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Option: Linguistics

**Raising EFL Learners' Motivation to Study History through Humor Resources
Case Study: Third Year LMD Students at the Department of Letters and English
Language, University 08 Mai 1945 Guelma**

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Fulfillment of the Requirements of Master's Degree in Language and Culture**

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EPIGRAPH

"The study of history requires the exploration of the serious and the tragic, but it does not preclude the company of laughter. In fact, it is through humor that we find a path to connect with the past and forge a livelier understanding of our shared human story."

- Sarah Vowell

Dedication

In the name of Allah, the most Gracious and Merciful, the Most Compassionate,

I dedicate this work

To my mother then my mother then my mother,

The purest and most honest being “HOURIA SEKFALI”, my guardian angel. No matter what I do or say I won’t be able to thank you properly, Mom you have always been there for me, and I thank God every day for giving me the honor of growing up under your wings.

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...And I dedicate this work to you, my dear reader.

Chabane Raya

DEDICTAION

*In the Name of Allah, the most Gracious and most Merciful. All the praise is due to Him
alone, the Sustainer of the entire world.*

*I owe myself the first dedication for my great efforts and what I've done to become who I am. I
dedicate this work to my parents: “CHEKAROUA ABDELHAK” and “AYADI FADILA”.*

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Abstract

This study investigated the role of humor resources as a motivational tool in history education. The research involves 3rd-year Licence Students at the Department of Letters and English Language, University of 08 Mai 1945_Guelma. It hypothesized that a promising increase in EFL students' motivation may be found when utilizing humor during history sessions. In order to confirm or reject this hypothesis, an exploratory observation research design was employed, dividing the sample that consisted of 56 students into two groups: the control group received a traditional history lesson on the American Revolution, while the experimental group was exposed to various forms of humor, such as memes and caricatures, that convey the same lesson within the same duration of one hour and 30 minutes. In order to evaluate the impact of humor integration on students' engagement, participation, and attitudes, a questionnaire administered to both groups. The findings confirm the hypothesis and demonstrate a significantly higher level of engagement and participation among students exposed to humour resources, in contrast to the control group, which exhibited lower levels of engagement. Furthermore, the questionnaire results indicated that the majority of students expressed agreement with the possibility of using humor as an effective educational method, highlighting its potential to enhance their motivation, engagement, and learning outcomes. The implications of these findings suggest the adoption of humor-based teaching strategies to enhance EFL learners' motivation in studying history, ultimately contributing to improve students' educational outcomes.

Keywords: Humor Resources; History Education; EFL Learners; Motivation

List of Abbreviations

EFL: English as Foreign Language

EVT: Expectancy-Value Theory

FLA: Foreign Language Acquisition

GTVH: The General Theory of Verbal Humor

KRs: Knowledge Resources

L2: Second Language

LA: Language

LM: Logical Mechanism

NS: Narrative Strategy

SCT: Social Cognitive Theory

SDT: Self-Determination Theory

SI: Situation

SO: Script Opposition

SSTH: The Semantic Script Theory of Humour

TA: Target

TSR: Teacher-Student Relationship

List of Tables

Table 3.1: Strategies to Improve Students' Motivation to Learn	99
Table 3.2: Frequency of Humour Usage in Classroom (Control Group).....	101
Table 3.3: Frequency of Humour Usage in Classroom (Experiment Group).....	101
Table 3.4: Attitudes towards Humour in Classroom (Control Group).....	103
Table 3.5: Attitudes towards Humour in Classroom (Experiment Group)	103
Table 3.6: Degree of Student's Interest in Studying History (Control Group).....	104
Table 3.7: Degree of Student's Interest in Studying History (Experiment Group).....	104
Table 3.8: Students' Attitude towards Typical Methods of Teaching History in Classroom (Control Group).....	105
Table 3.9: Students' Attitude towards Typical Methods of Teaching History in Classroom (Experiment Group).....	105
Table 3.10: Reasons behind Using Humour to Learn History (Control Group).....	107
Table 3.11: Reasons behind Using Humour to Learn History (Experimental Group).....	107
Table 3.12: Effective Vocabulary Learning Strategies (Control Group).....	110
Table 3.13: Effective Vocabulary Learning Strategies (Experiment Group).....	110
Table 3.14: Strategies for Reducing Stress (Control Group).....	111
Table 3.15: Strategies for Reducing Stress (Experiment Group).....	111
Table 3.16: Strategies for Better Memory Retention (Control Group)	111

Table 3.17: Strategies for Better Memory Retention (Experiment Group)..... 111

Table 3.18: Strategies for Making the Learning Process More Enjoyable (Control Group).112

Table 3.19: Strategies for Making the Learning Process More Enjoyable (Experiment
Group).....112

List of figures

Figure 2.1: Hierarchical Organization of the Krs.....	61
Figure 3.1: Students' Gender.....	92
Figure 3.2: Participants' Language Learning Experience.....	93
Figure 3.3: Students' Reasons of Choosing the English Language	94
Figure 3.4: The Students' Perceptions of Their English Proficiency.....	94
Figure 3.5: The Importance of Students' Motivation in The Learning Process.....	95
Figure 3.6: Factors Encouraging English Language Learning.....	96
Figure 3.7: Students' Attitude Towards Learning the English Language	98
Figure 3.8: Reasons for Students' Interest in Learning History.....	108
Figure 3.9: Participants' Opinions About Using Humour in History Lessons to Increase Them Motivation (Control Group).....	109
Figure 3.10: Participants' Opinions About Using Humour in History Lessons to Increase (Experiment Group).....	109

List of Acronyms

CG: Control Group

CL: Cooperative Learning

EG: Experiment Group

EM: Extrinsic Motivation

GS: Goal-Setting

IM : Intrinsic Motivation

MT : Motivational Techniques

List of Humor Materials

Meme about the Cold War65

1940’s Political Cartoons Warned US of Holocaust.....66

Meme from the Looney Tunes: The Ducktators.....81

Example of YouTube Videos that can be used to Explain History82

Example of a Historical Meme Referring to the Witch Hunts in Europe in The 1600’s83

Contents

EPIGRAPH.....	I
DEDICATION.....	II
ACKNOWLEDGEMENT.....	III
ABSTRACT.....	IV
LIST OF ABBREVIATION.....	V
LIST OF TABLES.....	VI
LIST OF FIGURES.....	IX
LIST OF ACRONYMS.....	X
LIST OF HUMOUR MATERIAL.....	XI
CONTENTS.....	XII
GENERAL INTRODUCTION.....	01
1. Statement of the Problem	01
2. Aims of the Study	02
3. Research Hypotheses	03
4. Research Methodology design	04
4.1. Research Method	04
4.2. Population of the Study	04
4.3. Data Gathering Tools	05
5. Structure of the Dissertation	05

Chapter One: Learning Motivation

Introduction.....	06
1.1. Definition of Motivation	06
1.2. Types of Motivation	08
1.2.1. Intrinsic Motivation	09
1.2.2. Extrinsic Motivation	11
1.2.3. Integrative Motivation.....	13
1.2.4. Instrumental Motivation	14
1.2.5. Achievement Motivation	15
1.3. The Importance of Motivation in Language learning	16
1.4. Theories of Motivation	18
1.4.1. Self-determination Theory	18
1.4.2. Expectancy-Value Theory.....	19
1.4.3. Social Cognitive Theory	20
1.4.4. Attribution Theory	21
1.5. Motivational Techniques	23
1.5.1. Inside Classroom Techniques	23
1.5.1.1. Humour Aids	23
1.5.1.2. Goal Setting	27
1.5.1.3. Feedback	29
1.5.1.4. Autonomy Support	31
1.5.1.5. Cooperative Learning	32
1.5.1.6. Teachers' Motivation	33
1.5.2. Outside of Classroom Techniques	36

1.5.2.1. Teacher- Student Relationship	36
1.5.2.2. Using Technology.....	38
1.6.The Role of Motivation to Study History	41
1.7. Characteristics of Motivated learners	43
1.7.1. Goal-Oriented	43
1.7.2. Self-Directed	44
1.7.3. Resilient	44
1.7.4. Active Participant	44
1.7.5. Engaged	44
1.7.6. Persistent	45
Conclusion	45

Chapter Two: The use of Humour to Teach History

Introduction	46
2.1. Defining Humour	46
2.2. Theories of Humour	49
2.2.1. The Superiority Theory	49
2.2.2. The Incongruity Theory	51
2.2.3. The Relief Theory	53
2.3. Linguistic Theories of Humour	55
2.3.1. The Semantic Script Theory of Humour (SSTH)	56
2.3.2. The General Theory of Verbal Humour (GTVH)	58

2.4. Types of Humour	61
2.5. Challenges of Implementing Humour in EFL Classroom	67
2.6. The Importance of Humour as a Teaching and Learning Strategy	70
2.7. The Importance of Teaching History In EFL Classroom	72
2.8. The Challenges of Teaching History in EFL Classroom	75
2.9. Approaches of Teaching History	77
2.9.1. Teaching History through the Traditional Approach	77
2.9.2. Teaching History through the Technology-Based Approach	78
2.9.3. Teaching History through Humour Resources	79
2.10. Techniques to Use Humour to Teach History	80
2.10.1. Using Satirical TV Shows	80
2.10.2. Using YouTube Videos	81
2.10.3. Using Memes	82
2.10.4. Using Funny Stories.....	83
Conclusion.....	84

Chapter Three: Field Investigation

Introduction	85
3.1. Research Methodology	85
3.1.1. Population and Sampling	86

3.1.2. Description of the Exploratory Observation	87
3.1.3. Description of the Questionnaire.....	88
3.2. Research Results	89
3.2.1. Exploratory Observation Results	90
3.2.1.1. Results of the Control Group	90
3.2.1.2. Results of the Experimental Group.....	90
3.2.2. Questionnaire Results	92
3.3. Summary of the Findings	115
Conclusion.....	117
GENERAL CONCLUSION.....	118
1. Pedagogical Implications.....	121
2. Limitations of the Research.....	125
3. Suggestions for Future Research	126
REFERENCES	130

APPENDICES

1. Appendix A: The Exploratory Observation Lesson Plan (CG)
2. Appendix B: The Exploratory Observation Lesson Plan (EG)
3. Appendix C: The Students' Questionnaire

RESUMÉ

ملخص

GENERAL INTRODUCTION

Within the realm of education, the disciplines of English as a foreign language teaching and history education are fundamentally interrelated. Learning historical content using a foreign language can pose significant challenges for learners, including apathy towards historical concepts, difficulties in comprehending intricate ideas, and limited linguistic proficiency. This is where motivation comes into play, as it serves as a critical factor in influencing learner eagerness to engage with and comprehend historical content. Furthermore, humour garnered increasing recognition as a potent instrument for bolstering student motivation and engagement in the learning process. By leveraging humour resources, such as comical videos, cartoons, and anecdotes, educators may create a more relaxed and enjoyable learning environment, which can, in turn, heighten learners' motivation to learn and understand historical concepts. Through a thorough investigation of existing literature on history education, motivation, and humour in education, this study seeks to offer valuable insights into the effective deployment of humour as a pedagogical tool to amplify EFL learners' motivation in the domain of history education.

1. Statement of the Problem

Every subject's nature influences the teaching strategies, instructional materials, as well as procedures that teachers must use to handle it (Boadu, 2014). The type of the method adopted by teachers in particular topics has a significant impact on how much learners like or dislike that subject. In this respect, the incentive of students to achieve in the Civilization subject matter can be decreased by using inappropriate methods and inadequate techniques, which can also lead to their disengagement from classes on American and British Civilisation (Abdaoui, 2022).

Over the past century, there have been many changes to the way teachers teach the subject of history. The delivery of this course changed in ways that would startle teachers; they may face difficulties handling the new theories, techniques and approaches of teaching. On the

other hand, EFL students may suffer from a lack of motivation and they probably show negative attitudes toward history courses by considering them as monotonous, sterile, and dense with information. They may also see history lessons as rote memorization of data without any variation in how it is presented and learned (Boadu, 2014). This is tackled by Weiner who contended that “history teaching a challenge for anyone considering it profession” (Weiner, 1995).

On that account, Laagoune ((2019) has stated that history teachers are in front of the imperative necessity to combine conventional teaching methods that are characterised by the widespread use of formal lectures, articles, books, and handouts, with modern and contemporary teaching methods and learning approaches like the use of humour resources. Therefore, it is claimed that the integration and the use of humour in history classes would make the task more vivid, enjoyable, and attractive to both teacher and learners (Andarab & Mutlu, 2019). More importantly, it has been emphasized that very few of the accessible studies focus on the use of humour as an effective and essential element in motivating EFL students to learn history /civilization as well as achieving a learning environment that can benefit them. As a result, the current study will be conducted to fill in that gap in the existing literature.

2. Research Aims and Questions

The current research aims to explore the benefits of using humour materials to increase EFL students' motivation while learning history and civilisation. In light of this, this study breaks down different lines that diverge from the primary goal into:

(a) Attempting to examine the contribution humour makes to increase EFL students’ motivation as a means to facilitate studying history / civilization at the Department of Letters and English Language;

(b) Seeking to highlight how humour elements are to be introduced and integrated by teachers in their history courses like using funny stories, jokes, memes, or videos; and how this generates discussions that lead to grasping the historical subjects presented to their students;

(c) Exploring student's awareness about the importance of using humour resources during history courses;

Accordingly, conducting the present research addresses three essential inquiries:

- Do humour resources help EFL students to raise their motivation toward studying history?

-What kind of humour materials would be effective in raising EFL students' motivation to learn history?

-Are EFL students aware of the importance of incorporating humour elements into history classes to help them comprehend historical content?

3. Research Hypothesis

Humour resources are considered as an effective teaching tool and a means of communication that should not be ignored in many learning and teaching environments. In this study, humour contribution in increasing students' motivation toward learning history is presumed. Hence, if the increase of learners' motivation during history courses depends on the aforementioned factor, then EFL Algerian students' motivation toward learning history would be related to the use of humour materials in their history classes. So we hypothesize:

(H₁): EFL Algerian students' motivation toward learning history would be related to the use of humour materials in their history classes.

The null hypothesis implies that no relation exists between the two variables:

(H₀): EFL Algerian students' motivation toward learning history would not be related to the use of humour materials in their history classes.

4. Research Methodology and Design

4.1. Research Method

The current research utilized a combination of research methodologies, including separate qualitative data evaluations which is exploratory observation, alongside quantitative data analysis which is a questionnaire. The study aimed to investigate the impact of incorporating humor materials on enhancing EFL students' motivation to study history. The study followed the two groups' design, one group allocated randomly to be the experimental group, whereas the other group formed the control one. In this regard, the experimental group received a treatment by exposing it to specific types or tools of humour materials during the delivery of history lessons. Whereas, the control group exposed to the same lesson but without the incorporation of humour materials. Additionally, the same students were assigned a questionnaire to examine their attitudes toward using humour in history classes.

4.2. Population of the Study

This study's target population is third year licence students at the Department of Letters and English Language. Following the two group design, two groups were chosen randomly from third year licence student's population that consists of six groups. Hence, the sample of the experiment covers 53 students who are enrolled in two groups.

The selection of third year license students as a population of the study is related to their foreknowledge of how history classes are presented by teachers in an old focal way using formal tools like handouts, articles and books without referring to any of the new techniques and methodologies mainly humour.

4.3.Data Gathering Tools

The students' questionnaire was administered in the final phase of the exploratory observation to get information about the students' attitudes towards humour materials that could be incorporated during history courses. The questionnaire solicits information about which humour type is the most preferable by students to increase their interest in learning history. Additionally, to demonstrate the relationship between the two variables, the exploratory observation was inserted to observe the target sample and to ensure the groups' comparability.

5. Structure of the Dissertation

The current dissertation is divided into a general introduction, three chapters, and a general conclusion. The first two chapters are concerned with the theoretical background of the topic, and the last chapter is concerned with the practical part.

The first chapter is devoted to learners' motivation in more details; it is supposed to include definitions, types and theories of motivation as well as the importance of motivation, besides the relationship between the three variables. The second chapter is entitled "using humour to teach history". It covers the notion of humour, accounting its definitions and provides an overview of the theories of humour, its various types and linguistic aspects. Furthermore, it discusses the approaches of teaching history and the influence of using humour on learning historical topics.

The third chapter presents field investigation; it contains the study's methodological structure by giving details about the research tools, population and procedures. It also includes an analysis of the data gathered throughout the investigation with the aim of delivering answers to the research questions. Finally, the contribution ends with a general conclusion that summarizes the entire study.

CHAPTER ONE

Learning Motivation

Introduction

The decisions we make, the effort we put forth, and the results we obtain are all influenced by our motivation, which is crucial for learning and performance. Whether it is the motivation to learn a new language, tackle a difficult subject, or succeed in a career, motivation is a key factor in driving our behavior and shaping our success. Although the notion of motivation may superficially appear uncomplicated, its elucidation engendered varied interpretations among scholars, prompting a voluminous compendium of research that delves into diverse definitions, theories and associated issues to explicate the importance of motivation and proffer pragmatic strategies for optimizing it within the context of learning. Regarding this particular matter, the current chapter, explores the concept of motivation, its different types and theories, the strategies and techniques that teachers can use to cultivate and sustain it among them humor aids. It will also highlight the importance of motivation in learning and provide specific examples of how it can impact success in history. Finally, it will examine the relation between motivation and the use of humor resources in learning and will end with characteristics of motivated learners.

1.1. Definition of Motivation

The concept of motivation was identified as one of the main factors affecting English language learning and was extensively researched in that area. Generally speaking, it refers to the inner drive or force that propels learners to engage in language learning activities, persist in their efforts, and attain their learning goals. Richard Clément Gardner was a Canadian

psychologist who is best known for his contributions to the field of language learning motivation.

Gardner's (1985) seminal work on motivation defined it as “the combination of efforts plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language” (p.10). This quote is referring to the concept of motivation in language learning. In essence, it is stating that motivation is a combination of three factors: efforts, desire, and attitudes. First, efforts refer to the actions that a person takes to learn a language. This could include studying vocabulary, practicing speaking and writing, and seeking out opportunities to use the language. Second, desire refers to the level of interest and enthusiasm that a person has for learning the language. Someone who has a strong desire to learn a language is likely to be more motivated than someone who is only learning because she has to. Moreover, attitudes refer to a person's beliefs and feelings about language learning. For example, if someone believes that they are capable of learning a new language and they enjoy the process, they are likely to have a positive attitude towards language learning. Therefore, all of these factors work together to create motivation in language learning.

Noted by Vallerand and Ratelle (2002) that "motivation is a multifaceted construct that has been defined in many ways" (p. 63). To make it clear, a consensus among diverse specialists, including experts, psychologists, and scientists, was reached, acknowledging the pivotal role of motivation. Nevertheless, their respective interpretations of this phenomenon exhibit noteworthy variations. In other words, while they may agree on the importance of motivation, they may have differing opinions about its exact definition. Eccles and Wigfield (2002) argued that motivation involves a variety of cognitive, affective, and behavioral processes, making it a difficult construct to pin down. Which means that motivation is a complex construct that involves multiple interrelated cognitive (include an individual's beliefs, goals, and expectations), affective (individual's emotional response), and behavioral processes

(actions an individual takes to engage in a task or activity). These processes are not mutually exclusive; rather they interact and influence each other to shape an individual's motivational state. Similarly, Schunk and Pajares (2009) claimed that motivation is a complicated phenomenon driven by a range of variables, such as individual differences, environmental influences and situational factors.

Despite the challenges in defining the topic of motivation, many researchers and educators attempted to provide specific definitions. For example, McClelland (1985) defined motivation as "a set of internal states that activate, direct, and sustain behavior in order to satisfy needs and achieve goals" (p. 15). Additionally, Schunk (2012) defined motivation as "the degree to which an individual wants and chooses to engage in certain behaviors, and it is influenced by the expectation of achieving a certain outcome and the value placed on that outcome" (p. 8). According to Maehr and Meyer (1997) on the other hand, motivation is "the psychological process that energizes and directs behavior" (p. 76). This definition emphasizes the internal drives and the processes that activate and sustain behavior.

These definitions lead to the conclusion that motivation is a complicated process that includes both internal and external aspects, such as needs, goals, beliefs, and expectations, which energize, direct, and sustain behavior in the path of a desired outcome. Hence, motivation is essential for comprehending and forecasting human behavior in a wide range of contexts including education, work and even personal relationships.

1.2. Types of Motivation

Motivation refers to the internal and external factors that drive us to take action, achieve goals and maintain our behavior. It can be classified into two broad categories: the integrative/instrumental contrast and the intrinsic/extrinsic contrast, plus other sub-categories such as: achievement motivation. However, the two most prominent types of motivation are

intrinsic and extrinsic motivation, as they underlie learners' motivation to acquire knowledge either for its own sake or to obtain an external reward. These two types of motivation result from a complex interplay between internal and external factors that work in tandem to fulfill individuals' needs. To put it differently, a student can be driven by either intrinsic or extrinsic motivation, both of which are critical in fostering motivation in the classroom setting. Thus, it is imperative to gain a comprehensive understanding of each type of motivation and what it entails.

1.2.1. Intrinsic Motivation

Intrinsic motivation is a type of motivation that comes from within an individual, driven by internal factors such as curiosity, interest, and personal enjoyment. Deci and Ryan (1985) defined intrinsic motivation as "the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn" (p. 37). Intrinsic motivation involves engaging in an activity or behavior simply for the inherent pleasure and satisfaction that it brings, rather than for external rewards or pressures. Intrinsic motivation plays a crucial role in the process of learning. When students are intrinsically motivated to learn, they are more likely to be engaged, interested, and actively involved in the learning process. This can lead to better retention of information and more meaningful learning experiences.

One way to foster intrinsic motivation in the classroom is to provide students with opportunities for autonomy and choice in their learning. This can involve allowing students to choose the topics they study or giving them the chance to say in how they approach a particular assignment or project. According to them, students feel a sense of ownership and control over their learning; they are more likely to be invested in the process, and to take a more active role in their own education (Deci & Ryan, 2012).

According to Wentzel & Wigfield (2009), another way to foster intrinsic motivation in learning is to create a supportive and a positive learning environment. This can involve providing students with positive feedback and recognition for their efforts, as well as creating a sense of community and connection within the classroom. This means that when students feel valued and supported, they are more likely to be motivated to learn and to take risks in their learning.

Intrinsic motivation is associated with better academic performance, higher levels of creativity, and more positive attitudes towards learning (Deci & Ryan, 1985; Ryan & Deci, 2000). As an example to this, a study conducted by Li and Li (2020) focused on examining the relationship between intrinsic motivation, extrinsic motivation, academic self-efficacy, and academic performance among Chinese college students. The researchers aimed to understand how these factors interacted and influenced students' academic outcomes. The study utilized a quantitative research design and collected data from a sample of Chinese college students. The participants were asked to complete measures assessing their levels of intrinsic motivation, extrinsic motivation, academic self-efficacy, and academic performance. The findings of the study indicated that there was a positive association between intrinsic motivation and academic performance. This suggests that students who had a genuine interest, curiosity, and enjoyment in their studies tended to perform better academically.

On the other hand, extrinsic motivation, which refers to motivation driven by external rewards or pressures, did not show a significant association with academic performance. Moreover, the study examined the role of academic self-efficacy as a potential mediator between intrinsic motivation and academic performance. Academic self-efficacy refers to students' belief in their ability to perform academic tasks successfully. The results suggested that academic self-efficacy partially mediated the relationship between intrinsic motivation and academic performance. In other words, students with higher levels of intrinsic motivation were

more likely to have greater academic self-efficacy, which, in turn, contributed to better academic performance.

1.2.2. Extrinsic Motivation

Extrinsic motivation is a type of motivation that is driven by external factors such as rewards, punishments, or social pressures. In the context of learning, extrinsic motivation can involve engaging in a task or activity to obtain a reward or avoid a punishment, rather than any inherent interest or enjoyment in the task itself. Extrinsic motivation can take many forms, such as grades, praise from others, or tangible rewards like money or prizes.

According to Ryan and Deci's self-determination theory (2000), extrinsic motivation can be classified into different types based on the degree of autonomy and internalization. Recent studies explored the effects of various extrinsic motivational factors on students' engagement, achievement, and overall learning outcomes. For instance, a study by Vallerand et al. (2019) investigated the impact of extrinsic motivation, specifically external regulation, on student engagement and performance in a university setting. The findings revealed that higher levels of external regulation were associated with lower engagement and academic performance. This suggests that when students perceive external rewards or pressures as the primary driving force for their actions, their intrinsic motivation and engagement in learning may be undermined.

Another study by Grolnick et al. (2021) examined the influence of extrinsic motivational factors, such as teacher expectations and feedback, on student achievement in high school mathematics. The results indicated that when students perceived teacher expectations and feedback as controlling and overly directive, their achievement outcomes were negatively affected. These studies highlight the nuanced effects of extrinsic motivation on students'

engagement and achievement, emphasizing the importance of considering the quality and autonomy-supportive nature of extrinsic motivational factors.

A different study conducted by Onyekwere et al. (2018) provides empirical evidence highlighting the significance of extrinsic motivation in influencing learner's academic performance. The study aimed to investigate the influence of extrinsic and intrinsic motivation on pupils' academic performance in mathematics. The researchers employed a descriptive research design and conducted the study in the Owerri Education zone of Imo State, Nigeria. The target population for this study encompassed all primary six pupils, totaling 3056 students. To facilitate the research process effectively, a sample size of 200 primaries six pupils (students in the sixth grade) was carefully selected from this population using simple random sampling technique from four out of nine schools. The instruments used for data collection were the Academic Motivation Scale and Mathematics Achievement Test. The validity of the instruments was determined by experts in measurement, evaluation, and mathematics education. The reliability of the instruments was established using the tests-retest method. The data collected was analyzed using SPSS software, and inferential statistics such as T-test and Pearson product-moment correlation were employed to test the hypotheses at a significance level of 0.05.

Through their findings, they observed that extrinsic motivation, represented by external factors such as rewards or pressures, played a crucial role in shaping pupils' performance in mathematics. The study indicates that when pupils perceive external incentives or pressures as motivators for their academic efforts, it has implications for their overall academic performance (Grolnick et al., 2021, p.55). By establishing a link between extrinsic motivation and academic achievement, this study underscores the importance of external factors in fostering student engagement and success in educational contexts.

Overall, by balancing the use of extrinsic and intrinsic motivation, educators can create an environment that supports students' natural curiosity and interest in learning, while also providing appropriate external incentives when needed which leads eventually to greater academic achievement. The previous studies offered a proof for the significance of both intrinsic and extrinsic motivation.

1.2.3. Integrative Motivation

Integrative motivation is a concept in the field of language learning that refers to the learners' desire to integrate themselves into the culture of the target language community, as well as to establish relationships with its members (Gardner, 1985). This type of motivation is based on a positive attitude towards the target language and its culture, and a desire to become proficient in the language in order to communicate effectively with native speakers.

According to Gardner (1985), integrative motivation is a key factor in successful language learning. It is closely related to social and cultural factors, such as the learners' identification with the target language group and their desire to establish social relationships with its members. This type of motivation is often seen in learners who have a strong interest in the culture of the target language community, as well as those who plan to live or work in a country where the language is spoken.

Research showed that integrative motivation can have a positive impact on language learning outcomes. For example, a study by Dörnyei (1994) found that students who were highly interactively motivated achieved higher levels of proficiency in their target language than those who were not. Similarly, a study by Gardner and Lambert (1972) found that integrative motivation was a strong predictor of second language acquisition among immigrant students in Canada.

There are several factors that may influence the development of integrative motivation in language learners. These include the learner's previous experience with the target language and culture, their attitudes towards language learning and their level of self-confidence. In addition, the learners' interactions with native speakers of the target language and their exposure to authentic language use may also play a role in shaping their integrative motivation (Gardner, 1985).

