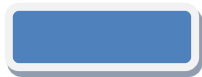


Investigating Iraqi EFL Learners' Use of Sarcasm

**Asst. Lect. Saeed Mahdi
The Islamic University**



Investigating Iraqi EFL Learners' Use of Sarcasm

Asst. Lect. Saeed Mahdi

The Islamic University

Email: saeedfaizepanjetani@gmail.com

Abstract

This research is concerned with investigating Iraqi EFL learners' use of sarcasm in terms of recognition and production. First, theoretical survey is presented about sarcasm and some related attitudes such as irony, lying and prosody. Then, a model of sarcastic strategies is adopted for the analysis. A test is carried out on fourth stage students in the Islamic university and the analysis is done afterwards. The results show that the performance of the learners on the recognition part is questionable as they are unable to differentiate sarcasm from other attitudes. On the production part, the learners used some strategies more than others in addition to using a strategy which is not found in the model.

1. Introduction

Most of the previous studies of sarcasm are focused on linguistic

and psychological aspects of the term. The focus turns to the automatic recognition of sarcasm and its practical implications, especially in social media platforms which becomes an interested research object in recent years. Some of these works are as follows: The major work made by Tepperman et. al. (2006: 1838-184) who use prosodic, pitch (high, low) and contextual (laughter or response to question's) cues to automatically detect sarcasm in conversational interactions.

Gonzalez Ibanez et. al. (2011: 581-586) declare that the focus should be on the study of lexical roles and call the pragmatic features such as presence of negative and positive emotions and repels in tweets.

Another researcher called Tsur et. al. (2010) focuses on product reviews and tries to find out high frequency patterns and content words to identify sarcastic utterances.

Investigating Iraqi EFL Learners' Use of Sarcasm

Tsur et. al. (2010: 107-116) adopt the same study, but they concentrate more on the use of syntactic features.

Finally, the contrastive study which is made by Riloff et. al. (2013: 704-714) declares that the recognition of sarcasm should be made by a contrasting way between positive sentiment and negative situation.

Another study made by Wang et. al. (2015: 77-91) focuses on detection of sarcastic message-level on Tweeter, using context-based model which releases Conversations as chains of tweets.

Again, all these studies focus on the implications and social media platforms.

Yet, none of the researchers have studied sarcasm in terms of EFL studies. Thus, this study tries to investigate sarcasm as used by Iraqi EFL.

To the best of researcher's knowledge, this topic has not been dealt with yet. It addresses the following questions: (a) do Iraqi EFL Learners have the ability to produce sarcastic utterances accurately?, (b) What type of strategies do they use more? And (c) do Iraqi EFL Learners differentiate between sarcasm and other related utterances such as lying, irony, satire, parody. etc. This study aims at: (a) Investigating

the ability of Iraqi EFL learners to produce sarcastic utterances accurately, (b) Finding out the strategies employed by EFL Learners, (c) Finding out the most common form of sarcasm which is used by Iraqi EFL Learners, and (d) Finding out whether Iraqi EFL Learners know how to differentiate between sarcasm and other utterances, such as lying, irony and satire or not. As far as the hypotheses are concerned, it is hypothesized that (a) Iraqi EFL learners have the ability to produce sarcastic utterances, but (b) they cannot differentiate or separate between sarcasm and other related linguistic attitudes or acts such as lying, irony and others, and (c) they use some strategies more than the others. The procedures adopted in this study are: Presenting a theoretical survey of sarcasm and a sample of Iraqi EFL Learners is involved in a form of test to collect from the data about their recognition and production ability of Sarcasm. This study is limited to Iraqi EFL Learners in The Islamic University /College of Education/ Department of English- Fourth year. They are chosen because they are supposed to be advanced and they are supposed to be more familiar with pragmatics as they study it in this stage, particularly in linguistics.

The second reason is that this type of utterances is a little bit difficult to interpret. It is hoped that this study will be of value to those interested in the different types of humor and the effect of each type on sentiment or feelings and its sequences, and that this study will help them understand and recognize sarcasm from others. It is also hoped that it will be beneficial to syllabus designers as it increases the knowledge about how EFL students react to such utterances.

2. What is Sarcasm

In order to define sarcasm, two points should be taken into consideration. The first point is the literary meaning of the word, and the second point is The use of the word in language and literature.

The word sarcasm is derived from the Greek word "sarkasmos" which is taken from the Greek verb "sarkazein" ((means to tear flesh, bite the lip in rage, and sneer) (Abrams, 1997:136).

Oxford dictionary of language defines sarcasm as "The use of words or expression's to mean the opposite of what they say, people use sarcasm in order to criticize other people to make them look silly" (2006: 692).

Meanwhile, Cambridge and Collins dictionaries agree that sarcasm spoken (and rarely in a written form) does not imply mocking or criticizing something or someone only, but it implies insulting and hurting feelings.

e.g. (1): the teacher said: "You have been working so hard" when he looked at the student's empty page.

In this example, it is clear that the speaker tries to offend the listener and does not make this utterance for humor purposes only.

Fowler (1950) says "the essence of sarcasm is the intention of giving pain by ironical words or other bitter words."

Fowler (ibid) declares that irony often represents the main tool to create sarcasm, but it is not necessarily that sarcastic situation must involve irony.

The same opinion made by John Haiman (1998: 20) who considers the intention of the speaker as a cornerstone in which people depend on to judge whether the situation is sarcastic or ironic, he defines sarcasm as an intentional behavior which the speakers make to mock others.

