Contents

- Acknowledgments V
- List of Tables XI
- List of Figures XIII
- Transcription conventions for the Greek oral data and its translation ---- XV

Introduction — 1

1	Context in humor research — 7
1.1	Introductory remarks — 7
1.2	Conceptualizing context within humor research — 8
1.3	The focus of the present study — 13
1.4	Summary — 17
2	Humor and metapragmatics — 19
2.1	Introductory remarks — 19
2.2	On metapragmatics — 19
2.3	Some methodological notes on metapragmatic research — 26
2.4	Metapragmatic research on humor — 28
2.5	The sociopragmatic functions of metapragmatic
	comments — 33
2.5.1	Creating solidarity through metapragmatic comments on
	crisis jokes — 33
2.5.1.1	Some examples of the crisis jokes — 35
2.5.1.2	Speakers' metapragmatic comments on crisis jokes — 41
2.5.1.3	Comparing speakers' metapragmatic stereotypes with
	scholarly analyses of political jokes — 45
2.5.2	Metapragmatic debates on humor — 48
2.5.2.1	A controversial humorous (?) advertisement — 48
2.5.2.2	Two conflicting metapragmatic stereotypes on humor — 52
2.5.2.3	Comparing speakers' metapragmatic stereotypes with
	scholarly analyses of humor — 58
2.5.3	Summarizing the sociopragmatic functions of metapragmatic
	comments and stereotypes — 62
2.6	Summary — 63

3 Genres with/and humor — 65

- 3.1 Introductory remarks 65
- 3.2 On the interplay between genres and humor 66
- 3.3 Classifying the genres of humor 69
- 3.4 Humor and the recontextualization of generic conventions **79**
- 3.4.1 The emergence of new humorous (sub)genres 79
- 3.4.2 The transformation of humorous genres 85
- 3.4.2.1 The generic structure and sociopragmatic goals of oral joint fictionalization **85**
- 3.4.2.2 The data of the online fictionalization case study 88
- 3.4.2.3 Jointly constructing the online fictionalization 90
- 3.4.3 Recontextualizing generic conventions to create humor 100
- 3.5 Summary **102**

4 Towards a "contextualized" theory of humor — 103

- 4.1 Introductory remarks 103
- 4.2 The Semantic Script Theory of Humor and the General Theory of Verbal Humor: The competence theories of humor 104
- 4.3 Expanding the General Theory of Verbal Humor 109
- 4.4 Building a performance theory of humor 114
- 4.4.1 Humorous discourse as dynamically constructed and negotiated 115
- 4.4.2 Contextual parameters within the General Theory of Verbal Humor 117
- 4.4.3 The Analytical Foci of the Discourse Theory of Humor 123
- 4.5 Accounting for humor failure and humor quality 126
- 4.6 An example of analysis using the Discourse Theory of
- Humor 130
- 4.7 Summary 138

5 Teaching about humor within a critical literacy framework — 139

- 5.1 Introductory remarks 139
- 5.2 Humor in education 140
- 5.3 Humor in language teaching 143
- 5.4 What is critical literacy? 148
- 5.5 Why teach about humor within a critical literacy framework? 155
- 5.6 Addressing some reservations concerning critical literacy and humor 158

- 5.7 Using humorous texts in critical literacy courses 163
- 5.8 Designing critical literacy courses on humor 168
- 5.9 Tentative proposals for teaching about humor within critical literacy 171
- 5.9.1 Critically reflecting on political jokes and political reality 171
- 5.9.2 Scrutinizing humorous representations of gender roles and identities 175
- 5.9.3 Unveiling racism in contemporary migrant jokes 181
- 5.10 Summary 188
- 6 Conclusions 189

References — 195

- Subject Index 221
- Author Index 225