

Impact of Teaching Grammar through Humor on Iranian EFL Learners

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Abstract—This study aimed to explore the impact of teaching grammar through humor on Iranian EFL learners. To this end, after the administration of a Solution Placement test, a total of 60 female pre-intermediate participants in a private institute in Isfahan, aged between 14 to 18 were selected and then randomly assigned to two groups of control and experimental (N=30). Following the pretest, the control group received instruction through the traditional way of teaching grammar and the experimental group received instruction through humor in six sessions; then the posttest, and delayed posttest were administrated. The results of t-test analysis for post and delayed posttest revealed that the participants in experimental group outperformed the control group in the short- and long-terms. The attitudes of participants were examined through interviewing 10 participants, chosen randomly from experimental group. Analysis of interviewing the participants demonstrates that they had positive attitudes towards teaching grammar through humor. Hopefully, the findings of this research study suggest the pedagogical value of humor for the teaching of grammar that can be used by EFL teachers, curriculum designers, and EFL learners.

Index Terms—teaching grammar, humor, EFL learners, attitudes

I. INTRODUCTION

Teaching and learning grammar seems to be essential especially for adult learners in any language teaching curriculum. In order to learn English, the learners should be able to use suitable structures and master grammar. Rajaei Nia (2011) argued that learning grammar is not easy for EFL learners and most of them believe that learning grammar is a difficult, boring, and tedious task. According to Wang (2010), having a firm knowledge in target language, learners can produce meaningful sentences. So teaching grammar is very important, but the matter is how to teach it to be more effective. When teaching grammar is too dependent on rules and memorization, it makes the class so boring for students. Deiter (2000) mentioned teaching is a serious business, but there is a difference between being serious and being solemn. A teacher can discuss something very seriously and be funny and laughing at the same time.

As mentioned by Deiter (2000), humor as a teaching tool can create a positive, fun, interesting environment that plays an important role in promoting class attendance and student learning. Wanzer (2002) noted that humor is one instructional tool that can be used in the classroom to increase the teaching effectiveness.

Hativa (2001) provided a classification of humor in teaching that included three categories. The first one was verbal humor that consists of jokes, anecdotes, language play, etc. The second category was nonverbal humor such as cartoon, caricature, photon, and visual pun. The last one was a combination of verbal and nonverbal humor, which consists of impersonation, parody, satire, monologue, and skit. The kind of humor that has been discussed in this research is verbal humor especially jokes.

Trachtenberg (1979) asserted that joke telling and humor in an ESL context provides ideal opportunities for mini-grammar lessons. He used formulaic jokes such as Knock, Knock ... Who's there? or traditional opening lines for jokes like Did you ever hear about the guy who...? to illustrate grammatical points. Berwald (1992) illustrated the effectiveness of humor for teaching and practicing of syntactic, semantic, and phonetic structural components of language. He offered some examples of utilizing humor involving comparative adjectives as means of effectively introducing and reinforcing such grammatical patterns: "Robert is more attractive than Thomas" (p.195). Deneire (1995) examined the specific use of humor within a linguistic context. He suggests humor as a tool for sensitizing students to phonological, morphological, lexical, and syntactic differences within a single language or between a student's first language and the target language. He concluded that humor is an effective tool in learning structural linguistic components that are typically presented in a rigid manner. Woolard (1999) in his book "Grammar with Laughter", used jokes to highlight grammatical structures in order to increase learners' motivation, help them to remember grammatical points, and lead learners to spontaneous practice and consolidation of grammar. Ketabi and Simin (2009) suggested that humor could be an effective way to help students remember key concepts and structures. Therefore, in learning and teaching grammatical structures humor can be used.

According to these findings, it would be fruitful to pay attention to teaching grammar through humor.

One of the biggest challenges that teachers face in foreign language settings is getting students excited about grammar. Learning grammar is considered the boring part of learning foreign language. Grammar is one of the serious parts of learning English language in Iran and is taught seriously. Grammar exercises are not so interesting and EFL learners do not try to use grammatical structures in their speaking. As mentioned by Wang (2010), it can be difficult for students to speak English well without learning English grammar. So it is inevitable for teachers who teach foreign languages to teach grammar; but it is not necessary to express everything seriously; even serious things can be taught in a lighter way.

