Benemérita Universidad Autónoma de Puebla

Facultad de Lenguas

The use of Sarcasm in the classroom as a tool for the development of pragmatic competence in ELT learners: A case study

A thesis submitted to the School of Languages for the degree of

Licenciatura en la Enseñanza del Inglés

BY:

TANNIA ELIZABETH OLIVER PACHECO

THESIS DIRECTOR:

LIC. MARSHA WAY SOUDER

NOVEMBER 2015

FacultaddeLenguas

THE USE OF SARCASM IN THE CLASSROOM AS A TOOL FOR THE DEVELOPMENT OF PRAGMATIC COMPETENCE IN ELT LEARNERS: A CASE STUDY
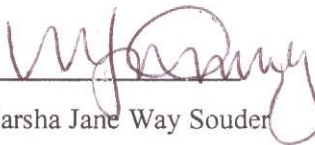
This Thesis has been read by the members of the thesis committee of

TANNIA ELIZABETH OLIVER PACHECO

And is considered worthy of approval in partial fulfillment of the requirement for the degree of

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Thesis Director

Lic. Marsha Jane Way Souder

Committee Member

Dr. Michael Thomas Witten Ulrich

Committee Member

Mtra. Maritza del Carmen Rosas Álvarez

Benemérita Universidad Autónoma de Puebla

November 2015

Table of contents

ACKNOWLEDGMENTS

First of all I have to thank to the Reason of my existence and King of my heart- My Lord Jesus Christ, King of Kings and Lord of Lords. All Glory and Honor to Him, who has always helped me, taught me, guided me, blessed me, looked after me, strengthened me, corrected me… loved me, with all His Immense Love and Mercy. Thanks to Him and Mother Mary for being always with me in this journey to paradise, and for blessing me with so many beautiful people to keep up the fight.

Likewise, I want to thank my parents for all the sacrifices they have made for me; thanks to my father, Victor, who has always cheered me on and supported me. Thanks to my mother, Claudia, for teaching me the discipline and perseverance I need to reach my dreams. Thanks to my brother and sister for helping me to share. Thanks to my grandparents Narciso and Lorenza for their sweet love and encouragement during my major. Thanks to all my family, aunts, uncles and cousins.

Also, I would like to thank all the friends, classmates and colleagues who have helped me during my major. Their help was essential for me to finish, from the most insignificant procedure to the largest project, which is this. Thanks to them and my teachers, especially to those that are part of the committee and to my thesis director, for the patience and encouragement. I really appreciate all your work for this project and lessons during the major, God bless you.

Thanks to all who have believed in me and thanks to those who have not. All of them have collaborated in the strengthening of my character that has also made possible to complete this project, which with God's help will be only the first in my path.

AGRADECIMIENTOS

Primero que nada, tengo que agradecer a la razón de mi existencia y Rey de mi corazón. Gracias a mi Señor Jesucristo, Rey de Reyes y Señor de Señores. Todo el honor y la gloria sean dadas a Él, quien siempre me ha ayudado, enseñado, guiado, bendecido, cuidado, fortalecido, corregido… amado con todo su inmenso amor y misericordia. Gracias a Él y a Mamita María por acompañarme siempre en este camino al paraíso y bendecirme con tan hermosas personas en mi camino para mantener la lucha.

Inmediatamente, quiero agradecer a mis padres por todos los sacrificios que han hecho por mí. Gracias a mi padre Victor por apoyarme y motivarme. Gracias a mi mamá Claudia por enseñarme la disciplina y perseverancia que necesito para alcanzar mis sueños. Gracias a mis hermanos por enseñarme a compartir. Gracias a mis abuelos Narciso y Lorenza por su dulce amor y animo durante mi Carrera. Gracias a toda mi familia, tías, tíos, primas y primos.

También me gustaría agradecer a todos los amigos, compañeros y colegas que me han ayudado durante la licenciatura. Su ayuda fue esencial para mi ya sea que fuere para hacer desde el más insignificante trámite hasta el más grande Proyecto, que es este., Gracias a ellos y a mis maestros, especialmente aquellos que son parte de mi comité y mi directora de tesis. Gracias por su paciencia y motivación, realmente aprecio el trabajo que han realizado para este proyecto y todas sus enseñanzas a lo largo de la carrera. Dios los bendiga.

Gracias a todos aquellos que han creído en mí, y también a todos los que no lo han hecho. Ya que todos han colaborado al fortalecimiento de mi carácter, que también me ha hecho posible culminar este proyecto, el cual con la ayuda de Dios será solo el primero en mi camino.

CHAPTER I

Introduction

The Common European Framework of Reference for Languages CEFR, (2002) provides a common basis for the development of language programs, curriculum guidelines, examinations, textbooks and so on, throughout Europe. It also describes a comprehensive way of what language students have to learn to use a language for communication, and the knowledge and skills they need to develop in order to act effectively. The CEFR helps evaluate a good quality of education in higher language education. In addition, this framework provides levels in which it is possible to classify to the language learners according to the fluency and language domain that they possess. These levels are from the basic level "A1" to the advanced level "C2", in which are located those who dominate the language.

At Benemérita Universidad Autónoma de Puebla (BUAP), the Modelo Universitario Minerva (MUM) is in force, which is characterized by its constructivist approach. MUM (2007) establishes that the teacher will have the role of a mediator inside the classroom, also, it establishes the competencies the students will have so that he/she could apply for an academic exchange to national and international institutions after his /her integral formation in his/her major. The main purpose of the MUM is to get good students through a constructivist approach. Based on this, it is important to take into account inside the classroom the conditions that contribute to reach this objective.

At Facultad de Lenguas (BUAP) in the Licenciatura en la Enseñanza del Inglés, the Common European Framework of Reference for Languages (CEFR) is considered as the local framework to follow. Moreover, in theory, at the end of their target language 5 course, students will be able to accredit the language with at least a B2 level in reference to this framework. Additionally, the student will be able to develop communicative competences, a cooperative work speed and a critical thinking to express his/her ideas fluently and naturally. Communicative competences are important in order to reach the objective of Target Language 5.

Unfortunately, it has been observed that this objective has not been reached well because there is a special difficulty in the fluency and oral domain of the language among many students of the major that finish this subject. These weaknesses in language are usually related to the listening comprehension of the language that is being learnt by students and the pragmatic competence or sense that the words have according to the context. As follows, given the case that the levels of language proficiency given by this framework are focused on the real and effective communication that a person has in a real communicative context, it can be seen that there are many factors to consider about the communicative competence in order to this level to be reached, such as a discursive and strategic competence of the language, which not only involves a good listening comprehension, but also an at least basic knowledge about the culture that is being learnt.

In this way, it is the ability of expressing oneself by oral fluency and language domain "speaking", which involves a pragmatic knowledge of a language in order to give a response to the speaker, as well as the listening comprehension and pragmatic competence to verify if the message was understood or misunderstood. In addition, as future English

teachers it is essential to have a good communicative competence by including the pragmatic aspects that it involves. Therefore, when the speaker is exposed to certain situations involving a specific interaction with a native speaker and requiring certain knowledge about the culture and the use of pragmatic competence, he/she has the competencies that are needed for establishing effective communication.

One of the aspects that involve communicative pragmatic competence is sarcasm, which is related to the meaning that utterances may have by taking into account a set of complex conditions as body language, intonation, context and so on, that contributes for the utterance to change its literal meaning to another different or opposite one. So, these aspects are which also have to be taken into account in the classroom to assists students (Ss) to increase their communicative competence.

1.1 STATEMENT OF THE TOPIC

It is important to reach a good English level to pass the CEFR not only because of the Target Language 5 final requirements, which are focused on the communicative competence in order to see the students ability to express them fluently and naturally, but also because of the professional degree that students need at the end of their major. So, they will need to be competent as professionals too. Additionally, one of the aspects that they need is to have a good proficiency. Therefore, there are a lot of steps and aspects to consider before this objective can be reached.

It has been found by means of the author's observations through the years studying the major at LEI that upon completion of the target language level 5, students are able to perform an intermediate formal English conversation. However, many of them are unable to perform an informal conversation by the language domain or be aware of general basic knowledge or expressions to start using language for specific situations/purposes and its different characteristics of communicative competence according to the use of pragmatics terms to be able to communicate with others. One of those situations has been the comprehension of language in the use of sarcasm in the classroom. According to the observations mentioned before, the author has noticed that in a class with a native speaker teacher the students seem to not understand the employment of this communicative resource, which may be because of many reasons that are related to pragmatic competence. Then, the study of the communicative environment about what is the way that sarcasm can be employed by the teacher and the students' perceptions that it may have on them could provide data that helps students improve their pragmatic competence as part of their communicative competence.

As a result, it is necessary to identify the different ways sarcasm is used by teachers in a classroom to see what the positive or negative consequences that it may be having in Ss' perceptions are, so that they can collaborate in the Ss' improvement of pragmatic competence for their English language learning. That is why this research has been focused on trying to identify how the employment of sarcasm by a native speaker teacher is used and its relation with the Ss' perceptions of it.

1.2 RESEARCH SETTING

This investigation took place in the city of Puebla, Mexico at Facultad the Lenguas BUAP. In the "Enseñanza del Inglés" major. The data was taken from students of History of the Evolution of the English Language.

1.3 PURPOSE OF THE STUDY

To explain how the use of sarcasm by a native speaker teacher in a LEI class may contribute to the development and improvement of students' pragmatic competence.

This purpose will be developed by:

1. Identifying the main characteristics of the use of sarcasm as a communicative resource by a native speaker teacher in a classroom.

2. To describe students perceptions about how the use of sarcasm can be interpreted and misinterpreted in collaboration with their pragmatic competence development.

1.4 RESEARCH QUESTIONS

- What communicative resources are used by the teacher when using sarcasm?

- How may sarcasm be used into pedagogical strategies during the class?

- What felicity conditions shall be satisfied in order for sarcasm to have its desired perlocutionary effect?

- In which way may sarcasm collaborate to the development of pragmatic competence in students?

- What positive and negative consequences the employment of sarcasm in the context would have?

1.5 SIGNIFICANCE OF THE STUDY

Through the passing of the years studying at LEI there have been certain subjects studied during the major that have been of more interest for the author of this work. These subjects are related to the linguistic area, and these are pragmatics, discourse analysis, phonetics and phonology.

In addition, there are other subjects such as Literature 1 and 2, which have inspired the author in a sense of analysis of the language by taking into account the analysis of the context in which it is spoken, the culture and history of the context are important in order to understand and communicate effectively.

Furthermore, it has being found by means of observations of the author of this work that there are certain characteristics of communicative competence and the use of pragmatics terms that seem to be missed by students in order to be able to communicate with others in a real language context. Moreover, during the course of those subjects the author of this work has had interaction with many people who in the classroom have been

exposed to a context of communication with native speakers of the language they are supposed to talk.

Similarly, it has been possible to notice some specific situations in which there are deficiencies in understanding language as well as misinterpretations among speakers' communication. One of those situations has been the comprehension of language in the use of sarcasm in the classroom where by having a class with a native speaker for example; there can be many reasons why students did not understand the class besides the contents of the subject. If the teacher uses sarcasm in the classroom and students do not understand, it may be possible that they misinterpreted something. Consequently, there may be a problem that involves not only a linguistic competence, but also the use of a discursive competence. So, by noticing that problem there may be some actions that can be studied and applied in order to help students to enhance their communicative competence from the classrooms.

It is necessary to analyze the different problems students have in understanding language in a determined context into the classroom to help them to improve their communicative competence and to analyze some of them to see in what way they can be helpful or not in enhancing them if necessary. In addition, the development of this topic may help the area to understand some possible phenomena that affect communication in a classroom. It would be useful not only for students, but also for teachers. It may improve communication between both parts in order to reach the objectives of the subject. As people, communication is important not only in the classroom, but also in society. These communication aspects can help people in general to understand other cultures better and to consider some basic pragmatic concepts when they are facing certain speech acts that are important for their communication needs.

The thesis is helping students and teachers to understand a little bit more the aspects that involve communication in order to cover their communication needs. Specifically, it would help students of English of different levels of the major to know more about an important aspect of American culture that is sarcasm, because of its extensive use in daily life, TV shows and general contexts among native speakers. Moreover, it would help teachers and native speakers to understand the phenomena that may be taking place when they are using their language as natural as always with foreign language learners and the effect that their performance may be causing in them to have a more successful communication. In general, because of the impact that American culture and the close contact that it has to Mexicans, it would help to any other people to know more about the culture which we are near to. As it helps teachers and students to develop their pragmatic and communicative competence, it is helping the school to increase its quality of education by sending competent professionals to face the real world context.

1.6 CONTEXT OF THE RESEARCH

Timal in 2000 developed a project called "A study to LEMO students' pragmatic competence through a determined speech Act: Refusals", this study was focused on the description of eighth semester students' pragmatic competence in LEMO. Its objective was to describe if the pragmatic competence of LEMO students was enough and similar to the pragmatic competence of native speakers. So, this thesis consisted in the application of a Discourse-Completion Task (DCT) with the description of 12 situations, which had to be answered with refusals by a group of 10 native speakers from USA and 10 advanced English LEMO students. Based on this, the results of both groups were compared and

analyzed by the author in order to see to what extent the way both groups performed refusals was similar based on their pragmatic competence.

This investigation certainly concluded with knowing that those advanced language learners had considerable level of pragmatic competence because their use of vocabulary and expressions to perform refusals were very similar to the way that native speakers performed. This thesis is similar to the current project because it is focused on the pragmatic competence of the highest level of students, but in these case LEI students in the current curriculum instead of students from previous curricula. Then, the author of the aforementioned thesis and I agree in the fact that there are certain aspects, such as a pragmatic competence, which depend on the cultural background that people possess to be able to communicate effectively.

However, the main purpose of it was to measure the Ss' communicative competence by a comparison of the way the participants perform and show their pragmatic competence by the use of "refusals". That is why this project differs from the current investigation, because his observation of pragmatic competence was analyzed by the use of refusals. In contrast, this investigation will describe Ss' perceptions about the use of sarcasm through observations in a determinate setting (case study) to see in what way it might collaborate to their pragmatic competence development, which will also depend on their cultural background, since sarcasm is a very important part of American cultural pragmatic competence.

Similarly, Hernandez in 2010 developed a project called "Language Proficiency and Competence present in Lemo students at advanced level" in which she focused on the

progress that Students felt they had in their proficiency and competence of the language. The justification of this work was similar to the mine in the fact that students are going to be English teachers, so they need a higher language domain. So, this investigation is focused on students of advance levels who are supposed to have a better proficiency. In contrast to my investigation, in this project there is a particular worry about the proficiency and competence of the language that Ss need to have in a particular context, that is the classroom, and a particular purpose that is to become English teachers. Additionally, it is oriented to the proficiency and competence in a specific context. That is being an English teacher. Consequently, pragmatic competence is not mentioned as an important aspect to get a good proficiency, but only to improve the English professional degree as teachers.

Additionally, in international contexts Mounts (2012) in his article "A history of Sarcasm: Effects of Balanced use of Sarcasm in a relationship" states that "Sarcasm has been shown to be victimizing, offensive and anger- provoking to its targets" and that regardless of that, it can changed its meaning to be more appropriate and understandable if the two people who are talking share some common ground. In the same way, Mounts (2012) affirms that "given the differences in understanding sarcasm, it seems reasonable that it can be used positively in some contexts". In addition, he argues that "Sarcasm has also been found to stimulate creative thinking and the solving of complex problems in real life situations", which is related to this topic because of the good implications or benefits that the use of sarcasm may have when it is used in a determinate context. Furthermore, Mount's investigation is focused on studying the way that the common ground speakers share can reduce the sarcasm's negative impressions because he thinks that giving the case that when using sarcasm the speaker's intention is the opposite of what was said, there can

be many reasons why the message can have different impacts according to the common ground. In contrast to the current project, this is not been focused on how the sarcasm's negative impressions can have a less negative use among speakers to improve their relationships by avoiding negative misunderstandings , but in its impact while being used as a tool for pragmatic competence development itself in oral communication into the classroom.

