

A QUALITATIVE RESEARCH ON THE USE OF HUMOR IN TURKISH TEACHING IN SECONDARY SCHOOL

Abstract: This research aims to determine the use of humor in Turkish classes in secondary schools. To this end, firstly, the humorous elements in the Turkish textbooks were examined, and then Turkish teachers' views on these elements and their views and classroom practices regarding the use of humor in their classes were determined. The study was designed according to the case study method, one of the qualitative research methods. The humorous elements in the Turkish textbooks were collected through the document review method, and the views and classroom practices of the Turkish teachers regarding the use of humor were collected through a semi-structured interview form. In this context, interviews were made with 15 Turkish teachers working in public schools. The content analysis method was used to analyze the obtained data. According to the findings, most of the interviewed teachers included humorous elements in their classes through various classroom practices. In addition, it was determined that teachers consider humorous elements important because such elements increase students' motivation and make classes more interesting. Finally, it was concluded that Turkish textbooks do not contain enough humorous elements.

Keywords: Turkish course; textbook; humor, teacher opinion, classroom practice

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INTRODUCTION

One of the most important features of the modern education approach is that knowledge and skills are taught by learning-by-doing, not by rote learning. For students, being able to adapt the information learned in school to real life is more valuable than being able to memorize pieces of information (Özden, 2010). In order to make the knowledge and skills acquired in the educational environment more permanent and to make the education process more effective, it is very important to adapt the education process to everyday life. Individuals tend to forget information and practices based on abstract concepts that they cannot relate to real life, that do not attract their interest, or that do not affect them emotionally. On the other hand, experiences that bear traces from real life, affect students emotionally, and leave a nice impression on them tend to be permanent (Altın, 2021; Altmışdört, 2013; Gündoğdu et al, 2019). Every individual has an inner world of emotions where the information learned becomes meaningful. In this sense, humor is one of the factors that establish a connection between information and the inner world of emotions, increase the permanence, effectiveness, and efficiency of the information learned, and ensure that students can relate the information they learned in school to real life (Wagner, & Urios-Aparisi, 2011).

The sense of humor is defined as revealing the fun aspects of events and situations in everyday life (Susa, 2002), as appreciating a joke, or as dealing with the fun aspects of a situation or phenomenon (Solomon, 1996). Humor reflects the laughable and ridiculous aspects of life, so it not only aims to make somebody laugh but also shows the true face of life (Oruç, 2010). In this regard, it should be seen as life itself, not as a reflection of life. It is a way of coping with a situation, event, or person by laughing or having fun. One of the important features of humorous elements is that they make people think while making them laugh. In this context, humor is, in a sense, a critique of situations that run counter to the usual flow of life. It is a tool to increase the joy of life, improve awareness, and develop the ability to empathize (Savaş, 2014). Therefore, humor is not only a means of production in social life but also an ideal teaching tool in education life (Bell & Pomerantz, 2015; Özkara, 2013). In this sense, it has an important place in the learning process. In the literature, it is mentioned that humor can have positive or negative effects on the educational process. For example, while humor offers positive effects in situations such as increasing group cohesion and coping with stress, it can also serve negative social functions such as derision and social isolation (Banas et al, 2011; Lefcourt, 2001).

Humor is considered as an element that adds a positive atmosphere to learning environments. It contributes to the effectiveness of the way topics are dealt with in classes (Azizifard & Jalali, 2012; Olajoke, 2013; Oruç, 2010). The inclusion of humor in classes should not be regarded as an absurd act because laughter in the classroom is actually a sign indicating that students are enjoying the learning process (Hill, 1988). The use of humor in classes is very useful in terms of supporting students' social development (Popescu, 2010). This is because humor is, above all, a process of sharing. All students in the classroom participate in this process and thus, an atmosphere of tolerance is created in the classroom. In order for humor to achieve its purpose in the educational environment, individuals need to have a sense of humor. Therefore, it is necessary to support the development of a sense of humor in children starting from early childhood, which will also benefit public health, peace, and happiness.

