

Humor in the Language Classroom: Teaching English in Japan

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For this study, a group of foreign (i.e. non-Japanese) English language instructors teaching English at universities in Japan provided their attitudes, beliefs and in-class practices (including both positive and negative aspects), regarding their humor usage in the classroom. A set of Japanese university students, too, shared observations on interactive humor in their English language classes, identifying both benefits and possible drawbacks. We analyze the language teachers' experience with different types and amounts of attempted classroom humor, and correlate student interest to different humor frequency levels. We also look at how often the students themselves attempt to be funny in their interaction with instructors, as well as their attitudes to different types of classroom humor. While the results from both groups are analyzed to create a picture of this specific context, our conclusions are within a broader research framework and this will likely be of interest to language educators in general.

1. Introduction and Literature Review

That humor transcends culture is a truism. People around the globe laugh and try to make others laugh (Gervais & Wilson, 2005). Moreover, humor can be found in virtually every domain within the human experience, and education is no exception. The current study seeks to understand university foreign language instructors' attitudes, beliefs and practices as they relate to humor use in the classroom. At the same time, it aims to ascertain students' perceptions of the humor employed by their teachers. We compare these two perspectives in an effort to identify propositions from one group that complement those from the other.

The role of humor in education has been the focus of a considerable amount of research, much of which has identified benefits (see for example Garner, 2006; Wanzer & Frymier, 1999; Torok, McMorris & Lin, 2004). In their survey of 40 years of research, Banas, Dunbar, Rodriguez & Liu (2011) have pointed out that the majority of studies have indeed focused on the positive aspects of using humor in education (p. 116). Much of the research has shown that humor can enhance the classroom experience for students. Banas, Dunbar, Rodriguez & Liu (2011) have concluded that "the clearest findings regarding humor and education concern the use of humor to create a learning environment" (p. 137). As a more specific example of a positive learning environment, Kher, Molstad, and Donahue (1999) show that humor can serve to reduce student anxiety. Some benefits relate to learning course material. Schmidt

(1994) and Garner (2006), for instance, demonstrate that humor does in fact help students remember information presented in class.

As the current study focuses on humor in the second-language classroom, it is important to bring up the matter of culture. Wanzer, Frymier & Irwin (2010) point out that, to some extent, cultural norms will determine what types of humor used by instructors students find appropriate or inappropriate. Teslow (1995) notes this as well. Also in this area, Askildson (2005) has shown that students learning a new language receive a number of benefits from humor in the classroom, including an increase in interest as well as a reduction in anxiety.

When considering the role of humor in education, it is also important to specify the types of humor being employed. Banas, Dunbar, Rodriguez & Liu (2011) compile a list of twenty-three varieties of humor, of which the majority receive the “context dependent” designation (p. 123). Items in this category include “self-disparaging humor,” “puns,” “nonverbal humor” and “impersonation” among others. The phrasing “context dependent” suggests that educators and researchers must explore the contexts in which these types of humor occur and the impact they have on the student experience. It is with this in mind that the current study was conducted.

Finally, we would like to refer the reader to two previous studies of ours, Schnickel & Martchev (2017 and 2018), for separate and more detailed accounts of the surveys that we conducted in preparation for this paper.

2. Study Methodology and Survey Details

This study is the product of two surveys that we conducted separately with 11 native-speaker English teachers who work mainly in the Kanto Metropolitan area centered around Japan’s capital, and 216 Japanese students enrolled at four different universities in and around Tokyo and taught by the two authors themselves. Most of our teacher respondents are employed at multiple universities representing various levels of academic achievement, while our four universities have an average rank of 235 among 710 Japanese universities listed by uniRank™ (as of December, 2017). Below, Tables 1 and 2 list the questions we asked our participants in each respective survey. Our questions directed to the teachers were all open-ended and the corresponding questionnaire appears here in its original form, while the student survey featured some multiple-choice answers and is given in its entirety in the Appendix.

