Integrating Local Culture into Foreign Language Learning through Humour: A Systematic Literature Review

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ABSTRACT

This systematic literature review explored the incorporation of local culture into foreign language learning through humour, a topic of interesting relevance in language education. The research showed the shift from traditional language teaching methods to using humour and cultural elements to improve learning outcomes. Additionally, the method used during the research was a systematic review of forty-three scientific articles, focusing on publications ranging from 2017 to 2024 to ensure the results as well as implications were up-to-date and reliable. The result of the finding showed how these elements were effectively incorporated into foreign language teaching practices to promote language acquisition as well as understanding of culture. This research signified the importance of humour in conveying cultural nuances and improving intercultural competence. The finding also signified that incorporating local culture through humour increased language proficiency, cultivated appreciation of students concerning different cultures, and promoted intercultural communication skills. This research provided valuable insights for educators to develop innovative language teaching strategies that would create engaging and rich learning environments for language students. Future research should focus on exploring long-term impacts of using humour and incorporating local culture on the intercultural competence of students. Additionally, examining the application of the method across different age groups, proficiency levels, and cultural contexts would be recommended. Further results could investigate the role of technology in increasing the use of humour and culture incorporation in language education.

Keywords: *foreign language learning; humour; language teaching; local culture; systematic literature.*

INTRODUCTION

The incorporation of local culture into foreign language instruction, facilitated by the use of humour is becoming a significant topic in language education. Research has shown the importance of including elements of humour and local culture into language instruction in order to improve learning outcomes (Takovski, 2021). By incorporating humour into language teaching, educators can create a more engaging and interactive classroom environment that facilitates language acquisition and improves culture understanding as well as appreciation (Weisi & Mohammadi, 2023).

The existing literature shows the importance of including local culture into foreign language learning, particularly in the context of English language teaching (Lazaro, 2023). Generally, local culture plays a crucial role in language acquisition and provides students with insights into customs, traditions, and societal norms (Deneire, 1995). Therefore, the incorporation of local culture elements can assist educators to create a more engaging, relevant, and effective language learning environment for students (Widayanti et al., 2018).

Humour has been identified as powerful pedagogical tool in foreign language instruction, capable of improving linguistic and culture competency of students (Salmee & Arif, 2019). In addition, incorporating humour into language lessons can assists educators in creating a positive and enjoyable learning environment that promotes active participation and knowledge retention (Byram & Wagner, 2018). Typically, humour can help alleviate anxiety and boredom in language learning, allowing learning experience to be more enjoyable and effective.

There has been a limited exploration on how to effectively integrate humour and local culture into foreign language teaching practices. Therefore, comprehensive research is needed to explore the benefits of combining humour and local culture in language instruction, in order to develop innovative and effective teaching strategies.

The significance of this research exists in the potential to transform traditional language teaching methods and improve the effectiveness of foreign language instruction. The incorporation of humour and local culture into language learning will assist educators in creating dynamic as well as culturally rich learning environments that cater to diverse needs and preferences of language students. This method improves language proficiency, acquires appreciation of students for different cultures, and promotes communication skills of interculture.

Humour represents a promising way to improve language education by incorporating local culture into foreign language learning. The use of humour and culture content allows educators to form

engaging and practical language learning experiences that urge students to become proficient as well as culture-competent language users. Following the discussion, future research in this area should focus on developing practical strategies for incorporating humour and local culture into language instruction as well as evaluating individual impact on student learning outcomes.

The current research aims to examine the effectiveness of incorporating humour and local culture as complementary tools in language education. This integration process can assist educators to develop a learning environment that promotes culture awareness, language acquisition, and inter-culture communication skills. In addition, the integration can improve student's ability to navigate complex linguistics and culture. To achieve the objective, this research aims to address the critical question, "How can humour be used as pedagogical tool to improve student engagement, motivation, and inter-culture understanding in language learning?" By examining the concept of integrating humour and local culture elements into teaching practices, the current research offers practical strategies for educators to create dynamic and inclusive learning environments. The finding also contributes to the ongoing development of more effective and culture responsive methods in foreign language education, equipping students to succeed in an increasingly globalised world.

