Humor as a Tool for Teaching Vocabulary to Teenagers: A Fun Approach to Learning

Rustamova Kamola
k.rustamova656@gmail.com
Master's student
Uzbekistan State World Languages University

Annotation: *The article Humor as a Tool for Teaching Vocabulary to Teenagers: A Fun Approach to Learning examines the impact of humor on vocabulary acquisition among teenagers studying English. It highlights the challenges often faced with traditional teaching methods, which frequently fail to engage teenage learners and lead to poor retention of new vocabulary. The study investigates how the introduction of humor can create a more engaging learning environment and improve vocabulary retention. The research includes teenagers aged 12–15, divided into two groups. One group learns vocabulary through humor-based methods, using materials such as jokes and humorous contexts, while the second group uses traditional methods focused on memorizing definitions and repetitive exercises. Both groups take a vocabulary test designed to measure their knowledge, with the results analyzed through a T-test to assess the differences in vocabulary acquisition between the two approaches. The findings of this study reveal significant differences between the two teaching methods. The humor-based group demonstrates improved vocabulary retention and application compared to the group that used traditional methods. These differences underscore the potential benefits of integrating humor into teaching strategies. The results suggest that humor may enhance vocabulary learning by increasing engagement, reducing anxiety, and improving memory retention among teenage learners. By exploring these differences, the study provides valuable insights into how humor-based teaching can offer an alternative to traditional methods, offering educators a more dynamic and effective approach to vocabulary instruction. This research encourages further exploration of the impact of humor in language teaching and suggests that incorporating humor into the classroom may be a key factor in improving the learning experience for teenagers.*

Key words: *humor-based teaching, vocabulary acquisition, teenage learners, English language learning, innovative teaching strategies, traditional methods, language education.*

Юмор как инструмент обучения лексике подростков: увлекательный подход к изучению

Рустамова Камола
k.rustamova656@gmail.com
Магистрант
Узбекский государственный университет мировых языков

Аннотация: *В статье «Юмор как инструмент обучения лексике подростков: увлекательный подход к изучению» рассматривается влияние юмора на усвоение словарного запаса среди подростков, изучающих английский язык. Отмечаются трудности, часто возникающие при использовании традиционных методов преподавания, которые нередко не способны заинтересовать подростков и приводят к низкому уровню запоминания новой лексики. Исследование направлено на выяснение того, как использование юмора может способствовать созданию более увлекательной учебной среды и улучшить запоминание слов. В исследовании приняли участие подростки в возрасте от 12 до 15 лет, разделённые на две группы. Одна группа изучала лексику с помощью юмористических методов, используя материалы с шутками и забавными контекстами, тогда как вторая группа занималась по традиционной методике, основанной на заучивании определений и повторении. Обе группы*

прошли тест на знание лексики, результаты которого были проанализированы с применением Т-теста для оценки различий в овладении словарным запасом между двумя подходами. Результаты исследования выявили существенные различия между двумя методами обучения. Группа, использовавшая юмористический подход, продемонстрировала более высокие показатели запоминания и применения лексики по сравнению с группой, обучавшейся традиционным способом. Эти различия подчёркивают потенциальные преимущества интеграции юмора в педагогические стратегии. Полученные данные позволяют предположить, что юмор может способствовать более успешному усвоению слов за счёт повышения вовлечённости, снижения тревожности и улучшения памяти у подростков. Изучение этих различий предоставляет педагогам ценные сведения о том, как юмористический подход может служить альтернативой традиционным методам, предлагая более динамичный и эффективный способ обучения лексике. Данное исследование побуждает к дальнейшему изучению влияния юмора в преподавании иностранных языков и предполагает, что его использование может стать ключевым фактором в улучшении образовательного процесса для подростков.

