụng trong lớp học ngoại ngữ ở Việt Nam từ góc nhìn của người dạy và người học. Bài nghiên cứu sử dụng phương pháp định lượng, bao gồm bảng khảo sát kèm theo câu hỏi mở, với 207 sinh viên đại học và 30 giảng viên. Dữ liệu sau khi được phân tích bằng phương pháp thống kê mô tả, kết quả chỉ ra một số chiến lược hài hước hiệu quả được yêu thích trong lớp học và cho thấy sự khác biệt giữa quan điểm của giáo viên và kỳ vọng của sinh viên đối với các chiến lược này. Kết quả cũng đưa ra gợi ý có giá trị trong việc áp dụng sự hài hước một cách hiệu quả và phù hợp trong lớp học ngoại ngữ ở Việt Nam thế kỷ 21.
Ngày hoàn thiện:	30/4/2024	
Ngày đăng:	30/4/2024	

TỪ KHÓA

Hài hước
Thái độ
Tạo động lực cho người học
Giảng dạy tiếng Anh
Học ngôn ngữ

DOI: <https://doi.org/10.34238/tnu-jst.9966>

* Corresponding author. Email: uyenphn@uef.edu.vn

1. Introduction

Humor and its prospective pedagogical benefits beyond amusement have been a research topic of increasing interest in recent years. In studies that were implemented in a variety of learning contexts, humor was reported to be an effective tool to trigger a positive classroom atmosphere, promote learning motivation, reduce learning anxiety, and be a powerful solution for in-class learning boredom [1], [2]. Additionally, humor also has a positive impact on social interactions within the classroom, fostering social bonds and cooperative learning between students with their instructor and peers [3]-[6]. Finally, humor's impacts on learners' cognitive abilities and language acquisition in the way that it strengthens memory capacity, assists lexical retainment, accelerates language processing speed, and enhances critical thinking were also reported in many studies [7]-[12]. Apparently, the benefits of humor in classrooms in this new century have shed light on how a modern classroom is conceptualized, which is a complete difference in the way we traditionally view a classroom.

In search of how humor is perceived by lecturers and learners, studies have been conducted in different educational settings. A project conducted in the Turkish context explored 270 college students' opinions and concluded that they have largely positive attitudes toward it. Similar findings in Asian contexts were reported, such as Japan [13] and Malaysia [14]. As for teachers' viewpoints, humor's pedagogical values are also acknowledged by instructors worldwide, such as in Iran [2] and Vietnam [15]. Furthermore, the use of humor types has also been studied. Research by Neff & Dewaele [16] in EFL classrooms in the UK revealed that spontaneous humor, memes, and cartoons were the most in favor, perceived by international teachers. By investigating a similar target group, Weisi and Mohammadi [2] found that Iranian language teachers were more inclined to use jokes, physical humor, and riddles than other forms.

Within the Vietnamese ELT context, the educational system still bears many typically traditional Asian features, often prioritizing a humorless classroom as an essentially serious place to learn. On the other hand, globalization has created a new form of classroom where humor can be utilized to maximize the learning process. The clash of these two opposing views has highlighted the significance of determining what should be the better model of a contemporary classroom where learning can be maximized to the most. Thus, the utilization of humor in language classrooms while balancing traditional cultural perceptions is more pertinent than ever to be explored. A study by Thai Cong Dan et al. [17] has shown that integrating humor into the classroom has a beneficial impact on students' attention, and participation in class activities. Another research study that investigated the viewpoint of Vietnamese educators, discovered some humorous tactics Vietnamese instructors are likely to use, including improvised humor methods like witty remarks, jokes, and amusing anecdotes [15]. Regarding learners' lens toward the same topic, in a study implemented in a Vietnamese university, Pham Trut Thuy & Le Thanh Thao [18] concluded that students' favorite humor types were jokes, language play, and riddles.