John Haiman (ibid) adds that people may be unintentionally ironic, but sarcasm must require a frankly intention.

Crystal (2004: 404) in his *Encyclopedia of English language* says that sarcasm is a verbal irony where only the speaker is amused, while the listener is attacked and insulted.

M.H. Abrams (1998: 136) defines sarcasm as a form of irony (sometimes used as equivalent for all irony forms), but it differs in the exaggeration of the speakers' voice (intonation). From Abrams definition, sarcasm seems to have another basic property in addition to intention which is the intonation (tone).

Also, Crystal (2008: 278) in *Dictionary of Linguistics and Phonetics* makes the same point; the changing of the intonation has an important role in the personal communicative attitude like sarcasm and anger.

Regarding all these opinions, the researcher adopts a new definition for sarcasm as "It is a verbal irony or sometimes a behavioral irony in which the speaker has a frank intention of hurting or criticizing someone, rarely can sarcasm be written, otherwise the intention is the key feature."

Common in a Sarcastic Situation

3. Characteristics of

This section focuses on the properties which are commonly found in any sarcastic situation.

There are four main features: intonation, physical expressions, hyperbole and intention.

1- Intonation is the most basic and important property through which the listener could recognize the sarcastic situation.

Linguists like Crystal (2008: 278) and M.H Abrams (1997: 136) declare that the listener could depend on the intonation to detect the sarcastic situation through recognizing the changing of the pitch of the voice.

Depending on the strategies of sarcasm, tone seems to be useless in certain situations just like when the speaker is with family or friends. The speaker may not use a sarcastic tone because he knows them well, except when the visual case is not available. For example, when the speaker speaks on the phone, it is obligatory that he/she will use a sarcastic tone to be sure that the listener interprets the utterance correctly (ibid).

The Physical Properties (Facial

2- Expressions, Eye Roll

The speaker often signals sarcasm with some facial expressions which

Investigating Iraqi EFL Learners' Use of Sarcasm

are interpreted positively or negatively according to the situation, for example, smiling while speaking that would be interpreted negatively (if not sarcastic situation) and vice versa (Ducharme Lori J: 1994, 51-62).

The speaker often rolls their eyes and/or raise their eyebrows while they are in sarcastic situations (see photo 1, 2). For example, if someone wants to express his annoyance through sarcasm, the facial expressions will reflect that emotion. Only in deadpan sarcasm (discussed later) The speaker does not use any tone or facial expressions (see photo 3). (ibid)



Photo (1,2)

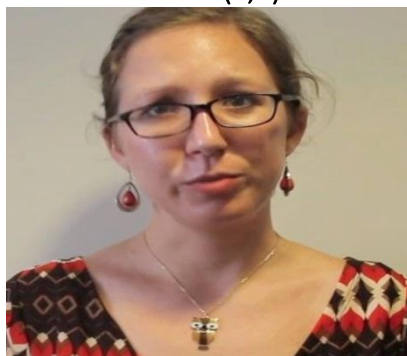


Photo (3)

3- Hyperbole (Exaggeration)

It is not necessarily to be Hyperbolic, but sometimes the speaker uses hyperbole to emphasize the purpose to show that the speaker does not mean exactly what he just says.

For example, if someone hates a movie and he says "I like it", It does not seem sarcastic because it is a normal utterance and seems that he may really like it. But, if he says "oh ,

yeah, I love it, this movie is going to win all the Oscars this year".

Here, the speaker shows an exaggeration to show that the utterance is sarcastic and means the opposite (Kreuz R.J. and Roberts R.M:1995, 21-31).

4- Intention

John Haiman (1998: 20) and Fowler (1950) declare that sarcasm must involve a frank intention. They see

the intention as the basic condition to achieve a sarcastic situation.

John Haiman (ibid) and Fowler (ibid) consider the intention as the essence which distinguishes irony from sarcasm.

4. Sarcasm Theories

There are two major theories for analyzing sarcastic utterances on the one hand the pretense theory which depends on the common ground between the speaker and hearer, H.H. Clark and Gerring (1984: 121-126).

On the other hand, the mention theory suggests that sarcastic utterances that are made by mentions or echoic beliefs, that does not hold by the speaker of the time of the utterance. (Kreuz et. al.:1989, 374-386).

The pretense theory suggests that the speaker of the sarcastic utterance claims to be an unwise speaker addressing the audience and the audience are supposed to understand because of the common ground or the previous knowledge between the speaker and the hearer (H.H. Clark and Gerring:1984, 121-126).

However, the pretense theory rejects the meaning-inversion model in which hearers apply a Mechanism of inverting the utterance to cover its hidden meaning, and shows that

the utterance has only one meaning -the literal meaning- and the hearers understand that the speaker holds a negative attitude towards the utterance and its supporters from the combination of the utterances and the common ground. H.H. Clark and Gerring (ibid).

Cancci and Kreuz (2012: 1-22) say that according to this theory, sarcasm is used more frequently among friends who share common ground rather than strangers.

They (ibid) also declare that the common ground between them increase the ability of the hearer to identify sarcastic utterances correctly.

The mention theory (also called echoic reminder theory) suggests that sarcastic utterance does not make quite the same way as sincere one.

The basic idea in this theory is that the speaker echoes some attitude, ideas and beliefs in a way that makes it clear that the speaker disagrees or does not mean the literal content of the utterance (Sperber and Wilson: 1981).

