

THE 9TH INTERNATIONAL CONFERENCE PROCEEDINGS:
INTERDISCIPLINARY RESEARCH IN
LINGUISTICS AND LANGUAGE EDUCATION

KỶ YẾU HỘI THẢO QUỐC TẾ
NGHIÊN CỨU LIÊN NGÀNH
VỀ NGÔN NGỮ VÀ GIẢNG DẠY NGÔN NGỮ
LẦN THỨ IX



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EFL STUDENTS' PERCEPTIONS OF THE EFFECTS OF THE USE OF HUMOR IN ENGLISH SPEAKING CLASSES

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Abstract: Humor, a universal aspect of human communication, plays a vital role in creating a thriving learning environment, reducing anxiety, enhancing motivation, and facilitating communication in foreign language classrooms. However, specific opportunities and challenges regarding the use of humor in the Vietnamese educational context have not fully been addressed. This research explored students' perceptions of the effects of the teachers' use of humor and students' difficulties in humor comprehension in first-year English-speaking classes at a university in central Vietnam. The study involved 86 freshman students from diverse regions in central Vietnam. Seven types of humor employed in seven weeks, aligning with seven units from a Speaking syllabus, were under investigation. The research methodology included questionnaires, interviews, and evaluation forms. The findings indicated that the integration of humor in English-speaking classes brought about numerous positive effects, such as creating a relaxing and engaging classroom atmosphere, strengthening teacher-student rapport, increasing students' interest in learning, and enhancing their speaking skills. Besides, students' difficulties in humor comprehension were mainly related to vocabulary and cultural understandings. Although challenges existed, the findings underscored the potential of humor as a valuable tool in language education, promoting a conducive and enjoyable learning foreign language environment.

Keywords: Use of humor, effects, students' perceptions, students' difficulties, English speaking classes.

1. Introduction

Every day, we, of all languages, talk, laugh, tease one another, tell humorous stories for entertainment. Humor is obviously indispensable in our daily life as it universally presents in many conversations (Kruger, 1996; Trachtenberg, 1979). With regard to the importance of humor in second language classroom, Morrison (2008) asserted that laughter, joy, and enthusiasm in classroom can create a thriving learning environment as it prevents students from suffering anxiety, maximizes brainpower, enhances creativity, and facilitates communication. In line with this idea, Sullivan (2000) acknowledges the beneficial roles of humor in enhancing students' active language use. Besides, humor facilitates attention, motivation, teacher-student rapport, and makes all subjects more accessible (Hurren, 2001).

However, while the significance of humor in language classrooms is highlighted, the specific opportunities and challenges in the Vietnamese educational context are not addressed. Moreover, the comprehension of humor in EFL classroom might face with some possible difficulties as the use of humor in classroom involves many factors of local educational contexts and cultural dynamics. With the advent of the above-mentioned factors, the study exploring students' perceptions of effects of the teacher's use of humor and students' difficulties in humor understanding in English speaking classes should be implemented.

2. Literature review

The concept of humor

As defined by Robinson (1977), "Humor is any communication which is perceived by any of the interacting parties as humorous and leads to laughing, smiling, or a feeling of amusement"

(p. 10). This definition emphasized three characteristics of humor: it took place during communication, it was perceived as funny by participants, and the most typical and important phenomena humor could create were the modes of laughing, smiling, or a feeling of amusement. Despite the fact that Robinson was seemingly paradoxical when using the word “humorous” in the endeavor to identify humor, this did contribute to the understanding of what humor was. Only the second characteristic needed more explanation as participants’ cognitive aspect varied from person to person and changed over the different periods of time. The reality was that what someone assumed humor was not the same as the others, and what we laughed some years ago may fail now as the time passes by.

Humor in foreign language teaching refers to the intentional use of jokes, funny anecdotes, playful and amusing language elements into foreign language lessons to create a positive and engaging learning environment.