A thorough review of the relevant literature showed that numerous studies have investigated humor from different perspectives. For example, Avşar (2008) and Traş et al (2011) tried to determine the humor styles of prospective teachers, Tümkaya (2006) examined the humor styles of faculty members, and Aslan and Çeçen (2007) investigated the humor styles of teachers working in secondary education institutions. Furthermore, Kılıç (2016) studied the Turkish teachers' views on the use of humor, Dinç and Cemaloğlu (2018) investigated the

relationship between elementary school administrators' humor styles and teachers' stress levels, Savaş (2014) studied the effect of using humor in 7th-grade Turkish classes on students' attitudes towards the class, Çetin and Altun (2018) investigated the opinions of school administrators regarding the use of humor in school management, and Yolcu et al., (2018) examined students' perceptions on the use of humor in science classes. Again Popescu (2011) examined the contribution of humor to language education and classroom culture. Heidari-Shahreza and Heydari (2018) applied to the opinions of teachers and students in language teaching integrated with humor. Bell and Pomerantz (2014) reconsidered language teaching through a focus on humor. All these studies are considered important in that they draw attention to the use of humor and highlight the use of humor as a concept that needs to be examined from a socio-cultural perspective.

Turkish classes are very suitable for the use of humor in the learning and teaching process. In Turkish classes, which aim to improve students' language and thinking skills, humor is seen as a product of fine intelligence and thought, as well as a multi-component discourse with features such as wit, allusion, and joke. Humor increases the effect of what is said and reduces the tension in the environment (Kahya, 2019). Thus, humor creates a sense of unity in the environment. By using humor, teachers contribute to increasing student engagement. According to Sürücü and Ünal (2018), if teachers do not include humor in their classes, students may lose their interest in the lesson. Humor helps to strengthen social relationships, and the use of common cultural elements through humor develops a feeling of unity among individuals (Askildson, 2005). Humorous elements can be included in the reading, writing, speaking, and listening parts of Turkish classes (Kılıç, 2016). In this respect, both examining Turkish textbooks in terms of humorous elements and determining Turkish teachers' views and classroom practices regarding the use of humor in their classes is seen as a necessity to draw attention to the use of humor in educational settings.

In this study, the use of humor in the process of teaching Turkish as a mother tongue is examined. The humor elements in the textbooks are determined. In addition, the opinions of Turkish teachers on the use of humor in lessons are investigated. So that, the present study both examined the humorous elements in the secondary school Turkish textbooks designed according to the 2019 Turkish Course Curriculum and tried to reveal Turkish teachers' views on these elements and the way they use humor in their classes. In this context, the following research questions were addressed:

- To what extent is humor included in secondary school 5,6,7 and 8th grade Turkish textbooks?
- What are the opinions of Turkish teachers about humor elements in textbooks?
- What are the opinions of Turkish teachers regarding the use of humor in classes?

METHOD

RESEARCH DESIGN

The present study was designed according to the case study method, one of the qualitative research methods. The case study method is a research method that seeks answers to "how" and "why" questions and aims to create a conceptual framework based on these answers (Yin, 2012). Case studies offer an in-depth examination of a current topic that the researcher cannot control (Yıldırım & Şimşek, 2016). Although the case study is a research and teaching method, in a broader sense, it is a research model regarded as a learning method (Flyvbjerg, 2006). In this study, the use of humor in Turkish classes is considered as a case. The desire to collect in-depth data on this subject is the main reason for the use of a qualitative research method in the present study. Case studies may be explanatory, exploratory, and descriptive (Yin, 2012). The present study is an explanatory case study. Explanatory case studies aim to

provide in-depth information about the case or phenomenon under consideration (Aytaçlı, 2012). In this study, it is aimed to provide in-depth information about the subject that discussed. In the study, it was aimed to explore the use of humor in Turkish classes with a specific focus on the humorous elements in Turkish textbooks and Turkish teachers' views and classroom practices regarding the use of humor in their classes. Case studies must follow certain stages. The stages defined by Yıldırım and Şimşek (2016) and followed in this study are as follows: developing research questions, determining the case to be studied, determining the unit of analysis, forming the study group, collecting data, and analyzing and interpreting the data.