5. Types of Sarcasm

In a lesson by Mike Lamp posted on writers' café organization (writerscafe.org) seven types of sarcasm are discussed by the writer.

Investigating Iraqi EFL Learners' Use of Sarcasm

Mike Lamb lists the seven types based on the mood, tone of voice and the distinctive features of these types.

5.1 Self-deprecating Sarcasm

In Self-deprecating Sarcasm, The speaker seems to be so humble and

deprecates himself, So that, the exaggerated sense of worthlessness and inferiority is considered to be the distinctive feature of this type.

E.g. see the tweet below)



Photo (4)

In the tweet above, it is clear that the Tweeter seems to deprecate himself rather than kidding.

5.2 Brooding Sarcasm

This type is based on the contrast between the politic utterance and the bitter Tone that means the speaker says something politic and/or subservient in bitter tone.

E.g. / Boss: john, I need you to work overtime this weekend.

John (says with irritated tell): looking forward, I live to serve.

5.3 Deadpan Sarcasm

Here, the speaker says the utterance without any kind of emotions, facial expressions, tone or even laughter, so that it is hard to judge whether or not the speaker is joking and mocking. (See photo 3)

If the lady in the photo is asked to work overtime and the weekend, and she answers "I can't, I have a cult meeting, it is my turn to kill the goat" with such face it will be so hard to judge if the utterance she

says a sarcasm or she means what she just says exactly.

5.4 Obnoxious Sarcasm

Obnoxious sarcasm is the type of sarcasm which makes people want to punch the speaker's face.

It is not really funny or clever but it gets under skin, it is usually spoken in whine tone of voice.

For Example:

Boss: John, I want you to work overtime this weekend

John: oh, well that's just f**king great, just what I wanted to do this weekend

5.5 Polite Sarcasm

The speaker uses this type of sarcasm with those in higher position than him or he does not know him well (not a friend or family).

It is little too nice; it seems at the first time to be real but after that the listener will detect that the speaker is just mocking on him.

For Example:

Boss: John, I want you to work overtime this weekend.

John: oh, great, I will bring the ice cream.

5.6 Manic Sarcasm

This kind of sarcasm involves unnatural happy mood that makes the speaker look like being crazy.

For Example:

Boss: Bob, I want you to work overtime this weekend.

Bob: God, you are the best boss ever! Have I ever told you how much I love this job, I wish I live here, I never want to leave.

5.7 Raging Sarcasm

This type of sarcasm depends heavily on hyperbole (Exaggeration) and threats of violence.

Raging sarcasm has been described as a psychotic screaming that the speaker unleashes on someone when he is about step away murdering. The speaker uses this type of sarcasm to vent his anger before committing something horrible.

For Example:

Boss: Jack, I want you to work overtime this weekend

Jack: oh don't worry, I will be there, don't you want me to shine your shoes, while I am at it? Will come tonight to wash your goddam car!

Investigating Iraqi EFL Learners' Use of Sarcasm

No.	Strategy	Distinctive features
1	Self-deprecating sarcasm	Exaggerated sense of worthlessness and inferiority
2	Brooding s sarcasm	The contrast between the politic utterance and the bitter Tone
3	Deadpan sarcasm	The utterance without any kind of emotions, facial expressions, tone or even laughter
4	Obnoxious sarcasm	It's not funny and usually spoken in whine tone of voice.
5	polite sarcasm	Used with those whom in higher position or unknown
6	Manic Sarcasm	The speaker looks like being crazy.
7	Raging Sarcasm	Depends heavily on hyperbole (Exaggeration) and threats of violence

Table (1)
The Strategies of Sarcasm and their Distinctive Features

The table below will be taken as a model to analyze the collected data of the subjects' utterances.

6. Sarcasm and its Neighbors

Sarcasm seems to be confused and interfered with other terms like irony, lying, parody and satire.

Irony and sarcasm are the most interfered items. It is not easy to say

whether irony is the same as sarcasm or not.

Does the sarcasm exist without irony?

What are the main differences between them?

Raymond W.Gibbs (2000: 15-27) declares that sarcasm is a field under the umbrella category of irony, while

Fowler (1950: 97) says that the essence of sarcasm is the intention to hurt feelings or insult others by ironical bitter words or others, meanwhile irony is used for humor purposes or vehicle to create sarcastic sense.

John Haiman (1998: 20) says that irony differs from sarcasm in the intention, because people may be an intentionally ironic by sarcasm should involve Frank intention.

Rachel Rhoda Schaffer (1982,135) tries to differentiate between vocal cues of irony and those of sarcasm.

She says that pauses and segmental lengthening are supposed to work in signaling irony, while high pitch, wide pitch range, Large pitch variation, emphatic stress and nasality are supposed to signal sarcasm. Regarding these facts, sarcasm is a very close term to irony, but they are different in their function, tone and intention (ibid).

In recent years people seem to mix between sarcasm and lying. Lying is defined as "The telling of lies, or false statements" (Dictionary.com)

The main difference between these two terms is that sarcasm has no wish to deceive while lying is used to hide the truth for certain reasons, also sarcasm remarks the utterance by facial expressions or rising tone of

voice to make the listener able to detect the sarcastic situation, while lying employs to hide the truth completely without any Mark to discover the speaker lies (John Haiman: 998, 20).

Parody and satire are very close terms and sometimes mixed together to produce strong satire (Cliff notes, websites).