One of the suitable materials for grammar practice is jokes. They are the best source for using language in the same way as everyday life. Therefore, the main purpose of this study is to explore the impact of humor on learning English grammar, and seeks to answer the following questions:

- 1- Does teaching grammar through humor have a significant effect on grammatical improvement of Iranian EFL learners in the short-term?
- 2- Does teaching grammar through humor have a significant effect on grammatical improvement of Iranian EFL learners in the long-term?
- 3- Do Iranian EFL learners have positive attitude towards teaching grammar through humor?

II. METHODOLOGY

A. Participants

This study was conducted with 60 female pre-intermediate EFL learners who were selected from a population pool of 80 EFL learners. Their ages ranged from 14 to 18, and they all spoke Farsi. In order to select homogenous participants, a Solutions Placement Test (Edwards, 2007) was run. Then the participants were randomly put in two groups of experimental and control (N=30).

B. Materials

Through the various phases of this study, the following materials were used.

1. Solutions Placement Test

A solution Placement Test (Edwards, 2007) was administered to select a group of homogenous participants (see appendix A). The Solution Placement Test consists of three sections. The first part of the test includes 50 multiple-choice items of grammar and vocabulary; the second part of the test contains 10 reading comprehension items and the third section is a writing task that is optional. The 50 multiple-choice questions and the reading task are designed to be done together in a 45-minute session. The writing task can be done separately and should take approximately 20 minutes.

2. Pretest

In order to find out the participants knowledge about the grammatical structures, a pretest was conducted before the main study. A thirty multiple-choice test was designed for pretest (see appendix B); the items were selected from Grammar Practice for Pre-Intermediate Students book (Walker & Elsworth, 2000). To determine the content validity of pretest some experts were consulted. The test reliability was 0.79 (calculated by KR-21 formula), which was piloted on a group of 10 EFL learners.

3. Post and delayed posttest

After the treatment, a posttest was administered to find out the effectiveness of the treatment (see appendix C). The test included 30 multiple-choice items and selected from Grammar Practice for Pre-Intermediate Students book (Walker & Elsworth, 2000). In order to know the effectiveness of the treatment in the long-term, a delayed test (the same as the posttest) was run two weeks after the posttest. The reliability of posttest and delayed posttest that was the same as the posttest was measured by the KR-21 formula and it was 0.8.

4. Learners' semi-structure interview questions

At the end of the treatment, an interview was done to gather the participants' attitude towards teaching grammar through humor. To gather the qualitative data of the present study, 10 participants in experimental group were randomly chosen and they answered 8 same questions in the interview (see appendix D). These 8 questions elicited information about using humor in teaching foreign language, learners' perception of the course, their learning, and the characteristics of the class and teacher.

5. Materials for experimental group

The selected grammatical structures were taught in experimental group based on the book "Grammar with laughter" (Woolard, 1999); this book was designed for pre- and post-intermediate students. Some selected papers with those grammatical structures in bold and some practices were given to the learners (see appendix E).

C. Procedures

At first, a Solution Placement Test was administered to a group of female EFL learners (N=80) at an institute in Iran. Then 60 female learners whose scores fell between 21 and 30 for grammar and vocabulary part of the test and between 5 and 7 for reading were selected as participants with pre-intermediate level of proficiency. After that they were randomly assigned to the control and experimental groups (N=30), the control group received instruction deductively

through the traditional way of teaching grammar and the experimental group received instruction through humor in six sessions.

For the experimental group, first teaching grammar started with some jokes including some sentences based on the intended grammatical points that were the same points in both experimental and control groups. In this stage, the teacher put stress on the grammatical points. Then some jokes with that grammatical point in bold was given to the learners and they discussed the new grammatical point and told their ideas about the grammatical structures to the teacher. Then the teacher taught the grammatical point deductively and worked on the jokes on the paper. After that, the teacher asked the learners to complete the jokes in the practice part. At the end, the teacher asked the learners to memorize one or two jokes and share them with other learners in next session.