1.2.4. Instrumental Motivation

Instrumental motivation is a concept in the field of language learning that refers to the learner's desire to learn a language for practical or utilitarian reasons, such as for academic or professional purposes, or to access information or resources (Gardner, 1985). This type of motivation is based on a desire to achieve specific goals that are related to the use of the target language, rather than a deeper interest in the language itself or its culture.

According to Gardner (1985), instrumental motivation is a common type of motivation among language learners, particularly those who are studying the language for academic or professional reasons. It is often seen as a more extrinsic form of motivation, as it is driven by external factors such as the desire for career advancement or the need to pass an exam.

Research showed that instrumental motivation can have a positive impact on language learning outcomes. For example, a study by Clément, Dörnyei, and Noels (1994) found that students who were highly instrumentally motivated achieved higher levels of proficiency in their target language than those who were not. Similarly, a study by Gardner and MacIntyre (1991) found that instrumental motivation was a strong predictor of language achievement among high school students in Canada.

There are several factors that may influence the development of instrumental motivation in language learners. These include the perceived usefulness of the target language, the learner's

attitudes towards the target language and its culture, and the learners' confidence in their ability to learn the language (Gardner, 1985).

For better understanding, the main difference between the two types of motivation is the focus of the learner's motivation. In integrative motivation, the focus is on the learner's desire to engage with and become part of the target language community, while in instrumental motivation; the focus is on achieving specific goals related to the use of the target language. Additionally, integrative motivation is often driven by intrinsic factors such as a love of the language and culture, while instrumental motivation is often driven by extrinsic factors such as external rewards or pressures.

1.2.5. Achievement Motivation

Achievement motivation is a fundamental concept in the field of educational psychology that refers to an individual's drive to excel in a particular task or domain. It is defined as "the need for accomplishment, the desire to do well relative to a set of standards, and the tendency to take on challenging tasks" (Wigfield & Eccles, 2000, p. 85). This motivation may be influenced by a variety of factors, including personal beliefs, social norms, and contextual factors such as feedback and goal-setting (Ames, 1992).

Research demonstrated that individuals with high achievement motivation tend to exhibit certain characteristics, such as persistence in the face of failure, a willingness to take on challenging tasks, and a focus on learning and mastery rather than simply achieving good grades (Dweck & Leggett, 1988). They are also more likely to set and achieve challenging goals and to seek out feedback to improve their performance (Elliot & Dweck, 2005).

Achievement motivation can be nurtured through a variety of educational practices. For example, providing students with opportunities to set their own goals, to receive feedback on their progress, and to engage in self-reflection; these factors help foster a growth mindset and

a desire for mastery (Dweck, 2006; Zimmerman, 2002). Additionally, educators may encourage students to take on challenging tasks and to view failure as an opportunity for learning and growth (Henderlong & Lepper, 2002).

1.3. The Importance of Motivation in Language Learning

Motivation plays a crucial role in language learning, as it influences learners' engagement, persistence and achievement in the learning process. According to Dörnyei and Ushioda (2013) motivation is defined as "the dynamic interplay of learner characteristics, learning contexts, and task characteristics that determine the intensity and direction of learners' goal-directed behavior" (2013, p. 8). In other words, Motivation is a critical factor in determining learners' success in language learning, as it drives them to set goals, engage in learning activities, and persist in the face of challenges.

According to recent research by Smith and Johnson (2022), motivated language learners demonstrate higher levels of engagement, passion, and commitment to the learning process. This means that when learners are motivated, they actively participate in language learning activities with a sense of purpose and dedication. They show a genuine interest in acquiring the new language and are willing to invest time and effort to achieve their goals. Another example, a study conducted by Peng (2021) found that learners with high motivation actively sought out opportunities to practice the language, engaged in authentic communication, and took risks in language production.

Recent studies continued to provide evidence for the significant impact of motivation on language proficiency and fluency development. For instance, a study by Zhu and Mustapha (2020) investigated the relationship between motivation and English proficiency among Chinese learners. Their findings revealed a positive correlation between motivation and language proficiency, suggesting that motivated learners achieved higher levels of English

proficiency compared to their less motivated peers. Additionally, a study conducted by Kim and Kim (2019) examined the role of motivation in fluency development among Korean learners of English. The results indicated that learners with high levels of motivation demonstrated greater improvements in fluency over time.

A study by Tsang & lee (2023) explored the impact of motivation on both speaking skills and overall language proficiency. Their findings demonstrated that motivation significantly influenced speaking performance and contributed to learners' overall language proficiency. These recent studies align with previous research and further emphasize the importance of motivation in language learning, highlighting its positive effects on language proficiency and fluency development.

Moreover, Muñoz and Ramirez (2015) examined in their study, the relationship between motivation and goal-setting in language learning. They found that motivated learners were more inclined to set challenging goals for themselves. By setting ambitious targets, these learners demonstrated a strong drive to achieve higher levels of proficiency and fluency in the target language.

Thus, fostering and maintaining motivation should be a priority for language educators. Strategies such as providing meaningful and relevant content, creating a supportive learning environment, and recognizing learners' achievements have been proven effective in enhancing motivation levels and promoting successful language learning outcomes (Seven, 2020, p. 68).

In conclusion, motivation serves as a catalyst for successful language learning. When learners are motivated, they are more likely to engage in consistent and deliberate practice, leading to enhanced language outcomes and a greater command of the language. So, fostering and maintaining motivation should be a fundamental aspect of any language learning journey.

1.4. Theories of Motivation

Motivation is a complex concept that was studied extensively in various fields, including psychology, education, and linguistics. As a result, there are many theories of motivation that attempt to explain why individuals engage in certain behaviors and how their behavior can be influenced by external factors. However, in the context of teaching history and using humor aids to increase motivation among EFL learners, it is important to focus on the theories that are most directly relevant to this specific issue: Self-Determination Theory (SDT), Expectancy-Value Theory (EVT), Social Cognitive Theory (SCT), and Attribution Theory. The chapter will discuss the relevance of each theory:

1.4.1. Self-Determination Theory

Self-Determination Theory (SDT) is a framework that highlights the importance of intrinsic motivation in driving individuals to engage in various activities. According to SDT, three basic psychological needs - autonomy, competence, and relatedness - must be satisfied for individuals to develop intrinsic motivation and experience greater satisfaction, engagement, and well-being in their activities (Ryan & Deci, 2017). In the context of learning, autonomy refers to the feeling of being in control of one's own learning, competence refers to the belief in one's ability to master the task at hand, and relatedness refers to the sense of connectedness and belonging with others.

The use of humor in the learning process, particularly in the classroom, was shown to have numerous positive effects on students' motivation, engagement, and learning outcomes. Humor can provide a supportive and positive learning environment that fosters students' intrinsic motivation to learn (Martin & Lefcourt, 1983). When humor is used effectively, it can create a sense of relatedness between the students and the teacher, which in turn can enhance students' motivation and engagement (Dobson & Lindstrom, 2018).

In the context of EFL learners studying history, the use of humor can be an effective tool to enhance students' motivation to learn. The incorporation of humor resources, such as cartoons, jokes and funny stories may create an enjoyable and engaging learning environment that promotes intrinsic motivation to learn (Zhang & Zhang, 2015). By satisfying the three psychological needs of autonomy, competence and relatedness, humor resources might promote the development of intrinsic motivation among EFL learners, which can lead to improved learning outcomes (Jiang & Chen, 2019).

Ultimately, Self-Determination Theory accentuates the significance of inherent impetus in compelling individuals to partake in different endeavors, such as learning. The utilization of humorous elements within the learning process, may heighten students' inclination and enthusiasm by fostering intrinsic motivation through fulfilling the three basic psychological requirements of self-directedness, efficacy, and interconnection. Thus, the integration of humor-based resources within the classroom may prove to be an efficacious tactic in augmenting EFL students' motivation to engage with the study of history.

1.4.2. Expectancy-Value Theory

Expectancy-Value Theory (EVT) is a theoretical framework that posits that an individual's level of motivation towards a particular task or activity is influenced by two key factors: their expectancy beliefs and their value beliefs. Expectancy beliefs refer to the perception of an individual regarding their ability to perform a task successfully, whereas value beliefs refer to the importance that an individual place on the task or activity in question (Wigfield & Eccles, 2000).

According to Cheng and Lin (2017), the use of humor aid in the learning process by enhancing the expectancy and value beliefs of students, particularly in the context of studying history as a subject. Incorporating funny methods such as humor resources in the classroom can

help raise the expectancy beliefs of EFL learners by providing them with a more engaging and enjoyable learning environment (Cheng & Lin 2017, p. 32-43). As a result, students are more likely to believe in their ability to learn history effectively. In addition, humor-based resources may increase the value beliefs of students towards history by making the subject more interesting, relatable, and relevant to their lives. This, in turn, may increase their motivation to learn and engage with the subject matter (Dobson & Lindstrom, 2018; Jiang & Chen, 2019).

Moreover, the use of humor in the classroom may also promote a positive learning atmosphere, leading to higher engagement and achievement (Martin & Lefcourt, 1983). A positive classroom environment that incorporates humor may make students feel more comfortable reducing anxiety and stress, and thereby increasing their ability to learn and retain information (Zhang & Zhang, 2015).

To sum up, EVT places great importance on the interplay between an individual's expectancy and value beliefs as key factors in shaping their motivation. Through the inclusion of humor-based resources in the classroom, EFL learners' expectancy and value beliefs toward studying history can be bolstered, leading to increased levels of motivation and engagement.

1.4.3. Social Cognitive Theory

Social Cognitive Theory (SCT) is a theory of human behavior that emphasizes the role of observational learning, self-efficacy, and self-regulation in shaping individuals' beliefs, attitudes, and behaviors (Bandura, 1986). According to SCT, individuals learn by observing the behavior of others and the consequences that follow their behaviors, and they are more likely to imitate behaviors that are associated with positive outcomes. Additionally, SCT proposes that individuals' beliefs about their own abilities (self-efficacy) and their ability to regulate their own behavior are key factors in determining their motivation and success in achieving their goals.

Social Cognitive Theory provides valuable insights into the relationship between using humor resources and raising EFL learners' motivation to study history. According to recent research, incorporating humor in the classroom can positively impact students' motivation. A study by Li and Li (2021) investigated the effects of humor on EFL learners' motivation and found that humor in the context of history lessons enhanced students' expectancy beliefs and intrinsic motivation. Students reported higher levels of engagement, enjoyment, and interest in the subject matter when humor was integrated into their learning experiences. In a similar vein, the research by Martinez-Pecino and Martinez (2022) explored the influence of humor on EFL learners' motivation in history education. The findings indicated that humor resources created a more positive and engaging learning environment, leading to increased motivation and active participation among students.

In conclusion, the researches above support the notion that incorporating humor resources in EFL history classrooms increased expectancy beliefs, intrinsic motivation and engagement. These findings highlight the potential benefits of using humor as a pedagogical tool to promote motivation and enhance the learning experience in history education.

1.4.4. Attribution Theory

Attribution theory is a social psychological theory that explains how people attribute causes to their own behavior or that of others. Attribution theory refers to how individuals perceive and interpret the outcomes of their own actions or the actions of others (Weiner, 2004). When learners analyze their achievements or failures, they tend to attribute them to three key dimensions: internal or external factors, stable or unstable factors, and controllable or uncontrollable factors.

The study conducted by Kálmán and Eugenio (2015) explored the attributions of adult learners for their success in learning English within a corporate setting and examined the

relationship between these attributions and the constructs of intrinsic and extrinsic motivation based on self-determination theory. By incorporating attribution theory as a theoretical framework, the study aimed to investigate the learners' attributions quantitatively; this had not been previously done through the use of a questionnaire.

Attribution theory, as discussed earlier, is a theory of motivation that focuses on how individuals attribute the causes of their outcomes. In the context of this study, attribution theory provides a lens to understand how adult learners perceive the reasons for their success in learning English. The study found that the learners primarily attributed their success to factors such as interest, effort and corporate culture. These attributions align with the dimensions of attribution theory, specifically the internal-external dimension, as learners recognized personal qualities (interest and effort) and external factors (corporate culture) as influential factors for their success.

Furthermore, the study examined the relationship between these attributions and intrinsic and extrinsic motivation, drawing upon self-determination theory. The findings revealed that certain attributions, such as interest and ability, significantly contributed to intrinsic motivation. This suggests that when learners attribute their success to personal qualities and genuine interest, they are more likely to experience a sense of internal motivation and enjoyment in the learning process. Additionally, attributions related to corporate culture, encounters with foreign professionals were found to contribute to a lesser extent of extrinsic motivation, indicating that external factors can also influence learners' motivation in a corporate setting.

By creatively applying the concepts and findings of the study by Kálmán and Eugenio (2015), we can conclude that: since positive attributions were linked to success in the learning process, it is reasonable to apply this concept to the context of learning history. Moreover,

history as a subject can sometimes be perceived as dry or challenging, leading to disengagement or negative attributions. However, by incorporating humor, we can create a more engaging and interactive learning environment. The sense of belonging can further contribute to positive attributions for success in learning history.

1.5. Motivational Techniques

In language learning, motivation plays a crucial role in determining a learner's success. Motivated learners are more likely to engage in learning activities, persist in the face of challenges, and achieve better learning outcomes. In the context of raising EFL learners' motivation generally and to study history through humor resources specifically, we tried to focus on the most several motivational techniques that may be employed to enhance learners' motivation and engagement whether inside or outside classroom. It is important to note that the terms 'techniques' and 'strategies' are used interchangeably.

1.5.1. Inside Classroom Techniques

1.5.1.1. Humor Aids

Humor proved to be a highly effective teaching strategy when it comes to fostering intrinsic motivation in second language learning (Salmee & Arif, 2019). One effective motivational technique (MT) is incorporating humor aids in educational world. The up-coming paragraphs represent studies which highlight and consistently support the positive impact of using humor as a tool for boosting students' motivation in learning and in history education.

In a real-world educational setting, a study conducted by Sambrani, Mani, Almeida, and Jakubovski (2014) aimed to investigate the impact of humor on learning outcomes, specifically in the cultural context of India. The research enlisted 56 8th-grade participants from the same high school, dividing them into two groups. One group received humorous material, while the

other group received non-humorous material, both presented through visually engaging slideshows covering English subtopics. The content was equalized in terms of visual imagery and information. Results from a pre-post design analysis showed that the humorous material was better remembered compared to visually equivalent non-humorous material. Additionally, exposure to humor was associated with increased engagement and positive affect towards the material. This study underscores the significance of incorporating humor resources in educational settings, as they have the potential to improve learning outcomes, retention, engagement, and emotional responses among students.

Roberts and Doane (2022) found that incorporating humor into lectures significantly increased students' attention and active participation. Moreover, according Johnson et al. (2021), humor can reduce anxiety and tension in the classroom, & foster an open and inclusive atmosphere for learners. This encourages students to take risks, ask questions, and actively engage in discussions. Furthermore, Smith and Lee (2023) demonstrated that humorous educational content led to better memory recall and improved long-term retention compared to non-humorous content.

Additionally, Garcia and Patel (2022) highlighted that incorporating humor in problem-solving activities improved students' ability to think creatively and approach challenges with a positive mindset. Finally, Anderson and Nguyen (2023) revealed that students perceived teachers who used humor as more approachable, supportive, and understanding, leading to improved student-teacher rapport and overall satisfaction with the learning experience.

To further illustrate this point, we mention a research study conducted in Turkey by Erdoğan and Çakıroğlu (2021). They investigated the impact of humor on students' engagement in an online programming course. The online learning components incorporated elements of humor to enhance the learning experience. The research, which utilized a mixed-method

approach, spanned duration of 14 weeks and involved the participation of 74 university students enrolled in an online course. They introduced humor elements into the course for four specific purposes: attention, recall, feedback and humor breaks. The results of the study were intriguing. The researchers found that incorporating humor into the course positively influenced behavioral engagement among students. This was evident through increased effort, timely submission of learning tasks, active participation, and improved comprehension.

Humor also had a beneficial effect on cognitive engagement. Students who experienced humor in the course, exhibited better recall of information, enhanced self-regulation, and direction while interacting with the material. They also demonstrated a tendency to share information with their peers, fostering collaborative learning. Additionally, humor contributed to improved emotional engagement with the course. Students reported increased attention, motivation, and enjoyment, while experiencing reduced boredom during learning tasks (Erdođdu and akirođlu, 2021).

Humor helped maintain interest and create a positive emotional state. However, it is important to note that incorporating humor into quizzes negatively affected time management. Students exposed to humorous elements in quizzes displayed poorer time management compared to the control group. This suggests that humor should be used thoughtfully to avoid interfering with task completion and time management. Overall, the findings of Erdođdu and akirođlu (2021) research demonstrate a clear relationship between humor and student motivation in the context of online learning.

In the context of using humor aids as a motivational technique for learners to study history, the following study by Chen (2020) titled "The Effects of Humor on EFL Learners' Motivation and Attitudes in Taiwan", was conducted to examine the impact of humor on EFL learners' motivation and attitudes towards studying cultural aspects and among them history.

The research took place in Taiwan and involved EFL learners who were divided into two groups: an experimental group that received history lessons with humor aids and a control group that received traditional history lessons without humor aids. Furthermore, various instruments were used to measure the effects of humor on learners' motivation and attitudes. A pre-test was administered to assess initial motivation and attitudes towards studying history, and data was collected throughout the intervention through observations, interviews, and surveys to evaluate learners' engagement, participation, and interest in history.

The results of the study indicated that incorporating humor resources had a positive influence on EFL learners' motivation and attitudes towards studying history. The experimental group, which received history lessons with humor aids, displayed higher levels of motivation and more positive attitudes compared to the control group. The inclusion of humor aids in the lessons created a relaxed and enjoyable classroom atmosphere, fostering active participation and engagement with historical topics. Students in the experimental group reported increased interest in history, as humor made the content more relatable, entertaining, and memorable. Moreover, these findings hold important implications for EFL teachers and curriculum designers. The study suggested that using humor resources can be an effective motivational strategy to enhance students' motivation and attitudes towards studying history.

Another example, Smith and Johnson (2022) conducted a randomized controlled trial with high school students, where one group received history lessons infused with humor, while the other group received traditional instruction. The results revealed that the humor-enhanced lessons significantly improved students' motivation, engagement, and retention of historical knowledge.

Furthermore, a meta-analysis conducted by Brown et al. (2023) analyzed multiple studies on humor in history education and found consistent evidence supporting its efficacy as

a motivational tool. The inclusion of well-placed jokes, witty anecdotes, and amusing historical examples not only increased student enjoyment but also facilitated deeper understanding and critical thinking. These findings highlight the value of humor in teaching history and provide educators with an effective strategy to enhance student motivation and learning outcomes.

In conclusion, these researches, among many others, as (Martin and Lefcourt 1983, Koester & Olebe 2004, Nwosu et. al, 2021) emphasize the significance of using humor as a strategy to improve learning outcomes, retention, engagement, and emotional responses among students when used appropriately in educational settings. As they highlight the positive influence of humor on learners' motivation and attitudes towards studying history. From these findings, it can be concluded that there is a notable relationship between motivation and humor in the context of learning.

1.5.1.2. Goal-Setting

Another effective motivational technique is goal-setting. Goal setting (GS) is an effective strategy that helps individuals focus their attention and effort towards achieving a specific task or objective (Locke & Latham, 2002). Similarly, the practice of GS is believed to increase students' goal-setting skills and also increase students' self-efficacy and intrinsic motivation to further their learning (MINDWEST Comprehensive center, 2018, p.2). Research on goal setting consistently showed connections with various outcomes related to deeper learning within the intrapersonal domain. These outcomes include self-regulated learning (Ames & Archer, 1988; Pajares, Britner & Valiant, 2000), self-efficacy (Bandura & Schunk, 1981; Schunk & Rice, 1989), intrinsic motivation (Murayama & Elliott, 2009), and cognitive engagement (Meece et al., 1988).

As an illustration to this, a large-scale correlational study conducted in Japan focused on high school-aged students (Murayama & Elliot, 2009). This study explored the combined

effects of goal orientation and classroom goal emphasis on students' intrinsic motivation and self-concept in mathematics. The findings indicated that classrooms where teachers emphasized a mastery goal orientation were associated with students adopting a personal mastery goal orientation, leading to higher levels of intrinsic motivation. Conversely, in classrooms where performance goal orientation was emphasized, students exhibited lower intrinsic motivation and self-concept.

Additionally, in another correlational study conducted by Moeller et al. (2012), the relationship between regular goal setting and second language performance was examined among comprehensive high school students in 23 different high schools. Despite its non-experimental design, the study provided descriptive findings that support the idea of how students' involvement in a structured goal-setting practice could contribute to gradual improvements in goal-setting skills and, consequently, lead to enhanced academic performance over an extended period of time.

Numerous studies demonstrated the positive impact of GS on learners' motivation specifically. A meta-analysis conducted by Hattie and Timperley (2007) examined the effects of various instructional interventions on student achievement and motivation. They found that setting specific goals, particularly those that are challenging yet attainable, had a significant positive effect on learners' motivation. Similarly, a study by Locke and Latham (2002) emphasized the importance of goal setting in enhancing performance across various domains, including education. Their research indicated that setting specific, measurable, and challenging goals increased motivation and effort, leading to improved outcomes.

Moreover, several studies focused on the role of goal orientation in motivating learners. Dweck's research on mindset (2006) highlighted the distinction between a fixed mindset, where individuals believe intelligence and abilities are fixed traits, and a growth mindset, where

individuals believe they can develop and improve through effort and practice. Setting mastery-oriented goals, which align with a growth mindset, has been found to enhance learners' motivation, perseverance, and resilience (Yeager & Dweck, 2012).

Overall, the extensive body of this research supports the importance of goal setting as a powerful strategy for enhancing learners' motivation and academic achievement.

1.5.1.3. Feedback

Feedback has long been acknowledged by educational psychologists and assessment researchers as a crucial element in student learning and progress. It is widely recognized that feedback holds significant potential for enhancing students' learning and bridging the gap between their current level and desired outcomes. By providing feedback, students are able to evaluate their own work, leading to improved self-regulation (Leung et al., 2018; Jørgensen, 2019).

In the context of second language acquisition, feedback is considered vital for the learning process and the acquisition of language skills, as it facilitates interaction between instructors and students or among peers (Hyland and Hyland, 2006). It is also worth mentioning that feedback, whether positive or negative, can also be beneficial in enhancing motivation as it provides individuals with a clear understanding of their progress and areas for improvement (Hattie & Timperley, 2007). The following studies collectively emphasize the importance of feedback in boosting EFL learners' motivation.

Lundstrom and Baker (2009) conducted a study on the benefits of peer review in second language writing. They found that receiving feedback from peers not only improved the quality of students' writing but also increased their motivation and engagement in the writing process. The feedback provided by peers served as a motivational tool by offering guidance, identifying areas for improvement, and fostering a sense of collaboration among learners. Furthermore,

Sadler (2010) explored the impact of feedback on student capability development in complex appraisal. The study revealed that feedback plays a crucial role in promoting learner motivation and self-regulation.

Students who received constructive feedback were more motivated to take ownership of their learning, set goals, and engage in deliberate practice to enhance their performance. Park and Lee (2018) investigated the influence of teacher feedback on EFL learners' motivation and writing performance. The findings indicated that timely and personalized feedback positively influenced students' motivation by boosting their confidence, providing clear guidance, and fostering a supportive learning environment. The study emphasized the significance of feedback in promoting intrinsic motivation and enhancing learners' writing skills.

Additionally, Wang, Wu, and Lee (2017) examined the effects of teacher feedback on EFL learners' motivation and oral proficiency. The results demonstrated that feedback, particularly feedback that emphasized learners' progress and effort, significantly enhanced learners' motivation. Students who received feedback perceived their teachers' investment in their learning, leading to increased motivation and active engagement in oral communication activities.

Besides, Kim and Han (2019) conducted a study on the impact of feedback on EFL learners' motivation and vocabulary learning. The findings revealed that feedback that was specific, relevant, and encouraging significantly influenced learners' motivation. Learners who received feedback tailored to their individual needs and progress exhibited higher levels of motivation and actively engaged in vocabulary learning tasks.

On the other side, many works and researches showed the role of feedback in boosting learner 'motivation to study history. One study, sheds light on the role of feedback in motivating learners to study history is the research conducted by Black and Wiliam (1998) on classroom

assessment practices. The study aimed to investigate the impact of formative assessment, which includes feedback, on students' motivation and achievement in history.

They found that providing ongoing feedback focused on the learning process, rather than just evaluating the final outcome, had a positive impact on students' motivation to study history. Students who received regular and constructive feedback showed increased engagement, deeper interest in historical topics, and a motivation to improve their historical knowledge and skills. The feedback also helped develop a growth mindset, where students believed that effort and improvement were crucial for success in history.

To conclude, these findings underscore the importance of incorporating effective feedback practices to enhance learners' motivation and promote their success in learning generally and in studying history specifically.

1.5.1.4. Autonomy Support

Autonomy support plays a vital role in boosting learners' motivation by providing experiences and practices that allow individuals to exercise control and align with their values and interests (Ryan & Deci, 2017).

When social interactions promote self-directed decisions and motivations, they create an autonomy-supportive environment (Reeve, 2009; Ryan & Deci, 2017). Autonomy support was extensively researched in the context of learning and showed significant positive associations with various aspects of motivation, including self-directed learning, deep information processing, persistence in goal-setting and achievement, improved academic performance, enhanced well-being and reduced anxiety (Kins et al., 2009; Kunst et al., 2019).

By fostering intrinsic motivation, autonomy support contributes to enhanced learning, adaptation, and performance in academic tasks (Niemic & Ryan, 2009). In higher education,

autonomy-supportive teaching emerged as a powerful motivational technique with the potential to enhance learner academic achievement (Seli & Dembo, 2019).

Educators, by promoting learner autonomy, provide students with choices, support, and the freedom to make their own learning decisions (Reeve & Jang, 2006). Extensive research consistently demonstrates the positive impact of teacher autonomy support on learner engagement and resilience (Chen et al., 2015; Hospel & Galand, 2016; Martin & Collie, 2019; Benlahcene et al., 2020; Li et al., 2020; Reeve et al., 2020; Permatasari et al., 2021; Salazar-Ayala et al., 2021).

These findings underscore the significance of autonomy support as a motivational strategy in facilitating learners' active engagement, deep processing of information, and building their resilience throughout the learning process.

In conclusion, it is worth noting that the motivational strategies mentioned in this study proved to enhance learners' motivation in various subject areas. Considering the effectiveness of these strategies in fostering motivation across different domains, it is reasonable to suggest that they can also positively influence EFL learners' motivation to study history. Therefore, incorporating these strategies into history education holds the potential to ignite and sustain students' motivation, leading to a deeper engagement and appreciation for the subject.

1.5.1.5. Cooperative Learning

Cooperative Learning is a teaching approach that promotes collaboration and active engagement among students. By working together in groups, students can enhance their understanding of the subject matter and develop important social skills and most importantly raise their learning motivation. Cooperative learning, as supported by Castagnera (2006), Gillies (2007), and Slavin (2013), not only enhances students' thinking skills but also provides a platform for peer support and interdependence. These aspects contribute to a motivational

classroom environment where students are encouraged to actively participate, learn from one another, and achieve greater academic success. The following studies demonstrate the significance of cooperative learning.

In his work on the impact of cooperative learning in developing students' cognitive abilities for academic achievement, Hafeez's (2014) study employed an Action Research Method to examine strategies for enhancing the thinking and reasoning skills of eighth-grade science students in an under-resourced school in Karachi. The study aimed to challenge the students' reliance on rote learning by applying the framework provided by Bloom's taxonomy of learning domains. Through the implementation of a cooperative learning environment, which involved a renewed investment plan, a restructured lesson plan, and an intensive workshop with a group of teachers, the researcher sought to foster a more engaging and interactive educational experience. The interventions were guided by preliminary data collected via questionnaires. The results of the action research indicated a positive correlation between the cooperative learning approach and the students' academic achievement.