DATA SOURCE AND PARTICIPANTS

In this study, two different data collection methods were used. In order to determine the humorous elements in Turkish textbooks, 5th, 6th, 7th, and 8th-grade Turkish textbooks were examined by the document review method. For this, secondary school 5th, 6th, 7th, and 8th-grade Turkish textbooks used in public schools were determined as the sample. The reason for choosing these books is that they are the books used by the interviewed teachers. The edition notice containing information about these textbooks is included under the References section. Secondly, to reveal the views and classroom practices of the Turkish teachers regarding the use of humor in their classes, a study group was created. The purposive sampling method was used when creating the study group. "The purposive sampling is a sampling method that has emerged within the qualitative research tradition and allows for in-depth study of cases that are considered to have rich information" (Yıldırım & Şimşek, 2016, p. 118). Since the use of humor in the Turkish teaching process in a typical public school was investigated, the typical case sampling method was used in the research. The study group consists of 15 Turkish teachers working in the public school in the 2019-2020 academic year. Of these teachers, 7 are female and 8 are male with various levels of professional experience. The teachers in the study group participated in the research voluntarily and signed the "Voluntary Participation Form."

DATA COLLECTION

In this study, two data collection methods were employed; hence, data diversification was used. In qualitative research, data diversification is considered important because it minimizes the risk of systematic errors (Maxwell, 1996). Accordingly, the document review method was employed to determine the humorous elements in Turkish textbooks. Document review is the analysis of documents related to the research subject (Hodder, 2002). Furthermore, to reveal the views and classroom practices of the Turkish teachers regarding the use of humor in their classes, the interview method, which is an important data collection technique for qualitative research, was used. "In the field of social sciences, interviewing is an effective method of obtaining information about individuals' experiences, attitudes, opinions, complaints, feelings, and beliefs" (Yıldırım & Şimşek, 2016, p. 129). "In qualitative research, the interview technique is used to reveal the perspectives of the people examined and to see the world through their eyes" (Cemaloğlu, 2011, p. 152). For the research, a 5-item semi-structured interview form was developed by the researchers. During the development of the form, a literature review was carried out to examine the studies on humor. A seven-question draft interview form was developed. A pilot application was carried out with this form on four teachers. In addition, the opinions of three expert were taken in this process. As a result of the pilot application and expert opinion, two questions were removed from the form. The purpose of the interviews was to collect as much data as possible, and the interviewers sincerely answered all the questions. The interviews were held face to face and notes were taken for the interviews.

DATA ANALYSIS

For data analysis, all the data was first transferred to the computer environment. The obtained data was analyzed by the content analysis method. Content analysis is a data analysis technique used to obtain repeatable and valid results from the data (Krippendorff, 1980; Koçak & Arun, 2006). “The main purpose of content analysis is to reveal the concepts and relationships that can explain the collected data” (Yıldırım & Şimşek, 2016, p. 242). The data collected through the document review was analysed based on grade levels and the themes in the textbooks. The humor elements in the textbooks were determined one by one and presented in the context of themes. The data obtained from the interviews were analysed by coding and developing themes. Research questions were taken into account when creating themes and sub-categories. In qualitative research, the raw data are subjected to content analysis, which reveals certain categories and sub-categories; later, the interpretation of these data reveals various patterns, understanding, and insights (Patton, 2014). In this study, these stages were followed, and in this sense, it was aimed to reveal the general pattern of the study.

RELIABILITY OF THE RESEARCH

Expert opinion was sought to ensure reliability in the study. In this sense, the themes and sub-themes obtained as a result of the research were presented to three Turkish educators. Consensus was sought in sub-theme and theme matching. The coefficient of agreement among experts was determined as 100% in the creation of themes and sub-themes. Besides, the data source was examined by two researchers over a period of 4 months, and the findings of the research were obtained. In this sense, it is aimed to increase the reliability of the study with expert opinion and long-term interaction.

FINDINGS/RESULTS

This section includes the findings related to the research questions. First, the findings obtained through document review and then the findings obtained from the interviews are discussed.

FINDINGS RELATED TO THE ANALYSIS OF TEXTBOOKS

In this section, findings regarding the use of humorous elements in the secondary school Turkish textbooks are presented in tables according to the grade levels. Table 1 presents the findings obtained as a result of the analysis of the 5th-grade Turkish textbook.