For each group, a pretest was administered to measure the learners' knowledge of target grammatical structures before the instruction. Then, after the last session was over, an immediate posttest was administered to measure the short-term effects of teaching grammar. Two weeks later, the delayed posttest the same as the posttest was administered in order to measure long-term effects of teaching grammar and for comparing the results with those of the immediate posttest. The pretest and posttest were piloted to determine their validity and reliability. Afterwards, the teacher selected randomly 10 learners in experimental group and interviewed them to find out their attitude towards teaching grammar through humor.

III. RESULTS AND ANALYSIS

After the collection of the required data, the scores of the participants on all tests were processed using SPSS.

A. The Solution Placement Test

After the administration of the Solution Placement Test, the selected participants were divided into two groups. Then, to ascertain the homogeneity of the groups a t-test was run on the results of the Solution Placement Test. Tables 1 and 2 show the results of the t-test.

As seen in tables 1 and 2, the results show there was no significant differences among the participants, $t(58) = -.577$, $p = .801$. Accordingly, it can be concluded that the experimental group and the control group are homogeneous.

TABLE 1
DESCRIPTIVE STATISTICS FOR THE PLACEMENT TEST

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
placement test	experimental	30	23.0333	2.15732	.39387
	control	30	23.3667	2.31164	.42205

TABLE 2
THE RESULTS OF THE INDEPENDENT-SAMPLE T-TEST FOR THE PLACEMENT TEST

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
placement test	Equal variances assumed	.064	.801	-.577	58	.566	-.33333	.57728	-1.48889	.82223
	Equal variances not assumed			-.577	57.725	.566	-.33333	.57728	-1.48901	.82234

B. The Pretest

In order to make sure that two groups were homogenies considering their grammatical knowledge, an independent sample t-test was performed on the scores of pretest with a significance level set at .05. The results are presented in tables 3 and 4. The amount of t-observed was $t(58) = .410$, $p = .636$. Since $p = .636 > .05$, it is understood that there was not any significance differences among the groups.

TABLE 3
DESCRIPTIVE STATISTICS FOR THE PRETEST

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
pretest	experimental	30	10.7333	2.37709	.43400
	control	30	10.4667	2.64879	.48360

TABLE 4
THE RESULTS OF THE INDEPENDENT-SAMPLE T-TEST FOR THE PRETEST

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
prettest	Equal variances assumed	.226	.636	.410	58	.683	.26667	.64979	-1.03402	1.56736
	Equal variances not assumed			.410	57.334	.683	.26667	.64979	-1.03434	1.56768

C. The Posttest

In order to answer the first research question of the present study, a t-test was performed on the results of posttest. According to Tables 5 and 6, the amount of t-observed for the effect of teaching grammar through humor on short term is $t(58) = 5.907$, $p = .000$. Therefore, it can be claimed that the experimental group, which received grammatical instruction through the humor, significantly outperformed the control group, which did not receive grammatical instruction through humor.

TABLE 5
DESCRIPTIVE STATISTICS FOR THE POSTTEST

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
posttest	experimental	30	19.1333	2.80066	.51133
	control	30	15.1333	2.43159	.44395

TABLE 6
THE RESULTS OF THE INDEPENDENT-SAMPLE T-TEST FOR THE POSTTEST

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
posttest	Equal variances assumed	1.042	.312	5.907	58	.000	4.00000	.67716	2.64452	5.35548
	Equal variances not assumed			5.907	56.879	.000	4.00000	.67716	2.64395	5.35605

D. The Delayed Posttest

Two weeks after the immediate post-test, a delayed posttest was administered to two groups, in order to measure the amount of grammatical improvement of learners in the long-term.

As it is displayed in tables 7 and 8, the amount of t-observed was $t(58) = 3.797$, $p = .000$. It shows a statistically significant difference between the two groups. In other words, the performance of the experimental group is significantly better than the control group in long-term. In other words, teaching grammar through humor has a significant effect on grammatical improvement of Iranian EFL learners in the long-term.