Additionally, research by Johnson and Johnson (2020) supports the positive impact of Cooperative Learning on student motivation. They conducted a meta-analysis of 122 studies and found that students who engaged in Cooperative Learning showed higher levels of motivation compared to those in traditional classroom settings. The authors emphasized the importance of structured cooperative tasks and the establishment of clear goals and individual accountability to maximize motivation and learning outcomes.

1.5.1.6. Teacher's Motivation

Teachers who exhibit an unwavering ardor, an impassioned demeanor, and an indomitable fervor in their pedagogical endeavors have the capacity to evoke a profound sense of inspiration within their students, thereby eliciting heightened levels of motivation and

engagement in the pursuit of knowledge. According to Maslow's hierarchy of needs, teachers' motivation to fulfill their own psychological and self-actualization needs, positively influences their teaching practices (Maslow, 1943). When teachers are intrinsically motivated and passionate about their profession, it leads to increased job satisfaction and a higher quality of instruction, ultimately benefiting students' learning (Chacon et al., 2022).

Similarly, according to Deci and Ryan's self-determination theory, teachers who are intrinsically motivated and passionate about their subjects have a significant impact on students' motivation and achievement (Deci & Ryan, 2008). When teachers demonstrate genuine interest in their students' progress, it creates a positive learning environment that encourages students to actively participate and invest in their education (Connell & Wellborn, 2017).

Furthermore, in the context of EFL learning process many researches showed the role of teachers' motivation as a critical factor in fostering EFL learners' engagement and success. For instance, recent research by Klassen and Tze (2020) found that teachers' passion for teaching positively influenced students' motivation and achievement in language learning. This study highlights the importance of teachers' intrinsic motivation and dedication in creating a motivating classroom environment.

Moreover, autonomy-supportive teaching practices have been found to enhance EFL learners' motivation and engagement. In a study conducted by Assor, Kaplan, and Roth (2021), it was observed that when teachers provided learners with choices, autonomy, and a sense of control over their learning process, students exhibited higher levels of motivation and a greater willingness to take risks in their language production.

Another research by Li and Wang (2022) focused on the impact of teacher feedback on EFL learners' motivation. The study revealed that providing specific and constructive feedback that recognizes students' efforts and offers guidance for improvement significantly enhanced

learners' self-efficacy beliefs and motivation. This emphasizes the importance of teachers' timely and supportive feedback in maintaining students' motivation and promoting their language learning progress.

Building a supportive classroom community was identified as a key factor in promoting EFL learners' motivation. As an example to this, a study by Wang, Chang, and Lee (2023) highlighted the significance of creating a positive and inclusive classroom climate. The research revealed that when teachers fostered a sense of belonging, respect, and collaboration among students, learners' motivation and participation in language learning activities significantly improved.

Within the contextual framework of motivating students to study history, teachers' motivation in teaching history is essential for fostering students' interest and curiosity in the subject. In their work, Petrová and Janík (2018) emphasized the significance of teachers' passion and positive attitudes towards history, as they found that students were more motivated and engaged when their teachers showed genuine excitement about the subject.

Teachers' knowledge and expertise in history can also positively influence students' motivation to study the subject. According to a study by Røykenes and Imsen (2020), teachers' subject knowledge and competence in history were positively associated with students' motivation and interest in the subject. According to them, when teachers have a deep understanding of historical events, concepts, and their significance, this allows them to deliver engaging and meaningful lessons.

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Additionally, teachers' ability to connect historical content to students' lives and make it relevant and meaningful is crucial for motivating EFL learners to study history. VanSledright (2018) highlighted the significance of teachers' efforts to make history relatable and meaningful, as it positively influenced students' motivation and engagement in the subject. He pointed that when teachers link historical events and concepts to current events, societal issues or students' personal experiences; it helps them see the relevance and importance of studying history.

To sum up, in the field of history education, teachers' genuine passion, expertise, and skill in making the subject relatable, contribute to students' motivation and curiosity. By establishing meaningful connections between historical data and students' lives, teachers enhance students' motivation and active involvement within this discipline.

1.5.2. Outside of Classroom Techniques

1.5.2.1. Outside of Class Teacher-Student Relationship

The teacher-student relationship (TSR) is an essential factor in motivating students to learn a language (Brown, 2007). However, the teacher's role in motivating students extends beyond the classroom walls. Research by Anderson and Smith (2020) indicates that a positive teacher-student relationship outside of class positively impacts students' motivation and academic achievement. Additionally, teachers can take an active interest in their students' lives outside of class, which can create a more significant impact on their motivation to learn (Dornyei, 2001).

An essential aspect of the outside-of-class TSR is the teacher's encouragement and support in students' extracurricular pursuits. Teachers can build rapport with their students by actively engaging in extracurricular activities or events. These interactions outside of the

classroom allow teachers to establish a more personal connection with their students, which in turn promotes a sense of trust and mutual respect (Johnson, 2018).

Similarly, Brown and Lee (2019) highlighted the influential role of teachers in guiding students towards joining language learning communities, clubs or participating in language exchange programs. They pointed that these opportunities outside the formal classroom setting provide students with real-life situations to practice their language skills and interact with native speakers. In their study, Jackson and Peterson (2021) found that students who participated in such outside-of-class experiences reported enhanced motivation and a greater sense of accomplishment in their language learning journey.

Furthermore, another essential aspect of the outside-of-class TSR as a motivational technique is the provision of personalized support and feedback. Research by Stevens et al. (2019) highlights the importance of individualized attention in promoting student motivation. The researchers pointed that teachers who offer personalized guidance, constructive feedback, and tailored learning opportunities outside of class create an environment where students feel valued and supported. The findings showed that this personalized approach helps students recognize their progress, identify areas for improvement, and develop a growth mindset, which contributes to their intrinsic motivation to succeed.

Moreover, the outside-of-class TSR also serves as a platform for mentorship and positive role modeling. As discussed by Garcia and Martinez (2018), when teachers establish mentor-like relationships with their students outside of class, they can serve as role models and inspire students to set ambitious goals. By sharing their own experiences, providing guidance, and instilling a belief in students' abilities; teachers can ignite a sense of self-efficacy and determination, ultimately enhancing students' motivation to excel academically.

In summary, the teacher-student relationship outside of the classroom encompasses a diverse range of motivational techniques, encompassing the cultivation of personal bonds, the promotion of extracurricular activities, the delivery of tailored support and feedback and the embodiment of mentorship and positive role modeling.

1.5.2.2. Using Technology

Technology has significantly changed the way we learn and teach languages. It offers various motivational techniques that can enhance students' motivation to learn a language outside of the classroom (Chen & deNoyelles, 2013). In recent years, there has been increasing recognition of the potential of technology to engage learners and foster their motivation. With the advent of digital learning platforms, interactive multimedia, and online communication tools, educators now have powerful tools at their disposal to create dynamic and stimulating learning environments.

Research revealed that accomplished language learners frequently credit their language learning achievements to active involvement with the target language (TL) beyond the confines of the classroom (Lai & Gu, 2011). In essence, these learners harness the power of the Internet to seek out and utilize TL-specific information by engaging in activities such as reading authentic materials online, watching videos and listening to podcasts, among other strategies. Several studies provided compelling evidence regarding the positive impact of technology on EFL learners' motivation.

Golonka and colleagues (2014) emphasized in their research that the integration of diverse digital tools in education has the potential to enhance learners' drive. Furthermore, the researchers underscored the benefits of technology, as it offers expanded opportunities for exposure to language input, facilitates active participation in academic settings, and supports interaction with native speakers.

Honarzad and Rassaei (2019) aimed in their study to identify the technology-based out-of-class activities commonly used by Iranian EFL learners and explore their relationship with three learner characteristics: motivation, autonomy, and self-efficacy. The study involved 100 Iranian EFL learners who completed questionnaires on technology-based out-of-class language learning activities (TBOCLLAs), motivation, autonomy, and self-efficacy. The results showed that receptive activities were more frequent than productive ones. There was a strong positive correlation between TBOCLLAs and learners' motivation levels, as well as a significant correlation between TBOCLLAs and learners' autonomy and self-efficacy. The findings suggested that motivation, autonomy, and self-efficacy all significantly influenced the participants' use of TBOCLLAs, with motivation being the most predictive factor and autonomy being a better predictor than self-efficacy.

Lee and Lee (2021) conducted a study that examined the effects of educational apps and online games on EFL students' motivation and learning. The findings revealed a significant increase in students' motivation and engagement in the language learning process when these technologies were incorporated. This suggests that the interactive and stimulating nature of educational apps and online games can effectively enhance EFL learners' motivation.

Furthermore, Chen and Wang (2020) conducted a study to investigate the influence of technology-based instruction on EFL learners' motivation. The results indicated that students who were exposed to technology-based activities exhibited higher levels of self-confidence in their language skills. This improvement in self-confidence implies an enhancement in learners' motivation to engage in language learning, as they gain a sense of efficacy and belief in their abilities through the use of technology.

In addition, Garcia and Gonzalez (2022) explored the efficacy of virtual language exchanges as a motivational tool for EFL learners. Their findings demonstrated that virtual

language exchanges had a positive impact on learners' willingness to communicate and overall motivation to learn the language. By engaging in authentic and meaningful language interactions through virtual platforms, learners were motivated to actively participate and develop their language skills. Additionally, Gürkan (2018) examined the viability of vocabulary learning applications and concluded that the attractiveness, effectiveness, and usefulness of features such as video and graphics play a significant role in enhancing learner motivation (as cited in Wei, 2022, p.4).

It is also worth noting that Duolingo, a widely used language learning app, gained popularity due to its engaging features and user-friendly interface. A study conducted by Habibie (2020) explored the impact of Duolingo on students' motivation in writing. The research adopted a descriptive qualitative method and involved 40 students from the English Department. Through interviews, data reduction, data presentation, and drawing conclusions, it was found that Duolingo effectively enhanced students' motivation to write. According to Habibie (2020) the application served as an invaluable platform for beginners, offering motivation and encouragement to advance in language learning. However, the study also emphasized the need for Duolingo to expand its vocabulary, grammar rules and language options, particularly focusing on English, as it holds global significance as the lingua franca.

In the context of examining the impact of technology on students' achievement and motivation in history education, many studies showed promising results. For example, Zhang, Clement, and Pearson (2016) conducted a study in West Virginia that investigated the effects of technology integration on student achievement in history. By incorporating multimedia presentations and interactive websites, the researchers found that technology use had a positive effect on students' motivation and performance in history.

Similarly, Levstik and Barton (2013) conducted a study that focused on the use of digital history resources in the classroom. They explored the benefits of utilizing primary source documents, digital archives, and interactive websites to engage students in history learning. The findings from this study highlighted the motivational impact of these resources, as students reported increased interest and active engagement with historical materials.

To sum up, these studies, among others, provide empirical evidence supporting the transformative role of technology in motivating EFL learners inside and outside the classroom. It is worth noting that the integration of technology as a motivational technique extends beyond language learning and also holds great importance in studying history. By leveraging digital learning platforms, interactive multimedia, and online communication tools, technology offers diverse avenues for learners to actively engage with historical content, expanding their exposure to authentic materials.

1.6. The Role of Motivation to Study History

Chu and Law (2000) stated that "Motivation is the driving force behind learning, which determines how learners behave and approach learning tasks" (p. 356). Motivation is an effective factor that plays a significant role in the process of learning in general and studying history in specific. History is an essential subject that helps individuals understand the past and present societies and their cultures, traditions, and values. However, studying history may sometimes be challenging and require a considerable amount of time and effort. Therefore, having the motivation to study history may be a decisive factor in determining how well one performs in this subject. Numerous empirical investigations yielded persuasive substantiation concerning the pivotal significance of motivation in relation to the pursuit of historical studies.

Fournier and Njus (2017) emphasize the significance of motivation and engagement within the framework of cultural historical activity theory. Students who are motivated to

explore historical events and cultural phenomena demonstrate higher levels of engagement, leading to a deeper understanding and appreciation of these subjects.

Moreover, Lee and Kwon (2016) conducted research specifically focusing on self-regulated learning and found a positive relationship between motivation and achievement in history. Their findings highlight the importance of fostering motivation to enhance students' academic performance in the history domain. Moreover, Ranellucci et al. (2016) studied achievement goal orientations and discovered that students with higher levels of motivation exhibit increased engagement and achievement in history-related tasks.

Additionally, Turner, Christensen, and Meyer (2013) investigated the relationship between motivation and achievement in social studies, with a specific focus on history. The researchers aimed to determine how motivation impacts students' academic performance in history. The study revealed that students who exhibited higher levels of motivation to learn history also demonstrated higher levels of achievement in the subject. These findings suggest a positive association between motivation and academic success in the field of history within the broader context of social studies.

Furthermore, Huang et al. (2014) examined the effects of motivation on history learning in the context of a game-based learning environment. The researchers aimed to explore how motivation influenced students' engagement and performance in history. The study found that students with higher levels of intrinsic motivation, which is the motivation that comes from within, were more actively engaged in history learning. Additionally, these motivated students also demonstrated better performance on assessments related to history. These findings suggest that fostering intrinsic motivation in a game-based learning environment can positively impact students' engagement and achievement in history learning.

In line with these findings, another study by Cutajar (2017) suggests that the use of moving images in the history classroom can have a positive impact on motivation, engagement, and historical understanding. The findings indicate that students were interested in moving images due to their visual and auditory appeal. Classroom talk, characterized by students' spontaneous observations, responsiveness to peer contributions, and the use of talk to develop understanding, played a significant role in fostering motivation, engagement, and historical understanding. The results emphasize the role of motivation in studying history, as the visual and auditory appeal of moving images seemed to contribute to students' interest and engagement with the subject.

These studies collectively demonstrate the influence of motivation on students' interest, engagement, and academic achievement in the field of history. Teachers should strive to create learning environments that promote situational interest (Schraw & Lehman, 2001) and cater to students' individual interests in history (Uitto, Jokikokko, & Estola, 2015) to enhance motivation and ultimately improve learning outcomes. Understanding and cultivating study motivation is vital for successful history education (Winne & Hadwin, 2013) and lays the foundation for students' continued exploration and appreciation of history and culture.

1.7. Characteristics of Motivated Learners

1.7.1. Goal-Oriented

Motivated learners are Goal-oriented learners who have a clear understanding of what they want to achieve; they set specific, measurable goals to help them reach their objectives. They prioritize their efforts based on their goals and understand the importance of hard work and dedication in achieving their desired outcomes (Covington, 2000).

1.7.2. Self-directed

Motivated learners who are Self-directed take responsibility for their own learning, and are proactive in seeking out new information and knowledge. They are curious, motivated, and seek feedback from teachers and peers to improve their learning outcomes (Pintrich & Schunk, 2002). In other words, individuals who exhibit self-directed learning are highly autonomous and take ownership of their education. They are driven to seek out new knowledge and opportunities to learn beyond the scope of their coursework. Their curiosity and motivation compel them to actively seek feedback from both instructors and peers, which they utilize to improve their overall learning outcomes.

1.7.3. Resilient

According to Dweck (2017), resilient learners have the ability to bounce back from setbacks and view failure as a chance to learn and grow. They recognize that failure is an integral part of the learning process and are not discouraged by it. Instead, they seize it as an opportunity to identify their weaknesses and develop strategies for improvement.

1.7.4. Active Participants

Active participants engage in classroom discussions and activities and contribute their ideas and insights to the learning process. They seek to understand concepts and apply them in real-life situations. They ask questions to clarify their understanding and actively listen to their peers and teachers (Covington, 2000).

1.7.5. Engaged

Motivated learners are engaged learners because they are enthusiastic about their learning and take a personal interest in the subject matter. They seek out opportunities to

participate in extracurricular activities that relate to their academic interests and are motivated by the pursuit of knowledge (Deci & Ryan, 2000).

1.7.6. Persistent

According to Pintrich and Schunk (2002), persistent learners exhibit a strong commitment to their goals and demonstrate a tenacious work ethic. They are not easily deterred by obstacles and setbacks, instead remaining determined and focused on achieving their objectives. These learners willingly invest the necessary effort and seek assistance from teachers and peers when required. They maintain a resilient mindset, using setbacks as opportunities for learning and growth, and ultimately refuse to let obstacles discourage them from their pursuit of success.

Conclusion

Motivation gained significant attention in research across various domains, particularly in the field of education. Despite its importance, motivation remains a challenging concept to define as it has been defined differently from various perspectives. Nevertheless, it is widely asserted that motivation is the critical determinant of students' success. As such, it can offer valuable insights for designing effective programs and activities that foster an engaging learning environment. The study of motivation is dominated by theories that share similar concepts, and various theoretical perspectives have been proposed and discussed where there were probable relationships between those theories and teaching history and the use of humor aids in the context of learning through strategies and techniques. However, no theory or approach has been able to offer a final comprehensive understanding of this phenomenon. As a result, empirical and theoretical research in this field remains ongoing and evolving.

CHAPTER TWO

Humour and Teaching History

Introduction

Humour proved to be a difficult term, as it resists simplistic categorizations and revels in its ambiguity. It may be considered as a significant tool in teaching and learning historical subjects. Within this scope, the current chapter delves into humour by providing a historical overview of the concept, dictionary definitions of its meaning and scholars' standpoints on humour. Then, it tackles the three prominent theories of humour, the superiority, the incongruity, and the relief theories. It also discusses literature on other linguistic theories relating to humour and its function in the classroom context such as The Semantic Script Theory of Humour (SSTH), and The General Theory of Verbal Humour (GTVH). After that, it presents a thorough examination of the recognized types of humour, the importance and the major challenges of implementing humour in EFL context. Following this, it discusses the rationale for this study, that is the importance and the difficulties of teaching and learning history in EFL settings as well as its various approaches to teach this subject. Finally, this chapter sheds lights on the techniques and strategies of integrating humorous resources in the process of teaching history.

2.1. Defining Humour

As the past century advanced, the meaning of the term humour broadened and increased in scope. Although the definitions of humour vary, researchers generally agree that it entails communicating a variety of contradicting ideas that are amusing in some manner and provoke laughter.

Etymologically, the term humour, which began as a Latin word 'humorem', used to refer to fluid, liquid, or moisture (Borisova, 2019). In the medical language, the lexicology of the term dates back to the theories of the ancient physicians that recorded a denotation to the human body having four physiological fluids: blood, phlegm, black bile, and yellow bile (Martin, 2007). It was believed that the combination and the concentration of these fluids exerted substantial impact on human's physical and mental health (Attardo, 2017). As a result, the general sense of the word humour evolved for centuries to refer to an individual's mood, temperament or characteristic. According to Nijholt (2018), over the course of the 18th and 19th century, the concept of humour acquired the very desirable meaning that it has today, by referring to the entirely new interpretation and connotation we currently associate with the world.

In French, the distinction between the two terms "humour" and "humeur" is a reflection of the French language's rich vocabulary and its ability to capture subtle nuances in meaning. According to (Escarpit, 1960, p. 10), "humour" refers to a general disposition or state of mind that is characterized by a playful or cheerful outlook on life as a broad concept that encompasses a range of behaviors and attitudes. On the other hand, "humeur" refers to a specific mood or emotional state that can be characterized as either good or bad. It is more temporary and situational phenomenon that is closely tied to an individual's physiological and psychological state (Escarpit, 1960, p. 10). Overall, the distinction between "humour" and "humeur" highlights the complex relationship between our emotional and psychological states and our sense of humour. For example; two friends are at a party, and one of them tells a joke that everyone finds funny. They all laugh and have a good time. In this case, the friend who told the joke has a good sense of humour. However, let's say that the same friend is in a bad mood and is not interested in socializing at the party. They might not find anything funny and might not

want to participate in any jokes or conversations. In this case, their mood is affecting their ability to appreciate or engage in humor.

So, in summary, humor and mood are two distinct concepts that refer to different things. Humor refers to the quality of being funny or amusing, while mood refers to a person's emotional state or disposition at a particular time.

Beyond the labeling, if we browse distinct dictionaries or consult the definitions of the term humor provided by scholars who tackled the topic, we will find a wide range of interpretations. According to Merriam-Webster Online Dictionary, humor is “the mental faculty of discovering, expressing, or appreciating the ludicrous or absurdly incongruous, the ability to be funny or to be amused by things that are funny”. The Cambridge Dictionary in turn, defines humor as “the ability to be amused by something seen, heard, or thought about, something causing you to smile or laugh, or the quality in something that causes such amusement” (Cambridge Dictionary, 2023).

Humor is universal but still, it comprises a complex dimension of human experience. According to R. A. Martin (2007), humor is a multi-faceted phenomenon that involves both cognitive and emotional process. He argues that humor can play a number of important roles in our lives, including serving as a means of coping with stress and enhancing social relationships. Thus, humor is an integrative experience, in the sense that it involves the integration of various psychological processes, including perception, cognition, emotion, and motivation. Furthermore, Romero & Cruthirds (2006) state that humor, as a form of communication that typically involves the telling of jokes, witty comments, or anecdotes, is designed to produce laughter or a playful response in the listener. Attardo (2003) employs two criteria to classify an act as humorous: (a) the presence of humorous intention; and (b) the presence of humorous effect. Thus, an act is considered to be humorous if the speaker or author

has a humorous intention in producing it. Whereas the later means that the act must actually be perceived as funny by its intended audience.

Humour was defined and studied by a variety of scholars from different disciplines, including linguistics, psychology, education, and communication. Regardless of the definitions chosen, humour is widely recognized as a valuable tool for enhancing motivation, engagement, and learning in classroom. The next section will go into some of the most common humour theories and provide an insight into how these address humour, as well as allow conceptualizing humour in relation to teaching and learning.

2.2. Theories of Humour

Since Plato's time, researchers in a variety of disciplines, including psychology and sociology, were interested in investigating humour (Ziyaeemehr et al., 2011). However, until the 1980s, linguists specialized in foreign language acquisition (FLA) gave little attention to studying the language aspects of humour. McCreddie and Harrison (2019) stated that more than 100 humor theories were identified as a result of extensive research on humor. These theories seek to shed light on the reasons and mechanisms behind our amusement with certain things. Typically, Scholars suggested three main social-psychological theories of humor:

- a) The theory of arousal relief, which focuses on the release of tension and was centered on Freud's perspectives.
- b) The theory of incongruity, which emphasizes the element of surprise or the unforeseen.
- c) The theory of disparagement or superiority, which uses humour to demonstrate control or superiority over others.

2.2.1. Superiority Theory

Humour is a complex and multi-faceted phenomenon, and over the years, numerous theories were put forth to explain it. The superiority theory is one of the oldest and most widely

recognized theories of humour. Its tradition dates back to the writings of classical Greek philosophers Plato, Aristotle, as well as Thomas Hobbes (Morreall, 2009), a modern-day pioneer of humour research. According to this theory, humour arises from a sense of superiority over others, either real or imagined. This sense of superiority may take many forms, including a feeling of superiority over someone who is foolish, someone who is the object of ridicule, or even a situation that is inherently absurd. Moreover, the superiority theory suggests that humour is a way for individuals to feel good about themselves by laughing at the misfortunes of others. This laughter serves to reinforce the individual's sense of superiority and to distance them from the object of ridicule (LINTOTT, 2016).

Hobbes contends that “the passion of laughter is nothing else but sudden glory arising from some sudden conception of some eminency in ourselves, by comparison with the infirmity of others, or with our own formerly.” (Hobbes in Human Nature, reprinted in Morreall, 1987, p. 20). Thus, laughter is a form of contempt and that we laugh at others as a way of asserting one's own dominance and elevating our self-esteem. He suggested that people find amusement in the disparagement or ridicule of others because it allows them to feel superior and better about themselves in comparison to them:

“Sudden glory is the passion which makes those Grimaces called LAUGHER, and is caused either by some sudden act of their own, that please them; or by the apprehension of some deformed thing in another, by comparison whereof they suddenly applaud themselves” (Hobbes in Leviathan, reprinted in Gurner, 2011a).

Humour, according to Gurner is “playful aggression” rather than “serious hostility”, since it does not entail any physical assault or bodily harm. Thus, he proposed that successful humour depends on the creation of a tension that is resolved through a surprise or incongruity, which is achieved through the comedian's skill and wit. Guener (1997, as cited in, Mark A & Thomas, 2008) suggested that amusement involves two main components:

- A conflict or tension that keeps the audience engaged and interested.

- A swift conclusion that results in a sense of victory for the comedian and defeat for the audience.

Therefore, as a political philosopher, Hobbes was particularly interested in the role of power and authority in human societies, and his view of humour reflects this broader perspective. However, it is important to note that Hobbes' theory was criticized for its narrow focus on superiority and its failure to account for the many other functions and forms of humour that exist. Many contemporary theorists propose alternative explanations for the nature and function of humour that do not rely on notions of dominance or superiority. Thus, other potential explanations for the origins of humorous events can be offered, including incongruity theories and release theories. Here's a humorous dialogue that illustrates this theory of humour:

Jhon: Did you hear about the restaurant on the moon?

David: No, what about it?

Jhon: Great food, no atmosphere!

In this joke, Jhon is invoking the superiority theory of humour by making fun of the idea of a restaurant on the moon. The joke works because the idea of a restaurant on the moon is absurd and impossible, and by making fun of it, Jhon is implicitly suggesting that they are superior to the idea itself. David, by laughing at the joke, is also implicitly agreeing with this idea of superiority. This illustrates how the superiority theory of humour works - by making fun of something, we assert our own superiority over it, and the act of laughing confirms that feeling of superiority.

2.2.2. The Incongruity Theories

The Incongruity theory of humour traced back to the ancient Greece, where philosophers such as Aristotle and Plato explored the nature of laughter and its relationship to the human experience. However, Francis Hutcheson, an Irish philosopher, was regarded as one of the earliest proponents of the modern incongruity theory of humour. In his 1758 work

“Reflections upon Laughter”, Hutcheson argued that the pleasure of humour comes from the surprise of discovering a new and unanticipated connection between things. He wrote, “The emotion of laughter is excited by the surprising discovery of some resemblance in things which are otherwise unlike” (McDonald, 2012).

Hence, Hutcheson’s ideas were further developed and refined by other philosophers and scholars over time, including Immanuel Kant, Henri Bergson, and others, who built on Hutcheson’s work to create the modern incongruity theory of humour. Immanuel Kant, the influential German Philosopher, developed this theory in his book “Critique of Judgment” in 1790. Kant argues that humour arises from a “momentary thwarting of expectation” or an “incongruity” between what we expect to happen or what we think is appropriate and what actually happens. The latter implies that we find something humorous when we initially experience a conflict between two different mental representations, but then quickly realize that the conflict is not serious or threatening (Morreall, 1983). In other words, we go through a brief moment of cognitive dissonance, but then rapidly resolve it which results in a feeling of pleasure or amusement.

Yet with all, the incongruity theory was developed into what is known as the “Incongruity-Resolution Theory” of humour, which provides a more refined elaboration of how humour is constructed in the mind. The basis for this theory is the idea that it is not the incongruity itself that produces humorous outcomes, but the congruous resolution of the apparent incongruity that makes a joke funny.

Thomas Shultz’s incongruity-resolution theory proposes that the resolution of the incongruity in a joke involves a cognitive process that requires the listener to restructure their initial understanding of the joke setup in light of the new information provided by the punch line (Shultz, 1972). This cognitive restructuring is what allows us to experience the incongruity as humorous, as we recognize the previously hidden or unexpected relationship between the

two parts of the joke. As an example of this theory; The Marx Brothers were known for their use of incongruity humour in their films, such as in the scene from "Duck Soup" where Groucho Marx as the dictator declares war on a neighboring country, and then proceeds to sign the declaration of war with a large, comical quill pen. The humour comes from the unexpected use of a ridiculous prop in a serious moment, creating a moment of cognitive dissonance for the viewer.

