

Investigating the Use of Humor in the Teaching Process by Teachers

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Introduction

The purpose of the present study is to explore the extent to which teachers use appropriate and inappropriate humor during the teaching process. Humor in education is an essential tool that can help teachers to enhance student learning by creating a motivating classroom environment. Humor in teaching, is any verbal or non-verbal message used by the teacher to communicate and engage students in fun and entertaining emotions. The result of years of research by educational researchers is that humor has been considered as a catalyst (facilitator) of learning and teaching. Humor can be used by the teacher in many different situations; but some types of humor can be more useful than others. Using humor in the classroom requires certain techniques and principles that can be learned. Some types of humor have positive results and increase the effectiveness of teaching. In contrast, there are other types of humor that, when used in the teaching process, have negative effects on the teaching and learning process. In this regard, the category that has been studied in this study is the category of Frymier et al. (2008, p.5,4) which classifies humor in teaching in to two categories: appropriate humor and inappropriate humor. Appropriate humor means that humor is not offensive or appropriate for the classroom. Inappropriate humor is a type of humor that is offensive or not appropriate for the classroom. Therefore, the use of humor is also planned and by observing its aspects, facilitates learning and makes the learning process attractive.

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Method

This research is a quantitative research based on statistical analysis of numerical information in terms of approach and data collection method. In terms of purpose, it is applied and in terms of nature and method, it is a descriptive research, survey type. The statistical population of this study included all secondary school students in Shush city (Khuzestan province) in the academic year 2019-2020. The minimum sample size was calculated according to Morgan table and a total of 366 students were selected by stratified random sampling method. The required data were collected through an appropriate and inappropriate humor questionnaire (Frymier et al., 2008). Using Cronbach's alpha, the reliability of the questionnaire was calculated ($\alpha=0.95$). One-sample t-test, independent t-test and dependent t-test were used to analyze the data.

Results

Findings showed that teachers' use of two types of appropriate and inappropriate humor was less than average, while teachers in the teaching process were used more appropriate humor than the inappropriate one. Also, male teachers, more than female teachers, have used appropriate and inappropriate humor in the teaching process.

Discussion

Student learning is very important, and it is the teacher's task to produce his teachings- learning process, and topics with appropriate communication tools to make student learning a reality. One of these communication tools is humor, which the teacher should be able to use the best types of humor, including the appropriate humor that helps the teaching-learning process.

Keywords: humor, teaching, curriculum, appropriate and inappropriate humor, secondary school

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