Table 1. Humorous Elements in the 5th-Grade Turkish Textbook

No	Theme	Frequency (f)	Humorous Element
1.	Individual and Society	1	Funny cartoon
2.	National Struggle and Atatürk	-	-
3.	Nature and Universe	-	-
4.	Our National Culture	1	Humorous story
5.	Citizenship	1	Funny cartoon
6.	Health and Sports	1	Humorous drama
7.	Virtues	-	-
8.	Science and Technology	-	-

As can be inferred from Table 1, the 5th-grade Turkish textbook contains humorous elements under four themes. The first and fifth themes contain funny cartoons, and the fourth theme contains a humorous listening story. Also, the sixth theme contains a humorous Karagoz and Hacivat play, a traditional Turkish shadow play. On the other hand, the second, third, seventh, and eighth themes do not contain any humorous elements. Table 2 presents the findings obtained as a result of the analysis of the 6th-grade Turkish textbook.

Table 2. Humorous Elements in the 6th-Grade Turkish Textbook

No	Theme	Frequency (f)	Humorous Element
1.	Nature and Universe	-	-
2.	National Struggle and Atatürk	-	-
3.	Child's World	1	Humorous anecdote
4.	Virtues	1	Funny cartoon
5.	Our National Culture	1	Humorous story
6.	Science and Technology	-	-
7.	Art	1	Humorous drama
8.	Citizenship	1	Humorous anecdote

As can be inferred from Table 2, the 6th-grade Turkish textbook contains humorous elements under five themes. The third and eighth themes contain humorous anecdote. The third theme contains a humorous Keloglan anecdote while the eighth theme contains a humorous Nasreddin Hodja anecdote, both of whom are traditional figures of Turkish humour. Also, the fourth theme contains a funny cartoon, the fifth theme contains a humorous story, and the seventh theme contains a Karagoz and Hacivat play, a traditional Turkish shadow play. On the other hand, the first, second, and sixth themes do not contain any humorous elements. Table 3 presents the findings obtained as a result of the analysis of the 7th-grade Turkish textbook.

Table 3. Humorous Elements in the 7th-Grade Turkish Textbook

No	Theme	Frequency (f)	Humorous Element
1.	Virtues	-	-
2.	National Struggle and Atatürk	-	-
3.	Emotions	1	Funny cartoon
4.	Our National Culture	-	-
5.	Nature and Universe	-	-
6.	Art	1	Humorous drama
7.	Personal Development	-	-
8.	Science and Technology	1	Humorous story

As can be inferred from Table 3, the 7th-grade Turkish textbook contains humorous elements under three themes. The third theme contains a funny cartoon. The sixth theme contains a humorous Karagoz and Hacivat play, a traditional Turkish shadow play. Also, the eighth theme includes a humorous caricatured story. On the other hand, the first, second, fourth, fifth, and seventh themes do not contain any humorous elements. Table 4 presents the findings obtained as a result of the analysis of the 8th-grade Turkish textbook.

Table 4. Humorous Elements in the 8th-Grade Turkish Textbook

No	Theme	Frequency (f)	Humorous Element
1.	Virtues	1	Funny cartoon
2.	National Struggle and Atatürk	-	-
3.	Science and Technology	1	Humorous story
4.	Individual and Society	-	-
5.	Time and Space	-	-
6.	Our National Culture	1	Humorous drama
7.	Nature and Universe	1	Funny cartoon
8.	Citizenship	-	-

As can be inferred from Table 4, the 8th-grade Turkish textbook contains humorous elements under four themes. The first and sixth themes contain funny cartoons, and the third theme contains a humorous story. Also, the sixth theme contains a humorous Karagoz and Hacivat play, a traditional Turkish shadow play. On the other hand, the second, fourth, fifth, and eighth themes do not contain any humorous elements.

FINDINGS RELATED TO THE ANALYSIS OF INTERVIEW FORMS

This section contains the findings obtained from the content analysis of the participants' responses to the interview questions. Accordingly, Table 5, 6, 7 and 8 present the findings obtained from the responses given to the question, "What are the views of Turkish teachers regarding the use of humor in classes?" According to teachers' views, findings regarding the contribution of the use of humor in the classes are presented in Table 5.

