

The contribution of humour in language education to the construction of classroom culture

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Abstract

In this paper, I discuss the contribution of the use of humour in language education to the construction and consolidation of classroom culture through creating opportunities for managing humorous interaction. The data comes from participants' reflections on lessons of English taught as a foreign language in the Romanian academic context, traditionally characterised by solemnity. I argue that humour, which downplays power and status in the data, can change the rules of this activity type (Levinson 1992) and can create a community of practice (Holmes 2003) governed by specific own rules.