IDEAS

Issued by English study program of IAIN Palopo

Utilizing Humor for Triggering Language Learners' Critical Thinking Skills: A Narrative Inquiry Study

Yusuf Al Arief
yusufalarief@ulm.ac.id
1Pendidikan Bahasa Inggris, Universitas Lambung Mangkurat, Banjarmasin

Abstract

This study explores the possibility that using humor in language learning could indirectly contribute to developing critical thinking skills by promoting a positive and engaging learning environment. This study utilized a narrative inquiry approach to investigate language learners' experiences in utilizing humor to trigger students' critical thinking skills. The participants in this study were the author himself, a lecturer, and 60 students in the Discourse Analysis classes at the English Language Education Study Program. The data was collected through semi-structured interviews with each participant. The transcripts were read multiple times to identify recurring themes and patterns related to the use and effects of humor on the students' Critical Thinking Skills (CTS). The results showed that linguistic jokes could promote reflection and encourage language learners to think about their language use by prompting them to consider how the joke was constructed and what linguistic elements were used. There are several challenges that language teachers may face when utilizing linguistic joking to trigger students' CTS.

Keywords: *critical thinking skills; humor; narrative inquiry*

Introduction

Humor is an effective tool for language learning (Attardo, 2017a; Mehr, 2015; Senior, 2001; Sharma & Sharma, 2013). Humor can reduce tension, improve classroom atmosphere, increase enjoyment, and positively impact student-teacher interactions (Dewaele et al., 2012; Sharma & Sharma, 2013). It can also reduce anxiety in language learners (Senior, 2001). Humor can be used pro-socially to build in-group solidarity or anti-socially to exclude and denigrate the targets of the

humor (Mehr, 2015; Reddington, 2015). The students and instructors strongly endorsed the integration of humor into language lessons (Senior, 2001).

Several scholarly societies exist to study humor, and numerous journals and book series are dedicated entirely to humor research (Reddington, 2015). Scholarly research on humor goes back to Plato and Aristotle and extends to practically all fields of inquiry, including mathematics and medicine (Reddington, 2015). Within applied linguistics, the predominant approach is the analysis of conversation and discourse, focusing on the disparate functions of humor in conversation (Shively, 2018). Cognitive linguistics has also deployed its theoretical apparatus in the analysis of humor (Reddington, 2015).

Several classroom-based studies have been conducted over the past decade to investigate how humor and play are done in the language classroom, identifying the social functions of humor and play in the language classroom, and connecting humor and play to language learning (Attardo, 2017a; Brown, 2022; Ferreira, 2017; Margoob, 2017; Ming & bin Husin, n.d.; Shostak, 2016). Researchers have found that in some foreign-language classrooms, teachers and students believe humor serves positive functions, such as motivating learners (Attardo, 2017a). One study analyzed instances of humor in a low-level class conducted by a bilingual Anglo-Australian teacher in a Thai university EFL class (Attardo, 2017a). The author found that humor and play can be opportunities for language learning and creative language use to amuse others (Attardo, 2017b, 2017a).

Humor can provide several benefits for language learners, including improving the classroom atmosphere, reducing anxiety, increasing enjoyment, and positively impacting student-teacher interactions (Margoob, 2017; Mehr, 2015; Ming & bin Husin, n.d.; Sabudu, 2020; Senior, 2001). Humor can also motivate learners and be a pedagogical tool in theory and practice (Hismanoglu, 2018; Senior, 2001). In some foreign-language classrooms, teachers and students believe humor serves positive functions (Bell & Skalicky, 2018; Heidari-Shahreza, 2020; Khan, 2011; Neff & Rucynski, 2021; Sabudu, 2020).