TABLE 1
Teacher Survey Questions

<i>Q₁</i>	<i>How do you use humor in your classes? Is it something that you use deliberately, or something that arises spontaneously from time to time?</i>
<i>Q₂</i>	<i>Can you recount any specific humorous episodes in your English language classroom? Feel free to mention as many as you can, describing each situation as you see fit.</i>
<i>Q₃</i>	<i>Have you had any negative experiences using humor, unsuccessfully attempted jokes, etc.?</i>
<i>Q₄</i>	<i>What types of jokes or funny behavior would you say you tend to use?</i>
<i>Q₅</i>	<i>What, in your opinion, are the benefits of using humor in the classroom?</i>
<i>Q₆</i>	<i>What, in your opinion, are the downsides of using humor in the classroom?</i>
<i>Q₇</i>	<i>Is there anything else you would like to share on the subject outside the topics covered above (specific experiences, professional insight, etc.)?</i>

TABLE 2
Student Survey Questions

<i>Q₁</i>	<i>How often did your teacher(s) try to use jokes and humor in your class?</i>
<i>Q₂</i>	<i>How funny would you say was each of your teachers?</i>
<i>Q₃</i>	<i>How effective (useful) were each of your teachers' lessons, in your opinion?</i>
<i>Q₄</i>	<i>Have you laughed at something funny your teacher(s) said or did in your classes?</i>
<i>Q₅</i>	<i>Can you remember your teacher(s) trying to be funny but failing?</i>
<i>Q₆</i>	<i>Have you ever tried to say something funny/humorous to your foreign English teacher(s)?</i>
<i>Q₇</i>	<i>What do you think of English speakers' humor in general?</i>
<i>Q₈</i>	<i>Do you think that teacher humor in your English language classroom helps with your language learning?</i>
<i>Q₉</i>	<i>Can you think of any downsides to using humor in the English language classroom?</i>

The teachers provided their answers via email or oral interview in English, while the students did so in Japanese via a specially designed electronic survey (also given in Japanese). Therefore, for any student quotations below, assume that they were translated by us into English. Also notice that, given the much larger number of people interviewed, the response data coming from the student survey will have more statistical validity, whereas our findings from the teacher side should be viewed as more qualitative.

The student respondents were asked to provide answers about their native English teachers in the past, for up to five different teachers. Our data thus included 416 different teacher evaluations from the 216 student participants that we interviewed. By “evaluations”

we mean the students' answers to questions 1, 2 and 3 in the student survey. In Table 3, we summarize the possible multiple-choice answers to those questions, together with numerical values attached to each of them, which will allow for some quantitative analysis in the next section.

TABLE 3
Student Survey: Questions 1, 2 and 3

Question	Answer Choice					Scale Label
Q_1	<i>All the time</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	Frq
Q_2	<i>Very funny</i>	<i>Somewhat funny</i>	<i>Neutral</i>	<i>Not really funny</i>	<i>Not funny</i>	Interest
Q_3	<i>Very effective</i>	<i>Somewhat effective</i>	<i>Neutral</i>	<i>Somewhat ineffective</i>	<i>Very ineffective</i>	Utility
<i>Numerical value</i>	5	4	3	2	1	

Notice the resulting three five-point scales in Table 3, which we have labeled **Frq** (i.e. “frequency”, or how often each teacher was perceived to use humor), **Interest** (meaning how funny and interesting each teacher was thought to be), and **Utility** (standing for how useful students found each of their teachers' classes).

Finally, here is the basic structure of the data input we received from our students:

TABLE 4
Student Survey: Data Structure

<i>Teachers featured per student response</i>	<i>Number of responses</i>	<i>Teacher evaluations</i>
5	15	75
4	5	20
3	20	60
2	85	170
1	91	91
TOTALS	216	416

For some of the other questions, the students had the option to provide further information and examples to support their opinions, such as specific examples of classroom jokes and situations. For these sections of the survey, the number of respondents was consequently less than our total sample of 216.