Ключевые слова: *обучение на основе юмора, овладение словарным запасом, подростковые ученики, обучение английскому языку, инновационные методы обучения, традиционные методы, языковое образование*

Yumor – o‘smirlarga yangi so‘zlarni o‘rgatish jarayonida vosita sifatida qo‘llash: o‘rganishga qiziqarli yondashuv

Rustamova Kamola
k.rustamova656@gmail.com
Master’s student
Uzbekistan State World Languages University

Annotatsiya: *“Yumor – o‘smirlarga yangi so‘zlarni o‘rgatish vositasi sifatida: o‘rganishga qiziqarli yondashuv” nomli maqola ingliz tilini o‘rganayotgan o‘smirlar orasida lug‘atni o‘zlashtirishga yumorning ta’sirini o‘rganadi. U an’anaviy o‘qitish uslublari bilan ko‘p hollarda duch kelinadigan muammolarni yoritadi, ya’ni bu usullar o‘smir o‘quvchilarni yetarlicha jalb qila olmasligi va yangi so‘zlarni yodda saqlab qolishda qiyinchilik tug‘dirishi mumkin. Ushbu tadqiqot yumor vositasini joriy etish orqali ta’lim muhitini qanday qilib yanada jalb qiluvchi qilish va so‘zlarni eslab qolishni yaxshilash mumkinligini o‘rganadi. Tadqiqotda 12–15 yoshdagi o‘smirlar ishtirok etgan bo‘lib, ular ikki guruhga bo‘lingan. Birinchi guruh kulgili kontekstlar va hazillar kabi materiallar asosida yumorga yo‘naltirilgan metodlar orqali so‘zlarni o‘rganadi. Ikkinchi guruh esa an’anaviy metodlardan foydalanadi, ya’ni ta’riflarni yodlash va takroriy mashqlar bajarish orqali o‘rganadi. Har ikki guruhga lug‘at bilimlarini o‘lchash uchun maxsus tuzilgan test beriladi va natijalar ikkala yondashuv o‘rtasidagi farqlarni baholash maqsadida T-test yordamida tahlil qilinadi. Tadqiqot natijalari ikki o‘qitish metodlari o‘rtasida sezilarli farqlar mavjudligini ko‘rsatadi. Yumorga asoslangan guruh an’anaviy metodlardan foydalangan guruhga nisbatan so‘zlarni eslab qolish va ularni qo‘llashda yaxshiroq natijalarni ko‘rsatdi. Ushbu farqlar yumorni o‘qitish strategiyalariga integratsiya qilishning mumkin bo‘lgan afzalliklarini ta’kidlaydi. Natijalar shuni ko‘rsatadiki, yumor o‘smirlar orasida til o‘rganish jarayonini jalb qiluvchi qilish, tashvishni kamaytirish va xotirani mustahkamlash orqali lug‘at o‘zlashtirishni kuchaytirishi mumkin. Ushbu farqlarni o‘rganish orqali tadqiqot an’anaviy usullarga alternativ sifatida yumorga asoslangan o‘qitish yondashuvining imkoniyatlarini ochib beradi hamda o‘qituvchilarga lug‘at o‘rgatishda yanada samarali va dinamik metodni taklif etadi. Ushbu ilmiy ish til o‘rgatishda yumorning ta’sirini yanada chuqurroq o‘rganishga undaydi va sinfda yumordan foydalanish o‘smirlar uchun ta’lim jarayonini yaxshilovchi asosiy omil bo‘lishi mumkinligini ko‘rsatadi.*

Kalit so'zlar: *yumor asosidagi ta'lim, lug'atni o'zlashtirish, o'smir o'quvchilar, ingliz tilini o'rganish, innovatsion o'qitish strategiyalari, an'anaviy usullar, til o'qitish*

BACKGROUND

A Fun Approach to Learning, explores the potential of humor as an innovative teaching strategy to improve vocabulary acquisition among teenage learners. Vocabulary development is an essential component of language learning, directly influencing communication skills, reading comprehension, and academic performance. However, traditional teaching approaches often fail to capture the interest of teenagers, leading to disengagement and limited retention of new vocabulary. This study seeks to address this issue by investigating whether humor can effectively serve as a pedagogical tool to enhance the vocabulary learning experience.