2.2.3. The Relief Theory

The Relief Theory is the view that humorous laughter is a manifestation of the release of nervous excitement or emotional tension. This theory was explored and developed by a number of prominent researchers, including Herbert Spencer and Sigmund Freud (Spencer, 1860) who contributed different variations of the relief notion to explain the phenomenon of laughter:(1) The strong version contends that all laughter is a result of the release of excess energy; (2) the weak version contends that humorous laughing frequently includes the release of stress or energy.

In making his case, "The Physiology of Laughter" (1860), Herbert Spencer offered a hypothesis on the relationship between "cognitive agitation" and the generation of energy that must be released through some form of physical activity. According to Spencer, cognitive stimulation can generate nervous energy that eventually builds up and needs to be discharged to restore psychological and physiological balance. Additionally, he argues that "nervous excitation always tends to beget muscular motion" (Spencer, 1860, p. 395).

Laughter is one instance of a physical reaction brought on by anxious energy, which involves a series of quick, rhythmic contractions of various muscles in the body, including those in the face, chest, and abdomen (Martin, 2007). As a result, laughter may serve as a mechanism for relieving tension and restoring balance to the nervous system. However, Spencer's theory on nervous excitation and physical movement was not meant to compete with the incongruity

theory of humour. Instead, he sought to provide an explanation for why a particular type of mental agitation, resulting from a “descending incongruity”, leads to purposeless physical movements in the body. Thus, Spencer puts forth the fundamental notion that laughter functions as a means of dissipating accumulated nervous tension within the body. To put it differently, consider the following example: “during the American Civil War, President Abraham Lincoln was known for his quick wit and sense of humor. One day, while visiting a military hospital, he met a soldier who had lost both his arms in battle.”

The soldier said to Lincoln, "I guess I won't be able to vote for you again."

Lincoln replied, "Well, son, you've got a right to your opinions and a right to your arms, too."

The soldier's speech serves as a reminder of the wartime sacrifices made, but Lincoln's retort offers a little reprieve by poking fun of the soldier's situation. This exemplifies the relief theory of humour, which contends that laughter may relieve stress and tension brought on by challenging or uncomfortable circumstances.

Thereafter, Sigmund Freud's version of the relief theory is based on the idea that there is an accumulation of “psychic energy” within the mind that must be released or discharged in order to maintain a state of psychological equilibrium. In his book *Jokes and Their Relation to the Unconscious: jokes, comic situations, and humorous situations* Freud posits that laughter is the result of the release of pent-up psychological tension that has built up in response to taboo or unacceptable desires and impulses, and this later can be discharged through the process of catharsis, such as through humour, laughter, or dreams (Morreall, 2012).

Moreover, Freud distinguishes between two types of psychological processes that lead to laughter: humour and the comic. In the case of humour or joking, laughter is the product of pent-up energy that has developed in response to the conflict or friction between diametrically opposed notions or concepts, and recognizing the absurdity of the situation provides relief and

psychological tension. While in the case of the comic, laughter is the result of energy that was originally summoned for cognitive processing. When we encounter for a situation that defies rational understanding, we relieve the psychic energy through laughter, which offers a feeling of relief and eases mental stress. Additionally, the relief theory and the incongruity theory can be combined as Morreal (1983) claims that “the relief theory is not necessarily competing with the other two theories of laughter ..., it is simply looking at a different aspect of the phenomenon.” (p. 21).

In classroom situation, teachers may utilize humour in to ease tense situations, lower students’ anxiety, encourage interaction and establish a comfortable atmosphere that promotes learning. In the study of Garner (2006), the use of humour by the teacher has a positive impact on the students’ attitudes towards learning a subject that they initially found daunting. This, in turn, may lead to greater student’s engagement and motivation to learn. Equally important, we laugh in order to express the mental depressions in a way that allows them to pass through the pleasure of humor.

The study of Garner (2006), which is collected through a mixed method, found that there is difference between what students want regarding the use of humor in class and what teachers actually do. However, students did report a link between humor and motivation in the classroom. Additionally, qualitative findings showed that humor can create a positive atmosphere in the classroom and improve students' emotional engagement with mathematics. Overall, the study recommends that teachers use humor as a learning tool to enhance students' motivation in math class.

2.3. Linguistic Theories of Humour

Since humour is now viewed by scholars as a complicated and multifaceted occurrence that cannot be fully described by a single theory, the majority of humor theories are now regarded as hybrid approaches. As Krikmann (2006) suggests, it may be integrated into a

unified and comprehensive theory. Victor Raskin's Script-Based Semantic Theory of Humour (SSTH) and The General Theory of Verbal humour (GTVH) are two contemporary linguistic theories of humor that concentrate on verbal humour.

2.3.1. The Semantic Script Theory of Humour (SSTH)

Victor Raskin's seminal work, "Semantic Mechanism of Humor" (1985), introduced the world to the comprehensive framework of the Semantic Script Theory of humour (SSTH), which has since become a foundational model for understanding the cognitive mechanisms underlying humour perception and appreciation. According to (SSTH), humorous texts can be analyzed based on two key attributes, namely, "overlapping" and "opposing" scripts. The theory suggests that a successful humour cycle is dependent on these two parameters, which involve the interaction between the audience's expectations based on pre-existing cognitive frameworks (scripts), and the text ability to deviate from or violate these scripts in a surprising or unexpected way.

While "overlapping scripts" refers to situations where the elements of two or more scripts are similar or compatible, leading to predictable interpretations, "opposing scripts" refers to situations where the elements of two or more scripts are contradictory, leading to incongruity and cognitive surprise that create a humorous effect (Raskin, 1984, p. 99). Raskin's conceptualization of the "script" pertains to the semantic framework of a joke's text, in which the theory emphasizes the central role of it in the processing and perception of humour. A "script" as defined by Raskin (1985, p. 81) is "a large chunk of semantic information surrounding the word or evoked by it". This means that a script encompasses information that relate to an object, an action, or an event, and it reveals the structure of an entity by describing its constituent parts, specifying how an activity is carried out, or organizing a relationship between different entities. Essentially, a script constitutes a cognitive structure that provides a context for understanding and interpreting the meaning of a joke (Ritchie, 2004, p. 70).

This view was further supported by Attardo's work, which extends and refines Raskin's original SSTH theory, highlighting the complex interplay between scripts and other linguistic and contextual factors in humour production and perception. Thus, Attardo's proposition suggests that humour is elicited when a text is compatible with two scripts that are opposed to each other. This assertion is explained through the following quote: "if a text is compatible fully or in part with two scripts, and the two scripts happen to be opposed to each other, then, and only then, will the text be classified as funny by the SSTH" (Attardo, 1994, p. 205).

In this regard, a joke text must conform to two different cognitive scripts that are mutually incompatible in order to be classified as humorous by the SSTH. Furthermore, the idea advanced by Attardo demonstrates the significance of the punch line in the process of humour comprehension. This later serves as a trigger that causes the listener's attention to shift from the main script to the secondary opposing script. This sudden shift in perspective creates a clash between the two scripts, which underscores their incompatibility and creates the incongruity that is at the heart of most jokes. In summary, Raskin's hypothesis suggests that for a text to be classified as humorous, it must adhere to two cognitive scripts that are diametrically opposed to one another. To clarify more, consider the following example:

Jhonathan: Did you hear about the restaurant called Karma?

Sam: No, what about it?

Jhonathan: There's no menu. You get what you deserve.

In this joke, the punchline violates our expectations. We expect the restaurant to have a menu, but instead, it plays on the word "Karma" and suggests that you will get what you deserve instead of getting to choose what you want to eat. This joke works because it plays on our expectations in a clever and unexpected way. It is an example of how humor can arise from a violation of our expectations or scripts for a particular situation.

2.3.2. The General Theory of Verbal Humour (GTVH)

The General Theory of Verbal Humour (GTVH) was introduced by Attardo and Raskin in 1991, which is essentially an updated and expanded version of Raskin's Semantic Script-theory of Humour (SSTH). Thus, the GTVH is a comprehensive and widely cited theory that seeks to explain how humour works in language.

According to Attardo (1994), humour is a complex phenomenon that involves multiple cognitive processes, such as observation, inference, evaluation, and resolution all of which are stimulated by linguistic cues. To clarify, observation occurs when the individual perceives the stimulus and identifies the cues that may be humorous; inference in turn requires the use of prior knowledge and experiences to create a mental image or scenario that provides context for the stimulus. Then, evaluation in which the individual determines whether the scenario is unexpected or incongruous. Finally, the resolution process that involves the release of tension created by the incongruity is released, leading to the pleasurable feeling of laughter or amusement.

For example, in a joke that relies on wordplay, observation involves identifying the linguistic cues that may be humorous, while inference involves understanding the alternate meaning of the word used in the joke. Evaluation occurs when the listener realizes that the alternate meaning is unexpected or incongruous, and the tension is resolved through laughter.

Furthermore, the GTVH centers its analysis on humour that is expressed through language, as it defines a joke as a blend of six distinct categories of Knowledge Resources (KRs). This framework has been enhanced by incorporating five additional KRs as a complement to the Script Opposition (SO) described in Raskin's Script-Based Semantic Theory of Humour (SSTH) that encompass:

Script Opposition (SO)

This represents the most abstract parameter of the GTVH structure and is positioned at the lowest tier of the hierarchical structure. The concept of Script Opposition can manifest in diverse ways, such as through the particularities of narrative organization, the socio-historical context in which it occurs, and other related factors that may vary depending on the specific time and place of its production (Attardo, 1994, p. 226). For example, in a joke about a doctor and a patient, the script might be that doctors are always knowledgeable and have all the answers, while patients are ignorant and in need of guidance. The SO in this joke might involve the patient being the one who provides the correct diagnosis or treatment, thereby reversing the roles of the doctor and patient and creating a humorous contradiction.

Logical Mechanism (LM)

Attardo defines LM as “The Logical Mechanism is the parameter that accounts for the way in which the two senses (scripts, isotopes...) in the joke are brought together” (Attardo, 1994, p. 225). The Logical Mechanism is a device used to measure the dissonance in the audience's perspective that results from exposure to humorous content. In essence, it makes it possible for the audience to determine which script is being used by revealing the script Opposition within the humor. For example, Madonna does not have it, the Pope has it but doesn't use it, Bush has it short, and Gorbachev long. What is it? Answer: a last name.

Situation (SI)

In a joke, the situation can be viewed as the supporting cast, comprising of items, persons, equipment, and actions. Specifically, Attardo (2002) says that “any joke must be ‘about something’ (changing a light bulb, crossing the road, playing golf, etc.)”(p. 8). For example, "Can you write shorthand?" "Yes, but it takes me longer."

Target (TA)

According to Attardo (2002), the target parameter is responsible for determining the focal point of the joke, that is, the individual or group of individuals that will be the subject of

ridicule. As well, he adds that this KR is an optional element that can be used to improve humorous content. For example, current and recent stereotypical targets for "stupid" jokes in America are the Poles and former Vice President Dan Quayle.

Narrative strategy (NS)

The narrative strategy is defined by Attardo (1994) as a “rephrasing of what is known in literary theory under the name *genre*” (p. 224). It is used to classify the various linguistic structures or narrative modalities used to present a joke. To put it another way, the NS is a system for classifying the different ways in which jokes can be constructed and delivered through, interactions, idiomatic expressions, simple narrations or riddles. For example, in the tall tale genre of humor, storytellers often exaggerate events to such an extent that they become unbelievable, but still amusing. An example of this could be a story about a fisherman who catches a fish so big that he has to use a truck to transport it.

Language (LA)

According to Attardo (1994, p. 223), this LA (KR) includes all the essential details required for text's “verbalization”. It is in charge of determining the precise phrasing of the text and organizing the functional components that make up the text. Thus, Language (LA) encompasses the textual content and other linguistic components employed in humorous narratives.

Koponen (2004) stated that The GTVH is intended as a broad theory that eliminates the necessity of inventing new techniques to examine various types of humor. According to Attardo (1994), the core concept of the theory is to offer a framework that can be employed to analyze diverse forms of humor, ranging from short puns to more complex comedic narratives. Accordingly, Attardo (1998, as cited in Koponen 2004) expands the scope of the theory to encompass longer humorous texts. According to this theory, verbal humor should be analyzed and elucidated using a hierarchical framework of criteria. Each of these Knowledge Resources

contributes to the humorous nature of the humour cases, with Script Opposition occupying the highest level and serving as the most crucial determinant.

Figure 2.1

The Hierarchical Structure of KRs

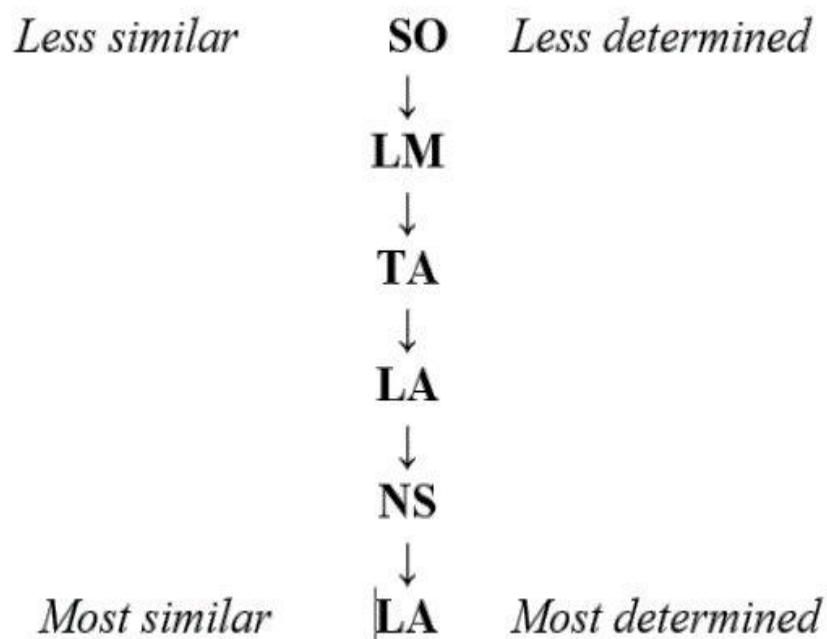


Fig.2. 1 Hierarchical Organization of the KRs, according to the GTVH (Ruch, Attardo and Ruskin, 1993: 127)

2.4.Types of Humour

Numerous researchers categorized humor into various forms, but for the purposes of our study, we have selected Shade's (1996) categorization and focused on the following well-known types:

2.4.1. Jokes

According to Merriam Webster Dictionary “a joke is something said or done to cause laughter, or a brief story with surprising and funny ending”. Hence, in the course of typical talks, individuals often entertain others with short and humorous stories known as jokes, which culminate in a punch line. These types of jokes are also known as "canned jokes", distinguishing

them from casual forms of wit and jesting that are referred to as joking. Essentially, Martin and Ford (2018, p. 29) stated that jokes are made of two vital components, namely the set-up and the punch line. The set-up comprises everything leading up to the final sentence, and it creates specific expectations for the listener about the current situation that could take the shape of a narrative, a conversation or a sequence of actions. Meanwhile, the punch line is the plot's surprising turn, which deviates from the expected conclusion and gives the listener an unexpected sense of incongruity that may evoke laughter and amusement in the listener (See also Attardo & Chabanne, 1992). For instance, a Roman walk into a bar and asks for a Martinus. The bartender asks, "Don't you mean a Martini?" The Roman replies, "If I wanted a double, I would have asked for it!"

2.4.2. Puns

Puns are defined as “a humorous use of a word or phrase that has several meanings or that sounds like another word” (Cambridge Dictionary, 2023b). Accordingly, puns can be described as a type of humour that involves manipulating various sounds or meanings of words. To put it differently, it may also be considered as a writer’s tool for creating clever wordplay that enables them to draw connections between disparate ideas, frequently to humorous or satirical effect (Ritchie, 2004b). Ross (1998) states that “an ambiguity, or double meaning, which deliberately misleads the audience” can be regarded “the most obvious feature of much humour” (p. 7). It is considered as a standard method to generate jokes by integrating or merging a word's various meanings. Consider the following:

Joke: Why did Napoleon Bonaparte buy only one egg for breakfast?

Answer: Because one egg is un oeuf (enough)!

This joke relies on a play on words in the French language. "Un oeuf" means "one egg," but it also sounds like "enough" in English. Napoleon Bonaparte was a famous French military leader and emperor, so the joke uses his name and nationality as the setup for the pun.

2.4.3. Irony and Sarcasm

According to the classical definition, and as mentioned in Long and Graesser (1988), irony is when the speaker makes a statement in which the literal meaning completely contradicts the intended meaning. Hence, it is notable that many scholars view irony and sarcasm as being closely linked or even interchangeable terms. Accordingly, Mark A. and Thomas (2008) define sarcasm as a combative form of humor that assaults a person rather than an entire organization or group. For example, at a fashionable dinner, a dignified lady rebuked Winston Churchill. "Sir, you are drunk." "Yes," replied Churchill, "and you are ugly. But tomorrow I shall be sober and you shall still be ugly". It is the intention of the speaker to criticize.

2.4.4. Satire

Satire is one of the most significant literary types of humor that attracted the attention of critics and academics for thousands of years. The word satire originates from the Latin word "satura" meaning "well-fed," and was used in the phrase "lanxsatura," meaning "a dish full of many kinds of fruit". However, in terms of the humour research, satire is defined as "verbal caricature which distorts characteristic features of an individual or society by exaggeration and simplification"(Koestler, 2014, p. 72). Thus, satire is frequently used to mock individuals and criticize those who hold a higher status or authority than the satirist themselves, that will in turn provoke critical reflection and bring change. For example, Jonathan Swift's "A Modest Proposal" (1729) is a satirical essay proposing that impoverished Irish families sell their children as food to the wealthy English. It mocks the British government's treatment of the Irish and their lack of concern for the poor.

2.4.5. Parody

Arthur Asa Berger offers a comprehensive description of "parody," in which he identifies it as "Parody is a form of verbal mimicry or imitation in which the style and mannerisms of some well-known writer are ridiculed" (1998, p. 44). Essentially, Korkut distinguishes three primary forms of parody that serve different purposes. The first style is "Text parodies and personal styles" that aimed at imitating and mocking a particular work of literature, specific phrases and expressions, or even individual writing styles of an author. For example, "Bored of the Rings," a parody of J.R.R. Tolkien's "The Lord of the Rings". The book was written by Harvard Lampoon in 1969 and pokes fun at the original story with a humorous retelling.

The second style is "genre parody" that aimed at making fun of entire genres of literature, commonly by exaggerating their defining characteristics. For example, in the 19th century, Gilbert and Sullivan's comic operettas, such as "The Mikado," parodied popular genres of music and theater. "The Mikado" specifically parodied Victorian-era British society and its rigid class structure.

The third style of parody is "discourse parody" which focuses on making fun of the language and speech patterns that are typical of a specific social or cultural group (Korkut, 2005). Best example of this style is the comedian George Carlin who became famous for his discourse parody, in which he criticized social and cultural norms through humor. One example of this is his famous routine "Seven Words You Can Never Say on Television," in which he lampooned the restrictions on language and speech in American media.

2.4.6. Memes

The origin of the term "meme" dates back to the biologist Richard Dawkins who postulated that both biological (genetic) and cultural (memetic) factors contributed to human evolution (Börzsei, 2015). Meaning that just as genes are units of biological information, memes are

units of cultural information that are transmitted from one person to another through imitation, and that they too can evolve and change over time. This concept suggests that cultural evolution is similar to biological evolution, and that memes play a role in shaping our behavior and beliefs. However, with the emergence of the Internet, the term "meme" became known as an "internet meme", was used to refer to online material passed from user to user.

According to Davison "an Internet meme is a piece of culture, typically a joke, which gains influence through online transmission." (2020). Another possible definition is given by Lankshear and Knobel that "Internet memes were, basically, texts (images, words, etc.) that were deliberately modified in ways designed to catch attention and be passed on and further modified. And they were typically short-lived (at least in terms of evolutionary scale)" (2019, p. 44).

Absolutely no one:

The Cold War:

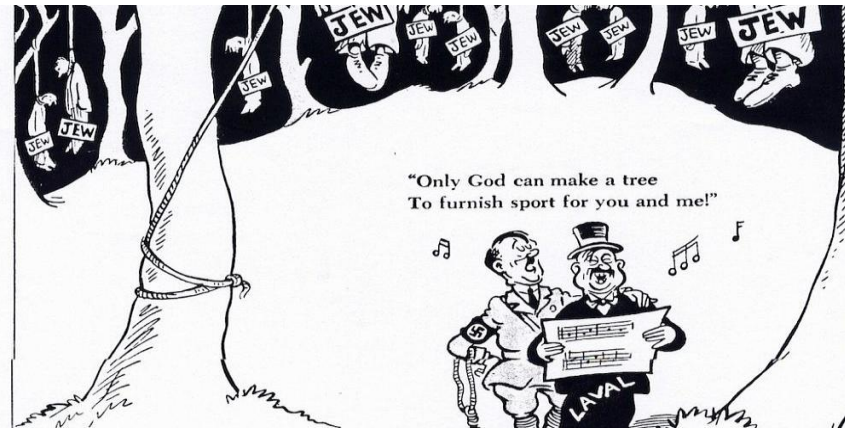


Meme about the Cold War

2.4.7. Caricature

Following M.H. Abrams (1961, p. 10) a caricature is "a type of portrait which makes a person ludicrous by exaggerating or distorting prominent features without losing the likeness" (as cited in Arthur Asa Berger, 1998, p. 26). An alternative way to state this concept is to say that caricature is the process of amplifying a person's distinctive physical or behavioral characteristics while still keeping an identifiable resemblance in order to create a humorous or

ridiculous depiction of that person. This can be done through visual means, such as exaggerated drawings, but it can also be done verbally or in writing by imitating and distorting another person's distinctive manner of speaking or writing (Arthur Asa Berger, 1998, p. 44).



1940s political cartoons warned US of Holocaust | The Times of Israel

2.4.8. Teasing

Teasing is a form of verbal play in humans that contains an element of constructive criticism. Therefore, Heerey and Young (1998) defined teasing as aggressive and humorous behavior that is intentionally directed at a target. Michael Joseph Mulkay (1988) attempts to describe teasing as “a device for reformulating others' speech and actions, and thereby proposing an alternative reality, without seriously doing so” (as cited in Attardo, 1994, p. 321). As a result, Teasing can consist of both aggressive and humorous aspects, and the equilibrium between them can differ. If the aggressive aspect is stronger, the person being teased is more likely to perceive it as hostile and hurtful. Conversely, if the humorous aspect is more prominent, the teasing will probably be considered as harmless and enjoyable (Martin & Ford, 2018, p. 186). For example, Mark Twain once said, "I have been through some terrible things in my life, some of which actually happened". This humorous tease pokes fun at the tendency of people to worry about things that may never occur.

2.4.9. Spoonerism

Spoonerism is a type of humor that involves the intentional swapping of the initial sounds or letters of two or more words in a phrase, often resulting in a humorous or nonsensical phrase. According to Oxford Dictionaries, spoonerism is “a mistake in which you change around the first sounds of two words by mistake when saying them, often with a humorous result”. For example, Reverend William Archibald Spooner was famous for his tendency to mix up the initial sounds of words. One famous example is, "It is kiss to marry to cuss the bride" Custom to kiss the bride.

2.5.Challenges of Implementing Humour in EFL Classroom

When considering the negative aspects and the limitations of humour in pedagogical contexts, it becomes apparent that it requires prudence and must be employed with great care, as it possesses the potential to obstruct effective communication (Ali Fadel & Al-Bargi, 2018). Accordingly, Garner (2006) suggests that humour must be appropriate for the target audience and customized to the subject matter in order to have the greatest effect in academic settings.

There is a belief that humor may have both positive and negative impacts on the learning process, and several factors may contribute to this. These factors include the cultural background of both the teacher and students, as well as learners' level of proficiency in their second language (Ali Fadel & Al-Bargi, 2018).

Furthermore, the quality of relationships among students within a classroom setting is a crucial factor to consider when analyzing their willingness to communicate. The "intergroup climate" (MacIntyre, Clément, Dörnyei and Noels1998: 547 as cited in Stroud, 2013) or the social interactions between various groups of students during learning may significantly impact how willing a student is to speak out in their second language, especially when humor is involved. If a student feels uneasy with their team and audience's group dynamics, attempting to use humor may become an unpleasant experience. For instance, students may refrain from

telling jokes to avoid getting "heckled" by their classmates. In this regard, the group context in which students find themselves placed may act as a significant obstacle to using humor successfully in the classroom (Stroud, 2013).

Stroud (2013) adds that the teacher's attitude towards humor in the classroom may significantly affect its effectiveness. While some teachers view humor as a useful tool for reducing tension and increasing student engagement, others see it as a distraction that may result in behavioral problems. This can influence whether teachers and students feel comfortable using humor in classroom, especially in high-pressure academic environments like Japanese high schools. Teachers who lack understanding of the benefits of humor may discount it as insignificant and prevent it from being used as a learning aid (Stroud, 2013).

Some critics argued that excessive use of humor in lessons may bring negative effects on students' ability to learn (Quock 2007; Ziyaeemehr, Kumar and Abdullah, 2011). When teachers rely too heavily on humorous materials and constantly encourage students to be humorous, it can create an environment that lacks gravity and may be detrimental to learning (Ziyaeemehr, Kumar and Abdullah, 2011 as cited in Stroud, 2013). According to Askildson (2005), achieving the proper equilibrium between tension and relaxation in the classroom for effective humour use is important. Too much tension may lead to demotivation, while an overly relaxed, humorous atmosphere may lead to a loss of control. Additionally, humor may cause confusion in students if they are originally disciplined or given poor grades by a teacher after initially being encouraged to use humor (H. Quock, 2007).

Another possible impediment to the use of humour in EFL setting is proposed by Stroud (2013) who claims that the use of humor in classroom learning may face a significant obstacle if students struggle to create or understand humor in their second language. While visual aids may help address this issue, asking students to generate humorous written or verbal content may raise the cognitive demands of learning process. To efficiently use humor using L2,

learners will need adequate knowledge, guidance, and feedback on how to use English accurately. Without these resources, learners may perceive humor as too challenging to use. Additionally, many teachers refrained from using humor in their lessons due to their perceived inadequacy in English proficiency. Humour as a teaching tool could not be used to its maximum potential because of their lack of confidence in their linguistic skills (Williams et al., 2018).

In this regard, Martin (2022) tried to identify potential risks associated with trying to get a laugh which in turn may lead to negative humour or what is known as “Bad Humour”. To begin with, the interpretation of humor is often influenced by social norms that vary based on the specific location, thereby increasing the likelihood of misinterpretation when jokes are made in different settings (Martin, 2022). That is to say, the use of humour is heavily influenced by the location where it is presented, as social conventions vary across different contexts, increasing the risk of misunderstandings. Additionally, Martin (2022) claimed that if teachers utilize inappropriate examples, their attempts at humor can potentially cause offense or create a sense of exclusion. This is confirmed by Powell and Andresen (1985) who contended that “The careless choice of illustrative or anecdotal material might convey the impression that the teacher holds, say, sexist or racist views or is perpetuating an undesirable image of a particular group” (1985, p. 82). Moreover, if humor becomes the primary mode of delivery, it has the potential to undermine the credibility of academics as they might be seen as “clownish rather than appropriately amusing” (Powell & Andresen, 1985, p. 84). For instance, cracking jokes about tragic events like genocide, slavery, or wars could be considered highly inappropriate and offensive, as it diminishes the significance and gravity of such historical occurrences. This type of humor would not only undermine the academic's credibility but also show a lack of respect and sensitivity towards the subject matter and those involved.

2.6. The Importance of Humour as an EFL Learning and Teaching Strategy

Generally speaking, humour was regarded as an effective teaching and learning device for languages and its pedagogical effects were emphasized by many researchers. Recently, there was a growing interest in the role of using humour in foreign language education as a means to enhance learners' motivation, engagement and language acquisition. Therefore, beyond just being amusing, humor in academic settings was connected to a number of possible pedagogical advantages. Muñoz-Basols (2005) asserts that humor may help students acquire vocabulary and differentiate between literal and figurative meanings. Similarly, it may improve problem-solving abilities in both linguistic and non-linguistic contexts as well as visual memory.

