

# An investigation on the types of humour in English language teaching among Malaysian lecturers in higher education

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## Abstract

*Humour in English Language Teaching (ELT) is known to be beneficial for both the educators and students. However, the literature addressing the types of humour used by Malaysian lecturers in higher education on this matter are yet to be explored. To address these issues, the study focusses to explore on the types of humour used in ELT by Malaysian lecturers in relation to the four types of humour: verbal, visual, auditory and figural humour. The research design is a qualitative study which implements two instruments; classroom observation and semi-*

*structured interviews. Thematic analysis will be used to analyse the data. The results from the study show that there are three types of humour commonly used: verbal humour, visual humour and auditory humour. The data analysis indicates that there are four factors which influence the types of humour used in the classroom: humour used for content delivery, humour to build rapport, humour to attract attention and humour to instil discipline.*

*Keywords: English Language Teaching (ELT), visual humour, verbal humour, auditory humour, figural humour, higher education, Malaysian University, Malaysian lecturers*

## **1. Introduction**

Humour has long been recognised as an effective tool in language teaching, fostering learner engagement and motivation while enhancing learning environment. However, despite its widespread use, the current practices of incorporating the various types of humour in English language teaching (ELT) have not been thoroughly investigated. This study aims to address this gap by conducting a study into the lived experiences of Malaysian ELT lecturers regarding the use of the different types of humour in their classrooms. Through classroom observation and semi-structured interviews this research seeks to shed light on the types of humour implemented in the English classroom. This study consists of three parts. The first section is the introduction, which presents the role of humour in ELT and the literature on previous studies on the types of humour in the English classroom. The second section addresses the research design of the study. The third section includes the findings and the discussion which focuses on answering the research questions.

### **1.1. The role of humour in ELT**

Humour could significantly contribute to English language teaching by creating a more comfortable and active teaching environment for teachers and students. According to Bieg et al. (2019), the learning environment is perceived as more enjoyable when teachers use humour. Teachers can help students recall information better and enhance their enthusiasm to study by introducing humorous element into classes. Humour can relieve anxiety and break down language barriers, allowing students to interact in English more effectively. Al-Noori (2019) stated that humour makes students more relaxed by reducing anxiety. There are numerous ways in which teachers might integrate humour into the lesson through the use of jokes, wordplay and funny stories. These forms of humour can boost classroom interaction and form a good relationship between the students and teachers.

Furthermore, humour can considerably enhance the learning experience. The use of humour is an important strategy that is incorporated into the teaching of the English language. Numerous studies have shown that the use of humour in the classroom can create a more enjoyable, laid-back environment, which in turn can lead to higher levels of student engagement and motivation. The use of positive, nonaggressive humor has been associated with a more exciting and relaxed learning environment, higher instructor evaluations, greater perceived motivation to learn, and enjoyment of the course (Geumei, 2023). Another study by Ponselvakumar and Kaleeswaran (2023) states that sense of humour can be an important factor in creating a positive and effective learning environment, promoting student engagement and motivation, diffusing tense situations, and supporting teacher well-being. According to Bakar and Kumar (2019), the students note that a lecturer's instructional humour improved their comprehension, learning and retention of knowledge. One of the primary benefits of incorporating humour into English language instruction is that it helps alleviate students' anxiety and break down language barriers. This is

particularly crucial for students who may experience anxiety when speaking English or who are studying English as a second language. Students are more likely to feel comfortable participating in class and expressing themselves in English when lecturers incorporate humour into their teachings. This can eventually lead to more natural conversation and enhanced language teaching environments.

## **1.2. The types of humour in ELT**

According to Shade (1996), there are four types of humour: verbal humour, visual humour, auditory humour and figural humour. Other categorisations have also been made by different scholars, such as Bakar (2019), Chee (2006) and Martin (2018). However, the categorisation made by Shade were chosen to be used in this study due to the familiarity of terms among Malaysian lecturers. Apart from that, the categorisation is also aligned with the Malaysian Education syllabus which emphasises the importance of verbal, visual, auditory and figural competence in English.