However, there remains a scarcity of research concerning the favorite types of humor in EFL classrooms in Vietnam from both teachers' and learners' views in the same setting. In Vietnam, traditional teacher-centered foreign language instruction is still dominant. Thus, language learners may attribute a variety of interpretations and functions to classroom humor, or they may not perceive language classrooms as an appropriate setting where humor can be employed freely and effortlessly. As stated by many researchers, humor is primarily influenced by culture, which means the content and perception of what is considered funny can differ between cultures [19], [20]. Also, humor is contextually dependent [4], [12], [20], which means what might cause laughter among one group of students in a specific situation could potentially be deeply offensive to another group in a different context.

From what was mentioned above, there is still a significant gap in teachers' tendency to apply humor strategies and the types of humor learners appreciate in the same educational setting. In light of this, this study seeks the answers to the following research questions:

1. How much do teachers and students perceive the importance of humor in EFL classrooms?
2. What are the preferable humor strategies from teachers' and students' perspectives?
3. Is there any difference between teachers' and students' views regarding the favorite humor strategies in classrooms?

2. Research methodology

2.1. Research context and participants

The survey was carried out at a private university in Ho Chi Minh City. It gathered data from two distinct cohorts: 207 undergraduate students and 30 faculty members.

The first group comprises students at A2-B1 levels and above, including English and non-English majors. These students range from first-year to last-year students who willingly volunteered to take part in the data collection for the research. According to the data presented in Table 1, the proportion of female students was approximately 56%, while the proportion of male students was approximately 44%. The participants were drawn from various academic fields, with 81.6% enrolled in programs outside of linguistics and 18.4% enrolled in linguistics-related programs. Approximately 64.3% of the participants were first-year students, while 14% were senior students.

Table 1. Background Information of students

	Category	Percentage (%)	
Gender	Male	44	N=207
	Female	56	
Major	Non-linguistics	81.6	
	Linguistics	18.4	
Year at university	First year	64.3	
	Second year	19.3	
	Third and Fourth Year	16.4	

The second group comprises EFL instructors who teach various English-related modules at the tertiary level. Table 2 displays the demographic characteristics of the participants. Regarding gender, the proportion of female lecturers is approximately 53%, while the proportion of male lecturers is approximately 47%. In terms of teaching experience, 64.3% of the participants have been instructing English modules for more than ten years, while 19.3% have accumulated 5-10 years of teaching experience. Out of the total, only 16.4% of lecturers have been teaching EFL for a period of 3-5 years, while none of the lecturers have less than three years of teaching experience. Therefore, all individuals in this group possess a relatively solid background as an EFL teacher.

Table 2. Background Information of lecturing participants

	Category	Percentage (%)	
Gender	Male	47	N=30
	Female	53	
Targeted learners	First and second year only	23.3	
	Third and fourth year only	0	
Years of teaching experience	First to fourth year	76.7	
	More than 10 years	64.3	
	5-10 years	19.3	
	3- <5 years	16.4	
	Below 3 years	0	

2.2. Research instrument and Data collection

The study employed a quantitative approach, where data was gathered through a questionnaire using a five-point Likert scale. The questionnaire underwent a series of backward translations—from English to Vietnamese—using the forward-backward translation method by Yu et al. [21] to

guarantee the accurate transmission of the concepts in both languages. Finally, the questionnaire is administered to a group of 50 participants in order to assess its reliability. After being adjusted, the items were retranslated into English.

The questionnaire includes three parts. The first part aims to exert participants' general viewpoint on the significance of humor utilization in teaching and learning. The second part consists of fourteen questions designed to investigate respondents' preferred classroom humor strategies. Respondents were asked to rate 14 categories of humorous strategies within the five-point Likert scale from the most unfavorable to the most favorable. The last part consists of one open-ended question that elicits respondents' further elaboration on their choices above. The Cronbach's Alpha for the questionnaire items for the student group is 0.89, and the lecturer group is 0.77. These demonstrate that the questionnaire exhibits a relatively high level of reliability. In terms of the categories of humor being asked, a collection of humor strategies was adopted from Bryant et al.'s taxonomy [4] and some categories from Wanzer et al. [12].