3. Findings and Discussion

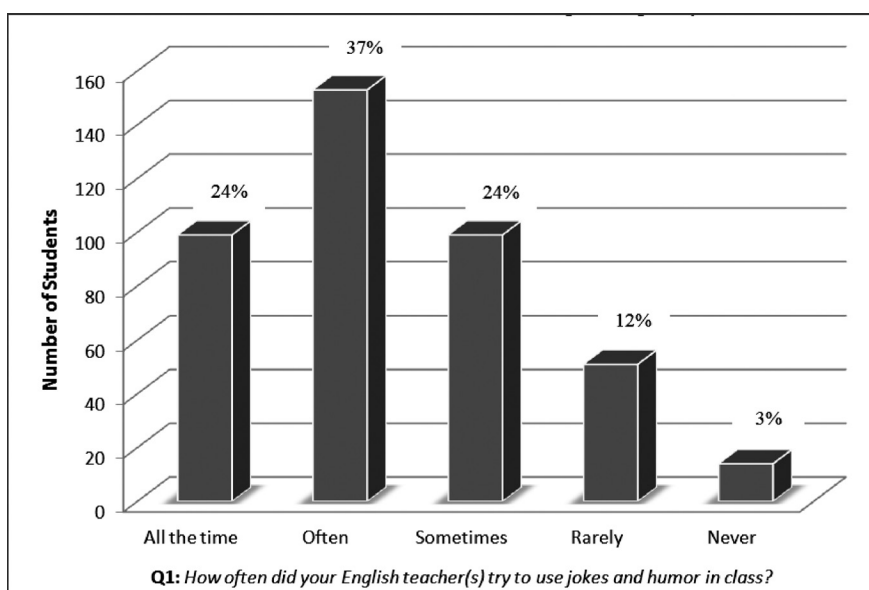
3.1. Amount of classroom humor

The overwhelming majority, or around 91%, of our interviewed teachers report actively engaging in humorous acts while teaching. A mostly *moderate-to-high* frequency of attempted in-class humor is also evident from the student data, as reflected in Chart 1.

If we assign numerical values to these reported frequencies, as described in the previous section (i.e. 5 = “all the time”, 4 = “often”, 3 = “sometimes”, 2 = “rarely”, and 1 = “never”), we can calculate the average frequency of humor use by foreign English teachers to be 3.65, as subjectively perceived by the students.

CHART 1

Student Survey: Teachers' Humor Attempts Frequency



We also calculated the Pearson Product-Moment Correlation Coefficient (r) for 3 categories regarding teacher performance, based on the first three questions in the student survey: teacher joking frequency, student interest and perceived class usefulness. These were all positively correlated, as Table 5 shows:

TABLE 5

Student Survey: Pearson Correlation Coefficients

	Frq	Interest	Utility
Frq	1		
Interest	0.60	1	
Utility	0.31	0.43	1
	$p < .01$	$p < .01$	

We could hypothetically expect even stronger positive correlations here, as our scale values are discrete and only five in number. To provide an alternative vantage point on the same set of data, Table 6 gives the average student interest and perceived class utility for different levels of teacher humor frequency.

TABLE 6

Student Survey: Average Student Interest and Perceived Class Utility per Humor Frequency Level

Frq	<i>AVG Interest</i>	<i>AVG Utility</i>	<i>Number of evaluations</i>
5	4.37 ^{+11.7%}	4.30 ^{+5.90%}	99
4	3.91 ^{+14.6%}	4.06 ^{+5.45%}	153
3	3.41 ^{+38.0%}	3.85 ^{+10.3%}	99
2	2.47 ^{+11.7%}	3.49 ^{+1.70%}	51
1	2.21	3.43	14
		TOTAL Number	416
NOTE: the superscript percentage numbers indicate rates of increase from lower levels.			

While the usefulness of a class can be seen from the above table to be less elastic toward humor frequency than how interesting the students deem it to be, it is important to note that something that we might term a “law of diminishing returns of classroom humor” at higher frequencies may be taking shape here. Student interest and class utility are always on the rise as humor frequency on the part of the teacher increases, but both reach their peaks of “added value” (i.e. incremental increase) somewhere around levels 3 and 4. It is perhaps more than a coincidence that, again from the student data, the average observed frequency of humor use by teachers stands at 3.65. Could this be a *de facto* subconscious “sweet spot” for comedic exploits on the part of teachers, averaging itself out in practice?

Regarding how often teacher humor fails and how much actual laughter goes on in the

classroom, according to the students' subjective estimates, our results are summarized in the following two charts:

