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E. Results



Kruskal-Wallis $p > .05$

- Comedy audiovisual input facilitates humor use in FL.
- Proficiency threshold for the use of humor devices at B1-B2 vs C1 on CEFR L
- L2-related devices are scarce as compared to L2-unrelated ones.
- L2-related devices do not correlate with proficiency (only 3 types).
- Humor in one's L1 needed to create humor in FL, both for variety and quantity.
- Creative writing skills also influential for L2-related devices.
- Uncontrolled variables:
 1. instruction on humor during the term
 2. Students' actual L1 humor and other creative skills
 3. Number of humor types and tokens in the 10 episodes (audiovisual input exposure)
 4. Students' preference for TV genres

$$F(4, 77) = 6.083, p < .001, R^2 = .240$$
$$F(4, 77) = 5.038, p < .001, R^2 = .207$$