Firstly, according to Shade (1996), visual humour is categorised into three forms which are written, videos, and images. Written humour takes the form of sentences, phrases, jokes, puns, stories, riddles, and language play. A study by Zhou et al. (2022) illustrated that written humour in ELT can improve reading comprehension and students' interest. Students' reading comprehension skills were assessed using a reading test, and their interest in reading comprehension through humorous stories was identified using a questionnaire. According to the data analysis, the study found that: (1) using humour stories effectively helps students' reading comprehension; and (2) using humour stories motivates students to develop reading comprehension. This is also supported by Thuy (2021) in a study conducted in Vietnam, it was found that the three most preferable forms of teacher humour were jokes, language play, and riddles. The finding also shows that visual humour in a form of writing enables teachers to enhance the learning experience for students.

Moreover, visual humour in a form of videos is illustrated in means such as cartoons, TV shows, comedy sketch, GIFs, movies, humorous advertisements and stand-up comedy, which are widely used and popular among educators. This is because videos can captivate and illustrate not only the moving images but also the sound, facial expression, and body gesture. Videos are also very assessable in the current era and align with 21<sup>st</sup> century learning. Therefore, students are able to connect with the use of videos as one of the teaching materials in the classroom. A study by Erdoğdu and Çakıroğlu (2021) indicate that humorous elements such as visual, textual, and animated contents were presented for attention grabbing, recalling, feedbacking, and session breaking. Based on the study, the result has shown that the use of humorous videos have created a significant difference and improvements to students' emotional engagement and the learning environment. This is mainly because through videos participants were able to fully experience the humorous content.

Next, visual humour in ELT can also be presented in a form of images. This form of visual humour presents humorous content in pictures, memes, comic stripes, and humorous advertisements. A study by Mehdi & Elahi (2023) has highlighted that students had clear preferences on the forms of humour and visual humour namely memes and cartoons which were able to hook and attract students to focus on the learning content. The findings of the study show that teacher's use of humour is meant to create the positive emotional climate where students of all abilities feel that they can learn, where they can experiment learning with the new language without fear and, most importantly, to create a learning environment where they can have a good time. Another study by Getie (2020) shows that peer pressure and the fear of making mistake affect students' attitudes toward learning English. The results indicate that there are factors such as lack of a conducive learning environment, lack of encouragement from English teachers, fear

of making mistakes and frustration on the learners themselves, have resulted to negative attitudes toward learning English.

Verbal humour is the second type of humour, which is illustrated in the form of words. According to Shade (1996), there are 12 types of verbal humour, namely pun, satire, irony, joke, sarcasm, parody, anecdote, wit, farce, riddle, tall tale and limerick. However, in an educational context only four forms of verbal humour are applicable, namely puns, irony, jokes, riddles, tall tale. Bekelja et al. (2006) highlight the appropriateness of humour in an English classroom, where they identified appropriate humour as positive humour. On the other hand, negative humour is humour involving sexual topics, political topics, or insulting comments.

Next, auditory humour is the third type of humour examined here. Based on previous literature, auditory humour is considered to be a dependent type of humour where in teaching activities auditory humour are usually an additional factor to the main type of humour. Music and song are examples of auditory humour. According to Haroldson (2022), songs can be used to hook students into a lesson, provide explanations in a new way, engage the senses (visual and auditory), introduce humour, expose students to a new topic, and reinforce information they have already learned (memory recall). Auditory humour is commonly used in listening activities or song integrated activities. Teachers may be able to conduct an activity teaching a certain grammar aspect. For example, teachers can apply one song and instruct the students to identify certain words or certain adjectives, nouns, or verbs within the song. The constructions of the song may be humorous; however, the objectives of the lesson remain significant.

Lastly, figural humour involves the use of linguistic or visual elements to create multiple layers of meaning or unexpected connections within a text or image. Rooted in incongruity and surprise, figural humour engages the audience's cognitive processes by juxtaposing seemingly unrelated ideas, leading to a sudden shift in perspective that triggers laughter. According to Wisasongko and Wahyuningsih (2023), figural humour deals with drawing to convey the humour. Apart from that, figural humour often relies on wordplay, puns, metaphors, or visual illusions, exploiting the audience's expectations to create tension and then resolving it with the punchline, offering a fresh insight that generates amusement. In understanding figural humour, researchers delve into the intricate interplay between language, perception, and cognition, shedding light on how humour transcends mere entertainment and reflects the complexity of human thought processes.