Finally, Tepperman, Traum, and Narayanan (2006) in their article " "yeah right": sarcasm recognition for spoken dialogue systems" there are some aspects to be considered in order for sarcasm to be understood in a real spoken dialogue system " the robust understanding of sarcasm in a spoken dialogue system requires a formulation of the dialogue manager's basic assumptions behind, for example, user behavior and grounding strategies" Tepperman, Traum, and Narayanan (2006) which is referent to the current topic in the importance of felicity conditions in order to sarcasm to be understood. Then, this article is developed by the analysis of the expression "yeah right" and its different meanings depending on the context, the type of sarcasm that is being used and the determine "cues" that the speaker gives to the listener when perform the utterance. This makes a difference to the current project in the fact that only one expression is being analyzed, and in this project they are going to be checked more than one expression or utterances in communicative language.

1.7 DEFINITION OF KEY TERMS

Pragmatics: it is the study of how language is interpreted by its users in its linguistic and non-linguistic context. The non-linguistic context considered may include relationships between participants, their attitudes and emotions, their inferencing procedures, their cultural and world knowledge, their perception of the situation and their paralanguage. (Johnson, & Johnson, 1999 P. 249)

Pragmatic competence: it is an aspect of communicative competence and refers to the ability to communicate appropriately in particular contexts of use. It contrasts with linguistic competence which refers to the mastery of the general rules of language abstracted from its use. (Johnson & Johnson, 1999, Pg. 249). It involves the ability to understand the illocutionary force of an utterance, that is, what a speaker intends by making it. (McKay, S., 2002)

Communicative competence (CC): is the knowledge which enables someone to use language effectively and their ability actually to use this knowledge for communication. The term is most usually attributed to Dell Hyme's paper "On communicative competence" (Hymes, 1970). Hymes distinguishes four sectors of CC: knowledge of what is possible, feasible, appropriate and actually done. In an important reinterpretation, (Canal and Swain 1980) alternatively propose three sub—competences: grammatical, sociolinguistic (comprising sociocultural and discourse competence), and strategic competence. Since Hymes, the term "communicative competence" (Johnson & Johnson 1999 P. 62)

Speech act theory: is a part of pragmatics explaining how utterances affect social action, and how people realize and infer the intended function of an utterance when it is not

explicitly stated. The theory posits necessary conditions for particular acts. In an order, for example, the speaker must refer to a possible future action by the addressee and must have the right to give orders; the addressee must have the obligation and ability to do the action. (Johnson & Johnson 1999 P.301)

Discourse intonation: is the study of intonation in relation to its contribution to those areas of language use associated with discourse analysis. Discourse intonation is concerned with topics such as the contribution of intonation to the expression of speech acts: the relationship between units of discourse and intonation patterns; how, in general, intonation plays a part in the expression of use rather that usage. (Johnson & Johnson 1999 P.102)

Illocutionary force: the communicative value assigned to an utterance as the performance of an illocutionary act. (Widdowson1996 P. 128)

Perlocutionary force: that a part of speech act which has to do with the effect that it has on the receiver, e.g. an utterance with the illocutionary force of promise could, as perlocutionary effect, persuade, mislead, console, etc…, (Widdowson 1996 P. 129)

Sarcasm: also called verbal irony, is the name given to speech bearing a semantic interpretation exactly opposite to its literal meaning. (Tepperman, J., Traum, D & Narayanan S. 2006 P.1)

Felicity conditions: the appropriate conditions for a speech act to be recognized as intended. (Yule 1996 P. 139

CHAPTER II

Literature review

In this chapter it will be mentioned the definitions, components and point of view of the terms of communicative competence and performance, pragmatics' teaching in the classroom and sarcasm. Furthermore, the main aspects with which they are related to and their importance for the understanding and development of this research will be mentioned. However, in first place, as language learning is being discussed, it is important to make a reflection about what language is.

Language is present among every single human being in the daily life. Through language, it is possible to communicate with others, and thorough communication it is possible to make big things in a society but, what is language in fact? There are a lot of different definitions about what language is, but the most known and general definition is that it is "a rule- based system of signs" through which people communicates to each other (Kasher, 1998). But for Richard and Rogers (as cited in Helen, 2009:40) the definition of language is implemented as "a system for the expression of meaning". Additionally, they stated that the primary function of language is for interaction and communication. Similarly, Saussure, (2005) defines language as a system of signs that expresses ideas. That is, through the system it is given a meaning that will help to have communication.

Furthermore, this sign system and the meaning of it will depend on the culture in which it is used. That is why each culture will have a particular meaning for the sign system, what will be denominated a language. Consequently, the learning process of a language becomes

more difficult because it depends on many aspects to take into account to consider ourselves as competent in a language.

In the next section, the different views about what communicative competence involves and the different aspects in which it has been considered by different authors will be explained in order to have a bigger framework for the understanding of this research.

2.1 COMPETENCE AND PERFORMANCE

The term communicative competence has been discussed by many authors worldwide for many years. Given the case that communication involves much more than just talking, but also other aspects to consider in order to communication to be effective (Buerkel-Rothfuss & Gray 1997), it is necessary to look at this term of competence in order to understand better how language is developed among humans and the factors that affect in their relations as speakers and learners of other languages. In this way, Chomsky (1965) holds the view that there are two important concepts to consider in second language learning, these are "competence" and "performance". Chomsky wants to explain with these concepts that we need rules (grammar) to be able to use language and we have to improve new grammar and lexical knowledge while we grow, but we have to be able to speak the language too, and that is what he called *performance*.

Based on this distinction made by Chomsky, posteriorly there are other authors who start to analyze the concept. That is how, similarly, Johnson & Morrow, (1992:11) state "apart from being grammatical, the utterance must also be appropriate on many levels at the same time; it must conform to the speaker's aim, to the role relationships between the interactants, to the setting, topic, linguistic context,*"*. However*,* Brown, Malmkjaer &

Williams, (1996:17) preferred to restrict the reference of the term "performance" explicitly and deliberately to the productions and understanding of utterances on particular occasions.

From all the definitions of these two concepts, I agree the most with the last one because it explains better the distinction about what does language refer to performance. That is, it is possible to have a very good preparation in the knowledge of a language, but depending on the effectiveness that we have when we perform an utterance, we will have a determinate grade of what will be call such as "communicative competence".

2.1.2 COMPONENTS OF COMMUNICATIVE COMPETENCE

Based on the information above, Dell Hymes (1972) developed a term called "communicative competence" (CC) a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how to use utterances appropriately. In addition, he states that CC includes 4 areas, which are shown in the following figure:

Figure 1: Oliver, 2013 (based on Hymes' classification)
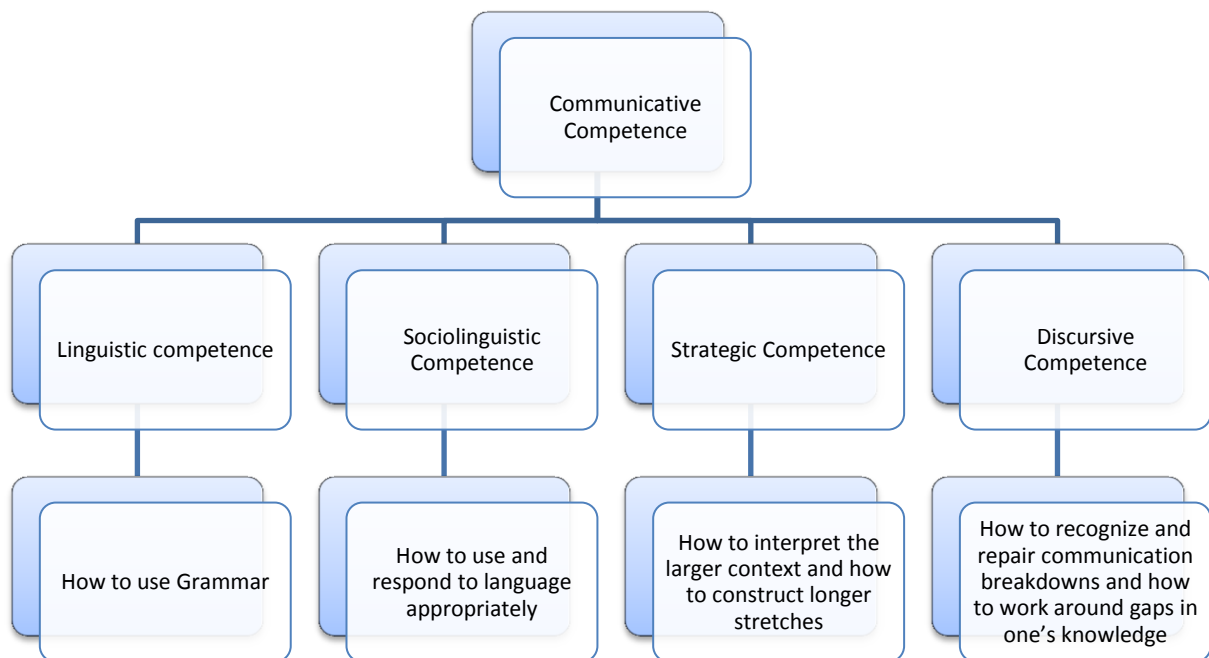
Therefore, the use of these four areas well developed and united will provide the communicative competence. Nevertheless, the development of a language will depend on many factors because the theoretical knowledge of a language (grammar and syntax) does not imply having a good performance and proficiency. Then, according to Riley, (cited in Brown, et al., (1996: 115) "communicative competence is what enables a person to perform

appropriately in speech events". According to these definitions of communicative competence it can be seen that it involves a set of aspects or competences inside it to be able to communicate with other effectively in the process of second language learning.

The next section will be focused on the main competence that this investigation is about, which is pragmatic competence. It also will be focused on the main aspects that will be taken into a count to do this research.

2.2 PRAGMATICS

In this section, it is going to be discussed the main aspects that compound the pragmatic competence according to the view of some authors. As it was seen before, in order to communicate effectively with others it is necessary to have certain grade of communicative competence, which involve other competences. One of those competences is related to pragmatics, which is the main topic of this project.

The term of pragmatics has been discussed for many authors, through the study of communicative competence. Before going to the different definitions from different authors, firstly, it is necessary to talk about pragmatics and its relations or differences with other areas in order to understand better this concept. The first difference that will be made is about the use of pragmatics and semantics.

According to Brown, et al., (1996) in contrast to semantics that dealt with the "inherent meaning, or signification, of signs, pragmatics dealt with "the use of signs on particular occasions. So, it can be seen that although both, pragmatics and semantics may be referred to the appropriate use of the language, pragmatics is more linked to the situations and

semantics to the signs that are used to communicate. One definition of pragmatics is given by Leech (cited in Martinez, Usó & Fernández, 2003:9) who defines general pragmatics as "the study of linguistic communication in terms of conversational principles". Another definition of pragmatics is given by Yule (1996: 3), who divided the definition of pragmatics in 4 main aspects which involve its study; those are pragmatics such as the study of the speaker and contextual meaning, the study of how more gets communicated than is said and the study of expression of relative distance.

Another concept of pragmatics is given by Brown, et al., (1996: 22) such as "the distinction between the kind of meaning that is conventionalized, or encoded (i.e. grammaticalized or lexicalized) , in particular language-systems and other kinds of meaning that are conveyed in performance or text, but are not encoded as part of semantic structure of languages". For this research, the last definition describes what had been said about the study of what has not been said in semantic language, but the study of what is meant.

2.2.1 PRAGMATIC COMPETENCE

According to these definitions, in general, it can be appreciated the concept and in what consists the study of pragmatics. Now, it is time to look at the concept of pragmatic competence because that is what this research is about. As it has been seen, the study of pragmatics implies the study of the context and incorporates other aspects and competences such as the discursive and sociocultural competences: the knowledge of rules of appropriate speech behavior, turn taking and such conversational phenomena as interrupting (Martinez, et al., 2003), all this to be able to interpret the meaning and intentions of the utterances. Therefore, the study of the pragmatic competence is related to the same.

According to Celce-Murcia, Dornyei and Thurrel (1995: 11) pragmatic competence can be seen as an actional competence, "since this involves the understanding of the speakers' communicative intent by performing and interpreting speech act sets." In addition, they think that its domain can be divided into two main constituents, the knowledge of language functions and the knowledge of speech acts sets. In order to this competence to be applied, Yule (1996:3-4) defined a concept called "pragmatic ability" which is the ability of dealt with the meaning expressed by the speaker and interpreted by the listener as well as the ability to interpret people's intended meanings, their assumptions, their purposes or goals, and the kind of actions that they are performing at the moment of the speech.

There have been seen some of the different perspectives of the pragmatic competence and its relation to the understanding of communication. Due to its function, it is important to the study of sarcasm in the classroom because it is based on the way students interpret utterances in a real context. So, in the next section the aspects of the teaching of pragmatics in the classroom are going to be regarded.

2.2.2 TEACHEABILITY OF PRAGMATICS IN FOREIGN LANGUAGE CLASSROOMS

This research is focused on the pragmatic competence of students. So, it is important to recognize the way that pragmatics is being taught in the foreign language classroom in order to help students to enhance their pragmatic competence. It will be necessary to regard to concepts and points of view of the teaching and learning of this area according to some authors. For instance, in the area of pragmatics learning study Martinez's, et al., (2003) found that learners may acquire the pragmatic aspects of the target language without any

kind of exposure to instructional treatments. Similarly, Kasper and Schmidt, (1996) state that there is a need for instruction in foreign language (FL) pragmatics when learners are not dealing with positive aspects that may help them to develop their pragmatic competence or when they are underusing universal pragmatic knowledge or they are having a bad acquisition of exposure to that aspect.

In addition, there are some factors that may narrow the learner's chances of developing their pragmatic competence such as the monotony of being exposed to a specific teacher-fronted classroom pattern that do not allow them to interact in a collaborative way and of realia materials they are exposed to (Kasper, 1996). Similarly with this idea of the use of materials, Martinez, et al., (2003 P.50) states the fact that "the teachability of pragmatic competence in FL contexts, it is focusing on the opportunities learners have to acquire pragmatic competence in the FL classroom, and the effects of its instruction". He also argues that "only through materials that reflect how we really speak, rather than how we think we speak, will language learners receive an accurate account of the rules of speaking in a second or foreign language" So, according to the authors' views of the teaching-learning process of pragmatics competence, it can be seen that there are certain inclinations to the fact that communicative classes are better in order to increase the communicative competence in the classroom as well as the use and good exposure to Realia material that allows them to have a closer contact to the real context of the cultural aspect of the language they are studying to increase their competences.

After having reflecting a little bit about the teacheability of pragmatics in the classroom, it has been very emphatic the fact that the use of real communication in the classroom is very important, but what is that really makes a communicative class according to the use of

utterances and so on? The next section will define what a speech act is in order to understand better what is meant about communication among people and its use and application in a determined context.

2.2.3 SPEECH ACTS

Speech acts are a very important concept in the study of pragmatic competence. They are defined by Kecskes & Horn (2007) such as "an extension of the more biologically fundamental forms of intentionality that we get in belief". In another point of view, Martinez, et al., (2003) a speech act is an utterance which serves as a functional unit in communication. A third definition of speech act is given by Yule (1996) such as the "actions performed via utterances". In addition, it is important to mention that when the circumstances around the utterance help to the process of interpretation of the utterance, to all those circumstances plus the utterances in the act of communication are called the speech event. For this research, it is going to be taken into account the third definition because of the closer proximity to what a speech act involves.

Because of all the characteristics mentioned above, it can be seen that the study of a speech act may only refer to the physic characteristics of the context and the literal meaning of the words. However, there is something else called "indirect speech act" in which the analysis must be more carefully detailed because the meaning of the utterance is the opposite of what was said. Here it is where the analysis of the role of sarcastic speech acts is taken into account.