In the EFL classroom, humor may be integrated through a variety of activities such as idiomatic expressions, riddles, proverbs, memes, games, caricatures, and the use of props, jokes, or even common grammatical mistakes (speech errors). This approach may boost language proficiency and improve the teacher's ability to manage the classroom environment successfully (Al Duleimi & Naji, 2016). Additionally, Muñoz-Basols (2005) posits that “Humor is closely related to memory, as it is usually easier to recall an experience that occurred in a humorous context” (p. 42). He posits that events that are imbued with humor tend to be easier to remember than those that lack it. In other terms, humor serves as a mnemonic tool that helps us to remember things better by evoking a strong emotional response, which makes the event more salient and therefore more memorable.

Meanwhile, humor is a form of verbal or written representation that involves acknowledging and communicating amusing or ridiculous things. It is associated with traits such as amiability, generosity, and cleverness. Specifically, cleverness or wit refers to intelligence and the ability to quickly detect and respond to inconsistencies, resulting in witty remarks that are intended to be amusing. Therefore, wit can be viewed as a type of humor that incorporates mental ability and intelligence (Al Duleimi & Naji, 2016).

Furthermore, according to Askildson's (2005) research, using humor as a deliberate teaching strategy or a specific pedagogical tool was evaluated as a crucial component of the process of learning a new language by both students and teachers. Likewise, Pomerantz and Bell (2011) discussed the strength of humour as a 'safe house' for language learning. Considering this, Stroud (2013) opines that humour was theorized to have a multitude of advantageous effects for students in communicative language classrooms. These advantages include decreased levels of anxiety among learners, improved knowledge retention, heightened levels of student engagement, intensified enjoyment in the learning process, and a more pleasant and comfortable classroom atmosphere.

The use of humor was shown to promote an effective and pleasant learning environment that fosters effective communication and the acquisition of language skills (Stroud 2013). By integrating humor into their teaching strategies, language educators may potentially enhance the educational experience and promote positive learning results for their students. To clarify, here's a table summarizing the experiments and tests conducted in Stroud (2013):

Experiment / Test	Purpose	Participants	Data collection	Results
First survey	To determine student feelings about the benefits of using humor in school	60 EFL students	Administered questionnaire	Most students believed that using humor in school had positive benefits such enhancing creativity, improving memory retention, facilitating critical thinking and problem-solving and promoting a positive attitude towards learning
Second survey	To identify specific perceived benefits of humor in the classroom	60 EFL students	Administered questionnaire	The most commonly identified benefits of using humor in the classroom were improved student-teacher relationships, increased student motivation and reduced anxiety.
Interviews	To gain more insight into student preferences for sources of classroom humor	12 EFL students (2 after each of 6 classes)	In-person interviews (5-10 minutes each)	Students preferred humor that was relevant to the lesson, light-hearted, and non-offensive. They also preferred humor that was spontaneous rather than rehearsed.

Ali Fadel and Al-Bargi (2018) argue that the proper use of humor has a beneficial impact on cognitive processing and the acquisition of a second language. Furthermore, Cornett (1986) claimed that “Humor can be used to help correct reading problems, control behavioral disorders, build vocabulary, teach foreign languages, and integrate social isolates” (p. 8). For example, in the context of reading problems, humorous stories and anecdotes have been used to capture and maintain the attention of students who may have difficulty focusing, as well as to provide a more engaging and enjoyable learning experience.

Upon viewing the aforementioned benefits and the importance of humour to learning, teachers may be inclined to incorporate it extensively in their courses as a way to improve learning (Stroud, 2013). Yet, it is important to note that humour can have potential negative consequences, as referred to by Askildson (2005) as a “double-edged sword”. When advocating the application of humor in the class content, it is important to recognize that excessive humor could create an uncontrolled, overly lighthearted classroom environment that could harm concentration and productivity. Even though using humor is likely to have benefits, both teachers and students are frequently concerned about its overuse and possible negative effects (Stroud, 2013).

2.7.The Importance of Teaching History in EFL Classrooms

History, in general sense, is knowledge of origins and development or evolution of contemporary matters (Shim, 1996). The meaning of civilization varies across different languages and cultures, and this can result in various interpretations of the term among western nations (Elban, 2017). In some cases, civilization and culture are closely linked and used interchangeably (Elias & Dunning, 2010).

The distinction between the notions of civilization and culture remains ambiguous despite the longstanding history of the study of civilization. Nonetheless, the discipline of civilization history had a defined scope and curriculum for some time (Ketchum, 1978). The

link between civilization and culture, as well as the genesis and diffusion of civilizations were topics of debate even before the field of civilization history was founded (Elban, 2017). In this context, there is a widely held belief that history plays an integral part in shaping our understanding of ourselves and the world we live in. The historical dimension of our experiences offers us insightful knowledge that enables us to navigate through life, and it serves as vital in shaping our identities.

It is reasonable to argue that history has a greater significance than what is typically taught in academic institutions or conveyed through textbooks and classroom instruction (Thorp, 2016). Therefore, for a significant period of time, linguists and anthropologists have acknowledged that any language's structures and functions reflect the historical and cultural principles of the society in which it is spoken. When reflecting on our daily interactions using various dialects, it becomes apparent that being proficient in a language is insufficient if one is not proficient in its associated history (Purba, 2011). Essentially, teaching history in EFL classrooms is of great importance, as it was defined by Talekau et al. that "History is a unique subject possessing the potentialities of both a science and an art" (Talekau et al., 2021).

History was once thought of as an adjunct subject rather than an integral component of language education (Ciornei & Tămagă, 2013). However, many experts in the field disagree, arguing that language and history are inextricably linked and that "the language holds the culture through denotations and connotations of its semantics" (Byram & Morgan, 1994). As a result, it is essential to teach history in the language in which it is originally conveyed. Additionally, studying history is also useful for teaching students to understand the target culture as it gives EFL learners the opportunity to "develop cultural *knowledge, awareness* and *competence* in such a way that might lead to better understanding of the foreign culture, the other as well as the learner's own culture, the self" (Fenner & Newby, 2000, p. 145).

Cultural knowledge is defined by Ciornei and Tămagă (2013) as immutable, external, and constrained to currently accessible information knowledge about another culture that provides a required framework for understanding. On the other hand, cultural awareness is the ability to be sensitive to how culturally induced behavior affects language use and communication, based on the understanding of both the target language and one's original language (Tomalin & Stempleski, 2014).

Cultural awareness aids learners in comparing their own history to the target history, considering their own cultural identity, and assimilating values and meanings from the foreign culture (Ciornei & Tămagă, 2013). Both of these should be prioritized by educators when teaching history because they are crucial to intercultural competence. Educators should prioritize the cultivation of both areas, when teaching history, as they are fundamental components of intercultural competency (Ciornei & Tămagă, 2013). Furthermore, developing cultural competency not only improves communicative skills but encourages an appreciation and understanding of diverse histories.

British scholar Bourdillon (2013) emphasizes the value of history education and its connection to both citizenship and personal development. In his view, teaching history should help students develop an appreciation for themselves, other people, and different civilizations while also fostering critical thinking abilities that will help them analyze a range of societal problems (Bourdillon, 2013). By acquiring this education, students are empowered to become autonomous individuals who are able to make moral choices about their lives and grow into active participants in society. In relation to this point, Russell (1993) notes the role of history in fostering students' critical thinking, research and investigative skills. He believes that education generally should encourage students to actively challenge their own convictions and assumptions and engage in their own learning process (Russell, 1993 as cited in Shim, 1996).

In brief, history plays a crucial role in EFL education by fostering individuals who possess a deep understanding of various cultures, essential skills, and are committed to democratic and cultural values. Advocates for the inclusion of history in schools often highlight its importance in preparing students to become informed and sophisticated citizens, capable of critical thinking and engagement with social issues. Through learning about the past, students are exposed to different cultural perspectives and develop the skills necessary to analyze and interpret historical events.

2.8.Challenges of Teaching History / Civilization in EFL Classrooms

Despite the recent surge of attention given to language education in light of global events such as September 11th, 2001, the issue of integrating history education into language teaching persists to be unresolved (Chen & Yang, 2015). Foreign language teachers face various challenges in their attempts to teach historical perspectives including: cultural barriers, insufficient resources and bad methodologies related to pedagogical approaches, in addition to student's apathy towards history (Chen & Yang, 2015).

Many students tend to hold negative attitudes towards the study of history as a learning subject, considering it to be an unstimulating and partial collection of historical accounts and information (Ghosh & Bairagya, 2018). This perception of the subject runs counters to the basic objectives of educating and acquiring knowledge in a foreign language context. Accordingly, several research studies have been carried out to investigate the factors that contribute to students' disinterest in studying history and civilization courses.

To begin with, history is often regarded as a subject primarily studied in the field of anthropology rather than education. Therefore, a significant body of literature exists on teaching and learning about history, much of which is not directly applicable and relevant to language education. In this respect, Wallace and Beidler (1968) argued that teaching history “ought to encompass much more than the efficient transmission of historical information to students...

history ought to be presented to the student as something other than a jumble of names, dates, places, and events” (1968, p. 24).

History teachers encounter several challenges when it comes to teaching historical perspectives and views. They often do not have access to the resources, strategies and methods, techniques and technology necessary to effectively engage students in the study of history. According to Ghosh & Bairagya (2018) history teachers favored five distinct techniques and approaches, including narrative, storytelling, discussion, lecture, and dramatization methods. These were viewed as efficient by educators, who considered that the existing curriculum and textbooks did not provide sufficient coverage, and that there was insufficient time allocated to teach history. Crookall (1972) in his turn concurred that the instructional methodologies employed should be adjusted to suit the specific concepts being taught to the students. He emphasized the importance of psychological factors in the selection of these methodologies, such as starting with familiar concepts and ideas before proceeding to more complicated ones. Ultimately, the selected teaching methods should be pertinent to the needs of the students being taught (also cited in Ghosh & Bairagya, 2018).

Abdaoui (2022) claimed that “comprehending historical input is the result of processing, analyzing, and discussing evidence”. In other words, comprehending historical information needs learners to engage in the critical thinking process of analyzing and interpreting data while also considering various perspectives and views. This involves not only the accumulation of knowledge but also the development of analytical skills. Some students are adept at comprehending history and excel in the Civilization module; others find it challenging to pass history exams (Abdaoui, 2022). This suggests that certain individuals possess a natural tendency towards history, while others may require additional support and resources to achieve success in this subject area.

Teaching history to non-native speakers can be a challenging task for EFL instructors across the globe. Not only due to the variations in languages and dialects, but due to the differing levels of proficiency among students, to the cultural and religious diversity in the classroom, and to EFL learners' attitudes towards the value of learning history (Marlowe, 2016).

Regarding to cultural diversity challenge, Marlowe (2016) stated that EFL teachers observed that students' ability to acquire the language is considerably influenced by their ethnic and cultural origins. Research showed that students are more likely to comprehend learning materials that are culturally familiar to them rather than those that are culturally dissimilar. Most EFL learners suffer from what Jerry called “Lack of prior knowledge”, who considered the lack of historical knowledge the most significant barrier for learning history (as cited in, de Oliveira, 2008). De Oliveira (2008) added that history students frequently perform well when they demonstrate prior knowledge, such as familiarity with historical occurrences like the Civil War or the Declaration of Independence.

2.9.Approaches to Teaching History

2.9.1. Teaching History Through the Traditional Approach

Teaching history through the traditional approach is a popular method in many educational contexts. This approach emphasizes the sequence of events in history and is often taught in a linear fashion, starting with the earliest known historical event and ending with the present day (Burke, 2020). The traditional approach also typically involves the use of textbooks and lectures as primary instructional tools. While this approach can provide a strong foundation of knowledge and help students to understand the context and significance of historical events, it was criticized for being boring and disconnected from students' lives. Additionally, some argue that the traditional approach perpetuates a narrow, Eurocentric view of history and fails to incorporate diverse perspectives (Schmidt, 2017).

Despite these criticisms, the traditional approach to teaching history may still be effective when used appropriately. It can provide a solid foundation of knowledge that can be built upon in more interactive and engaging ways in the future. Additionally, some students may prefer a more structured and organized approach to learning, and the traditional approach may be more effective for them. However, teachers using this approach should be mindful of these criticisms and work to incorporate more diverse perspectives and critical thinking into their lessons (Guerrero-Romera et al., 2022).

2.9.2. Teaching History Through Technology-Based Approach

Technology transformed the way history is taught, offering new and innovative ways for students to engage with the subject matter. A technology-based approach to teaching history may incorporate a wide range of tools and platforms, such as multimedia presentations, online databases, and virtual reality simulations (Kiesewetter, 2019). This approach can provide a more immersive and interactive experience for students, allowing them to explore historical events in new and engaging ways.

One example of a technology-based approach to teaching history is the use of digital archives and online databases. These resources allow students to access primary sources and documents from historical periods, providing a more authentic and immersive learning experience. For instance, the Library of Congress and the National Archives both offer online databases that allow students to explore historical documents and images from different periods (Library of Congress, n.d.; National Archives, n.d.). Additionally, virtual reality simulations can be used to create immersive experiences that allow students to explore historical events and locations in 3D (Davies, 2018).

Another benefit of the technology-based approach to teaching history is that it can be more inclusive and accessible to a wider range of students. For instance, students who struggle

with traditional forms of learning, such as reading and writing, may find technology-based learning more engaging and accessible (Kiesewetter, 2019). In other words, technology-based approaches can provide opportunities for students to collaborate and communicate with their peers, both in-person and online, which can help to foster a sense of community and engagement.

2.9.3. Teaching History Through Humour Resources

Using humorous materials to teach history is a relatively new approach to teaching this subject, but it has the potential to make learning about the past more enjoyable and engaging for students. This approach uses humor and lightheartedness to create a relaxed and enjoyable learning environment that encourages active student participation (Graham, 2011). It allows teachers to use a variety of humorous resources to present historical information in a memorable and informative way. This includes humorous videos, cartoons, memes, jokes, and even funny historical reenactments (Boyd, 2018).

One of the main benefits of this approach is that it helps students develop a deeper understanding of historical events and figures. By making learning fun and enjoyable, students are more likely to engage with the subject matter and retain what they learn (Graham, 2011). Additionally, humor helps contextualize historical events and connect them to current issues and concerns (Boyd, 2018).

Another benefit of teaching history through humorous resources is that it helps promote critical thinking and a deeper understanding of historical interpretation. By using humor to explore different perspectives and interpretations of historical events, teachers enable students to challenge assumptions about the past and develop their own beliefs (Graham, 2011). This encourages students to not only memorize dates and facts, but develop a more nuanced and sophisticated understanding of the story.

However, it is important to note that the use of humor in history education must be embedded in a responsible and appropriate manner. Teachers should be careful not to trivialize serious or tragic historical events and be careful that their humor is inclusive and respectful of all students (Boyd, 2018). Furthermore, humor should be used to complement, not replace, traditional teaching methods such as lectures and readings.

In conclusion, the three approaches to teaching history - traditional, technology-based, and humour resources - each offer unique benefits and challenges. The traditional approach emphasizes the linear sequence of events in history and can provide a strong foundation for students to build upon. The technology-based approach utilizes multimedia tools and digital resources to engage students and provide a more interactive learning experience. Finally, the humour resources approach employs humour and lightheartedness to make learning about the past more enjoyable and engaging for students. While each approach has its strengths, they are not mutually exclusive. In fact, they can complement and enhance one another when used in combination.

2.10. Techniques to Use Humour to Teach History

Teaching history is not an easy task, as many difficulties could hinder the educational process (lack of interest, low attention span, and complicated topics...etc). Teachers are often forced to incorporate humour into their classrooms and teaching methods. For this procedure to work there are many techniques that may be incorporated for the learning process to be successful.

2.10.1. Using Satirical TV Shows

History is a very complicated matter, and it is also profoundly influenced by politics that could turn many people away from taking interest in understanding and learning the topics. Thus, using TV shows that discuss these hard and complicated topics may lead to discussion

and thus a deeper understanding of history itself. Political news programs use humour to highlight many viewpoints in order to get viewers to consider subjects more deeply and thus the students would come to learn more and appreciate history (Beavers, 2011).

Using cartoons empowers pupils' abilities to understand history as they have the ability to inspire, instruct, and entertain. They should be a part of every history teacher's methodological toolkit and should be used thoughtfully. Research found that using funny cartoons to teach history is a very useful way to keep the students' attention and also explain complicated lessons and situations in lighthearted manners (Heitzmann, 1998).



Source: the Looney Tunes: the Ducktators

2.10.2. Using YouTube Videos

YouTube videos may work as a tool to keep the learning process going even outside the class. The employment of videos in the teaching and learning processes keeps students' enthusiasm in pursuing the learning procedure from start to finish, grasping the subject in such a brief class period, while paying close attention to the topics, and enjoying them. Also, there is a chance for creating debates over watched videos, which fosters effective interaction and communication. Teachers may choose from a wide variety of educational videos on YouTube to create engaging learning exercises (Ziaulhaq, 2022).

In other words, showing the students YouTube videos for half an hour and letting them explain what they watched and make discussions can be a valuable method to teach history with

today's generation. YouTube videos are already made to capture the attention of the viewers so they can work wonders when they are accompanied by the correct guidance of the teacher.



Example of YouTube videos that can be used to explain history

2.10.3. Using Memes in Classroom

Memes, which were first defined by Dawkins as “memes are contagious ideas, styles and modes, and ways of doing things that spread from person to person within a culture” (as cited in Lankshea & Knobel, 2019, p. 3), are still evolving into a medium for the spread of critical media. Via a meme, historical issues can be made into interesting subjects of information. Memes can be used in the history teaching and learning process as a learning tool since meme readers may discover historical data through a meme, which makes historical themes entertaining (Suswandari et al., 2021).

Showing memes in a projector as a part of the summary of the lesson, sending them to the students to recapitulate the knowledge delivered to them, or showing the memes in a smart board as an image that simplifies the information delivered can do wonders for the teaching process of historical events (Suswandari et al., 2021).

*When you're a woman
living in the 1600s and
you accidentally do math*
The townsfolk:



Example of a historical meme referring to the witch hunts in Europe in the 1600's.

2.10.4. Using Funny Stories

The best and most prominent way to teach history is to treat it as a funny story. The mind of the students is stimulated by storytelling and making connections between the past and present in a funny way. Today's generation is mostly influenced by humour so to capture its attention incorporating humour and storytelling together can work wonders in a history classroom. (National Council for the Social Studies, College and University Faculty Assembly, 1989).

Teaching history through showing the absurdity of historical events in an exaggerated way to evoke laughter and link the events together. Students who usually have small attention spans can focus on the comedy and the students who have difficulties linking historical events together can focus on the storytelling aspect, making this technique is promising in class (National Council for the Social Studies. College and University Faculty Assembly, 1989).

Conclusion

This chapter provided an overview of previous research on humour and its role in classroom teaching and learning. The initial section of the chapter examined the fundamental concepts of humour, including its origins, meanings, and review of some of the most important theories of humour. Additionally, some of the types of humour discussed above will be relevant for the humour analysis in chapter three. The final section of the chapter focused on the importance of teaching history / civilization in EFL context as well as the challenges faced by foreign instructors in their attempts to teach historical knowledge. The chapter concluded with a comprehensive investigation of the connection between humour and teaching history / civilization through a detailed explanation about how humour can be used to increase students' motivation in order to study history courses through a variety of techniques and strategies.

Chapter Three

Field Investigation

Introduction:

This chapter provides an account of the findings of a research study that aimed to explore the perceptions of Algerian English Language learners regarding the utilization of humorous materials in history courses. The chapter is mainly dedicated to discuss the characteristics of the participants, the research design, the methodology employed, alongside the two data collection tools used to obtain information. Additionally, it undertakes statistical analysis to examine the relationship between the learners' motivation, and their attitudes towards using humor to learn history. Finally, the chapter summarizes and concludes the results of the investigation.

3.1. Research Methodology:

The current research employed a variety of research methodologies, comprising of two distinct qualitative data assessments, in conjunction with quantitative data analysis. The research goals and questions addressed the role of humor materials in increasing EFL students' motivation to study history; they may be satisfactorily answered by combining an assortment of research tools and approaches.

- An exploratory observation (Appendix A): that serves as the fundamental basis for testing the hypotheses. It helps determine and compile data concerning the students' attitudes toward the integration of humour resources during the history class, as well as their degree of motivation.
- A questionnaire (Appendix B): that was conducted as also an essential means of data collection in order to gather pertinent information on students' firsthand experience with

humour in the context of history, as well as their understanding of the associated materials.

3.1.1. Population and Sampling:

To effectively evaluate the hypotheses, it was suitable to select a group of students who possess average abilities. Accordingly, the research sample consisted of third-year students from the English Department at Guelma University, comprising of six groups, with each group consisting of 25 students, resulting in a total of 150 students. However, in actual practice, only 53 students (i.e., two groups) were chosen for the study.

The decision to focus on third-year undergraduate students was driven by the fact that they have received a minimum of 10 to 11 years of education in English as a foreign language. As a result, they are presumed to gain a general experience and exposure to both the language and history in question. This particular sample was deemed a desirable population for the current study, as they are assumed to possess higher proficiency compared to their colleagues in the earlier years of their studies. Additionally, the decision was made to utilize two groups instead of six due to time constraints. By focusing on two groups, the experiment was more manageable and allowed for in-depth analysis and comparisons.

It is important to note that this exploratory research was limited to a single session, and as such, it is acknowledged that more accurate and comprehensive results could have been obtained if the research had been conducted over multiple sessions or for an entire semester. However, despite this limitation, the findings from this one-session test still provide valuable insights and contribute to the existing body of knowledge in the field.

3.1.2. Description of the Exploratory Observation

This exploratory observation implementation aimed to investigate the effectiveness of utilizing humor resources. It included caricatures, memes and funny stories, to enhance the motivation of EFL learners in studying a history lesson entitled the American Revolution (1775-1783). The study involved two groups: a control group and an experimental group. Videos were recorded to observe both groups, and a questionnaire was distributed to evaluate their learning experience.

The exploratory research was divided into two stages. The first one, where the control group, consisting of 29 third-year license students, was taught using traditional methods, such as printed PDF lessons, board work, and classroom discussions. The control group received an introductory lesson on the American Revolution, providing them with essential background information and setting the context for subsequent discussions. The historical significance and relevance of the American Revolution were emphasized to create a foundation for further engagement.

In the control group, discussions were facilitated by the instructor, focusing on the main reasons that precipitated in the revolution, such as taxation without representation, the Sugar Act, and the Stamp Act. Traditional teaching methods, including board work and classroom discussions, were employed to promote students' engagement, encourage participation, and foster critical thinking skills. The students delved into a comprehensive exploration of major battles and key figures during the American Revolution. Through lectures and discussions, students were exposed to the significant events that shaped the outcome of the revolution. The instructor encouraged active participation and provided opportunities for students to share their insights and knowledge. The control group explored the impact of the American Revolution on various aspects, including social, political and economic dimensions. The instructor highlighted

the transformative effects of the revolution, fostering a deeper understanding of its historical significance.

The second stage, where the experimental group, consisting of 24 third-year license students, received the same lesson with additional elements of humor resources integrated into the teaching approach. Caricatures, memes, and funny stories related to the American Revolution were used strategically throughout the sessions. The use of humor began with a funny joke that conveyed the same ideas presented in the introduction of the lesson but in the form of a humorous story. Subsequently, each reason behind the American Revolution was represented using memes and caricatures, providing visual and humorous elements that supported students' understanding and engagement. This process continued for the remaining elements of the lesson, ensuring a consistent integration of humor resources to enhance the learning experience.

***Note:** At the conclusion of the sessions, both the control group and the experimental group were given ten minutes to complete a questionnaire.

3.1.3. Description of the Questionnaire:

Although the exploratory observation held greater significance, the questionnaire was not without value as it allowed for the exploration of the students' perspectives on different types of humor and its impact on their motivation to learn history. This tool facilitated a deeper examination of the personal aspect of the matter with the students, which was not possible through the test as it was purely instructional and lacked space for opinions. Therefore, the questionnaire was designed to be concise and precise, consisting of three sections and 20 questions in total.

The first section pertained to the participants' general information (comprising of four questions), in which respondents were asked about their gender, duration of their formal English

education, their English proficiency level, and the reason behind choosing English as their field of study.

The second section focused on learning motivation (comprising of four questions). The questions were purported to figure out the importance, types of motivation, as well as the strategies that can improve motivation according to respondents.

The third section was centered on humour and teaching history (comprising of twelve questions). Its objectives were to know students' attitude toward the integration of humour in history courses.

The questions were presented in a multiple-choice format, except for one, requiring participants to select their response from a predetermined list of options. The term "other" and "justification" were used occasionally to allow participants to provide additional insights or information. The last question, however, was not presented in a multiple-choice format but was rather open-ended, intending to capture the participants' thoughts, opinions, and feedback related to the topic under investigation. Moreover, the use of tables and figures in this research study was driven by the nature of the questions posed and the length of the options provided. Tables were employed to present complex data sets, facilitating clear and concise comparisons. Meanwhile, figures were utilized to visually represent trends, patterns, or relationships, allowing for easier interpretation and understanding of the information. This approach aimed to enhance the accessibility and readability of the research findings for both researchers and readers.

3.2. Research Results

This section will provide a comprehensive presentation of the results obtained from the quasi-experiment and questionnaire administered to both the control group and the

experimental group. The findings will be analyzed in detail, offering a thorough examination of the data collected during the study.

3.2.1. Exploratory Observation Results

Given the presence of both an experimental group (EG) and a control group (CG) in the study, the presentation of the results will reflect this duality, providing a distinct analysis and interpretation for each group. The findings pertaining to the EG and CG will be presented separately to ensure a comprehensive understanding of the outcomes observed within each group.

3.2.1.1. Results of the Control group

During the observation of the control group's discussion of the history lesson, it was noted that out of the 29 students present, only six male students and one female student actively participated and engaged in the classroom discourse. The remaining students appeared to be predominantly passive observers, with noticeable signs on their faces indicating that they were following the discussion to some extent. However, some students displayed little to no response or interaction, despite the distribution of printed lesson materials to aid their understanding. Notably, when questions were posed, the same individuals consistently provided answers, indicating a lack of broader involvement and limited diversity in active participation. It is noteworthy that the language used in the lesson and the explanations provided were deliberately simplified to ensure comprehension and accessibility for all students.

3.2.1.2. Results of the Experimental Group

The second session involved observations during the discussion of the same history lesson with the experimental group, comprising 24 students, in which humor resources were

incorporated into each element of the lesson. It is noteworthy that the study of the experimental group was divided into three stages.

During the first stage, when the lesson commenced with a funny joke about the American Revolution, the recorded observations indicated that nearly all students responded with laughter and displayed excitement for the continuation of the lesson. This initial engagement demonstrated the positive impact of humor on student motivation and involvement. Additionally, one male student contributed additional information from his own background, showcasing the self-directedness and willingness to explore additional perspectives fostered by the humor-integrated approach.

In the second stage, when discussing various aspects of the lesson such as the reasons for the American Revolution, each reason was creatively represented through the use of caricatures and memes. Approximately 20 students actively participated and demonstrated their understanding by deciphering and interpreting the message conveyed by the visual representations. This high level of engagement indicates the ability of humor resources to enhance students' resilience and perseverance when faced with some challenging content in the second part of the lesson. In contrast to the control group, the light-hearted and enjoyable atmosphere created by the humor resources helped alleviate potential anxieties and difficulties associated with this lesson and specifically in differentiating the various reasons of American Revolution, promoting a resilient mindset.

