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"Indirect means of expression serving to make a point in the context of formalised discourse"

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INTRODUCTION

The problem of the efficient conduct of a discourse is indeed one of the most acute ones across a wide range of scientific fields. For example, linguists are particularly concerned with the interaction between the speaker and the listeners, linguistic manipulation of the latter and lexical choices best suited for the present communicative situation.

The current thesis makes an attempt at resolving a long-standing theoretical research question, namely:

How are irony and sarcasm, being indirect means of expression serving to make a verbal point, used in communication and how do they differ?

These phenomena are a reoccurring component of everyday life: the quantitative analysis of irony and sarcasm usage conducted by Tannen (1984) has shown that twenty to thirty year-old adults resort to these phenomena in about 7% of their conversational turns. Awareness of this fact pushed many researchers (e.g. Elisabeth Camp, Paul Grice, Laura Alba-Juez and many others) to search for solutions to the problem of their understanding. In order to attempt to provide an answer to the research question, a theoretical distinction between irony and sarcasm is to be explored, as well as paralinguistic and linguistic means of their expression. To facilitate this pursuit, the principles of conduct of indirect communicative acts shall also be covered in detail, paying particular attention to the notions of *implicature* and *intent*.

Granted that until now there has been no universal consensus in precisely defining *irony* and *sarcasm*, and they are often used interchangeably. Let us consider the following examples: [The sun is shining] "If it continues to rain like this, I'll come to England more often" and "Because he's been such a fine friend, I've struck him off my list" (Camp 2011: 6). Elisabeth Camp, for example, would use the terms of irony, ironic tone and sarcasm for either of these utterances. Attardo *et al* (2003) or Leech (2014) would call them all instances of irony. The present research deals with this problem, puts all definitions in their correspondent and logical place and provides a suitable framework for any further investigations into the phenomena.

Apart from that, the specifics of these linguistic figures are explored during the brief outline of the difficulties one might face when trying to identify something as ironic or sarcastic.

In order to illustrate some of the novel concepts to be introduced in this text (and their categorisation) I will resort to graphics, for complicated ideas tend to become more obvious when visualised graphically: schemas reveal structural connections much more vividly than plain text.

The main part of the current text is dedicated to the exploration of the practical research questions: ***When and why would a debater choose to resort to the aforementioned linguistic tools in their speech? What is the underlying mechanism/the underlying mechanisms of their efficient use?***

We shall explore these questions with the help of the model based on the theoretical chapter's findings. To this end we shall conduct a multi-dimensional analysis of the data extracted from 330 debating speeches. The data samples shall be selected based on how well the samples correspond to the criteria outlined in the theoretical chapter as *irony* and *sarcasm*. Taking into consideration such features of the formalised debates as following the established rules and representing an assigned affirmative / negative side of the argument, it is clear whether the speakers mean what they are saying literally or not, when taken in the context[1]. This type of a contextual analysis and inspecting implicature will be used to gage the immediate reaction of the receiving parties and the following responses of both the same, and the opposing sides to see if there are tendencies in the use of the phenomena. Along the way, the hypothesis that the risks of following this strategy were justified can be tested: i.e. that it is potentially beneficial and bears no harm for the speaker and their team, under the condition that certain rules (to be outlined further in the paper) are followed.

The formalised educational debates, being a variety of formalised discourse, are seen as the perfect choice of a setting for the current research: importantly, it is not a laboratory setting, where the participants would be aware of a linguistic research being

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[1] Although there were a few attempts at creating the software that aimed at identifying the instances of irony and sarcasm without mistakes (cf. Barbieri & Saggion 2014, Rosso 2014, Reyes & Rosso & Buscaldi 2012), presently there is still no practical way to automate the process effectively.

carried out, which ensures more natural behaviour and speech samples (despite the existing time limitation and topicality). Even though we do not have the lab-quality sound, the naturalness of the speech is considered to be a more important aspect here. Besides, formalised debates allow us to control for such factors as age, education level, English-speaking status, and community standards of what it means to be a "good" speaker.

One might say, it begs an explanation, why the choice of the subject area has not been narrowed down to, let us say, films or naturally occurring conversations. Formalised debates are a part of the school curriculum in such countries as Australia or the United States and are becoming increasingly popular across the Globe, being acknowledged as a successful educational strategy (Debate Central 2016) improving such skills as public speaking, the ability to defend one's position, logical and critical thinking. Formalised debates are different from informal ones due to the existence of a strict set of rules obligatory for all the participants to abide by, which helps to systematise the performance, structures the speech and facilitates the adjudication process.

Formalised educational debates enumerate an impressive number of formats (see Appendix C), each with its own peculiarities. For the purposes of the present thesis several formats were singled out based on the presence/absence of the following criteria:

1) Regular tournaments of varying scope;
2) International contingent;
3) High quality (based on the assumption, that student and mixed debating tournaments tend to be higher in level than those held among schools, as the latter are seen as a preparation step for entering the "real" debating arena);
4) Free online access to the materials for analysis (e.g. YouTube or Vimeo videos)[2];

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[2] All the Youtube and Vimeo videos are posted with consent of the speakers and in case they ever choose to revoke this decision, the video will be taken down, which means that the privacy rights are controlled in the best possible manner.

5) High level of improvisation, which makes it suited for studying the linguistic phenomena of interest;

6) Convenience of analysis, due to the strict set of rules for both debating and adjudicating[3].

Both irony and sarcasm are frequent in the debating context, at times lead to communicative problems and, consequently, lower speaker ratings. It is, therefore, interesting to see how irony and sarcasm find their realisation in speeches under these specific conditions, determining the success of the communicative process.

The linguistic material for the current research comprises the "top rooms"[4] and octo- /quarter- /semi- and final rounds of international competitions in different formats, satisfying the set conditions mentioned in the list above on this page. To minimise subjectivism during the analysis it was decided to increase the amount of the analysed data: 37 games in full as well as 50 pre-scripted speeches, which totals up to approximately 330 speeches varying from 5 to 15 minutes each.[5]

The current thesis is to be considered relevant due to the following reasons:

- Firstly, irony and sarcasm are important discourse components, having their own specifics in various spheres of communication and in different cultures, which leads to difficulties in their identification and use in discourse.

- Secondly, despite a substantial coverage of formalised debates as socio-educational phenomena in works of Driscoil, Trupp, Zompetti (2005), Quinn (2009) and others, to date there no special linguistic research in the area.

- Thirdly, usage of irony and sarcasm in formalised debates can lead to diametrically opposite results, and this thesis for the first time attempts to carry out a detailed analysis and to highlight the efficient strategies of their usage, which would not decrease the speaker and team ratings.

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[3] Both the quality of debating speeches as well as how high each team scored in the round are decided by an adjudicator or a panel of judges.

[4] A "top room" is a room for the best debaters, who have scored highest during the previous rounds. The major part of data was quarter-, semi- and final rounds.

[5] The number of speeches and time limits are dependant on the format.

Thus the current analysis could be of substantial value for debate training, as the misuse of the linguistic tools presented here is a frequent problem having its effect on the efficiency of speeches.

The structure of the thesis is as follows. In Chapter 1 *"Framework of Irony and sarcasm"* we shall cover the phenomena of irony and sarcasm as part of indirect communication, explore their common and differentiating features, their linguistic and paralinguistic means of expression and, finally, a classification model shall be created. Chapter 2 *"Formalised educational debates as a form of formalised discourse"* explores the notion of formalised debating and systematises the rules of their conduct. Chapter 3 *"Irony and sarcasm: contextual analysis."* closely inspects the components of a debating speech that are taken into account during the adjudication procedure. Specifically, it investigates whether irony and sarcasm make a positive contribution to the manner, increasing the overall speech efficiency. The multidimensional analysis of the data samples is performed. The *"Conclusions"* section summarises the findings of the current research. Additionally, "*Appendix A. Video sources used in the current work*" provides a list of 36 topics, championships and Video sources used in the current work" (a list of YouTube and Vimeo links to the videos online). "*Appendix B. Web-links to 50 speeches scripted in full*" provides a systematised table with topics, competition names, speakers' side (according to the British Parliamentary format) and video links online, as well as a link to the full transcript of these speeches. "*Appendix C. Debating formats*" details on the differences between various formalised debating formats. "*Appendix D. Full script of a debating round*" includes a word for word script of a WUDC debating round on the topic "This House Would Support Free-schooling". "*Appendix E. Abstract*" provides summaries of the current thesis in English and German.

CHAPTER 1 FRAMEWORK OF IRONY AND SARCASM

1.1. IRONY AND SARCASM AS PART OF INDIRECT COMMUNICATION

> When I use a word," Humpty Dumpty said in a rather a scornful tone,"it means just what I choose it to mean – neither more nor less.
>
> (Carroll 1871)

There exist two types of communication, direct and indirect. The difference, as can be derived from their names, is that in direct communication the speaker says exactly what they think and the correct understanding of meaning heavily relies on the words being interpreted in their literal sense. Indirect communication, which we will mostly deal with within the scope of the current thesis, is heavily reliant on the context that the communication takes place in, as well as implicature, understatements and a number of non-verbal cues, such as pauses or the tone of voice (Ting-Toomey 1999: 100). As Deborah Tannen puts it, "indirectness is a fundamental element in human communication" (Tannen 1994: 79), and despite the fact that it does not convey the intended meaning directly, people still are able to extract a lot of additional information, which goes beyond the words uttered (Tannen 1994: 89).

Both irony and sarcasm, the phenomena the study and analysis of which the current thesis is dedicated to, are used in indirect communicative acts. Before we could discuss these phenomena in detail, working definitions are to be introduced as per formal requirements. This task has proven to be far from easy, for in the absence of agreement in the academic circles (be it linguists, computer scientists or psychologists) as to how to approach universally defining irony and sarcasm, we not only will have to come up with a formulation that will facilitate the best analysis of the material during the practical analysis part, but also inspect every research paper on the topic used from the perspective of the chosen definitions. In the view of the complexity of the task, the following sequence of actions shall be taken: firstly, we shall touch upon the main common feature of irony and sarcasm as part of indirect communication; secondly, we shall branch off into defining irony and sarcasm; and lastly, we shall attempt to justify the introduced definitions and further elaborate upon the phenomena in question.

As the first step, it should be noted that both irony and sarcasm can be characterised by the presence of "implicature" – something suggested by an utterance,

despite it being never expressed explicitly in this given utterance. Let us take a look at the following example, where B approaches A, who is standing by a car:

A: I am out of petrol.

B: There is a petrol station round the corner. (Grice 1975: 51)

In this conversation we can see that A is trying to find out, if B knows any place, where A could get petrol to fill up the tank. But, it is not something A asked, but something that A implied, for the literal reading of A's phrase means something distinctly different. This implicature needs to be inferred from the context of the communication.

In case of both irony and sarcasm the contrast of implicature with the literal reading of an utterance takes the most extreme form possible: "sentence, which would standardly mean that p, in order to convey that not-p" (Grice 1978: 125), e.g. A points to B at a car with a broken window and says: "Look, that car has all its windows intact", which is evidently the opposite of how the things really are. (Grice 1978: 125)

Having identified the common feature of irony and sarcasm, we shall now proceed to defining the two concepts.

In the scope of this work by **irony** shall be understood **the use of an utterance in a sense opposite to the literal one** (Grice 1978: 125) **as a linguistics creative device containing no aggressiveness in the speaker's intention** (Wang 2013: 350), **while both verbal and non-verbal means can be used to express it, where exists an obligatory binding to a specific situation (context).**

By **sarcasm**, in its turn shall be understood **the use of an utterance in a sense opposite to the literal one[6]** (Grice 1978: 125), **which bears an aggressive intent** (Clift 1999: 523), **while both verbal and non-verbal means can be used to express it, there exists an obligatory binding to a specific situation (context)**.

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[6] Grice, as can be seen in both his works of 1975 and 1978, differentiate between the terms irony and sarcasm and rather views sarcasm as a type of irony, nevertheless within our definitions it allows us to start the description of the phenomena from a shared feature, which, as it will be seen later in this work, is one of the reasons for the absence of universally accepted distinct definitions in the academic world.

As one can notice from the definitions, the speaker's intent is the distinguishing feature we will concentrate on further, as well as on the differences in the choice of verbal and non-verbal means of their expression.

1.2. MORE ON IRONY

According to Myers (1977: 171) "irony is a little bit like the weather: we all know it's there, but so far nobody has done much about it". The difficulty of giving a universal definition of what irony is, is to a great extent due to the fact that, all too frequently, only some of its manifestations are singled out in order to have a definition within some particular academic discussion. There are many such discussions, each choosing its own definition. Its origins can be traced to the Greek word εἰρωνεία (*eironeia),* which means 'simulated ignorance, pretence' (OED Online). The understanding and functions of irony have varied greatly throughout history. It reflected specifics of social and cultural development at different times as well as existing back then values (Pivoev 2000 & Knox 1973).

The modern understanding of the concept of irony allows splitting it in four major types: Socratic irony, dramatic irony, irony of fate, and verbal irony (Kreuz & Roberts 1993)[7]. Even though the first three notions, which imply "contradictions, juxtapositions, coincidences, counterfactuals and hypocrisy" (Gibbs & Colston 2007b) exist and are indeed widely used, it is the linguistical type of irony that shall be the object of our discussion. In order to fashion the definition we have provided complete, we would need to keep in mind that irony can be seen in a wide range of aspects: denial or mockery, pretence, in the form of consent or approval; the expression of ridicule through allegory, when the word in the context acquires the opposite meaning;

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[7] It is necessary to immediately reject a more extensive list of kinds of irony, such as the one proposed by Muecke (1969: 4), which enumerates "tragic irony, comic irony, irony of manner, irony of situation, philosophical irony, practical irony, dramatic irony, verbal irony, ingenu irony, double irony, rhetorical irony, self-irony, Socratic Irony, Romantic Irony, cosmic irony, sentimental irony, irony of fate, irony of chance, irony of character, etc". As one proceeds with the reading, it should become clear that such lists tend to shift focus to a different aspect of some already described type(s) and separate it as a new one.

the kind of comical, laughter under the mask of gravity, hiding a sense of superiority or scepticism (Kostygova 2013: 35).