This use of indirect speech is very usual among people, "compliments, apologies, and yes, indirect complaints are more often than not solidarity- establishing speech acts that

have the ability to be used as openers, or initial steps in negotiating relationships"
(Martinez, et al., 2003:26). In the same way, Brown, et al., (1996: 122) states "most acts are
indirect and their identification and categorization is a matter of negotiation and
interpretation. (…) the idea of the "indirect act" is really just a subterfuge for saving
appearances in a theory which does not allow for intersubjectivity and situated
hermeneutics".

This distinction between direct and indirect speech acts give a larger idea of what kind
of concepts involve a real communicative event depending on the circumstances
accompanying. According to Moeschler, (2001) conversation is made of sequences of
speech acts. Conversations are the unique way of oral communication, so in this case study
it is necessary to look at different chunks of communication made by conversation, these
speech acts, which are the utterances that might appear as direct or indirect and will be
analyzed. Moreover, there are other aspects that constitute a speech act in order to have its
expected communicative effect; these aspects will be described in the next section.

2.2.3.1 ILLOCUTIONARY AND PERLOCUTIONARY FORCE

According to the definition of speech act mentioned before and for the speech act to have
the effective reaction on a person, there are some aspects to take into account. Firstly, it is
necessary to go back to the term utterance and classify it. According to Martinez, et al.,
(2003) "Utterances have two kinds of meaning: propositional meaning (the literal meaning
of the utterance) and illocutionary or functional meaning (the effect that the utterance or
written text has on the reader or listener)". In addition, a speech act set refers to the "set of
realization patterns typically used by native speakers of the target language, any one of

which might be recognized as the speech act in question, depending on the context for a given language and cultural group" (Martinez et al.., 2003:94)

Based on this, Cohen (1996) establishes that to be able to recognize the proper intention of the speech acts, it is necessary to have a determined sociocultural ability that determine to the speaker whether it is acceptable to perform the speech act at all in the given situation and, if so, to select one or more semantic formulas that would be appropriate in the realization of the given speech act (1996:254)". This ability of knowing how and when to use speech acts is related to others areas that study the behavior of the human being such as a sociolinguistic ability that consists of speakers' control over their selection of language forms used to realize a speech act.

We have mentioned the speech acts and how their components are taken into account for effective communication. In the following section, other points that are linked to the communicative context such as the felicity conditions are explained.

2.2.3.2 FELICITY CONDITIONS

This term is related to the different factors or requirements that must be presented in the context in order to the communicative utterances to be understood successfully (Yule, 1996). In communication, it is important to look at these aspects in order to cover the gaps that may make possible that our messages were not well understood. In this way, speakers and hearers use the same set of felicity conditions for actions as a device for decoding the speakers' actions from the linguistic structure of the sentences the speaker might produce during a determined speech act (Turnbull, 2003).

Consequently, it might be inferred that depending on the speech act, the felicity conditions required are going to be varied. Furthermore, Searle began by arguing that "each type of speech act has a unique set of felicity conditions that specify the preconditions that must hold in order for the action in question to be produced" (as cited in Turnbull, 2003, 48). However, even though these conditions will depend on the situation, there are some authors that have tried to classify and give a general description of the felicity conditions that must be accomplished for communication to be effective.

One of the pioneers in the study of felicity conditions was Austin, who highlighted three main general felicity conditions to be considered (as cited in Anonymous, (2015)) these felicity conditions are:

1- An *essential condition* (whether a speaker intends that an utterance be acted upon by the addressee)

2- A *sincerity condition* (whether the speech act is being performed seriously sincerely)

3- A *preparatory condition* (whether the authority of the speaker and the circumstances of the speech act are appropriate to its being performed successfully)

Briefly, the first condition makes allusion to the fact that in the first place, there must exist a desire of emitting an utterance from the speaker to another and a desire for this hearer to react or do something. The second condition refers to the intention the speaker has when he/she makes the utterance and how it is related to the desired effect that has to be accomplished, to accomplish the objective these must be correlative to each other. Finally,

the third condition refers to the sociocultural context, which involves the role of speaker and hearer. It has to do with the rights that they might have, so that they behave properly and accordingly to their role in a determined context. For example: a teacher has the authority to give an order to a student, but if the student would give an order to a teacher the most probable would be; the desired effect from student fails giving the case that the student do not have any authority over the teacher. In general, in can be concluded that a desired perlocutionary effect tend to fail when not all the felicity conditions are completely covered.

In other words, the speaker must carry out a conventional procedure with a conventional effect in the appropriate speech situation of people and circumstances. Lately, the speaker must carry out the procedure in correctly and completely. Then the speaker must have certain thoughts and intentions, as specified in the procedure, and if certain conduct is specified, the hearer and speaker must act accordingly as a result of successfulness. (Turnbull, 2003)

In relevance to the last point, Cohen (1996) establishes that "to be able to recognize the proper intention of the speech acts, it is necessary to have a determined sociocultural ability that determine to the speaker whether it is acceptable to perform the speech act at all in the given situation and, if so, to select one or more semantic formulas that would be appropriate in the realization of the given speech act (1996:254)". In addition, the context must be taken into account because it involves many aspects that must be considered. With this in mind, Martinez, et al., (2003:135) mentions what might be considered as the specific felicity conditions to be taken into account for the context "context is dynamically construed in the act of speaking and comprising at the very least factors such as speakers'

attitudes, speaker hearer's relationship, purpose or intent of the utterance, institutional setting, events in the surrounding world, position in the surrounding co-text and ongoing discourse, mutual knowledge assumptions of interacts, etc..".

Roughly, it has been described what the felicity conditions are and the general points that can be related to its study and the relation with the current topic. Also, it has been seen that the every single speech act will have its own felicity conditions. Thus, to continue, the specific conditions for sarcasm to be understood according to some authors are going to be presented.

First, it is good to remember that sarcasm is more an indirect form of speech so that it is not possible to get to know the specific and real intention of the person using sarcasm. However, it is possible to reach a closed idea by taking into account certain general statements from sarcasm study thorough the years. In the first place, according to McDonald (1999) sarcasm's general desired effect might be the production of a particular dramatic effect on the listener. Then, this condition cover the first general established by Austin as mentioned before (as cited in Anonymous, (2015)), this might be known as the *"essential condition"* because that is the reason of the intended utterance from the speaker.

In second place, Kremmer, (2008) announce the two most important rules for being sarcastic and understood, these are; the fact that the person using sarcasm must say the contrary of what he/she feels and that lately he/she must make sure that the listener knows that he/she is being sarcastic. Then, this might be taken as the second general condition mentioned for Austin; the *"sincerity condition"* because it involves the sincerity of the speaker and seriousness for the speech act that eventually includes the previous

requirements of making sure it is used a double sense and corroborate it was caught. In reference to this, Mounts (2012:5) argues that some researches about sarcastic utterances by native speakers indicate that "they reliably use acoustic cues or voice inflections to distinguish sarcasm from neutrality and sincerity" and that these cues go from the increment of the vocal range and pitch to the lengthening of syllables.

In addition, he states that there are many ways that a speaker can ensure that his/her sarcastic utterance has been properly understood and that can be through the use of cues, which can be verbal, nonverbal, contextual and finally "through the sharing of common ground to the listener" (Mounts, 2012:5). Similarly, Dauphin, (n.d:1) describes that to recognize sarcasm it is necessary to use a different intonation of voice as well as physical gestures. He specifies that the person using sarcasm must have a special vocal emphasis on the words in which he/ she is using sarcasm and that this emphasis must be often accompanied by "facial gestures such as smirk, shaking of the head, or rolling of the eyes" to give the impression that what he/she is saying must not be interpreted literally.

In the third place, Austin mentions a third condition known as a *"preparatory condition"*, which involves the context and appropriate circumstances for the successfulness of the speech act. In relevance to this, Clark and Marshal (cited in Mounts (2012)) state about sarcasm, that it appears to be especially accepted and understood when the speaker and listener "have some rapport – that is, shared experiences, perceptions and knowledge- referred to a common ground". So, it seems to be absolutely important to take into account the setting, the background and atmosphere in which the speakers are communicating to be able to succeed in the speech act.

In summary, it has been reviewed the meaning of felicity conditions and its role in the recognition of sarcasm. The next section will provide some more information about what is sarcasm and how it can be interpreted or understood depending on the conditions in which it is used and its classification to have a bigger idea about its communicative role in the development of pragmatic competence.

2.3 SARCASM AND IRONY

 In this section it is going to be discussed the difference between sarcasm and irony, if there is a difference between irony and sarcasm or not. This is important to be mentioned because the definition of both use to be very similar and sometimes they are taken as the same. Due to for this investigation it is important to have the concept of sarcasm clear. Then, the different definitions of sarcasm are going to be discussed to clarify this concept.

The term of sarcasm and irony have been discussed for many authors, what's more, they have been linked to each other taking the intensity as the only difference between them. The Webster-Merriam Dictionary (2015) defines irony such as "the use of words that mean the opposite of what you really think especially in order to be funny". Similarly, it also defines sarcasm such as "the use of words that mean the opposite of what you really want to say especially in order to insult someone, to show irritation, or to be funny". Taking those definitions into account it is possible to see that they are very similar, however, the main difference among them is the purpose for which they are used. Where, while irony is only used to make fun of something, sarcasm possesses more functions than only being funny. Similarly, in Sarcasm Society (n.d) sarcasm is defined as a form of irony that "uses sharp wit to highlight the obviousness, stupidity, or annoyance-factor of a situation".

Whereas that, it also says that the main difference between them is that irony is observed while sarcasm is created.

In the same way, there are other authors who make a difference between these two concepts such as Haiman (1998), who states that not only people can be ironic, but also the situations, which differs from sarcasm in which only people can be sarcastic but the situations cannot. He also affirms that the main difference between the use of irony and sarcasm is that irony may be used unintentionally and unconsciously, while sarcasm must be intentional and conscious. Most recently, Mounts, (2012: 4) mentions that "while irony is simply language meant to be understood differently than what is literally said, sarcasm is a specific form of irony meant to be sharp, biting and pain- inflicting".

From all the last concepts that contrast the differences between irony and sarcasm, I agree the most with Haiman because he makes a more specific distinction among them by specifying that while both are similar in the use of a different semantic meaning from what they literally say, the main point to be sarcastic is to be conscious of the intention and the victim to whom they are referring to by using sarcasm. In addition, McDonald, (1999: 486,87) point out this definition such as " a form of ironic speech commonly used to convey implicit criticism with a particular victim as its target". So, as a conclusion about the difference between these two concepts could be that while sarcasm can be described as a kind of irony, it is better described as verbal irony because of its intentional purpose and use at the moment of the speech, where more than the aspects of a circumstance and semantic meaning of an utterance there is a victim as its target.

Another definition that describes the specific purposes for which sarcasm is used by people is giving by Kremer, (2008) who states that it is called sarcasm when it is said the opposite of the truth or the opposite of our true feelings to be funny or to make a point. In other words "sarcasm is actually a way of showing your true feelings about something" (Kremer, 2008:2). Seen from this perspective, sarcasm's purpose is shown as a way of expressing the true feelings of someone without having to say it literally. Additionally, Quinn, (n.d) stated about the intentions of sarcastic expressions that "sarcasm tends to be a negatively nasty rather than positively funny. It is a cheap shot at someone else's expense", which gives an idea about the negative role that sarcasm may have as a communicative resource in a context among all the objectives for which sarcasm is used.

To try to give a conclusion of the definition of sarcasm and the purposes for which it is used, it is important to point out that from the perspectives that different authors may have about sarcasm, the majority of the ones that have analyzed this communicative source conclude that it is a complex term to be defined because they cannot always be sure in a 100% of what was the real intention of the speaker. However, for this investigation, the point is not to try to find if the speaker can understand the real intention among all the types of sarcasm, but fundamentally, if they can identify when it is being employed in communication. That is, when someone is being sarcastic.

In the following section, some types of sarcasm are going to be described in order to have a more complete idea about this concept.

2.3.2 TYPES OF SARCASM

In this section it is going to be discussed what are the different types of sarcasm that can be found in the speech according to the intensity or real intention that the speaker has towards his/her receptor. As it was mentioned before, there are many purposes for which sarcasm can be used in a conversation and depending on them it is classified into different subspecies by different authors. One of these authors is Lori Ducharme, cited in (Dauphin, n.d), who states that sarcastic transactions can be presented in 6 different forms according to their purpose. Those 6 forms are social control, declaration of allegiance, establishment of solidarity and social distance, venting frustration and humorous aggression, and their purposes are exposed in the next figure:

Figure 2 (Oliver, 2014 based on Ducharme's classification)

Sarcasm	Social control	Sarcasm is used as a control mechanism to reprimand members of a particular group when inappropriate or undesired behavior is displayed
	Declaration of allegiance	Sarcasm can be self-directed, a person reprimands him-/herself for unacceptable behavior.
	Establisment of Solidarity and social distance	Sarcasm is directed at outsiders of a particular group. It takes place when others do not fit a group's expectations of what is acceptable
	Venting frustration	sarcasm can express disapproval with a situation or object that does not uphold the standards of an individual
	Humorous aggression	Sarcasm can be used to be funny and expresses wit by stating the opposite of a fact or belief shared by grouns members.

According to this classification of the forms in which sarcasm can be presented in social speech, sarcasm seems to have a strong impression in any of its presentation. It has a role of "ruler" or commander in which the sarcastic has the last word. Because of the complexity and abstractness of the study of sarcasm, there is not a specific classification for it. That is why the classification is varied depending on the author. For instance, another author that gives a different classification for sarcasm is Camp, (2011) who suggests that sarcasm involves a variety of meaning inversions, which are presented in 4 different subspecies. These subspecies are propositional sarcasm, lexical sarcasm, like-prefixed sarcasm and illocutionary sarcasm, which's purposes are explained in the figure below.

Figure 3 (Camp, 2011)
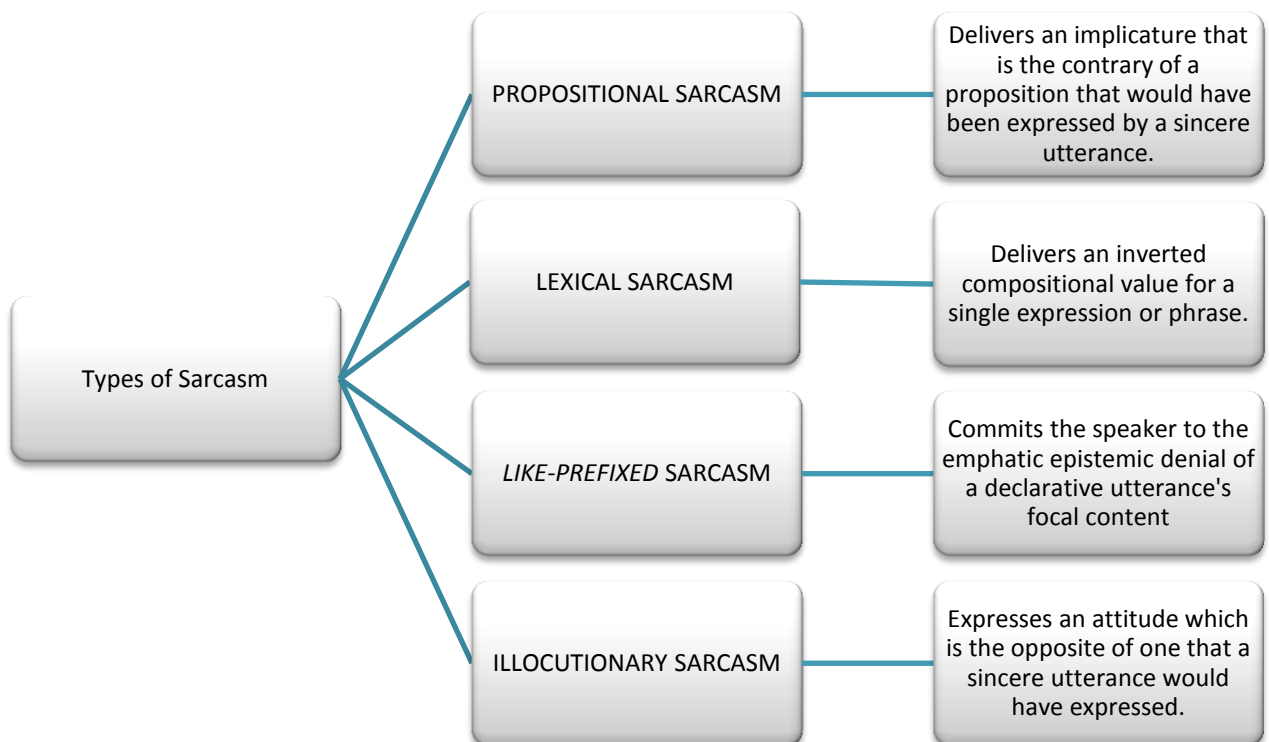
As it can be seen, this classification is different from the last one given by Ducharme because of many reasons. At first sight, this classification is shorter because it is divided in 4 subspecies and not 6, then its purposes are more related to the relation between the semantic meaning of an utterance and its literal meaning and finally, it is not expressed the social role that they present according to its classification.