METHOD

The research used a systematic literature review method to comprehensively analyse scientific publications. This method mapped research trends in a particular field or generated new insights from existing results (Higgins & Green, 2011). Scientific articles were obtained from reputable international journals indexed by Scopus, Web of Science, Copernicus, and nationally indexed journals (SINTA). The criteria for the selection focused on publications from 2017 to 2024 to ensure the results and implications were current as well as reliable. However, limited number of articles published before 2017 were included to reinforce foundational concepts and address gaps not covered in recent research. The references cited were carefully selected from reputable journals and prominent authors to maintain credibility.

The literature review methodology was selected to support the research objective, providing critical analysis and synthesis of existing knowledge in language as well as social sciences. This method included a systematic search, evaluation, and interpretation of relevant sources to deliver an in-depth understanding of current state of research (Čablová et al., 2017; Snyder, 2019; Troxel et al., 2015). Following the discussion, the review process consisted of six structured stages, including (1) defining research question or objective, (2) systematically

searching for relevant literature, (3) critically evaluating and selecting sources, (4) organising and synthesising the literature, (5) analysing and interpreting the results, and (6) writing the literature review. This systematic method ensured a comprehensive and reliable analysis, contributing to advancement of knowledge in the fields.

This research was limited to scientific articles concerning how local humour and culture were incorporated into foreign language teaching and learning, including English. Due to the limitation, further results were required to explore other perspectives, such as teaching methods focusing on learning outcomes. These processes included examining how students perceived teaching and learning process impacted individual understanding of the lesson as well as pride in personal culture.

Forms of content analysis were used for data, bibliometric, and descriptive analysis. Bibliometric analysis was commonly used in systematic review research to quantitatively assess general state of existing publications in specific discipline or subject area. This method showed variables such as authors, citations, journals, and countries to identify contributions of various stakeholders in scientific research, rather than focusing on detailed content of individual research (Yalçın & Esen, 2016).

A total of 43 articles were examined, and data were gathered for each article concerning authors, methodologies, major results, and contributions. The gathered information, which included author codes, publication year, country of origin, research design, and area of focus, was compiled in an Excel spreadsheet for organisation. To ensure accuracy, coding scheme was validated by sharing the files with three research before analysis. Moreover, methods such as systematisation, tabulation, and clustering were used, and thematic analysis was applied to identify primary topics.

RESULTS AND DISCUSSION

The result discovered that incorporating local culture into foreign language learning through humour was conducted in at least five ways including the following.

Understanding Culture Nuances

Culture nuances referred to subtle differences, customs, behaviors, and beliefs in a particular culture (Karlik, 2023). These nuances were often deeply rooted in society and may not be immediately apparent to individuals outside that culture (Tee et al., 2022). Culture nuances played a significant role in shaping language use, expressions, and humour in language learning. For example, humour often relied on culture references, wordplay, and shared experiences that were not easily understood by those unfamiliar with culture.

The incorporation of local culture into foreign language learning through humour was a multifaceted method that improved language acquisition and deepened understanding of students concerning culture nuances. Humour was often dependent on culture references, wordplay, and shared experiences, connecting language students with culture context in which language was rooted (Takovski, 2021). By urging students to explore local jokes, idioms, and proverbs, educators facilitated deeper appreciation of culture foundations of language, thereby enriching learning experience.

Humourous expressions in culture were sources of amusement and opportunities for societal values, beliefs, and social norms. Certain jokes seemed funny in specific culture contexts because these jokes often contained elements that resonated with experiences and perspectives exceptional to such culture (Lazaro, 2023). For example, puns and wordplay relied on linguistic nuances specific to a particular language, allowing these attributes humourous to native speakers who understand subtleties of language (Deneire, 1995). Additionally, jokes that mock societal issues or stereotypes were humourous in culture context where those issues were familiar and relevant (Widayanti et al., 2018).