Modern studies on the phenomenon of irony characterize it as a spectrum, subdividing it into a positive, negative and neutral (Alba-Juez 2014a). It must be noted, that all these types have a unifying quality in that "irony is intimately connected with the expression of a feeling, attitude, or evaluation" (Grice 1978: 125). The most frequent is **negative irony**, in which a seemingly positive comment carries negative criticism. For instance, in the unfortunate situation, that Peter betrays his friend Tom, Tom tells Peter: "You are certainly my best friend ever!" (Alba-Juez 2014a: 100) Tom uses negative irony to express a negative assessment of Peter's behaviour. **Positive irony** (also called "ironic praise") gives a positive assessment of a person, thing or situation and is often found in family discourse. For example, consider the following situation. Daniel shows his father his diary with excellent grades. Father says: "Daniel, I'm really worried: your ratings are terrible!" (pronounced with an openly fake disappointed expression on his face.) Daniel, giggling, replies: "Thank you, Dad!" (Alba-Juez 2014a: 101). Father tries to express pride in his son's success in an ironic form, which is clear to Daniel, which is evident from his answer. **Neutral type** does not carry an intention of strongly negative criticism or praise and may include a hidden evaluation. For example, "My speech was long because I didn't have time to make it shorter." (Alba-Juez 2014a: 151). There is no intention of criticizing or praising participants in the discussion, a thing or situation, yet the phrase includes a contradiction which is to be interpreted by the recipient. This type of irony shows the speaker's wit and, potentially, could make the recipient laugh or smile (as a result of being satisfied with themselves understanding the sophistication of irony). Admittedly, not always cases of irony are clear-cut. Irony can be of a mixed type. Consider an example, when a young actress is complaining that she is a terrible actress and in a couple of months she is receiving a prestigious award. A friend of hers says after that: "Congratulations, dear friend! You certainly ARE a mediocre actress. I don't know how they could give you this award!" (Alba-Juez 2014b: 102; author's emphasis). In this case, the speaker gives both a positive evaluation of the acting abilities and a negative evaluation of the prior ungrounded complains of the actress.

1.3. MORE ON SARCASM

The term *sarcasm*[8] appeared much later than *irony*. The origins could be traced to the Greek word, Σαρκασμός (*sarkasmos*) means 'to tear meat' (OED Online). The word "sarcastic" was brought into the English language in 1695 and was used in a highly negative connotation (Partridge 1970). Unsurprisingly, turning to sarcasm arose questions of appropriateness and moral acceptability. In "Sartor Resartus", a famous critic of sarcasm, Thomas Carlisle, referred to it as "the language of the devil". Among the supporters of sarcasm one could point out Walter Scott. Interestingly, Oscar Wilde, despite calling sarcasm "the lowest form of wit", repeatedly resorted to it in his writings (Partridge 1970).

Unlike irony, sarcasm doesn't boast a variety of attitudinal or expressive types, is characterised by a sharply negative connotation (these features are also confirmed by the etymology of the word) and "without a sneering tone seems to cut against the standard pragmatic analysis of sarcasm" (Camp 2012: 5). It fits the specific environment outlined by Campbell and Katz (2012), who claim that sarcasm abides in several dimensions, such as: "failed expectation, pragmatic insincerity, negative tension, and presence of a victim".

Clift (1999: 523) underlines that when differentiating between the phenomena of irony and sarcasm, the speaker's intent plays a crucial part, with sarcasm employing "hostile false words" and the speaker being aware of it when articulating them.

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[8] There exists a number of narrowly specialised dictionaries, which focus on the phenomenon of sarcasm, such as "The Guinness Dictionary of More Poisonous Quotes", "The dictionary of insults", etc. The popularity of such books points at the general interest in the phenomenon. The titles of the books mentioned are only vaguely related to their content. They mainly contain collections of ironic and sarcastic phrases.

1.4. IRONY AND SARCASM AS REFLECTED IN DICTIONARIES

The confusion in defining irony and sarcasm is not unique to the academic world. In order to see what would be the most accessible and acceptable definitions for the terms irony and sarcasm, one can reference them in popular dictionaries.

It is interesting to note that in some dictionaries (e.g. Brewer's Dictionary of phase and Fable (Dent 2012)) the definition of irony is given through the entry for sarcasm, as through a more mastered and understandable concept, which does not require much clarification.

One of the clearest attempts to distinguish between these two linguistic phenomena and to define them separately is undertaken in Longman's Dictionary of English Language and Culture (Longman 2009), which supports the definitions introduced in the current thesis and illustrates the major difference in the intent of the speaker and suggests comparing irony and sarcasm:

> **Irony** n. 1. Use of words which are clearly opposite to one's meaning, usu. either in order to be amusing or to show annoyance (e.g. by saying "What charming behavior" when someone has been rude) – compare SARCASM 2. A course of events or a condition which has the opposite result from what is expected, usu. a bad result: *We went on holiday to Greece because we thought the weather was certain to be good, and it rained almost every day; the irony of it is, that at the same time there was a heat-wave back at home!* – compare PARADOX; see also DRAMATIC IRONY.

> **Sarcasm** n. Speaking or writing using expressions which clearly mean the opposite to what is felt, especially in order to be unkind or offensive in an amusing way: *She was an hour late. "Good of you to come," he said with heavy/withering sarcasm.*

This definition is also seconded by Henry Fowler's dictionary (Fowler 1994), which employs key phrases like "to hurt feelings" and "with the intention of inflicting pain" in relation to sarcasm. It is an implied (always) highly negative sentiment with a fake positive surface formulation. A similar distinction is given in other respectable dictionaries, such as Merriam-Webster's Collegiate Dictionary (Webster & Merriam 2003), The Oxford Dictionary and Thesaurus (Waite & Hawker 2009), etc.

1.5. COMMUNICATIVE INTENT. HUMOROUS IN COMMUNICATION. SOCIAL RELATIONS AND THE FUNCTION OF LAUGHTER

The activity of speaking a language in a society implies engaging in a complicated type of behaviour, which follows a set of rules accepted by the mentioned society. These rules are not static[9], but only one who has learnt and mastered those rules can indeed claim that they have learnt and mastered the language (Searle 1969: 12). The current section is dedicated to exploring the natural habitat of the phenomena of irony and sarcasm, namely, a speech act. To this end one needs to see which specific rules of social conduct govern them and what is the nature of intent that makes one resort to their usage.

It seems reasonable to start by generalising and systematising the views on the concept of communicative intent in general and its types. The term "intent" is associated mainly with the theory of speech acts and is part of the conceptual apparatus describing the illocutionary function of the language units. The concentration on the illocutionary aspect goes back to the ideas of Austin and Searle. As Searle believed, speaking or writing in a language means producing speech acts of a special kind that can be called "illocutionary acts", which included making assertions, asking questions, giving orders, making promises, apologising, expressing gratitude, etc. There exists a systemic set of relations between the meanings of the words and phrases uttered and illocutionary acts that we produce by pronouncing these words and phrases (Searle 1974).

In philosophy, intent is defined as the property of consciousness, due to which its states can be said to have a content which comprises information about something that is outside of consciousness, and includes a certain type of attitude towards this content (Kobozeva 2003). In linguistics, intent is usually understood as communicative, verbal intent, the purpose of why the communicants produce this or that utterance. Thus, communicative intention is anticipation by the speaker of the desired outcome of communication (Formanovskaya 1996: 42)). It is a strategic speech plan, a programme of a verbal action, which can inform, encourage the interlocutor to do

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[9] For example, the ending *–Innen* becoming a norm for the plural in the German language to signify plural.

something, etc. In accordance with this the speaker should be purposefully choosing such linguistic means, which with maximum level of accuracy would express his or her intent, and depending on their strategy, the speaker chooses to resort to either direct or indirect manifestation of intention (Formanovskaya 2005: 106). The explicitness or implicitness to a large extent depend on the purpose and motivations of the speaker, on whether he or she wants the intent to be as open as possible, so that it is easily recognized, or leave for the addressee an opportunity to understand and reveal the intent.

People react both to others' actions and their intents. Such small gestures as winking might lead to a whole range of possible interpretations, from flirting to an invitation to laugh at a spontaneous joke together, to drawing someone's attention, or merely being friendly. The social nature of human beings makes them wonder and guess based on previous experience what the intent was exactly in order to fulfil their social role and not to break the conversational conduct (Dmitriev 1996: 21-26). The connection between an action and an intention builds into an internal database which is constantly accessed and edited repeatedly throughout one's lifetime.

We have discussed the differences in intent of the speaker when employing irony or sarcasm. When they arise in communication, they imply the presence of an ironic / sarcastic subject (*ironist* or *sarcaster*, respectively), a recipient (listeners) and an object of irony / sarcasm (which, due to multi-directionality of the phenomena, can also be either the subject or the recipient, or a third party (person, object, fact, etc.)). Irony and sarcasm directly depend on their interpretation by the addressee. In the mind of an ironist / sarcaster, there is a certain set of values, from which he or she follows when using irony, an image which he or she wants to convey. The successful transmission of a message depends essentially on the similarity of this image with that of the recipient. The coding of ironic information, irony's inner content, is realised due to the presence of context that allows us to correctly understand the original value orientation of the subject of irony (Mukhina 2006: 64). There are two major types of context: the context of a specific instance of the phenomenon (the semantico-semiotic situation, which makes it possible to understand the object of reflection) and the cultural context[10]

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[10] We will discuss the difficulties that arise in cultural context later in the chapter.

(knowledge of the language and factual nature common to all individuals) (Nilsen & Glenwright & Huyder 2011: 374).

What one should also notice, whatever the intent behind the phenomena is, that the speaker has chosen to express it in the indirect type of a communicative act. The way irony and sarcasm are perceived is a very unique cognitive process. When exposed to a figurative expression of this kind, the brain reconstructs simultaneously both surface-level and intended interpretations. The likelihood of the expression being processed as either the former or the latter interpretation varies, depending on how familiar one is with the expression and how semantically biased the context is. In case of a semantically biased or a clearly pre-defined context, only one interpretation might be activated. That being said, the less familiar the expression is, the more likely it is to evoke both meanings. (Giora & Fein 1999: 1602)

Therefore, one can say, that the main obstacles to recognizing irony and sarcasm in communication are insufficient (diverging) background, ignoring the context and biases in the interpretation.

However, an ironist / sarcaster can deliberately rely on a context that is not understandable to the object-interlocutor, but understandable to all other listeners (Watson 2011, Wilson 2013). Of course, that would be done with a very different communicative goal in mind.

As it has been mentioned throughout the chapter, the intent of irony is associated with the key phrases "for the sake of amusement", "to show wit", "to express annoyance", "to be humorous" and similar. Yet, one should not underestimate this powerful communicative tool.

In order to understand the power distribution in communication where irony is used, one should look into the nature of "comical" or "humorous". They embrace various aspects of life and exploring their nature is yet another step to understanding the essence of *homo sapiens*. The function of humour is to purposefully deal with a certain situation by recognising/presenting it first, and then by underlining some features show them as incongruous, violating our expectations and the entire mental model of the situation at hand. In its very essence humour opens the listeners' eyes to some fundamental absurdities in the surrounding world, and even though it can be used in a kind and friendly way, it is not always the case (Singh 2012: 66).

Throughout the process of communication laughter is subject to moral evaluation. The interaction between people is conditioned by the assessment of the situation in strict accordance with the set of norms existing within the society. Thus, laughter is also subject to this evaluation, expressed by the reaction of others and the general social opinion. Laughter can express both lively and friendly attitude as well as antagonism and condemnation (here one can think of the opposition between the "good" and "evil" laughters).

It is important to understand the tendencies of power dynamics in a communicative act which involves laughter in order to understand why one would like to cause it (i.e. to resort to means of causing people laugh and perceive something as humorous and entertaining).

Laughter can serve a **differentiating function** by creating groups and subgroups[11]: professional, culture-specific and other types of humour unite people, belonging to a particular group and simultaneously separate them from others. It is important to underscore the spontaneity of laughter. It requires a certain social space and, due to its psychological factors, its expressiveness is proportional to the number of people involved, which explains its "contagious" nature.

Should one go to the historical roots of collective laughter, one would discover that initially it was a signal of an absence of danger (e.g. predators or enemies), which later transformed into a ritual, helping ancient tribes unite and resolve various conflictual situations, thus performing an **integrating function** (Propp 1999: 36). Laughter created the feeling of equality within the laughing group, eliminating all social differences, which holds true to this day.

Statistical data (Morreall 1983) shows that superiors joke more than their subordinates, men – more than women, and women laugh a lot more in the presence

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[11] Bergson describes laughter as a conspiracy with other laughing people, for many comical things are not understood by some and are familiar to others due to some close ties with a society's nature and views (1992: 13).

of men.[12] Moreover, men laugh quieter in a female company than when communicating with men. Besides, people frequently resort to laughing even if they do not find something funny in order to remind of their presence and stay as a part of the company. All these examples illustrate a number of tendencies of social dynamics created by laughter. Writing in depth about this area would require a thesis of its own, for it has been a subject of intense exploration in communication science and psychology for a while.

Humour does not only differ according to topical areas, but also by levels. Into the first level one can relegate the so-called "universal" type of humour, i.e. the one comprehended by everybody, regardless of cultural, educational or other factors[13]. A level higher contains a type of humour which "acts as a relief from repression or inhibition", e.g. political or religious jokes. The current thesis deals with the third level of humour, which demands a mastery of language and its stylistic devices. Irony (and sarcasm?) belong to this level (Singh 2012: 67).

As far as the intent of sarcasm is concerned, its usage can be characterised by aggression and hostility, and bears no humorous intent, the place of laughter being taken by a sneer, the reaction being bitter rather than funny.

Research papers (e.g. Camp 2012 & Clift 1999) describe sarcasm as having a distinctive tone that gives out the speaker's attitude, whereas irony being characterized by greater secrecy and wit. The practical justification of such claims was presented in two experiments conducted by K. Lee and A. Katz (1998), the subjects were given a series of statements containing irony and sarcasm. The goal of one group was to mark statements as being representative of irony, the other inspected the sentences for instances of sarcasm. The result clearly showed that the mockery of a "victim" plays a bigger role in sarcasm, than in irony.

Another experiment was conducted by John Leggitt and Raymond Gibbs (2000: 6) to try and illustrate the differences in the emotional causes and effects of irony and sarcasm. Within this experiment a performer delivered a number of ironic and sarcastic

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[12] One can see it as an argument in favour of the superiority theory of laughter.
[13] "Banana peel" jokes belong to this level, for example. People, being social creatures empathise (project the action onto themselves) when something seemingly bad happens, but as soon as it is clear that there was no danger it becomes a good reason to laugh (arguably, it stems from the times when laughter signified the lack of danger).

utterances in front of a group of participants. After that, the participants were made to evaluate three things: firstly, to describe their own emotional reaction to irony and sarcasm; secondly, to describe the perceived emotional state of the speaker; and finally, to assume the emotional reaction which the speaker was intending to evoke in the participants by addressing them in an ironic and sarcastic manner. The results of the study confirm the analysis presented in the current thesis. The results of the first part of the experiment illustrate, that the participants' reactions varied, depending on the type of phenomena used, confirming a large difference in the emotional response to irony and sarcasm. The second part has revealed, that in an attempt to empathise with the speaker, the participants assigned them emotional states which would be coherent with what they felt on the receiving end, i.e. in case of sarcasm the emotions of the speaker were in the spectrum of "angry", "irritated", "mad", "disgusted", "turned off" and "repulsed". In the last part of the experiment, the participants matched the feelings they experienced when hearing irony and sarcasm with the intentions of the performer. Interestingly enough, the initial group of participants was split in three smaller groups, thus three separate groups of participants were undergoing these three parts of the experiment, so that one group would undergo one study experiment, and their results were consistent, as if they were one group.