CHART 2

Students' Laughter Reactions

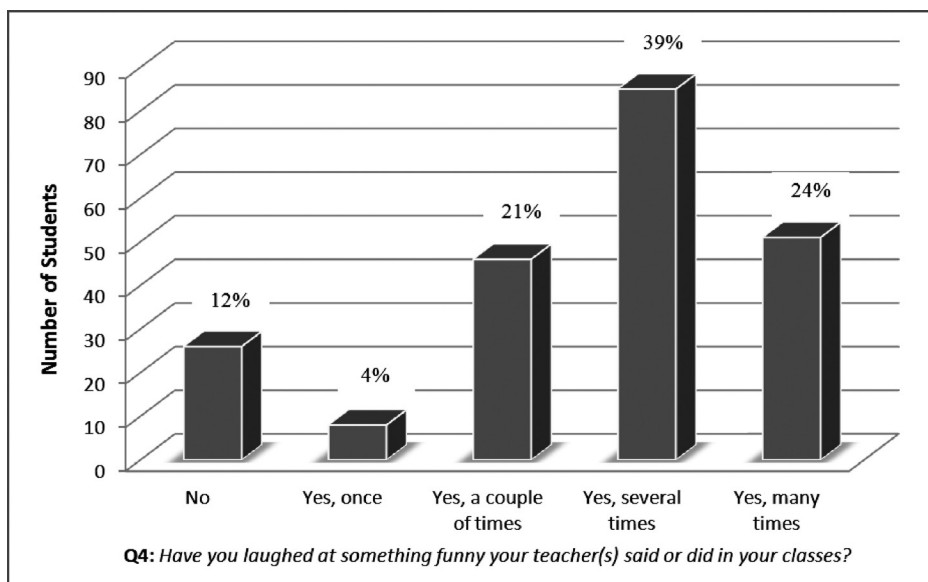
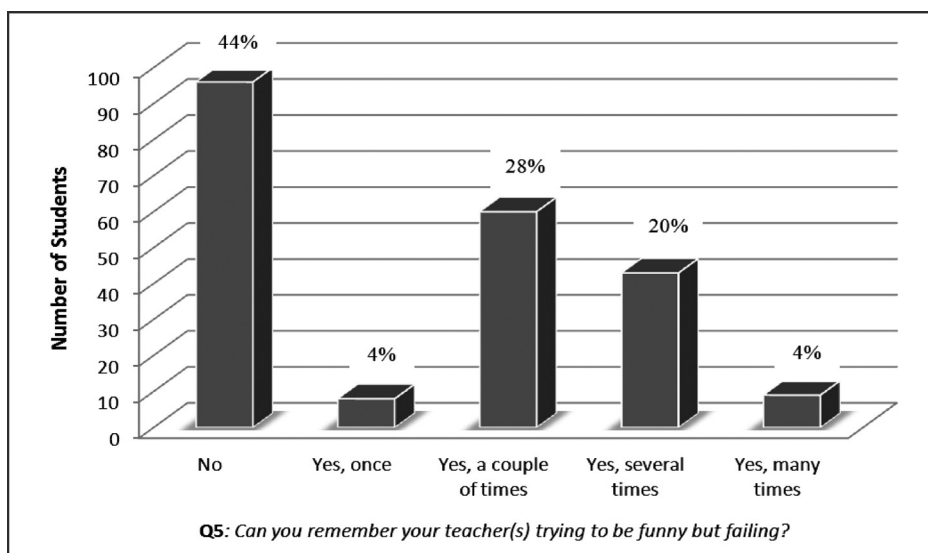


CHART 3

Remembered Instances of Teachers' Failed Humor



Most students (63%) report having laughed at least several times during their English language courses taught by individual teachers, while only a quarter can remember their instructors' attempts at humor failing with the same frequency. This further strengthens the impression from Table 6 that our teachers generally do a good job of making their students laugh.

When the tables are turned, however, we can see that students in Japan on average rarely, if ever, try to say something funny to their language teachers, according to our data here (Chart 4) and also corroborated by our personal years-long teaching experience in the country. At the same time, 64% of the small fraction (i.e. 7.5%) of student respondents who have done so in the past reported that their attempt(s) had failed, as illustrated in Chart 5.