Several researchers have examined the role of humor in education and its impact on language learning. Aria and Tracey (2003) highlighted that humor, when used strategically in vocabulary instruction, can create a positive and engaging classroom environment. They found that students exposed to humorous materials retained vocabulary more effectively than those taught using conventional methods. Similarly, Azizinezhad and Hashem (2011) emphasized humor's potential to reduce learner anxiety and foster a relaxed and supportive learning atmosphere. They argued that humor not only breaks the monotony of traditional instruction but also encouragesactive participation, which is critical for language acquisition.

Building on these findings, Gelabi (2021) examined the relationship between a teacher's sense of humor and the vocabulary acquisition of English as a Foreign Language (EFL) learners. The study revealed that humor significantly enhances student motivation andcreates a strong teacher-student rapport, which in turn facilitates better learning outcomes. In a related study, Isagan, Enecito, Ungsod, Nagal, and Biray (2023) identified humor as a key strategy in making language classrooms more dynamic and engaging. Their research demonstrated that humor helps to sustain students' attention and reduces the cognitive load associated with learning new vocabulary. Lastly, Zhou, Mansor, Liu, and Junhua (2024) conducted a systematic review of humor in English language teaching across Asia. Their analysis showed that humor is particularly effective in improving learner motivation and outcomes, especially when it aligns with cultural and contextual factors.

Despite these significant contributions, gaps remain in the current literature. While numerous studies have explored humor's general role in language teaching, few have focused specifically on its application in teaching vocabulary to teenagers. Furthermore, comparative studies examining the effectiveness of humor-based methods versus traditional teaching methods in vocabulary acquisition are scarce. The teenage demographic, with its unique developmental and social characteristics, presents distinct challenges and opportunities for educators. Addressing this gap, the present study aims to provide empirical evidence on how humor-based teaching methods influence vocabulary acquisition in this age group, as compared to traditional methods.

The importance of this topic lies not only in its practical implications for classroom teaching but also in its potential contribution to the broader field of language education. Traditional vocabulary instruction often relies on rote memorization and repetitive drills, which can be disengaging for learners. Incorporating humor into teaching strategies offers a promising alternative that aligns with modern pedagogical approaches emphasizing student-centered and active learning. By demonstrating the effectiveness of humor as a teaching tool, this study could encourage educators to rethink their instructional methods, making them more dynamic and engaging for teenage learners.

Furthermore, the findings of this study could have implications beyond vocabulary instruction. Humor, as a versatile and culturally adaptive tool, may prove valuable in addressing other aspects of language learning, such as grammar, pronunciation, and cultural competence. Additionally, this research could inform teacher training programs, encouraging the integration of humor-based strategies into professional development initiatives. In summary, this study seeks to bridge a critical gap in the existing research by evaluating the comparative effectiveness of humor-based and

traditional methods in teaching vocabulary to teenagers. Through this investigation, it aims to contribute to the evolving field of language education and provide practical recommendations for teachers and curriculum designers.

In order to meet the research objectives, the following question has been postulated: Is there a significant difference in vocabulary acquisition between teenagers taught using a humor-based method and those taught using a traditional method?

METHODS

Participants: The participants of this study were teenagers aged between 12 and 15, all of whom were learning English as a second or foreign language. These adolescents were at an intermediate level of English proficiency and had prior exposure to traditional vocabulary learning techniques, such as rote memorization and practice through repetition. However, none of the participants had experience with humor-based instructional strategies, making them ideal candidates for this research. To ensure that all participants were at the same starting point in terms of their English proficiency, a comprehensive diagnostic test was administered before the experiment began. This diagnostic test evaluated proficiency across all four language skills – Listening, Reading, Speaking, and Writing – as well as vocabulary knowledge. The results confirmed that all participants had successfully completed the A2 proficiency level and were ready to advance to the B1 level. This step ensured the homogeneity of the sample, minimizing potential confounding variables that could arise from differences in language proficiency.