It is also interesting to see the reasons behind employing "pragmatic insincerity" rather than direct criticism in the case of sarcasm. In a study by Toplak and Katz (Katz & Toplak 2000: 1474) the following experiment was conducted. 88 people were tested on 8 passages, containing 272 instances of direct non-sarcastic criticism and 315 sarcastic ones. The results taken from the paper, have concluded that the employment of sarcasm is interpreted as more offensive, verbally aggressive, anger-provoking and mocking, insincere, humorous, impolite and at times with an unclear message, as compared to direct criticism. Another quality that has been discovered is that the speaker is more pleased with themselves, whereas the addressee feels more criticised and mocked, as part two, concentrated more on the power dynamics in the conversation, of the study showed (Katz & Toplak 2000: 1478).

In order to see the principled contrast with the situation that bears no sarcastic or ironic charge, let us consider the following example: "One day while parking at work your car splashes mud on Christine. Christine walks over to your car while you are getting out. You look at Christine and ask why her clothes are such a mess. Christine looks back to the mud puddle in the road and answers: "You splashed mud on me with

your car.”” (Leggitt & Gibbs 2000: 1). So, if a response to the question “What caused X?” would be a factual “Your action Y”, it conveys no attitude of the second speaker, but only provides facts, which is found to be an ambiguous communicative strategy, not revealing one’s communicative goals: what actions of the first speaker would be expected as a follow-up to the factual response of the second speaker is not clear. Sarcasm, in its turn, would both reveal the emotional state of the speaker and, potentially, also cause an emotional reaction in the receiving party (Leggitt & Gibbs 2000: 1). Of course, if someone has done something unintentionally, one might not want to resort to expressing emotions and they would feel better about it, not escalating the situation. It is different though, when it is an intended harmful action and the hurt party wishes to express their emotions in an unambiguous manner, have it recognised and, maybe, compensated. In this case deployment of sarcasm is reasonable for expressing negative attitudes.

Another possibility to draw attention and to express dislike, for example, would be irony e.g. “You might want to drive a bit slower” (Leggitt & Gibbs 2000: 2), or formulated as a rhetorical question, e.g. “Do you ever know where you are going?” (Leggitt & Gibbs 2000: 2). “An effect of ironic statements was found for five of the eight emotion categories, specifically amusement, warmheartedness, anger, disgust, and scorn” (Leggitt & Gibbs 2000: 16). These examples also convey emotions, however, they do not bear as strong a hostile charge as sarcasm. It goes without saying, that there is a multitude of other ways how the response could go[14], and everything depends on the communicative intent of the speaker in a given context.

1.6. CLASSIFICATION SUMMARY

We have defined the phenomena of irony and sarcasm, identified their common features, as well as differences between them, analysed the phenomena within a speech

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[14] For example, such figures as hyperbole might be taken as overreacting and thus the communicative goal won’t be achieved (Leggitt & Gibbs 2000: 2). The stress should be put on the communicator being as clear as possible on what they feel and what they expect from the interaction.

act and revealed the variety of communicative intents behind their usage. Before we proceed to discussing paralinguistic and linguistic means of their expression, providing a linguistic classification of the phenomena and considering possible reactions to their use in communication, I wish to provide a visual summary of the classification we have achieved by now (see Figure 1).
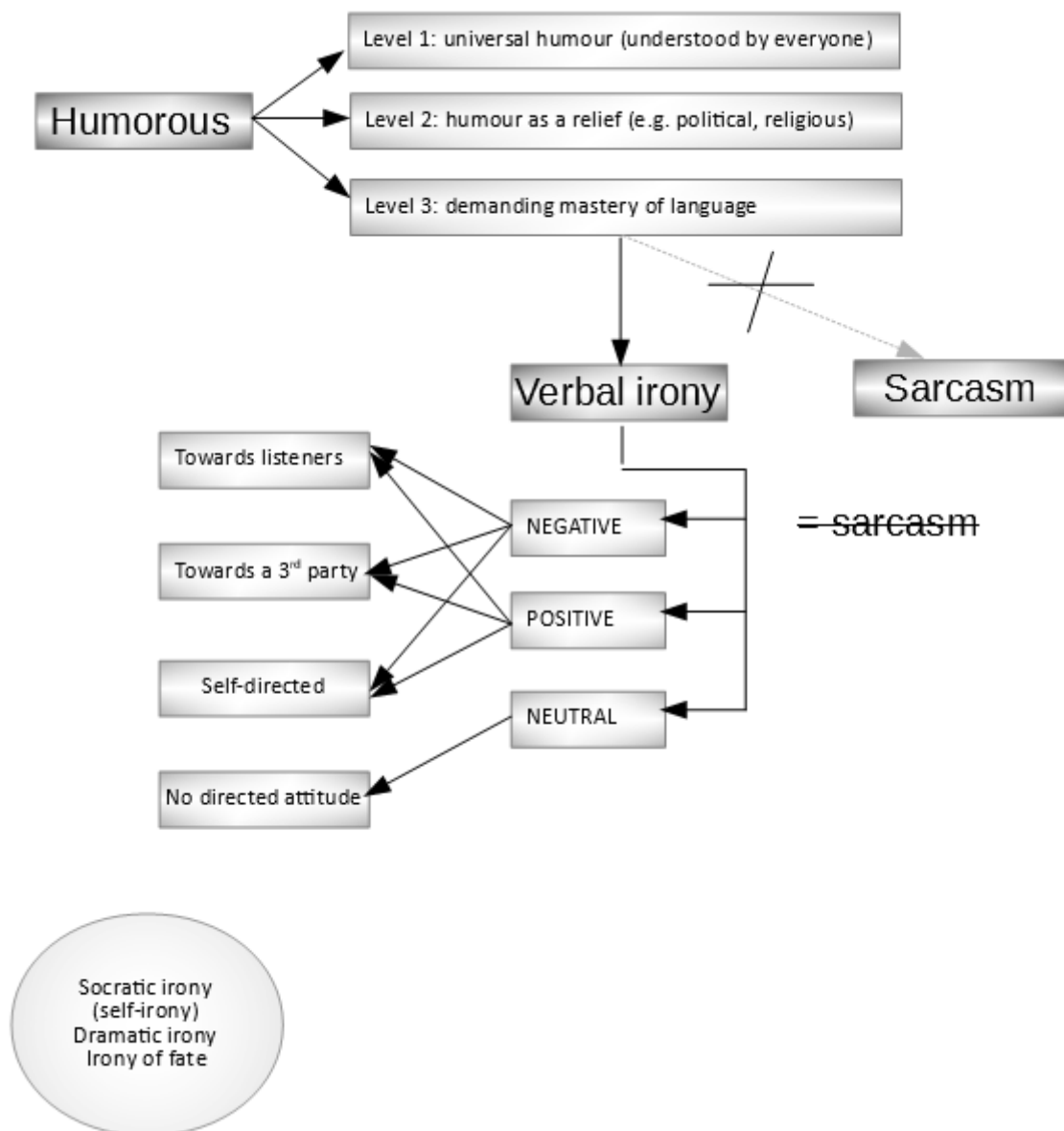

Figure 1. Mapping irony and sarcasm.

First and foremost, it is logical to place irony on the third, level of "humorous", as demanding mastery of the language, for in the communicative aspect, simple humour is

understood by everyone, whereas irony "aims more at understanding the subject of the humour, being apt for more experienced and mature audience" (Singh 2012: 66). Next, it is easy to draw the borders between positive, neutral and negative types of irony, depending on the speaker's attitude and intent (discussed in detail in section "MORE ON IRONY"), as illustrated above. Separating irony in these three distinct subcategories immediately makes the previously standing classification problem clearer: the problem of distinguishing between irony and sarcasm, in fact, seems to be a problem of telling apart the negative type of irony[15] and sarcasm. However, as we have proven, these are two different phenomena, varying greatly in the speaker's intent and attitude: negative irony being "an imaginary praise of what deserves destruction and destruction, but clings to life", and sarcasm manifesting itself as "malevolent sneer" (Rosso 2014), being "more cruel and contemptuous" than negative irony (Knox 1961).

The scope of intents specific to sarcasm also does not allow to put it under the category of humorous, despite the fact that it might require a mastery of language as well.

1.7. MEANS OF EXPRESSING IRONY AND SARCASM

There is a broad variety of means one can resort to when expressing irony and sarcasm, but they all have two binding properties: they should provide a semantic contrast of the object-logical and contextual meanings, as well as have an emotio-evaluating (to each their specific) component.

Paralinguistic means of expressing irony include gestures or kinesics (mimicry, pantomime and gestures) and intonation (accent, timbre, pauses and melodics). These means of expressing irony, as a rule, are involuntary (Grirorjev 2006).

It is also necessary to elaborate on the importance of speech prosody as an indicator of the speaker's intentions. As the markers of specific speech acts at the prosodic level, there are increased tonal and dynamic contrasts between relevant and

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[15] Some linguists, such as Sperber and Wilson, attempted to assign irony exclusively derogatory and contemptuous quality (Clark&Gerrig 1984: 121), thus putting the notion in the box that does not fit.

irrelevant components of the utterance, the steepness of the rises and falls of the tone, the rate of change in loudness, and also the comparative difference of the pitch frequency of this specific illocution as compared to normal speech (Grigorjev & Tychina 2006: 88). Various prosodic contours of the same utterance convey different semantic contents and perform different pragmatic functions. On the one hand, prosody helps to understand whether a statement is a threat, a command or a request, on the other, it can express a meaning opposite to the content of the expression. Several linguists have carried out research into the prosodic cues specific to irony and sarcasm, such as Haiman (1998) and Cutler (1974). Their work describes the most common patterns observed in statements identified as ironic / sarcastic, though they do not offer a clear-cut metrics to work within. One of the common descriptions attached to the ironic tone would be, for instance, nasalisation, slower speech rate and prolonged syllables. Haiman adds such features as "exaggeration, flattening (used with excited words), singsong melody, falsetto, and separation by pauses" (ibid. 1998: 32). The principle behind any of those features is one and the same – they create incongruity between the expected sounds pattern and the meaning of the phrase uttered.

Sarcastic utterances, on the other hand, have a typical prosodic contour. As a rule, they are pronounced with an even tone, with the falling intonation at the end of the sentence. Such a neutral intonation achieves the most "painful" effect (Filippova 1999, 2000). Such a prosodic contour is consistent with the sentiment location in the utterance: sarcastic statements have a very high sentiment contrast, they "start very positively and end very negatively"[16](Cliche 2014).

> If … there is an intonational clue to the sarcastic reading, it seems that such an utterance means the opposite of what it *means* without the change of intonation, and so the speaker may well have *said* that Mac was a scoundrel (or whatever). We see no reason to deny that there are characteristic sarcastic intonation contours with semantic effects (emphasis in original). (Bach & Harnish 1979: 33)

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[16] The shift from positivity to sharp negativity comes at the understanding of the meaning of the whole phrase.

The gestural cues of irony are the most difficult ones to study, in part due to the fact that they find multiple manifestations, be it winks, laughter, facial expressions with specific eye and eyebrow configurations, grins or some gestural occasionalisms. Some of these features and their identification are more consistent than others. For example, in case of post-utterance codas (audio-visual cues following an ironic utterance), "speakers produced higher rates of smiling or laughter (or both) during the production of ironic codas (51%) than during the production of non-ironic baseline codas (21%)", which also caused higher rates of recognition by the listeners. (Gonzalez-Fuente & Escandell-Vidal & Prieto 2015: 28). Whereas during sarcasm people tend to have a more neutral expression, matching the prosodic contour of the sarcastic utterances (Filippova 2000). This neutral facial expression is called "deadpan expression" or "poker-face" (Filippova 1999).

Should someone want to make their statements obviously ironic or sarcastic, resorting to accentuating gestures is an efficient and common addition to the strategy. Unfortunately, there is currently no consensus on the universality of gestural cues for irony. In part, it might be due to the experiments conducted under controlled laboratory conditions being arguably different from real life settings, or it might be because these cues cannot be universal. Further research shall be conducted to clarify it in the future. However, taking into account that it is possible to identify the phenomena of interest without resorting to gestures analysis, within the framework of the current paper it is reasonable to acknowledge their existence and their amplifying quality and concentrate more on the linguistic component.

Paralinguistic tools used to convey irony and sarcasm are often supplemented by **linguistic** ones, especially if there is not enough context. Among them there are: lexico-semantic means (homonymy, polysemy, opposition, etc.), logical-syntactic means (inconsistency of word-clutches, repetitions, parallelisms, rhetorical questions, indirect speech, antithesis, gradation, etc.), use of collocations to create Comic effect (phraseological units, metaphors, comparisons, clichés, litotes, epithets, parodies, grotesque), grammatical means (use of pluralisation, subjunctive mood, past tense), stylistic means (intentional increasing/ decreasing in the intensity of the stylistic background through archaisms or jargon and reduced and oversimplified vocabulary, respectively). In recent times, occasionalisms coined by the speaker which are have not been fixed in dictionaries are gaining particular popularity (Grigorjev & Tychina 2006).

Whilst irony employs a wide variety of techniques, some recent research has provided several linguistic tendencies specific to sarcasm (Gibbs & Colston 2007a, Reyes & Rosso & Buscaldi 2012). Firstly, sarcasm employs adverbs of a high intensity (e.g. I absolutely adore it when my bus is late). Secondly, sarcasm tends to use very positively coloured words (e.g. Oh, how I love being ignored). Thirdly, there exists a list of vocabulary that is highly associated with sarcasm (it is not unique to it, though), such as: just what, yay, perfect time, a blast, shocker, just love, love, life, today, lol, feel, bad, etc. (Cliche 2014).

1.8. SPECIAL CASES

One more important thing to have a closer look at would be to examine the "difficult cases", when it is not clear if the features of a particular utterance fulfil the definition of being ironic and are named in linguistic sources as "exceptions" to be accepted as ironic at face value. That being said, there is a logical and consistent explanation why they would be counted as manifestations of irony.

The first outlier is **ironic understatements**. They can be used more efficiently than lexical opposition. Wilson and Sperber (1992: 54) bring as an example a situation in which a customer in a shop is enraged and does not hide it from the public. Customer A turns to Customer B and says: "You can tell he's upset". Even though the traditional definition of irony would suggest the phrasing be either "You can't tell he's upset" or "You can tell he isn't upset", thus turning a minus into a plus. It might seem that ironical understatements fail to fit the traditional definition of irony provided in literature.