Parody and satire are related to sarcasm somehow, but they have different functions. On the one hand, parody is used to imitate a particular genre (written or spoken) to make fun *p*(John Haiman: 1998, 22).

On the other hand, satire is used to criticize something or someone by making it's ridiculous and funny without insulting or hurting feelings (Abrams, 1997: 275).

Satire has more to do than fun, but it uses comedy and laughter as a weapon or tool to achieve its deep purposes. (ibid).

7. Data Collection & Analysis

Here, an investigation of Iraqi EFL Learners' performance in using sarcasm at both the recognition and production levels is conducted. Also, this investigation involves their abilities to distinguish sarcasm from other related utterances such as Irony, Satire, Parody and Lying. The learners' performance is analyzed

and discussed as an attempt to come up with findings that are related to the aims and hypotheses of this study.

7.1 Data analysis

7.1.1 Subjects

The subjects involved in this study are about twenty EFL learners. They are randomly chosen from Department of English (Fourth year, College of Education, The Islamic University).

The subjects are between 22-25 years. They are native speakers of Iraqi Arabic. The reason behind choosing the fourth year students to be the sample of this study is that they study pragmatics in the course in which they are engaged, since the current study of sarcasm is difficult for students in other stages who have not studied pragmatics yet.

7.1.2 The test

The test consists of two questions. The first question is designed to test the recognition of the student, while the second one is designed to test their production.

The items of the test are chosen carefully from different sources. The first question which tests their recognition ability takes the form of multiple choice items in which the subjects are required to choose the

correct choice from a variety of options.

The second question which tests the production ability of the students requires them to provide some sarcastic utterances by the sample of the students.

In addition to the evaluation role of the production ability of the students, this question will show which type(s) of sarcasm is/are used more frequently than others.

For a test to be good, it requires two basic characteristics, i.e., validity and reliability. Without these two characteristics, the results of the test would be questionable.

7.2.1 Validity

Validity is one of the important criteria of a good test.

N. Al-Juboury (2014:39) defines validity as the degree to which a test measures what is supposed to measure. There are many kinds of validity, depending on the purpose for which the test is used, but for Harris (1969:12) the most important kinds are face validity and content validity.

7.2.1.1 Face Validity

Face validity is related to the way the test seems to the subjects and administrators (Lado, 1961:189). To achieve this, the test has been exposed to a jury of experts to give

their opinions about the suitability of the techniques, items used and make any necessary changes.

7.2.1.2 Content Validity

According to N. Al-Juboury (2014:40), content validity means that the items of the test should cover all materials.

In other words, the test items should represent what is being tested.

The items of the test are carefully chosen to give no space for testing other related types of utterances such as Irony, Satire and parody.

Therefore, the test is constructed carefully by choosing the appropriate items.

7.2.2 Reliability

According to N. Al-Juboury (2014: 48) reliability is "the stability of test

$$R = \frac{N}{N-1} \left(1 - \frac{M(N-M)}{N X^2} \right)$$

Where

R = reliability.

N = the number of items in the test.

M = the mean of the test score.

X = the standard deviation of the test scores.

The computation of the results has yielded that the reliability of the test amounted to 80% which is a highly positive correlation (Heaton, 1988:164).

scores" which means that the test would give the same results if it is given to the same group of students and under the same conditions twice.

The test reliability refers to the degree to which a test is consistent and stable in measuring what is supposed to measure. (Harrison,1983:11).

According to Harris (1969:15), test-retest is the basic method of measuring test reliability by exposing the subjects to the test twice within four days.

This method will be followed in this research for reliability sake.

The correlation between the two tests was computed by using the kuder-Richardson formula which has the following formula:

7.4 Methods of Analysis

7.4.1 Analysis of Part One

Part one of the test can be described as an objective one since its scoring scheme neither depends on the subject himself / herself, nor on the subjective judgment of the scorer.

To ensure an objective scoring of the test, a scoring scheme has been adopted. Each participant, in part one, is required to choose only one correct option.

However, each test paper is scored out of 100. Scores are equally

Investigating Iraqi EFL Learners' Use of Sarcasm

distributed over the items of part one i.e. the recognition level. Five marks are given to each correct answer and zero mark for the incorrect one. The items are left without answers by the subjects are

also given zero mark because they give the impression that the subjects fail to give the appropriate answer. The following table illustrates the scoring scheme adopted for the test:

Table (2)
Distribution of the Scores of the Test

Number of Test	Numbers of items	Scores	Percentage
Part 1	20	100	100%
Total	20	100	100%

In order to measure the central tendency of subjects, the mean score has been adopted as a statistical device. In this respect, Butler (1985:30) mentions that the mean score is the average subject response to an item. It is formed by adding up the number of the point earned by all subjects for the item,

and dividing that total by number of the subjects.

Moreover, Mousavi (1999: 213) states that the mean is the most commonly used and most widely applicable measure of the central tendency of a distribution. He (ibid) illustrates that in the following formula:

$$\bar{X} = \frac{X_1 + X_2 + X_3 + \dots + X_n}{N}$$

Which is usually written as $\bar{X} = \frac{\sum X}{N}$

Where:

The mean \bar{X}

Raw score = X

the sum of \sum

Investigating Iraqi EFL Learners' Use of Sarcasm

the number of items =N

In addition to the scheme which is mentioned in table 9, a rating scale of the candidates' performance at part 1 has been adopted. This scale is based on Al-Hindawy's (1999: 136) modified version of Carroll's (1980: 134) scale.