The effects of teachers’ use of humor in language classes

Humor in the EFL classroom can profoundly affect students’ psychology. Extensive research highlights its psychological benefits, such as fostering a positive atmosphere, reducing anxiety and stress, boosting self-esteem, and enhancing motivation (Berk et al., 1989; Cornett, 1986; Cousins, 1989; Fry, 1992; Martin & Dobbin, 1988; Martin & Lefcourt, 1983; cited in Berk, 1998). This impact is particularly valuable for shy, timid, and anxious students, who often struggle to participate and develop their communication skills. Research also confirms that highly anxious students tend to perform poorly on tests, while those with lower anxiety levels achieve better results (Golchi & Jamali, 2011). In classrooms where stress and anxiety are prevalent, humor plays a crucial role in relieving the pressure, enabling students to feel like active participants and freely contribute to the learning process. Humor creates a comfortable and enjoyable learning environment where students can express themselves without fear of criticism (Chiasson, 2002).

Humor not only brings psychological benefits to students but also has a positive influence on teacher-student rapport. In the first place, the use of humor in the classroom is believed to bring the teacher closer to the students and make them more approachable (Chiasson, 2002). It breaks down the barriers between students and teachers (Hill, 1998, as cited in Pham, 2011). When the distance between these two parties is reduced, students who perceive their teachers as humorous are more willing to engage. They are more likely to participate actively by speaking up, sharing ideas, asking questions, and providing comments. From another perspective, the teacher ceases to be solely an authority figure and can assume multiple roles, such as an instructor, tutor, facilitator, and participant, among others. Consequently, students are encouraged to shift from passive information receivers to active learners, seizing every available learning opportunity. In summary, Golchi and Jamali (2011) aptly conclude a strong rapport develops between teachers and students based on enjoyment, respect, and trust.

Besides, humor can boost students’ attendance and active participation in class. According to Berk (1998), there is a strong link between humor and class attendance. Students are more likely to attend classes where humor is present. An engaging and exciting learning environment sustains learners’ interest and motivates them to actively engage with the material. Thanks to humor, students become more enthusiastic and involved in class activities (Pham, 2011).

Moreover, humor yields cognitive benefits for students. Supported by both psychological and instructional advantages, humor has been shown to enhance students' cognitive abilities (Pham, 2011). According to Hurley (2011), students tend to remember lessons better when they are taught with humor. Furthermore, their ability to recall and learn related information also improves (Friedman, Friedman & Amoo, 2002). Humor leaves a lasting imprint on the brain of the students, making it easier for them to recall knowledge with humor elements. Humor can be a powerful tool for fostering divergent thinking and enhancing information acquisition, especially when humor precedes the presentation of content material. In line with this idea, Stopsky (1992) asserts that humor is a crucial component in encouraging critical thinking among students.

Last but not least, learning a foreign language encompasses not only language knowledge but also communicative competence. Understanding the connection between language and culture is central to learning another language. In the field of language teaching and learning, humor is recommended as a source of enjoyment for both students and teachers, allowing language to be experienced in humorous, authentic, and real-life situations (Chiasson, 2002). Learning with humor offers meaningful opportunities for students to become familiar with genuine communication. Additionally, it serves as a potent tool for illustrating cultural, pragmatic, and discursal patterns. Bell (2009) asserts that humor is undeniably essential for advanced language proficiency, as it is an integral part of language users' daily activities.

The advantages of humor, including positive psychological, instructional, cognitive, socio-linguistic, and cultural effects, hold significant promise for the use of humor in English speaking classes.

Students' difficulties in humor comprehension

Despite the benefits that humor can bring into a language classroom, students do not always feel at ease to deal with lessons with humor. In fact, students are reported to encounter various difficulties in humor comprehension, particularly when engaging with content in a foreign language. One primary difficulty lies in vocabulary, as students may struggle to grasp the subtle nuances and double meanings embedded in humorous expressions. Hodson (2008) confirmed "specific key vocabulary" as a major problem. This challenge is exacerbated when encountering unfamiliar words or idiomatic expressions. Additionally, a lack of background knowledge in terms of cultural references proves to be a significant hurdle. Understanding humor often requires familiarity with cultural elements such as history, customs, traditions, values, religions, taboos and more (Ziesing, 2001).

Review of related studies

A wide range of studies have been conducted on how humor is employed in EFL classrooms (e.g., Chan, 2016; Neuliep, 1991; Spitzberg & Cupach, 1984; Wanzer, Frymier, Wojtaszczyk & Smith, 2006), with a particular focus on the values or the effects of humor in such educational contexts (Askildson, 2005; Bell, 2009; Berk, 1996; Neuliep, 1991; Wanzer, Frymier, Wojtaszczyk & Smith, 2006). Nonetheless, a specific context like an English-speaking classroom has not been placed under comprehensive investigation. Besides, there is limited research delving into students' difficulties in comprehending humor. The current study was therefore conducted to explore EFL students' perceptions of the effects of the use of humor in

English speaking classes as well as their difficulties in understanding humor. Specifically, the research aims to address the following questions:

- What are the EFL students' perceptions of the effects of the teachers' use of humor in English speaking classes?