CHART 4

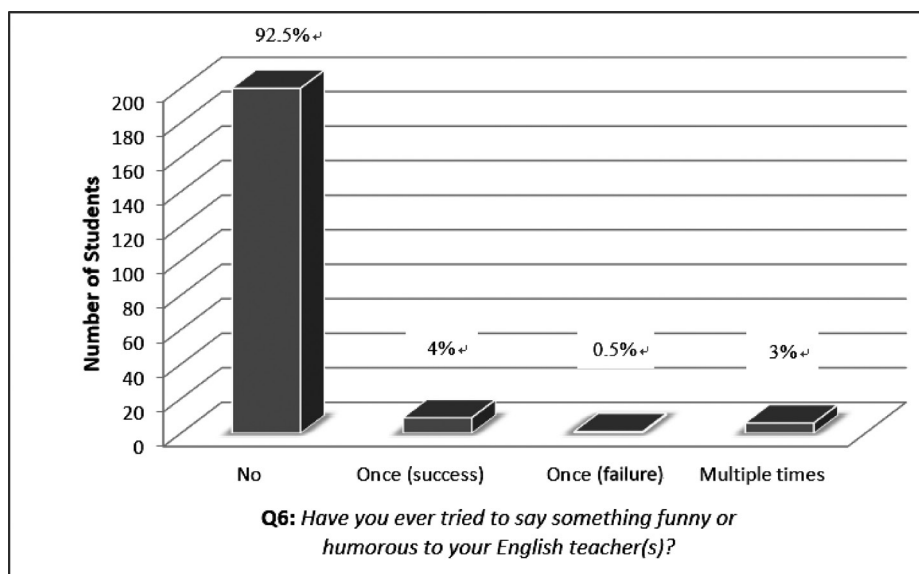
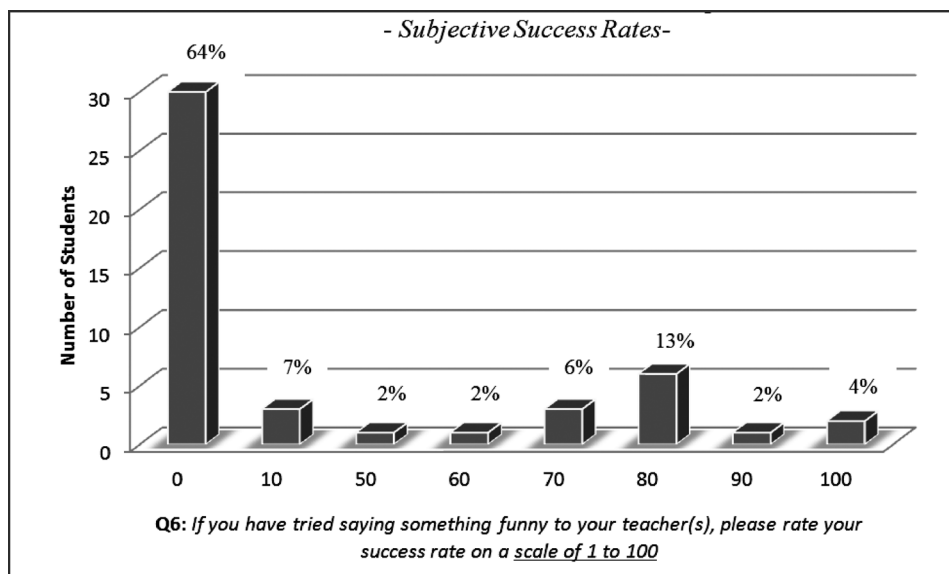
Student-to-Teacher Humor Attempts

CHART 5

Student-to-Teacher Humor Attempts (Subjective Success Rates)



3.2. Varieties of classroom humor

Table 7 summarizes the types of humor that our teachers reported as tending to use, based on their open-ended responses to Question 4 from the teacher survey. T_i refers to different teachers in our sample of eleven respondents, while “J-puns” refers to puns relying on the Japanese language to work.

TABLE 7

Teacher Survey: Types of Humor Used

<i>T₁</i>	<i>all / self-deprecating / teasing, feigned attacking or shocking humor</i>
<i>T₂</i>	<i>class-content related / avoids “silly” humor</i>
<i>T₃</i>	<i>exaggeration / facial expressions / puns</i>
<i>T₄</i>	<i>self-deprecating / never uses students as props</i>
<i>T₅</i>	<i>personal stories / acting out English expressions / puns / J-puns / self-deprecating</i>
<i>T₆</i>	<i>body & nonverbal / katakana pronunciation / “say the unexpected” / self-deprecating / riddles / jokes</i>
<i>T₇</i>	<i>language play / puns / J-puns / crazy English or Japanese / personal stories / imitating other accents</i>
<i>T₈</i>	<i>self-deprecating / intentional misinterpreting of student input</i>
<i>T₉</i>	<i>exaggeration / no sarcasm or cynicism / J-puns</i>
<i>T₁₀</i>	<i>physical humor / funny games & videos / fail videos / J-puns / self-deprecating</i>
<i>T₁₁</i>	<i>“jokes that do not target any particular student” / mistakes everyone can make & laugh at</i>

Six, or more than half of our teachers, said that they consciously go for self-deprecating jokes and three others explicitly mentioned incorporating personal stories in their in-class comedic repertoires. Of course, it never hurts to be humble in Japan anyway, but around half of the teachers reported having discovered (the hard way) how humor often does not translate very well at all in a very different culture, and hence self-directed humor is seen by teachers as a safe option which is not going to be offensive to anyone. Indeed, Ziv (1984) suggests that self-deprecation may be considered affiliative humor (i.e. humor serving to make a positive connection to another person or to a group). It also has to be said that sarcasm is not a Japanese favorite in general, and this was clearly reflected in some of the comments we received from students, e.g.:

- *Teacher C is our writing teacher and doesn’t joke around much. If he does, he is usually being sarcastic, and it’s not exactly like we are rolling with laughter.*

If sarcasm is directed at the joker him or herself, however, there is no real problem.