Understanding the context behind humourous expressions was essential for language students as it provided insights into culture fabric of society. By investigating origins and meanings of jokes, idioms, and proverbs, students had better understanding of historical, social, and linguistic factors that shaped sense of humour in culture (Salmee & Arif, 2019). Moreover, exploring culture nuances through humour improved empathy and culture sensitivity among students, enabling individuals to navigate interculture interactions with greater awareness as well as respect (Byram & Wagner, 2018).

Use Culture-Based Jokes

Mixing local culture into foreign language learning through humour offered dynamic and engaging method of language instruction by using culture-based jokes, such as anecdotes as well as humourous expressions rooted in specific customs, traditions, and historical events of culture (Rochmawati, 2017). Sharing jokes about local customs and traditions aided educators in providing language students valuable insights into culture norms as well as values that shaped a society (Arief, 2023). These culture references rooted in jokes served as linguistic exercises and offered opportunities for exceptional characteristics of culture, improving deeper understanding as well as appreciation among students (Schmitz, 2002).

Humour in these culture jokes often relied on vocabulary, idiomatic expressions, and culture references specific to particular language as well as culture. For instance, wordplay, puns, and irony

were commonly used in linguistic jokes to create humour by playing with nuances of language (Qin & Beauchemin, 2022). The tone and rhythm of the language, combined with the context in which joke was delivered, improved the comedic effect, helping students understand the subtleties of the language (Nayyar & Zeeshan, 2017). Moreover, jokes that drew on historical events or culture practices was particularly amusing in culture context where these references were familiar and resonated with audience (Hayati et al., 2011).

Exploring humour in these jokes improved language learning and deepened culture understanding as well as inter-culture competence. By separating linguistic and culture elements rooted in jokes, students uncovered fundamental meanings as well as tones that reflected values and beliefs of society (Heidari-Shahreza, 2024). Through the exploration of culture jokes, students were urged to engage with language in a meaningful way, expanding individual vocabulary, comprehension, as well as culture awareness (Wang & Hyun, 2009). Additionally, humour in language classrooms created relaxed and enjoyable learning environment that motivated students to participate actively as well as interact with language.

The incorporation of local culture into foreign language learning through humour provided rich and immersive language learning experience outside of vocabulary as well as grammar. The combination of

culture-based jokes and anecdotes helped educators to facilitate deeper connection between language students as well as culture context in which language was rooted. In addition, exploring humour in these culture expressions aided students in improving individual language skills and develop a deeper appreciation for diversity as well as richness of different cultures.

Language-Oriented Humour

Language-oriented humour referred to humour centred around linguistic elements such as wordplay, puns, double meanings, and clever use of language (Dynel, 2009). This type of humour often included playing with nuances of language, manipulating words, and creating comedic effects through linguistic devices. Language-oriented humour was found in jokes, puns, riddles, and other forms of verbal humour that relied on complexities of language for individual comedic impact (Kianbakht, 2020).

Combining local culture with foreign language learning through humour offered creative and effective method to engage students in language acquisition. By using language-oriented humour that explored wordplay, puns, and double meanings, educators created enjoyable learning process and improved linguistic skills as well as culture understanding of students (Arief, 2023). These linguistic elements were often present in jokes and served as valuable tools for teaching students how to create personal wordplay in aimed

language. The process urged students to play with homophones, clever metaphors, and other linguistic devices (Mosina, 2024).

Wordplay, puns, and double meanings were essential components of language-oriented humour that enriched language-learning experience. The exploration of these linguistic elements helped students have deep understanding of aimed language and develop individual creativity in using language for humourous expression (Ali et al., 2023). By engaging with wordplay and puns, students expanded personal vocabulary, comprehension, and insights into culture context in which these linguistic devices were used (Richards & Pun, 2021). Moreover, creating personal wordplay in the aimed language helped students to experiment with language and have good expression in a playful and imaginary manner.