Humorous language play can offer opportunities for focus on form, creative language use to amuse others, and parodying legitimate ways of approaching the study of English (Khan, 2011). Using humor in language learning can also provide language learning opportunities consistent with factors key to second language acquisition (SLA) (Bell & Skalicky, 2018; de los Heros, 2019). It is important to note that the effectiveness of humor strategies in language learning is not clear, and the

degree to which learner characteristics affect their responses to humor is also unclear. While humor can benefit language learners, using it appropriately and in moderation is important to avoid distracting from the learning objectives (Senior, 2001).

However, limited research exists on the direct relationship between humor and critical thinking skills in language learning. Therefore, this study explores the possibility that humor in language learning could indirectly contribute to developing critical thinking skills by promoting a positive and engaging learning environment. However, further research is needed to explore this relationship in more detail.

Method

This study utilized a narrative inquiry approach (Bamberg, 2016; Clandinin, 2019; Ford, 2020; Kim, 2015; Sonday et al., 2020) to explore the experiences of language learners in utilizing humor to trigger critical thinking skills. The study investigated how language teachers use humor in the classroom, how humor affects their critical thinking skills, and what challenges arise.

Participants

The participants in this study were the author himself, a lecturer, and 60 students in the *Discourse Analysis* classes at the English Language Education Study Program. The participants were selected through purposive sampling to ensure that they had experience with humor in language learning and could provide rich and detailed narratives.

Data Collection

Data was collected through semi-structured interviews with each participant. The interviews with 3 main questions regarding how they interpret the jokes critically (based on CTS indicator theories) were conducted in person and audio-recorded with the participant's consent (see result for the steps). The interview questions were focused on the participants' experiences with humor in language learning, how humor triggers their critical thinking skills, and what challenge arises.

Data Analysis

The data collected through the interviews were analyzed using a thematic analysis approach. The transcripts were read multiple times to identify recurring themes and patterns related to using humor to trigger critical thinking skills. The

themes were then organized into categories and subcategories, and examples of participant quotes were included to illustrate each theme.

Results

The Steps of Humor Utilization

There are some steps that the author experienced and can suggest on utilizing humor in language learning to trigger the learners' critical thinking.

a. Understand the role of humor in critical thinking

As a language teacher, it is important to recognize the benefits of humor in promoting critical thinking skills. Humor can help to create a relaxed and enjoyable learning environment, encourage creativity, and promote engagement with the subject matter. In doing this, the author may suggest several ways, such as:

1) conducting a literature review to understand the existing research on the relationship between humor and critical thinking. Look for studies and articles that discuss the impact of humor on cognitive processes such as problem-solving, analysis, and creativity.

2) observing your students during activities that involve humor, such as sharing jokes or engaging in playful activities. Note how humor affects their engagement, participation, and critical thinking skills.

3) incorporating humor into your lessons and activities intentionally and observing how students respond. Experiment with different types of humor, such as puns, satire, or irony, and note how they affect students' critical thinking and comprehension.

4) reflecting on your observations and experiments to identify patterns and trends. Consider how humor can stimulate critical thinking and how it may be hindering it.

5) collaborating with other teachers, researchers, or professionals in the field of education to deepen your understanding of the role of humor in critical thinking. Share your observations and experiences and engage in discussions to develop new insights and strategies.

b. Choose appropriate linguistic jokes

When selecting linguistic jokes, it is important to ensure they are appropriate for your student's language proficiency and cultural background. Too difficult or culturally insensitive jokes can be counterproductive and hinder learning.

Based on the author's study and experience, these steps can be conducted to choose appropriate linguistic jokes to trigger critical thinking skills:

1) Choose jokes suitable for your student's language proficiency and cultural background.
2) Select jokes that are related to the topic you are teaching. It will help students see the connection between the humor and the lesson.
3) Avoid jokes that are offensive, discriminatory, or inappropriate for the classroom.
4) Choose jokes that are easy to understand and do not require much explanation.
5) Incorporate different types of humor, such as wordplay, puns, irony, and satire, to appeal to different learning styles and keep the class engaged.
6) Before using a joke in class, test it on a colleague or friend to ensure it is appropriate and understandable.