In total, the study involved approximately 30 participants, with an equal distribution across two groups. Each group consisted of about 15 students. Participants were randomly assigned to either the treatment group, which received humor-based instruction, or the comparison group, which was taught using traditional methods. This randomization process further ensured that the groups were comparable, thereby enhancing the validity of the study.

The table below provides a summary of the results from the diagnostic test. Each student was assessed across five components – Vocabulary, Listening, Reading, Speaking, and Writing – with a maximum possible score of 1 for each component, resulting in a total possible score of 5.

Student ID	Vocabulary	Listening	Reading	Speaking	Writing	Total Score	
Student_1	0.8	0.9	0.8	0.8	0.6		3.9
Student_2	0.8	0.6	0.9	0.7	1.0		4.0
Student_3	0.7	0.7	1.0	0.7	0.8		3.9
Student_4	0.8	0.8	0.6	0.8	0.6		3.6
Student_5	0.9	0.8	0.8	1.0	0.9		4.4
Student_6	0.8	0.9	0.7	0.8	0.7		3.9
Student_7	0.8	1.0	0.7	0.9	0.8		4.2
Student_8	0.7	0.9	0.7	0.9	0.9		4.1
Student_9	0.9	0.7	0.7	0.6	0.8		3.7
Student_10	0.6	0.7	0.8	0.7	0.8		3.6
Student_11	0.6	0.9	1.0	1.0	0.6		4.1
Student_12	0.7	0.8	0.9	0.8	0.6		3.8
Student_13	0.8	0.7	0.6	0.9	0.6		3.6
Student_14	0.6	0.6	1.0	1.0	0.6		3.8
Student_15	0.6	0.9	0.8	0.8	0.8		3.9
Student_16	0.6	0.7	0.9	0.8	0.9		3.9
Student_17	0.9	1.0	0.9	0.9	0.9		4.6
Student_18	0.8	0.9	0.8	0.9	0.8		4.2

Student_19	1.0	0.6	0.7	0.7	0.8		3.8
Student_20	0.9	0.7	0.8	0.7	0.8		3.9
Student_21	0.9	0.8	0.8	0.7	1.0		4.2
Student_22	0.7	0.9	0.7	0.6	0.6		3.5
Student_23	0.8	0.9	0.9	0.7	0.7		4.0
Student_24	0.8	0.7	0.7	0.9	0.6		3.7
Student_25	0.8	0.7	0.9	0.9	0.9		4.2
Student_26	1.0	0.8	0.9	0.9	0.9		4.5
Student_27	0.7	0.6	1.0	1.0	0.7		4.0
Student_28	0.7	0.7	0.8	1.0	0.7		3.9
Student_29	0.9	0.9	0.7	0.7	0.6		3.8
Student_30	0.7	0.6	0.8	0.7	0.6		3.4

Research design: This study examines whether there is a measurable and significant difference in vocabulary acquisition among teenagers who are taught using a humor-based teaching method compared to those who learn through a more traditional approach. The primary focus of this research lies in analyzing two specific variables: the independent variable and the dependent variable. The independent variable in this context is the teaching method, which is further divided into two categories or levels: the humor-based approach and the traditional method. On the other hand, the dependent variable is vocabulary acquisition, which is quantitatively measured through the participants' vocabulary test scores.

The independent variable is **categorical** in nature because it groups participants into two distinct categories based on the teaching method they are exposed to. In contrast, the dependent variable is **continuous** as it is determined by numerical test scores, allowing for precise measurement and comparison of vocabulary learning outcomes between the two groups.

The experimental design employed in this study involves two carefully organized and distinct groups of participants. The first group, referred to as the **treatment group**, is taught vocabulary using humor-based methods. These methods are designed to make the learning process more engaging and enjoyable for students by incorporating jokes, humorous sentences, and contexts that are intentionally crafted to be amusing. The underlying goal of this approach is to create a relaxed and interactive environment that facilitates better learning and retention of vocabulary.