The significance of incorporating language-oriented humour into foreign language learning was its ability to improve language proficiency, culture awareness, and creativity of students. By urging students to explore wordplay and puns, educators created stimulating and interactive learning environment that motivated students to actively engage with language (Breetvelt, 2018). Through creating and interpreting linguistic jokes, students developed critical thinking skills, linguistic flexibility, and appreciation for richness as well as diversity of language (Kruawong, 2024). Additionally, language-oriented expression connected language students and culture sense rooted in aimed language, facilitating deeper understanding of language and its culture context.

Incorporating local culture into foreign language learning through humour, especially by using language-oriented expression such as wordplay and puns, provided dynamic as well as practical method to language instruction. Educators improved language skills, culture awareness, as well as creativity of students by exploring linguistic elements that were inherent in jokes and teaching students how to create personal wordplay. Through playful and interactive nature of language-oriented expression, students developed deeper connection with aimed language, cultivating lifelong appreciation for language as well as culture.

Meaning-Based Humour

Meaning-based humour included amusement and entertainment to convey deeper messages, social commentary, or profound insights about societal values, beliefs, or norms (Gogová, 2016; Hart, 2007; Roberts, 2008; Sørensen, 2016). This type of humour often consisted of jokes or comedic expressions with fundamental meanings, satire, irony, or parody, aiming to provoke thought, reflection, or deeper understanding of culture or social issues (Dynel, 2013). Additionally, incorporating local culture into foreign language learning through humour formed deeper dimension

when focusing on meaning-based humour outside amusement to convey profound messages or social commentary. By analysing jokes with fundamental meanings or offering insights into culture attitudes and beliefs, language students better understand culture context in which language was rooted (Ford et al., 2007). Following this discussion, urging students to explore the essential messages in such jokes concerning individual culture improved personal critical thinking, culture awareness, and empathy.

Humour which was a mode of communication, often acted as a tool for social commentary or for conveying deeper meanings that represented societal values and norms (Rahardi, 2024). Jokes were powerful tool for exploring complex social issues or challenging prevailing attitudes through satire, irony, or parody (Suryaningtyas & Setyaningsih, 2020). Engaging with jokes that provided social commentary helped language students understand culture nuances as well as societal dynamics, equipping them to navigate inter-culture interactions with greater sensitivity and insight (Shoda & Yamanaka, 2021).

Implanting meaning-based humour into foreign language learning improved language proficiency and cultivated ability of students to interpret as well as appreciate the subtleties of language and culture (Rahmi & Adek, 2019). The use of jokes that conveyed deeper meanings helped students to sharpen individual analytical skills, expand personal culture knowledge, and develop nuanced understanding of the surrounding world (Rochmawati, 2017). Moreover, discussing social implications of jokes activated meaningful conversations and urged students to reflect on personal beliefs as well as perspectives.

The exploration of meaning-based humour in foreign language learning was potential to deepen culture understanding, promote critical thinking, and strengthen inter-culture competence among students (Sadeghpour & Omar, 2015). Engaging with jokes offering social commentary or conveying deeper messages, aided students in developing a more profound appreciation for complexities of language and culture (Maio et al., 1997). Through the analysis of jokes outside surface-level humour, students broadened personal perspectives, challenged stereotypes, and cultivated inclusive and empathetic worldviews.

Create a Humourous Classroom Environment

Incorporating local culture into foreign language learning through humour was transformative and engaging experience for both educators as well as students. The formation of humourous classroom environment by incorporating light-hearted stories, funny videos, or cartoons related to culture topics allowed learning process enjoyable and also facilitated deeper connection with aimed language as well as culture (Kim & Park,

2017). Allowing students to share personal humourous experiences or jokes from individual culture further enriched learning environment and promote culture exchange as well as understanding.