Another well-represented category of humor among our teachers was physical humor and exaggerated facial expressions or reactions (6-7 teachers). The motive behind using these kinds of humor extensively is again perhaps easy to understand—in an environment presenting many verbal obstacles to communication, slapstick naturally becomes a more

prominent expression of funny content.

The next most common humor type in our teacher data was humorous wordplay (mentioned by five teachers). As the “no-pun intended” phenomenon suggests, many modern people have a less than enthusiastic attitude towards the pun, which was described as early as the 19th-century as a “a pistol let off at the ear; not a feather to tickle the intellect” by English writer Charles Lamb. We have a similar situation in Japan, where puns (*dajare*) are often called *oyaji-gyagu* (literally, “dad jokes”), somewhat pejoratively. This type of humor, however, relies on semantic relationships and connections within the language system itself and is therefore highly suitable and natural for a language education setting.

As far as the language learners’ side of the equation, we summarize in Table 8 the main types of humor that our students mentioned as having found interesting and memorable. Note that comments made by individual respondents sometimes qualify for multiple humor types as listed below.

TABLE 8
Student Survey: Relative Share of Different Types of Humor Mentioned in 102 Responses to Q4

<i>Humor Type</i>	<i>Personal</i>	<i>Slapstick</i>	<i>Japan-Related</i>	<i>Puns</i>	<i>Self-Deprecating</i>	<i>Sarcasm</i>	<i>Black Humor</i>
<i>Relative Share</i>	33.33%	22.55%	17.65%	9.80%	5.88%	3.92%	1.96%

We can see that the largest category here is personal humor, usually stories about the teachers’ lives and funny/interesting things that actually happened to them, often in Japan. So, if we look again at “humor directed at the self”, for our Japanese students it is simply very intriguing to see how a *gaijin* (i.e. a foreigner) reacts to Japan’s culture and people. The self-deprecation aspect of it is indeed appreciated and remembered, but perhaps not to the degree of teachers’ extensive reliance on it. Thus, this type of humor is indeed very important to both teachers and students, but for different reasons.

Similarly important for both parties are slapstick and physical humor, with many students mentioning having found their teachers exaggerated classroom behavior (funny faces, over-reactions, etc.) amusing. Next, the relative share of puns, as reported by the students is further evidence that this type of humor is alive and well in the Japanese language classroom, if not in society at large. A natural expectation is, of course, for this type of humor to only gain in importance as students’ mastery of the English language increases. At the same time, some

teachers report effectively using bilingual puns that also rely on the local language to work. Sarcasm, not surprisingly for people familiar with Japanese sensitivities, is low on the humor ladder, while black jokes only seem enjoyable to a select few in Japan. In our experience, however, the “self-directed” principle can be of help here too. We have personally had success with black jokes, provided they are directed at the teacher himself. For example, one of us had to take over a class after the previous teacher had sadly died, and he never fails to get a laugh out of his students when suggesting that he suspects the course might be “cursed” and that he fears for his life. It is only a matter of time, of course, before he is proven right.

3.3. Attitudes to classroom humor

Just one among our teacher respondents told us that humor is not necessarily something that they use in the classroom consciously, quote: *“I don’t deliberately use humor in class. It’s English class not Comedy Central and I’m not a comedian. I’m not sure what the opposite of humor would be... a boring, tedious pedant? Obviously, that’s not a good way to approach a class either. I hope the students find me helpful, motivating, knowledgeable rather than just funny.”* Be that as it may, we can see how even this particular teacher is aware that boredom is not desirable in the classroom, and how he strives to be interesting and engaging beyond being “just funny”.