2.3. Data Analysis

The survey data was analyzed using a descriptive analysis method. The mean and standard deviations were calculated for the questionnaire items. The mean scores within the interval can be classified into four categories: 1.01–1.80 (highly unfavorable), 1.81–2.6 (unfavorable), 2.61–3.4 (neutral), 3.41–4.2 (favorable), and 4.21–5.0 (highly favorable). Regarding the data extracted from the open-ended question, an in-depth interpretation of the data was conducted to identify critical issues before organizing them into more comprehensive information.

3. Results and Discussion

3.1. Results

3.1.1. How much do teachers and students perceive the importance of humor use in EFL classrooms?

Table 3. Teachers' and students' views on the influence of humor use in the classroom

Importance of humor use in the classroom	Students' perspective	Teachers' perspective
Negatively affect students' learning	1.9%	0%
Do not have any important effect	18.4%	20%
Be relatively important in their learning	46.4%	70%
Be very important in their learning	33.3%	10%

Table 3 shows the general attitudes of teachers and learners toward how important humor is in learning. As seen in Figure 1, 80 percent of the lecturing participants agree that humor does have a significant impact on learning to a certain extent. However, only 10% of them state that the significance is remarkable. Moreover, 20% of the respondents do not believe in the beneficial association between humor and learning. No teacher thinks that humor has an adverse effect on the classroom. On the other hand, approximately 2% of students agree that humor harms their learning. However, a majority of them still hold favorable views regarding the significance of humor, with roughly 80%. Out of these learners, 33.3% consider it to be of great importance.

3.1.2. What are the preferable humour strategies from students' perspective?

As seen in Table 4, most students hold favorable views toward most of the listed humor forms. It is noticeable that the top five of the favorite humor forms perceived by learners are "Friendly manner with smiles" (M= 4.55), "Humorous explanation/examples" (M=4.44), the use of Funny video clips (M=4.42), Riddles (M=4.35), and Memes/comics (M=4.35) in the lecture. Participants also have a strong preference for the employment of Funny stories/Jokes (M=4.32), Language play (Puns) (M=4.26), and Humorous gestures/facial expressions (M=4.24). Apart from some exceptions, most of the humor strategies in the top list are linked to the lecture content, prepared humor and target subjects other than students and lecturers themselves.

Moreover, most of the respondents expressed their interest if their lecturer utilized wordplay with a combination of their native language (L1) and the target language (L2) (M=4.07). Regarding listening to humorous remarks/playful teasing and entertaining personal stories shared by lecturers and peers, most exhibited certain levels of preference (M=3.63 and M=3.78).

In terms of jokes that relate to sensitive themes, such as sexuality and religion, participants displayed neutral inclinations (M=3.1, M=3.07) with relatively high standard deviations, indicating a diversity of viewpoints among respondents.

Table 4. *Preferable humor strategies, perceived by learners and teachers*

Strategies	Humor forms by				Students' Perspective N= 207		Teachers' Perspective N= 30	
	Bryant et al. (1980)	Wanzer et al. (2006)			M	SD	M	SD
Frequent friendly manner with smiles	Physical humor	Irrelevant	Spontaneous	x	4.55	1.18	4.5	0.7
Humorous explanations/ examples	Others	Relevant	Prepared	Disparaging humour to others	4.44	0.79	4.1	0.87
	Visual humour	Relevant	Prepared	Disparaging humour to others	4.42	0.8	3.2	1
Funny video clips	Riddles	Relevant	Prepared	Disparaging humour to others	4.35	0.93	2.6	1.17
Riddles	Visual humour	Relevant	Prepared	Disparaging humour to others	4.35	0.88	3.2	1.5
Memes/Comics	Jokes	Irrelevant	Spontaneous	Disparaging humour to others	4.32	0.89	3.1	1.37
Funny stories & Jokes	Puns	Relevant	Prepared	Disparaging humour to others	4.26	0.9	3.7	0.95
Language play (L2 only- Pun)	Physical humor	Irrelevant	Spontaneous	x	4.24	0.9	3	1.35
Funny expressions z/ gestures	Puns	Irrelevant	Spontaneous	Disparaging humour to others	4.07	1.08	2.9	1.28
Word play (L1-L2 combined)	Funny stories	Irrelevant	Spontaneous	Self-disparaging humour	3.78	1.18	2.5	1.17
Personal anecdotes	Funny stories	Irrelevant	Spontaneous	Disparaging humour to students	3.63	1.25	2.2	0.92
Student's funny experience	Humorous comments	Irrelevant	Spontaneous	Disparaging humour to students	3.63	1.24	2.9	1.3
Humorous comments/ Teasing	Jokes	Irrelevant	Spontaneous	Disparaging humour to others	3.1	1.37	1.1	0.31
Jokes relating to religious content	Jokes	Irrelevant	Spontaneous	Disparaging humour to others	3.07	1.34	1.5	1.08
Jokes relating to sexual content								