c. Incorporate jokes into lesson plans

Integrate linguistic jokes into your lesson plans by strategically placing them throughout the class. It can help break up the lesson's monotony and promote student engagement. Use jokes to introduce new concepts, transition between topics, or review previously learned material.

d. Encourage discussion and analysis

After telling a joke, please encourage your students to analyze and discuss it. It can help to promote critical thinking skills by requiring students to think deeply about the meaning and implications of the joke. Please encourage students to share their thoughts and ideas and guide the discussion to promote further analysis and evaluation. There are several steps that the author can suggest to take to encourage discussion and analysis among language learners when utilizing humor, such as:

1) Create a classroom environment that encourages open and respectful discussion. Emphasize the importance of critical thinking skills and how they can be developed through humor and analysis.

2) Select linguistic jokes appropriate for the learners' language proficiency and cultural backgrounds. Use jokes that have the potential to trigger critical thinking and discussion, but also keep in mind the learners' sense of humor and avoid offensive or insensitive jokes.

3) Before telling a joke, provide learners with the necessary background information. It could include cultural, historical, or linguistic contexts. Providing context can help learners appreciate the joke and connect to broader themes or issues.

4) After telling a joke, ask open-ended questions to encourage learners to analyze and interpret it. Avoid leading questions that steer the discussion in a particular direction. Encourage learners to share their perspectives and interpretations.

5) Allow learners to discuss the joke with their peers in small groups or pairs. It can foster collaboration and encourage learners to consider different perspectives.

6) Bring the discussion back to the whole class and encourage learners to share their insights and perspectives. As a teacher, be prepared to guide the discussion and ask follow-up questions to deepen analysis and understanding.

e. Provide feedback and guidance

As students engage with linguistic jokes and critically analyze them, it is important to provide feedback and guidance. Offer praise for insightful observations and encourage students to think critically and deeply about the subject. Guide to help students develop their critical thinking skills and refine their analytical abilities. Here are some steps that the author can suggest taking to provide feedback and guidance to language learners when utilizing humor to trigger their critical thinking skills:

1) Provide feedback to learners immediately after the humor has been used. This feedback can be in the form of correcting misunderstandings or clarifying the joke's meaning.

2) Encourage learners to reflect on their humor and thought processes during the activity. It can be done by asking open-ended questions that promote self-reflection, such as "What did you find humorous about the joke?" or "How did the joke challenge your thinking?"

3) Model critical thinking by analyzing the humor and showing learners how you arrived at your conclusions. It can help learners develop their analytical skills.

4) Guide learners on how to think critically. It can be done by explicitly teaching critical thinking skills, such as asking questions, making connections, and evaluating arguments.

5) Encourage discussion among learners and provide opportunities for them to share their thoughts and ideas. It can be done by asking learners to share their interpretations of the humor or to analyze it in groups.

Discussion

The Positive Effect of Humor on the Students' CTS

Using linguistic jokes in language learning has positively affected critical thinking skills. Humor can help language learners think creatively, make connections between ideas, and approach problems differently. Here are some ways in which linguistic jokes can be used to trigger language learners' critical thinking skills:

a) Encouraging analysis

Linguistic jokes can encourage learners to analyze the language used in the joke, such as wordplay, puns, or metaphors (Abdulasalam & Ja'afar, 2021; Attardo, 2020; Gan, 2023; Kurniawati et al., 2022; Skalicky et al., 2020). It can help learners understand how language can be used creatively to convey meaning and think more critically about how they use it. There are two ways that the author experienced to be successful. Firstly, the teacher can guide learners to identify the linguistic features used in the joke, such as wordplay, puns, or metaphors. For example, the teacher may point out the use of homophones in a pun or a metaphor to convey a message. Learners can then be prompted to discuss how these linguistic features contribute to the humor and meaning of the joke.