Table 5. Theme/Sub-Theme Related to the Contributions of Using Humor in Classes

Theme	Sub-theme	Participants	Frequency (f)
Contributions	Attracting Students' Attention	[T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15]	15
	Development of Thinking Skills	[T5, T7, T9, T10, T14]	5
	Motivation	[T4, T10, T12]	3
	Creating a Fun Learning Environment	[T1, T8]	2
	Helping Students Develop Different Points of View	[T5]	1

As can be inferred from Table 5, most of the interviewed teachers think that humor has an important place in attracting students' interest and attention (f=15). Another view put forward by teachers in this sub-theme is that humor improves students' thinking skills (f=5). Also, the interviews have revealed that teachers think that humor increases student engagement and motivation (f=4). Two teachers noted that the use of humor creates a fun learning environment and that they can have more enjoyable lessons in this way (f=2). Finally, one teacher stated that humor helps students develop the ability to look at things from different perspectives (f=1). Some opinions obtained within the framework of the theme are given below.

"Students are more interested in texts with humorous elements in the textbook" [T1]. "One of the biggest problems during the lesson is the lack of attention. Humor can help to attract students' attention again" [T6]. "I think that humor improves students' intelligence and develops in them the ability to interpret" [T5]. "Humor requires cultural accumulation and fine intelligence; in this sense, humor improves children's thinking skills" [T7].

"The use of humorous elements in the introduction of the lesson increases student motivation" [T10]. "Humor allows us to touch the inner world of children rather than raise problem-solving robots; humor helps create a fun classroom atmosphere" [T1]. "The use of humor reveals the funny side of life and makes students laugh, so we have more enjoyable lessons" [T8]. "I believe that humor is the skill of intelligence and interpretation. In this way, students develop the ability to look at things from different perspectives" (T5).

In the interviews, findings about the negative effects of the use of humor in classes were also reached. Relevant findings are presented in Table 6.

Table 6. Theme/Sub-Theme Related to the Negative Effect of Using Humor in Classes

Theme	Sub-theme	Participants	Frequency (f)
Negative Effect	Problems Related to Time Management	[T3, T6, T8, T10]	4
	Problems Related to Classroom Management	[T1, T7, T11, T15]	4

As can be inferred from Table 6, the interviewed teachers stated some negative effects of using humor in classes, though these negative effects were not as many as contributions. The negative effects of humor-based activities that was most frequently stated was related to time management (f=4). In addition, classroom disruptions (f=4) were another negative effect of

using humor in classes, as can be inferred from the interviews. Some opinions obtained within the framework of the theme are given below.

"I think the most important negative aspect of using humor in lessons is related to time management. Therefore, the teacher must manage time very well in the classroom" [T3]. "Teachers use humor (in their classes) not in a planned way but in a spontaneous way. For this reason, we may experience problems regarding time management" [T6].

"Humor (usually) creates a fun learning environment, but it can also cause classroom disruptions" [T7]. "The use of humorous elements may (sometimes) cause classroom disruptions" [T11]. "As for the negative aspect of using humor in classes, I can think of problems regarding classroom management" [T15].

Another focus of the present study was the quality of textbooks in terms of the inclusion of humorous elements. In this sense, the findings obtained within the framework of teachers' opinions are presented in Table 7.

Table 7. Theme Sub-Theme on the Quality of Textbooks in Terms of Inclusion of Humorous Elements

Theme	Sub-theme	Participants	Frequency (f)
Quality of Textbooks	Inadequate Number of Humorous Texts and Activities	[T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15]	15
	Inadequate in Terms of Diversity	[T1, T5, T7, T10, T13]	5
	Inadequate in Terms of Humorous Visuals	[T7, T10]	2

As can be inferred from Table 7, all the interviewed teachers (f=15) are of the idea that Turkish textbooks are inadequate in terms of humorous elements. They all (f=15) think that textbooks do not contain enough humorous texts and activities. Also, some of the teachers (f=5) stated that the humorous elements in the textbooks lack diversity and that both traditional and contemporary humorous elements should be included in the textbooks. In addition, it was noted that the textbooks are inadequate in terms of humorous visuals (f=2). Some opinions obtained within the framework of the theme are given below.