The second group, known as the **comparison group**, is instructed using traditional vocabulary teaching methods. These methods rely on more conventional techniques such as providing direct definitions of words, using example sentences to illustrate their meanings, and reinforcing learning through repetitive exercises. While effective to some extent, these methods lack the engaging and entertaining elements that characterize the humor-based approach.

To analyze the outcomes of this experiment, the study will employ a statistical method known as the **independent samples T-test**. This test is particularly well-suited for comparing the means of two independent groups to determine whether there is a statistically significant difference between them. Specifically, the T-test will be used to evaluate the mean vocabulary test scores of the participants in the humor-based group and compare them to the mean scores of those in the traditional teaching group.

By focusing on the mean scores obtained through standardized vocabulary tests, the study aims to uncover whether the humor-based teaching method offers a distinct advantage in helping students acquire and retain new vocabulary compared to traditional methods. This analysis will provide valuable insights into the differences and effectiveness of integrating humor into teaching practices and its potential to enhance learning outcomes in language education.

Scoring procedures: The scoring procedures for this study have been carefully designed to ensure an accurate and detailed evaluation of students' vocabulary knowledge. Each vocabulary test

consists of **five distinct tasks**, each crafted to assess a different aspect of students' ability to recall, recognize, and apply new vocabulary words. These tasks include:

1. **Sentence Completion**: Students are required to complete sentences with appropriate vocabulary words.
2. **Multiple Choice**: Students select the correct word from several options.
3. **Matching Definitions**: Students match words to their corresponding definitions.
4. **Synonym Matching**: Students identify synonyms for given words.
5. **Context Usage**: Students use vocabulary words appropriately within given contexts.

Each task comprises **10 sentences**, and students earn **0.1 points for each correct response**. This scoring system ensures that each task contributes equally to the overall score, with a maximum of **1 point per task**. Consequently, the total possible score for the vocabulary test is **5 points**, which represents a perfect performance across all five tasks.

To maintain consistency and accuracy, the scoring of all tests will be conducted by **a single rater**. This approach eliminates inter-rater variability, ensuring that all students' performances are evaluated using the same criteria and standards. The score range for the test spans from **0 points** (indicating no correct answers) to **5 points** (indicating all answers are correct).

By adopting this well-structured scoring procedure, the study ensures a fair, precise, and standardized measure of students' vocabulary knowledge. This detailed methodology not only provides a clear benchmark for assessing students' abilities but also minimizes the potential for subjective bias, making the results reliable and replicable.

Reliability: To ensure the reliability of the vocabulary test, a thorough evaluation of internal consistency will be conducted using Cronbach's alpha. Internal consistency is an essential metric that examines how well the tasks within the test function together to measure the same construct – specifically, students' vocabulary retention and understanding. A high value for Cronbach's alpha, generally considered to be **above 0.7**, would indicate that the tasks are closely related and contribute meaningfully to the overall assessment. This ensures that the test provides a cohesive and accurate measure of the intended construct.

In addition to assessing internal consistency, reliability will also be evaluated through a **test-retest method**. This involves administering the same test to a small subgroup of participants at two different points in time. The degree of consistency between these two sets of results will provide evidence for the stability and reliability of the test over time. If the scores remain consistent, this would confirm that the test reliably measures students' vocabulary knowledge and is not influenced by external factors or random error.

Both of these measures – internal consistency and test-retest reliability – play a crucial role in validating the reliability of the test. They ensure that any observed improvements in students' performance (for example, between pre-test and post-test evaluations) reflect genuine learning outcomes rather than being the result of inconsistencies or measurement errors.

The statistical calculations required to determine these reliability measures will be performed using **JASP software**, which is recognized for its user-friendly interface and precision in handling such analyses. By employing these robust reliability assessments, the study aims to provide trustworthy and accurate data regarding students' vocabulary acquisition.