Secondly, learners can be asked to create their linguistic jokes, which requires them to carefully consider their language and how it can be manipulated for humor. Through this process, learners will naturally become aware of the linguistic features used in jokes and how they can convey meaning creatively.

b) Promoting reflection

Linguistic jokes have been proven to promote reflection and encourage language learners to think about their language use by prompting them to consider how the joke was constructed and what linguistic elements were used (Arief, 2023; Kurniawati et al., 2022; Newport, 2019; Rababah, 2024; Skalicky et al., 2020; Tan et al., 2022). For example, a teacher could ask students to reflect on the punchline of a joke and consider why it is funny. It could lead to discussing word choice, syntax, and other linguistic features contributing to the humor.

Moreover, by analyzing the language used in a linguistic joke, language learners can better understand how language works and how it can be used creatively. It can also help learners become more confident and competent language users. They can reflect on their use of language and explore ways to improve their communication skills.

In addition, linguistic jokes can encourage learners to create their own jokes and play with language. Creating and experimenting with language can be an effective way to develop critical thinking skills, as learners must consider the meaning, structure, and sound of the language used to construct a successful joke. It also allows for a more interactive and engaging learning environment where learners can participate in creating their learning materials.

c) Fostering creativity

One of the benefits of utilizing linguistic jokes in language learning is that they can promote creativity and encourage learners to approach problems in different ways (Corsino et al., 2022; Lee, 2019; Rahmi & Adek, 2019; Tan et al., 2022; Yang, 2022). When learners are exposed to different linguistic jokes, such as puns or wordplay, they must think about the language in a non-traditional way. It can help learners to break out of established patterns of thinking and approach language use more creatively.

Furthermore, when learners are exposed to humorous language, it can help them to relax and become more open to new ideas. It can lead to more creative problem-solving and a willingness to take risks with language use. By encouraging learners to create linguistic jokes, they are encouraged to think creatively and

develop a deeper understanding of the language.

Additionally, linguistic jokes often involve playing with the multiple meanings of words, encouraging learners to think more deeply about language and its nuances. By exploring these nuances, learners can develop a greater appreciation for the complexity of language and how it can be used in different ways to convey different meanings.

d) Developing inference skills

When language learners are exposed to linguistic jokes, they are forced to read or listen closely to the language used in the joke. They must think about the meanings of the words and phrases used and the context in which they are used (Aycicegi-Dinn et al., 2018; Damanik & Mulyadi, 2020; Rahmi & Adek, 2019; "The Relationship Between Reading Skills and Language Proficiency," 2023; Yang, 2022). It requires them to make inferences and draw conclusions about the language used and the intended meaning of the joke.

For example, a pun or a play on words in a joke may require the language learner to think about multiple meanings of a word or phrase and infer the intended meaning based on the context. It can be a valuable skill in language learning, as it helps learners understand language nuances and develop more sophisticated language skills.

Moreover, when learners are exposed to linguistic jokes regularly, they begin to develop a mindset that allows them to approach language problems differently. They become more open to alternative language interpretations and are more likely to engage in creative problem-solving when faced with language challenges.

In short, utilizing linguistic jokes can be an effective way for language teachers to promote critical thinking skills among their learners.

Challenges in Utilizing Humor for Triggering Students' Critical Thinking Skills

There are several challenges that language teachers may face that the author found when observing the students working on the jokes when utilizing linguistic jokes to promote critical thinking skills among language learners:

a) Cultural Differences

Some jokes may be difficult for learners from different cultural backgrounds, as humor often relies on cultural references and linguistic nuances.

b) Appropriateness

The teacher needs to ensure that the jokes are appropriate for the learners' age, level of proficiency, and cultural sensitivity. Some jokes may be considered inappropriate or offensive in certain cultures or communities.

c) Limited Effectiveness

Using linguistic jokes alone may not be enough to develop critical thinking skills. Teachers should incorporate other teaching strategies that can complement the use of humor, such as group discussions, problem-solving activities, and reflective writing exercises.

d) Teacher's Skill

Utilizing an effective linguistic joke requires skill on the part of the teacher. They must select appropriate jokes, present them engagingly and effectively, and facilitate discussions and activities that encourage critical thinking.

e) Learner Engagement

Learners may not be receptive to humor in the classroom, or they may not find the jokes funny or engaging. Teachers must know their learners' reactions and adapt their teaching strategies accordingly.