As a conclusion of these different classifications of sarcasm, as it was mentioned before, because of the abstractness of sarcasm and its study, depending on the authors and the perspective with which they classify and study this topic, sarcasm will be classified into different forms. For the analysis of utterances in this investigation it is going to be taken into account only the first classification, because although they complement each other; one specifying how is the sarcasm structure according to the speech in a dialog and its receptor and the other specifying which is the classification according to its purpose in relationships, the current project is more related to the purpose of utterances than to the structure of them.

In the next section, the role of sarcasm and its implication as a communicative resource is going to be described in order to know about the interaction among speakers and how they use their pragmatic competence to understand it and use it.

2.3.3 SARCASM AS A COMMUNICATIVE RESOURCE

Sarcasm has been considered as part of the pragmatic competence so that it and joking are described as the most difficult items to acquire in second languages (Nelms, 2001). That is because it involves a set of communicative abilities to be employed to understand it. In addition, there are cultures in which they do not have sarcasm and always say what they mean (Kremer, 2008). So, taking into account the fact that the pragmatic knowledge of the

mother tongue used to be transferred to the learning of a foreign language pragmatic competence, the ability of understanding or learn to use sarcasm will increase or decrease depending on the exposure to it. Additionally, sarcasm appears to be especially accepted and understood when the speaker and listener "have some rapport – that is, shared experiences, perceptions and knowledge- referred to a common ground" according to Clark and Marshal cited in Mounts (2012). This is important to be taken into account for the study of the pragmatic competence of a speaker because it certainly has an effect on how does he /she it interpret sarcasm and what the special felicity conditions are in which the speaker has to be focused at the moment of speech to produce it or understand it.

On the other hand, the differences in culture about the use of sarcasm or not among the speakers are not clear. The reasons of why speakers use it or not can be varied. In this way, people can use sarcasm to demonstrate a sense of humor as means of "breaking the ice" in their groups of friends for the purpose of being funny (Dauphin, n.d). However, there are also chances that "they have developed sarcasm in response to some bitterness, jealousy, frustration or dissatisfaction" (Quinn, n.d). In any of the cases and intentions for which people use any type of sarcasm, something sure is that sarcasm is intentionally used as an indirect form of speech "to produce a particular dramatic effect on the listener" (McDonald, 1999:486). Then, according to Mounts (2012) it is the counterfactual nature of sarcasm which brings out a problem with decoding it such that it is often misunderstood. That is why it is necessary to know about some specific characteristic that determine when it is being employed and how to employ it.

There are some authors that talk about how to be sarcastic and recognize sarcasm at the moment of speech. For instance, Tepperman, (2006) argues that for the detection of

sarcasm in a spoken dialog it is required the use of a special change of behavior and grounding strategies from the speaker apart from saying just the opposite of what he/she really thinks. He also mentions that, the use of those aspects as complement is because sometimes even the automatic detection of a sarcastic tone of voice is not simple to differentiate. So, there are other aspects to take into account at the moment of speech. Moreover, Dauphin, (n.d:) describes that to recognize sarcasm it is necessary to use a different intonation of voice as well as physical gestures. He specifies that the sarcaster must have an special vocal emphasis on the words in which he/ she is using sarcasm and that this emphasis must be often accompanied by "facial gestures such as smirk, shaking of the head, or rolling of the eyes" to give the impression that what he/she is saying must not be interpreted literally.

Additionally, Mounts (2012:5) argues that some researches about sarcastic utterances by native speakers indicate that "they reliably use acoustic cues or voice inflections to distinguish sarcasm from neutrality and sincerity" and that these cues go from the increment of the vocal range and pitch to the lengthening of syllables. That is why he also states that there are many ways that a speaker can ensure that his/her sarcastic utterance has been properly understood and that can be through the use of cues, which can be verbal, nonverbal, contextual and finally and related to what was mentioned before "through the sharing of common ground to the listener" (Mounts, 2012:5) . So, there are many ways in which sarcasm can be interpreted and used. The two most important rules to be sarcastic and that it could be understood are: first of all that the speaker must say the contrary of what he/she feels; and second the speaker must make sure that the listener knows that he is being sarcastic (Kremer, 2008).

On the whole, it is important to pay attention on the different characteristics that the employment of sarcasm must have in order to be understood. These reasons are essential in order to have the desired perlocutionary effect whatever it was because it does not matter if the listener perceives well or bad the utterance of the speaker, if he/she understands the opposite of what the speaker really wanted to mean, sarcasm will be inefficient (Dauphin, n.d).

In the next section they are going to be analyzed the different advantages and disadvantages that the understanding or misunderstanding of sarcasm may have as a communicative resource in order to understand better their effects in communication and the role of pragmatic competence.

2.3.3.1 ADVANTAGES AND DISADVANTAGES OF SARCASM AS A COMMUNICATIVE RESOURCE

Sarcasm used to be taken in different ways depending on the person who uses and receive it. So, the opinions about how good or bad is to use it in a community are varied. There are authors such as Quinn, (n.d:1) who gives his opinion about the use of sarcasm and states that because sarcasm is almost always uttered with some degree of scorn or contempt, "it may appear "witty" but it is the lowest form of wit because it is a laugh at someone else's expense". That opinion is very directed to the fact that there are certain manners that are essential in communication to have a good coexistence and that the way of ridicule someone is not very kind. Similarly, Haiman, (1999) states that what is an essential point about sarcasm is that it is intentionally used as a form of verbal aggression. Another author who points out this disadvantage of sarcasm is Kremmer, (2008) who states about the use

of sarcasm in coexistence "it's sometimes not very nice to be sarcastic to a person. You're turning another person's words or actions into a joke… so you should think, carefully, about when to be sarcastic and with whom to be sarcastic", which also gives a bigger idea about why it is important to consider the use of sarcasm as a communicative resource.

In contrast to the comments above, there are other authors that consider the use of sarcasm to be useful for the communicative coexistence among groups. One of these authors is McDonald, (1999: 487) who states that sarcasm has been found to be "morphologically simpler and more flexible to use than direct forms". Similarly, Dayphin's , (n.d) view about the benefits of using sarcasm as a communicative resource is that one of the advantages of it is that giving the case that in sarcasm there is an opportunity to be dramatic and use wordplay, it makes more interesting the chat than when there are only used straightforward remarks.

Most recently, Mounts, (2012:5) affirms that according to different investigations in the area "sarcasm has also be found to stimulate creative thinking and the solving of complex problems in real-life situations", which is a very positive aspect in the development of communicative competence. Additionally, Mounts states that the same differences in understanding sarcasm are the ones that make reasonable the fact of use it positively in some contexts. This point of view shows that even though the disadvantages of the use of sarcasm might seem to be drastic and rude, it is precisely from them that it is possible to take another advantage of its use. Then, from the view that sarcasm is an indirect speech in which what you say is the opposite of what you mean, there are certain patterns to be considered for its use. Therefore, they are these patterns which depending on

how much they are known for the speakers during the communicative act, will affect in the purpose of sarcasm.

As a conclusion, sarcasm use and its advantages or disadvantages according to the effect that the speaker wants to project in the context in which it is being employed will not depend more on the purpose for which it is being used than on the patterns or felicity conditions required to have its perlocutionary effect. Then, "there is no written code stating whether sarcasm is a positive or negative thing" (Dayphin, n.d) it will depend more on the felicity conditions that are employed, the context and knowledge about sarcasm.

CHAPTER III

Methodology

In this chapter some relevant information about the subjects and the instrument for this investigation are presented. The issues discussed in this study are detailing information about the researching method of investigation, how the data was collected and specific information about participants. This research is conceiving the use of sarcasm as part of a whole discourse (that is the lecture in the classroom), that at the same time is compound by a set of speech acts, which are considered units of communication. Additionally, it checks out the felicity conditions for sarcastic speech acts to be understood to see how its use may contribute to the students' pragmatic competence development. In this way, it analyzes and describes the language use in the classroom and the way that sarcasm is presented among teacher and students. For this purpose, observations and an open questioner of the class of History of Evolution of English language are used in order to analyze the context in which students are involved.

Observations are a kind of qualitative instrument used for the data collection of specific contexts that need to be analyzed. One of its characteristics is that the observer does not actively interact with the respondents. Another particularity is that recordings can be used as a tool for data collection. For this investigation the use of recordings is considered and the instrument is divided into two observation checklist. Then, a final open questionnaire is applied to the students to collect qualitative formative information about the student's perceptions during their experience in the sessions and to corroborate data from the observations mentioned before.

3.1 CONTEXT

This investigation took place in the Language School which is located in the 24 Norte #2003. Humboldt, Puebla, Pue. This Language School has as its main objective to form to future teachers of English and French who are capable of being competent teachers with an special dominion of the language at a minimum B2 level, as well as an important knowledge about the culture they are studying. The academic plan of this institution consists on the study of the target language in a division of five target language courses and 5 workshops in which they are imparted linguistic knowledge about the language as well as the practice of the four skills (listening, speaking, writing and reading) for the better development of the language.

In addition, there are also given some subjects that transmit deeper knowledge about the culture of the language that is being learnt. These subjects are Spoken English, Pragmatics, Discourse analysis, Literature 1 and 2 and the History of the Evolution of the English Language. In summary, with the set of all these subjects it is intended to get a proficient degree of English as a foreign language in their communicative competence components by the practice and learning of the language and the culture in which it is spoken.

3.1.1 PARTICIPANTS

The participants for this investigation were 12 students of the English teaching major, 6 men and 6 female, who were advanced students that had finished all their target languages. Their ages were varied. There were 4 students with 20 years old and the others were 19, 21, 22, 24, 25, 26, 28 and 45. These were students from the class of History of English Language Evolution as it was mentioned before. One characteristic about this subject is that

it is imparted to students who are at their 70 percent of their major minimal which means that they have more preparation because of the level of difficulty that this subject demands because of its deep knowledge about English. So, in this subject, the students study and analyze the English language from the beginning of the time until the modern English era. So, it is necessary to know how the language has been changing through the time as well as cultural knowledge of social aspects of the country in which English is been referred.

Moreover, taking into account the level and the flexibility of students to the knowledge of the English language because of the subject, there are some aspects about culture that may be taken into account. These aspects refer to the use of the language according to different purposes that involve the use of literal or non-literal language.

Another participant in this investigation was the teacher of the subject, who is an English native speaker who has been working as a teacher in the Language Faculty of BUAP for more than 10 years given the case that she resides here in Mexico with her family since a long time ago. She is specialized in the translation area and is very accustomed to the use of sarcasm as part of her culture, so that it is spontaneous, natural and fluent. In addition, she also speaks Spanish and possesses an extensive knowledge about Mexican culture and Spanish language. The subjects that the teacher has given since she works in language faculty are varied. They go from the target language classes in any of their levels and the translation area to the cultural teaching in subjects such as Culture of English-speaking peoples and in this case the subject of History of the Evolution of the English Language.

3.2 METHOD

This research was a qualitative, ethnographic case study, which means that it was focused on a determined sector to study the phenomena. As this research was based in subjective results this was the most appropriate method for it because sarcasm cannot be quantified and there are many aspects to consider for describing its use and its effects on students, which were found through observations of the real context. Then, this qualitative method claimed advocacy/participatory assumptions that collected qualitative data that was analyzed according to the different interpretations of the phenomena depending on the views that were studied about the use of sarcasm as a tool, how to identify it in the classroom and its possible effect on students while it is used as a tool for the development of their pragmatic competence.

3.2.1 DESIGN

As this was an ethnographic investigation, the design of this research was a case study because it was focused on a special group of determines participants with specific characteristics. Then, this study focused on the setting and context of specific students exposed to the use of sarcasm in order to see how the teacher used sarcasm in the classes by identifying the felicity conditions used or missed for sarcasm to be understood, as well as the gathering of perceptions and opinions from students about the use of it for their pragmatic improvement.

3.2.2 TECHNIQUE
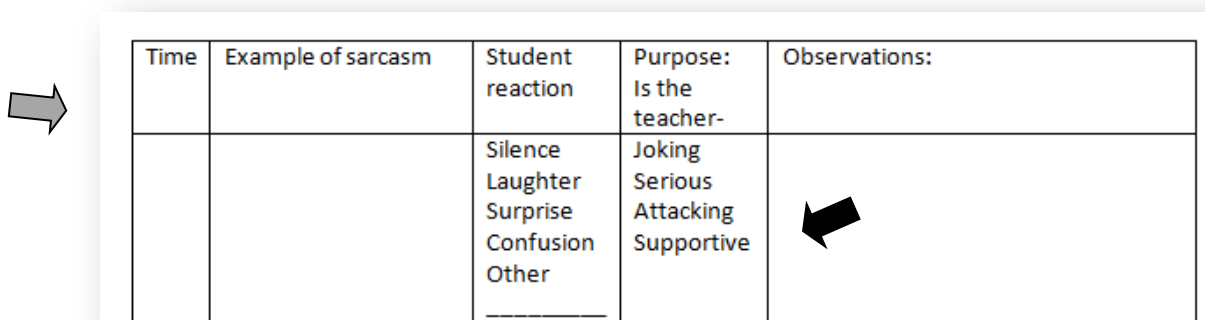
The techniques used for this investigation were observations and interviews carried out by an open questionnaire to the participants. First of all, the observations provided information about the real life setting in which the participants were involved during the procedure of the investigation in order to identify how the T was using sarcasm and for what. It was necessary this technique because in that way it could be described and analyzed the phenomena in a more specific way. Secondly, they were necessary the interviews to the participants to complement and corroborate the results of the interpretation and analysis of the setting or context about their perception. The tools that were used for this research were video- recordings. So, that they were favored to the practicality of the data collection for its analysis.

3.2.3 INSTRUMENT

The instrument for collecting the data was divided into two observation checklists, one for the present observation at the moment of the class and another for the more detailed analysis of the recording of the class, and a final post- open questionnaire for the students. The purpose of this instrument was to collect data for the analysis of the different ways in which sarcasm could be used by the teacher. All this to recognize what are the factors that are being taken into account or missed in communication according to the previous information about the characteristics of sarcasm and the felicity conditions for its identification. The instrument for this research is described as follows:

The first part of the instrument was an observation checklist; this first checklist was simpler than the second. It was divided in 5 sections in which the first one refers to the "time", this section marked more or less the hour in which the sarcastic utterance was coded. This section was important for the future easiness of the analysis of sarcasm examples in the recording of the class. The second section of the worksheet referred to the "example of sarcasm" in which it was described the sarcastic speech act and its properties. There was a third section in this sheet called "students reaction" that attended to the immediate reaction of students at the moment of the sarcastic speech act and the included options were silence, laughter, surprise, confusion and "other", which was an open option for any other reaction that may be. These reactions were selected based on the more usual reactions that according to different authors such as Mounts (2012), Kremmer (2008) and others the victims of sarcasm might have.