Humour had been recognised as powerful tool in language classrooms, with numerous research showing its positive impact on student engagement, motivation, and learning outcomes (Dávila, 2019). By incorporating humour into language lessons, educators created relaxed and interactive atmosphere that urged students to participate actively as well as interact with language (Maruki, 2024). Moreover, sharing humourous content related to culture topics sparked interest as well as curiosity in students, allowing language learning to be more relatable and meaningful (Qin & Beauchemin, 2022).

The incorporation of humour in classroom improved language skills of students and promoted social interaction, creativity, as well as critical thinking (Arief, 2023). Urging students to engage with humourous materials and share personal culture jokes helped educators to create cooperative as well as inclusive learning environment that celebrate diversity and improve culture awareness (Schmitz, 2002). Moreover, humour had been shown to reduce classroom anxiety, improve student-educator relationships, and create positive along with supportive atmosphere for learning (Farnia & Mohammadi, 2021). Creating humourous classroom environment improved language learning

experiences and promoted culture exchange as well as understanding (Abraham et al., 2014). Educators cater to diverse learning styles, interests, and backgrounds of students by incorporating humour into language instruction, allowing learning process to be more engaging or effective (Bao, 2023). Through humour, students improved personal language proficiency and also developed deeper appreciation for different cultures as well as perspectives (Nayyar & Zeeshan, 2017). Additionally, incorporating humour into lessons and encouraging students to share jokes from individual culture helped educators create positive as well as inclusive learning environment that promoted language acquisition, culture awareness, and inter-culture communication skills (Rokhmah et al., 2020). Through humour, language classrooms became vibrant spaces where students learned, grew, and connected in meaningful as well as enjoyable ways.

CONCLUSION

In conclusion, incorporating local culture into foreign language learning through humour proved to be highly beneficial in teaching and learning as well as in improving pride in local cultures. Based on the research, there were five ways in which the incorporation was implemented. First, by promoting understanding of culture nuances, as humour often relied on culture references, wordplay, and shared experiences.

Language students were urged to explore local jokes, idioms, and proverbs to understand culture nuances. Discussing the context and significance of humourous expressions in culture was also helpful. For example, the process showed the reason certain jokes were funny in specific culture context. Second, using culture-based jokes, such as sharing jokes or anecdotes related to local customs, traditions, or historical events provided insights into culture norms and values. Educators and students were urged to discuss humour in these jokes, stressing vocabulary, idiomatic expressions, and culture references. Third, using language-oriented humour such as exploring wordplay, puns, and double meanings was often present in jokes. Teaching students how to create personal wordplay in aimed language was also recommended, such as playing with homophones or using clever metaphors. Fourth, stressing meaning-based humour and analysing jokes that conveyed deeper meanings or social commentary showed culture attitudes as well as beliefs. Educators also urged students to discuss fundamental messages in such jokes and concerning individual culture context. Finally, educators allowed students to share personal experiences or jokes from individual culture to create humourous classroom environment, such as using humour during lessons to engage students, including sharing light-hearted stories, funny videos, or cartoons related to culture topics.

The incorporation of local culture into foreign language learning through humour offered multifaceted method that improved language proficiency and also promoted culture understanding, critical thinking, and positive learning environment.

Based on the research, some implications were found during the result. Firstly, encouraging students to explore local jokes, idioms, and proverbs helped in understanding culture nuances as well as deepening culture knowledge and sensitivity of students. Secondly, using culture-based jokes about local customs and traditions provided insights into culture norms as well as values, and also helped students to connect language learning with culture understanding. Thirdly, teaching students to create personal wordplay, improve creativity and language proficiency was achieved by exploring wordplay, puns, as well as double meanings in aimed language to increase linguistic skills. Fourthly, stressing meaning-based humour and analysing jokes for deeper meanings or social commentary developed critical thinking that helped students to interpret culture attitudes and beliefs rooted in humour. Finally, creating humourous classroom environment using humour in lessons and sharing culture-related funny stories or videos increased student engagement and motivation, which improved positive as well as interactive learning atmosphere.

ACKNOWLEDGEMENT

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