Moving on to the third stage, as the students were exposed to the remaining parts of the lesson, including major figures, events, and the impacts of the American Revolution, a significant number of students (around 15) actively engaged in sharing their answers and opinions. The rest of students displayed signs of enjoyment and comprehension. The sustained interests throughout the lesson demonstrate the engaging nature of humor-integrated activities

and the resulting deep comprehension. The interactive and participatory nature of the discussions further emphasizes the different signs of motivated learners, such as self-directedness, engagement, and persistence. Surprisingly, upon completion of the lesson, over 10 male and female students were able to recall and summarize the different parts of the lesson, exhibiting traits of self-directedness, resilience, engagement, and persistence throughout the lesson and indicating a solid understanding and retention of the material.

3.2.2. Questionnaire Results:

3.2.2.1. Section One: Background Information

Question One: Gender

Figure 3.1 *students' Gender*

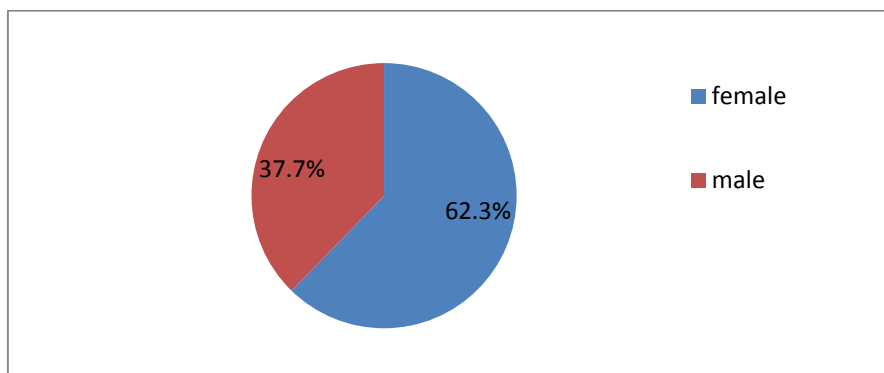
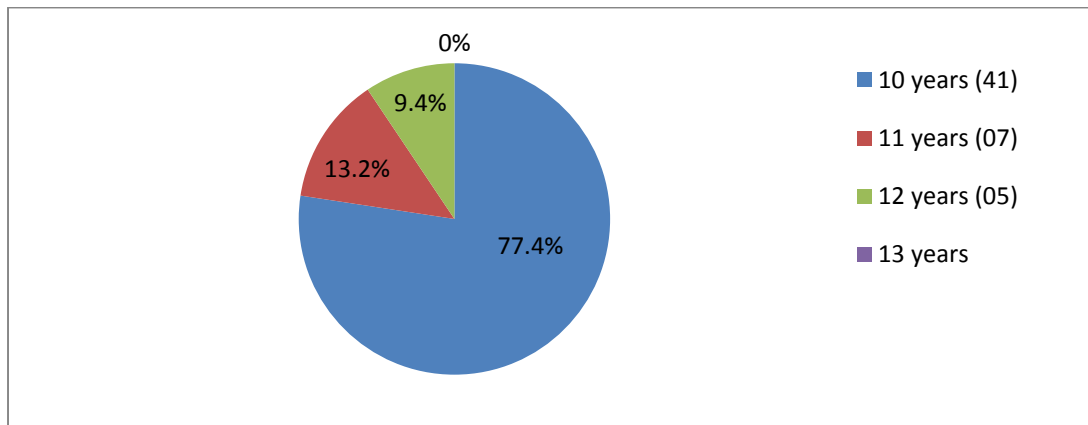


Figure 3.1 illustrates that the majority of respondents who completed the questionnaire were females, comprising 62.3% of the sample, while males represent only 37.7%. This outcome was expected given that the Department of Letters and English Language, where the study was conducted, has a higher proportion of female postgraduates. This may be interpreted by the fact that women are more likely to opt for or choose humanities and literary branches in college than men. Additionally, females seem to be more enthusiastic about learning foreign languages than males. Females study foreign languages because they believe it will improve their chances of securing a teaching job after they graduate. Additionally, this trend is not

unique to this Department, as Ouadah-Bedid (2018) noted that female enrollment rates in Algerian universities was steadily increasing since the end of the 20th century, resulting in a ubiquitous female-domination phenomenon across most institutions in the country.

Question Two: How long have you been studying English?

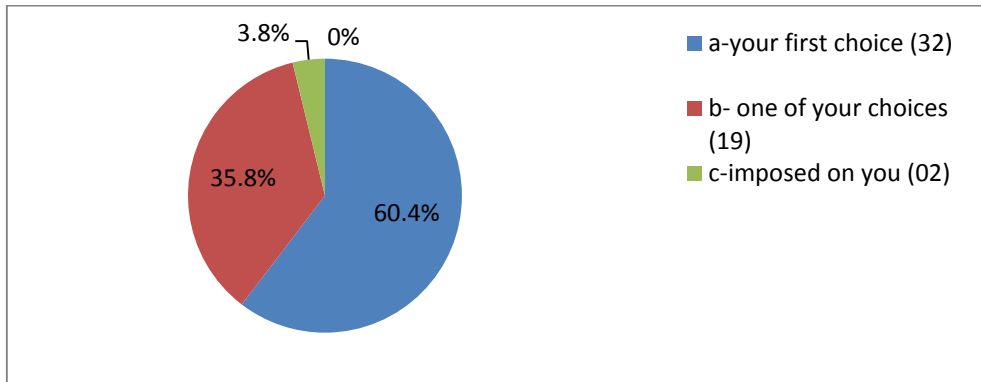
Figure 3.2 *Participants' Language Learning Experience*



The findings presented in Figure 3.2 show that the vast majority of participants, comprising 77.35% of the sample, received formal education in English for duration of 10 years. While a significant portion of the sample, accounting for 13.21% of the respondents, studied English for 11 years. In addition, a smaller number of respondents, equivalent to 9.43% (which equals 5 participants) studied English for 12 years representing the students who witnessed failure during their education path, while no participant reported studied English for 13 years. These findings suggest that the majority of respondents had limited variability in their years of language learning experience.

Question Three: Is studying English?

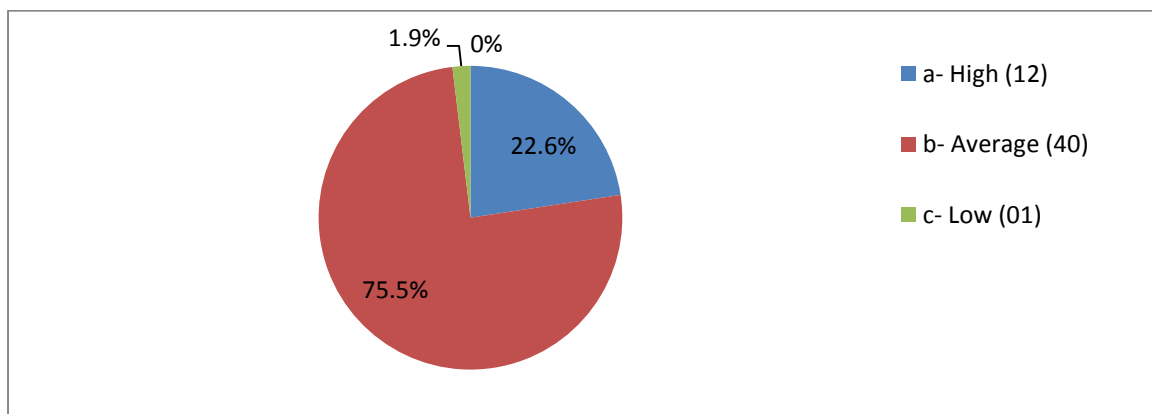
Figure 3.3 *Students' Reasons of Choosing the English Language*



As shown in Figure 3.3, more than half the respondents 60.37% selected English as their first choice for study, indicating a significant interest in the language. Besides, a proportion of students, constituting 35.84% of the sample, indicated that English was one of their choices. However, only 3.77% of the students reported that they were compelled to study English, perhaps by parental or familial pressure, or due to a lack of other options.

Question four: How is your English proficiency?

Figure 3.4 *The students' Perceptions of their English Proficiency*



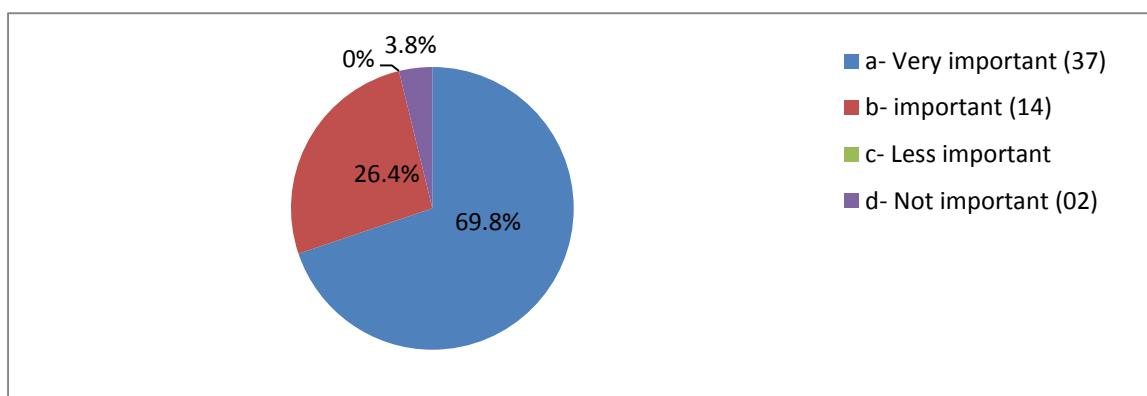
The results presented in Figure 3.4 indicate that the bulk of the participants, comprising over two-thirds of the sample (75.47%), perceived their proficiency in English as average.

Nearly a third of the population (22.64%) assessed themselves to have high level, while only a small percentage of students, representing 1.88% confessed to having a low level. Although the degrees themselves depend on each person's belief, these findings suggest that the majority of the students in the sample had good or average levels of proficiency in the English language.

3.2.2.2. Section Two: Learning Motivation

Question Five: Do you think that motivation is important?

Figure 3.5 *The Importance of Students' Motivation in the Learning Process*



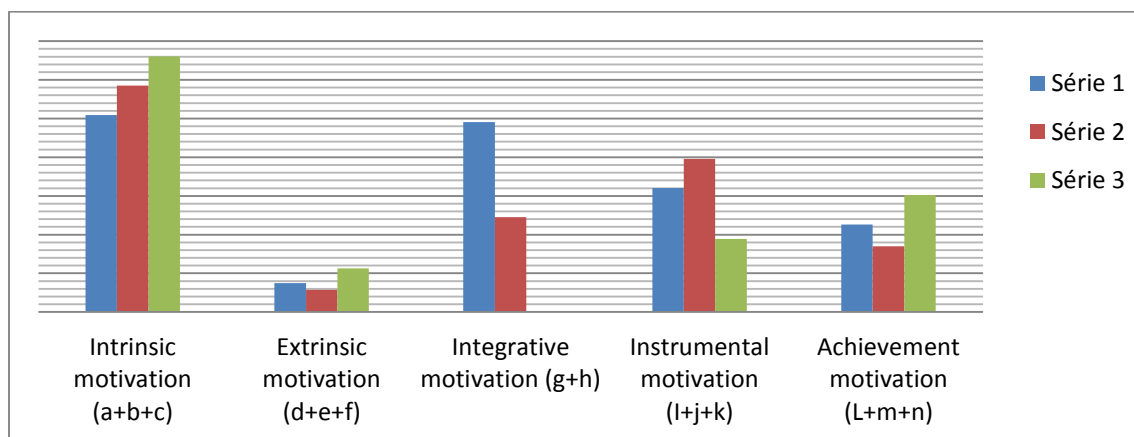
The students' views about the importance of motivation are a decisive factor that could reveal causes of their interest or disinterest in learning the language. According to the findings of the inquiry represented in figure 3.5 the vast majority of the respondents (69.8%) considered motivation a very important factor in learning. This suggests that students believe that without motivation, the learning process can be hindered, and that a strong desire to learn is necessary for success in education. Conversely, 26.4% of the respondents believed that motivation is important, indicating that they recognize its role in learning but do not necessarily see it as the most critical factor. Interestingly, no respondents chose the option of motivation being less important, suggesting that students generally perceive motivation to be a significant contributor to successful learning.

To clarify, the participants justify their position by reporting that: “motivation is the core of learning”. And they add that Motivation is crucial for effective learning as it drives individuals to pursue and achieve their educational goals, fosters active engagement in the learning process, and enhances retention of acquired knowledge and skills by saying: “without motivation, learners may struggle to maintain their interest, effort, leading up to poor academic performance and failure”.

Moreover, a minority of respondents (3.8%) believed that motivation is not important at all, which may indicate a lack of awareness or a difference in opinion about the importance of motivation in the learning process. In general, the results suggest that motivation is perceived to be an important factor in learning by the majority of the respondents, highlighting its potential impact on academic performance and success.

Question Six: What encourages you to study the English Language?

Figure 3.6 *Factors Encouraging English Language Learning*



The findings of the study show that 50.9% of students say that they are driven to learn English out of curiosity and a desire to learn, which falls under the category of intrinsic motivation. Then, 58.5% of the participants said that they were significantly motivated by their interests in literature, history, the arts, and cinema enjoyment. This suggests that a sizeable

portion of pupils are drawn to English as a method of engaging with the arts and investigating cultural items. Personal enjoyment is the third most prevalent type of motivation under intrinsic motivation, with 66% of students saying they find learning English to be a fun experience.

Compared to the above indicated intrinsic motivational elements, just 7.5% of students said they felt motivated by external incentives like grades, recognition, or achieving goals. Similarly, only 5.7% of respondents said they were studying English to escape parental reprimand, indicating that most students are not particularly guided by concern over unfavorable outcomes. On the other side, extrinsic motivation refers to the 11.3% of students who stated that they felt pressure from their family or parents to study English. This reflects a considerable number of students who feel forced to study English because of outside constraints, although not being as powerful a motivator as the underlying incentives discussed before.

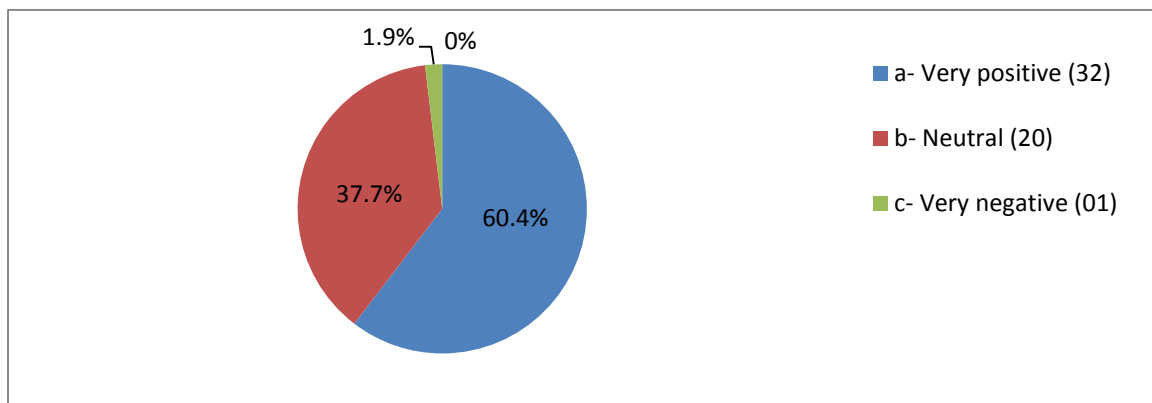
The findings indicate that 49% of students are motivated by a desire to learn more about British and American culture and lifestyle, denoting that studying English is considered by many participants as a way to interact with and integrate into English-speaking societies. In addition, social integration and community improvement were cited as motives by 24.5% of respondents, showing that many learners' decisions to study English were influenced by these social and cultural considerations.

Professional and academic motivation accounted for 32.1% of student responses, demonstrating that many students regard studying English as a way to meet academic or professional needs. 39.6% of students indicated wanting employment prospects and professional progression, while 18.9% of students said they needed to pass a competency test. These motives are categorized as instrumental motives, which imply that they are influenced by outside variables and pragmatic considerations.

Finally, 22.6% of students said that they were affected by the desire to realize their own goals. Similar to this, 16.9% of students said they were motivated by an ambition to do well and demonstrate their competence to others or to themselves, while 30.18% of students said they were encouraged to take on difficult assignments and sharpen their abilities. These reasons fall under the category of achievement motivations implying that they are fueled by an aim for self-improvement and personal progress.

Question Seven: How do you generally feel about learning English?

Figure 3.7 *Students' Attitude towards Learning the English Language*



Based on the given results in figure 3.7 we can see that the largest portion of respondents (60.4%) felt very positive about learning English. This means that a significant number of participants enjoy learning English and they may be more motivated to study the language. Additionally, a considerable percentage of the participants (37.7%) feel neutral about learning English. This group may not have a strong positive or negative feeling towards learning English and they may not be as motivated to learn the language as those who feel very positive due to a variety of reasons. This facet is usually considered to be related to the reason behind using English as a branch in the University.

Lastly, a minority (1.9%) feels very negative about learning English. This few respondents may have negative experiences or attitudes towards the language, which could potentially prevent their motivation to learn it. Overall, the results suggest that a majority of the participants have a positive attitude towards English learning, which could potentially facilitate their language learning process.

Question Eight: What strategies do you think can improve your motivation to learn?

- a. Finding personal interest in English learning
- b. Setting realistic and achievable goals
- c. Developing a study schedule or routine
- d. Finding a study environment that is fun and enjoying
- e. Using rewards or motivators for achieving learning milestones
- f. Other (please specify)

Table 3.1 *Strategies to Improve Students' Motivation to Learn*

Options	(NS)	Modifier
a-Finding personal interest in English learning	14	26.4 %
b-Setting realistic and achievable goals	04	7.5 %
c-Developing a study schedule or routine	02	3.8 %
d- Finding a study environment that is fun and enjoying	10	18.9 %
e-Using rewards or motivators for achieving learning milestones	00	0 %
f-Other (please specify)	00	0 %
A+b	02	3.8 %
A+d	15	28.3 %
A+b+d	02	3.8 %
A+d+e	04	7.5 %
Total	53	100 %

The question aimed to investigate the strategies that could potentially enhance learners' motivation to learn English. The results from the survey indicate that “finding personal interest in English learning” was the most frequently selected strategy (26.4%), followed by finding a study environment that is fun and enjoyable (18.9%). Setting realistic and achievable goals (7.5%) and developing a study schedule or routine (3.8%) were chosen by a smaller percentage of participants. However, none of the participants (0%) selected “using rewards or motivators for achieving learning milestones”.

When combining the results, the most common selection was finding personal interest in English learning and finding a study environment that is fun and enjoyable (28.3%). The combination of setting realistic and achievable goals and developing a study schedule or routine was selected by a low percentage of respondents (3.8%). The combination of “finding personal interest in English learning”, “finding a study environment that is fun and enjoyable, and “setting realistic and achievable goals” was selected by the same percentage of participants as a+b (3.8%). Using rewards or motivators for achieving learning milestones was not selected by any participants alone but was selected in combination with other strategies (7.5%).

In summary, the results indicate that learners perceive finding personal interest in English learning and finding a study environment that is fun and enjoyable as effective strategies and more useful to enhance their motivation to learn. Meanwhile, setting realistic and achievable goals and developing a study schedule or routine seem to be less popular options. The findings also suggest that using rewards or motivators for achieving learning milestones is not perceived as an effective strategy, at least by the participants of this study. It is worth noting that some strategies might be more effective when used in combination with others, such as finding personal interest in English learning and finding a study environment that is fun and enjoyable.

3.2.2.3. Section Three: Humour and Teaching History

Question Nine: On a scale of 1 to 5, how often do your teacher use Humour in classroom?

Table 3.2 *Frequency of Humour Usage In Classroom (CG)*

Options	Number of students	Percentages
01	07	24.1 %
02	10	34.4 %
03	10	34.5 %
04	01	3.4 %
05	01	3.4 %
Total	29	100 %

Table 3.3 *Frequency of Humour Usage in Classroom (EG)*

Options	Number of students	Percentages
01	07	29.2 %
02	11	45.8 %
03	04	16.7 %
04	02	8.3 %
05	00	00 %
Total	24	100 %

The control group's findings revealed that humor is not widely used as a teaching strategy in classrooms, as indicated by 24.1% of students who reported that their teacher never uses humor, while 34.4% of students claimed their teacher rarely uses humor (2 on a scale of 1-5), and only a small percentage of students (3.4%) feel that their teacher frequently uses humor (4 on a scale of 1-5) or almost always uses humor (5 on a scale of 1-5).

In contrast, the experiment group's results, depicted in Figure 3.10, suggest that the treatment had a mixed effect on the use of humor in the classroom. Specifically, 29.2% of students reported that their teacher never uses humor, which is lower than in the control group. However, 45.8% of students reported that their teacher used humor rarely, which is higher than in the control group. Furthermore, the percentage of students who feel that their teacher uses humour sometimes decreased to 16.7% in the experiment group. There was an increase in the percentage of students who reported that their teacher used humour frequently (4 on a scale of 1-5) by 8.3%, which is higher than in the control group. Interestingly, none of the students in the experiment group reported that their teacher almost always uses humour (5 on a scale of 1-5).

According to the study's statistics, there was a discernible distinction in how the experimental group and control group viewed the employment of humor in the classroom. It is crucial to keep in mind, though, that these percentages could not apply to everyone and could change depending on certain factors. For example, one's knowledge of and enjoyment for humour might vary depending on their cultural background. A student's perception of the employment of humor in the classroom may also be influenced by personality factors like introversion or extroversion. Additionally, a student's response to and interaction with humor might be influenced by their learning style. As previously demonstrated in Chapter 2, humor that contains a high density of vocabulary and linguistic complexity presents a difficulty for EFL learners, whereas humor that utilizes uncomplicated structure and storytelling is readily comprehensible and valued.

Question Ten: how do you feel about the use of humour in the classroom?

- a. I enjoy it and I think it can be effective
- b. I enjoy it, but I'm not sure if it's effective
- c. I'm neutral; I neither enjoy nor dislike it
- d. I dislike it, but I'm not sure if it's ineffective
- e. I dislike it and I think it's ineffective

Table 3.4 *Attitudes towards Humour in Classroom (Control Group)*

Options	N. S	Percentage
a-I enjoy it and I think it can be effective	26	89.7 %
b-I enjoy it, but I'm not sure if it's effective	01	3.4 %
c-I'm neutral; I neither enjoy nor dislike it	02	6.8 %
d-I dislike it, but I'm not sure if it's ineffective	00	00 %
e-I dislike it and I think it's ineffective	00	00 %
Total	29	100 %

Table 3.5 *Attitudes towards Humour in Classroom (Experiment Group)*

Options	N. S	Percentage
a-I enjoy it and I think it can be effective	21	87.5 %
b-I enjoy it, but I'm not sure if it's effective	01	4.2 %
c-I'm neutral; I neither enjoy nor dislike it	01	4.2 %
d-I dislike it, but I'm not sure if it's ineffective	00	00 %
e-I dislike it and I think it's ineffective	01	4.2 %
Total	24	100 %

The findings from the control group, who did not receive any intervention, indicated that 89.7% of participants enjoyed the use of humor in the classroom and believed it can be effective. 3.4% enjoyed it but were uncertain of its effectiveness, while 6.8% were neutral towards it. None of the participants in the control group reported disliking humor in the classroom or being uncertain of its ineffectiveness.

Conversely, in the experiment group, who received an intervention, 87.5% of the participants reported enjoying the use of humour in the classroom and believing it can be effective. 4.2% enjoyed it but were unsure of its effectiveness, while 4.2% were neutral towards it. Similar to the control group, none of the participants in the experiment group reported disliking humour in the classroom or being unsure of its ineffectiveness.

Overall, the slight percentage difference in the control and experiment groups' opinions of the value of humour in the classroom and their belief in its efficacy should be interpreted with caution. The type of intervention utilized, the size of the sample, and participant individual

characteristics are just a few things that might have had a role and contribute in these variations. For instance, it is possible that the experiment group's humour was not successful in engrossing and amusing the students, or that the sample size was insufficient to detect statistically significant changes.

Question Eleven: How interested are you in studying history?

Table 3.6 *Degree of Student's Interest in Studying History (Control Group)*

Options	N.S	Percentages
a-Not at all interested	07	24.1 %
b-Slightly interested	05	17.2 %
c-Moderately interested	12	41.4 %
d- very interested	04	13.7 %
e-Extremely interested	01	3.4 %
Total	29	100 %

Table 3.7 *Degree of Student's Interest in Studying History (Experiment Group)*

Options	N.S	Percentages
a-Not at all interested	08	33.3 %
b-Slightly interested	10	41.7%
c-Moderately interested	02	8.3 %
d- very interested	02	8.3 %
e-Extremely interested	02	8.3 %
Total	24	100 %

The data illustrated in table 3.6 and table 3.7 show that there are notable differences in the levels of interest in studying history between the control group and the experiment group. In the control group, the majority of participants (41.4%) reported being moderately interested in history. This suggests that history may be viewed as a subject of moderate importance and relevance by the control group participants. Additionally, a significant number of participants in the control group (24.1%) reported no interest in studying history, which could be due to a variety of reasons such as lack of relevance, perceived difficulty, or personal preferences.

In contrast, the experiment group showed a different pattern of interest levels in studying history. The most common response (41.7%) was slight interest, which could indicate that history may be perceived as a subject of lesser importance by the experiment group participants.

Furthermore, a third of the experiment group participants (33.3%) reported no interest in studying history, which is a much higher percentage compared to the control group. This significant difference in disinterest may be attributed to the experimental conditions, such as the participants' prior knowledge or exposure to history, or the nature of the experiment itself.

In summary, the survey findings highlight notable differences in the levels of interest in studying history between the control group and the experiment group. While the control group participants showed moderate interest in history, the experiment group participants exhibited a higher degree of disinterest, which may be attributed to a variety of factors including the experimental conditions.

Question Twelve: How do you feel about the way history is typically taught in the classroom?

- a- Love it, I find it engaging and interesting
- b- Like it, but it can be boring at times
- c- Neutral, I don't have strong feelings either way
- d- Dislike it, I find it dry and uninteresting

Please justify

Table 3.8 *Students' Attitude towards Typical Methods of Teaching History (CG)*

Options	Number of students	Percentage
A	04	13.8 %
B	19	65.5 %
C	03	10.3 %
D	03	10.3 %
Total	29	100 %

Table 3.9 *Students' Attitude Towards Typical Methods of Teaching History (EG)*

Options	Number of students	Percentage
A	03	12.5 %
B	06	25 %
C	08	33.3 %
D	07	29.2 %
Total	24	100 %

History is typically taught through textbooks, lectures, and class discussions, with an emphasis on analyzing and interpreting past events and their impact on society. The teaching

approach may vary depending on the level of education and the specific historical period being studied. On the ground of this, question 12 aimed at evaluating students' attitude toward the way history taught in the university. Table 3.8 which represent the control group indicates that 13.8% of the students reported that they loved the way history was typically taught in the classroom and found it engaging and interesting, while 65.5% reported that they liked it but it could be boring at times. A smaller portion of 10.3% reported feeling neutral and not having strong feelings either way, and the same percentage of 10.3% reported disliking the way history was typically taught and finding it dry and uninteresting.

Whereas, figure 3.9 that represent the experiment group, shows that a similar proportion of participants 12.5% reported loving the way history was usually taught in the classroom and finding it engaging and interesting. However, a smaller portion of 25% reported liking it but finding it boring at times, and a higher percentage of 29.2% reported disliking the way history was typically taught and finding it dry and uninteresting. A larger percentage of 33.3% reported feeling neutral and not having strong feelings either way.