Table (3)
Assessment Scale of Learners' Recognition Ability
(Al-Hindawy's 1999:136, Modified version)

Band	Learners recognition ability
90-100	Expert User. Accurately understands English system.
80-89	Very Good User. Often approaches bilingual competence.
70-79	Good User. Would cope in most situations in English.
60-69	Competent User. Can cope well with most situations but will have occasional misunderstanding.
50-59	Modest User. Manages in general to communicate but often has inaccurate understandings.
40-49	Marginal User. Is not easy to communicate with.
30-39	Extremely Limited User. Receptive skills do not allow continuous communication.
20-29	Intermittent User. Understanding occurs only sporadically.
0-19	Non-User. Uncertain recognition of which type of language is being used.

The results of the subjects at this level are rendered into percentages which are then compared with each other.

7.4.2. Analysis of Part Two

The model of strategies of sarcasm in page (9) is used for analyzing the type of strategies adopted by the subjects in their utterances. The

results of the performance of the learners are then rendered into percentages.

7.5 Data Analysis

7.5.1. Analysis of Part One: Subject's Recognition of Sarcasm

Table (4) shows how the subjects recognize sarcasm which is expressed by the model of the seven strategies

Investigating Iraqi EFL Learners' Use of Sarcasm

(types) which is mentioned in page understanding of the contextual
(9). Recognizing the intended factors.
meaning of sarcasm requires full

Table (4)
Subjects' Recognition of Sarcasm Expressed by the Model of the Seven Strategies of Sarcasm

Strategy of sarcasm	Number of Correct Answers	Percentage	Number of Incorrect Answers	Percentage
Self-Deprecating Sarcasm	5	25%	15	75%
Brooding Sarcasm	9	45%	11	55%
Deadpan Sarcasm	2	10%	18	90%
Obnoxious Sarcasm	6	30%	14	70%
Polite Sarcasm	6	30%	14	70%
Manic Sarcasm	3	15%	17	85%
Raging Sarcasm	13	65%	7	35%
Deadpan Sarcasm	5	25%	15	75%
Self-Deprecating Sarcasm	4	20%	17	80%
Polite Sarcasm	6	30%	14	70%
Total	59	42.1%	81	57.9%

Investigating Iraqi EFL Learners' Use of Sarcasm

In the items (1) and (9) which represent the same strategy which is self-deprecating sarcasm, the percentage of the correct answers are between 20%. Therefore, they are intermittent user as found in the scale of learners' recognition ability. This percentage is too low, the reason might be because they could not differentiate between this kind of sarcasm and Irony.

45% of the subjects recognize the sarcasm of the second strategy which is brooding sarcasm, so they are marginal user as the scale shows. They might recognize sarcasm from the situation and its features.

The items (3) and (8) represent the same strategy which is deadpan strategy.

Here the percentage is between 25%, these percentages are very low, the reason might be because the utterances have been introduced without any facial expressions, tone and laughing or because they do not have such strategy in Iraqi Arabic language.

30% of the subjects have answered correctly the utterance in item (4), therefore they are extremely limited user.

The items (5) and (10) represent the strategy of polite sarcasm. They are extremely limited user as the

percentage is 30% because they could not separate between the polite utterance and the bitter tone of the speaker.

In item (6) that represents manic sarcasm. Only 15% of the learners have answered correctly. According to the scale of learners' recognition ability, they are non-user of reason might be because they do not have such strategy in the Iraqi Arabic language.

65% of learners answer the utterance in the item (7) correctly. This percentage is high; they are competent users because they already use this strategy in their own language.

The overall performance of the subjects in the recognition part is 42.1% and that puts them under the heading of marginal users. This means that the second hypothesis is confirmed which says that they do not differentiate between sarcasm and other related attitudes.

7.5.2. Analysis of Part Two: Subjects Production of Sarcasm

The data obtained by part two situations of the test reveal that a wide range of strategies is employed by the learners in their attempt to issue sarcastic utterances. Subjects tend to use specific types of strategies than others.

Table (5)
Subjects' Percentage of Using Strategies of Sarcasm
In the Situations of the Test

Situation No.	Self-deprecating Sarcasm	Brooding Sarcasm	Deadpan sarcasm	Obnoxious Sarcasm	Polite sarcasm	Manic sarcasm	Raging sarcasm	Other strategies
Situation 1		15%		15%			55%	15%
Situation 2		15%	20%	10%		10%	40%	5%
Situation 3		10%	20%	30%			40%	
Situation 4	10%	20%	10%	15%			30%	15%
Situation 5	30%		10%		40%		20%	
Situation 6		20%		40%			30%	10%
Situation 7		15%		65%		10%	5%	5%
Situation 8	80%						5%	15%
Situation 9	20%		10%		30%	10%	30%	
Situation 10		10%	10%	30%			50%	
Total	14%	10.5%	8%	20.5%	7%	3%	30.5%	6.5%

The model mentioned in page (9) is used for analyzing the types of strategies adopted by the subjects as follow:

Sit (1): in this situation, 55% of the subjects use the strategy of Raging

sarcasm to produce utterances. This is a high percentage in comparison with other strategies and the reason might be because they use such strategy in the Iraqi Arabic language.