TABLE 7
DESCRIPTIVE STATISTICS FOR THE DELAYED TEST

Group Statistics					
	group	N	Mean	Std. Deviation	Std. Error Mean
delayed test	experimental	30	14.8667	2.50149	.45671
	control	30	12.6667	1.95348	.35666

TABLE 8
THE RESULTS OF THE INDEPENDENT-SAMPLE T-TEST FOR THE DELAYED TEST

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
delayed test	Equal variances assumed	5.257	.025	3.797	58	.000	2.20000	.57947	1.04006	3.35994
	Equal variances not assumed			3.797	54.782	.000	2.20000	.57947	1.03861	3.36139

E. Analysis of Learners' Interviews

In order to answer the third question of this study, 10 EFL learners participated in the interviews at the end of the treatment phase. The interview was done to analyze the learners' attitude towards using humor in teaching foreign language. All ten EFL learners believed that humor should be used in teaching foreign language because it makes learning enjoyable for them. All of them agreed that due to using jokes they paid more attention to the grammatical structures in the class.

IV. DISCUSSION

The main purpose of this study was to explore the impact of teaching grammar through humor on grammatical improvement of EFL learners in short-term. In this regard, a t-test was conducted to probe the first question of this study. The results revealed that there was a significant difference between the scores of the experimental and control groups. Therefore, it can be concluded that teaching grammar through humor has a significant effect on grammatical improvement of Iranian EFL learners in short-term. In order to answer the second question an independent t-test was run between the scores of delayed posttest. The results showed that in the long-term experimental group took better scores than control group. Therefore, it can be concluded that humor has a positive effect on EFL grammatical improvement in the long-term. In order to answer the third question an interview was done. The results showed that EFL learners had positive attitudes towards teaching grammar through humor.

This finding is compatible with some of the studies conducted earlier and reported in literature review. Trachtenberg (1979), Berwald (1992), and Deneire (1995) mentioned that some kinds of humor and jokes could reinforce learning syntax and some grammatical points. Schmidt (1994) stated that humorous sentences were better remembered than the nonhumorous sentences.

This finding is also in support of Aboudan (2009) views who suggested that humor is important for teaching and learning in order to motivate students. As mentioned by Berk (1998) and Hill (1998), humor reduces students' negativism or hostility regarding confrontational issues in the class, so improve their attitudes toward the subject matter.

V. CONCLUSION

The aim of this study was to investigate the effectiveness of teaching grammar through humor on Iranian EFL learners as well as exploring their attitudes towards the teaching grammar through humor. The results of this research indicated that learners in experimental group achieved significantly higher scores in posttest and delayed posttest than those in control group. These findings were related to effect of humor in learning as mentioned by Banas, Dunbar, Rodriguez, and Liu (2011), due to less stress and anxiety, humor can increase comprehension and cognitive retention and when humor is related to course materials it can make information more memorable.

Humor and jokes are perceived as important elements for learning process and therefore teachers should consider the use of them in language teaching and in their language classrooms. Humor can be a powerful stimulus in language teaching to motivate students to participate in the classrooms' tasks. By application of humor in the class, teachers can provide a combination of learning, fun, and interesting environment. Students could learn much that is useful from jokes without much conscious, painstaking effort, and stress.

Learning another language means how to communicate properly in that language because language is used in authentic and real life situations. On one hand, learning grammatical structure plays a vital role in human communication. On the other hand, humor is an integral part of every languages and it is used in everyday speech. Consequently, humor could be used as a stimulus in teaching grammar.

With regard to using humor in teaching, some cautions should be considered. The use of humor in the class should not be random or used without preparation and clear objective (Chiasson, 2002, Ketabi & Simin, 2009). Teachers should be prepared for using humor in the class beforehand and they should use appropriate humor according to the course objectives and materials. In sum, humor is a powerful factor in learning and has the potential to be used in ways that can make a positive contribution to classroom language learning.