## **2. Methodology**

Data for this qualitative study was collected from five Malaysian local lecturers teaching English at five different universities in Malaysia. The two instruments in this study are classroom observation and semi-structured interviews. Prior to conducting this study, an ethics application was approved by the university. The researcher has sent an email outlining the purpose of the study, along with an information sheet and consent form, to each of the chosen lecturers. Afterward, a brief Google-Meet session was held prior the observation to help identify the suitable participants for the study. The lecturers were chosen based on several criteria such as their general knowledge of humour in teaching and their personal application of humour in the English classroom. The Table 2 summarizes the participants' criteria.

Table 1. Criteria for the selection of participants

Participants Criteria	A	B	C	D	E
Gender	Male	Female	Female	Male	Female
Years of experience	10 Years+	5 Years+	20years+	20 Years+	5years+
General knowledge of humour	Good	Good	Good	Good	Good
Application of humour in the English classroom	Frequent	Frequent	Frequent	Frequent	Frequent

The first instrument is classroom observation where researcher attended the lectures conducted by five different English lecturers in Malaysia. The aim of classroom observation is to identify the types of humour that lecturers used in the classroom. The recorded lectures were then transcribed and analysed in order to identify the types of humour which occurred in the English classroom. The second stage is a semi-structured interview with the same five lecturers. The interview consists of 9 questions which revolve around the questions of why humour was used by the lecturer and how humour has assisted language teaching in the classroom. The interview session was conducted to elicit deeper understanding on the occurrence of different types of humour in the classroom and the factors contributing to the use of different types of humour in the English classroom. The interview session was transcribed and categorised into different themes and codes (thematic analysis). From both the classroom observation and interviews, the researcher will highlight the different types of humour occurred and the reasons why lecturers implement humorous content in the classroom. Thematic analysis is done to triangulate the data through ATLAS.ti (a software which assists in organising data and information).

### 3. Results and discussion

Based on the data collected, there are several key points which can be highlighted in the results. In order to answer all research questions in the study, the researcher started by identifying the types of humour used by the lecturers. The result indicates that there were three types of humour used in the Malaysian English classroom: verbal, visual, and auditory humour. Afterward, the researcher explored the factors that influence the use of humour in the English classroom. Based on the result, there are three factors that influence the types of humour used in the classroom: humour as a form of content delivery, humour to build rapport, humour to instil discipline.

#### 3.1. The types of humour used by the lecturer in the English language classroom

From the classroom observation, there are three types of humour that occurred: verbal, visual, and auditory humour. The three types of humour were then categories into different forms of humour. The Table 2 has been made to present a clear illustration on the types and forms of humour occurring in the English classroom.

Table 2. Types of humour used by lecturers

Types of humour used by lecturers		
Verbal humour	Visual humour	Auditory humour
Forms of humour used by the lecturers		
<ul style="list-style-type: none"> <li>- Intonation-based humour</li> <li>- Funny remarks</li> <li>- Sarcasm</li> <li>- Puns</li> <li>- Story telling</li> </ul>	<ul style="list-style-type: none"> <li>- Facial expressions</li> <li>- Body gestures</li> <li>- Impersonation</li> </ul>	<ul style="list-style-type: none"> <li>- Funny recorded conversations</li> </ul>

### 3.1.1. Verbal humour used in ELT classroom

In extract 1, participant A or the lecturer was trying to teach the students on the correct use of intonation while giving a speech. In this example, the lecturer has chosen verbal humour as one of the types of humour in delivering the teaching content. The form of humour used by the lecturer was intonation-based humour. The phrase “*I love you*” was used in an angry or irritated intonation which has caused humorous remark in the teaching content and, as a result ,an episode of laughter was created among the students in the classroom.

Extract 1:

Context: Teaching the use of intonation in giving speech.

Form of humour: Intonation-based humour

Participant A: *the same words but if we use different intonation, it can have different expression right? For example after a fight you kept telling your girlfriend “I love you I love you I love you.” But your gf replied “yeah... I love you... (irritated intonation)”*.

Student: *>Laugh<*

Participant A: *see? You’re in trouble now right? Haha. Is it different then when you are looking at each other and saying “I love you”?* So, the way we speak is important right?

Student: *>laugh< Yes sir! Very important.*

Extract 2 shows that sarcasm was used as a form of humour to deal with the problem of punctuality among the students. The lecturer approaches the situation by using sarcasm instead of scolding the student directly. The intention was to warn and discipline the student not to be late again. Instead of scolding in an angry manner, the lecturer decided to throw a sarcastic remark and blame the “*LRT service*” as a way of “*cushioning*” the tension between them. The students laugh because in Johor (which is where the classroom is conducted) there are no LRT station (Railway system) to begin with. This sarcastic remark was made to discipline the student whilst also enabling the lecturer to control the mood of the classroom.