Conclusion

Based on the findings and discussion, several conclusions can be drawn. Firstly, incorporating humor in language learning can be an effective way to promote critical thinking skills among students. Language teachers need to recognize the benefits of humor in creating a relaxed and enjoyable learning environment and engaging students with the subject matter. The author suggests several steps, including conducting a literature review, observing students, experimenting with different types of humor, and collaborating with others to develop new insights and strategies. Ensuring they are appropriate for students' language proficiency and cultural background is essential when selecting linguistic jokes. Incorporating jokes into lesson plans can break up the monotony of the lesson and promote student engagement. Encouraging discussion and analysis after telling a joke can promote critical thinking skills, and providing feedback and guidance is crucial to helping students refine their analytical abilities.

Secondly, humor can positively affect language learners' critical thinking skills by encouraging analysis, promoting reflection, fostering creativity, and developing inference skills. Using linguistic jokes, language teachers can create a more

interactive and engaging learning environment where learners can participate in creating their learning materials. By exposing learners to different types of linguistic jokes, language teachers can encourage learners to break out of established patterns of thinking and approach language use more creatively. Incorporating humor and linguistic jokes into language teaching can significantly impact learners' language development and critical thinking skills. Furthermore, linguistic jokes can help learners better understand how language works and how it can be used creatively.

Thirdly, while linguistic jokes can be a valuable tool for promoting critical thinking skills among language learners, it is not without their challenges. Teachers must navigate cultural differences and appropriateness, be aware of the limited effectiveness of humor alone, possess the necessary skills to utilize jokes effectively, and be prepared to adapt their strategies based on learner engagement. Ultimately, the success of utilizing humor in the classroom for critical thinking development will depend on the teacher's ability to integrate it with other effective teaching strategies and create a positive and engaging learning environment. By doing so, language teachers can help their students develop the skills needed to think critically, communicate effectively, and navigate the complexities of the multicultural world in which we live.

While the findings suggest that incorporating humor into language learning can promote critical thinking skills, there is a need for further research to explore this area fully. Future studies could investigate the long-term effects of using humor in language teaching and how it influences students' language proficiency and critical thinking abilities over time. Additionally, studies could explore how different linguistic jokes, such as puns, sarcasm, and irony, impact learners' critical thinking skills and how they can be utilized effectively in the classroom. The effectiveness of incorporating humor in language learning for different age groups and language proficiency levels could also be explored. Furthermore, the research could investigate overcoming the challenges of using humor, such as cultural differences, appropriateness, and limited effectiveness. Finally, studies could examine how to develop effective training programs for language teachers to enhance their skills in utilizing humor and linguistic jokes in language teaching. Conducting further research in this area will provide valuable insights into how humor can promote critical thinking skills among language learners and contribute to the development of effective language teaching practices.

References

Abdulasalam, T., & Ja'afar, I. H. (2021). Pragmatic Analysis of Racial Humor in Online Discourse. *International Journal of Linguistics Literature and Culture*, *7*(6), 489–498. https://doi.org/10.21744/ijllc.v7n6.1968

Arief, Y. Al. (2023). Politeness in Roasting: When Humour Meets Power. *International Journal of Linguistics, Culture and ….* https://ijolcc.org/index.php/ijolcc/article/view/3

Attardo, S. (2017a). Humor in Language. *Oxford Research Encyclopedia of Linguistics*.

Attardo, S. (2017b). Linguistic theories of humor. In *The Routledge Handbook of Language and Humor* (pp. 30–44).