Ironical quotations are yet another special case. An exemplar situation would be, for instance, quoting Boswell during a traffic jam in London: "When a man is tired of London, he is tired of life". To fully understand the irony one needs to recognise the quotation and not to merely take the opposite of what is said. It is mocking the sentiment that gave rise to the quotation, it requires to see the London that the quotation was intended to convey and compare it with the current context (Wilson & Sperber 1992: 56).

The last but not the least important outlier to notice is **ironical interjections**. Consider the case when Tom invites Bill to Melbourne and describes how Melbourne

in April is the most beautiful place on earth. Bill comes to Melbourne, as agreed, and it is piercingly cold and pouring down so nothing can be seen around one meter away. So Bill exclaims: "Oh, Melbourne in April!". Even though this interjection is ironic, it does not seem to fit completely under the definition of verbal irony, as such exclamations do not explicitly verbalise the complete proposition to make an opposite of. Therefore, it is difficult to apply the maxim of truthfulness at a glance, as there is no exact opposite of "Oh, Melbourne in April!" (Wilson & Sperber 1992: 57).

As one might recall, the "standard" type of irony conveys the speaker's attitude to the situation in an implicit form, in a "sentence, which would standardly mean that p, in order to convey that not-p" (Grice 1978: 125). What makes these cases different, is that it is not enough to merely know the context of the current situation. One can say, that there is an additional level of implicitness.

However, it would be an oversimplification of the phenomena to say that to negate a situation it is enough to simply put a "not" in the sentence. Negation is intended in these cases, hence one needs to dig a level deeper and to consider the implicature and the intent, given the fact that attitudes are not necessarily entirely explicit in a verbalised form. One should keep in mind that irony functions within a certain cognitive environment and it is important to see a concept behind any verbalised utterance.

As Shilihina (2008) postulates, the degree of irony depends on the relationship between the expressed and hidden meanings of the utterance, that is, it can be both: either a minimal discrepancy of meaning or a complete opposition. In the case of ironical understatements, the implied meaning is so much greater than the verbalised expression thereof, that it is legitimate to consider the verbalised form as "zero" or as "plus" (or "p") on the conceptual gradience scale.

When it comes to processing of either ironic quotations or ironic exclamation, one needs to follow the same path and figure out the full context of what is verbalised – that is, to know from where the quotation is and what it conveys, and which (here, past) context the interjection relates to – and then see it as the hidden opposite of what was indeed implied.

As far as the linguistic classification of irony and sarcasm is concerned, I stand with Elisabeth Camp[17] on the side of accepting both semanticists", who claim that irony/ sarcasm is "semantically encoded at the level of logical form by an operator which 'inverts' the literal meaning of the word or clause to which it applies" (Camp 2012: 2) and expressivists', "arguing instead that it serves to draw attention to a disparity between how things are and how they should be, and thereby expresses a "dissociative attitude" about some aspect of this disparity" (Camp 2012: 2) views, granting them, that each has merit and an important point to add to the understanding of the phenomena in question, and either, when taken on its own, is insufficient for a complete explanation. Instead, there is a unified process of "meaning inversion", which is implemented in one of the following ways:

Firstly, the **propositional** type (Camp 2012: 21) is the closest type to the implicature model and is "directed toward some proposition to which a sincere utterance would have committed the speaker", e.g. "James must be a real hit with the ladies". In this case the implicature is diametrically opposite to the entire proposition, if it were sincere. The evaluation of some features is placed on the high end of the positive scale, which then implies a shift in exactly the opposite direction.

Secondly, the **lexical** type (Camp 2012: 25) encompasses the inverted meaning for single words and phrases instead of the entire proposition, e.g. "If you manage to generate one more half-baked, inconsequential idea like that, then you'll get tenure for sure". Here, the truthful statement is conjoined with a positive evaluation the speaker pretends to articulate.

Thirdly, the **'like'-prefixed** type (Camp 2012: 27), which is similar to the propositional type in that it targets the entire phrase and provides for an implicit switch of a phrase to the contrary, however in the case of propositional sarcasm there exists at most an implicature, whereas the 'like' part actively states that the speaker is denying

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[17] In her work E. Camp uses the terms "sarcasm" and "verbal irony" interchangeably, which after careful examination has allowed to generalise the classification as suitable for both the phenomena.

the content of the phrase, e.g. "Like that's a good idea". In such phrases frequently only the focal content is addressed.

Lastly, the **illocutionary** type (Camp 2012: 32) relies on the non-textual features, thus it conveys "an attitude which is the opposite of one that a sincere utterance would have expressed". It relies to great extent on the context (and frequently prosodic and gestural cues) and would hardly be recognised as sarcasm without it, e.g. "Thanks for holding the door". It draws attention to the disparity between the commonly acceptable in a certain situation sincere phrase and the one which is implied.

It is not difficult to produce examples of either irony or sarcasm by analogy to illustrate that this classification can be applied to both. For instance, if a notoriously unpleasant and arrogant co-worker addresses the crowd at a corporate event as "My dear friends, …" a sarcastic reply-repetition could be "Friends." [pronounced with a plane tone] or, similarly to the like-prefixed irony type, one could produce like-prefixed sarcastic outlier "Like a great friend, totally." [said in an even voice]. Even though it is possible to start developing two similar separate classifications, it would hardly make sense to, because the same chain of reasoning as used for the ironic "exceptions" would be applied for processing the sarcastic ones.

1.10. RESPONSES TO IRONY AND SARCASM

> The universe is all about balance. The forces of light and darkness are meant to keep a check on one another. If one becomes too powerful and starts overrunning the other, that balance will be upset. For the tyranny of virtue is as unbearable as the stranglehold of vice. (Nath 2014)

In the section "Communicative intent. Humorous in communication. Social relations and the function of laughter" we have set the beginning of exploring psychological and social causes and effects of irony and sarcasm usage in communication. In the current section we will detail on the effects and the expected reactions, which will be necessary to understand why a speaker would want to employ these phenomena in the context of formalised debates and how they should respond in case their opponents have resorted to this technique, in particular we shall point out such a quality as power disbalance, which (as shall be seen in the following chapters) could be of strategical use in competitive debates.

In the course of communication, in which there is no time for predicting verbal actions, the reaction arises spontaneously, i.e. under the influence of the conditions of the situation or as reaction to the behaviour of the counter-speaker. In this view, speech acts can be divided into **illocutionally independent**, in which the intent of the speaker themselves plays the major role, and **illocutionally dependent**, the illocutionary purpose of which is entirely determined by the context and/or the prior communication (Baranov & Kreidlin 1997: 88-89). Within this section the aim is to show how important it is to play the card of irony or sarcasm as a part of an illocutionary independent act, as well as choosing the correct strategy when placed in the reverse situation. In this analysis only the important parts will be accentuated and one should not forget, that natural speech is complex: we are confronted with the original intent of the initiator of the speech act and with the secondary (arising under the influence of the situation) ones, to which various situational and contextual layers can be added. For example, to the speaker's initial intent to communicate something under some circumstances (to deliver an argument to prove a point) an additional goal may be added: to attract attention, to demonstrate awareness of something, to surprise, to amuse, to hurt or to express one's positive attitude towards the listener, etc. This means, that intent is flexible and can be viewed as a spectrum or a combination of several intents simultaneously. It is a useful skill to be able to interpret intents correctly and address them in a due manner (Baranov & Kreidlin 1997: 84).

Coming from the fact, that formalised educational debates, like any other communication, is not a one-sided activity, one should bear in mind, that employing irony and sarcasm produces a certain emotional and, possibly, verbal response. The reaction can differ greatly and in order to not merely enumerate which reponses are available, but to also understand the underlying mechanisms and outcomes of their deployment it would be insightful to get acquainted with the study "Responding to irony in different contexts: on cognition in conversation" by Helga Kotthoff. In her work (ibid. 2003)[18] she provides a thorough sociolinguistic analysis which looks into

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[18] The paper has a number of pluses, such as the big data volume and the depth of analysis. Besides, it stepped away from the lab setting, for the experiments conducted in restricted supervised conditions of a laboratory vary from the real conversation principally: 1) the participants are more self-conscious, they are aware of the fact that they are watched; 2) there is no direct effect of irony on the participants within an experimental setting, the

the emotional fabric of the internal layer[19] of irony and explores the notion of the so-called "ironic gap", when speakers choose to react to the literary rather than the figurative meaning of the phenomena, thus **cancelling the ironic game** and keeping the gap. The difference in the reaction stems from the decision of the receiving side to recognise a statement of the speaker as ironic or not, which can also be either an intentional or unintentional decision, depending on the context. The decision of how to respond is based on the fact that there are differences types of irony (e.g. defensive irony, protective irony, critical irony, friendly irony, and arrogant irony) and the actual *effect* which irony or sarcasm causes (or might cause) would essentially determine the response. "It turns out that in pro-and-con TV debates[20], a different type of irony, namely critical irony, dominates, compared with what is the case in meetings among friends; the two types of irony provoke different reactions" (Kotthoff 2003: 1407). The major finding of the study was that in close, friendly situations (the data was represented by a 30-hour long recording of dinner conversations) the reaction addresses that what is *said* in the ironic utterance, whereas on TV (the data is extracted from a 25-hour recording of TV debates), when discussing controversial issues, the stress is on what was *meant* by the ironic utterance. Such differences are explained by the nature of occurring conversations: when in a friendly setting, everybody is having fun and teases each other, where continuing the ironic game or reacting with laughter is a welcome move, whereas on a TV debate the main purpose is to address ideas, rather than wordings and keeping one's face.

Let us consider another important piece of research, the results of which will be especially significant in the last chapter of the current thesis. In the study conducted by Gibbs (2000) the reaction to irony and sarcasm in 1/3 of all cases was **mirrored with irony and sarcasm**. It could be said that in many occurrences it is of cooperative nature and both parties get employed in the staging of ironic exchange. 22% resulted in

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situation is depersonalised in some way; 3) if it is not presupposed in the initial guidelines of the study, the participants cannot continue the communication, react properly and adjust it.

[19] Irony and sarcasm, as is clear from the theoretical chapter, have their external manifestation (the words and the paralinguistic component which are perceived) and their internal manifestation (which gives rise to the figurative interpretation) diametrically opposed to each other.

[20] The sphere of TV pro-and-con TV debates is of particular interest, for it is close to the research target of the current paper.

a **literal response with a clear indication** of being aware of the ironic nature of the provoking phrase. In 12% of the cases the participants **laughed**. In 5% of cases they **missed** the speaker's initial ironic intent. In 29% of the cases a **topic shift** followed.

It is important to see, that one could further expand on the possible responses to ironic statements, as there are clearly more options than those enumerated in the aforementioned studies. One possibility, in an extremely informal situation, would be to **act stupid**: to make an intentionally stupid joke or an out-of-nowhere comment, to kid around, making it implicitly clear that one has recognised the provocative statement and refuses to engage with it. Another option would be to **scold** the person making the sarcastic statement and, possibly, **pointing out their motives,** thus reshaping the conversation and declaring the willingness to restore it back to the literal flow. Finally, one can **correct** the ironic or sarcastic statement into its literal form by reformulation (with or without confirmation of correctness of the interpretation from the ironist/sarcaster) interwoven in the reply. These examples, of course, do not exhaust all possibilities, however, they allow us to see a great part of the spectrum.

2.1. DEBATES AS A TYPE OF PUBLIC SPEAKING

> Democracy must be built through open societies that share information.
> When there is information, there is enlightenment. When there is debate,
> there are solutions. When there is no sharing of power, no rule of law, no
> accountability, there is abuse, corruption, subjugation and indignation.
> (Jahjaga 2017)

As it was mentioned in the introduction, the phenomena of irony and sarcasm in the current thesis shall be explored in the context of formalised discourse, specifically, formalised educational debates[21]. It is a formalised dispute management (Krabbe 1982), in which two opposing sides interact to convince the third party, namely, the judge and / or spectators, that their side is the correct one. In everyday life, a debate can be understood as any dispute, discussion or a clash of opinions on any issue, albeit debates in this sense are informal and are not the subject of this study. In formalised debates, there are special rules (which shall be covered in the following section), according to which the process itself is conducted, helping to determine the winning side (Lemmermann 2002 & Trapp & Zompetti & Driscoll 2005).

School-level and student educational debates are practiced all over the world (Snider 2003: 24): in Western and Eastern Europe, the United States, Japan, Southeast Asia, Western Siberia – and are gaining popularity in the countries of the Arab region (e.g. Qatar, Egypt, United Arab Emirates). Such prestigious universities as Oxford, Cambridge, Yale, Monash and Harvard have their own active debating clubs. It is

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[21] The tradition of debating takes its roots in the times of Ancient Greece, where it was a recognised tool of education and truth seeking. Special activities aimed at developing the skill of public speaking were later present in Medieval Europe. Finally, in the 19th century, the debates held between the Republican Party candidate for the United States Senate, Abraham Lincoln and the Democratic Party candidate, Stephen Douglas had such a tremendous effect on the history of American political development, that it was introduced as an academic discipline in American universities and colleges (International Debate Education Association 2017). In the 1990s they became not merely an "elitist sport for the best", but accessible for everybody (Snider 2003: 21) and today debates are a worldwide phenomenon. A classic example of formalised debates would be debates between party leaders or presidential candidates. Admittedly, though, they are a lot more chaotic than the educational debates, and therefore do not fall under the scope of the current work.

necessary to note the interaction between debating communities around the world: numerous tournaments and championships are organized at the university, city, regional and international levels. Debates are held in different languages, however, the most popular language of tournaments (especially international ones) is English (Snider 2003: 24). Debates, as a phenomenon, are a feature of a democratic society and occur in advisory bodies (e.g. parliaments), on television, as well as in schools and universities, where the process of truth seeking and development of critical thinking skills happens in a process of an "information battle", training in the mode of being here and now, producing a highly reflexive environment with spontaneous and, thus, natural language[22] (Kalinkina 2007: 3). The purpose of debates is to affirm the democratic values of society and to promote mutual understanding and cooperation among peoples (Snider & Schnurer 2002: 7), and our research shall take place in this international environment.

2.2. DEBATING RULES AND PECULIARITIES

All educational debates can be divided into three major categories: 1) school debates (Mace, Jes, Karl Popper), 2) university debates (British Parliamentary format, American parliamentary format, Australian format) and 3) mixed types (e.g. Oxford Union and Cambridge Union have a format of their own and invite famous politicians, professors and celebrities to participate along their students).

All of the aforementioned formats have a number of **common rules and features** (Quinn 2009):

1) competitions are team games (with a rare exception, when one player has to make a speech and for his partner(s) – a phenomenon called "iron-man");

2) there are two sides – the side of the proposition (affirmation) and the side of the opposition (negation). The proposition side presents a "case" in which it explains its understanding of the topic and its position on the issue, whereas the opposition side refutes it;

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[22] The cliché such as "Dear Ladies and Gentlemen" or "I am very proud to propose" are to be considered as much of a formality as "Good morning!" and "Bless you!".