Investigating Iraqi EFL Learners' Use of Sarcasm

However, the obnoxious is used by only 15% of subjects and only 15% of subjects use the strategy of Brooding sarcasm while 15% of learners use a new strategy which depends on a comparison with other people or things the researcher names it **comparative sarcasm**.

Sit (2): Here 40% of the subjects use the strategy of Ranging sarcasm while the percentage of using Deadpan is 20% and 10% for Obnoxious sarcasm and 15% percentage for the Brooding strategy. These are so low percentages because the learners rarely use such strategies in their native language. On the other side, 5% of the subjects use the new strategy (comparative strategy).

Sit (3): in this situation, 40% of the subjects use the strategy of Raging sarcasm and 30% of subjects use the obnoxious strategy whereas deadpan sarcasm is used by only 20% and Brooding strategy is used by only 10% of the learners. None of the other strategies have been not used.

Sit (4): 15% of the subjects use the Obnoxious sarcasm and 30% of them use Ranging sarcasm, whereas only 10% of the subjects use self-deprecating. 20% of the learners use the strategy of Brooding sarcasm, 10% use the strategy of Deadpan

sarcasm and 15% of them use the strategy of comparison.

Sit (5): Here, 40% of the subjects use polite sarcasm which means that they use this strategy with people whom they do not know well, but only 10% use Deadpan sarcasm and 20% use the Ranging and 30% use the self-deprecating sarcasm.

Sit (6): here, 40% of subjects use obnoxious sarcasm which means that EFL learners use this strategy with people whom they know well as friends of family. Yet, 30% of the subjects use Ranging sarcasm, and 20% of them use Brooding sarcasm while other strategies have not been used by any of the subjects. The new strategy is used by only 10% of them.

Sit (7): here 65% of the subjects use the Obnoxious sarcasm and 15% of the learners use the strategy of Brooding sarcasm, while Manic strategy is used by only 10% of learners and Raging sarcasm is used by 5% of them which means that Iraqi people use obnoxious strategy with those who are managed by them. Otherwise only 5% use the strategy of comparative sarcasm.

Sit (8): 80% of learners use the strategy of Self-deprecation and this is a very high percentage which means that they use this strategy when the situation is about specific

weaknesses in their personality or behavior. However, 5% of the subjects use the Ranging sarcasm while 15% of them use the comparative strategy.

Sit(9): on one hand, 30% of the subjects use polite strategy because the situation is about someone who is in a higher position than them so regarding this percentage they use this strategy as a kind of polite sarcasm.

On the other hand, 30% of the subjects use Ranging sarcasm and that might be because they know the other person well even if he/she is in a higher position than them. Yet, 10% of them use manic sarcasm, 20% of them use self-deprecating and 10% use Deadpan strategy.

Sit (10): 50% of the subjects use Ranging sarcasm and 30% use obnoxious sarcasm, but Deadpan strategy is used by 10% of subjects only and 10% of the use obnoxious sarcasm.

It seems that the EFL learners use Raging sarcasm for someone in lower or in the same position but in more formal way.

8. Conclusions

The main conclusions introduced in this section are related to Iraqi EFL learners' performance in part one which is concerned with their recognition ability and part two

which is concerned with their production ability.

8.1. Recognition

Several conclusions are introduced here to illustrate Iraqi EFL performance at this level:

1) Most of Iraqi EFL could recognize some types of sarcasm easily such as raging and brooding sarcasm, but most of them could not detect some other types such as polite, deadpan or manic sarcasm easily because they have not or they have rarely used such types in their language.

2) Most of the Iraqi EFL failed to separate between self-deprecating sarcasm and Irony because they seem very interrelated and confused and that is because the situation of the self-deprecating sarcasm is very similar to the ironic one.

3) Regarding Al-Hindawy's scale of learners' recognition ability, as a total range the learners are considered very weak since they could not reach even the level of the modest user. Therefore, the second hypothesis is confirmed that they cannot differentiate between sarcasm and its neighbours.

8.2. Production

The learners' performance at this level leads to the following conclusions:

Investigating Iraqi EFL Learners' Use of Sarcasm

1) The Iraqi EFL learners use the strategies of Self-deprecating, Obnoxious sarcasm and Raging strategy more than the others because they already have such strategies in their own mother language. Yet, the other strategies are rarely used by them. It can be said that the first hypothesis is confirmed as they have done good performance regarding the production level.

2) They use self-deprecating strategies to mock their personal weaknesses rather than insulting themselves, while they use obnoxious strategies to hurt the feelings of others and use Raging sarcasm to mock one with exaggeration.

3) Some of the learners use a strategy which does not exist in the model. The researcher adopts this strategy as a new one and names it the **comparative strategy**, the person uses this strategy to produce sarcastic utterances by comparing the addressees with other people (usually famous people) to mock and hurt their feelings.

4) The learners prefer to use some strategies more than others as the percentage of using the raging sarcasm is 30.5% and the manic sarcasm percentage is 20.5%. These are considered high percentages in relation to others. Therefore, the third hypothesis is confirmed.