- What are the difficulties encountered by the students when participating in English speaking lessons using humor?

3. Methodology

Research site

The researchers selected a university in Central Vietnam, their workplace, as the research site for convenience. First-year students at the university were considered appropriate participants, being capable of comprehending humor and cultural nuances under the special guidance of one of the researchers working as the teacher of these students. The study spanned approximately one semester during the latter half of the academic year, covering three months from February to April. The teacher-researcher introduced the study to her learners from the beginning of the semester, encouraging an active and enjoyable learning style. Over the course of the semester, the study was conducted seven times with Riddle, Anecdote, Funny role-play, Comic verse, Joke, Cartoon, and Funny film, incorporating seven units from the syllabus of Speaking 2.

Participants

This research involved 86 first-year English as a Foreign Language (EFL) students at the university. These students, aged 18 to 19, came from various regions within central Vietnam and shared a similar cultural background. They had completed one semester of English language learning, achieving proficiency levels of approximately A2 according to the Common European Framework of Reference for Languages. During the research process, some students were absent at certain time of data collection; hence, the total number of participants fluctuates compared to the expected number.

Data Collection

Questionnaires: Two questionnaires were designed to gauge students' perceptions regarding the effects of humor on English-speaking classes before and after the use of humor in the language classroom.

Interviews: Eight participants were individually interviewed to gain deeper perceptions of the effects of humor on English-speaking classes. The interviews were conducted in Vietnamese, the participants' mother tongue, to ensure optimal understanding and communication.

Evaluation forms: Evaluation forms were delivered during the last five minutes at the end of the use of humor to discover students' difficulties in the researcher's teaching context.

Data Analysis

Quantitative data from the questionnaires and evaluation forms were analyzed, using descriptive statistics. Qualitative data from the interviews were transcribed and used to support the quantitative findings. Both sources of the data were analyzed to explore students' perceptions of humor and their difficulties in humor understanding.

4. Findings and discussion

The influences of humor on speaking classroom atmosphere

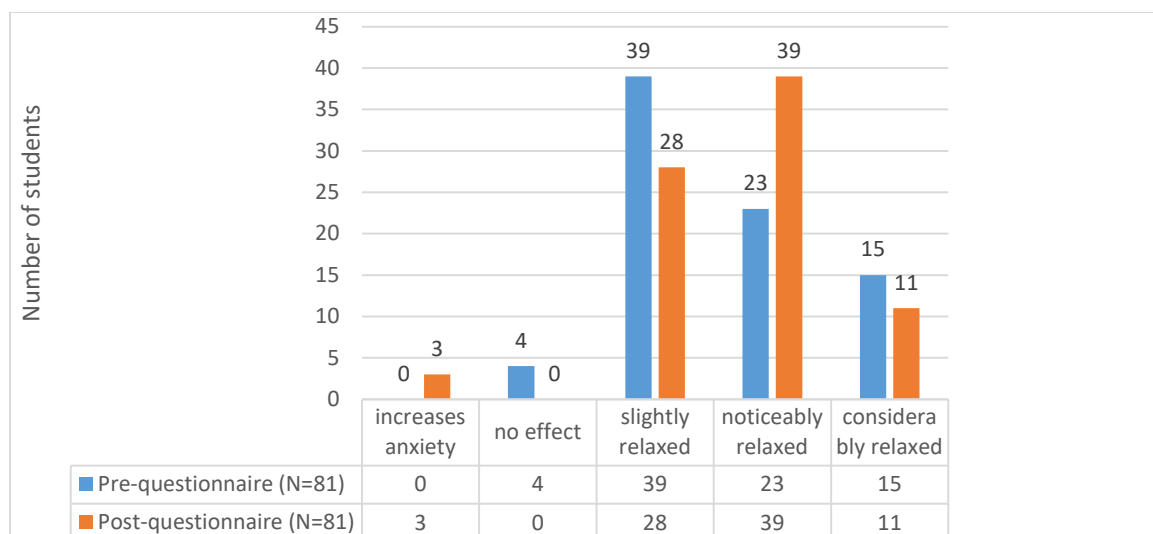


Figure 1. The influences of humor on speaking classroom atmosphere

The data from 81 students’ feedback to the first item in Pre-questionnaire were compared and contrasted with the responses of 81 participants to the same item in Post – questionnaire. The goal was to assess the impact of humor on the classroom atmosphere before and after humor use.