3) the discussion is conducted through an exchange of arguments (presentation of "constructive arguments" and refuting arguments introduced by the opponents);

4) each speaker has clearly defined functions and depending on the side (proposition or opposition) and the position in the team, the speaker (Sonnreich & Schultz 2012: 6):

- introduces new arguments (constructive speech[23]),

- refutes arguments of opponents or

• summarises the round by analysing the main areas of the "areas of clash"[24] of the teams.

The **first affirmative speaker** is expected to set the context of a debate and provide definitions for any ambiguous or unclear parts of the motion. It should also provide a team split. There is a minimum requirement of 2-3 arguments to support the position of the team.

The **first opposition speaker** is required to re-contextualise the debate and, in case any definitions were inappropriate, reintroduce them with proper clarifications. He or she also provides a team split, refutes the arguments brought forward by the first affirmative team and introduces at least 2-3 arguments of their own.

The **second affirmative speaker** should finalise the definitional issues, should such have arisen, engage with any material brought forward by the opposition team, refute it and introduce 2-3 new arguments to support the affirmative team's position.

The **second opposition speaker** refutes the arguments introduced by the affirmative side and provides 2-3 new arguments as well.

The **third affirmative and negative speakers** (if exist in the format) are obliged to reframe the debate by introducing the so-called "extension", which is either a set of

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[23] Constructive speech includes new material and argumentation.
[24] "Area of clash" occurs when both sides claim the same point, e.g. under which side women's rights are protected better.

new argumentation, which would make it possible to see the debate from a new angle, or it can be a reinterpretation of the material which was introduced in the first part of the debate.

The **closing affirmative and negative speakers** are the last two speakers, who have a unique role of delivering rebuttal speeches, summarising and analysing the flow of the entire round and justifying why their team has won the debate. Depending on the format, there may or may not be a prohibition to input new information by the first closing speaker. The only players who do not have the right to introduce new information in any format are the last closing speakers;

5)   there is a time limit. The observation of this limit is controlled by the so-called "time keeper", who, with the help of a certain system of signs, shows players how much time they have. In case of a significant deviation from the time limit in any direction, the speaker can be penalised. The first and the last minute of the speech are the "protected time", when nobody can ask Points of Information[25] (Debate Central 2016). When not giving a speech all debaters should seek to ask as many POI's as possible to remain relevant in the game;

6)   the goal for the teams is to convince the adjudicators or / and the audience of the correctness of their position. As it was noted by Krabbe (1978: 123-132), in the educational debates the major thing is not truth or falsity (in the strictly logical sense thereof) of the proposals, but the agreement or disagreement of the participants of the discussion either with the truth or falsity of the presented judgments, or with the method suggested to achieve such an agreement;

7)   the adjudicator / adjudicating panel shall render the decision of who won the debate and how well the teams performed. If there is more than one judge per

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[25] Points of Information (POI's) are questions / comments to the speaker by the opposing team asked in order to gain tactical advantage. POI's can be declined or accepted. The length of a POI should not be more than fifteen seconds. It is adviceable to take at least one POI during a speech, though it is not mandatory. In order to ask a POI one should stand up and place one hand on the head and to stretch the other towards the speaker with words "Point of Information!" or "To this point!" or alike. The tradition stems from the way questions were asked in the real Parliament, when MPs were afraid to lose their wigs. (International Debate Education Association 2017).

round, depending on the format, the judges make decisions separately and after a discussion between themselves come to a consensus.

However, besides the existing similarities, there are significant differences in terms of the time frames of speeches, the number of teams, the number of people in the team, the rules of interaction with opponents, etc, depending on the format. In order to familiarise yourself more with the specifics of each format, please, see Appendix C: Debating Formats.

For the purpose of the current research, the concentration will be on university-level debates and debates of a mixed type, primarily of the British Parliamentary format. The reasons for this choice are: popularity (as estimated by the amount of regularly held tournaments with participants from all over the world), quality (usually the level of student debates is much higher than the school ones), availability of material for analysis (free access to online video recordings on Youtube and Vimeo), high level of improvisation (which makes it convenient for considering such linguistic phenomena as irony and sarcasm), the convenience of analysis (due to clear rules and criteria of judging / rating, which will help to single out instances of irony and sarcasm in the debating speeches (for more details on this see methodology in the following chapter) allow to identify strategies of the effective use of irony and sarcasm).

CHAPTER 3 IRONY AND SARCASM: CONTEXTUAL ANALYSIS

3.1. ADJUDICATION CRITERIA: EFFECTIVE SPEECH

As was made clear in the previous chapter, debates are not a place "to find the truth" and persuade your opponents during a leisurely chat. It is an intense and heavy on information form of power game, where, under the condition of acting within the accepted rules, if you show your supremacy, it shall work to your advantage. Due to the similar nature of irony and sarcasm, observing how communicative power play can be effectively used in the context of formalised debates, which by their nature are a power play as well, seems to be the best environment one could choose for the exploration of these phenomena.

Debates can be practiced not only within a club, but also at the city, regional and international levels during tournaments. In the process, clubs raise their prestige by earning ratings. There are special rules of admission to tournaments, which, on the one hand, solve the problem of limited places and, on the other hand, ensure the high quality of the event. At European (EUDC[26]) and world level (WUDC[27]) tournaments, the number of teams that are allowed to represent a club depends on the number of "breaking-teams"[28] in previous competitions. Thus, it is necessary to underline the importance of the ratings for the participants.

Team and personal ratings are related to a certain extent: the higher the level of the other teams which you are debating within a round, the higher the personal points ("speaker points") will be, but in order to play in such a round ("top room"), you need to score high places in the previous ones, and for this the team should consist of strong speakers.

So, if there are four teams (e.g. in the British Parliamentary style), the teams in the round are awarded places one to four, with the winning team getting three team points, the runner-up scoring two points, the team on the third place gets one point and the last team scores no points. "After the first round of a tournament, for which

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[26] European University Debating Competition.
[27] World University Debating Competition.
[28] Teams that managed to get to the final rounds in a competition.

pairings are randomly assigned, "power matching" means you debate against teams on the same number of points as you (or close). Ties between teams on the same number of team points are broken based on total team speaker points. At the end of a tournament's preliminary rounds, roughly 16% of the field is put into an elimination bracket (known as "breaking")" (Kohn 2017: 10).

For individual speakers it is necessary to track their personal ratings in order to visualize progress over a period of time. In most formats such rating is measured on a 100-point scale. In order to have the full picture of the evaluation, I include as a large citation the World Speaker Scale, which gives a detailed account to the debating skills required to be awarded a particular number of points (Bazari *et al.* 2014: 44):

95- 100 Plausibly one of the very best debating speeches ever given, flawless and astonishingly compelling in every regard. It is incredibly difficult to think up satisfactory responses to any of the arguments made.

90- 94 Brilliant arguments are extremely well-explained and analysed in great depth, always central to the case being advocated, and demand highly sophisticated responses. The speech is very clear and incredibly compelling in its delivery. Role fulfilment is executed flawlessly, and includes excellent engagement with other teams in the debate. Plausible one of the very best speeches that would be given at WUDC in any given year.

85- 89 Very good arguments are highly compelling and analysed deeply; responses of real sophistication would be required to refute them. Delivery is clear and highly persuasive. Role fulfilment is close to flawless, and the speech engages directly and effectively with other teams in the debate.

80- 84 Consistently relevant arguments set-up or address key issues in the round with a good degree of explanation and analysis. The speech is clear throughout, and persuasively delivered. Role is well-fulfilled and engagement with other teams, whilst possibly lax on some points, is generally effective and convincing.

75- 79 Arguments are almost exclusively relevant, and frequently persuasive. Occasionally, but not often, the speaker may slip into: i) deficits in explanation; ii) simplistic argumentation vulnerable to competent responses; or iii) peripheral or irrelevant arguments. The speaker holds one's attention, provides clear structure, and successfully fulfils their basic role on the table. A genuine effort to engage effectively with other teams in the debate is made, though some important contributions may be missed or poorly unaddressed.

70- 74 Arguments are generally relevant, and some explanation of them given, but on multiple occasions there may be: i) obvious gaps in logic; ii) simplistic argumentation; or iii) peripheral or irrelevant material. The speaker mostly holds the audience's attention and is usually clear, but is not always compelling, and may sometimes be difficult to follow. There are decent attempts to fulfil one's role on the table and engage with other teams, but these may be undermined by problematic omissions.

65- 69 Relevant arguments are often made, but with limited explanation. The speaker is clear enough to be understood the vast majority of the time, but this may be difficult and/or unrewarding. Poor attempt to fulfil role, and whilst some engagement with other teams in the debate is made, it misses important contributions, and is often ineffective in refuting the arguments it does target.

60- 64 The speaker is often relevant, but rarely makes sustained arguments. Frequently but not always confusing, with the appeal of arguments weakly conveyed; minimal awareness of role, little if any engagement with other teams.

55- 59 The speech rarely makes relevant claims, which are only occasionally formulated as arguments. Confusing throughout, and perhaps somewhat limited in the basic quantity of what is said. No evident awareness of role, no meaningful engagement with other teams.

50- 54 Content is almost never relevant, is both confusing and confused, and is highly limited in quantity. No fulfilment of role is provided, nor any engagement with other teams.

In the context of the current thesis the speeches considered for the examples are from the breaking rounds, meaning that they are the ones scoring 80 and higher, with the corresponding qualities in them. Unfortunately, due to the change in the privacy policies (the ratings can only be viewed by the participants themselves), it will be impossible to include the scores in the current work.

It should be noted, that not following the equity rules, for example, personally attacking the speakers, being racist, misogynistic, etc. leads to proportionate penalties, reflected on the score – the speaker can get assigned a lower or even the lowest number of points for such behaviour. In the worst case scenario, the debater can be disqualified from the tournament.

Judges, as a rule, are guided by the standard principle of evaluating teams and players (the so-called **"3M" principle**). The judge should pay attention to the following aspects of speech: the **manner** (how a speech is presented, i.e. the visual aspect, the voice presentation, the verbal aspect, including humour), the **method** (the structure of a speech, the prioritization of the arguments and their distribution among team members, the speed of reaction) and **material** (the essence of a speech, which includes arguments, facts and examples). No single aspect is decisive in and of itself. All the three components are balanced out and provide the speech score that is the most appropriate. (Debate Central 2016). When it comes to evaluation, the material is estimated as 40% of the total score, the method comprises 40% of the score, whereas the manner in which the speaker presents themselves and their argumentation adds up

to 20% of the score structure (Sonnreich & Schultz 2012: 5). Thus, for a high-performance speech, it is necessary to ensure a high level of all three components of speech (manners, method and material) and their interconnection.

In the framework of this thesis, we will emphasise the manner, in particular its verbal aspect and how it helps in the delivery of the matter. To effectively present the material to the audience, simply "being yourself" is not enough. It is necessary to make "an audience *want* to agree with you" (Sonnreich & Schultz 2012: 27, the authors' emphasis). Despite the fact that the natural style of speech is considered the most convincing, speakers during a speech often radically change – imitate a "noble" accent, clearly articulating each word, choose to use various intonation patterns and gestures to influence the audience, etc.

The **visual aspect** is very important for giving speech credibility as well (Sonnreich & Schultz 2012: 27). In particular, many speakers have significant problems with maintaining eye contact: reading from the sheet, constantly moving the view from the notes to the audience, "discussion with opponents" instead of addressing the public, a look at the floor or into the ceiling[29]. Also included in this category: gestures (they should emphasise what the speaker says and not turn into pointless fidgeting), posture, mannerisms (speaker-specific gestures).

In the **voice presentation** speed, volume and their variations play a central role in order to highlight the most important material (Sonnreich & Schultz 2012: 27).

As far as the **verbal presentation** is concerned, a particularly important characteristic thereof is clarity (Sonnreich & Schultz 2012: 8): it is necessary to avoid "abstruse" words, e.g. glocalization[30], terms should be explained (e.g. "economies of scale" – declining average costs as production increases), rarely used abbreviations should be deciphered (e.g. SAARC - South Asian Association for Regional Cooperation), and lastly, rhetorical questions, if ambiguous, should be either avoided or immediately answered should it cause misunderstanding otherwise.

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[29] Keeping an yey-contact with the judge(s) is also useful in order to make sure that they are following the argumentation (Sonnreich & Schultz 2012: 15).

[30] "Glocalization**,** the simultaneous occurrence of both universalizing and particularizing tendencies in contemporary social, political, and economic systems." (Encyclopaedia Britannica, 2017)

In debates, just as in many other forms of public speaking, the use of such **expressive means** as metaphor, alliteration, etc. is encouraged, but in debates it is necessary to exercise caution in their use so that they do not interfere with a clear expression of ideas[31]. Their use should be appropriate and not superfluous.

Humour in formalised debates is a controversial issue, for effective humour can help to establish contact, and unsuccessful one might lead to misunderstanding and reduce the quality of speech. Humour is not an obligatory part of the speech and there are many examples of high-level debates, in which there was not a single joke. It mainly depends on the individual style of the debater. Jokes should be within the context of speech and should not be isolated from it, but rather, complement it. The word-by-word script of the 6 final speeches of the WUDC-2013 world championship showed that, ideally, a high-quality seven-minute debate speech totals 1100-1400 words, and it is extremely unreasonable to waste time on material of questionable quality (Natarajan 2013).

So why would one ever go for such a confusing way of conveying an itself confusing phenomena? It has to do with the relevance factor, which is best described by the two following statements (Wilson & Sperber 1992: 67):

a)   Other things being equal, the greater the contextual effect achieved by the processing of a given piece of information, the greater its relevance for the individual who processes it.

b)   Other things being equal, the greater the effort involved in the processing of a given piece of information, the smaller its relevance for the individual who processes it.

Therefore, the aim of the speaker is to create the maximum contextual effect with the minimal processing effort. It can be easily understood why one would want to be relevant and avoid diminishing the relevance factor by making the information heavy to process and, as a result of this decision, delivering a speech completely without irony or sarcasm, to be on the safe side. It is a lot about finding an equilibrium

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[31] One should avoid a l'art pour l'art situation.

between the effects described in the first and the second statements and also, hopefully, tilting it to your advantage.

Thus, an **effective speech** is one with high indices of all the "3M's" (manner, method and material), and the effective use of irony and sarcasm in debates is one that not only does not violate the rules, is not a waste of time, does not interfere with the perception of the speech and the quality of the argumentation, but also positively affects the manner and raises personal speaker points[32].