Later, in a fourth section it was considered the possible intention of the speaker who used sarcasm. The intentions were classified in joking, serious, attacking, and supportive. These were also related to the possible intentions that sarcastic people may have according to the different types of sarcasm described by Lori Ducharme cited in (Dayphin, n.d). The use of these two sections was important because through them the immediate reaction of the students could be recognized and compared with the possible and immediate desired perlocutionary effect of the teacher according to the physical characteristics of her elocution. Finally, the last section was called "observation" and consisted on an open section for any comment about the speech act.

Time	Example of sarcasm	Student reaction	Purpose: Is the teacher-	Observations:
		Silence Laughter Surprise Confusion Other _____	Joking Serious Attacking Supportive	

(For the complete instrument go to appendix A)

The second part of the instrument consisted on a second observation checklist, which was for a deeper observation of the class, this time analyzed by the recording. First of all, this checklist was divided in 8 sections, where the first two sections corresponded to the first two sections of the checklist number 1, which were time and example of sarcasm. These sections were made to create a more organized relation between the analyses of the examples of sarcasm. Immediately, there were 5 more sections categorized by letters from A to F. These sections were Speaker's (teacher) attitudes while using sarcasm and its communicative resources, the purpose or intent of the utterance, the speaker's hearer's

relationship, the mutual knowledge and assumptions of interacts and finally the ongoing discourse. These sections were based on the description of different factors that the study of felicity conditions of the context of a speech act involves according to Martinez, et al., (2003). Finally, it could be found the last section called "notes" which was for any other observation or note at the moment of the analysis.

TIME	Example of sarcasm number.	A. Speakers' (teacher) attitudes while using sarcasm(communication resources)	B. Purpose or intent of the utterance, it is for:	c. Speaker's hearer's relationship	D. Mutual knowledge and assumptions of interacts	F. Ongoing discourse	Notes

(For the complete instrument go to appendix B)

Then, the sections marked from A-F were divided each one into a number of specific considerations or subsections that cover the factor of the general felicity conditions to be considered in the observation of the context. These subsections had a vertical line on the left that contains 4 letters from A to D that determined the grade of evidence with which the felicity condition was presented. This follows the next criteria where **A** means clear evident, **B** means evident, **C**, some evident and **D,** little or no evidence. These grades were necessary to be taken into account because they marked the reasons why the interpretation of sarcasm could be understood, misunderstood or not understood.

INSTRUCTIONS: Check the statement that you consider has been employed by the teacher according to your criteria and quantify the intensity of it considering the following letters:

Clearly evident (A)   Evident (B)   Some evident (C)   Little or no evidence (D)

	Example of sarcasm number.	A. Speakers' (teacher) attitudes while using sarcasm(communication resources)		B. Purpose or intent of the utterance, it is for:		c. Speaker's hearer's relationship		D. Mutual knowledge and assumptions of interacts		F. Ongoing discourse		Notes
		o The teacher uses a vocal emphasis on the words in which he/she is using sarcasm	A B C D	o Social control: To reprimand when inappropriate or undesired behavior is displayed	A B C D	o There is verbal or nonverbal communication among teacher and students	A B C D	o The Ss and teacher share experiences.	A B C D	The teacher was giving a lecture.	A B C D	

(For the complete instrument go to appendix B)

Finally, the third section of the whole instrument was a final post-observations open questionnaire focused on the student's perceptions during the sessions. This was because the participants (students) did not know during the sessions that their pragmatic competence about sarcasm was being observed. This was to maintain the spontaneity and reliability during the observations.

The questionnaire was compound by 11 questions where the first 3 questions were related to the personal information of the participants such as age, level of English and years studying English. These questions were to have a bigger idea about the relation between their proficiency and the hope results from them according to their level. Then, the next questions from 4 to 6 were related to the familiarity and contact that they had to sarcasm from a cultural view. These questions helped to know the impact that this communicative resource might have in students. Finally the questions from 7 to 8 were directly related with the students' perception and opinion about the use of sarcasm as a communicative resource for developing their pragmatic competence. *(For the complete instruments see the appendix C)*

3.3 DATA GATHERING COLLECTION AND PROCESS.

In this section it is going to be explained the data gathering collection and process of this project. It was done in a period of three months. During that time there were some disadvantages such as the fact that there were many holidays and those were in the days that there were class; Monday and Wednesday from 9:00am to 10:30am. For this reason it was possible to observe only 8 classes.

During the observation process, all the data was collected by the observation checklists described before, at the moment of the observations it was necessary to pay attention to every single detail of body language as well as to the ongoing discourse and intonation of the sentences. As consequence, during the personal observations, many quick notes were made, mostly about the body language in T's utterances and Ss' interactions. Then, from the recordings; conclusions and assumptions were taken out. The information for the analysis of the examples of sarcasm utterances was classified according to the general classification of the felicity conditions of Austin (as cited in Anonymous, (2015)), within the classifications of the general felicity conditions are included the corresponding general felicity conditions for the analysis of the context mentioned by Martinez, et al., (2003). The sample of how the information was classified is shown below:

Day: TITLE

Preparatory conditions:	**Essential condition**:	**Sincerity condition:**
Setting:	Purpose:	Example_:
		Ss's reaction:
Ongoing discourse:		Analysis:
Mutual knowledge and assumptions:		**Conclusion:**

Finally, the last step for the gathering of information was the collection of responses of the open questionnaire. The questions of the questionnaire were divided into 5 categories; Age and English level, Sarcasm from me and others, Sarcasm and culture, Advantages and disadvantages of sarcasm and students resources to identify sarcasm. In those sections the most relevant perceptions and opinions from students are quoted. For that process it was necessary to make a kind of summary of the repetitive answers of the Ss and to point out

the most unusual too. All this, by respecting the singularity of each student; the age and nationality. Then, it was necessary to respect the information mentioned before to obtain the most reliable information, as this is a qualitative investigation.

In addition, for a better organization of the participants' opinions, it was used an "S" to refer to "Student" to simplify the spelling. Also, after the "S" it was added a number, which was the number to which the participant were numbered in the first place. Finally, next to this previous number it was added the age of the participant to be able to understand better Ss' opinions by relating their age to their level or experience, example; S8/24 (Student number 8, 24 years old). This was important to take into account because from the 12 participants, their ages went from the 19 years old to the 45 years old, which is a huge difference. However, it is relevant to clarify that these differences related to the age were not analyzed deeply in this research because the current project is not focused on Ss' perceptions according to their ages, but they were mentioned as a way of a better organization and validation for this project.

Concluding, data collection resulted in the accumulation of an amount of data, primarily qualitative. This data was organized, analyzed and compared for its best use in this investigation. In the next section, findings of this investigation are found.

CHAPTER IV

Findings

In this chapter, the results of the observations of the classes and the questionnaires to the students are presented and discussed. The results are divided in two parts, in the first part, they are presented and analyzed the observational data in which some examples of sarcasm in the classroom are described and analyzed in order to see how the teacher employs sarcasm in the classroom with the students and its function as a communicative resource. Immediately, in the second part, there are presented the results from the questionnaires applied to the students about their perceptions in the use of sarcasm in the classroom.

4.1 CLASS OBSERVATIONS

The main instruments for this research were the classroom observations. In this section, the observations will be seen, looking specifically at the general felicity conditions of the context given that they are the most important feature of sarcasm.

4.1.1 General felicity conditions

For the analysis of the data, a general classification for the felicity conditions in which are include the essential, sincerity and preparatory conditions for sarcasm to be understood was considered. These were classified and analyzed according to the characteristics of the context in reference to Martinez, et al., (2003), which for its part, are related to the different uses and classifications of sarcasm.

 To continue, the analysis of the observations is shown below.

a) **Day 1: The day sarcasm comes out**

Preparatory Condition

Setting: In this class, the students seemed to be very attentive; they were talking about the differences between the conjugations of the verbs in different languages. They referred to Old English, Modern English and Middle English. Then, talking about the difficulties that the study of these facets of English represents for English learners, they compared English to other languages, such as their modern tongue.

Ongoing discourse: there was being a debate among the members of the group.

Mutual knowledge and assumptions: The Ss' and T seem to share perceptions about some difficulties during the language learning process.

Essential Condition

Purpose: establishment of solidarity/ joking.

Sincerity Condition:

Example: "and this is why… <u>English is easy</u>"

Ss' reaction: laughter

By this example it is necessary to say that at the moment T expressed this utterance, the vocal emphasis of the sentence, especially in the word "easy" was clearly evident. Then, because of this increment of vocal range in the pronunciation of this word, it could be clearly appreciated that T was using acoustic cues of voice inflection that helped Ss to

recognize that what she was saying did not have to be interpreted literally as Dayphin (n.d) mentioned before (see section 2.2). In the same way, the teacher used physical gestures to help to support her utterance with the purpose of joking, to the extent that she got laughter as Ss' reaction, it could be inferred the perlocutionary force was successful.

In other words, going through the proper use of sarcasm and its meaning in the sentence, it could be appreciated the fact that while the literal meaning of the utterance was "English is easy", the double meaning of the sentence was "English is not easy either", because although talking about a comparison with the conjugation of other languages, it could seem easier and its literal meaning could be real, talking with English learners who were having troubles in dominating the language and understanding its origins, they could not share the same perceptions from the view that if their mother tongue is easy, that is not what they are having troubles with in that specific moment. However, during this determinate moment in which sarcasm is used, it is being played as a way to establish solidarity to maintain participation among students as well as to promote the reflection about the topic, so Ss were very quiet and were not participating very much as also could be showed in the next example:

Preparatory Condition:

Ongoing discourse: participation and sharing of opinions.

Mutual knowledge and assumptions: The Ss' and T seem to share perceptions of empathy.

Essential Condition:

Purpose: Establishment of solidarity

Sincerity Condition:

> **Example: T:** How easy was it to read? (Old English)

   Ss: (silence) …. Ahmmmm…, not much (someone says very quiet)

   T: <u>really?</u>

   Ss: hahahahaha, (laugh)

Ss' reaction: Laughter

By this example it could be noticed that at the moment of this utterance there seemed to be a special connection between T and Ss because of the fact that old English is difficult to read and to understand. However, there seemed to be some confusion from students when the T asked their opinion because they did not say a word, but some of them moved their heads like saying "nahh more or less" but saying "ahmmm… yes" while most of them did not do anything or say a word, in sign of waiting for others to respond. Then, the teacher said sarcastically "really" as a sign of meaning that "ok, don't be shy, I know it wasn't easy because I know it is difficult". Suddenly, after that assumption the atmosphere changed and there was more confidence of saying the truth and Ss laughed as a sign of "well now we know that you know the real answer, it is difficult for us".

So, in this case sarcasm was used as a kind of "ice breaker" as Dauphin (n.d) mentioned; sarcasm could be used to demonstrate a sense of humor as means of "breaking the ice" in groups of friends for the purpose of being funny (Dauphin, n.d). Of course, this

was not a group of friends, but students, and the main consequence from being funny was to establish solidarity with Ss, who did not seem to be very confident to participate; now they feel more comfortable and communication flows again. This was very convenient because this class seemed to be much focused on Ss' opinion, feedback and recapitalization of what was read, which demanded more attention from students as well as their participation and opinions.

b) Day 2: When sarcasm is in action

Preparatory Condition

Setting: In this class, the students and teacher were looking at an article and they were talking about the changes of the language through time, focusing more in the use of vocabulary and how the meaning of some words had changed making communication more difficult for people who are not in contact with the same group of people in which the meaning of words have changed. Then, this topic went to the role of manners in language nowadays, giving the next data as a result.

Ongoing discourse: The teacher was giving a lecture and telling an anecdote as an example.

Mutual knowledge and assumptions: The Ss' and T seem to share knowledge about what was being talked about (background).

Essential Condition

Purpose: Serious- to make a point/ however for the victim (her daughter) the purpose of the sarcastic utterance was social control.

Sincerity Condition

> ➢ **Example: T:** then I said, "I send you to school to learn that, <u>that's wonderful</u>"

Ss' reaction: silence/ after some seconds few laugh with a "huh"

In this example, it can be noticed a distinction between using sarcasm in a real situation in the classroom and using it as a reference of what was said in a determined context to make a point (Kremer, 2008). So, it is important to consider that during this utterance, sarcasm was not directed to Ss, it was a narration of the sarcasm T used once in a determined communicative event with her daughter. Then, what made it possible for Ss to identify the point she wanted them to see in relation to what they were talking about is that she also gave the description needed of the context, so they shared common ground. Therefore, this is what Mounts (2012) makes reference to when he states that the meaning of sarcasm can be changed to be more appropriate and understandable if the two people who are talking share some common ground.

Consequently, the fact that it was an intense situation "daughter and mom" at the moment of the utterance, it could be inferred that the real meaning of what T said was "that's not what you are supposed to learn at school, I don't agree, I don't like it!", which could be part of the reason why Ss stayed serious and only few of them laughed a little bit, although the T laughed too at the end of the utterance to indicate that she was not being very serious about it, it was just an example.

Some observations that can be made from this example are that sarcasm here had an important role in "daily language use" because we see that the teacher here was not exactly

'on the topic' of the course subject, which could distract students' attention. However, the anecdote was meant to provide an example of a phenomenon related to the course subject. Ss did not necessarily have the obligation to listen to the teacher's anecdote. The teacher had changed roles from 'teacher' to 'story teller' and the students might pay attention or ignore it. Nevertheless, the teacher used strategies that assist the students in establishing common ground with the teacher, giving the story relevance.

Another example of real sarcasm in face to face conversations is below.

Preparatory Condition

Ongoing discourse: participations, a student was telling an experience.

Mutual knowledge and assumptions: The Ss' and T share experiences.

Essential Condition

Purpose: Joking "humorous aggression"

Sincerity Condition

> **Example: S:** Yesterday I said "shall I read it?" and then I had the feeling I said it wrong, but then, I think oh it was Ok! (laugh)

> **T:** <u>no, no, you said it perfectly correct, perfectly correct</u>… for about 30 years ago (laugh)

> **Ss:** laugh

Ss' reaction: For the student who was the victim there was a reaction of surprise and then confusion until T completed her sentence, for the others students in the classroom, their reaction was laughter.

In this example it can be clearly identified the use of sarcasm for humor aggression with a victim as its target or "laugh at someone else expense" (Quinn, n.d:1). So, in this example the victim was a student who seemed to be very self-assured of that what he was saying was correct. Then, at the beginning T seemed to be giving a kind of positive reinforce, when at the end it resulted to be a sarcastic utterance which produced a reaction of laughter from the students except from the one who in this case was the victim. It was important to talk about the reaction of this student, who at the beginning did not laugh and seemed to have a feeling of surprise and confusion about what the T had said. He also seemed to be concerned about if he used "shall" right or wrong then. So, he seemed to be quickly trying to understand and after the teacher and everyone else laugh, T reaffirmed that he was correct and let see that she was just kidding.

In this utterance and the use of sarcasm, it could be appreciated that it was directly used to a student and with the single purpose of humor. Then, it could also be appreciated the reaction of a student involved in a specific communicative moment with a native speaker.

During this class there were shown two examples of sarcasm used as a natural way of spontaneously language in which what was "tasked" the most, it was the understanding of language from Ss in a natural communicative context with a native speaker and their reaction to it, which depended in a big part of their pragmatic competence (Kasper and Schmidt, (1996)).

c) **Day 3: When sarcasm means…**

Preparatory Condition

Setting: In this class they were organizing a project for American culture. It seemed to be a project in which they had to perform a video about an American English song. They were looking for options for this project. Later, they started to talk about the kind of vocabulary and the number of words that one use in his/her daily language. T asked Ss for participation and what happened is explained below.

Ongoing discourse: Lecture

Mutual knowledge and assumptions: The Ss' and T seem to share perceptions of background.