3.1.3. What are the preferable humour strategies from teachers' perspective?

Table 4 illustrates teachers' perspectives of a range of humor types as valuable tools in their language classrooms. Evidently, they tend to be neutral and unfavorable toward the listed strategies. The topmost preferable humor forms are "smiling and behaving in a friendly way" (M=4.5), "giving funny elaboration and illustrations" (M=4.1), and using "puns" playfully with the target language (M=3.7). Except for the highest-ranked strategy, the top-like list mostly involves lesson-related and planned humors.

Furthermore, lecturers are inclined to be neutral to the ideas of employing prepared visual humor forms, such as funny memes/comics (M=3.2) and video clips (M=3.1), as well as some other spontaneous humor forms, namely jokes, playful physical expressions, humorous comments, and bilingual puns (M=3.1, M=3.0, and M=2.9).

On the other hand, regarding riddles and other forms of personal narratives shared by teachers and learners, most respondents lack interest in using them ($M=2.6$, 2.5 , and 2.2). Ultimately, lecturers strongly disagree about employing jokes relating to sensitive themes, such as humorous sexuality and religion, in the classrooms.

3.2. Discussions

3.2.1. How much do teachers and students perceive the importance of humor in EFL classrooms?

The results show that most lecturers and students believe positively in the beneficial effects of humor in their classrooms as a potentially helpful pedagogical tool. These findings are consistent to previous studies on the potential of humor [1], [2], [7], [10]-[12], [22], [23] and the acknowledged perceptions of both EFL instructors and language learners toward it [2], [13]-[15], [17].

However, it is noteworthy that while a considerable number of students believe in the absolute importance of humor (33.3%), only 10% of instructors hold a similar degree of belief. Teachers only partially view humor as an utterly effective part of their teaching. As for students, despite the high ratings of favor, their opinions still vary compared to the lecturers.

3.2.2. What are the preferable humor strategies from teachers' and students' perspectives?

In the Vietnamese teachers' view, the findings reveal that the most favorite humor form of most instructors is the moderate physical manner with which teachers show their friendliness and smiles. The other forms that gained relative preference are mostly planned and lesson-associated strategies, namely funny explanations/instances and English puns. The findings are different from what was found previously in studies which concluded unplanned humor was the most favorable [16], [15], and studies that found jokes, physical humor, and riddles are most likely to be used [2], [18].

From the descriptive data, most of the common topic-irrelevant and spontaneous humor strategies, such as jokes, physical humor expressions, funny stories, and playful comments, gain neutral attitudes among investigated lecturers. Compared to previous contributions in the same field, the findings shed light on the diversity of Vietnamese lecturers' opinions toward using humor forms in language classrooms. It can be explanatory since the Vietnamese educational landscape, like some other Asian countries, is still heavily influenced by the traditional views in which teachers are authoritative in the classroom and the nature of learning is a formal activity. Therefore, unplanned and irrelevant activities are considered unbeneficial to the learning process and possibly negatively affect teachers' authoritative power in their classrooms. Thus, lecturers are still reluctant to apply these strategies as the most favorite and frequently used ones.

Some fascinating findings elicited from the answers to the open-ended question have shed light on the tendency of choosing which humor strategies to apply as well as the factors that influence that choice. The first factor to be addressed is the primary nature of lessons and the language skill focus. For example, lessons that aim to enhance communicative competence should utilize a range of humor strategies, while those that focus on reading, listening, and writing skills require a high level of formality for better concentration. The second factor addressed by many lecturing respondents is the significant role of contextualization. It was asserted that there is no one-size-fits-all set of favorable humor strategies in the classroom since some humor forms that greatly benefit learners in one class might be unsuccessful in another. These viewpoints align with previous claims on the appropriateness of humor in the classroom [4], [12], [20].