When analysing irony and sarcasm, it is essential to keep in mind, that in essence both have a number of features differentiating them from the "usual" kind of humour, be it level 1, level 2 or level 3 (see types of humour in Chapter 1). Irony of either positive or neutral type can play a significant role in establishing contact and creating a pleasant atmosphere by being amusing. But it is another feature that begs our particular attention. The negative and neutral irony not only could be used to express an opinion and to show wit, but to criticise the opponents' speeches and to underline the differences between the sides of proposition and opposition in the debate (Snider 2010). Sarcasm could also express criticism, with the difference in intent and, therefore, in perception. Taking in account the obligation to uphold the principles of respect and politeness we shall need to pay attention during the data analysis in the following section, which types of sarcasm can be employed and which types are better to refrain from.

This feature can be clearly seen in the following example from an opposition speech on the topic "THBT[33] developing countries should legalise child labour" in response to the affirmative team arguing, that in many instances it is a necessary measure to implement for the kids' own survival and the survival of their families: "They [the opposing side] claim: "We save lives!" It will be just like with those Indian tribes… [refers to the inability of implementing a similar policy in the past properly, which led to exploitation of the helpless] They save lives. [implied: criticism of such a claim, for the policy has downsides and risks which the affirmative team ignores] […] *We* would like to save lives, but we also care that these lives are worth living and are

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[32] One can draw a parallel with the Gricean Maxims here: the maxim of quality, the maxim of quantity, the maxim of relation and the maxim of manner (Grice: 1975).
[33] This House Believes That – one of the most popular ways to introduce the topic, especially in case of value-debates. It contrasts with THW (This House Would), which is more frequent in policy-debates and requires certain actions to be taken.

not akin to damnation at the seventh level of hell [an explanation of what the speaker sees the strategy of saving lives by the opponents as – the good is turned into the evil]".

Additionally, due to the integrated quality of semantic opposition, irony and sarcasm are a perfect tool of implementing the so-called "Preemptive" (short for "preemptive strike") strategy which commences with an as-if agreement with the predictable opponents' position (e.g. "*Let's completely embrace the idea…*") and then continues into full-blown demonstration of its drawbacks. It leaves the opponents without new constructive material, without which one cannot fulfil their function as a speaker and win the round.

The main thing to take into account in this case is to remember the adjudicators' panel guidelines for assigning speaker and team points. Wayne Booth defines the two "golden questions" for a debater to ask themselves before they decide to use irony/sarcasm:

1) Is the end goal of using irony/sarcasm a desirable one?

2) Is the value of using irony/sarcasm equivalent/exceeds the value of time and energy spend on it? (Booth 1974)

When analysing the data for the current thesis, it was found, that in some topics irony and sarcasm are used more often than in others. In this case, one can talk about relevance and appropriateness. When debating the theme of high controversy, requiring criticism and condemnation, for example, (e.g. "THW[34] legalise duelling to death" (Appendix B: 12-13)), the use of irony and sarcasm is quite appropriate, and shows the emotional involvement of the speakers and that they are not indifferent, while in the discussion of sensitive topics ("This house believes that the feminist movement should adopt the word 'slut'" (Appendix B: 14-20)) it is extremely rare. One should avoid creating a negative uncomfortable atmosphere (Bergson 1992, Veselova 2003). Framing, according to Gigerenzer (2003: 960), is a powerful tool which enables one to convey different connotations:

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[34] This House Would – a standard introduction of a topic in debates. The term stems from the existence of House of Commons in the British Parliament.

...there are positive frames ("you have an 80% chance of surviving surgery") versus negative frames ("you have a 20% chance of dying from surgery"). My hypothesis is that they have an effect if patients can reasonably assume that the physician's choice of frame conveys additional information, such as dynamic information. For instance, the positive frame can imply that surgery will increase the survival chance from 0% to 80%, whereas the negative frame suggests that surgery increases the chance of dying from 0% to 20%.

As already emphasized, in the international context, irony and sarcasm should be treated with caution, taking into account cultural differences. For example, in some countries racist, misogynistic jokes or jokes targeting minorities are not seen as unacceptable (Draitser 1998: 18, 23, 53, 143, 157). On the debating arena, though, the principle of mutual respect and equal treatment is to be upheld at all times (Schnurer 2003: 51). If the speaker under some conditions makes an ironic or sarcastic proposal to starving people in Africa to eat children as a quick way to fight hunger[35], even if he or she did not mean it, this still can be received as racism, referring to children in Africa as being less than human and closer to animals that one would slaughter for dinner, for which a penalty reflected on the personal and team scores and, in some cases, disqualification would be required.

Another aspect, that should be mentioned, is the variety between irony and sarcasm perception in different countries, for what is considered ironic in one country will not necessarily be regarded as such in another (Liao 2003). For example, in such closely located countries as China and Japan irony is perceived quite differently, and in Japan it is used very rarely (Xiang 2008 & Wells 1997). However, these general features of irony and sarcasm do not pose any significant problem in the case of educational debates, for debating provides a common international platform which functions according to the rules of a so-called "Western Liberal Democracy" (WLD)[36], which implies shared values and policies and also demands a fairly high mastery of the

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[35] Similar to the case described by Jonathan Swift (1729) in the satirical pamphlet "A modest proposal", which is considered to be a classical example of an ironic (full of pretense) writing. It instructs poor Irishmen to sell children as food to the upper strata of English society, thus providing both an additional source of income for the poor and new cuisine for taverns. The author speaks as a member of the English higher class to an English audience (Clark & Gerrig 1984: 123).

[36] In the debating jargon it is jokingly called Debateland.

English language[37] (Debate Central 2016). In the era of globalization and similarity of fundamental values present on the debating arena around the world, the use of irony and sarcasm is inevitable. It is important to remember that irony and sarcasm are not per se a proper refutation of arguments, however they can indeed complement both analysis and refutation.

3.2. DATA GATHERING AND ANALYSIS APPROACH

In the framework of the current thesis it was decided to concentrate on the best, so-called "top rooms" and "breaking teams" (octo-, semi- and grand finals) for the sake of fulfilling the criteria of successful (efficient) usage of the phenomena of irony and sarcasm.

The data has been gathered from 37 games in full as well as 50 pre-scripted speeches, which totals up to approximately 330 speeches varying from 5 to 15 minutes each. The suitability of the samples extracted for the analysis is assured by matching the previously proposed definitions of *irony* and *sarcasm* (see Chapter 1): taking into consideration the nature of the formalised debates (i.e. following the established rules and representing an assigned affirmative / negative side of the argument) it the understanding of whether the speakers mean what they are saying literally or not is clear, when taken in the context. Grice (Grice 1975: 34) has captured the essence of the selection process in the following way: "unless A's utterance is entirely pointless, A must be trying to get across some other proposition than the one he purports to be putting forward. This must be some obviously related proposition; the most obviously related proposition is the contradictory of the one he purports to be putting forward".

Let s describe the process of data analysis. The first step that was necessary to undertake was listening to a significantly representative number of these speeches paying attention to the linguistic figures in question. Listening to a sample of 50 speeches at the beginning helped to clarify which approach to the data analysis would be the most reasonable and fruitful one to resort to. It was decided:

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[37] There are tournaments in other languages, such as German, French, Russian, Arabic, Chinese or Spanish, but English is the official language of the major European, intervasity and World tournaments.

a) to differentiate if the phenomena in question is *irony* (also identify if it is positive, negative or neutral type) or *sarcasm*;

b) to classify the phenomena according to the grouping suggested by Elisabeth Camp (2012) into propositional, lexical, like-prefixed and illocutionary (see Chapter 1. Section linguistic classification of irony and sarcasm);

c) to pay particular attention to the "special cases", such as understatement, quotation and exclamations;

d) to identify the directionality of the phenomena, if it is directed at the method, material or manner. Directionality (see Figure 2) is verbal targeting taken to a global level of a debate: it addresses the structural components within a debating round. To this end, it was decided to provide full quotations of instances of irony and sarcasm as well as the necessary context of the debate;

e) to transcribe one debate in full and analyse the interactions within it, paying attention to the responses to irony and sarcasm in the opponents' speeches.

The last thing I wish to note, is one in regards to prosody. Admittedly, intonation is a feature that would facilitate distinguishing the phenomena in question. Unfortunately, it is not included in the current thesis for several reasons. First, the videos of the debates are of insufficient sound quality for prosodic analysis and no cleaned rich format is currently available. The noise in the converted video files produces too much distortion and the amount of sound information that can be extracted is limited. It is to a great extent complicated by the fact that debaters speak very quickly to condense all they have to say in 5 or 7 minutes. Last, it is possible to identify the phenomena without the intonation patterns, as it was described in the theoretical chapter.
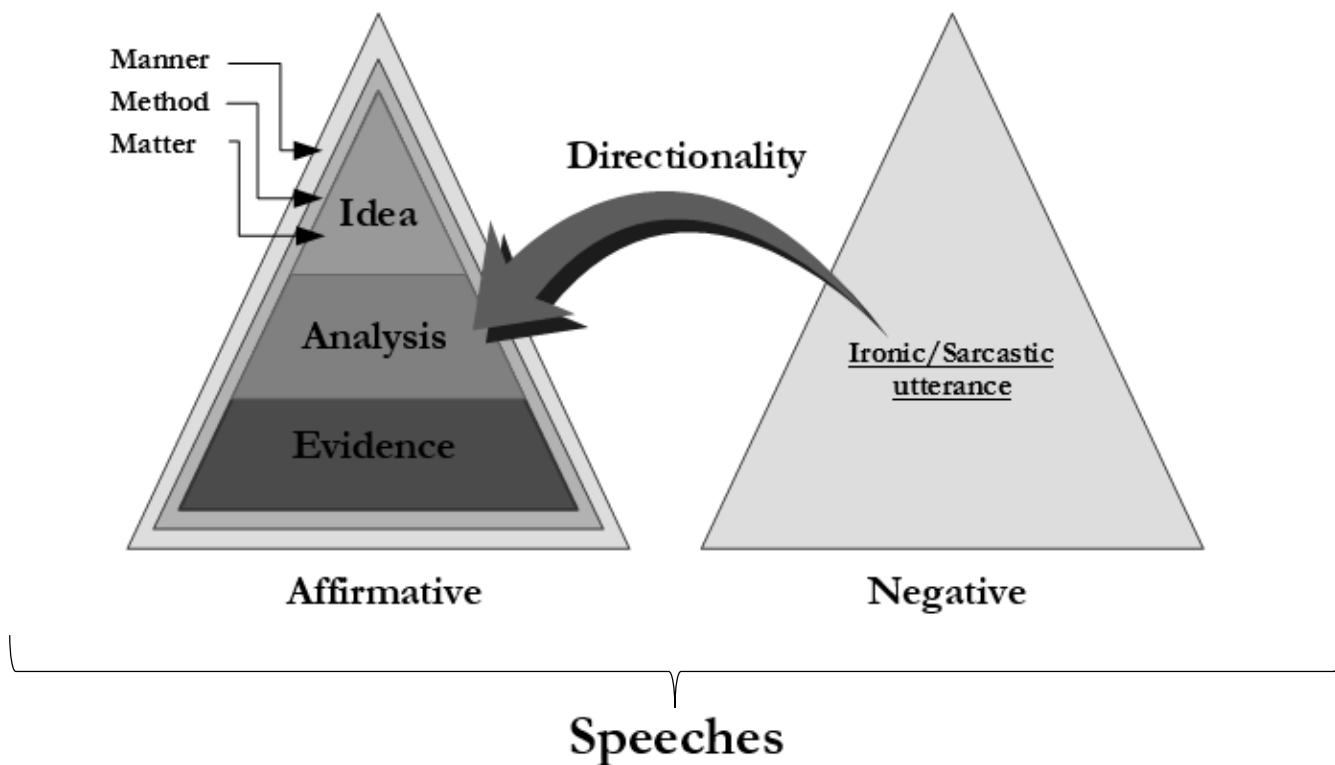
Figure 2. Directionality of irony and sarcasm.

This scheme attempts to illustrate one of the major criteria for analysis on the example of two speeches. A component of the affirmative speech has triggered an ironic/sarcastic response in the negative speech. This ironic/sarcastic response-utterance has a certain directionality, any of the "3M": the manner, the method or the matter (which consists of an idea, an analysis of this idea and, normally, some evidence to support this idea (Sonnreich & Schultz 2012: 12)).

3.3. DIRECTIONALITY OF IRONY AND SARCASM

Irony and sarcasm are a part of **the manner** of a debating speech, consequently, all the rules concerning verbal presentation of a debating speech are applicable to them. Let us get down to analysing how irony and sarcasm collide with the argumentative component and due to their nature form a complex structure (Volkova 2005: 12). An analysis of video recordings (see the list of Internet links in APPENDIX A and the links to fully transcribed 50 speeches in APPENDIX B[38]) of speeches from international tournaments (preference was given to "open debates",

[38] The data from Appendices shall be referenced by the name of the appendix and the index of the speech, e.g. Appendix A: 7 or Appendix B: 45.

where the best speakers of the tournament, regardless of the language category, are considered to be 'native speakers', and, as a rule, these teams tend to come from English-speaking countries) showed some trends in the effective use of irony and sarcasm:

1) Directed at the material:

After analysing the overall quantitative tendency, it has become clear that irony and sarcasm are used more often and more efficiently when directed towards the opponents' material, especially as a supplement to the major refutation of the arguments and POI's.

During the debate over the topic "TH supports the use of forced population transfers that create separate, ethnically homogenous states as a solution to prolonged ethnic conflict" (Appendix B: 1, 2, 4, 5) both sides agree that ethnic conflicts are bad, but their arguments represent the opposing views on which policy is the most efficient one for neutralising these conflicts. The proposition has explained their approach would be to have the UN and NATO go into countries with ethnical conflicts and partition them, claiming that this is the only way "to be sensitive to inflaming the ethnic tensions that are already there" (Appendix B: 1). Side opposition have explained in their speech (Appendix B: 2), that no international organisation will be assigned the duty of throwing people in jail, but the local government will be burdened with it instead, which would be the majority group. It attacks the affirmative side's policy utilising the negative irony in a form of a rhetorical question: "**Where is the problem when you have ethnic majority groups throwing ethnic minority groups in jail**?"[39] The irony is of a propositional type, embracing the entire utterance. The answer to this representation of the opponents' position is obvious and the explanation that followed extends on the idea of how such a policy leads to even worse ethnical conflicts.