Before the use, a significant portion of students (95.06%) believed that humor could create a relaxed environment, ranging from “Slightly relaxed” to “Considerably relaxed.” Only 4.94% of students thought humor would have no effect (see Figure 1). After the instructor used humor, the positive feedback increased to 96.30%, with 78 out of 81 participants reporting feeling noticeably relaxed (39 students), slightly relaxed (28 students), or considerably relaxed (11 students). In contrast, 3.70% of the students claimed feeling increased anxiety during class. Interviews with students mostly confirmed that humor had indeed created a relaxing atmosphere. However, Interviewee 03 expressed apprehension during moments of silence in group discussions, attributing anxiety of not contributing ideas, rather than offensive humor from the teacher. A closer look at Figure 1 revealed that humor had a separate distribution of positive and negative effects once applied in the classroom, with no one reporting “No effects”. Generally, the results strongly favored a conducive learning environment with minimal tension. These findings align with previous research by Askildson (2005) and Bell (2009), demonstrating a strong correlation between humor and a positive classroom atmosphere. The presence of anxiety though trivial, raises concerns about the possibility of inappropriate humor use that needs considering diverse perspectives.

The influences of humor on teacher-student rapport

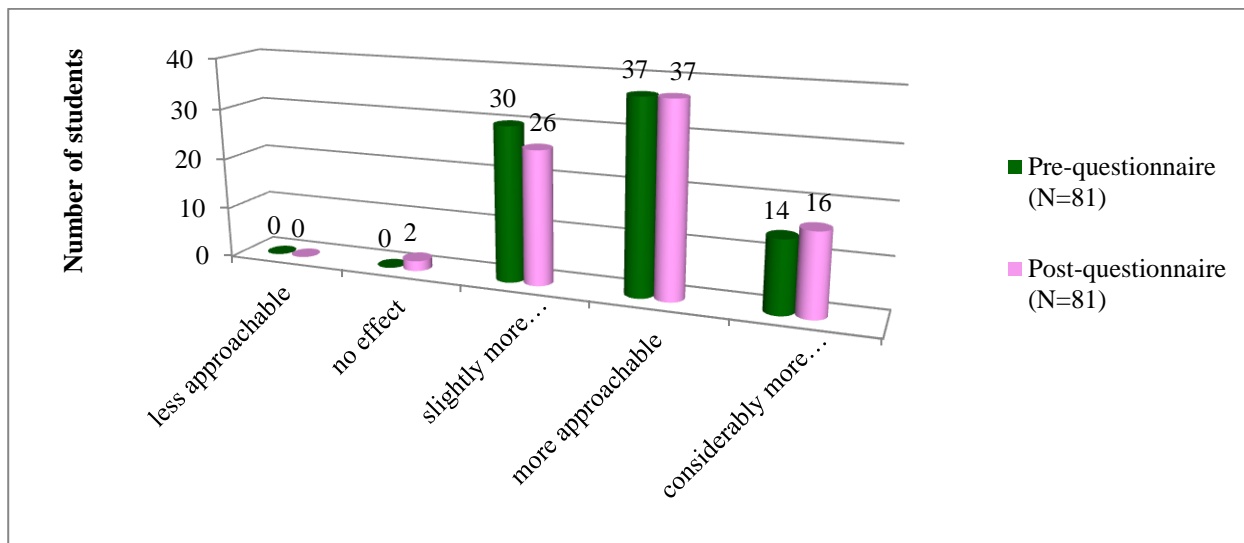


Figure 2. The influences of humor on teacher's approachability

As evident in Figure 2, there was a striking alignment between the results obtained from two questionnaires. The students' initial perceptions of the close teacher-student rapport were unanimously positive, with 100% indicating “Slightly more approachable,” “More approachable,” or “Considerably more approachable.” The post-questionnaire responses closely indicated the initial levels, reaching 97.53%. A closer examination revealed that the category “Slightly more approachable” experienced a slight decrease in students' perceptions before and after the introduction of humor (dropping from 37.04% to 32.10%). Meanwhile, “More approachable” remained unchanged (45.68%), and there was a modest increase in the number of students believing the teacher was “Considerably more approachable,” rising slightly from 17.28% to 19.75%.