For most of the teachers we interviewed, humor is something they actively incorporate in their classes, but they also rely on spontaneity as well. We might say that they will normally have a *deliberate* intent to say or do something funny if the right circumstances present themselves. This kind of “deliberate spontaneity” is perhaps desirable, as most teachers discover that a joke may work some of the time with some students, but the same joke may be a complete failure in other classes even if told the exact same way, as (in the words of one of our respondents) every class has “its own persona.” Similar observations were made by multiple teachers, who said that they liked to *“feed off student input to add humor into the classroom”*, or that choosing when to use humor *“depends on the mood of the class at the time.”*

Most of the language instructors who participated in our survey were also very aware of the “if you overuse it, you lose it” principle; that is, a teacher has to moderate his or her use of humor for it to be most effective. Their main concern is that if the teacher jokes around too much, the class might not be taken too seriously, a point made by Gruner (1967). Multiple teachers warned against using humor *“just for the teacher’s own amusement.”*

Only 4% of our student respondents said that they could think of some downsides to using humor in the classroom, but some of the considerations they did provide corroborated the

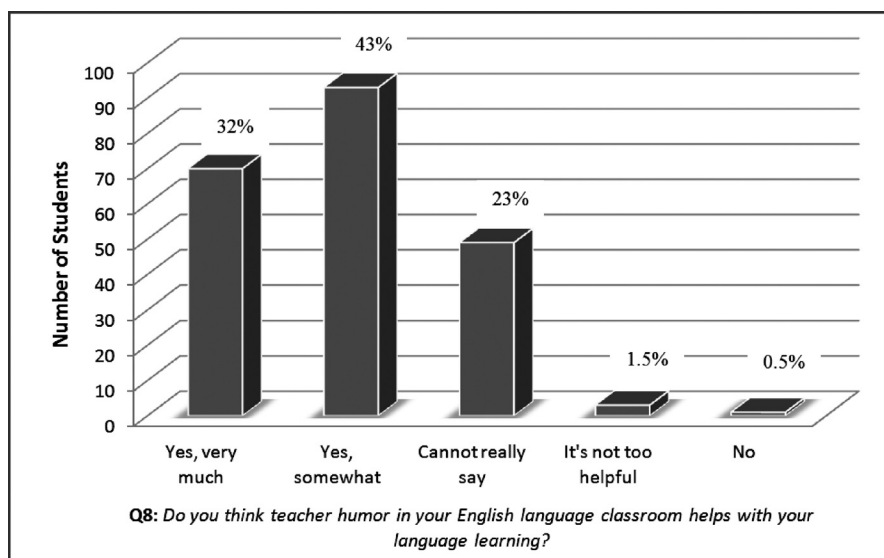
teachers' concerns for managing the amount of their classroom humor. Here are some relevant student comments:

- *The class atmosphere becomes too relaxed, people tend to start speaking to each other in Japanese and class progress stalls.*
- *There is the danger of students failing to understand that something is being meant as a joke, they may take it seriously and people get offended.*
- *Sometimes we don't understand the teacher's humor and the class atmosphere goes cold.*
- *It can be disturbing to students who are shy and not good at communicating.*
- *I once saw on the news a story about how a teacher joked around with a student, but it was too much for him and he stopped coming to school.*
- *Teachers have to explain, otherwise we don't understand or sometimes cannot even realize it's a joke.*

Overall, our students had a very favorable attitude to using humor in their English language classes, as Chart 6 reflects.

CHART 6

Student Survey: Is Teacher Humor Good for Learning?



As the corresponding questionnaire section was optional, we received far less student

feedback on teachers' failed attempts at humor, but the main stated reasons for humor failure, as highlighted by the students in the 40 responses we obtained, were insufficient English language skills (50%) and incompatible senses of humor (22.5%). Similar to the different attitudes towards sarcasm and black humor, the reasons for the latter can be as fundamental as what constitutes humor in the first place, or at least where the "laughing point" (to use a Japanese-English phrase) would be. Let us give a couple of examples here. A teacher "threatened" his absent students in jest that *"Everybody who is absent today will undergo torture next week!"*, and a student was disturbed when the teacher said he was joking, but putting on a scary face. Another teacher was laughing about a difference between British and American English, but a student thought it was just useful information rather than funny. A different language instructor started to speak in Spanish to the students as a joke but, according to the respondent, he was met with silence from the class as they were not sure why he was speaking in a language that nobody understood. Typologically, these instances of humor would receive the "context dependent" designation mentioned above; however, based on students' reactions of fear and confusion, they can be seen as clearly inappropriate.

