Impact of Verbal Humor on Learning

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Abstract

With respect to very limited literature on the impact of verbal humor on Iranian female students’ learning, the present action research, with a semi experimental approach, was conducted to explore the impact of verbal humor on female college students’ learning. The participants were 341 female social science college students who were recruited by convenient sampling. They were divided into eight groups and by simple sampling experimental and control groups were determined. Four academic achievement tests were measurement tools. The analysis method was descriptive statistics, such as mean and standard deviation; and inferential statistics, such as a one-way ANOVA. Findings reveal that there is a statistically significant difference in learning scores for the eight groups. Using the Tukey HSD post hoc test shows that only one group does not contribute to the differences. It is concluded that applying humor has a positive effect on female college students’ learning.

Keywords: verbal humor; teaching tool; humor and learning

References


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