References

1. Abrams M. H. (1998). *A glossary of literary terms/seventh edition*. New York: Cengage Learning
2. AL-Hindawi, F. (1999). *Iraqi EFL Learners' Use of the Speech Acts of Commands and Requests*. Unpublished Ph.D. Dissertation. Baghdad: University of Baghdad.
3. ALJuboury, N. (2000). *A Language Teachers Guide to Assessment*. Baghdad: Baghdad University.
4. Butler, C. (1985). *Statistics in Linguistics*. Oxford: Basil Blackwell.
5. Clark, H. H., & Gerrig, R. J. (1984). *On the pretense theory of irony*. Journal of Experimental Psychology: General, 113, 121-126.
6. Crystal D. (2008). *Dictionary of linguistics and phonetics/sixth edition*. London :Blackwell Publishing
7. Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge university press.
8. Ducharme, Lori J. (1994). *Sarcasm and Interactional Politics and Symbolic Interaction*
9. Fowler H. Watson (1950). *A Dictionary of modern English usage*. Oxford: Oxford university press.
10. Gibbs, Raymond. (2000). Making good psychology out of Blending Theory. *Cognitive Linguistics*. 15-27
11. Gonzalez-Ibanez R., Muresan S, & Wacholder N. (2011). *Identifying sarcasm in twitter: A closer look*. Stroudsburg: Association for Computational Linguistics.
12. Haiman J. (1998). *Talk is cheap*, oxford: oxford university press.
13. Harris, D. (1969). *Testing English as a Second Language*. New York: McGraw-Hill Inc.
14. Harrison, A. (1983). *A Language Testing Handbook*. London: Macmillan Press.
15. Heaton, J. (1988). *Writing English language Tests: A Practical Guide for Teachers of English*
16. Kreuz, R. J., & Glucksberg, S. (1989). *How to be sarcastic: The echoic reminder theory of verbal irony*. Journal of Experimental Psychology, 118 (4), 347-386
17. Kreuz, R. J., & Roberts, R. M. (1995). *Two cues for verbal irony: Hyperbole and the ironic tone of voice. Metaphor and Symbolic Activit*.
18. Lado, R. (1961). *The construction and use of foreign Language Testing*. London: Longman Green and Co. , Ltd.
19. Mousavi, Seyyed Abbas. (1999). *Dictionary of Language Testing*. (Second Eition). Tehran. Rahnama Publications.
20. *Oxford English Dictionary* (2008). Oxford: Oxford university press.
21. Riloff, E., Qadir, A., Surve, P. Silva L.D., Gilbert, N. & Huang R. (2013). *Sarcasm as contrast between a positive sentiment and negative situation*. Salt lake city: University of Utah.
22. Schaffer R. R. (1982). *Vocal cues for irony in English*. Ohio: Ohio state university.
23. Sperber, D., & Wilson, D. (1981). Irony and the Use-Mention distinction.
24. Tepperman J., Traum D. & Narayanan. (2006) *'Yeah right': Sarcasm recognition for spoken dialogue system*. Pittsburg.

Investigating Iraqi EFL Learners' Use of Sarcasm

25. Tsur O., Davidov D., and Rappapor A. (2010). *Semi-Supervised Recognition of Sarcastic Sentences in Online Product Review*. California: The AAAI Press.

26. Wang Z., Wu Z., Wang R, &. Ren Y (2015). *Sarcasm detection exploiting a context-based model*. Miami

Web References:

Dictionary.com

Investigating Iraqi EFL Learners' Use of Sarcasm

Appendix

Part One: Recognition of Sarcasm

Read the following situations carefully and choose what you believe to be the intended meaning by the given utterances.

situations	Utterances	Meaning
The teacher asks his student to study hard in order to succeed. The student answers (with a sense of inferiority)	It does not matter , I mean , I will fail anyway	1. Sarcasm 2. Irony 3. satire
The boss asks John to wash his car, John answers (with an irritated tone)	Looking forward , I live to serve	1. irony 2. lying 3. sarcasm
The boss asks Sarah to work overtime at weekend. She answers (without any kind of emotions or laughter)	I cannot , I have a yoga class	1. lying 2. satire 3. sarcasm
The boss asks Jack to work overtime at weekend. Jack answers (in whine tone)	Oh, well that's just great, just what I wanted to do this weekend	1. lying 2. sarcasm 3. satire
The new boss asks David to work overtime at weekend. He answers	Oh , great I will bring the ice cream	1. irony 2. parody 3. sarcasm
The boss asks Steven to work overtime at weekend. He answers (in a happy mood)	God, you are the best boss ever ! , Have I ever told you how much I love this job, I wish live here, I never want to leave	1. sarcasm 2. irony 3. lying
The boss asks John to work overtime at weekend. He answers (in a threatening tone)	oh don't worry, I will be there, don't you want me to shine your shoes ?! While I am at it? Will come tonight to wash your car!	1. irony 2. satire 3. sarcasm
William is a teacher. One of his students gets 2 of 50 in the course exam. William tells the student (without any facial expressions)	It is clear that you have studied so hard	1. satire 2. sarcasm 3. parody
Sami asks his friend, John, to help him move to the new flat at weekend. John answers (humbly)	Yeah, that's fine. I mean, I was gonna get married this weekend , but you know, it's not a big deal, I'll just skip it. She would've left me anyway."	1. irony 2. lying 3. sarcasm

Investigating Iraqi EFL Learners' Use of Sarcasm

The new neighbor meets Catherine at the super market and asks her " what are you doing here " .She answers	Oh, you know, hunting fish.	1. sarcasm 2. irony 3. satire
--	-----------------------------	-------------------------------------