Of the 181 students who gave us feedback on what they thought of English speakers' sense of humor, 53% stated a positive attitude, 15% negative, and 32% neutral or balanced. Among the reasons for their positive attitude, students most often mentioned what we might call the "freshness" factor (i.e. types of humor not found in Japan), as well as the abundant gestures and high spirits they saw from their teachers. As far as negative comments, the students usually mentioned a difficulty in simply understanding the humor or the punch line (both in terms of the English and the humor itself), with a few students noting the higher presence of cynicism and black humor in English-speaker jokes. Here is a sample of the more nuanced comments:

- *Japanese humor is basically based on "boke-tsukkomi" [i.e. the idiot and straight man type of duo], while you often have one person talking and making you laugh in English speaking countries.*
- *Compared to Japanese humor, English humor makes you think more.*
- *English humor gets to the core of things more, but it can also be more cruel.*
- *I think English speaker humor is interesting when I watch movies, etc. But I also think it can be meaner and more roundabout.*
- *It's not too different from Japanese humor, but English speakers pretend to be serious more often when they joke, it seems.*
- *(sic) I can't understand what is joke in English, but if the talk is interesting, I laugh.*

- *I like it, basically. However, our foreign teachers know that sarcastic humor is not so common in Japan and they usually say things that are funny to us. But when my foreign friends talked to me as if I was one of them, it was much more difficult to understand.*

4. Conclusion

Lei, Cohen, & Russler (2010), provide an extensive list of benefits associated with instructors' use of humor in the classroom in their review of literature on humor and education. Based on responses from the university students who participated in our survey, it seems clear that there is awareness, latent though it may be, of many of these benefits at a level of specificity beyond simply citing a "good learning environment" or something similar. Consider the following benefits from Lei, et al., each of which is linked with an illustrative student quotation:

- "Increases motivation" (*I like teachers with humor, because the classes are not boring and that makes you want to participate more.*);
- "Increases student attention" (*In a funny and enjoyable classroom atmosphere, sleeping students disappear.*);
- "Facilitates comprehension of course information" (*If the class is interesting, it makes you want to listen and you remember better.*);
- "[Bridges] the gap between instructors and students" (*The wall between teacher and student disappears.*);
- "Elevates students' self-confidence" (*If the teacher talks in an engaging and interesting way, our lack of confidence about speaking English diminishes.*);
- "Enhances boring and/or dreaded subjects and courses" (*You have to do it anyway, so it's better to have a good time.*);
- "Reveals humanness of instructors" (*Sometimes I don't understand my teacher's jokes, but I appreciate the fact that he tries to make me laugh.*).

For the experienced language teachers who participated in the survey, the attitude of "deliberate spontaneity" seems to complement the student experience. Within reason, when instructors operating in this mode spot an opportunity to bring some levity to the classroom—a funny observation, a personal story, or something related to the course material—they usually take it. Indeed, native-speaker language teachers as a group seem, on average, to take advantage of opportunities for humor to the extent that gives them the optimum amount of added classroom value. The benefits of using humor in the language classroom clearly

outweigh the downsides, especially as the teachers seem very sensitive to their students' reactions and adjust their strategies accordingly over time. Another important finding of this study is that teachers' personal stories and self-directed humor should be a very important tool in their repertoires of classroom entertainment, as these are safe and efficient strategies for boosting student interest and laughter. Finally, instructors and, to a lesser extent, students demonstrate an awareness that humor can damage the environment and the credibility of the instructor, if overused.

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Appendix:

***Full Student Survey Questionnaire with
Multiple-Choice Answers***

Q1. How often did your teachers(s) try to use jokes and humor in your class?

• *All the time / Often / Sometimes / Rarely / Never*

Q2. How funny would you say was each of your teachers?

• *Very funny / Somewhat funny / Neutral / Not really funny / Not funny*

Q3. How effective (useful) were each of your teachers' lessons, in your opinion?

• *Very effective / Somewhat effective / Neutral / Somewhat ineffective /
Very ineffective*

Q4. Have you laughed at something funny your teacher(s) said or did in your classes?

• *No / Yes, once / Yes, a couple of times / Yes, several times / Yes, many times*

✓ If you answered "Yes", please expand and give examples:

Q5. Can you remember your teacher(s) trying to be funny but failing?

• *No / Yes, once / Yes, a couple of times / Yes, several times / Yes, many times*

✓ If you answered "Yes", please expand and give examples:

Q6. Have you ever tried to say something funny/humorous to your foreign English teacher(s)?

• *No / Once, successfully / Once, unsuccessfully / Multiple times*

✓ Unless your answer was "No", please rate your joke success rate on a scale of 1 to 100. Expand and give examples.

Q7. What do you think of English speakers' humor in general?

Q8. Do you think that teacher humor in your English language classroom helps with your language learning?

• *Yes, very much / Yes, somewhat / Cannot really say / It's not too helpful / No*

✓ Quality your opinion if necessary.

Q9. Can you think of any downsides to using humor in the English language classroom?

• *No / Yes*

✓ If you answered "Yes", please expand.