Attardo, S. (2020). *The Linguistics of Humor*. https://doi.org/10.1093/oso/9780198791270.001.0001

Aycicegi-Dinn, A., Şişman-Bal, S., & Caldwell-Harris, C. L. (2018). Are Jokes Funnier in One's Native Language? *Humor - International Journal of Humor Research*, *31*(1), 5–37. https://doi.org/10.1515/humor-2017-0112

Bamberg, M. (2016). Narrative inquiry. *The International Encyclopedia of ….* https://doi.org/10.1002/9781118766804.wbiect239

Bell, N., & Skalicky, S. (2018). Humor and formulaic language in second language learning. *Understanding Formulaic Language*. https://doi.org/10.4324/9781315206615-7

Bani, M., & Masruddin, M. (2021). Development of Android-based harmonic oscillation pocket book for senior high school students. JOTSE: Journal of Technology and Science Education, 11(1), 93-103.

Brown, Z. B. (2022). *Pragmatics in Game Activities, Humor, and Technology in Second Language Learning*. digitalcommons.usu.edu.

Clandinin, D. J. (2019). Teacher education as narrative inquiry. *Journeys in Narrative Inquiry*. https://doi.org/10.4324/9780429273896-5

Corsino, S. T., Lim, R. A., & Reyes, K. M. (2022). The Correlates of Language Learning Motivation of Senior High School Students. *Journal of World Englishes and Educational Practices*, *4*(1), 01–09. https://doi.org/10.32996/jweep.2022.4.1.1

Damanik, S. F., & Mulyadi, M. (2020). Indonesian Humorous Status in Social Media: An Application of Script-Based Semantic Theory of Humour. *Studies in English*

Language and Education, *7*(2), 657–671. https://doi.org/10.24815/siele.v7i2.17237

Dewaele, J.-M., Petrides, K. V, & Furnham, A. (2012). Effects of Trait Emotional Intelligence and Sociobiographical Variables on Communicative Anxiety and Foreign Language Anxiety among Adult Multilinguals: A Review and Empirical Investigation. *Language Learning*, *62*(4), 1034–1062.

Ferreira, A. C. M. (2017). *Animated Cartoon Humor in Second Language Learning*. search.proquest.com.

Ford, E. (2020). Tell me your story: Narrative inquiry in LIS research. *College \&Research Libraries*.

Gan, Y. (2023). *The Translation of Humor in Animated Feature Film: The Case of Kung Fu Panda*. 1029–1037. https://doi.org/10.2991/978-2-494069-97-8_131

Heidari-Shahreza, M. A. (2020). *Humor-intergrated language learning (HILL): Teaching with and about humor. In J. Rucynski, \&C. Prichard (Eds.), Bridging the humor barrier: Humor ….*

Hismanoglu, M. (2018). Turkish EFL Learners' Perceptions on Teachers' Using Humor in the EFL Classroom. *Education*.

Khan, M. A. (2011). Humour: A Pedagogical Tool for Language Learners. *Procedia - Social and Behavioral Sciences*, *29*, 984–991.

Kim, J. H. (2015). *Understanding narrative inquiry: The crafting and analysis of stories as research*. books.google.com.

Kurniawati, A., Harared, N., & Rohardiyanto, I. (2022). "Hi, Google! Tell Me a Joke": How Google Assistant Creates Its Jokes. *Metathesis Journal of English Language Literature and Teaching*, *6*(1), 133–145. https://doi.org/10.31002/metathesis.v6i1.48

Lee, S.-M. (2019). <i>Her Story</I>or Their Own Stories? Digital Game-Based Learning, Student Creativity, and Creative Writing. *Recall*, *31*(3), 238–254. https://doi.org/10.1017/s0958344019000028

Margoob, S. (2017). *Effectiveness of humor in English language learning: Bangladeshi perspective*. dspace.bracu.ac.bd.