Essential Condition

Purpose: serious/ venting frustration to express disapproval

Sincerity Condition

> **Example: T-** How many words do you have in your daily language, after this, sometimes people have like 10 words in their daily language.

Ss' reaction: ironical laugh/ "huh" (confused sound).

During this example the teacher was serious, she did not laugh as in the other utterances to give a sign that she was joking, which showed her irritation about the fact that some people really do not have a very extensive vocabulary. So, the purpose of the use of sarcasm in this

case could be "venting frustration" to give or express an opinion or a way of "showing true feelings about something" (Kremer, 2008:2), which in this case was not a positive criticism given the case that the teacher was serious. In the other hand, the reaction of the Ss was a little strange from the view that at the beginning they seemed to be confused, they thought that utterance was a joke, but immediately after the T's utterance and silence they stopped laughing and changed laugh for a "huh" which also seemed to be ironic.

Furthermore, it is important to mention the fact that although the utterance was very ironic it was a sarcastic expression giving the case that first of all it was false someone has 10 words in their daily language, then, apart from the irony, there existed a kind of reproach about it, which gave us a victim and a double sense utterance. That means that it could not be taken as literal. Another example is shown below.

Preparatory Condition

Ongoing discourse: there was being an introduction to the lecture

Mutual knowledge and assumptions: The Ss' and T seem to share perceptions.

Essential Condition

Purpose: establishment of solidarity/ joking.

Sincerity Condition

> **Example: T-** And what do you do when you forget words? , <u>you… apply your strategy</u>!
>
> **Ss**: amm well (cheerful laughs)…

T-…And you… yeah (ironic) ... no! , then you turn to another person and you say "how do you say this?"

Ss' reaction: laughter

At the moment of the T's utterance in this example, they were referring to "vocabulary" as the key element to language learning. Firstly, the teacher made an allusion to the times that one learner used to forget vocabulary when he/she is trying to communicate. T and Ss agreed that it happens "all the time". Then, they seemed to share a background of empathy. That was the reason why teacher, confident enough to keep flourishing the atmosphere, asked "what do you do when you forget words?" and immediately gave the answer "you… apply your strategy!..".

During this last utterance teacher used acoustic cues of voice inflection that helped Ss to recognize that she was being sarcastic, these technique was mentioned by Mounts (2012) in the previous information. However, because of the atmosphere of empathy they shared, they also seemed to take it as literal. As a result, Ss' reaction seemed to be mixed between an objective answer to T's question and "a going with the flow", trying to keep the ongoing atmosphere with the teacher. After that, T seemed to keep going with the flow for seconds, then she decided to break the ongoing atmosphere by standing out the real meaning of the sarcastic utterance "you apply your strategy!" with the real thing Ss' used to do when they forget words. So, she said "no!, then you turn to another person and you say "how do you say this?", to which the Ss react with laughs and assertions.

As a conclusion of this example, it can be seen that the main purpose of the teacher by using this sarcastic utterance was as a way of joking after having prepared the atmosphere

with an amount of empathy and solidarity with the Ss. Then, Ss seemed to play along with the teacher and the participation came out and flows with real sincerity after the unmasked sarcastic utterance.

In these examples, it was well appreciated the use of sarcasm as a "double meaning utterance" and the way its intention can be misinterpreted by the deceitful literal meaning depending on the background Ss and T share. If the ongoing atmosphere were being serious, then, sarcasm might be interpreted as literal unless the sarcastic utterance was obviously ironic and impossible as in the first example. However, if sarcasm were mixed with joking in a trustful empathy atmosphere, it might be accepted as a way of joking and probably followed in use by the Ss. Then sarcasm appears to be specially accepted and understood when the speaker and listener " have some rapport- that is, shared experiences, perception and knowledge- referred to a common ground" according to Clark and Marshal cited in Mounts (2012)

d) Day 4: What about sarcasm?

Preparatory Condition

Setting: In this class they were checking the homework. Nevertheless, the atmosphere did not seem to be very cheerful or kind. Actually, Ss seemed to be kind of worry and quiet because it looked like they did not do their homework, which was the reason why T seemed to be very distant and the communication T-Ss seamed distant too as a consequence. There was no participation from Ss.

Ongoing discourse: Lecture

Mutual knowledge and assumptions: The Ss' and T seem to share perceptions.

Essential Condition

Purpose: serious/ social control to reprimand when inappropriate or undesired behavior is displayed.

Sincerity Condition

> **Example:** "Now, speaking about executions, well <u>now you can see what my mind is thinking about</u>"

Ss' reaction: silence/ they seem to be serious.

In this example they were talking about the differences between the uses of the word "terminated" for saying that someone will be "executed" and other words. So, as some minutes before the relation between teacher and Ss was very intense because they were not working well and T quarreled with them, Ss seemed to have a sense of being kind of worried and serious. Then, with this utterance from the teacher, T made allusion to her real feelings in relation to Ss' behavior because of what they had just passed before about the homework. So, given the case that sarcasm is intentionally used as an indirect form of speech "to produce a particular dramatic effect on the listener" (McDonald, 1999:486), in order to Ss to understand what she said and the purpose for which she used that expression, the events in the surrounding world, the mutual knowledge, assumptions of interacts and the ongoing discourse had to be carefully considered. So that Ss did not take literally what she said but just get the point that they must be careful with their discipline.

Then, according to Mounts (2012) it is the counterfactual nature of sarcasm which brings out a problem with decoding it such that it is often misunderstood. That is, in this case, if the teacher's utterance were misunderstood or literally understood it could be taken as a menace, which would not be convenient because that would make a sense of life or death. The danger that the sarcastic utterance was misunderstood existed, that's why; because of the intensity of this expression, this was a little bit complex because it had two senses, one literal that carried Ss to a double meaning, but that at the same time, the common ground showed them the reason why that double meaning did not have to be taken as literal neither, unless they continue with their behavior of course. However, the real meaning for the verb "to die" would be "to fail", then, that was the double meaning to be understood. Another example in which the atmosphere had to be carefully considered is shown below.

Preparatory Condition

Ongoing discourse: Lecture

Mutual knowledge and assumptions: The Ss' and T seem to share perceptions of what is acceptable.

Essential Condition

Purpose: social control

Sincerity Condition

   Example: "This was homework, <u>isn't it?"</u>

Ss' reaction: silence

This was a singular example because it could be found a different linguistic resource, the use of "isn't it?" which is a question tag. One important point to consider while using question tags is that depending on the tone of voice that is used, it will mean something completely different. The reason is that question tags are not "real" questions indeed, in spoken English they are usually used to ask for agreement about something with someone when the answer is already known, and then in this case a falling intonation is used. However, if someone really wants to know the answer about something, he/she might use a rising intonation.

Furthermore, we need to consider these characteristics about the use of question tags to understand the T's intention. Then, it is necessary to go back to the setting that was described in the previous example. So, the T was annoyed because of Ss' inappropriate behavior and tried to control the situation. Correspondingly, it could be inferred by her ironic high tone of voice, that when she said "that was homework, isn't it?" she was being naturally sarcastic. Also, her utterance might be understood as a rhetoric question since the fact that she already knew "that was homework", so that she could be looking for a confirmation with a low tone. However, she raised the tone as if she were expecting a real answer because maybe she "might be wrong", but she already knew she was not and what she might be expecting was an answer for agreement. That is, the opposite of what she was pretending to want, then, that is the moment she was being sarcastic. As a consequence, she did not receive an answer, Ss just kept silence and were attentive, which might be interpreted as that they understood the message's intention of the teacher. In relevance to this, it is important to remember that one of the main requirements to be sarcastic is that the

listener understands that sarcasm is being employed because it does not matter if the listener perceives well or bad the utterance of the speaker, if he/she understands the opposite of what the speaker really wanted to mean, sarcasm will be inefficient (Dauphin, n.d). So, it might be concluded that after all, the perlocutionary force for this utterance was successful.

As a conclusion, it can be said that in order to understand what sarcasm really means it is necessary to share more than just the common ground but also to have reference to what happen when a person is angry and how the mind works in that state to get the point of what was said. Mostly, because it creates a particular atmosphere, giving the case that many feelings and perceptions are involved. In this case, the use of sarcasm goes farther that a way of expressing real feelings to a way of reaffirms a point of reprimand when undesired behavior of others is played as Lori Ducharme, cited in (Dauphin, n.d) states.

f) Day 5: Sarcastic expressions for a sarcastic day

Preparatory Condition

Setting: At the beginning of this class Ss were very sleepy and indifferent. The interaction between T and Ss was not reciprocal as usual. The T started the class with a kind of "ice breaker" in which they were talking about "The Oscars". Then, some minutes later and having finished that topic, they started to talk about some words that come from another cultures into English. During this class, the next utterances were emerged.

Ongoing discourse: Ice breaker

Mutual knowledge and assumptions: The Ss' and T do not seem to share perceptions. T makes the assumption Ss watched "The Oscars" and that they might be interested in talking about it. Most of Ss do not seem to be interested in talking although some of them watched and few give opinions.

Essential Condition

Purpose: Establishment of solidarity

Sincerity Condition

> **Example: T-** "I probably should have watched it in case there happen to be any questions, but I did not. I watched (laughter) I watched (laughter) I won't even tell you what I watched... (serious)I worked… I worked, and I worked and I worked. (ironic tone)… Don't tell me I didn't…

Ss' reaction: laughter/Indifference

For the understanding of this utterance it was necessary to describe the background T and Ss were shearing. At the beginning of the class Ss seemed to be very distracted and passive. So, the T decided to "break the ice" by talking about "The Oscars" (The Academy Awards), which were transmitted a day before. However, Ss did not seem to be interested in reviewing the program. Few of them gave opinions; most of them ignored the talking and were writing on their notebooks or looking to another place, keeping silence. Consequently, it seemed like T, at seeing their attitudes, decided to change the topic, but she made a parenthesis before. She tried to encourage Ss to talk by saying "I probably

should have watched it in case there happen to be any questions, but I did not…I watched"
so that they feel confident to talk more about it.

Given the case that Ss and T did not seem to share perceptions and the "ice breaker" did
not have the desired perlocutionary effect, that is, the act which has to do with the effect
that it has on the receiver, e.g. an utterance with the illocutionary force of promise could, as
perlocutionary effect, persuade, mislead, console, etc… Widdowson, (1996 P. 129). In this
example, the desired effect by using an ice breaker might be laughter, distention of the
atmosphere or in relation to the types of sarcasm, establishment of solidarity. As follows, it
could be appreciated the use of sarcasm as a failed attempt of establishment of solidarity.
That is, by saying "I won't even say what I watched… I worked", It seemed like T assumed
from Ss' behavior that somehow she did not fit the group's expectations of what was
acceptable for them in that moment, or at least T was afraid of not to fit with what could be
acceptable. So, T emphasized the utterance "I worked… I worked, and I worked and I
worked" by an amount of repetitions and a mix of tones, that go from seriousness to irony
until finishing with a smirk. These resources corroborate Dauphin's statement (n.d:1) about
the use of clues for understanding sarcasm, truly, they are necessary to understand and they
might be tried to be more evident as far as the speaker might find her/his utterance is being
understood or not in order to modulate the perlocutionary force of it.

In this way, by that last utterance, it could be seen the insistence to establish solidarity
and encourage participation as well as T's exaggeration to make a point of what could fit Ss
expectations, but meaning the opposite of what she said. Nevertheless, because of the Ss
reaction, the same utterance gave rising to the ending of the ice breaker. It worked like a
full stop.

From the analysis of this example it is important to point out the Ss' reaction to this T attempted to break the ice because although basically the entire chat was in a polite literal way, even at the last sarcastic utterance, which was more in a sense of humor, most of Ss maintained their initial attitudes. That is, the communication process in this case might be affected by other external factors such as the loss of attention since the beginning. It is also possible that the topic had not signified for most of the students. After that, Ss and T started the class as normal. The atmosphere of the class seemed to be neutral. The lecture started and the next utterance came out and is explained below.

Preparatory Condition

Ongoing discourse: Asking for opinions

Mutual knowledge and assumptions: The Ss' and T seem to share knowledge and background.

Essential Condition

Purpose: venting frustration/ to make a point and humorous aggression.

Sincerity Condition

> **Example**: This is the problem with society; nobody's telling people where they come from.

Ss' reaction: laughter

During the part of the class in which this utterance was expressed, they were talking about the differences between the vocabulary that a more educated and a non-very educated

person may use. So she asked Ss to imagine that they had to talk with a 7 years old child about sex and to try to explain where children come from. As response to this event, Ss kept silence, so T responded that if they are not able to explain something as easy as that, they will be bad parents. In addition, in response to their silence, she says" well, this is the problem with society, nobody's telling people where they come from". In that way, T is making allusion to the fact that as Ss do not know how to explain that topic to children, then children will grow up without knowing what happen with sex and then they will have consequences. So, from that point, it can be concluded that one of the purposes of her ironic utterance is for "venting frustration", to make a point about certain social problem with population (Lori Ducharme, cited in (Dauphin, n.d)).

However, making a more detailed analysis it can be noticed there is a simultaneous purpose for what she said that, this is because she wants to be humorous, this can be noticed because of the change of tone and the way she laughs after her own utterance. In the same way, the reaction from the group is positive to her perlocutionary effect, which in this case might be laughter.

In this class, it was possible to observe one more time the role of sarcasm as a way of venting frustration. We can understand the frustration more than for what is literal. So, the double meaning expresses more about the way in which through the use of the sarcasm can make Ss to get involved in the class by humor as well as to make a point to make them reflect as Mounts (2012:5) states "sarcasm has also be found to stimulate creative thinking and the solving of complex problems in real-life situations".

g) Day 6: Knowing more and more?

Preparatory Condition

Setting: During this class there was a student presentation about the way of living in his country. So, during that time the student was talking and only the teacher used to make questions about the ongoing presentation. Then, the next examples of sarcasm were gotten.

Ongoing discourse: interview

Mutual knowledge and assumptions: The Ss' and T do not seem to share the same perceptions.

Essential Condition

Purpose: Humorous aggression /Joking

Sincerity Condition

> **Example:** T: what's your most important product?

    It's people, right?

Ss' reaction: In this case there is a victim, then, he doesn't laugh but just smile.

By this example it could be noticed that sarcasm used as a way of humor cannot always be taken good for the victim or even the people around "it's sometimes not very nice to be sarcastic to a person, you are turning another person's words or actions into a joke…" (Kremmer, 2008). Talking a bit more about the setting in which this utterance took place, it is important to mention something more about what the student had said during his

presentation. The student was talking about the fact that the population index in his country had decreased. That is why, when the teacher said "it's people, right?" She was only making reference to that point in a humorous way. Now, the way in which this expression could be taken has a lot of possibilities because it could be taken as irony or as an offense, but also meaning that the word "important" gives another sense of "importance" to the people because population is important for a short country, this could reduce the level of offense in case this happen.

Then, the student reaction to this utterance was not clear because he did not laugh and any other student in the classroom neither, but his reaction was not anger, he just smiled discreetly which could mean that he understood that she was kidding, but that was not that fun. In addition, there is also a possibility that there would not have been the enough attention and Ss did not hear or understand the utterance.

As a conclusion of this example and in reference to this assumption, Quinn (n.d) states that this is why "sarcasm tends to be negatively nasty rather than positively funny" and even though the intention and the Ss' perception about if they understood or misunderstood, reactions to sarcasm will always be relative, depending on many factors. Another example is shown below:

Preparatory Condition

Ongoing discourse: A discussion involving opposing points; an argument.

Mutual knowledge and assumptions: The Ss' and T seem to share the same perceptions.

Essential Condition

Purpose: venting frustration

Sincerity Condition

> **Example:** T: why are there so many population in other countries, it's like, <u>don't you have television?</u>

Ss' reaction: there is not a direct victim for this utterance/ ironic laughing.