Extract 2:

Context: A student was late to the classroom.

Form of humour: Sarcasm

Student: *>Came in late<*

Participant B: *ouh, you’re a bit late ah?eh almost 20minutes late... Did you missed the LRT? LRT is a bit bad ah from taman U to UTHM? (University Tun Hussein Onn Malaysia)*

Student: *>laugh< Sorry Dr. I won’t be late again next time.*

Participant B: *okok, next time be on time ya.*

Extract 3 shows that the lecturer accidentally made a funny remark as a form of humour in the classroom. Based on this situation the lecturer was trying to explain to the class how to speak professionally. In the attempt to ask one of the students to answer a question, the lecturer mistakenly called out the name of the student's father. The whole class burst into laughter. This could be considered as an honest mistake from the lecturer.

Extract 3:

Context: Teaching how to speak professionally

Form of humour: Funny remarks

Participant C: *So class, whatever we do, we must speak in a professional manner. For example, ahh Haddi? (Malaysian Name). Ehh is that your father's name? haha sorry.*

Student: *>laugh< Yes Dr, My name is Alif.*

Participant C: *I didn't mean it yaaa hahah, Alif right? Yes ok Alif, what are the ways that we can speak professionally?*

Student: *By using the correct speed? Eh pace, When we speak we must use the correct pace in where it is not to slow or too fast.*

Participant C: *Yes! That is correct, very good. So the speed or pace of our speech is very important yaa class."*

The pun was intended to allow the lecturer to share and relate with the students on the situation of attending an interview. The idiom *butterfly in my belly/stomach* is a common phrase that people use to indicate nervousness. This has opened up an opportunity for humorous content.

Extract 4:

Context: Teaching how to attend an interview successfully

Form of humour: Puns

Participant D: *Ok so in an interview you have to familiarise yourself in the situation. You know the term "butterfly? I have butterfly in my belly?*

Students: *Yes Dr.*

Participant D: *yes, you know, sometimes when you feel overwhelm, scared. You're nervous. You will have butterflies. Sometimes it's worse than butterfly sometime you have dinosaurs, cats, and dogs, inside here.*

Students: *>laugh<*

Participant D: *so that's why you have to come early to an interview to familiarise yourself with the situation.*

In extract 5, the form of humour used by the lecturer is in a form of storytelling. In giving out example to teach the pre-writing stage, the lecturer decided to tell a story of a "toxic-relationship"; this topic enabled the lecturer to include a humorous element in the story.

Extract 5:

Context: Teaching how to brainstorm ideas in pre-writing stage

Form of humour: Story-telling

Participant E: *ok so you must be able to brainstorm ideas during your pre-writing stage. For example the topic is "toxic relationship" right? So let say that you have got into a toxic relationship before, So the first point could be excessive jealousy, so when this happens*

*people tend to lie to their partner. But when you tell the truth they will get mad. Even though the thing is actually so simple... but they ended up getting mad anyway? can you relate?*

Student: *Yes Madam... >sad face<*

Classroom: *>laugh<*

Participant E: *Hahah, You can? Who did that to you? Or you did it to someone? Hahah*

Classroom: *>laugh<*

### 3.1.2. Visual humour used in ELT classroom

In extract 6, the lecturer used visual humour in the form of body gesture. In explaining how to conduct a presentation, the lecturer created humour through the shape of butterfly shadow.

Extract 6:

Context: Teaching presentation skill

Form of humour: Body gesture

Participant A: *okay class, so when you are presenting. How do you point? For example, look at this picture. So how do you point? Use the shadow, is it? Play with the shadow? >make butterfly shadow<*

Classroom: *>laugh<*

Student: *hahah, use the arrow in the laptop sir.*

Participant A: *yes! Very good!*

### 3.1.3. Auditory humour used in ELT classroom

Extract 7 presents the use of auditory humour in the form of a recorded conversation; this allows students to listen to humorous content. The lecturer aims to illustrate a situation to the students where having enough vocabulary is important to communicate with others who may speak a different language.