"I think our textbooks do not contain enough humor-based activities" [T1]. "Number of humorous texts and activities in textbooks is like a drop in the ocean" [T7]. "(There are) absolutely not enough (humorous) activities" [T10]. "Humorous elements should be included more in (textbook) activities" [T12].

"The use of similar humorous activities in textbooks does not create the desired effect (on students)" [T1]. Textbooks are inadequate in terms of diversity of humorous activities. Both traditional and contemporary humorous elements should be included in textbooks [T13]. "The humorous pictures and cartoons in Turkish textbooks are not effective enough" [T7].

The present study also aimed to explore the ways teachers use humor in their classes. In this sense, the findings obtained within the framework of teachers' opinions are presented in Table 8.

Table 8. Theme/Sub-Theme Related to the Ways Teachers Use Humor in Their Classes

Theme	Sub-theme	Participants	Frequency (f)
The Ways of Using Humor	Cartoon	[T2, T4, T5, T6, T8, T9, T10]	7
	Jokes/Funny Stories	[T1, T3, T5, T11]	4
	Drama	[T7, T11, T12]	3
	Imitation	[T1, T13]	2
	Animation	[T7]	1
	Memes	[T11]	1

As can be inferred from Table 8, most of the interviewed teachers use cartoons (f=7) to make their classes fun. In addition, telling jokes and funny stories (f=4) as well as getting students

to act out funny stories and write funny skits or dramas ($f=3$) were other main ways of using humor in classes stated by the interviewed teachers. Some other methods of using humor in classes, though not as much emphasized as the above-mentioned methods, include doing funny imitations ($f=2$) and using funny animations ($f=1$) and memes ($f=1$). Some opinions obtained within the framework of the theme are given below.

"I bring humor to my classes through activities and cartoons especially related to the topic being covered" [T8]. "I use cartoons. Students love funny cartoons; so, I want them to interpret these cartoons [T10]." *"I tell jokes and funny stories especially when my students get bored" [T1]. "I read jokes and funny stories from joke books during the reading time" [T5].*

"I get my students to write humorous skits or dramas" [T12]. "I ask my students to do funny imitations in the classroom. The students can imitate funny movie characters and funny events they observe around them" [T13]. "I also use funny animations in my classes" [T7]. "I use funny memes that are related to the topic being covered" [T11]

DISCUSSION AND CONCLUSION

Educational research focuses primarily on increasing the effectiveness of teaching. Teaching carried out through experiences that relate to everyday life, affect students emotionally, and leave a pleasant effect on them is permanent (Adıgüzel, 2009; Caruana, 1997; Özden, 2010; Şaşan, 2002). The present study investigated the use of humor in Turkish textbooks, which serves to relate the learned information to real life and creates a positive learning atmosphere, as well as Turkish teachers' views on these humorous elements and on the use of humor in their classes.

The findings reveal that the 5th-grade Turkish textbook contains humorous elements under four of the eight themes. These humorous elements are two cartoons, one funny story, and one humorous play (Karagoz and Hacivat). Also, the 6th-grade Turkish textbook contains humorous elements under five of the eight themes. These humorous elements are two funny stories (Keloglan and Nasreddin Hodja), one funny cartoon, one funny joke, and one humorous play (Karagoz and Hacivat). In addition, the 7th-grade Turkish textbook contains humorous elements under three of the eight themes. These humorous elements are one funny cartoon, one funny story, and one humorous play (Karagoz and Hacivat). Finally, the 8th-grade Turkish textbook contains humorous elements under four of the eight themes. These humorous elements are two funny cartoons, one funny story, and one humorous play (Karagoz and Hacivat). Based on these results, we can say that secondary school Turkish textbooks are inadequate in terms of diversity of humorous activities. These findings are in line with the findings of Kılıç (2016) and Ünveren (2020). In the related studies, it is stated that the humor elements are insufficient in Turkish textbooks. In this sense, it is thought that giving enough space to humor elements in the preparation process of the Turkish textbooks will contribute to the quality of the education process.