Part Two: Production

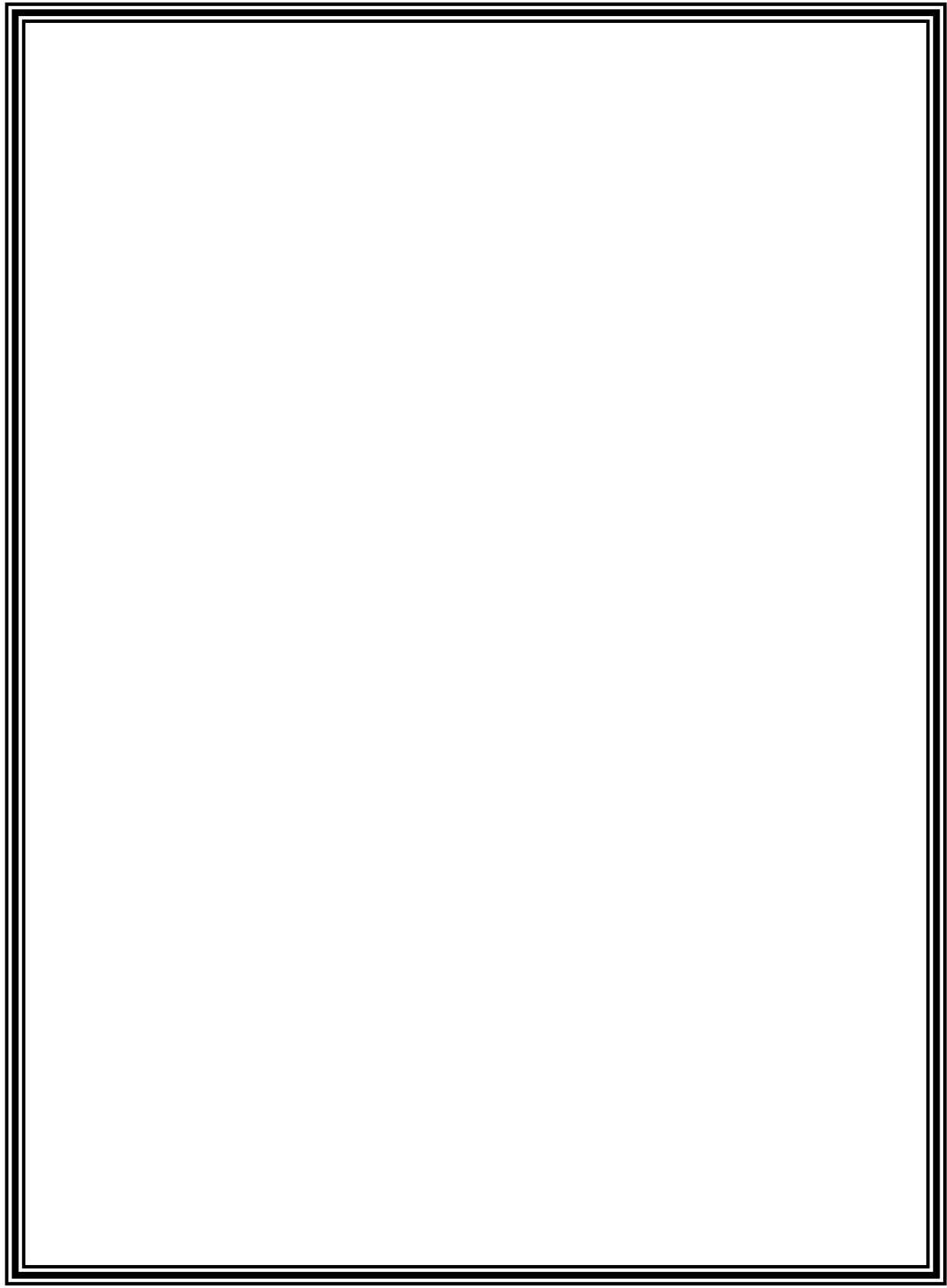
Imagine yourself in the following situations. What would you say or do to be sarcastic?

1. You are a teacher. One of your students gets 4 out of 50 in the course exam.
2. Your brother has a new strange haircut.
3. Your boss asks you to work overtime at weekend.
4. You are a coach. Your team loses 5-0, although the other team is not that strong team.
5. In your wedding party, the singer sings with a bad voice.
6. Your friend borrows your new car, then he crashes it.
7. You are an engineer. One of your workers always comes late and leaving early.
8. You always lose your keys. What would you say?
9. Your teacher asks you to do extra exercise, although you get a full mark.
10. John is your secretary. You hand him a report. You need a report typed by 2:00 p.m. He has completed it at 3:00 p.m.

الخلاصة

تحليل المخرجات بعد ذلك تظهر النتائج أن أداء المتعلمين على جزء الادراك أمر مشكوك فيه حيث أنهم غير قادرين على التفريق بين السخرية من المواقف الأخرى في جزء الإنتاج، استخدم المتعلمون بعض الاستراتيجيات أكثر من غيرها بالإضافة إلى استخدام إستراتيجية غير موجودة في الموديل.

يهتم هذا البحث بتقصي استخدام السخرية من قبل المتعلمين العراقيين للغة الإنجليزية كلغة أجنبية فيما يتعلق بالادراك والإنتاج أولاً، تم تقديم جانب نظري حول السخرية وبعض المواقف ذات الصلة مثل المفارقة والكذب والايجابية ثم تم اعتماد موديل من الاستراتيجيات الساخرة ليتم التحليل على ضوءه بعد ذلك تم إجراء اختبار على طلاب المرحلة الرابعة في الجامعة الإسلامية وتم



دراسات باللغة الأنكليزية