Masruddin, M., & Abduh, N. K. (2024, May). Indonesian Language Learning for Foreign Speakers Based on Luwu Culture: A Needs Analysis Study. In 4th International Conference on Linguistics and Culture (ICLC-4 2023) (pp. 75-80). Atlantis Press.

Mehr, P. D. Z. (2015). The Use of Educational Humor in the Process of Learning and

Teaching: A Special Facilitator for Second Language Learners. *Quarterly Journal of Education*.

Masruddin, M., Amir, F., Langaji, A., & Rusdiansyah, R. (2023). Conceptualizing linguistic politeness in light of age. International Journal of Society, Culture & Language, 11(3), 41-55.

Ming, S. K., & bin Husin, M. R. (n.d.). *Humor As Stimulating Students' Affective Component In The Teaching And Learning Of Malay Language Literary Components*.

Neff, P., & Rucynski, J. (2021). The English classroom as "warai no ba": Instructor views on humor and language learning in Japan. *International Journal of Educational Research Open*.

Newport, E. L. (2019). Children and Adults as Language Learners: Rules, Variation, and Maturational Change. *Topics in Cognitive Science*, *12*(1), 153–169. https://doi.org/10.1111/tops.12416

Rababah, L. (2024). Language Processing Abilities in a Multilingual Context: The Role of Linguistic Background Among Students in Amman, Jordan. *Psycholinguistics*, *35*(2), 157–179. https://doi.org/10.31470/2309-1797-2024-35-2-157-179

Rahmi, A., & Adek, M. (2019). *Joke and Its Relation to Students Grammar Mastery in EFL Learning*. https://doi.org/10.2991/aes-18.2019.106

Reddington, E. (2015). Humor and Play in Language Classroom Interaction: A Review of the Literature. *Teachers College, Columbia University Working Papers in TESOL \& Applied Linguistics*, *15*(2), 22–38.

Sabudu, D. (2020). CAN JOYFUL LEARNING STRATEGY USING HUMOR INCREASE STUDENTS'LEARNING OUTCOMES IN ENGLISH LANGUAGE LEARNING? *Language and Language Teaching Conference 2019*.

Senior, R. R. (2001). The Role of Humour in the Development and Maintenance of Class Cohesion. *Prospect*, *16*(2), 45–54.

Sharma, S. K., & Sharma, S. K. (2013). Humour: A Pedagogical Tool for Language Learners. *International Journal of English Language, Literature and Humanities*, *1*(1), 1–7.

Shively, R. (2018). 6. Learning and using humor in a second language during study abroad: Discussion, conclusions, and implications. *… Humor in a Second Language During Study Abroad*. https://doi.org/10.1515/9781614518617-006

Shostak, I. N. (2016). Game and Humor in the Process of Foreign Language Learning at University. *Reshetnevskie Chteniya [Reshetnev's Readings]*.

Skalicky, S., Duran, N. D., & Crossley, S. A. (2020). Please, Please, Just Tell Me: The Linguistic Features of Humorous Deception. *Dialogue & Discourse*, *11*(2), 128–149. https://doi.org/10.5210/dad.2020.205

Sonday, A., Ramugondo, E., & ... (2020). Case study and narrative inquiry as merged methodologies: A critical narrative perspective. *International Journal of …*. https://doi.org/10.1177/1609406920937880

Tan, N. A. W., Wijaya, M. P., & Setyaningsih, N. (2022). Humor and Identity in the Performance of a Stand-Up Comedian With Disability. *Jees (Journal of English Educators Society)*, *7*(2). https://doi.org/10.21070/jees.v7i2.1685

The Relationship Between Reading Skills and Language Proficiency. (2023). *International Journal of Social Sciences and Educational Studies*, *10*(1). https://doi.org/10.23918/ijsses.v10i1p303

Yang, J. (2022). The Application of Problem-Based Learning in Spoken English Teaching for College Efl Learners. *International Journal of Education Humanities and Social Science*, *05*(06), 168–174. https://doi.org/10.54922/ijehss.2022.0464