VI. IMPLICATION

The findings of this study can give useful information to language teachers, curriculum developers, syllabus designers, and EFL learners. Curriculum designers would be able to design various materials including appropriate humor for promoting students' motivation and learning. Language teachers could use humor for refreshing the class environment, teaching a new concept, and make learners familiar with foreign culture. Individual learners could use humor for enhancing their confidence, conversational speech in another language, and learning grammatical structures of the language.

APPENDIX A

Solution Placement Test
Lynda Edwards 2007

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Grammar and Vocabulary

Complete the sentences with the correct answers.

- 1- My sister _____ very tired today.
A be B am C is D are
- 2- His _____ is a famous actress.
A aunt B uncle C grandfather D son
- 3- I'd like to be a _____ and work in a hospital.
A lawyer B nurse C writer D pilot
- 4- We _____ like rap music.
A doesn't B isn't C aren't D don't
- 5- There _____ a lot of water on the floor. What happened?
A are B is C be D am
- 6- He _____ TV at the moment.
A watches B is watching C watched D has watching
- 7- Helen is very _____. She doesn't go out a lot.
A bored B confident C angry D shy
- 8- Did you _____ to the beach yesterday?
A went B were C go D goed
- 9- Have you got _____ orange juice? I'm thirsty.
A some B a C any D the
- 10- Let's go into _____ garden. It's sunny outside.
A a B any C – D the
- 11- He's _____ for the next train.
A looking B waiting C listening D paying
- 12- Mark _____ his car last week.
A cleaned B did clean C has cleaned D is cleaning
- 13- I bought some lovely red _____ today.
A cabbages B cucumbers C bananas D apples
- 14- Which bus _____ for when I saw you this morning?
A did you wait B had you waited
C were you waiting D have you waited
- 15- Where _____ you like to go tonight?
A do B would C are D can
- 16- That's the _____ film I've ever seen!
A worse B worst C baddest D most bad
- 17- My dad _____ his car yet.
A hasn't sold B didn't sell C doesn't sell D wasn't sold
- 18- I've been a doctor _____ fifteen years.
A since B for C until D by
- 19- Look at the sky. It _____ rain.
A will B can C is going to D does
- 20- If I _____ this homework, the teacher will be angry!
A am not finishing B won't finish
C don't finish D didn't finished
- 21- This book is even _____ than the last one!
A **most** boring B boringer C more boring D far boring
- 22- I'll meet you _____ I finish work.
A if B when C as D so
- 23- We're getting married _____ March.
A in B on C at D by
- 24- If you _____ steak for a long time, it goes hard.
A cook B are cooking C have cooked D cooked
- 25- I _____ you outside the cinema, OK?
A 'll see B am going to see C am seeing D see
- 26- I _____ not be home this evening. Phone me on my mobile.
A can B could C may D should
- 27- The criminal _____ outside the hotel last night.
A was caught B has been caught C is caught D caught
- 28- He asked me if I _____ a lift home.