Moreover, qualitative findings also revealed the positive relation between the teacher and students. Interviewee 01 expressed, “I find it comfortable to express myself in class with humor, and I'm more confident in sharing difficulties and posing questions to you (the teacher).” Interviewee 04 noted, “Initially, I thought my teacher were a bit reserved, but I began to recognize her friendliness through her humorous and engaging activities. I now feel closer to my teacher and can freely share my feelings and opinions. Both teacher and classmates are friendly, and I enjoy participating in their activities.” In addition, Interviewee 8 articulated, “I feel confident to answer questions or giving ideas in this speaking class. Humor helps me feel at ease, even when you point out mistakes I've made during my speech.” When being asked about funny situations in class, some students reported the following:

It was amazing! When teachers asked a student about his name, he wittily responded, “My name’s Áo dài”. Then, another name introduction was “Nón lá”.

A group suddenly incorporated teacher into their performance without forecasting. Teacher was a bit shy at first, but she tried to be a good actress in their role-play too.

Indeed, humor can enhance the mutual connection in the classroom. On the one hand, in an effort to become more approachable to the entire class, the teacher offered numerous amusing activities, demonstrated increased dedication, and even took risks by participating in the students'

performances. On the other hand, students became more open to the teacher. Despite their initial shyness and anxiety, they initiated conversations, introduced new topics, challenged the teacher, sought clarification, and willingly provided answers. In this way, students were able to maximize their speaking abilities and seize opportunities to learn from the teacher as well as classmates.

Simultaneously, the teacher fulfilled her roles as an instructor, facilitator, manager, and tutor, rather than merely serving as an authority figure (Appel, 1995). This is particularly essential in teaching speaking skills to freshmen, who often exhibit timidity. In a supportive conclusion, Golchi and Jamali (2011, p. 190) emphasized that, “A strong rapport develops between you and your students based on respect, trust, and enjoyment.”

The influences of humor on students’ interest in learning English speaking

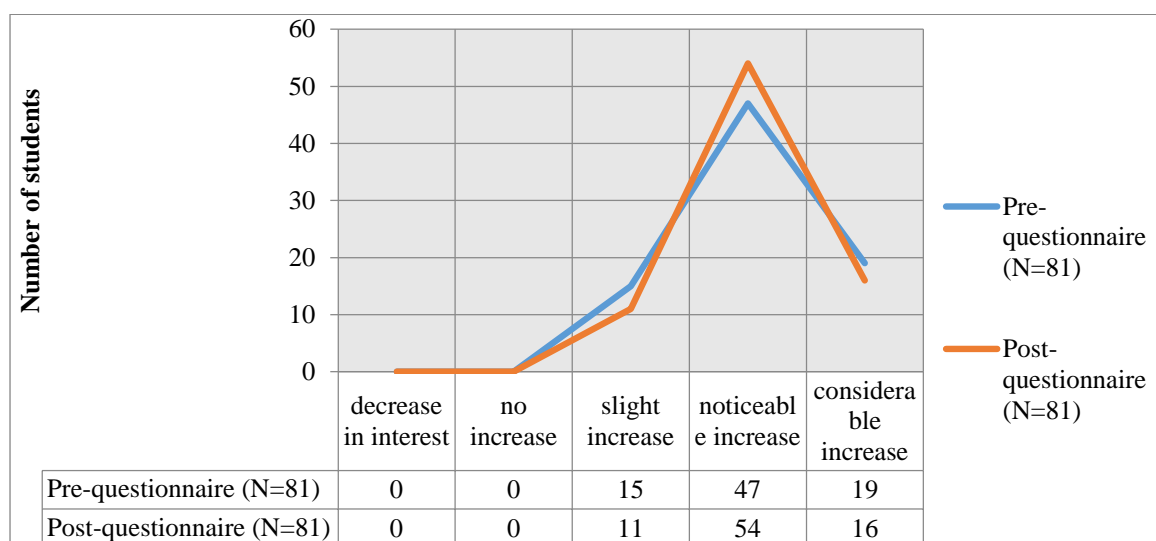


Figure 3. The influences of humor on students’ interest in learning English speaking

There was hardly any distinction in prior perceptions and the learners' reactions in reality. The consistent results were intriguing, as they validated the genuine expectations. This significant discovery underscored the considerable potential of humor in the language classroom.