In this example, T and Ss are contrasting the difference in population index among countries. There are countries that have too much of population, but others very few. So, they discussed about the ironic that this real world situation seemed. T made an allusion to the activity of watching television as a way of looking for a reason to having so many babies because it was well known that television is a high popular hobby. So, instead of wasting the time making babies, people might watch television, then their country would thank for that. In order to this utterance to be understood it was necessary to share the background that in this case includes the role of television in daily life.

This utterance was naturally ironic because the situation made it to be ironic, in allusion to Haiman, (1998), who states that not only people can be ironic, but also the situations, which differs from sarcasm in which only people can be sarcastic but the situations cannot. However, apart from the ironic situation, the utterance was not a literal question itself, but it was used as a sarcastic expression of venting frustration, that is, to express disapproval with a situation, according to Lori Ducharme (cited in Dauphin (n.d).. Then, the expected response to "don't you have television?" would not be a literal "yes, I do or no, I don't" to

give an answer to "how many televisions do you have?". Actually, the real meaning of "don't you have television" would be "don't you have anything else for entertainment than just that?" which also ridicules people. Then, Ss' react with an ironic laughing, which could be interpreted as a signal that they got the meaning.

Although this way of using sarcasm was kind of humorous too, the Ss reaction was not the same because the T's intention was different. When frustration was shown, the sense of humor became denser and it did not attract the same confidence as with the establishment of solidarity intention. Concluding, in the last two examples it was possible to see the thick side of humorous sarcasm when there is a direct victim as its target and it is expressed to show disapproval to someone else behavior.

h) Day 7: Applying sarcasm

Preparatory Condition

Setting: This was a very interesting class because the Ss were talking about the differences in English accents. So, during this class, they watched some videos in which not only accents were involved, but also the use of sarcasm. Then there was a moment in the class in which students were getting more participative and there was a parenthesis during the class in which they started to talk about culture and the way life is in some places. Lately, the teacher talked about the place where she comes from, which was very arid, and how it has changed.

Ongoing discourse: Lecture

Mutual knowledge and assumptions: The T and students share experiences.

Essential Condition

Purpose: venting frustration/ humor

Sincerity Condition

> **Example: T:** In my town, you know what we have? , Now, we have a supermarket, "<u>supermarket</u>" (signing as if it was very little), it's a, it's a, it's a "bodega express"…, you know…, we have a gas station, <u>we have a dentist! We have a caries doctor, we didn't have that when I was a child…</u>

Ss' reaction: silence

In this example it can be appreciated the fact that, if utterances were understood as literal as they can be read (talking about the emphasis, given with the exclamation marks), there would not be a problem with the size of the T's town. However, in relevance to Mounts´(2012:5) argument about intonation, native speakers, "they reliably use acoustic cues or voice inflections to distinguish sarcasm from neutrality and sincerity" and these cues go from the increment of the vocal range and pitch to the lengthening of syllables. It can be noticed that she was being sarcastic and that the real purpose for which she gives an especial emphasis to the last sentences is to simulate a kind of feeling of "wow it is amazing our prosperity, things have changed a lot and very conveniently" but meaning exactly the opposite "no, actually, they have not change very much".

In response to this utterance, Ss did not seem to have understood what the teacher said, it seemed like they took the literal meaning of the "<u>We have a caries doctor; we didn't have that when I was a child…</u> " because they do not reacted to this expression as seemed to be

expected. In addition, T's intonation and facial expressions were clearly evident to be taken as cues for sarcasm understanding in which sarcasm has the purpose partly for kidding, partly for showing real feelings or venting frustration.

In the other hand, there was a response to the last utterance from one of the Ss in which there seemed to be a disagreement to the utterance explained before. This example is explained immediately.

Preparatory Condition

Ongoing discourse: Lecture

Mutual knowledge and assumptions: The T and students share experiences.

Essential Condition

Purpose: declaration of allegiance/ humor/

Sincerity Condition

➢ **Example:** (In response to the last example)

S: Oh but that's interesting, I had a friend living in a village, there was 20 hours, there's no supermarket, there are no bars, there is just a fountain in the middle of the road and that's all!

T: yeah, oh yeah and just houses, yeah, oh I'm lucky then!

Ss' reaction: silence from the S victim and some laughter from the others students (few).

During this example it can be appreciated the reaction of a student to the previous utterance from the teacher through an opinion that seems to contradict the irony with which the prosperity of T's town was described. It is important to mention that the student stayed serious every time and which may means that his view was more inclined to avoiding the frustration from T. Then, the response that the student gets from the teacher is sarcastic too, although this time it was used as a declaration of allegiance, which was self-directed. So, T's purpose was to reprimand herself for unacceptable behavior (Lori Ducharme as cited in Dauphin (n.d)), in this case, for the last utterance through which she expressed venting frustration. However, that was just a superficial purpose because in fact, that is what sarcasm is for, to express the opposite of what is thought by meaning what is thought. Or in words of Kremer, (2008:2) "sarcasm is actually a way of showing your true feelings about something". That is, teacher did not really change her mind, she was not already convinced she was lucky, but it was just a continuation of the sarcastic view expressed before in the first example.

On the other hand, what can be said about the reaction of the victim of this utterance is that the S did not seem to be satisfied with the T reaction; a reason for this could be explained better by Kremmer, (2008:4) who states that "it's sometimes not very nice to be sarcastic to a person. You're turning another person's words or action into a joke". Taking into account this point of view, it can be inferred that this might be a justification for the S reaction, which did not seem to have been the desired one.

As a conclusion of what could be noticed in this class about the use of sarcasm, it can be seen that the way in which the use of sarcasm predominated the most was as a tool for humor and venting frustration, which is important to consider because that is part of

communication. So, here it was appreciated the way that communication might work among speakers (T and S) in a spontaneous way, and their possible reactions.

i)   Day 8: What about sarcasm once more?

Preparatory Condition

Setting: During this class Ss were comparing opinions about how they learnt English and so on, almost all the class was literal, and there was no evidence of the use of sarcasm utterances, only the following example.

Ongoing discourse: Lecture

Mutual knowledge and assumptions: The T and students do not share experiences, but partly share perceptions.

Essential Condition

Purpose: declaration of allegiance/ self-directed to reprimand

Sincerity Condition

> **Example: T:** anybody watching omhh.., I just felt wicked for watching this, and again…

        Vampire diaries?

        ------- Silence----------

        No?, good, oh good…

        ---------Laughter------

Ss' reaction: Laughter

This is a very interesting example because the victim of her own sarcastic utterance this time was the teacher, which in terms of types of sarcasm and its purposes is known as a self-directed reprimand according to Lori Ducharme (cited in Dauphin (n.d)) because when this happens is because a person auto-quarrel his/her self when they do not say something they think they should have said. So, when the teacher said "good, oh good", the meaning was totally the opposite, which could be a "wrong, you shouldn't have said that". Again, the change of the intonation and facial expressions gives the sign that she was regretting something and the Ss laughed in response to that.

As a summary of this class, it can be concluded that the whole class was full of literal meaning utterances. So, there were not many examples of sarcasm to be analyzed. Also, the way that sarcasm is presented here is as a way of tool for communication, that seems to be very spontaneous and natural, which largest demands Ss' pragmatic competence from to follows its course in the ongoing discourse.

Now that there have been described the different ways that sarcasm can be presented in the classroom by a native speaker and their determine purposes for communication, it is necessary to look at the Ss' perceptions about the use of sarcasm. So, the next section will make reference to Ss' opinions and perceptions about this communicative resource.

4.2 STUDENTS' PERCEPTION ABOUT TEACHER'S SARCASM

In this section they are going to be discussed the students perceptions about how sarcasm is being perceived in the classroom. The following opinions were taken from the open questionnaire, which is included in the appendix of this project. The comments are divided in sections in reference to the applied questionnaire. The sections are: Age and English level, Sarcasm from me and others, Sarcasm and culture, advantages and disadvantages of sarcasm and student's resources to identify sarcasm. These findings are shown below.

a) AGE AND ENGLISH LEVEL

The students of this research were from the 19 years old to the 45 years old. They were 12 students of the Licenciatura en la Enseñanza del Inglés of the class of History of English language evolution as it is described in chapter 3. Most of the students are in ages from 19 years old to 22 years old, the others vary in ages of 24, 25, 26, 28 and 45 years old. All the Students have a minimal of 5 years studying the English language.

The majority of the Ss considered their-selves to have a B2 level in English because they can understand English and communicate with others although not as they would like "I'm good at writing and listening, but not at speaking as I wish."(S8/24). In addition, they affirmed that there are certain details like vocabulary and oral expressions that still limit them, "I consider I have a B2 because I can express myself, but I don't know many words yet" (S2/20). In the other hand, there were 3 students who considered their selves to have a B1 because they are not in deep relation with the language, "I consider I have a B1 because I'm missing a lot of involvement in English" (S1/19). Then, there were only 2 students who

considered having a higher level than B1 and affirmed that it is because they have been in contact with the language since they were children.

This information was important to point out because this research was focused in abilities of language that are gotten from students that are not at a basic level. So, it could be proved that any of the students was a beginner at this point of the major.

b) Sarcasm from me and others

At this point talking about themselves, the majority of the students did not consider to be sarcastic people, although they recognized that they could use it in some situations. From all the students there were only 2 people who recognized they used to use sarcasm in a considerable and high way "In a scale from 0 to 10, 8." (S8/24), "I am highly, I use it in daily life in my writing particularly (through it could relate the age)" (S12/45). In the same way, according to their opinion about how much they encountered sarcasm from their classmates they said that it was not very often, not much, and that only in certain situations but not in the classroom, "Just outside the classroom with close friends" (S7/22).

In contrast, about the use of sarcasm from their native speakers teachers, they said that it is more frequent to listen to them using sarcastic expressions, but it also depends "it depends on the teacher, but in the majority of them they use it a lot" (S7/22), "it depends, some teachers use it more than others, but all of them have used it at least one time" (S11/28). In relation to this, it is important to mention that the opinion about the frequency for the sarcasm use could also depend on a weakness to detect sarcasm as one of the students mentioned "Just a little bit I am able to understand" (S4/20).

c) Sarcasm and culture

The students' perception about if they think that sarcasm could help them to increase their knowledge about the culture of other countries in which English is spoken were positive, all of them answered "yes" and the most frequent reasons were that because with sarcasm they can learn more about the culture and the way that people interact in daily life in a determine country, "Sure, sarcasm is one of those items that helps you understand the daily-used language" (S8/ 24), also they think it helped them to know the language deeply by considering other aspects of it, "yes, because it involves a context that requires cognitive information that extends beyond just structural learning of a language" (S12/45). Additionally, some of them accepted the complexity of the learning of sarcasm "yes, because jokes and humor are of the complicated things to understand for a non-native speaker" (S5/20).

In addition, Ss' perceptions about how effective a class where sarcasm is employed would be, they agreed with the idea of getting into sarcasm in the classroom because it would help them a lot to improve their language skills, giving the case that language involves many aspects "Language is mainly practice, so being able to practice all language features is better than restrict language" (S11/28). So, they think that the pragmatic role in their English learning process would help them to communicate better in real life situations abroad " It would help a lot because so many times when you go abroad they use sarcasm and you are not able to understand" (S4/20).

However, they also thought that in order for it to be useful the teacher who uses it would have to explain when he/she uses it, so that they can learn and get it "I think if we

are able to understand sarcasm in another language or if the teacher is kind enough to explain it, we are starting to acquire a good competence of this language." (S5/20), "It would be very useful if it is explained." (S9/25)

d) Advantages and disadvantages of Sarcasm

According to this point, Ss agreed with the fact that the use of sarcasm in the classroom as a communicative resource has positive advantages, but that it may also have very negative disadvantages if it is not used with care. Firstly, they thought that the advantages of using sarcasm are that they can know more about the use of the language and so "it may increase the knowledge and understanding of the culture" (S9/25). They also shared the opinion that it would make classes more entertaining, which can helps them to learn better in their classes "An advantage can be that with sarcasm the environment of the classroom is less stressful because sarcasm is funny sometimes" (S7/22), "It would be advantageous because it keeps to student alert and the humor makes for an interesting, non-boring class" (S12/45), "I think it can be a kind of bothering sometimes, but it helps to remember teacher's jokes are easier to learn than classes." (S5/20).

In the other hand, the disadvantages that Ss seemed to perceive from the use of sarcasm in the classroom were related to the misunderstanding of it and what this can implies. They thought about the possible reaction of students facing this communicative resource, "Some students will feel intimidated or even offended. Some of them will feel more capable to speak in a different way."(S1/19). They thought that this may depend on the intention or purpose of the teacher using sarcasm "it can have disadvantages when it involves offensive behavior" (S12/45), and the level of English that the student may have in order for sarcasm

to have its desired perlocutionary effect, "a disadvantage can be that for a student with a low level of English, the sarcasm can be misunderstood" (S7/22), "The use of sarcasm has to be proportionally equal to the level of the language." (S8, 24).

e) **Students resources to identify sarcasm**

At this point, they are going to be discussed the different resources that the Ss used to identify that sarcasm was being employed in their class. So, according to the Ss' perceptions they said that understanding sarcasm is not very difficult because there are certain signs that help people to know that sarcasm is being used such as the tone of voice and body language, "We can identify it thanks to the change in the tone of voice and the expressions of the face." (S5/20), "the gestures, body language and the accent or stress in her way of speaking" (S7/22).

Furthermore, they also pointed out that there is not only a change in the stress of words but sometimes also a change in the coherence of the ongoing discourse and that there may be kind of signal or cue as laughter after a sarcastic utterance, "when the teacher uses sarcasm, we can find it strange, not proper for the situation. Signs can be the tone, slowing down and laughter after few seconds of silence" (S10/26). Additionally, they supposed that the pragmatic knowledge of your mother tongue in the matter may determine your proficiency in other language, "the thing is that if you are able to identify sarcasm in your own language, identifying it in another language shouldn't be too hard."(S8/24) and that is one of the reasons why they could understand sarcasm from the native speaker teacher, "I identify it because it is more or less with Spanish. She uses gestures as well, and the context" (S2/20).

As a conclusion, it can be noticed through the perceptions of students according to their experiences in the class that sarcasm is an important aspect for them to consider because it helps them to get a better level of the language and its use. They share the perception that there might be advantages and disadvantages which are going to be more dependent on the way that sarcasm was used and purpose of it as well as the level of the students.

CHAPTER V

Conclusions

This chapter presents the conclusions obtained about this work and answers the research questions developed in chapter 1. It also contains the point of view of the person who developed this search and the findings in this work.

5.1 Conclusions

In general, the purpose of this research, first of all, was to identify the way T used sarcasm in order to help students to improve their communicative pragmatic competence. That is why in chapter 2, there is a section about sarcasm which specifies clearer; what are the characteristics of these sarcastic utterances and their classification according to their purpose. In the same way, they are dedicated 2 observation checklists for the observation of the classes from which different points and classifications of the sarcasm could be analyzed. Based on these observations, there were pointed out some examples of sarcasm utterances that the teacher used during her classes. From those examples they could be noticed the different communicative resources that the T employed while using sarcasm.

The way teacher used sarcasm was varied because it depended on the ongoing discourse, it is interesting to point out that there was a mixture of sarcasm with different pedagogical strategies used by the teacher. An example of it might be at the moment of the "ice breaker" traditionally used by teachers as a pedagogical resource to start the class with certain grade of motivation or simply to "break the ice". Then, this resource plus a few of sarcasm was frequently used not only at the beginning of the class but also in moments in

which the participation was not very active among students and most of the times it resulted to be positive.

Then, there were other moments of the class in which sarcasm was frequently used; these were at the moment of a debate, interview, lecture and sharement of opinions. Depending on the seriousness of the moment, which was directly linked to the pedagogical purpose for the situation, the purposes of sarcasm where varying too into its different uses and classifications. That is, it did not matter if the teacher was serious or trying to be funny, sarcasm may appear in any of its modalities with a determinate pedagogical purpose, which shows that the use of sarcasm from the teacher in the classroom is directly linked to spontaneity of the ongoing discourse. For this, the different communicative resources T tried were verbal and non-verbal. These went from body language and silence to acoustic cues and voice inflections, which were in harmony with T's determined purpose of sarcasm.