- A wanted B want C was wanting D had wanted
- 29- If I _____ older, I'd be able to vote in elections.
A had B am C were D have
- 30- You _____ go to the super market this afternoon. I've already been.
A mustn't B can't C needn't D won't
- 31- Kathy drives _____ than her sister.
A more carefully B more careful
C carefully D most carefully
- 32- The _____ near our village is beautiful.
A country B woods C view D countryside
- 33- I'm _____ I can't help you with that.
A apologize B afraid C regret D sad
- 34- It was really _____ this morning. I couldn't see anything on the roads.
A cloudy B sunny C icy D foggy
- 35- Can you look _____ my dog while I'm away?
A for B at C to D after
- 36- If I'd started the work earlier I _____ it by now.
A would finish B had finished
C will finish D would have finished
- 37- This time next year I _____ in Madrid.
A am working B will work C will be working D work
- 38- I wish he _____ in front of our gate. It's very annoying.
A won't park B wouldn't park
C doesn't park D can't park
- 39- He said he'd seen her the _____ night.
A last B before C previous D earlier
- 40- I _____ agreed to go out. I haven't got any money!
A mustn't have B shouldn't have
C couldn't have D wouldn't have
- 41- It was good _____ about her recovery, wasn't it?
A information B words C news D reports
- 42- I _____ the report by 5.00 p.m. You can have it then.
A have finished B will have finished
C finish D am finishing
- 43- Because of the snow the teachers _____ all the students to go home early.
A said B made C told D demanded
- 44- Thanks for the meal! It was _____.
A delighted B delicious C disgusting D distasteful
- 45- Look! Our head teacher _____ on TV right now!
A is being interviewed B is been interviewed
C is interviewing D is interviewed
- 46- It's _____ to drive a car over 115 km/h in the UK.
A illegal B illegal C dislegal D legless
- 47- There's a lot of rubbish in the garden I need to get _____ of.
A lost B rid C cleared D taken
- 48- I'm afraid it's time we _____.
A leave B must leave C are leaving D left
- 49- He wondered what _____.
A is the time? B the time was
C was the time D is the time
- 50- They _____ our salaries by 5%.
A rose B made up C raised D lifted

Reading

Read the text

Saucy dragons

Levi Roots, a reggae singer from Jamaica, has a big smile on his face these days. In case you missed it, Levi recently appeared on the famous reality show for people with business ideas, Dragon's Den. The participants have to persuade the team of business experts that their ideas are excellent and hope that two or more of the team will decide to invest money in their business idea.

Levi did just that!

The singer, who has been a successful music artist for several years, also sells something he calls "Reggae" reggae sauce". It is made using special secret ingredients from his grandmother and is a hot Jamaican sauce that is eaten with meat. Until now it has only been possible to buy the sauce from Levi's website or once a year at a famous Notting Hill carnival. But now thanks to the TV program, that is all going to change!

Levi presented his business idea to the team and started with a catchy reggae song about the sauce to make them sit up and listen. He certainly got their attention! He then described his plans for the sauce. This part of his presentation didn't go so well. He made mistakes with his figures, saying that he already had an order for the sauce of 2 and a half and a half thousand! But, the team were still interested and amazingly, two of the team offered to give \$50,000 to the plan in exchange for 40% of the company. Mr. Roots was ecstatic!

Levi is even happier today. It seems that two of the biggest supermarket chains in the UK are interested in having the sauce on their shelves. In addition to this, Levi is recording the Reggae, reggae sauce song and we will soon be able to buy or download this. It's all about putting music into food,' saying Levi with a big, big smile on his face! And music and food will probably make him a very rich man indeed!

1- Are the sentences true or false?

- 1)- At the moment Levi isn't very happy.....
- 2)- Levi sells something we can eat.....
- 3)- His song is a big success.
- 4)- He sang his song on TV.
- 5)-Some supermarkets want to sell his product.....

2- Choose the best answers.

- 1)- Dragon's Den is a show about**
 - A) cooking
 - B) new business ideas
 - C) famous people
- 2)- To make the sauce**
 - A) you have to go to Notting Hill.
 - B) you have to ask a member of Levi's family
 - C) you need a good recipe book.
- 3)- When Levi presented his idea**
 - A) he finished with a song.
 - B) two and a half million people were watching.
 - C) he talked about the wrong figures.
- 4)- Some people on the team.**
 - A) own supermarkets.
 - B) didn't like the taste.
 - C) bought part of Levi's company.
- 5)- Today Levi**
 - A) is a millionaire.
 - B) has two thing he can profit from.
 - C) prefers music to food.

Writing

Imagine you have just returned from a two-week holiday .Write an e-mail to your friend telling him/her about the holiday .Include information about the journey, where you stayed, what you did and the people you met.

APPENDIX B

Pretest

Name:

Age:

1. If it too much, I'll buy a smaller one.

A) cost	B) costs	C) will cost	D) has cost
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2. She's got the best voice I ever

A) has/hear	B) has/heard	C) have/hear	D) have/heard
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3. When I arrived, they hello but continued working.