Regarding students' favorable tendency toward their instructors' humor adoption, it is fascinating that students tend to welcome most of the humor forms listed positively. The two forms that gain the most enjoyment from learners are teachers' moderate amiable manners with smiles and the funny yet relevant lesson elaborations and amusing illustrations. Especially, it can be found that they have strong preferences for visual humor forms (video clips, memes) and forms of language play (puns and riddles). Physical humor and funny stories/jokes are also on the top favorite list. The findings are consistent with several previous studies by [16], [18] and provide an extension of the

favorable list. Additionally, despite a range of controversies among answers, religious and sexual topics are the least likely to be preferred as a laughter-trigger strategy.

3.2.3. *Is there any difference between teachers' and students' views regarding the favorite humor strategies in classrooms?*

The findings reveal some noteworthy discrepancies between two groups. Firstly, while teachers are reluctant to utilize riddles as a useful, playful technique, students show their strong interest in it, being ranked fourth on the list by learners. Humorous visual forms, namely memes and video clips, and off-topic spontaneous jokes, which could greatly trigger laughter and amusement among students, turn out to be moderately ranked by teachers. Furthermore, while students express their favor in listening to shared amusing personal stories to a certain extent, teachers tend to avoid using them as the majority ranked them as "unfavoured."

Generally, it can be observed from the data that students have positive perceptions of both the lesson's relevant and irrelevant humor forms, although they prefer the relevant humor over the other. In contrast, teachers highly value only relevant categories. This finding is partly in alignment with Petraki, E., & Pham Nguyen's study [15, p.187], which concluded that relevant and effective humor is highly appreciated by either students and instructors.

4. Conclusion

This study aims to explore the extent to which language instructors and undergraduates perceive the significance of humor in the teaching and learning process. The study also investigated the favorable tendency of humor strategies to be applied in the classrooms from the teachers' and language learners' lenses to identify any possible gaps between teachers and students. The results show that a majority of either group can recognize and value the beneficial impacts of humor employment in the classroom. Regarding preferable strategies that trigger amusement, students show their welcoming attitudes to almost most of the listed humor forms, ranging from planned to spontaneous, from lesson-relevant to lesson-irrelevant ones, such as memes, video clips, riddles, puns, jokes, and other physical humor forms. In contrast, lectures showed reluctance in employing playful visual forms (memes and video clips), riddles, and some off-topic spontaneous jokes. Moreover, the top-ranked humor types shared by both groups are friendly manners with smiles and relevant lesson elaborations. On the other hand, sensitive topics, such as sexuality and religion, should be avoided from either group's perspective.

Although there are still some limitations regarding the sample size and factors of personal preferences, these findings give valuable implications on the practical selection of appropriate humor strategies by lecturers to optimize the language learning experience in specific contexts, as it is crucial for teachers to pay more closely attention to the motivational and psychological aspects of learners. Moreover, the study indicated that teachers, with and without a sense of humor, are equally able to employ a variety of well-planned, playful techniques to foster their students' learning. Ultimately, these implications emphasize the essence of further study in the field since students' well-being and learning effectiveness are two significant elements with a mutually influential relationship, and humor can potentially help teachers fulfill both of them.

REFERENCES

- [1] N. D. Bell and A. Pomerantz, "Humor as safe house in the foreign language classroom," *The Modern Language Journal*, no. 95, pp. 148-161, 2011.
- [2] H. Weisi and V. Mohammadi, "Humour in the classroom," *The European Journal of Humour Research*, vol. 11, no. 1, pp. 168-183, 2023.
- [3] A. Ziv, "The teacher's sense of humor and the atmosphere in the classroom," *School Psychology International*, no. 1, pp. 21-23, 1979.
- [4] J. Bryant, J. S. Crane, P. W. Comisky, and D. Zillmann, "Relationship between college teachers' use of humor in the classroom and students' evaluations of their teachers," *Journal of Educational Psychology*, vol. 72, no. 4, pp. 511-519, 1980.