Findings from the interviews with teachers also support the above results. It was determined that all the interviewed teachers thought that the textbooks do not contain enough humorous elements. That there are not enough humorous texts and activities in the textbooks and that textbooks are inadequate in terms of diversity of humorous activities were two most frequently stated points with regards to the quality of the textbooks in terms of humorous elements. In this respect, our findings are consistent with the findings of Aydoğmuş and Yıldız (2017) and Aykaç (2018), who concluded that both primary and secondary school Turkish textbooks and workbooks are inadequate in terms of humorous activities. In this regard, it is important that humorous elements that increase student engagement and motivation in classes should be considered when designing secondary school Turkish textbooks.

According to the findings, teachers think that the use of humor in classes increases students' interest in the lesson, motivates them, creates fun learning environments, and gives students different perspectives. Also, one of the positive contributions of using humor in classes, as stated by the interviewed teachers, is that students can express themselves more easily in classes made fun through using humor. It can be stated that these findings are in parallel with the findings of the researchers, such as Aydın (2006), Berk (1996), Bolkan et al. (2018), Oruç (2010), Steele (1998), Summerfelt et al., (2010) who investigated the contributions of using humor to learning processes. These researchers have concluded that using humor in learning environments both positively affects students' affective processes and contributes to their academic achievement. Humor is an important factor for social cohesion, healthy psychology, and for coping with problems (Akın & Bilgin, 2015; Aylor & Opplinger, 2003; Banas et al., 2011). According to Loomans and Kolberg (2002), on the other hand, different types of humor increase students' communication, creative and critical thinking, coping, and cultural awareness skills. Therefore, both traditional and contemporary humorous elements should be used in order for students to acquire a humorous intellect. These results, which show the contributions of using humor to the learning process, seem to be very important for the more frequent use of humor in learning environments.

The interviewed teachers also stated some negative aspects of using humor in classes, though these negative aspects were not as many as positive contributions. The main negative aspects of using humor in classes, as stated by the teachers, are related to time management and classroom disruptions. It is thought that the use of humor, which is not carried out in accordance with a certain plan, may lead to these negative aspects. Therefore, while determining the humorous elements to be included in the learning process, the objectives of the course and the developmental characteristics of the students should be taken into consideration as well as humorous classroom practices should be carried out within the framework of a certain plan.

According to our findings, Turkish teachers mostly use cartoons to make their classes fun. In addition, funny stories/jokes, funny dramas, imitations, and funny animations emerged as the main humorous classroom practices that teachers use in their classes. It was stated by the interviewed teachers that such classroom practices reduce students' stress levels and affect the classroom atmosphere positively. These findings are consistent with the findings reported by Balta (2016), Demirci (2013) and Oruç (2010). Different humorous classroom practices have positive effects on students' thinking processes and developing new points of view. According to Çarkıt (2020), every classroom practice that improves students' thinking skills affects their self-confidence positively. In this regard, humorous classroom practices in Turkish classes both entertain and make students happy and make an important contribution to their personality development.

In the study firstly it was concluded that secondary school Turkish textbooks were insufficient in terms of humorous elements. This situation should be taken into consideration by both the writers of the textbooks and the teachers. Because humor is seen as an important element in language teaching. Secondly, according to the opinions of the teachers, it was concluded that using humor on time supports the effective learning process. In this respect, it is necessary to benefit from humor in the Turkish teaching process. In this framework, the following suggestions can be presented for the application area.

- The quality of humor-based activities in Turkish textbooks should be improved and their number should be increased.
- During the teacher training process, prospective teachers should receive training on the use of humor in classes.
- An awareness of the importance of using humor in classes should be developed in teachers, and seminars on improving skills of using humor should be held.

- Students should be made aware of "what is humor" and "how it is done" and be taught to distinguish between constructive and destructive humor.

LIMITATIONS

There are some limitations to the research. Firstly, the research was carried out on the textbooks selected as a sample. In this sense, it will be useful to examine the books published by different publishing houses. Secondly, the opinions of the teachers in the research were obtained from the teachers working in the schools of Gaziantep. Research can be done on teachers working in different provinces in Turkey. Finally, studies on the effects of humor-based practices on students' affective processes in Turkish courses and on the effect of humor-based practices on students' academic achievement in Turkish courses are considered useful.

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