Extract 7:

Context: Teaching communication barrier

Form of humour: Funny recorded conversation

Participant C: *I want to show you the reality or a situation where the English language are rarely used and therefore could be a form of communication barrier. >proceed to open humorous conversation audio<*

Recorded Audio: *Hi err so I want to order beef on stick? Err satey? Sate right? The thing with the lidi? Do you know? Beef on lidi? Sate sate?*

Classroom: *>laugh<*

Participant C: *okay so, based on this. It is clear that communication barrier is real? And having the right amount of vocabulary will help you in communicating, in this case, forming a discussion in ordering food. So how do you deal with communication barrier?*

Student: *Know the person you are talking to, what is it you want to communicate and make sure er to use the right word to deliver your message.*

Participant C: *Yes, very good.*

## 3.2. What are the factors that influence the type of humour used in the English language classroom?

Based on the data collected from the interview sessions with the participants, the researcher was able to identify the factors that influence the types of humour used in the English classroom. There are three factors that influence the types of humour: the use of humour as a form of content



delivery, humour to build rapport, and humour to instil discipline. It is important to highlight that most lecturers were not aware on the types of humour that they have implemented in the classroom, and for most cases the humorous content were part of spontaneous responses to the situation occurred in the classroom.

### *3.2.1. Humour for content delivery*

Humour can be used as a form of content delivery. Based on the data from the participants during the interview sessions, lecturers tend to use humour as a form of content delivery especially in delivering points and examples. Below are extracts from the interview sessions. Participant A highlights the importance of using humour in delivering the content of the lesson. Based on Extract 1 (classroom observation), humour was used to deliver teaching content and ensure that students pay attention to the content of the lesson. Below is a transcript from the interview session with participant A.

Extract 8:

*I would say that I use humour frequently either in delivering the content of the lesson or simply to attract their attention.*

Based on extract 8, the lecturer used humour to directly teach the content of the lesson. Humour was used to attract the students' attention and to make sure that they understand the content of the lesson.

In addition, participant D also mentioned that exploiting humour while delivering the content can encourage the students to become active. This can be seen in extract 4 (classroom observation) where humour is used to grab students' attention to the content of the lesson. Below is a transcript from the interview session with participant D.

Extract 9:

*I use humour in delivering my content because for example just now in class I asked the students to do the activities. If you noticed they were getting bored and then I crack some jokes, then they start to perform and became active again.*

Based on extract 9, humour assist the process of content delivery through grabbing students' attention toward the lesson. Participant A also stated that students are less reluctant toward the content of the classroom whenever humour is being used. Based on extract 6 (classroom observation) indicates that students can understand better through humorous demonstration from the teacher. Below is a transcript from the interview session with participant A.

Extract 10:

*When using humour in my content, I feel that the students are more relaxed. More importantly, students are not reluctant toward the content that I would introduce in the classroom.*

Participant C highlights the importance of humour in delivering the content as a means to attract and engage students in the content of the lesson. Below is a transcript of participant C:

Extract 11:

*I would say that humour is an important part of classroom, the reason being is that we are human beings, we are prone to liking something that is humorous. So, if the teachers do not make full use of humour, it would be a waste. Usually in a dry class I would start with a humorous video to ease them into the lesson. If you ask me where I use humour in the classroom, I would say it depends on the situation, if I see they get tired, I would use humour in a sense to say "hey pay attention" to my class. Sometimes in the afternoon you know when students get tired.*

Including humour in content delivery can be considered an alternative way to teach, especially to emphasise certain content in the classroom. The data shows that humour can be used to illustrate important points in the classroom, to attract students' attention to the content of the classroom and to provide examples to ensure students remember the content of the classroom.

### *3.2.2. Humour to build rapport*

Humour can be used in building rapport between the lecturer and students. Based on the data from the participants during the interview sessions, lecturers tend to use humour to build rapport and maintain a good relationship with the students. Below are extracts from the interview sessions. Participant A mentioned:

Extract 12:

*I use humour to make the classroom livelier, to give closer relationship or good rapport with the students.*

Participant A emphasises the importance of using humour to maintain a good relationship with the students; this enables the lecturer to create a lively classroom during the lesson. Similar point is mentioned earlier by participant C in extract 10. Below is an extract from participant B.

Extract 13:

*That might be yes, humour builds rapport with the students. I believe the class is important, Humour can also come from the students, so we play around with it. I love to engage with the students' humour. So, this helps with establishing the rapport and relationship with the students.*

Participants B highlight that humour not only builds rapport between the lecturer and students but also allows for an opportunity for engagement. When used in the classroom, humour enables both parties to share humorous moments together, therefore it enable both the lecturer and students to connect. Participant E in extract 14 emphasises the use of humour through conversation and funny stories.