A) said	B) say	C) were saying	D) are saying
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4. Ian wasn't to get into the swimming team.

A) too fast	B) enough fast	C) fast enough	D) much fast
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5. I can't walk any further – I'm

A) tired too	B) tired enough	C) enough tired	D) too tired
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6. She's of all the students.

A) the intelligent	B) the more intelligent	C) the most intelligent	D) most intelligent
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7. The film is than the one you wanted to see.
 A) most interesting B) more interesting C) the most interesting D) the more interesting
8. Have you seen that new film about aliens?
 Yes, I
 A) have B) did C) do D) has
9. Can you help me with this bottle? I'm not to open it.
 A) strong enough B) enough strong C) too strong D) very strong
10. I television when the phone rang.
 A) watched B) were watching C) was watching D) am watching
11. My brother's than I am.
 A) the youngest B) the most youngest C) young D) younger
12. What you do if someone tells us to leave?
 A) do B) did C) will D) have
13. This is restaurant in town.
 A) better B) the best C) good D) best
14. I a few letters yesterday.
 A) was writing B) had written C) wrote D) have written
15. Have you your homework yet?
 No, I
 A) do/don't B) to do/haven't C) done/haven't D) did/didn't
16. This lesson is than the last one.
 A) the most difficult B) more difficult C) most difficult D) much difficult
17. Those jeans are to wear to the party.
 A) enough dirty B) much dirty C) dirty enough D) too dirty
18. She her car when she suddenly felt ill.
 A) drove B) was driving C) was drive D) were driving
19. I didn't answer questions.
 A) the most difficult B) difficult C) the difficult D) more difficult
20. She'll call you if she time.
 A) has B) will have C) have D) has had
21. you working when I phoned you last night?
 Yes, I was.
 A) did B) have C) was D) were
22. I'm afraid we can't buy that computer. It's
 A) enough expensive B) much expensive
 C) too expensive D) expensive enough
23. This is country in the world.
 A) poorest B) the poorest C) the poorer D) the most poorer
24. The weather here is at home.
 A) colder than B) colder C) the coldest D) the colder than
25. She's the most intelligent person I ever
 A) have/meet B) has/met C) have/met D) am/met
26. If it rains, we to the cinema.
 A) would go B) go C) to go D) will go
27. It's here than in London.
 A) hot B) the hottest C) hotter D) hottest
28. I this film before.
 A) saw B) have seen C) see D) seen
29. If Mary finds out what's happening, she very angry.
 A) is B) is being C) is going to be D) will be
30. Wear your jacket. It's really cold outside.
 A) thickest B) the more thickest C) most thickest D) thicker

APPENDIX C

Posttest and Delayed Posttest test

Name:

Age:

1. The Mississippi's than the Thames river.
 A) the longest B) more longer C) longer D) the most longest
2. If you Oxford, you will see some interesting old buildings.