Alike, in relation to the felicity conditions in order for sarcasm to have its perlocutionary force, it was discovered that, since the beginning, when we looked at the 3 main general felicity conditions for speakers to have while performing. The essential, sincerity and preparatory conditions were considered, giving a whole for which, depending on the preparatory condition to the most, sarcasm had its desired effect on the student or not. This depended more from the preparatory condition, because it was directly linked to the context and appropriate circumstances for the successfulness of the speech act. So that, the whole speech act might be performed correctly and completely in relation to the reason (essential condition), purpose (sincerity condition) and coherent behavior and resources

(preparatory condition) that in harmony were used to have the desired perlocutionary effect on the listener.

Regarding that the utterance's success depended the most from the preparatory condition of it, as a general conclusion of the observation and analysis of this aspect through the sarcastic examples in the research, it could be noticed that; the use of a change of intonation as well as physical gestures to support the sarcastic utterances were highly necessary so that Ss identified sarcasm was being employed. Correspondingly, the sharement of a common ground, which includes experiences, perceptions and knowledge; it was absolutely necessary to be able to identify the specific purpose for which sarcasm was being used. On top of that, the most common purposes for which sarcasm was used were for establishment of solidarity, venting frustration and social control in the first place. In second place, and not very often, the purpose was for declaration of allegiance and humorous aggression.

About the first three purposes more frequently used by the teacher, it was discovered that the most common was frequently used as a strategy also. This was, "establishment of solidarity", from this purpose it was found that most of the time, it was used to "joke", and while joking, it was implicit the purpose of establishment of solidarity to inspire confidence. Then, this is important to mention because, while joking is related to humor, it might be confusing with the "humorous aggression" purpose, which is a different thing.

In the other hand, another purpose commonly used was for "venting frustration", in which the T used to express disapproval to certain attitudes of students. This purpose could also be confused with humorous aggression because they both express disapproval at certain point as well as irony might be found to be funny. However, the difference is that

with the purpose of "venting frustration" there was not a direct victim in most of the cases. But, when sarcasm had the purpose of "humorous aggression", which was only a couple of times, there was a victim inside the classroom, who acted as participant of the speech event.

The third purpose most commonly used was for social control, and as its name says, it was to reprimand or to make a point during different parts of the class. The use of this type of sarcasm was effective to maintain the control of the group as to make a point to reflect about something depending on the case. Actually, most of the purposes in determinate moment where well accomplished. Then, the felicity conditions to be considered were as varied as the purposes that were being employed, as it was analyzed in chapter 4. But in general, the sharement of background, body language and change of intonation were essential for sarcasm to have its perlocutionary force.

Talking about the way that sarcasm may contribute to the development of pragmatic competence in classes, it can be concluded that the possibility of its profitable used is good. One reason for it is that as communicative classes are better to increase communicative skills in Ss because of the real context interaction that they stimulate, there are created more opportunities for learners to acquire a pragmatic competence in such contexts. Besides, the fact that sarcasm can help to develop Ss' pragmatic competence could be positive because they are being exposed to real communication in a natural spontaneous environment. Then, based on observations of the current case study, it could be appreciated that little by little Ss were responding to T's sarcasm and giving a reaction accordingly with the implicit purpose most of the time, which could be taken as advantage. In the same way, using sarcasm as a tool for pedagogical purposes of getting attention from students and playing with communication was effective.

Nevertheless, according to the Ss' opinions and some authors' opinions cited in chapter 2, there are certain aspects to be considered for sarcasm to have its desired effect in pragmatic competence development. Most of the students agreed with the fact that sarcasm can be useful, however, it must be treated with care because the misunderstanding from it tends to be highly probable. Another important point about the perceptions of the students is that meanwhile sarcasm could be used as a tool, in order for sarcasm to be effective in relation to the pragmatic development, there must be consider the fact that it must be explained.

In conclusion, the use of sarcasm as a tool of communicative resources in oral communication into the classroom might have different effects on students' perceptions, which will depends on the purpose of its use. It has advantages and disadvantages because of his complexity of meaning. However, these also make possible that its use could be smartly exploited for pragmatic competence. The way this could be done is by taking into account the different felicity conditions needed for each intended perlocutionary force at the moment of the utterances accordingly to the purpose for using sarcasm. Then, there shall be always consider the "why" for which it is being employed and act coherently and completely once it has been pilot in order to avoid misunderstandings. Plus, the T shall ensure Ss identified and understood the sarcastic utterance, and if not, explain the meaning so that there could be a development of the pragmatic competence.

5.2 Limitations

This work faced some limitations; first of all, because this was a qualitative research, the hardest part was the analysis of the sarcastic utterances which in some cases were not clear enough. In those cases it was necessary to go back to the recording, but giving the case that the space in which the class was given was small, there were moments in which it was not possible to appreciate a complete panorama from Ss and T in the recording, which was not convenient for the observation of Ss reactions. I would have liked to have a larger space to get a better view from teacher and Ss in the recordings.

5.3 Recommendations

Now that there is some evidence about the use of sarcasm utterances and their classification according to their purpose, it can be appreciated a deeper view about the language in daily use, mostly as a tool to be used in the classroom. In this way, native speaker's teachers should take into account these aspects of language and to practice them or try to make them conscious so that they can use this information or tools to their own advantage and advantage for their students.

5.3.1 Further research

There are many aspects to consider about communication. For example, in this investigation there were only taken into account the utterances from the T, but what happens when students start to become sarcastic too? Then, there are other aspects that can be taking into account such as what happen when there are foreign language students in the

classroom, a combination of different cultures and so on. Other classifications of sarcasm and their impact in society through other media can also be analyzed.

5.3.2 Pedagogical Implications

This investigation gives many things to study and reflect about in different areas not only pragmatics or linguistics, but also the English teaching and learning as well as society because as future teachers it is important to know more about the culture and consider many different aspects that can help us to understand better how to use and improve language skills in order to communicate better.

5.4 Personal experiences

In my personal opinion by doing this research, I had many satisfactions as well as senses of limitations. First of all because at the beginning of the investigation when I was looking for an interesting topic I noticed that I was thinking in a very idealistic way and I wanted to do something bigger and complex than what I could do not only because of the lack of experience, but also the time for doing the research. Then, as I was going deeper through the investigation I realized that it was not possible to investigate everything or even obtain the idealized data for a qualitative research. So, I learnt a lot about the careful usage of investigation and interpretation of the findings. It was complex. However, I enjoyed a lot in doing this research and I feel satisfied with my first investigation project and the results. One of the reasons is that for a moment I thought I was not going to obtain good data, but on the contrary I think the data that I obtained was better than what I expected. I am very thankful with all the people who advised me

REFERENCES

Anonymous, (2015). Felicity conditions. Retrieved from:
http://grammar.about.com/od/fh/g/felicityconditionsterm.htm

Benemerita Universidad Autonoma de Puebla . (2007). *Modelo Universitario Minerva, Modelo Educativo Academico* .Mexico .

Brown, G., Malmkjaer K, & Williams, J (Eds.). (1996). *Performance & Competence in second language acquisition,* Great Britain, GB: Cambridge University Press

BUAP, (2007) Modelo Universitario Minerva. Retrieved on September 2013

http://www.minerva.buap.mx/BeneficiosC_Docente.html

Buerkel-Rothfuss, N. & Gray, P (1997). Communication: Competencies and contexts, New York: Random House.

Camp, E. (2011) *Sarcasm, Pretense, and The Semantics/ Pragmatics Distinction,* Aptara Journal, 822, 48pg. University of Pennsylvania

Celce-Murcia, M., Z. Dornyei and S. Thurrell (1995). Communicative competence: A pedagogically motivated model with content specifications

Chomsky, N. (1965). *Aspects of the Theory of Sintax.* Cambridge: MMT press .

Cohen, A.D. (1996). Developing the ability to perform speech acts, Studies in Second language acquisition.

(2002). *Common European Framework for Languages: Learning, Teaching y Assessment.*

España, Madrid: Artes Graficas Fernandez .

Dauphin, V. (n.d) *Sarcasm in Relationships.* University of Pennsylvania. Retrieved from http://ccat.sas.upenn.edu/plc/communication/valerie.htm

Haiman, J. (1998) *Talk is Cheap: Sarcasm, Alienation, and the Evolution of Language.*

New York: Oxford UP, Inc.

Helen. (2009) On communicative Language Teaching- Theoretical Foundations and Principles. Shandong Economic University. Retrieved from http://www.ccsenet.org/journal/index.php/ass/article/viewFile/1309/1271

Hernandez, E. (2010) *Language proficiency and competence present in LEMO students at advanced level* (thesis)

Hymes, D.H. (1972). *"On Communicative Competence"*. In Pride, J.B.; Holmes, J.*Sociolinguistics: selected readings*. Harmondsworth: Penguin

Irony. (2015).*In Webster Merriam Dictionary online*. Retrieved from http://www.merriam-webster.com/dictionary/irony

Johnson, K, & Johnson, H. (1999) *Enciclopedic dictionary of applied linguistics*, UK: Blackwell publishers.

Johnson, K. & Morrow, K. (Eds). (1992). *Communication in the classroom: Applications and methods for a communicative approach*, Hong, Kong: Longman Group Ltd.

Kasher, A., (Ed.) (1998). *Pragmatics: critical concepts,* Great Britain, London: Biddles Short Run Books

Kasper, G. and S. Blum-Kulka (Eds.) (1993). *Interlanguage pragmatics,* New York, Oxford University Press

Kasper, G. & R. Schmidt (1996). Developmental issues in the interlanguage pragmatics

Kecskes, I & Horn, L. (Eds). (2007). *Explorations in pragmatics*, Germany, Berlin: Mouton de Gruyter

Kremer, W. (2008) *How to be Sarcastic*. BBC Learning English. Retrieved from http://downloads.bbc.co.uk/worldservice/learningenglish/howto/how_to_080305_be_sarcastic.pdf

McDonald, S. (1999) *"Exploring the Process of Inference Generation in Sarcasm: A*

Review of Normal and Clinical Studies." Brain and Language, 68: 486-506.

McKay, S. (2002). Teaching English as an International Language. Oxford Univ. Press

Martinez, A., Usó, E. & Fernández, A (Eds.). (2003). *Pragmatic competence and Foreign Language Teaching,* Catelló de la Plana: Publicacions de la Universidad Jaume I, D.L

Moeschler, J (2001) *Speech Act Theory and the analysis of conversations.* Department of Linguistics: university of Geneva

Mounts, Joel, *"A History of Sarcasm: Effects of Balanced Use of Sarcasm in a Relationship"* (2012). Honors Projects. Paper 155. http://scholarworks.gvsu.edu/honorsprojects/155 (article)

Nelms, J. (2001). *A descriptive analysis of the functions and uses of sarcasm in higher education classroom discourse*, Unpublished Ph.D. dissertation, University of Florida

Quinn, N. (NY) *Humor vs Sarcasm*. Integrated Leadership Systems. Retrieved from http://www.integratedleader.com/articles/HumorVsSarcasm.pdf

SarcasmSociety. (n.d). *How to recognize Irony*. Retrieved January 04, 2014 from the http://www.sarcasmsociety.com/irony/how-to-recognize-irony.html

Saussure's Definition of Language, (2005). Retrieved in November 2012 http://www.studymode.com/essays/Saussures-Definition-Language-59826.html

Tepperman, J., Traum, D & Narayanan S. (2006) *"yeah right": Sarcasm recognition for spoken dialogue systems,* University of suthern California. (article)

Timal, J. (2000) *A study to LEMO student's pragmatic competence through a determined speech act: refusals (*thesis) PUEBLA PUE.

Turnbull, W. (2003). Language in Action: Psychological Models of Conversation. PsychologyPress.Retrievedfrom:https://www.google.com.mx/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCoQFjABahUKEwjnnPXYn4zIAhUIA5IKHVzVBOM&url=https%3A%2F%2Fciu.nstu.ru%2Fkaf%2Fpersons%2F1570%2Fa%2Ffile_get%2F212971%3Fnomenu%3D1&usg=AFQjCNFPDT6d34IjR_21oBzs-N01bIYnSQ&sig2=kYhBJ1GDg2G4xnQOnjU0eQ

Widdowson, H. (1996) *Linguistics* Oxford university press.

Yule, G. (1996) *Pragmatics,* USA: Oxford university press

Appendix A

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Observation format for felicity conditions of sarcasm in the classroom of the history of

English language evolution class taught by Marsha Way Souder on Monday and

Wednesday from 9:00am to 11:00am at Language Faculty of BUAP

Number of students in this session: _____

Female: ____Male____ Schedule: _____ Date: _____ Session: _____

Time	Example of sarcasm	Student's reaction	Purpose: Is the teacher-	Observations:
		Silence Laughter Surprise Confusion Other _____	Joking serious attacking supportive	
		Silence Laughter Surprise Confusion Other _____	Joking serious attacking supportive	
		Silence Laughter Surprise Confusion Other _____	Joking serious attacking supportive	

Appendix B

<div align="center">

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

Observation format for felicity conditions of sarcasm in the classroom

</div>

Teacher's name: _____ School:_____Subject:_____Observer's name:_____

Level/ Grade/ Group: _____Number of students in the session: _____ Female_____ Male_____ Schedule: _____ Date: _____ Session: _____

INSTRUCTIONS: Check the statement that you consider has been employed by the teacher according to your criteria and quantify the intensity of it considering the following letters:

Clearly evident (A)   Evident (B)   Some evident (C)   Little or no evidence (D)

TIME	Example of sarcasm number.	A. Speakers' (teacher) attitudes while using sarcasm(communication resources)		B. Purpose or intent of the utterance, it is for:		c. Speaker's hearer's relationship		D. Mutual knowledge and assumptions of interacts		F. Ongoing discourse		Notes
		o The teacher uses a vocal emphasis on the words in which he/she is using sarcasm	A B C D	o Social control: To reprimand when inappropriate or undesired behavior is displayed	A B C D	o There is verbal or nonverbal communication among teacher and students while sarcasm is played, so that there are cues that sarcasm was	A B C D	o The Ss and teacher share experiences.	A B C D	The teacher was giving a lecture.	A B C D	
				o Declaration of allegiance: Self-directed to reprimand	A B C D							
		o Use of acoustic cues or voice inflections	A					o The Ss and T seem to share perception	A B	There was being a debate among	A B	

			B **C** **D**	o Establishment of solidarity and social distance: To outsiders of a particular group	**A** **B** **C** **D**	used.		s.	**C** **D**	the member of the group	**C** **D**
	o The teacher uses physical gestures such as smirk, shaking of the head or rolling of the eyes to support his/her utterance	**A** **B** **C** **D**	o Venting frustration: Express disapproval	**A** **B** **C** **D**			o The Ss and T share knowledge about what it was been talked.	**A** **B** **C** **D**	Other:	**A** **B** **C** **D**
			o Humorous Aggression: to be funny.	**A** **B** **C** **D**					
	o Increment of vocal range	**A** **B** **C** **D**							

Appendix C

Questionnaire

Q1. How old are you?

Age [ ]

Q2. How many years of learning English do you have?

Learning [ ]

Q3. Which level do you consider you have according to the Common European Framework of reference for Languages? Why?

Q4. How much of sarcastic person do you consider yourself?

Q5. To what extent do you encounter sarcasm from your classmates?

Q6. To what extent do you encounter sarcasm from your native speaker teachers?

Q7. Do you think sarcasm helps to increase your knowledge about the culture of other countries in which English is spoken? Why?

Q8. What do you think that would be the advantages and disadvantages of using sarcasm in the classroom as a communicative resource?

Q9. How did you identify the moments in which the teacher was using sarcasm during the sessions? Which were the signs to identify it?

Q10. Based on your experience, how effective for the development of your pragmatic knowledge do you think a lesson in which sarcasm is employed would be?