The patterns of interest levels in studying history between the control and experiment groups differ noticeably, according to the data that was given. The learners' backgrounds in each group may be a potential explanation for the observed contradictions. It is possible that the experiment group's students had a greater understanding of the subject than the control group did, making them more open to learning it in any way.

Question Thirteen: How do you think humour can be used to make learning history more engaging?

- a. By making the lesson more enjoyable
- b. By making the lesson more memorable
- c. By making the lesson more relatable to modern times
- d. other

Table 3.10 *Reasons behind Using Humour to Learn History (Control Group)*

Options	Number of students	Percentage
A	11	37.9 %
B	10	34.5 %
C	00	00 %
D	00	00 %
A+B	05	17.3 %
A+B+C	03	10.3 %
Total	29	100 %

Table 3.11 *Reasons behind Using Humour to Learn History (Experimental Group)*

Options	Number of students	Percentage
A	05	20.8 %
B	07	29.2 %
C	02	8.3 %
D	00	00 %
A+B	07	29.2 %
A+B+C	03	12.5 %
Total	24	100 %

In the control group, as indicated in table 3.10 the majority of respondents (37.9%) believe that humor can be used to make learning history more engaging and the lesson is more enjoyable. Meanwhile, 34.5% of respondents think that humor can make history more engaging by making it more memorable. Only a small percentage of participants (10.3%) think that humor can make history more engaging by making it more relatable to modern times.

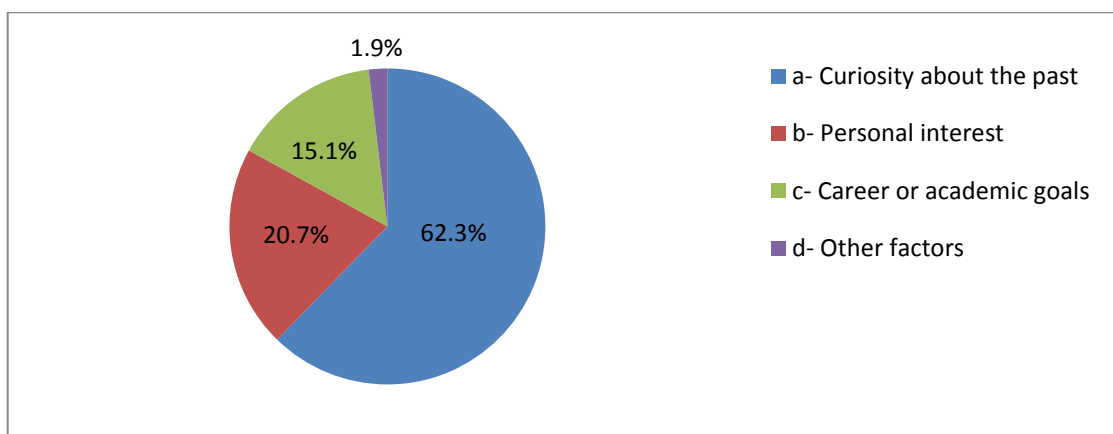
In contrast, the experiment group which is represented in table 3.11, the results show that 29.2% of respondents reveal that humor can make learning history more engaging by making it more memorable, and 20.8% of students believe that humor can make history more engaging by making the lesson more enjoyable. Additionally, minority of respondents 8.3% believe that humor can make history more engaging by making it more relatable to modern times. There were no respondents who selected "other" as their answer in both groups.

The difference between the control and experiment groups' responses to the question is not significant. Both groups believe that humor can make learning history more engaging by

making the lesson more enjoyable and memorable. However, the experiment group had a slightly higher percentage of respondents (8.3%) who believed that humor can make history more engaging by making it more relatable to modern times. Overall, the results suggest that using humor in the classroom can be an effective way to engage students and may increase their motivation to learn history.

Question Fourteen: If you are interested in learning history, this is because?

Figure 3.8 *Reasons for Students' Interest in Learning History*



As indicated in figure 3.8, "curiosity about the past" comes on the top with (62.3%) as the reason for their interest in history. 20.7% of respondents said "personal interest" as their cause for being interested in history. 15.1% of respondents selected "career or academic goal" as the reason for their interest in history. Only a minority of (1.9%) of participants (equal one student) cited "other factors" mentioning "the teacher" as the main reason for his/her interest in learning history. These findings suggest that history teachers should focus on engaging students' natural curiosity about the past to increase interest and engagement in history courses. Furthermore, the low percentage of respondents citing "career or academic goal" as a reason for their interest in history suggests that history courses may not be perceived as highly relevant to students' future goals and may benefit from additional emphasis on practical applications of historical knowledge.

Question Fifteen: Do you think that using humour in history lessons can increase your motivation to study history?

Figure 3.9 *Participants' Opinions about Using Humour in History Lessons to Increase their Motivation (EC)*

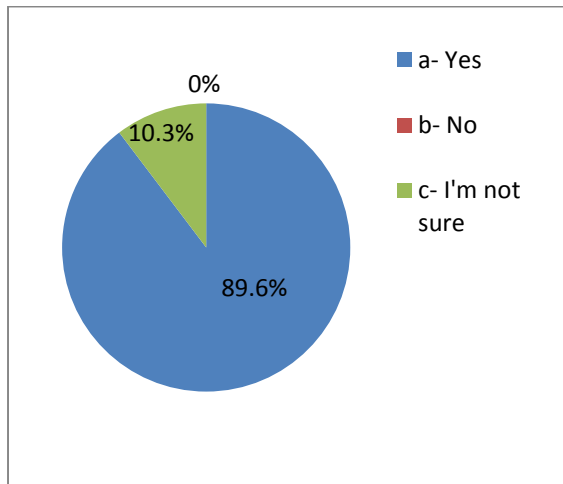
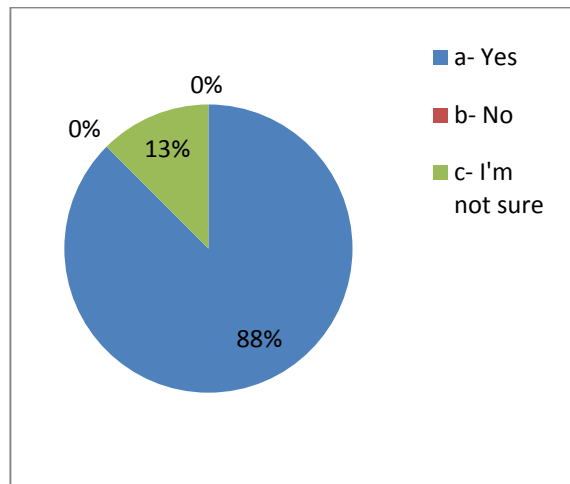


Figure 3.10 *Participants' Opinions about Using Humour in History Lessons to Increase their Motivation (EG)*



The aim of this question is to know the students' views about the impact of the use of humour in history lessons on their motivation. As shown in figure 3.9, nearly all the students in the control group 89.6% agreed that using humor in history lessons could increase their motivation to study history, while no respondents disagreed with this statement. However, 10.3% of participants were uncertain. They were aware of the positive impact of humour, but they do not all agree about its effectiveness.

Figure 3.10 represents the results of the experiment group; they tend to be similar to those of the control group. To be more specific, participants justify their answers according to several points. On the top of the list is to prevent boredom. They believe that using humour in history lessons is generally viewed as a positive strategy for increasing motivation among students; saying things like: "if there is a lesson of history that is full of information and events, students may find it boring, so mixing some humour can make it more enjoyable and memorable". This brings us to their next point, which is the fact that being exposed to humorous

materials like memes or caricatures while learning also helps them to remember the information easily. They backed this up by saying: “yes, because humour helps students to get more interested in what they learn and will totally remember the information for a longer time”.

In sum, it is observed that both groups suggest that the incorporation of humor into history lessons might prove to be a useful technique for boosting motivation to learn about the subject.

Question Sixteen: Which of the following suggestions helps you learn new vocabulary?

Table 3.12 *Effective Vocabulary Learning Strategies (Control Group)*

Options	Number of students	Percentage
A	14	48.2 %
B	15	51.7 %
Total	29	100 %

Table 3.13 *Effective Vocabulary Learning Strategies (Experiment Group)*

Options	Number of students	Percentage
A	08	33.3 %
B	16	66.3 %
Total	24	100 %

The results of the question "which of the following suggestions helps you learn new vocabulary?" showed that in the control group, 48.2% of the participants preferred to learn new vocabulary through a formal way of historical information, while 51.7% preferred a funny way of the same historical information which presented in a form of a joke. Conversely, in the experiment group, only 33.3% of participants preferred the formal way, while the majority (66.3%) preferred the funny way of learning new vocabulary. These findings suggest that incorporating humor in teaching history can be highly beneficial and may serve as a preferable method to engage students and enhance their motivation to learn new vocabulary. The study also implies that conventional teaching methods in history may not be as effective in captivating students as newer and more creative approaches that utilize humor. However, it is important to

note that these results are specific to the context of this study and may not necessarily generalize to other settings.

Question Seventeen: Which of the following suggestions helps you reducing stress?

Table 3.14 *Strategies for Reducing Stress*

(Control Group)

Options	Number of students	Percentage
A	09	31 %
B	20	69 %
Total	29	100 %

Table 3.15 *Strategies for Reducing Stress*

(Experiment Group)

Options	Number of students	Percentage
A	08	33.3 %
B	16	66.3 %
Total	24	100 %

Students were asked about the form that can help them reduce stress and control their feeling during the history lessons. The control group showed that 31% of participants preferred learning historical information in a formal manner, while 69% preferred a more humorous approach. Whereas, in the experiment group, only 20.8% selected the formal approach, while 79.2% chose humorous approach. Thus, the results figure out that using humorous manner to present historical information may be more effective in reducing stress compared to a formal approach. The majority of participants in both groups favored a humorous method, indicating that incorporating humor in the teaching of history may be a valuable tool for educators.

Question Eighteen: Which of the following suggestions helps you to remember better?

Table 3.16 *Strategies for Better Memory*

Retention (Control Group)

Options	Number of students	Percentage
A	05	17.2 %
B	24	82.7 %
Total	29	100 %

Table 3.17 *Strategies for Better Memory*

Retention (Experiment Group)

Options	Number of students	Percentage
A	03	12.5 %
B	21	87.5 %
Total	24	100 %

This question aimed to investigate the effectiveness of using memes as a tool to improve memory retention in history education. As indicated in table 3.16, the control group, which was not exposed to the intervention, reported a preference for the traditional formal way of receiving historical information (17.2%), while the majority of respondents (82.7%) in this group expressed a preference for receiving information in the form of memes. In the experiment group, which received the experiment, the majority of respondents (87.5%) reported that the use of memes helped them remember better, compared to a smaller percentage (12.5%) that preferred receiving information in a formal way.

This implies that the use of memes can be an effective method to improve memory retention in history education. The results also highlight the importance implementing an interactive teaching method that appeals to students' interests and preferences.

Question Nineteen: Which of the following suggestions makes learning more enjoyable for you?

Table 3.18 *Strategies for Making the Learning Process More Enjoyable (C G)*

Options	N.S	Percentage
A	06	20.7 %
B	23	79.3 %
Total	29	100 %

Table 3.19 *Strategies for Making the Learning Process More Enjoyable (EG)*

Options	N.S	Percentages
A	02	8.3 %
B	22	91.7 %
Total	24	100 %

In the control group, 20.7% of participants preferred a formal way of presenting historical information while 79.3% preferred it in the form of a caricature. While, in the experiment group, only 8.3% preferred a formal way of presenting historical information while a vast majority of 91.7% found the caricature form more enjoyable.

Thus, it is apparent that participants found the caricature format significantly more enjoyable for receiving historical information than a formal presentation. The stark contrast in percentages between the two groups suggests that the experiment exerted a tremendous influence on participants' preferences. This finding is consistent with prior experiment's results which underscore the value of visual aids, such as caricatures, in improving learning outcomes and enhancing enjoyment of the learning experience.

Question Twenty: Leave below any comment you have

The responses provided to this question are organized and condensed into subsequent classifications. This categorization is intended to simplify the information and facilitate the examination of the feedback given:

20.1 Students who liked the topic of the questionnaire (20.8 %)

I really enjoyed this questionnaire and found the topic to be quite fascinating. I felt like it was very relevant to our context and gave me an opportunity to express my thoughts and ideas without feeling self-conscious or shy. Some of the questions made me think about things I had never considered before, which was really interesting. It was a great questionnaire.

20.2 Students who talked about the benefits of humour in the learning process (17 %)

Incorporating humor in history lessons can provide several benefits to the learning process. Humour can make the lessons more engaging and entertaining for students. It can help students remember important information and make the subject matter more relatable. Humor can help also to create a positive classroom environment and reduce students' anxiety and stress levels. Integrating humor in history lessons can make the learning experience more enjoyable and effective for students.

20.3 Students who speak about learning history and their attitude toward it (26.4 %)

I used to think that history was just a bunch of names, dates, and events that I had to memorize for exams. It seemed irrelevant to my life and interests, and I couldn't see the point of it. History is not just about the past, but also about the present and the future, and it can help us understand ourselves, our society, and our world better. In my opinion, the way history is taught can make a big difference in how much students enjoy and learn from it. Instead of just presenting facts and figures, teachers should try to connect history to students' experiences and perspectives. Using humor and memes, as well as multimedia resources like videos, podcasts, and social media, can also make history lessons more fun and relatable. I think one of the challenges of learning history is dealing with its complexity and diversity.

20.4 Students who expressed their hopes and wishes (13.2 %)

- I wish that incorporating humor and memes in history lessons becomes a common practice.

- I hope that this study will encourage more teachers to experiment with different teaching methods and techniques, and not rely solely on traditional approaches.

- I hope that the feedback provided through this questionnaire will be taken into consideration and used to create more effective and engaging history lessons in the future.

20.5 Students who didn't answer this question (22.6 %)

They left the space empty.

To summarize, the students' comments in response to the questionnaire indicate that they found the topic interesting and relevant, believed in the benefits of incorporating humor in history lessons, and suggested that teachers should connect history to their experiences and use

multimedia resources to make lessons more engaging. Additionally, some students expressed their hopes and wishes for the future of history education. In general, the comments provided valuable insights into the students' attitudes towards history education.

3.3. Summary of the Findings:

In the control group, which followed traditional teaching methods without the integration of humor resources, observations revealed limited engagement and participation among the majority of students. While a few students actively contributed to discussions and provided answers, a significant number of students appeared passive, merely following along without displaying substantial interaction. The distribution of printed lesson materials did not significantly improve engagement levels.

In contrast, the experimental group, which experienced the integration of humor resources into the lesson, exhibited a higher level of engagement and participation. During the first stage, the use of a funny joke at the beginning of the lesson resulted in increased excitement and interest among almost all students. Additionally, one student shared additional information, indicating a higher level of involvement. Throughout the lesson, the incorporation of caricatures, memes, and funny stories related to the American Revolution proved effective in stimulating active participation and understanding. Approximately 20 students actively participated and successfully interpreted the humor resources, demonstrating a deeper engagement with the lesson content. During the final stage, where major figures, events, and impacts of the American Revolution were presented humorously, a substantial number of students actively shared their answers and opinions. Moreover, over 10 students, both male and female, demonstrated a strong ability to recall and summarize the different parts of the lesson.

These findings suggest that the incorporation of humor resources throughout the experimental group's learning experience seemed to have positively impacted their engagement,

participation, comprehension, and retention of the lesson content and foster self-directedness, resilience, engagement, and persistence among students.

When it comes to the questionnaire, it can be concluded that humour can have a positive effect on EFL students' motivation to learn history, as well as their ability to learn and retain historical information. The findings suggest that when humour is integrated into the classroom environment, specifically history lesson, it can create a more engaging and enjoyable learning experience for students, which in turn can increase their interest to learn about historical events and concepts. Furthermore, in addition to its motivational benefits, the results from figures 3.9 and 3.10 indicate that the majority of the individuals confirm that the incorporation of humour in history classes may enhance learners' retention of information and improve their thinking skills. By presenting historical information in a variety of humour materials, students are more likely to remember key details and concepts, and to develop a deeper understanding of historical events.

This confirms our method's validity for testing the relevance of integrating humour resources in the learning and teaching process. Moreover, the participants in the study showed an appreciation toward humour materials presented in the questionnaire. The analysis of the data in tables 3.13, 3.15, 3.17, and 3.19 revealed that the information that embedded humour like jokes, memes, and caricature displayed high degrees of appreciation due to students' fascination to humour resources. These results align in so many ways with the findings of the quasi-experiment, which makes this argument stand in favor of the effectiveness of using humour in history courses to increase learners' motivation.

Conclusion

In this chapter examined the practical side of the quantitative and qualitative descriptive research by presenting, analyzing and discussing the quasi-experiment and the questionnaire results. The quasi-experiment study aimed to assess EFL learners' motivation to study the American Revolution as a history lesson, through the integration of humor resources. In the experimental group memes, jokes, and caricatures were included. The findings revealed an interesting contrast between the control group, which followed traditional teaching methods, and the experimental group, which experienced the infusion of humor into the lesson. The analysis of the results showed how humor can serve as a powerful tool to create an inclusive and dynamic learning environment, promoting active participation and a deeper understanding of historical information. The findings have a direct connection to the research questions and hypothesis, which will be articulated in the 'General Conclusion' section.

GENERAL CONCLUSION

This research shed light on the significant role of humour in enhancing EFL students' motivation to study history; it contributes to the field of language education and pedagogy. It starts with a simple observation of English Department students at the University of 08 Mai 1945 over the course of several years, prompting curiosity about a few key aspects. The initial thoughts revolved around strategies to enhance students' motivation for studying history. This led to questioning whether it was possible to achieve better outcomes with reachable resources. These questions served as the primary impetus for exploring the effectiveness of humour materials as a potential solution. By formulating our hypothesis, we postulated that employing this particular approach would enhance students' motivation to engage with the subject of history. To render the outcomes more comprehensible and apparent, we opted to evaluate this method against the conventional teaching approach. From a technical standpoint, it can be stated that the experimental group scored higher than the control group in terms of the overall results, indicating that the incorporation of appropriate culturally sensitive humour in the classroom can:

- Create a more engaging and enjoyable learning environment.
- Foster students' interest.
- Increase the retention of historical information and critical thinking skills.

The study aims at offering a comprehensive framework that outlines the potential applications of this method for various purposes, which shapes avenues for further researches in related areas.

1. Pedagogical Implications

Based on the previous discussions and the conclusions drawn, it is crucial to demonstrate the significance and the importance of this study in relation to the research community and the Algerian Educational System. As a result, this section aims to highlight the applicability and possible use of our proposed teaching method.

1.1. Enhancing Motivation and Creating a Conducive Classroom Environment

The findings of this study highlight the significance of integrating humour as a pedagogical tool in history education. History teachers should consider incorporating appropriate and relevant humour into their lessons to create more engaging and enjoyable learning atmosphere, which promotes a positive emotional state and increases cognitive engagement. By creating a safe and supportive classroom environment through humour, students are more likely to feel comfortable expressing their thoughts, engaging in discussions, and actively participate in learning tasks.

1.2. Promoting Cultural Understanding

For the purpose of promoting cultural understanding, native humour may be a useful tool in language acquisition. Teachers should expose EFL learners to native humour of the target language and culture during history courses to deepen their comprehension of both the language and the associated historical nuances. This approach encourages a more authentic and immersive language learning experience, enhancing students' language proficiency and cultural competence.

1.3. Enhancing Language Proficiency

Humour can serve as a valuable tool in language learning by introducing humour-based activities, such as jokes, funny anecdotes, or humorous dialogues into history lessons, teachers

should harness the power of humour to facilitate language acquisition. Moreover, humour can contribute to the development of students' language skills. When humour is integrated into language learning techniques, it provides opportunities for students to engage with idiomatic expressions, world play, and historical and cultural references. This exposure to native humour promotes language acquisition, vocabulary expansion, and cultural competence, as students gain insights into the target language and its history through humour.

1.4. Fostering Critical Thinking

Humour stimulates critical thinking skills and cognitive engagement among students. History teachers should incorporate humour to provoke thoughts, promote analysis of historical concepts, and encourage students to connect historical events and ideas. By using humour strategically, teachers can foster a deeper understanding and critical analysis of historical content and a greater comprehension of it.

1.5. New Humor-Based Techniques in History Education

Through this research, we have successfully conducted empirical studies and provided concrete evidence in the practical part to demonstrate the effectiveness of using humor as a powerful tool in raising EFL learners' motivation particularly in the context of history education. Our findings showcase the remarkable success achieved through the integration of humor into pedagogical approaches within history lessons. As a result, we offer practical implications and techniques that hold value not only for the research community but also for the Algerian Educational System. Moreover, we have developed a comprehensive lesson plan that facilitates the implementation of these strategies, allowing teachers to tailor the implications according to the unique needs of their students and subject matter.

1.5.1 Interactive Storytelling

Create interactive storytelling sessions where students can explore historical events through humorous narratives, which can engage students' imagination and make history more relatable and enjoyable.

1.5.2. Role-Play and Skits

Encourage students to create and perform humorous skits or role-plays based on historical events or figures. This activity promotes creativity, teamwork, and deeper understanding of historical contexts.

1.5.3. Comic Strips and Cartoons

Ask students to create comic strips or cartoons that depict historical events with a humorous twist. It allows students to express their creativity and understanding of history while incorporating humor.

1.5.4. Historical Parodies

Allow students to create and perform parodies of popular songs, movies, or TV shows but with a historical theme, the technique proposed can be entertaining while reinforcing historical knowledge and promoting critical thinking.

1.5.5. Satirical News Reports

Ask students to write and perform satirical news reports based on historical events. This activity encourages students to analyze historical events from different perspectives and develop their critical thinking skills.

1.5.6. Humorous Debates

Organize debates on historical topics and encourage students to use humor and wit to present their arguments. Applying this approach adds an element of fun and engagement to the debate, making history more interesting and memorable.

1.5.7. Virtual Museum Exhibits

You can encourage students to create virtual museum exhibits or presentations about historical events or figures, incorporating humorous elements such as funny anecdotes or witty captions. The technique combines technology, creativity, and historical knowledge, which in turn, can be very beneficial to enhance student's skills.

1.5.8. Historical Stand-Up Comedy

Organize a stand-up comedy session where students can perform short comedic acts based on historical events. It promotes public speaking skills, creativity, and historical understanding.

Note: It is worth mentioning that these techniques can be customized, refined, and implemented to cater to the specific objectives and requirements. It is also important to strike a balance and ensure that the humor remains appropriate, respectful, and aligned with the educational objectives.

Here is a sample of a standardized lesson that the teacher can follow to present a course using humor materials.

University of 8 Mai 1945-Guelma
Faculty of Letters & Languages
Department of Letters & English Language

Module: Civilization/ History
Year: / Group:
Lecturer:

Lecture:

Objectives:

Students will be able to understand (Write the general goal/ aim),
and the significance of (Outline the specific objectives you
aim to achieve during the lesson, such as improving historical comprehension, enhancing
language proficiency, fostering critical thinking, and promoting cultural understanding.)

Materials Needed:

-
-
-
-

Note: humor-related materials should be age-appropriate, culturally sensitive, and align with
your specific educational context.

Pre-Lesson Engagement

Introduction

Start with an engaging introduction that sparks curiosity, its relevance to the topic, and sets
the stage for the lesson using humor resource whether it is a humorous video clip, a cartoon, a
funny historical anecdote or a funny joke.

- **Content Delivery**

Present the core of the content while integrating humor strategically. Use humorous examples, anecdotes, or visual aids that suit each title of the lesson and that make the content more engaging and enjoyable. You can personalize the interactive activities, such as quizzes, group discussions, or role-plays that encourage active participation and critical thinking.

- **Language Learning Opportunities**

Highlight specific language learning opportunities embedded in the humor resource, such as idiomatic expressions, wordplay, or cultural references. Encourage students to explore and discuss these linguistic elements to expand their vocabulary and cultural competence.

- **Application**

Provide opportunities for students to apply their knowledge through hands-on activities. This could involve analyzing primary sources, creating their own humorous interpretations of historical events, or engaging in historical debates with a humorous twist. For instance, they can share funny stories that are relevant to the topic.

Assessment

Include a formative assessment component that evaluates students' comprehension of the historical content and their ability to use humor appropriately in a historical context. This could be a short quiz, a group presentation, or a written reflection

Conclusion

Summarize the main points covered in the lesson and reiterate the benefits of integrating humor in history education.

Note: The provided sample adheres to the academic format followed by the English Language Department at the University 08 May 1945 in Guelma. However, it is important to note that this sample can be easily customized to suit various other modules and align with the overall objectives of the lesson. This flexibility allows for its adaptation and implementation in diverse educational settings and contexts.

2. Limitations of the Study

Like many academic endeavors, this research is far from perfection. From a methodological perspective, the quantitative descriptive research design employed in this study provided a broad overview of the impact of humor on EFL students' motivation to study history. However, a more detailed examination of the underlying mechanisms and individual differences is necessary to gain a deeper understanding of this relationship. Future research endeavors should consider employing mixed-methods approaches, such as incorporating qualitative interviews and conducting classroom observations.

Furthermore, the generalizability of the findings is constrained by the specific sample used in this study. To ensure the validity and applicability of the findings across various educational contexts and learner populations, further research should aim to replicate and extend the study with larger and more diverse samples in order to draw broader conclusions.

Another constraint of this study was the deviation from the original plan of working with second-year license students. Due to the unforeseen absence of the teacher, we had to adapt and conduct the research with third-year students instead. This alteration in the participant selection process may have introduced certain variations in the data and outcomes, which should be taken into consideration when interpreting the results.

3. Suggestions and Recommendations for Future Research

The extensive examination of practical analysis fractions in current academic research has played a significant role in thoroughly scrutinizing intricate elements to authenticate the chosen research subject. Specifically, numerous valuable insights have been emphasized regarding the use of humor aids to boost EFL learners' motivation in history education. Therefore, a wide range of contributions and recommendations must be addressed for future research in this area.

Firstly, longitudinal study holds significant value and would be more effective in examining the long-term effects of utilizing humor resources as a motivational tool in history education. By tracking students' motivation levels and academic performance over an extended period, this research can provide insights into the sustained impact of humor-based teaching strategies. Such an investigation would contribute to a deeper understanding of how the incorporation of humor in history education influences students' motivation and learning outcomes over time.

Secondly, to further explore the effectiveness of humor resources, a comparative analysis can shed light on the impact of different forms of humor on students' motivation, engagement, and learning outcomes in history education. This research would involve investigating the effects of various humor resources, such as jokes, cartoons, videos, or interactive activities, to identify the most effective and suitable approaches for integrating humor in different educational contexts. By comparing the outcomes of these different forms of humor, researchers can provide valuable insights into enhancing the motivational aspects of history education.

Furthermore, the influence of teacher training programs on integrating humor in history education warrants examination. This research could focus on the effectiveness of

professional development workshops or courses designed to enhance teachers' understanding and skills in using humor as a motivational tool. By assessing the impact of teacher training on student motivation and engagement, this investigation can shed light on the importance of equipping educators with the necessary tools and knowledge to effectively incorporate humor in their teaching practices. Understanding the role of teacher training in implementing humor-based strategies can significantly enhance the overall quality of history education.

Additionally, considering the role of cultural context, an exploration of how humor varies across different cultures and its impact on student motivation and engagement in history education is essential. It is highly recommended to design a research that would involve comparing the effectiveness of culturally relevant humor resources versus universal humor resources in diverse educational settings. By examining the cultural factors influencing the use of humor in history education, researchers can provide guidance on adapting humor-based teaching strategies to accommodate diverse cultural backgrounds. Such an investigation can contribute to the development of culturally inclusive and engaging history education practices.