RESULTS & DISCUSSION

The results of the independent t-test revealed a significant difference in vocabulary acquisition scores between the humor-based group ($M = \bar{X}humor$, $SD = SDhumor$) and the traditional method group ($M = \bar{X}traditional$, $SD = SDtraditional$), $t(28) = 12.75$, $p < 0.001$. These findings suggest that students who learned vocabulary using humor-based methods performed significantly better than those taught with traditional approaches.

This result aligns with prior research emphasizing the benefits of humor in reducing cognitive load and increasing learner engagement (Azizinezhad & Hashem, 2011; Isagan et al., 2023). The humor-

based group demonstrated higher retention and application of vocabulary, likely due to the relaxed and interactive learning environment.

In practical terms, these findings highlight the need to integrate humor as a teaching strategy in language classrooms, particularly for teenage learners. Future studies could explore whether these effects persist over longer periods or across other language learning components, such as grammar or pronunciation.

Table 1

Descriptive Statistics

	Score	
	Humor-Based	Traditional
Valid	15	15
Missing	0	0
Mean	4.260	2.627
Std. Deviation	0.304	0.392
Minimum	3.900	2.000
Maximum	4.700	3.300

Table 2

Independent Samples T-Test

	t	df	p	Cohen's d	SE Cohen's d
Score	12.752	28	< .001	4.656	0.925

Note. Student's t-test.

Table 3
Assumption Checks

Test of Normality (Shapiro-Wilk)

		W	p
Score	Humor-Based	0.843	0.014
	Traditional	0.970	0.858

Note. Significant results suggest a deviation from normality.

Test of Equality of Variances (Brown-Forsythe)

	F	df_1	df_2	p
Score	0.718	1	28	0.404

The humor-based group demonstrated a significantly higher mean score (M = 4.26, SD = 0.30) compared to the traditional group (M = 2.63, SD = 0.39), $t(28) = 12.75$, $p < 0.001$. The effect size (Cohen's d = 4.66) indicates a substantial practical significance of humor-based methods over traditional approaches in vocabulary acquisition.

These results align with previous findings, such as those by Aria and Tracey (2003), who emphasized humor's role in creating a positive classroom environment. The humor-based approach likely contributed to higher retention and better engagement among students.

The research question posed in this study was: Is there a significant difference in vocabulary acquisition between teenagers taught using a humor-based method and those taught using a traditional method? Based on the results, the answer is unequivocally yes. The humor-based teaching method significantly outperformed the traditional method, with participants in the humor-based group achieving a higher mean score of 4.26 compared to the traditional group's 2.63. The difference was found to be statistically significant ($t = 12.75$, $p < 0.001$), and the large effect size (Cohen's $d = 4.66$) further underscores the practical significance of this result.

Several factors likely contributed to the observed difference in performance between the two groups:

1. Increased Engagement: Humor has a well-documented ability to capture and hold attention, particularly in educational settings. By introducing humor into vocabulary instruction, students were more engaged and motivated, which likely contributed to better retention and application of new vocabulary. This increased engagement is especially important for teenagers, who may otherwise become disengaged with traditional learning methods.

2. Reduction in Anxiety: Humor has been shown to reduce learner anxiety and create a more relaxed learning environment. When students feel less anxious, they are more likely to take risks in using new vocabulary, facilitating language acquisition. This reduction in stress may have allowed the humor-based group to perform better on the vocabulary tests.

3. Enhanced Memory and Retention: Studies suggest that humorous content is more memorable than non-humorous material. The humor-based activities likely made vocabulary learning more enjoyable and easier to recall, leading to better results in both vocabulary recognition and production.

4. Fostering Social Interaction: Humor can also promote social interaction among students, which can enhance learning through peer discussions and collaborative activities. These interactions may have further reinforced the vocabulary learned in the humor-based group.

In conclusion, the results strongly support the effectiveness of humor-based methods in enhancing vocabulary acquisition among teenagers. This study not only highlights the practical benefits of incorporating humor into language teaching but also suggests that humor can be an effective tool for engaging students, reducing anxiety, and improving learning outcomes. Future research may explore other aspects of language learning, such as grammar or pronunciation, where humor could play a similar role in enhancing acquisition.

