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Moroccan Teachers’ Attitudes towards the Adoption of Humour in the EFL Classroom

Abstract

Although research related to employing humour as an educational tool has significantly increased for the past decades, there are still relatively scarce studies related to the use of humour in EFL classrooms as a pedagogical tool which may influence the quality of teaching and learning. Hence, it is important to explore teachers’ attitudes toward the use of humour as a teaching tool which is likely to shape the educational experience for all stakeholders. Thus, The main concern of this paper is to investigate Moroccan EFL teachers’ attitudes towards the adoption of humor in the classroom to enhance learning. It also aims to explore the merits of incorporating humour on the relationship between the teacher and the students and the overall classroom environment as well as discuss some possible demerits of doing so. To examine these issues, data was collected from 230 teacher surveys and 8 interviews. The findings obtained from this study have revealed that the majority of teacher respondents were in favor of using humour in class. The majority also acknowledged the pedagogical merits of humour as it is considered to be a tool which promotes a positive learning environment, and a better teacher- student relationship. However, the results have also revealed a number of teachers who are still in fear of incorporating humour as a structured teaching tool as it can be detrimental to the overall teaching and learning experience.

Keywords : Humour, teaching tool, EFL teacher attitudes, merits and demerits,