A closer examination of the data from the post-questionnaire revealed that the vast majority of respondents reported a noticeable increase in their interest in the task, accounting for 66.67% (54 learners). Additionally, 13.58% (11 individuals) noted a slight increase in interest, and the remaining learners (19.75%) emphasized that humor application considerably heightened their interest. Notably, there were no responses indicating “No increase” or “Decrease” in interest. These findings clearly indicated a substantial correlation between humor and interest.

As evidence of this, a student expressed, “Humor is very exciting; I enjoy learning English with such entertaining activities.” In another interview, a student remarked, “The speaking class is the most engaging class I have ever experienced. I can practice speaking, and learn in a fun way.” Among the comments received, one particularly caught the teacher-researcher's attention: “I remember the class session when we were asked to analyze four cartoons and discover the humor in each. It was very interesting; it made me think a lot and laugh once I understood. I eagerly raised my hand to share my discoveries with my friends. [Interviewee 5] “These statements affirmed that humor not only added enjoyment to the learning process but also presented challenges that stimulated their desire to overcome them. Regardless of the specific

impact, humor invigorated their interest in the task and in interacting with others. Undoubtedly, it was a worthwhile endeavor. As Ellis (1985, p. 300) stated, “task motivation is the interest felt by the learner in performing different learning tasks.” In this situation, humor could be considered a form of task motivation that significantly enhanced students' learning. In summary, humor, and the interest it generated, played a pivotal role in nurturing students' motivation to learn.

The influence of humor on students' interest in learning English speaking

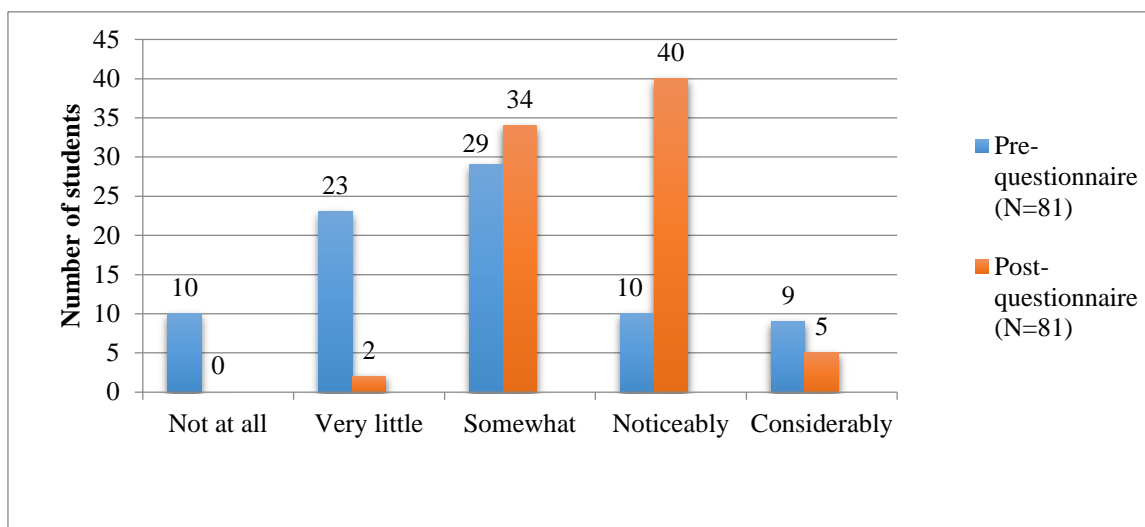


Figure 4. The influence of humor on students' learning of speaking

When comparing the results of Pre-questionnaire and Post-questionnaire, a notable contrast emerged in students' perceptions of the role of humor in learning speaking English. Prior to the treatment, negative responses such as “Very little” and “Somewhat” appeared to be prevalent. However, data from the post-questionnaire acknowledged the significant impact of humor on learning English during the humor use.