- [5] R. Tamborini and D. Zillmann, "College students' perception of lecturers using humor," *Perceptual and Motor Skills*, no. 52, pp. 427-432, 1981.
- [6] R. R. Abraham, V. Hande, M. E. J. Sharma, S. K. Wohlrath, C. C. Keet, and S. Ravi, "Use of Humour in Classroom Teaching: Students' Perspectives," *Thrita*, vol. 3, no. 2, pp. 1-4, 2014.
- [7] N. Bell, "Comparing playful and nonplayful incidental attention to form," *Language Learning*, vol. 62, no. 1, pp. 236-265, 2012.
- [8] N. Bell and A. Pomerantz, "Reconsidering language teaching through a focus on humour," *EuroAmerican Journal of Applied Linguistics and Languages*, vol. 1, no. 1, pp. 31-47, 2014.
- [9] S. Schmidt, "Effects of humor on sentence memory," *Journal of Experimental Psychology: Learning, Memory, and Cognition*, no. 20, pp. 953-967, 1994.
- [10] S. Schmidt and A. Williams, "Memory for humorous cartoons," *Memory and Cognition*, no. 29, pp. 305-311, 2001.
- [11] C. Dormann and R. Biddle, "Humour in game-based learning," *Learning, Media and Technology*, vol. 31, no. 4, pp. 411-424, 2006.
- [12] M. Wanzer, A. Frymier, A. M. Wojtaszczyk, and T. Smith, "Appropriate and inappropriate uses of humour by teachers," *Communication Education*, vol. 55, no. 2, pp. 178-196, 2006.
- [13] P. Neff and J. Rucynski, "Japanese perceptions of humor in the English Language classroom," *HUMOR*, vol. 30, no. 3, pp. 279-301, 2017.
- [14] A. Masek, S. Hashim, and A. Ismail, "Integration of the humour approach with student's engagement in teaching and learning sessions," *Journal of Education for Teaching*, vol. 45, no. 2, pp. 228-233, 2018.
- [15] E. Petraki and H. H. P. Nguyen, "Do Asian EFL teachers use humor in the classroom? A case study of Vietnamese EFL University Teachers," *System*, no. 61, pp. 98-109, 2016.
- [16] P. Neff and J. M. Dewaele, "Humor strategies in the foreign language class," *Innovation in Language Learning and Teaching*, vol. 17, no. 3, pp. 567-579, 2023.
- [17] C. D. Thai, T. A. D. Truong, P. B. H. Thai, and T. H. C. Phu, "Effects of Humor on EFL Students' Engagements in Classroom Activities: A Case in Can Tho University, Vietnam," *Journal of Meihe University*, vol. 38, no. 2, pp. 21-48, 2020.
- [18] T. T. Pham and T. T. Le, "University students' preferable types of teacher humor in English classes," *Vision: Journal for Language and Foreign Language Learning*, vol. 10, no. 1, pp. 53-68, 2021.
- [19] J. A. Banas, N. Dunbar, D. Rodriguez, and S. J. Liu, "A Review of Humor in Educational Settings: Four Decades of Research," *Communication Education*, vol. 60, no. 1, pp. 115-144, 2010.
- [20] R. A. Martin, *The psychology of humor: An integrative approach*. Burlington, MA: Academic Press, 2007.
- [21] D. S. Yu, D. T. Lee, and J. Woo, "Issues and challenges of instrument translation," *Western Journal of Nursing Research*, vol. 26, no. 3, pp. 307-320, 2004.
- [22] E. Reddington, "Humour and play in language classroom interaction: A review of the literature," *Teachers College, Columbia University Working Papers in TESOL & Applied Linguistics*, vol. 15, no. 2, pp. 22-38, 2015.
- [23] M. Wagner and E. Urios-Aparisi, "The use of humour in the foreign language classroom: Funny and effective?" *Humour: International Journal of Humour Research*, vol. 24, no. 4, pp. 399-434, 2011.