Extract 14:

*Yes, that's the word rapport, I feel like that's how I relate and connect with the students through using these themes of conversation, jokes, funny stories, so that I can build a rapport and connect with my students*

Participant E elaborates on the use of humour to build rapport by including jokes and funny stories into the lesson. She also emphasises that by using different "themes" of conversation, it can provide humorous remarks throughout the lesson allowing the students to relate and connect with the lecturer. This will eventually build a good rapport that may benefit the lecturer in conducting the lesson.

### *3.2.3. Humour to instil discipline*

Discipline is an important aspect in the classroom in order to conduct a smooth and conducive lesson. Another function of humour in the classroom is to instil discipline. This method may be slightly different from the normal traditional method of applying discipline in the classroom; however, participants underline that humour can be a part of a disciplinary action in the English

classroom. Participant B in extract 2 mentioned that using humour to instil discipline can be a soft landing or “cushion” for criticism which allows for a lighter way of disciplining the students. He stated that it is important to keep a little bit of humour while instilling discipline, because this element would not demotivate student to attend the class. Including humour to instil discipline can also open up the students to acknowledge the fact that the lecturer is more open and approachable. Below is an extract from participant B:

Extract 15:

*so, the philosophy is I use humour to make the students feel comfortable, but at the same time I still instil discipline, meaning if you come late, I would give you the warning letter, I will take action, even though I'm friendly the professionalism is still there. But the way I approach them is usually through humour, like sarcasm for example, I could scold them but instead I apply sarcasm to lighten the tension.*

Extract 2 emphasise the use of humour to instil discipline in the classroom. The lecturer's intention was to warn and educate the student not to be late. Instead of scolding in an angry manner, the lecturer decided to throw a sarcastic remark and blame the “LRT service”. The students laugh because in Johor there are no LRT to begin with. This sarcastic remark was made to discipline and manage the classroom. This form of humour has enabled the lecturer to control the mood of the classroom.

#### *3.2.4. Humour to attract attention*

Humour is also used to attract the attention of the students. Below is a relevant extract from participant A.

Extract 16:

*I would say that I use humour frequently either in delivering the content of the lesson or simply to attract their attention.*

Based on the interview session, participant A stated that humour is used to simply attract the attention of the students; the same result can also be found with an interview session with participant C:

Extract 17:

*I would say that humour is an important part of the classroom, the reason being is that we are human beings, we are prone to liking something humorous. So, if the teachers do not make full use of humour, it would be a waste. Usually, in a dry class, I would start with a humorous video to ease them into the lesson. If you ask me where I use humour in the classroom, I would say it depends on the situation, if I see them get tired, I would use humour in a sense to say “Hey, pay attention” to my class. Sometimes in the afternoon, you know when students get tired.*

Participant C stated that humour is used to grab students' attention and this allows the lecturer to deliver teaching content more effectively. At the same time, participant C also stated that humour can make the classroom more exciting and less boring. Based on the results, it is clear that humour was used in various ways. This study has shown that humour is acceptable in Malaysian context and can be applied in the English classroom. This study illustrates that there are similarities in the types of humour that were used in the English classroom.

## 4. Conclusion

Overall, based on the data there are three types of humour frequently used among lecturers. The three types of humour are verbal, visual, and auditory humour. These types of humour could be used in various forms depending on the purpose of the English lesson. The reasons for the presence of humour in the English classroom are the use of humour in content delivery, humour to build rapport, humour to instil discipline, and humour to attract attention. In conclusion, humour in the English classroom in the Malaysian higher education are mostly acceptable and practical. Lecturers were able to conduct a conducive lesson by implementing humour in the classroom.

## 5. Suggestions for further research

There are four types of humour mentioned by Shade (1996): verbal, visual, auditory, and figural humour. Based on the study, there is a lack of usage of figural humour among Malaysian higher education lecturers. This may be a potential research gap for future studies that can shed light on the study of humorous discourse in Malaysia. Figural humour can be “ready-made” humour because lecturers can select humorous a picture or graphic and can easily present it in the classroom. Figural humour is one of the easiest types of humour to be delivered and presented in the classroom because of its nature of deliverance. Therefore, future studies may focus on the aspect of figural humour to expand the literature on the study of humoristic teaching in Malaysian.

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