Upon closer examination, the findings revealed that the majority of students undergoing the treatment experienced the substantial benefits of humor. The compelling evidence was that 100% of the learners recognized the significance of humor in their English-speaking learning. As depicted in the light grey column, the “Somewhat” category notably shifted upward, and the “Noticeably” category increased dramatically, reaching its peak at 49.38%. In a similar fashion, the rejection of humor helpfulness vanished after the treatment concluded. Regarding the data collected prior to humor use, contrasting viewpoints emerged regarding the benefit of humor on students' speaking learning. On the one hand, some believed that humor might assist learning, with “Considerably” accounting for 11.11%, “Noticeably” for 12.35%, and “Somewhat” for 35.80%. On the other hand, some participants indicated “Very little,” totaling 28.40%, and even demonstrated a lack of awareness of any help from humor at all, amounting to 12.35%. The interpretation of the figures clearly indicates that students' initial assumptions varied significantly. Over time, their perspectives gradually shifted towards a more positive trend. The findings acknowledged the significant impact of humor on the process of English learning speaking, as asserted by Friedman, Friedman & Amoo (2002) and Hurley (2011).

When being asked about what they had learned, some students reported acquiring a considerable amount of knowledge. Many acknowledged that they could learn vocabulary from

the teacher's humorous activities. Additionally, other aspects of language knowledge were mentioned. For instance, Interviewee 02 remarked, "I learned the simple past tense through the teacher's funny stories. The next time I tell a story to my friends, I won't forget to use that tense." Another student mentioned, "I've learned how to group words in a sentence to create a good rhyme thanks to the comic verse. I like this type of humor; it makes me feel that English is like music. It has changed my previously boring monotone approach." [Interviewee 06] Another interviewee expressed, "I have gained insights into wordplay through riddles; some words have multiple meanings, and I've become more adept at deciphering the meaning of a sentence, which I rarely did before." [Interviewee 07] Despite having initially speculated about the impact of humor on students' speaking proficiency, the outcomes exceeded the teacher-researcher's expectations. In addition to acquiring language knowledge, such as words, sentence structures, and verb tenses, students were able to absorb other advanced language features, including the rhythm and meaning of an utterance.

Students' difficulties in understanding humor in English speaking classes

Table 1. Students' difficulties in understanding humor in English speaking classes

Types of humor	Students' difficulties in understanding humor		
	Vocabulary	Grammar	Background knowledge (culture, tradition, values, costumes...)
Riddles N=84	35	9	24
Anecdotes N=85	19	6	2
Funny role-plays N=85	14	0	0
Comic verses N=86	15	5	16
Jokes N=84	25	10	36
Cartoons N=84	37	7	34
Funny films N=85	39	0	22
Total N= 539	184	37	134

As can be seen clearly from the table above, vocabulary was considered to be the most common difficulty to students, namely 184 out of 593. The second challenge was their lack of background knowledge leading to the inability to comprehend humor (134 out of 539). With only 37 informants over the total number, grammar stood at the last position establishing the fact that grammar was not a serious problem to learners. Besides, while many interviewees acknowledged vocabulary as the primary obstacle, two among eight interviewees considered background knowledge as the debilitating factor. Some interviewees tended to blame their inability of humor understanding for other reasons, "My imagination is not good at all, so I could not have creative ideas to understand and formulate humor"; or "I found it difficult to explain humor to my friends and self-create humor during communication".

From the students' point of view, vocabulary appeared to be definitely an undeniable barrier to understanding. This corroborated the findings of Hodson's (2008) work in this field that confirmed "specific key vocabulary" as problem (p. 10). However, it was believed that there

must be various issues hindering learners from grasping humor when the researcher paid attention to the students' humor absorption procedure. Undoubtedly, the participants were still in frustration even in some situations in which they already knew all the words and tended to take in the literal meanings rather than the figurative cultural assumptions of an utterance. This could be to blame for their shortage of cultural reference including "history, customs, games, religion, current events, taboos, kinship structures, tradition, and more" (Ziesing, 2001) and the experience in English as well as many other psychological factors. All in all, to discern the humor, students were required to have sensitivity to language, cultural concept, and their mutual correlation (Brown, 2000; Laurian, 1989; Liao, 1998, as cited in Wu & Hsin, 2005). Only when language proficiency was attained to a certain level, can this sensitivity be formulated (Wu & Hsin, 2005).