A comprehensive understanding of the impact of humor in history education can be achieved through the adoption of a mixed-methods research approach. Integrating quantitative surveys to measure motivation levels with qualitative methods such as interviews and classroom observations enables researchers to gather both numerical data and in-depth qualitative insights. This approach facilitates a nuanced comprehension of students' experiences, perceptions, and attitudes towards the implementation of humor-based teaching strategies in history education. Through embracing a mixed-methods approach, this study holds the potential to contribute significantly to the enhancement and optimization of motivational approaches within the domain of history education.

Moreover, extending the research to other subjects or disciplines would be beneficial to assess the generalizability of humor as a motivational tool. Researchers can investigate whether the positive impact of humor resources observed in history education can be replicated in other academic subjects. By examining the effects of humor in different subject areas, researchers can determine the potential applicability of humor-based teaching strategies across various educational contexts.

Intervention studies can further explore the causal relationship between humor integration and student motivation in history education. By implementing controlled experiments where humor is systematically introduced or removed from history lessons, researchers can measure the corresponding changes in students' motivation, engagement, and learning outcomes. Such studies would provide valuable insights into the direct impact of humor on student motivation and the effectiveness of humor-based interventions in history education.

Therefore, an invaluable contribution to the field of history education would involve conducting a cross-cultural study to compare the effectiveness of humor resources across diverse cultural and linguistic backgrounds. This comprehensive research endeavor would delve into the perception of humor and its profound impact on motivation and engagement among students from varying cultural contexts. By carefully examining potential cultural variations in the utilization of humor as a potent motivational tool, researchers can significantly contribute to a more nuanced understanding of the pivotal role humor plays in educational settings.

Finally, it is important to note that the success of humor integration in education relies on appropriate and sensitive implementation. Humor should be used in a way that complements the learning objectives and aligns with the cultural background of the students. Educators

should carefully select and design humor resources to ensure they are inclusive, respectful, and relevant to the subject matter. Additionally, it is crucial to strike a balance between humor and academic rigor, as excessive use of humor may overshadow the educational content.

Accordingly, the current academic research has greatly emphasized the vital adaptability of humor resources as a highly effective motivational technique for studying history. In doing so, teachers can gain a deeper understanding of the appropriate use of humor in the teaching and learning process, specifically in enhancing the motivation of EFL learners. This understanding enables teachers to design a curriculum that incorporates appropriate forms of humor tailored to the unique needs of students. This step can enable teachers to effectively foster a positive learning environment and elevate students' motivation to engage with the subject of history.

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Appendix A: The Exploratory Observation Lesson (Control Group)

University of 8 Mai 1945-Guelma

Faculty of Letters & Languages

Department of Letters & English Language

Duration : 1hour 30 min

Module: Civilization/ History

3rd year license-2022/2023- Group3

Lecturer: Chekaroua Djoumana

Documenter : Chaabane Raya

Lecture: The American Revolution (1775-1783)

(Control Group)

- **Objective:**

Students will be able to understand and explain the causes of the American Revolution, the effects of the Revolution, and the significance of major battles during the Revolutionary War.

- **Materials Needed:**

Printed materials

Maps of the 13 colonies and key battle locations

Images and illustrations of key figures and events during the Revolution

Writing materials for note-taking and reflection

Introduction

The American Revolution (1775-1783) was a conflict between the thirteen American colonies and Great Britain that resulted in the formation of the United States of America as an independent nation. It began with the Battles of Lexington and Concord in 1775 and escalated into a full-scale armed conflict. The colonists, led by figures such as George Washington, fought for their rights, including independence from British rule. Despite challenges, including lack of resources and military setbacks, the revolutionaries secured victory with the support of foreign allies, particularly France. The revolution resulted in the Treaty of Paris in 1783, recognizing the United States as a sovereign nation. It had a profound impact on world history, inspiring other revolutions and shaping modern ideas of democracy and freedom.

1. Reasons

British policies: The British government imposed taxes and trade restrictions on the colonies without their consent, which angered many colonists.

Taxation without representation: British colonists in America were unhappy with the taxes they were forced to pay without any representation in the British government including (the Stamp Act of 1765 and the Townshend Acts of 1767, without the consent of the colonists. This led to protests, boycotts, and eventually to violent resistance)

Ideals of liberty: The Enlightenment ideas of natural rights and self-government inspired many Americans to seek greater autonomy (Ideals of freedom and independence influenced American colonists to desire greater autonomy)

Colonial unity: The colonies banded together in opposition to British policies, which helped to create a sense of national identity (Another cause of tension was the British government's attempts to assert greater control over the colonies. In 1774, Parliament passed a series of laws known as the Coercive Acts, which were designed to punish the colonists for their defiance. The colonists responded by forming the Continental Congress, a representative body that would eventually become the government of the United States)

The Stamp Act, the Boston Tea Party, and the Intolerable Acts were significant events that contributed to the growing tensions between the American colonies and Britain, as they were seen as infringements on colonial rights, autonomy, and self-governance, leading to widespread protests and resistance, and ultimately fueling the momentum towards the American Revolution.

- ***Stamp Act:***

The Stamp Act was an act passed by the British Parliament in 1765. It imposed a tax on all printed materials in the American colonies, including newspapers, legal documents, licenses, and even playing cards. The tax was intended to help pay off the debts incurred during the French and Indian War. However, the colonists viewed it as a violation of their rights since they had no representation in Parliament. This led to widespread protests, boycotts of British goods, and the formation of the Sons of Liberty, a group that actively opposed British taxation.

- ***Boston Tea Party:***

The Boston Tea Party occurred on December 16, 1773, as a protest against the Tea Act imposed by the British government. This act granted the British East India Company a monopoly on the sale of tea in the American colonies. In response, a group of colonists, disguised as Native Americans, boarded three British ships in the Boston Harbor and dumped 342 chests of tea into the water. The event was a direct act of rebellion against British taxation and control, and it further escalated tensions between the colonists and the British government.

- ***Intolerable Acts:***

The Intolerable Acts, also known as the Coercive Acts, were a series of punitive measures imposed by the British Parliament in 1774 as a response to the Boston Tea Party. These acts were intended to punish the people of Boston and bring the colony of Massachusetts back under British control. The Intolerable Acts included the Boston Port Act, which closed the port of Boston until the colonists paid for the destroyed tea; the Massachusetts Government Act, which reduced colonial self-government; the Administration of Justice

Act, which allowed British officials to be tried in England for crimes committed in the colonies; and the Quartering Act, which required colonists to provide housing for British soldiers. These acts further fueled colonial resentment and played a significant role in escalating tensions that eventually led to the American Revolutionary War.

2. Major Battles and Events:

- **Boston Tea Party:** In 1773, a group of colonists protested British tea taxes by dumping tea into Boston Harbor.
- **Declaration of Independence:** In 1776, the Continental Congress declared the colonies' independence from Great Britain.
- **Saratoga:** In 1777, American forces defeated a British army at the Battle of Saratoga, which was a turning point in the war.
- **Yorktown:** In 1781, American and French forces defeated a British army at Yorktown, Virginia, which effectively ended the war.

3. Key Figures:

- **George Washington:** Commander-in-chief of the Continental Army and the first President of the United States.
- **Benjamin Franklin:** A statesman and diplomat who helped to negotiate the Treaty of Paris that ended the war.
- **Thomas Jefferson:** Author of the Declaration of Independence and later President of the United States.

4. Impact:

The American Revolution had profound effects and significance on American society, government, and culture, shaping the course of American history and influencing the world in many ways.

- **Establishment of the United States of America:** The American Revolution led to the establishment of the United States of America as an independent nation, free from British rule, with the signing of the Declaration of Independence in 1776.
- **Writing of the U.S. Constitution:** The American Revolution prompted the writing of the U.S. Constitution, which created a framework for a new government and established the principles of individual rights, limited government, and separation of powers that continue to shape American governance today.
- **Development of Democratic Principles and Ideals:** The American Revolution played a pivotal role in the development and promotion of democratic principles and ideals, such as popular sovereignty, equality, and the protection of individual rights. These

ideas laid the foundation for American democracy and influenced political movements worldwide.

- **Social and Cultural Changes:** The American Revolution brought about significant social and cultural changes. It challenged the traditional social hierarchy, fostered a sense of national identity, and sparked discussions about equality and the rights of women and enslaved individuals, contributing to the eventual abolition of slavery and the advancement of women's rights.
- **Influence on the World:** The American Revolution had a profound influence on the world. It inspired other countries and peoples seeking independence and self-governance, such as the French Revolution. The principles and ideals of the American Revolution continue to resonate globally, inspiring movements for freedom, democracy, and human rights across the world.

Appendix B: The Exploratory Observation Lesson (Experimental Group)

University of 08 Mai 1945-Guelma

Faculty of Letters & Languages

Department of Letters & English Language

Duration: 1 hour 30 min

Module: Civilization/ History

3rd year license-2022/2023- Group4

Lecturer: Chekaroua Djoumana

Observer: Chaabane Raya

Lecture: The American Revolution (1775-1783)

(Using humor aids for Experimental Group)

Introduction

- a. "Once upon a time, there were thirteen colonies just doing their thing, when suddenly, Great Britain started bossing them around with taxes and trade restrictions. It was like a bad breakup, but instead of tears, the colonies decided to fight back! Led by the fearless George Washington and his gang of revolutionaries, they stood up for their rights and declared, 'Enough is enough!' It was like a wild west showdown, with battles and drama galore. But guess what? The colonies had some tricks up their sleeves, including getting some help from their French buddies. With bravery and determination, they fought their way to victory, and in 1783, they officially became their own country with the Treaty of Paris. Talk about a plot twist! This revolution was a game-changer, inspiring others around the world and shaping the idea of freedom and democracy that we cherish today. It's a story that proves even the underdogs can rise up and make history in the most unexpected ways!".

When 13 colonies exist
in North America.

George Washington:



England: *slightly raises taxes to pay for the
extremely expensive French and Indian War*

The Thirteen Colonies:



b-

- “Why did George Washington chop down the cherry tree during the American Revolution?
- Because he heard it was a loyalist and wanted to give it a taste of freedom!”

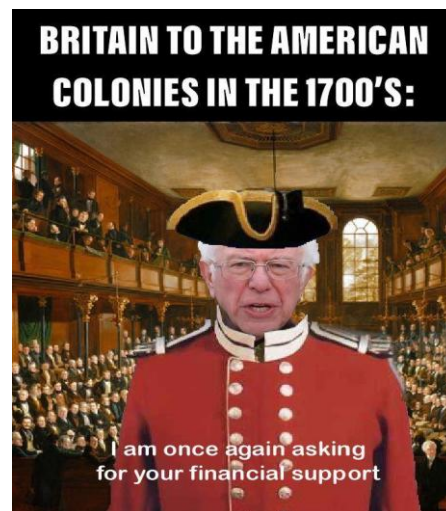
5. *Reasons*

British policies:

- Why did the British government treat the American colonies like a piggy bank?
- Because they thought the colonists were just spare change! They were like, "Oh, let's tax them here, tax them there, and take all their shiny coins without even asking!" Little did they know, the colonists were not going to be their personal piggy bank and were ready to fight back!

Taxation without representation:

- Why did the colonist go to the comedy club during the American Revolution?
- Because he wanted to experience taxation with hilarious representation! He figured if he couldn't have a say in the government, at least he could have a good laugh about it!



Ideals of liberty:

- Why did the American colonist want to become a stand-up comedian during the Revolution?
- Because they realized that pursuing natural rights and self-government wasn't complete without a few good laughs! They figured, if they couldn't vote on the laws, they might as well make everyone laugh until their stomachs hurt. After all, nothing says "freedom" like the power to make people laugh without representation!

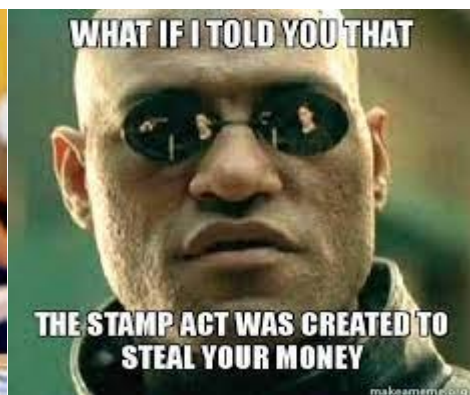
Colonial unity:



“Picture this: The American colonies were like a big, rowdy party, and Britain was the grumpy neighbor who just couldn't stand the noise. So, what did they do? They decided to throw a bunch of ridiculous rules at the colonies, thinking it would calm things down. Oh boy, were they wrong!”

Stamp Act:

“First, they introduced the Stamp Act. It was like saying, "Hey, guess what? You need to pay extra for every piece of paper you use!" Can you imagine? The colonies were like, "We're already broke from all the taxes you're slapping on us, and now you want us to pay for every little stamp? Not cool, Britain!"



Boston Tea Party:

“But the party was just getting started. Next came the infamous Boston Tea Party. The British thought it would be a great idea to put a tax on tea. Little did they know, the colonists were tea lovers, and you don't mess with their tea! So, what did they do? They dressed up as Native Americans, stormed the harbor, and dumped all the tea into the water. Talk about a wild tea party!”



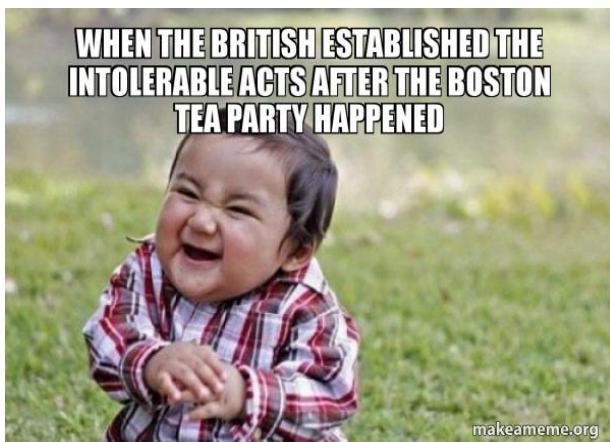


The fish of Boston Harbor, right after the Boston Tea Party.

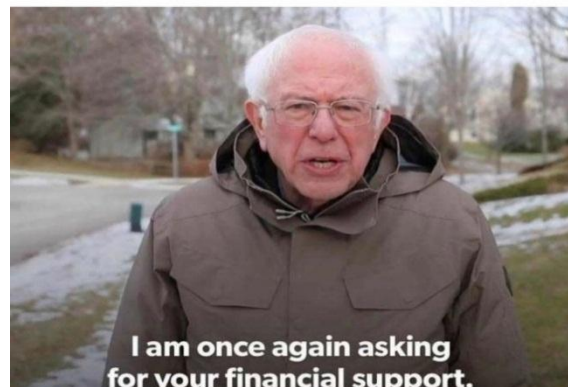


Intolerable Acts:

“Of course, Britain wasn't happy with all the rebellious antics. They decided to go all out and introduce the Intolerable Acts. It was like the ultimate buzzkill. They shut down the port of Boston, limited the colonists' rights, and basically said, "You better listen to us or else!" Well, the colonies were having none of it. They were like, "Intolerable Acts? More like ridiculous acts! We're not backing down!"



Britain @ 13 colonies in 1764



“And that's how tensions reached an all-time high. The colonies had had enough of Britain's party-pooing ways. They started protesting, resisting, and rallying together. It was like a giant game of "You can't tell us what to do!"

These events fueled the momentum towards the American Revolution. The colonies were united in their fight for rights, autonomy, and self-governance. They were like a bunch of rowdy partygoers, saying, "No more rules, Britain! We want to run our own show!"

And so, the stage was set for the grand finale—the American Revolution. It was a revolution fueled by rebellion and a determination to party on their own terms. The colonies were ready to rock and roll, and they weren't going to stop until they had their independence!”



The Boston Tea Party in a nutshell



6. Major Battles and Events:

- **Boston Tea Party:**



- **Declaration of Independence:**

- Why did the Continental Congress decide to write the Declaration of Independence in 1776?
- Because they realized that dealing with British rule was like being in a bad relationship! They were like, "We're breaking up with you, Britain! It's not me, it's you and your unfair taxes! We're declaring our independence and swiping right on freedom!"



- **Saratoga:**

- Why did the American forces throw a surprise party for themselves after winning the Battle of Saratoga in 1777?
- Because they knew how to turn the tables on the British and throw the most epic game of hide-and-seek! The British army was like, "Where did they go? We can't

find them!" And the Americans were like, "Surprise! We were right here, strategizing and ready to win!" It was a turning point in the war, and the Americans celebrated with a victory dance that even made George Washington bust a move!



- Yorktown:



7. Key Figures:

- George Washington: Commander-in-chief of the Continental Army and the first President of the United States.



- Benjamin Franklin: A statesman and diplomat who helped to negotiate the Treaty of Paris that ended the war.



- Thomas Jefferson: Author of the Declaration of Independence and later President of the United States.

242 years ago, Thomas Jefferson wrote the ultimate break up letter. "It's not you, it's U.S."



8. *Impact:*

- **Establishment of the United States of America:**

“Once upon a time, a group of colonies got tired of their bossy British landlord. They shouted, "We want our own place!" So, they came together and declared their independence, giving birth to the United States of America. It was like moving out of your parents' house and finally having your own space!”

- **Writing of the U.S. Constitution:**

“But just declaring independence wasn't enough. They needed some ground rules to make this new nation work. So, they gathered some smart folks and said, "Hey, let's write a Constitution!" It was like designing the ultimate blueprint for a kick-butt government. They wanted individual rights, limited government, and a separation of powers—basically, the perfect recipe for a democracy.”

- **Development of Democratic Principles and Ideals:**

“Speaking of democracy, the American Revolution was like a democratic superhero, spreading its ideals far and wide. People everywhere were like, "Hey, if those Americans can do it, why can't we?" It ignited a spark in the hearts of freedom fighters around the world, inspiring revolutions and movements for independence and self-governance. It was like a global party of freedom!”

- **Social and Cultural Changes:**

“But it wasn't just politics that got a makeover. The American Revolution shook things up socially and culturally too. It challenged the old social order, saying, "Hey, everyone deserves a shot at the American dream!" It started conversations about equality and the rights of women and enslaved individuals. Slowly but surely, changes were made, paving the way for the eventual end of slavery and advancements in women's rights. It was like a giant dance party where everyone got to join in!”

- **Influence on the World:**

“The impact of the American Revolution wasn't confined to the United States—it had a ripple effect worldwide. Other countries were inspired by the American rebels' audacity and said, "We want a taste of that freedom too!" The French Revolution took some serious notes and said, "Vive la liberté!" The principles and ideals of the American Revolution continue to resonate, inspiring movements for freedom, democracy, and human rights across the globe. It was like a powerful fireworks display that lit up the world with hope.”

Appendix C : Students' Questionnaire

Students' Questionnaire

Dear students,

This questionnaire is of crucial importance as a part of our Master Thesis research project at the Department of English, University of 08 Mai 1945. It aims at investigating "the role of Humour in raising EFL learners' motivation to study history". Therefore, we would really appreciate if you can take the time to answer the questions. We would like to assure you that the answers will be used only for this research work; they will be anonymous and strictly confidential.

You are kindly requested to answer the following questions. Please tick your choices in the appropriate box (es).

Thank you in advance for your collaboration.

Chabane Raya,

Chkaroua Djomana,

Department of English

University of 08 Mai 1945, Guelma 2023

Section One: Background Information

01. Please specify whether you are:

a. Male

b. Female

02. How long have you been studying English?

a. 10 years

b. 11 years

c. 12 years

d. 13 years

03. Is studying English

a. Your first choice

b. One of your choices

c. Imposed on you

04. How is your English proficiency?

a. High

b. Average

c. Low

Section Two: Learning Motivation

05. Do you think that motivation is important in learning?

a. Very important

b. Important

c. Less important

d. Not important

Please Justify

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06. What encourages you to study the English Language?

a. Curiosity: language fascination and the desire to learn

b. interests: literature, history, arts, film appreciation

c. personal enjoyment: learning English enjoyable

d. Rewards: grades, praise from others or for goal achievement

e. to avoid punishment such as from parents

f. parents or family pressures

g. Interested in the British and American culture and lifestyle

h. Social and cultural factors: integration and community betterment

i. Professional and academic factors: your job or study requirement

j. The desire for career advancement like job opportunities

k. To pass an exam: proficiency exam necessity

l. The need for accomplishment: personal goal attainment

m. The desire to do well and proving capability to self or others

n. To take on challenging tasks: goal achievement and skill development

07. How do you generally feel about learning English?

a. Very positive

- b. Neutral
- c. Very negative

08. What strategies do you think can help improve your motivation to learn?

- a. Finding personal interest in English learning
- b. Setting realistic and achievable goals
- c. Developing a study schedule or routine
- d. Finding a study environment that is fun and enjoying
- e. Using rewards or motivators for achieving learning milestones
- f. Other (please specify)

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Section Three: Humour and Teaching History

09. On a scale of 1 to 5, how often do your teacher use Humour in classroom?

- 01 02 03 04 05

10. How do you feel about the use of humour in the classroom?

- a. I enjoy it and I think it can be effective
- b. I enjoy it, but I'm not sure if it's effective
- c. I'm neutral; I neither enjoy nor dislike it
- d. I dislike it, but I'm not sure if it's ineffective
- e. I dislike it and I think it's ineffective

11. How interested are you in studying history?

- a. Not at all interested
- b. Slightly interested
- c. Moderately interested
- d. Very interested
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e. Extremely interested

Please Justify

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12. How do you feel about the way history is typically taught in the classroom?

- a. Love it, I find it engaging and interesting
- b. Like it, but it can be boring at times
- c. Neutral, I don't have strong feelings either way
- d. Dislike it, I find it dry and uninteresting

Please justify

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13. How do you think humour can be used to make learning history more engaging?

- a. By making the lesson more enjoyable
- b. By making the lesson more memorable
- c. By making the lesson more relatable to modern times
- d. Other

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14. If you're interested in learning history, this is because?

- a. Curiosity about the past
- b. Personal interest
- c. Career or academic goals
- d. Other factors

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15. Do you think that using humour in history lessons can increase your motivation to study history?

a. Yes

b. No

c. I'm not sure

Please Justify

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16. Which of the following suggestions helps you learn new vocabulary?

a) When asked by the Cyclops what his name was, Odysseus replied "Outis," which translates to "nobody" in English. Later, when Odysseus and his men blinded the Cyclops and he cried out for help, he yelled, "Nemo," which means "no one" in Greek.

b) In Homer's "The Odyssey" — written 2,800 years ago — Odysseus indulges in some dark humor. "Odysseus tells the Cyclops that his real name is "nobody"."

"When Odysseus instructs his men to attack the Cyclops, the Cyclops shouts: "Help, nobody is attacking me!"

"No one comes to help."

17. Which of the following suggestions helps you reducing stress?

a) Emperor Augustus was traveling through the Empire when he noticed a man in the crowd who looked remarkably similar to himself. Curious, he asked the man if his mother had ever worked in the palace. To this, the man replied, "No, your Highness, but my father did." the man's father had a romantic encounter with Augustus' mother, which led to the striking physical resemblance between the two.

b) "The Emperor Augustus was touring the Empire, when he noticed a man in the crowd who bore a striking resemblance to himself.

"Intrigued he asked: 'Was your mother at one time in service at the Palace?'

"'No your Highness,' he replied, 'but my father was.'"

18. Which of the following suggestions helps you to remember better?

- a) During World War II, the United States and the Soviet Union were allies in the fight against Nazi Germany. However, after the war ended, tensions between the two countries escalated, leading to the Cold War. This period was characterized by intense competition, including a nuclear arms race, proxy wars, and the spread of opposing ideologies.
- b)

Absolutely no one:

The Cold War:



19. Which of the following suggestions makes learning more enjoyable for you ?

- a) Abraham Lincoln, the 16th President of the United States, is known for his role in ending slavery and preserving the Union during the Civil War.
- b)



20. Leave below any comment you have

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Thank you for your participation! Your responses will be greatly appreciated in helping us.

Résumé

Cette étude a examiné le rôle des ressources humoristiques en tant qu'outil de motivation dans l'enseignement de l'histoire. La recherche s'est concentrée sur les étudiants de licence en troisième année du Département de Lettres et de Langue Anglaise de l'Université du 08 Mai 1945 à Guelma. L'hypothèse formulée était qu'une augmentation prometteuse de la motivation des étudiants en Anglais Langue Etrangère (ALE) pourrait être observée lors de l'utilisation de l'humour pendant les séances d'histoire. Afin de confirmer ou de rejeter cette hypothèse, une conception de recherche observation exploratoire a été utilisée, divisant l'échantillon composé de 56 étudiants en deux groupes : le groupe témoin a reçu une leçon d'histoire traditionnelle sur la Révolution Américaine, tandis que le groupe expérimental a été exposé à différentes formes d'humour, telles que des memes et des caricatures, transmettant la même leçon dans la même durée d'une heure et trente minutes. Afin d'évaluer l'impact de l'intégration de l'humour sur l'engagement, la participation et les attitudes des étudiants, un questionnaire a été administré aux deux groupes. Les résultats confirment l'hypothèse et démontrent un niveau d'engagement et de participation significativement plus élevé parmi les étudiants exposés aux ressources humoristiques, par rapport au groupe témoin qui a montré des niveaux d'engagement plus faibles. De plus, les résultats du questionnaire indiquent que la majorité des étudiants sont d'accord avec la possibilité d'utiliser l'humour comme méthode pédagogique efficace, soulignant son potentiel pour améliorer leur motivation, leur engagement et leurs résultats d'apprentissage. Les implications de ces résultats suggèrent l'adoption de stratégies d'enseignement basées sur l'humour pour renforcer la motivation des apprenants de l'EFL dans l'étude de l'histoire, contribuant ainsi à l'amélioration des résultats éducatifs.

Mots-clés : Apprenants de l'ALE, Motivation, Ressources humoristiques, Enseignement de l'histoire.

تناولت هذه الدراسة دور موارد الفكاهة كأداة تحفيزية في تدريس مادة التاريخ. ركز البحث على طلاب السنة الثالثة ليسانس في قسم الآداب واللغة الإنجليزية بجامعة 08 ماي 1945، بقائمة. افترضت الدراسة أنه يمكن العثور على زيادة واعدة في تحفيز طلاب اللغة الإنجليزية كلغة أجنبية عند استخدام الفكاهة خلال محاضرات التاريخ. وللتأكد من صحة أو رفض هذا الافتراض، تم استخدام تصميم بحث ملاحظة استطلاعية حيث تم تقسيم العينة التي تكونت من 56 طالبًا إلى مجموعتين: حصلت المجموعة الضابطة على درس بالطريقة التقليدية في التاريخ حول الثورة الأمريكية، بينما تعرضت المجموعة التجريبية لأشكال مختلفة من الفكاهة مثل الميمزات والكاريكاتيرات التي تنقل نفس الدرس خلال نفس المدة الزمنية لمدة ساعة واحدة و30 دقيقة. لتقييم تأثير دمج الفكاهة على تحفيز ومشاركة الطلاب واتجاهاتهم، تم توزيع استبيان على المجموعتين. تؤكد النتائج الافتراض وتظهر مستوى أعلى بشكل ملحوظ من المشاركة والانخراط بين الطلاب المعرضين لموارد الفكاهة، بالمقارنة مع المجموعة الضابطة التي أظهرت مستويات أقل من المشاركة. علاوة على ذلك، تشير نتائج الاستبيان إلى أن غالبية الطلاب أعربوا عن موافقتهم على إمكانية استخدام الفكاهة كطريقة تعليمية فعالة، مشيرين إلى إمكانية تعزيز تحفيزهم وانخراطهم ونتائج التعلم من خلالها. تشير نتائج هذه الدراسة إلى أهمية اعتماد استراتيجيات التدريس المستندة إلى الفكاهة لتعزيز تحفيز طلاب اللغة الإنجليزية كلغة أجنبية في دراسة التاريخ، مما يساهم في تحسين النتائج التعليمية.

الكلمات المفتاحية: طلاب اللغة الإنجليزية كلغة أجنبية، التحفيز، موارد الفكاهة، تعليم التاريخ.