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Course Context:

The lesson will be taught in a university classroom. The students are juniors in different majors. Their L2 proficiency is B2 - C1 CEFR levels. Most of them regularly hang out with native speakers of the target language as well as use social media as an informal platform to learn the language. The benefit of the lesson is to make the advanced L2 learners understand the target language humors and moreover use them appropriately.

Empirical Rationale:

We choose the topic of how to be funny in different languages, because this is a topic that isn't covered explicitly in language classes. Therefore, the students tend to do a direct translation of jokes when trying to be funny in their L2. But this strategy isn't successful, due to the lack of awareness of the different context the joke is being translated into. To be funny in a different language, students need to learn about the context and way that jokes are created/told in the community they want to participate in. For example, in the study by Shively (2013), the American student, Kyle, went to study Spanish for a semester in Spain. Kyle found out that his translated humor wasn't well received and had to get explicit feedback on the usage of humor in Spanish by more competent members of the Spanish speaking community (p. 941). The study looks at this event as explicit socialization. The problem with this solution is that if the students don't do a study abroad program, then they will not have a chance to be taught about the pragmatics of humor. But this can be taught in a classroom if the content of the language classes makes sure to include pragmatics as a crucial component of the class. Another example is the study by Oshima (2013), that was a response to the comment by Richard Wiseman, that Japanese doesn't seem to have a culture of humor, but Oshima explores why there seems to be a misunderstanding on what humor means in these two different languages. "English jokes are often used as an ice breaker, expression of identity, or delivery of a message.... Japanese funny stories are not made or told for the broader audience, which indicates why Japanese rarely try to tell their jokes or funny stories in English" (Oshima, 2013, p. 106). Once again there is an issue for looking at a different language/culture and expect to find a direct equivalent to humor in the L1. What is needed to avoid these sorts of misunderstandings and lack of understanding of other cultures, is to explicitly teach the students of language classes about variations of language, culture and socio-pragmatics from the beginner levels of language courses.

Objectives using the IPCL model:

Knowledge:

- Sts will be able to identify common joke forms and vocabulary.
- Sts will understand how to properly structure a joke to get the largest reaction.

Subjectivity:

- Sts will be able to justify any variations in their jokes from traditional L2 pragmatics.

Analysis:

- Sts will be able to identify appropriate contexts for jokes.
- Sts will be able to rank jokes by most humorous to least humorous based on the context they are in.

Awareness:

- Sts will be able to gauge the reaction from the audience and design a joke tailored for their audience.

Time	Objective	Procedure	Materials
10 min	<p>Sts will be able to rank jokes by most humorous to least humorous.</p> <p>Sts will be able to identify common joke forms and vocabulary.</p>	<p>Sts form groups of 3. Each group is supplied with 3-5 images or written jokes in the target language.</p> <p>In their groups, sts discuss what makes the joke funny or what makes it not funny. They should rank the jokes from funniest to least funny and compare with a group next to them.</p> <p>T at this time should allow sts to explore the pragmatics on their own and make observations.</p>	<p>3-5 images or written jokes per group</p>
10-15 min	<p>Sts will be able to re-rank the jokes based off of new knowledge.</p> <p>Sts will be able to identify appropriate contexts for jokes.</p> <p>Sts will understand how to properly structure a joke to get the largest reaction.</p>	<p>T explicitly instructs sts on the types of humor common in their L2 and how to construct a joke using that language.</p> <p>At this time, teachers can take the opportunity to explain several types of jokes and their appropriate contexts -or- if there is sufficient time, sts should read instructional materials on how to construct a joke or be funny in their L2.</p> <p>Sts then re-rank the images from the first part of the activity this time with additional knowledge and analytical reasoning. They should also identify where each type of joke would be appropriate.</p>	<p>3-5 images or written jokes per group</p> <p>Instructional materials for humor (casual materials, like blogs)</p>
20 min	<p>Sts will be able to construct an original joke using their L2 pragmatics that is appropriate for the classroom setting.</p> <p>Sts will be able to gauge the reaction from the audience and design a joke tailored for their audience.</p> <p>Sts will be able to justify any variations in their jokes from traditional L2 pragmatics.</p>	<p>Each group constructs a joke (or another form of humor) using one of the pragmatic techniques learned in the previous section. They should focus on making the joke context-appropriate while still trying to create the funniest joke possible.</p> <p>After each joke is created, the students will present their jokes to the class a la stand-up comedy.</p> <p>The audience will assess how successful the joke was by holding up a :), : , or :(card. They will also have the chance to give verbal feedback on what was successful and what wasn't. At this time, sts will be able to justify any variation present in the pragmatics of their jokes. The teacher will also assess students on whether or not their joke correctly followed the pragmatics of the language.</p>	<p>:), : , and :(cards</p>

Assessment Measures:

In this activity, students are measured both through peer assessment and through teacher assessment. The peers will give immediate feedback by showing the cards that indicate if they thought the joke was funny by either laughing or not at the joke. They will also give verbal feedback to the presenters on what particularly was successful and what they thought did not land

pragmatically. The teacher will also assess the students for their joke presentations using the following rubric:

- Was the vocabulary appropriate for the joke? (2 pts)
- Was the joke context appropriate? (2 pts)
- Did the joke successfully follow one of the pragmatic joke forms taught in class? (2 pts)
- If the joke strayed from traditional pragmatics, were the students able to verbally justify that choice after telling their joke? (2 pts)