In a later speech by the opposition team (Appendix B: 5) we could observe a case of negative irony, aimed at criticising the policy of involvement, of a lexical type in

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[39] In debating it is recommended, after asking a rhetorical question, to continue by if not directly giving an obvious answer to the question, then by making it clear by the analysis and examples that would follow.

the form of an understatement: "I would posit to you that any involvement you want these regional actors to have in these countries **is likely to be slightly tainted** by the fact they forcibly threw members of that group in jail prior to becoming an overseer of elections within those regions", where "slightly tainted" does not express the implied scope of the real life problem. The same breed of ironic understatement has been found comparatively frequently within the analysed data. Another example would be given in (Appendix B: 6): "If it is true that Al-Qaeda gets information that is a threat to national security, **I don't think there are a whole lot of Americans** who would say that's beneficial if they feel like they're in danger because Al-Qaeda now has information about their national strategies, right? Kay", where the implied opposition is "none at all" rather than "not a whole lot". Or in the debate on the motion "This house believes that Western consultants advising dictatorships have a moral duty to sabotage them" (Appendix B: 23): "I don't know if you know, but dictators **aren't the most understanding people in the world**. […] They might kill you. They might kill your family. They can harm you in any number of ways", where the euphemism "not the most understanding people in the world" conceals the implied words of the most negative connotations one could think of. I shall enumerate a couple more examples: (Appendix D: 19) "Well, I mean, doesn't that mean, that **if you're a teacher, you're probably going to want to teach, I'm gonna posit, you're going to want to teach more than 0 children, right?**"; (Appendix D: 23) "We were saying, people can choose, not that we will obviate the decision-making process to now no longer the teacher, but the person who happens to be most good at applying makeup – **that would be, if anything, slightly more mental than the thing that we're standing for, right**?"; (Appendix D: 33) **"**he did get something, at the very least, he got the **ability to spell two words**" ; (Appendix D: 1) "no wonder in the status quo students are pitted against teachers in a manner in a sort of battle of discipline: **teachers always want you to remain quiet, like they do in this final. Hopefully. Mostly"**; (Appendix D: 3) "And we think, that when people tell you what to do, that's normally a really bad idea. **On the other, when people tell me to stop dancing the middle of a final, that might be a good idea occasionally**"; (Appendix D: 29) "Getting rid of that, sure, sacrifices a bit of education there, **but makes the rest of it almost work".**

During the analysis, the opposite type of irony and sarcasm was revealed – the one utilising exaggeration. Let us have a look at the opposition speeches, resorting to

these phenomena whilst debating the topic "THW give more votes to citizens according to their performance on a current affairs test" (Appendix B: 38): "Sally asks them why some issues are more important than others. **Their answer is to not answer.** Their answer is to say "we're going to have literally every political issue on this test". One can see from the speeches, that an answer did follow, if not one which would satisfy the speaker, which made it possible to underline the mismatch from the speaker's point of view, between the expected answer which would meet the burden of proof and the one given by the opponents. Later in the debate one could see another example: "Because they have less access to technology to, like, to allow them to, like, access the kind of geographical knowledge **that is apparently going to be the only question that appears on this, (no thank you), on this multiple choice test**. Like, we think that's bizarre. Iraq isn't a current affair. Its location isn't a current affair. It's been there for quite a while" (Appendix B: 40). Both these cases are negative irony, expressing criticism and is of a lexical type, only affecting the presentation of separate parts within the utterances. To list more examples: (Appendix D: 7): "The hypocrisy, if this is safe, is going to be pointed out, so just so you know early, like, full disclosure: **Jack is the most working class of us and he's not really at all**"; (Appendix D: 4) "they're not going to spend the whole time playing football, because, like, it's a good game, **but it does get a bit dull, and, like, like, I know, they can go a couple weeks on cricket, sure. They might get a game done in that time**".

Moving on, during an opposition speech on the previously mentioned motion "TH supports the use of forced population transfers that create separate, ethnically homogenous states as a solution to prolonged ethnic conflict", the team illustrates another way of attacking their opponent's material (Appendix B: 5): "They say that the entire country isn't necessarily embroiled in ethnic conflict. Often, there are pockets of the country where there is relative stability and there are clashes, particular hotspots in the country where we actually see violence. So, the flippant response we get from the opening government that oh, **sure, you're forcibly removing people but it's better than a combat zone** is actually not an adequate response because […]" . The utterance is put into the mouth of the opponents, and, taking into account, that the views that the speaker has to defend are diametrically opposite, it is implied that the speaker does not agree with it and deems totally unacceptable. This technique is amongst the most frequently occurring within the examined speeches. For instance, it

also occurred in a debate on the motion "THBT the US should actively foment democratic unrest in China" in the opposition speech (Appendix B: 47): "They say "**China couldn't get any worse**," it definitely could. Because right now there is an active military suppression of, uh, the protests in Hong Kong. They're like, "**well, now the eyes of the world are on China, so they couldn't anything that anti-liberal**". Further in the speech it is explained why it is not the way the opponents predict it to be. In the round on the topic "THW Pardon Treason by Referendum" the affirmative speaker says (Appendix B: 6): "But then what he tells us **is "this is a mutually agreed upon system and ought to be protected because it has been mutually agreed upon by people in society"**. Who agreed upon exactly what gets classified and what does not get classified? I actually don't think that that's true". "I think the person most removed but still affected is the public in terms of that. And really all that they tell us in response to that is "**well, they can't adjudicate it fairly**." I don't know why they think that the government can adjudicate it better than that, especially when the government, like, really probably doesn't want to be wrong". In these listed cases a variation of sarcasm (conveying feelings and emotions of hidden aggression and strong annoyance, which is consistent with the prosodic contour of sarcasm in the video recordings – even flat tone of voice throughout the phrase with a falling tone at the end) takes place. Here it is used to reverse the meaning of the entire statement, therefore, it belongs to the propositional type of sarcasm.

The aforementioned type of sarcasm could be pushed even further by not merely taking a direct quotation from the opponent's speech, but delivering the idea of the opponents in a skewed manner, highlighting any possible negative sides, making them extreme, which is an uncovered mockery aiming at making the idea of the opponents sound repulsive. As it was done during a debate on the motion "THBT Western consultants advising dictatorships have a moral duty to sabotage them" (Appendix B: 24): "I'll engage with this idea of "**oh consultants do wonderful work when they go in and train people to shoot people**" and also look at the idea of information being the best source to sabotage the atrocities that these people commit". Another example could be found within the same speech: "I think it'd be quite daft to just say "**hey we're sabotaging you. You should get rid of us tomorrow**." There are more effective ways to do that". Or, for example, in the topic "THW allow individuals to enter prenuptial agreements where infidelity is punishable by prison sentence" one

encounters the sarcastic comment "**Nothing says I love you like you'll go to prison if you cheat on me**", which refers both to the topic itself, and to all the arguments of side proposition about strengthening families, sincerity of relationships, etc. The effectiveness of this method can be explained by the fact that the debate is built on an accepted system of values, to which the arguments are references, so if the system is defective, it ceases to be acceptable.

I wish to also provide a couple of examples from the topic on free schooling, where it also has to do with the likelihood of certain things ever occurring: (Appendix D: 14) "I mean, **are we gonna be the popular kids quarters? Are we gonna create little political parties: the Maths party against the rather much cooler, like, I don't know, History party or the slightly even?** I might have gone to Oxbridge, and sure thing I'd like them, but like there is there is also to a rather large range of other dynamics as well, mostly in terms of, like, this idea of valuing education" or (Appendix D: 32) "What they want instead is the idea, that if you don't get children habituated to making choices, but give them a high level of education, then eventually when you open the choice-box, **they'll be so excited, that they'll be deeply sensible with this skill they've never exercised before**. We suggest […]".

In the debate on the resolution "THW arm the police"[40], the opening speaker wrongfully narrowed the topic, stating in the definitions that the policy means "to provide an unlimited amount of mustard gas," which makes the topic unbalanced and difficult to discuss. In response to which the opposing team sarcastically disputes this definition: "[with an even intonation and a blank facial expression] When the Opening Government said they would give the police unlimited mustard gas, **they didn't say they'll let the police actually use it**." This antithesis shows the absurdity of the definition. According to the theoretical cues, in particular, the pragmatic component, the sarcasm in the present utterance is aiming to condemn the definition of "arms" as "unlimited mustard gas", the usefulness of which is shown to be doubted in the explanatory second part of the utterance which through absurdity brings it to zero.

Irony and sarcasm are actively used in relation to evidence (facts and examples). For instance, let us consider the following example of a "democracy brought to the

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[40] Some videos and scripts, such as this one, are no longer in public access due to privacy issues.

Middle East": "We stopped talking about Iraq a few years ago, so I assume **everything is fine there now**". The irony itself is based on a joke spread in the debating community, that if there is a conflict somewhere in the world, then it is inevitably discussed at all tournaments, and if it is not, then the problem is no longer there. It clearly is not true in the given example, that the speaker meant to say that Iraq was doing well after the invasion, and the implied truth is exactly the opposite of what was said.

In the debates on evolution and creationism (Appendix A: 34), the speaker defending the position of creationism, by ironically comparing time intervals tried to prove a lower probability of provability of evolution (even though, of course, everybody understands that they had no such time for the discussion): "I'm glad she acknowledges it'll take them 6 million years to prove. **I'm better off having just 6 thousand years**". The speaker's likelihood of proving anything according to the suggested plan is indeed hardly any better a position to be in, given that one needs to prove their point within 10 minutes of their speech, and given that there is no real criticism or negative emotions involved, the major purpose of using the irony being displaying wit and being humorous about the situation the speaker is in, we can conclude that this statement is a propositional neutral self-irony. Another case of self-irony would be found in an affirmative player's speech on the topic "TH should support free schooling" (Appendix D: 21): "Thirdly, let's try make a serious argument. So, Fred tells you… Well it's yeah, I mean, **it's serious in the sense that we're propping anarchy in school**, right?" The opposition team in the previous speech was accusing the speaker's team exactly of facilitating a state of anarchy in school, and the speaker has taken the exact phrasing suggested by the opposition speaker in order to ridicule it. In this sample of positive irony of the lexical type he is implying, that the formulation "anarchy" of the opponents is ridiculous and in essence the speaker's policy is completely the opposite. A similar example would be found two speeches later within the same debate (Appendix D: 30): "So how will we act? **Broadly, apparently, in terms of unicorns and bombs, which apart from being an act reaching you shortly, is the large content of the government case.** We are broadly okay with unicorns, as Jack tells us". The positive ironic exaggeration implies that the "unicorns and bombs" were the things the opponents were concentrated on, whereas it is only a minor part of their speech, if memorable examples.

Irony and sarcasm can refer to one separate argument, for example, as in an ironic understatement before beginning the refutation of an argument, referring to this argument of the opponents: "I would love to rebut this…because **it isn't an argument**", which is a case of criticizing negative irony of the lexical type, which could be implying that the opponent's argument is either badly formulated or misrepresented and is implied to be falling to the side of the speaker, rather than the opponents'.

The phenomena of irony and sarcasm could also be used to address all the arguments at once. For example, whilst debating the topic "THBT the World Trade Organisation should never allow nations to place export restrictions on food, rare earths, and other non-oil commodities", the opposition speaker (Appendix B: 36) has attacked the government's case with the following speech: "The government side in today's debate **clearly lives in a very different world than you or I**. They live in a world where the food crisis wasn't caused by developed nations hoarding oil and putting up the prices of the export and transport of that food. They live in a world where developing countries don't have to, like, make these struggling and difficult decisions because they're underdeveloped economies that are being exploited by the West and by developed nations". It is clear, that the government does not live in a different world, nevertheless, this instance of negative irony of a lexical type turns a metaphor into a powerful linguistic tool, which shows the contrast between the teams' positions as radically different and describing the opponents as unreasonable or naïve. A very similar example appeared whilst debating if "THW ban all procedures to alter one's racial appearance" (Appendix A: 35): "People who're gonna do it **totally live in Sheng Wu's [name of the previous speaker] Perfect Land of the Autonomy of Choice**". The speaker likewise implies that the proposed plan is impossible to carry out in the present circumstances. The following example addressing all of the opponents' arguments is unambiguous in meaning, although criticising negative irony is still hidden and the utilised word play is based on comparison and homophony (here: floors – flaws): "Our proposition's case is **fantastic like a skyscraper** – it has many floors." First the opponents receive the false praise of their illusionary greatness, achieved by the seemingly positive comparison with a skyscraper, which then is destroyed in the second explanatory part of the utterance. Another example expressed in this sample of the negative irony in the form of a rhetorical question would be from an opposition speech on the motion "THW legalise duelling to the death" (Appendix

B: 12): [the speaker mentions people who wold be seeking murder, are dangerous and can be attracted into the country, should the law be passed] "These people are outside the rule of law and will probably just go around shooting each other at Valley One or wherever. Anyway, but also, do we want to suck these people into the state? Do we want to say, look, you and your alienation and your violence and everything are bad, but **if you could be violent within the state, that'd be much better?"**.

Oftentimes irony and sarcasm are used to identify logical errors in the opponents' argumentation: "Why, surely *knifing*[41] **is good**…[pause] if it's not you who does it". The process of "knifing" is first falsely praised and then destroyed in the second part of the utterance. The irony is negative and is of the lexical type, as it bears a criticizing character and accentuates a single quality of being good (arguably, though the entire phrase is reversed in meaning due to its length).

Less frequent is the use of irony aimed at definitions of the debate. Since all concepts should be defined as clearly as possible to ensure a high-quality game, usually all definitions are presented by the opening speaker in a non-ambiguous manner. In addition, definitional disputes are acceptable only in case of falsity of definitions that make the subsequent discussion of the topic impossible, or when they are semantically too far from the resolution. However, there are exceptions, for example, when it is an introduction of a new idea. Let us look at an example of irony addressing wrongly introduced definitions: "We're in Oxford, so we had a look at the Oxford Dictionary and it says that **"gay" means 'light-hearted' and 'care-free'**…Both of us [in the team] had light-hearted childhood […] I do not refer to the old fashioned meaning of the word gay for laugh…well...sort of...". This example was in its essence an attack on the definition introduced by the first speaker (even though, of course, the opening team never made such a miscalculation so that to take the archaic definition of "gay", the hyperbolic negative irony of the opposing team is difficult to ignore) and the following arguments that went off the track. The topic under discussion had to do with LGBTQ[42] rights and it was necessary to return the debate back to its original problems, which would not favour one side over the other by default. Introducing "light-hearted

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[41] "Knifing" means contradicting and invalidating the previous argumentation brought by the speaker's side.
[42] LGBTQ=lesbians, gays, bisexual, trans and queer.

and care-free", which pragmatically are the definitions of the word "gay" that are being disregarded in the narrow context, implies the existence of a wider context of relevance and topicality.

Irony and sarcasm are also employed in the "Preemptive" strategy, during which, as mentioned in the previous section, the case or arguments of the opponents are presented with clearly expressed criticism. For example, when debating the resolution "THBT Islam is not a religion of peace" (Appendix A: 10), the speaker of the proposition rejected the argument about the complexity of interpretation and misunderstanding of the Sacred Texts even before it was introduced into the game by the opposing side: "They say **they've misunderstood! Violent Muslims have misunderstood! Saudi Arabia has misunderstood, Iran that stones people to death for adultery has misunderstood! Yemen that marries children at the age of 9 has misunderstood! Has there been a more spectacularly misunderstood religion than Islam?!** ". The irony here is of a negative type, expressing criticism and indignation over the opponents' position. The implicature that there could not have been multiple misunderstandings in a number of unjustifiable atrocities is repeated over several parallel constructions. These utterances are reversed 180 degrees in meaning therefore being a clear case of propositional irony. The speaker is preliminarily accusing the opponents of "political correctness" and covering up the evil doings by Islam followers in Arab countries (from the speaker's perspective), which is clear in the closing rhetorical question.