5. Conclusion, implications and suggestions for further research

This study has shed lights on the beneficial effects of humor in the context of English-speaking classes. The research revealed that humor had a significant impact on various aspects of the learning environment. In terms of the classroom atmosphere, the application of humor was found to create a relaxing and enjoyable setting, where students felt comfortable and free to participate without fear of ridicule. Furthermore, humor was observed to play a pivotal role in enhancing teacher-student rapport. The students perceived their teachers as more approachable, leading to increased interaction, discussions, and participation in class activities. One of the most striking findings of this study is the profound influence of humor on students' interest in learning English. The incorporation of humor led to a significant increase in students' interest and engagement with the subject matter. Humorous activities, stories, and discussions not only made the learning process enjoyable but also stimulated students' curiosity and motivation to learn. In terms of language learning, humor contributed to improved speaking skills and a better understanding of language elements, including vocabulary, grammar, and sentence structures. The students reported gaining valuable cultural knowledge through humorous activities and stories. Besides, the study explored students' difficulties in humor comprehension. Vocabulary was identified as the primary barrier in hindering students' understanding. Students also struggled due to a lack of cultural references even when possessing comprehensive vocabulary.

The findings of this study have several important implications for language educators and practitioners. Language instructors should consider incorporating humor as a valuable teaching tool in their classrooms. Language teachers should be trained in using humor effectively to create a welcoming and engaging classroom atmosphere. They should aim to be approachable and open to various roles within the classroom, fostering interaction, discussion, and active participation among students. Curriculum designers and educational institutions should recognize the value of humor in language learning and consider its integration into language programs and materials. This includes developing humorous teaching materials and activities that can engage and motivate students. Future research can explore the long-term impact of humor on language learning and its sustainability over an extended period. Additionally, more studies can investigate the influence of humor in different language learning contexts and cultures to determine its universality and cultural relevance.

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CẢM NHẬN CỦA SINH VIÊN VỀ TÁC DỤNG CỦA VIỆC SỬ DỤNG HÀI HƯỚC TRONG LỚP NÓI TIẾNG ANH

Tóm tắt: Hài hước đóng vai trò quan trọng trong việc tạo ra môi trường học tập thúc đẩy phát triển, nâng cao động lực, làm giảm bớt lo lắng và tạo điều kiện để quá trình giao tiếp diễn ra thường xuyên trong lớp học ngoại ngữ. Tuy nhiên, việc sử dụng hài hước trong lớp học ngoại ngữ còn tồn tại nhiều vấn đề về cơ hội và thách thức cụ thể trong bối cảnh giáo dục Việt Nam. Nghiên cứu này khám phá nhận thức của sinh viên về những tác động hài hước mang lại đồng thời tìm hiểu về những khó khăn trong việc nhận thức hài hước của sinh viên các lớp nói tiếng Anh tại một trường đại học ở miền Trung Việt Nam. Nghiên cứu này có sự tham gia của 86 sinh viên năm nhất đến từ các vùng khác nhau. Nghiên cứu áp dụng bảy loại hình hài hước trong bảy tuần, phù hợp với bảy chủ đề trong chương trình của học phần Nói 2. Về phương pháp nghiên cứu, bảng câu hỏi điều tra, câu hỏi phỏng vấn, và phiếu đánh giá được sử dụng để thu thập dữ liệu từ những người tham gia. Kết quả nghiên cứu chỉ rõ việc tích hợp các loại hình hài hước trong giờ học nói tiếng Anh đã mang lại nhiều tác dụng tích cực như tạo ra một bầu không khí lớp học thoải mái và hấp dẫn, tăng cường mối quan hệ giữa giáo viên và sinh viên, gia tăng sự hứng thú học tập, cải thiện kỹ năng nói. Bên cạnh đó, các khó khăn của sinh viên trong việc hiểu các loại hình hài hước được ghi nhận xuất phát từ vốn từ vựng và sự hiểu biết về văn hóa của ngôn ngữ đích. Mặc dù vậy, các phát hiện của nghiên cứu vẫn khẳng định hài hước là một công cụ giảng dạy ngôn ngữ giá trị, góp phần thúc đẩy môi trường học tập ngoại ngữ thuận lợi và tối ưu.

Từ khóa: Hài hước, tác động của hài hước, nhận thức của sinh viên, khó khăn của sinh viên, lớp học kỹ năng nói.