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The Application of Humorous Song in EFL Classrooms and Its Effects on Listening Comprehension

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Abstract

Language learners need to feel secure and to be free of stress so they can focus on language tasks (Ellis, 1994). A language teacher should use different tools to encourage students and make them involved in learning process. Humor and song are effective tools, as they develop creativity and make the class environment an appropriate setting for language learning. This paper examines the effects that humorous songs may have on listening comprehension and on immediate and delayed recall by a group of EFL learners. To achieve this aim, an experimental research study was conducted in Iranian English Institutes. A pre-post design was applied to explore whether humorous songs could enhance listening comprehension in EFL learners. The findings show that the experimental group outperformed the control group in a listening comprehension test, but humorous songs' effect does not make much difference between immediate and delayed recall test scores.

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