- A) are visiting B) will visit C) have visited D) visit
3. It's noisy to study here. Let's go to the library.
A) much B) too C) enough D) very
4. Has he finished painting the house?
No, he
A) hasn't B) didn't C) doesn't D) isn't
5. It was the music I had ever heard.
A) more beautiful B) most beautiful C) beautiful D) very beautiful
6. When she telephoned, I a bath.
A) have B) had C) was having D) had had
7. Your handwriting is to read.
A) so small B) too small C) such small D) much small
8. He thinks Charlie Chaplin is than Mr. Bean.
A) the funnier B) funniest C) the funniest D) funnier
9. John when I was eating.
A) has arrived B) arrive C) was arriving D) arrived
10. If the doctor can't see me, I somewhere else.
A) would go B) should go C) will go D) go
11. I think she's singer in the group.
A) the best B) better C) good D) best
12. I to the radio when I had an idea.
A) have listened B) listened C) was listening D) were listening
13. I'm sorry. You're not to see this film.
A) old enough B) too old C) too young D) young enough
14. I think this shop is than that one.
A) very good B) better C) the best D) the better
15. Have you ever heard their new record? It's the best they ever
A) are/made B) are/making C) have/made D) have/been made
16. you phone me if there is any problems?
A) will B) do C) would D) could
17. Do you recommend that restaurant?
No, it's one in the city.
A) more expensive B) most expensive
C) expensive D) the most expensive
18. Was Susan driving when you saw her?
No, she
A) wasn't B) didn't C) doesn't D) weren't
19. We couldn't talk to each other in the pub – the music was
A) too loud B) loud enough C) very loud D) much louder
20. The restaurant is more than the café.
A) expensiver B) expensivest C) expensive D) the expensive
21. He here since eight o'clock.
A) had been B) have been C) is D) has been
22. If they him, the factory will go on strike.
A) will sack B) have sacked C) sack D) could sack
23. The Amazon is river in the world.
A) the longer B) the longest C) longer D) longest
24. They came into my office and down.
A) sit B) sat C) have sat D) were sitting
25. This is the fourth time he my car.
A) is damaging B) damaged C) has damaged D) was damaging
26. Big cars are than small ones.
A) comfortable B) more comfortable
C) the most comfortable D) very comfortably
27. I don't think Georg should get the new job – he's not
A) efficient enough B) enough efficiently C) too efficient D) too efficiently
28. Mary worried if you don't come to the airport.
A) is B) will be C) would be D) should
29. They never a British policeman before.
A) are/seeing B) are/saw C) have/saw D) have/seen

30. He's the in his class.

- A) youngest B) most youngest C) young D) younger

APPENDIX D

Learners' semi-structure interview questions

Please answer the questions as clear as you can. You are completely free in answering the questions.

1. Do you feel that humor can be effective in teaching foreign language?
2. Do you feel that the teacher can use humor in teaching language?
3. Do you feel that teaching grammar through humor and having fun can help its better understanding?
4. Do you feel that memorizing and retelling jokes and humor can help recalling the grammatical points?
5. Do you feel that humor has any effect on your relationship with your classmates?
6. Do you feel that teaching grammar through humor can increase your motivation for learning grammar?
7. Do you feel that teaching grammar through humor can increase your attention in the class?
8. What characteristics of your teacher and grammar class do you like?

APPENDIX E

A Sample of the Materials for experimental group

Comparatives

Mr. Smith, an American, was not enjoying married life. He was talking to a close friend who was thinking of getting married.

A: Take my advice, Mr. Smith said. Don't get married. Buy a dog instead.

B: That's a strange thing to say. Why?

A: Because a dog is **cheaper than** a wife and it already has a fur coat.

A: Which is **further** away - the moon or Australia?

B: Australia, sir.

A: Why do you say that?

B: Well, you can see the moon, but you can't see Australia.

A: Aren't you the same boy who applied for this job three months ago?

B: Yes, sir.

A: Didn't I tell you that I wanted an **older** boy?

B: Yes, sir. That's why I've come back today.

Practice:

A: Complete these jokes by putting the adjectives below in the gaps provided. Make sure you use the correct comparative form. For example: faster; more intelligent.

fast intelligent light big long beautiful

1- A: It's than a feather but you can't hold it for than three minutes.
What is it?

B: I don't know.

A: Your breath!

2- A: Would you say the princess is pretty?

B: Let's just say she looks on the radio than she does on television.

3- A lion was running towards two photographers. One of the photographers started to change into his running shoes.

A: Don't be ridiculous, said the other photographer. A lion can run at a speed of 50 kilometres an hour.

B: I'm not interested in the lion. As long as I can run than you, it doesn't matter!

4- A: What gets when you turn it upside down?

B: I don't know.

A: The number 6!

5- A woodpecker was talking to a chicken one day.

A: Woodpeckers are very clever birds, it said.

B: Nonsense, said the chicken. What's clever about banging your head against a tree all day?

Chickens are much than woodpeckers.

A: really? replied the woodpecker. Have you ever heard of Kentucky Fried woodpecker!

B: Can you finish these sentences about yourself?

I'm taller than...

I'm younger than ...

I'm fitter than ...

I'm not more intelligent than ...

I'm more difficult to please than ...

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