It was predicted that the humor-based teaching method would lead to better vocabulary acquisition compared to the traditional method, based on previous research highlighting the positive effects of humor in education. Specifically, it was expected that humor would enhance student engagement, reduce anxiety, and improve retention, which would all contribute to more effective vocabulary learning.

The results confirmed the prediction, as the humor-based group showed significantly higher mean scores on the vocabulary test compared to the traditional group. The statistical analysis ($t = 12.75$, $p < 0.001$) confirmed that the difference was significant, and the large effect size (Cohen's $d = 4.66$) demonstrated a strong practical impact of humor-based methods.

CONCLUSION AND LIMITATIONS

Key Findings: The study found a significant difference in vocabulary acquisition between teenagers taught using humor-based methods and those taught using traditional methods. The humor-based group demonstrated higher vocabulary test scores, with a statistically significant difference (**$t = 12.75$, $p < 0.001$**) and a large effect size (**Cohen's $d = 4.66$**). These results suggest that students in the humor-based group outperformed those in the traditional group in terms of vocabulary retention and application. The differences observed highlight the potential of humor-based teaching methods to produce better outcomes in vocabulary acquisition compared to traditional approaches.

Weaknesses of this Study & How to Improve the Study

One limitation of this study is the small sample size of 30 participants, which may not adequately represent the broader population of teenage learners. To enhance the generalizability of the findings, future research could include a larger and more diverse sample, allowing for a more comprehensive understanding of the impact of humor-based versus traditional teaching methods.

Additionally, this study focused solely on vocabulary acquisition. Future studies could explore other aspects of language learning, such as grammar, pronunciation, or reading comprehension, to determine whether the observed differences in performance extend beyond vocabulary. This would provide a more complete view of the effects of humor-based teaching methods across various language skills.

Lastly, the study did not include a follow-up phase to measure long-term retention of the vocabulary learned. A long-term assessment would help clarify whether the differences in vocabulary acquisition between the two groups are sustained over time or if the humor-based approach has a lasting effect.

Meaningfulness of the Study Despite Some Limitations

Despite these limitations, this study provides valuable insights into the significant differences in vocabulary acquisition between teenagers taught using humor-based and traditional methods. The findings strongly suggest that humor-based teaching methods can lead to better vocabulary retention and application, as demonstrated by the higher scores in the humor-based group.

These differences highlight the importance of considering alternative teaching strategies, such as humor, to engage students and improve their vocabulary learning outcomes. Educators might find it beneficial to incorporate humor into their teaching approaches, especially when aiming to boost student performance and motivation.

In conclusion, while the study has some limitations, the observed differences between the two groups underline the potential advantages of humor-based methods for vocabulary acquisition. Future research could expand on these findings, using a larger sample size, exploring other areas of language learning, and incorporating long-term follow-up to further understand the implications of these teaching strategies.

References:

1. Aria, C., Tracey, D. H. (2003). The Use of Humor in Vocabulary Instruction. Reading Horizons: A Journal of Literacy and Language Arts, 43(3), 162-179.

2. Azizinezhad, M., & Hashem, M. (2011). Humour: A Pedagogical Tool for Language. Learners Procedia - Social and Behavioral Sciences, 30, 2093 – 2098.

3. Gelabi, F. F. (2021). Teacher's sense of humor and EFL learners' vocabulary knowledge. Seagull Journals, 1(1), 52-65.

4. Isagan, K. I. R., Enecito, V. R., Ungsod, J. P. S., Nagal, C. R., & Biray, E. T. (2023). Humor as a Teaching and Learning Strategy in a Language Classroom. The Research Probe, 3(2), 13-21.

5. Zhou, T., Mansor, N. S., Liu, G., & Junhua, P. (2024). A Systematic Review of Humor Employed in Teaching English as a Second Language in Asia. Sage Open, 14(2), 2-18.