This mentioned "pre-emptive" strategy can also be used differently and include irony and sarcasm directed at the expected accusations from opponents. For example, let us have a look at the use of positive self-irony in the introduction: "**It doesn't give me any kind of joy to speak on the side of proposition** tonight. Neither I nor anyone here wants **to advocate for the duplicity, racism and the misogyny in the criminal justice system of America**... ". It is obvious, due to the strict rules of conduct, that the speaker would never admit that their side is in the wrong, therefore the implicature is the strictly reversed meaning of everything that was said: they pointed out in a self-mocking manner, that they expected that their side would be painted by the opponents in the darkest colours, which, if it were true, would imply that they are undeserving of being called a democratic liberal society. It shows that, not only did they expect such a move from the opponents, but also completely disagreed with these

claims and state their superiority, all of it done before these claims are even voiced by their opponents. They criticise the yet non-existing position, which, they imply, they do not have anything to do with.

2) Directed at the method:

As the data has shown, it is extremely untypical to use irony and sarcasm directed at the method. Though its rarity in this application follows from the rationale, that emphasizing an imperfect structure, as well as incorrect prioritisation of arguments or bad reaction to the opponents is not what would be reasonable to spend the limited time of the speech on.

An exception, perhaps, would be an emphasis on the fact that the opponents skipped and did not tackle an important argument brought by the speaker's side. Or, for example, in the case of "[close to the middle of the speech, looking at the opponents and asking for a POI] So… did I miss anything? – **Constructive**[43] [material]", we observe a case of neutral irony of a propositional type, which expresses an exaggerated fact through hyperbolisation, and actually indicates the speaker's failure to perform his function, namely, introduction of relevant new material. It does not mean, however, that the speaker did not bring about any input at all during the game, but the opponents, in their question to the speaker, stress that no information they could engage with was introduced, emphasising the quality of the material. The point of information is short and "cutting", and considering that all debaters are familiar with the rules of the game and their functions, it contains an extremely effective implied message.

To see how a speaker wishes to point out logical inconsistencies in the opponents' position, let us consider the following example (Appendix B: 24): "At the point at which he says "let's inculcate them" I think he's completely fine with us sabotaging what they actually want to achieve by bringing in good governance. [Inaudible over clapping] wants the government to be accountable to people for the things that they owe them. **That probably means he just wants to join prop**, which, to be fair to him, I would too". We observe a case of neutral irony, which does not bear any emotional charge, yet it manifests a factual statement, supported by reasoning.

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[43] Constructive material, as it was mentioned earlier, includes new argumentation.

According to the rules of conduct, the opposition speaker would not wish to defend the other side's stances, however, reversing the meaning in this case of propositional irony makes it appear this way on the surface.

Let us consider another example: "Mr Speaker[44], I'd like to thank the extension speaker for **lots of new and good points**, the problem is that the new points weren't good and the good points weren't new… ". In the current example the speaker attacks both the opponent's functions in the round and the quality of presentation, all through resorting to a witful word play, combining parallelism and opposition. There are two parts to the utterance: the first part is a case of negative irony – a fake praise, which is revealed by the speaker's explanation in the second part of the utterance. The irony is of the lexical type, as the criticism is targeting the characteristics of the "points" – novelty and goodness.

3) Directed at the manner:

The use of irony and sarcasm in relation to the manner is something to be extremely cautious about, because according to the rules, even the strongest team that offends[45] members of another team on the grounds of religion, age, gender, race, skin color, nationality, sexual orientation and disability shall be penalised and does not receive high team points (Bazari *et al.* 2014).

At times it could be difficult to distinguish which type of criticism one employs (Appendix D: 8): "you will need to understand the choice they're making, because choice is an inherent part of life, it's something that you face every day […] This isn't just true of work, it's also true of life You've all made a great decision this evening: **you've come to see three excellent speeches and three mediocre attempts at humour**. Yeah [to the opponent] thank you, friend, I can tell you which one yours will

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[44] In debates "Mr Speaker" is one of many frequent interjections, helping to maintain the adjudicator's attention as well as to gain time for thinking.

[45] At times a debate can be very emotional, involving highly controvertial topics. Some participants cannot dissociate from the debate and take the issues mentioned in the round personally, which usually does not happen with experienced debaters in top rooms. Nevertheless, as Friedrich Nietzsche (1996) once aptly put it: "Those who cannot understand how to put their thoughts on ice should not enter into the heat of debate".

be.". In this case the ambiguity of whether it was negative irony towards the opponents' manner or whether it was self-irony is not easy to reveal. The target of irony, therefore, can shift and be interpreted differently. The "three mediocre attempts of humour" could either serve to mock the opponents, due to the fact that they were delivering all their speeches in a very reserved manner, even though their opponents enjoyed a good joke here and there (negative irony) OR due to the implication that the opponents' speeches are nothing more than a "mediocre joke", in which case it would be a negative ironic understatement. Alternatively, the "three mediocre attempts of humour" could have been fake self-mocking, implying either the good sense of humour OR yet again, through an ironic understatement hinting that apart from humour there is much more to their speeches. The "three excellent speeches" could also be explained differently. It is difficult to say if, either in case it related to the opponents, or to the speaker's own side, if the praise is sincere or ironic. Such ambiguity has not been frequently found among the data gathered, but nevertheless is an interesting case to analyse, as it seems to preserve its effect across multiple interpretations.

Perhaps the safest use of irony questioning the manner is directed towards oneself/own manner (self-irony), not hurting the feelings of others. As an example, from a debate on the topic of "THW ban all procedures to alter one's racial appearance" (Appendix A: 35): "We want to live in a society, where it is ok **to look like this** [pointing about their face], **but maybe with a smaller nose** "or "You should really know not to ignore **my weird sounding stupid POI's** by now…" Both these cases represent positive self-irony: something is presented as bad, not normal or negative, while in fact being either irrelevant (in the case of the nose complaint it was clear that the speaker meant a broader concept of race, but the ironic remark concentrating on his nose has created an impression of talking about facial features other than the skin colour, yet in a humorous way), or of high importance (in the second example, the POI's have been efficient and ground-breaking for the round, if unexpected and thus completely ignored by the opponents, has decided to be ironic about the way he was presenting his POI's and describe them as "weird sounding" and "stupid", which they were not, as is clear from the context of the debate). They are of the lexical type, only addressing parts of the utterances. I shall enumerate several other examples, which have fit these criteria: "I've got a pretty strong incentive to be

interesting, because, like, **at least my partners are quite funny and what really bad is none of my things were… no Jack doesn't think so.”** (Appendix D: 2); “I just like to point out from the state school plus St Paul's team on this side of the house what we're kind of, like, okay with ahem in this **debate right debate quote-unquote**, right”. (Appendix D: 9); “We also say in a very boring point here (sorry, there're **30 seconds of total boredom** coming up), that it is very difficult to allocate resources in these kinds of things, and schools yeah…”(Appendix D: 11); “Okay right kids, in, like, general, in community, and this is my **sub-second vague point here**, right, look, kids are […]” (Appendix D: 12); “**The next sort of vaguely serious point** about this is, generally this occurs at the age when kids are most susceptible to believing certain things about their identities” (Appendix D: 13).

In the topic “THW offer citizenship to illegal immigrants in exchange for meaningful information on their traffickers and illegal employers" (Appendix A: 33), the opposition team was trying to reinforce their argument in a POI by providing an example of a overly stringent and unfair (as was illustrated within the explanation) procedure for granting German citizenship to Turkish migrants. The irony of the opening team in response is simultaneously self-irony, as it is aimed at one of the members: “You know, I have a German debate partner. [turning to his teammate] **You, guys, should be nicer to Turkish immigrants**! [after which the speaker proceeded with an explanation of why such measures are justified and need to become even more stringent]”. The neutral irony virtually substitutes the entire German system for the speaker's teammate. It should be noted that this type of irony is noticed to appear, when the speakers are trying to improve the atmosphere in the debating round, for example as it was done during this brief insertion before the beginning of the speech: “**I'm out of my comfort zone**...” (Appendix D: 15), given that it was said in the World's final, when all speakers in the audience wished to be in his place, by a person who has won multiple tournaments and who, one could say, “lived” on the debating stage, it was clearly done with the humorous intent.

4) **Special cases:**

This group includes examples of statements in which the speaker employs irony and sarcasm when talking about such things as weather or an unexpectedly broken glass, i.e. something outside of the immediate context of the debate. In fact, the

use of both irony and sarcasm in such cases is quite neutral, although laughter can create a positive atmosphere, which improves the perception of the speaker on the subconscious level. For example, during a tournament held in extremely hot weather: "…here, in India, we only have **different kinds of good weather** ". The negative irony of the lexical type plays on the fact that usually people in Western countries seek warmth and sunshine, without rain and grey skies, associating bright days with good weather, although in India the desired becomes excessive and the exact opposite of good.

The use of irony and sarcasm in relation to the audience is a technique used in the finals (also in octo-, quarter- and semi-finals), held in front of a large audience, for the sake of performance. Such examples are numerous, despite the non-mandatory nature, and the main goal is to establish contact through humour and laughter (Appendix D: 16): "**I mean, people make all kinds of stupid decisions, even if things are incredibly boring. Look at the fact that you're all still here, right**?". This is a case of positive irony of the propositional type. Should the first part stand on its own, it would be legitimate to interpret it by the literal reading, although the second part creates a clear link that attending a debating final is a stupid decision, thus implying that the first part of the utterance means something different from what it seems to be at a glance. Interestingly, it was done as a continuation of ironic refutation of the opponent's idea that people would not do useful things without being forced into it: "So basically, **and the muggles[46] are going to decide and not to go to not to go to school** um".

A rare, though reoccurring, is a compliment to opponents in an ironic form. For instance, in a debate on the topic of economic equality the opening speaker started his speech with "Dear Ladies and Gentlemen, Dear Mr Speaker, today a philosophy student and a linguist [the speaker and his teammate] will explain to economists [coincidentally, both the speakers of the first opposition team happened to study economics] how taxes and the **economy in reality work**", which had an ironic admittance of the speaker's team inferiority and acknowledgement of the better aptitude of the opponents for such a resolution.

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[46] Harry Potter reference: simple humans.

Some data samples have shown speakers mock their opponents, although, without context in which mocking would be a friendly, non-malevolent expected expression (e.g. it happens at times that all speakers unanimously turn a debating round in "fun-debates", which aim to be more than a usual debating round, including elements of entertainment for the audience) the direct attack (Appendix D: 18) "Yeah, obviously, at the age of four you probably think about it in different words, right? […] We just thinking different words, [turning to the opponents and addressing an opposition speaker] **sorry Michael**." Might be perceived negatively. Here Michael's thinking is equated to that of a child, which is clearly not the case. Let us see one more cases of negative irony used to mock opponents – in this case an ironic understatement of a lexical type (Appendix D: 25): **"we all know how it feels: to value education"** – opening line, I mean, Hardy does, Jack does, Sam **sort of sees it as an interesting polar game, but I think, essentially does,** and many many people don't".

Irony can be multi-directional and be aimed at opponents, at the speaker themselves, at their team and at the entire debate community (Appendix D: 24): "Like the fact that you feel that you have to, forced to do it, even if it's something that you know you'll enjoy. **Look at all the fact, that all of us feel, that we don't enjoy debating,** right?" or in (Appendix D: 6): I'd like to [...] the fact that all of these all of these people **are watching this pile of nonsense rather than drinking yucca**[47]". In the first example sarcasm of a propositional type employed, whereas in the latter one we observe an instance of positive irony of the lexical type. In both cases the speakers are attempting to joke that the activity that they themselves and the audience in the assembly hall are passionate about (and in the second example, this debating round in particular) bring no joy and are a "pile of nonsense", which is evidently untrue from the context of the debate, and coming from the fact that it is held among the true devotees of the activity.

As can be seen from these examples, irony and sarcasm can be directed at many things, and most often, logically, they are aimed at the material of opponents. The main thing is to remember the rules of their effective use.

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[47] Strong alcoholic drink.

3.4. REACTION TO IRONY AND SARCASM IN OPPONENTS' SPEECH

Taking into account the interactive nature of formalised debates, one needs to consider which way would it be best to respond to the use of irony and sarcasm in the speech of opponents. In Chapter 1 we have provided an extensive overview of the emotional nature of communication with irony and sarcasm as well as possible reactions. In this section the reactions will be viewed specifically in context of formalised debates.

As Lackoff puts it: "Argument is war" (Lakoff & Johnson 2003: 4). Formalised educational debates in their nature are staged arguments that acquired structure and a certain value system. Thus, it would be valid to say, that irony and sarcasm are weapons, Chekhov's guns[48], and if employed in debates they have to serve to gain advantage over the opponents.

These phenomena were studied by now late Professor of Vermont University, Alfred Snider, who, in addition to his teaching and research activities, used to regularly organize and judge both local and international debating tournaments. According to his words (Snider 2010), irony (and sarcasm) are useful and powerful tools in debating. The expected reaction could be of two types:

1) acceptance of irony as it is (what is expected by both judges and opponents);

2) interpretation of irony as a serious utterance (in such cases effectiveness suffers, since opponents will count their argument, should irony/sarcasm be a part thereof, as not fully refuted).

Thus, we can identify the problem of using irony and sarcasm in a competitive context, as the necessity to understand the true meaning of the utterance. Otherwise, incorrect knowledge shall be obtained in the latter situation, whereas in the former ambiguity will prevent constructive flow of the debate, by obscuring disagreement and seemingly making the responsive "attack" unnecessary (i.e. "I've been ironic and actually I agree with you"").

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[48] Obligatory element in a play.

Consequently, it should be understood that irony has an implicit, deliberate nature (not the so-called irony of fate) and requires a reconstruction (in opposition to the open "It is ironic, that ... "), is stable or fixed and is finite in its application (the discourse occurs within a specific field, and is not "about life as a whole") (Booth 1974: 6).

Thereby, if irony occurs in the speech, the subsequent process will be its **reconstruction**. It consists of four successive steps (Booth 1974:15):

1)   Denial of literal meaning and recognition of a discord between what is said and what is known to the listener. For instance, during a debate on a topic about economy in Africa, in the following argument rhetoric implies disagreement of the listener with what is being said: "We'll build McDonald's all over the country, thus solve poverty, malnutrition, bring cultural revival and of course solve the problem of piece, as no nation with McDonald's chain will go to war." At this stage, the reconstruction process may end in case of a failure to recognise irony.

2)   An attempt to find alternative interpretations or explanations. "What they are saying is not what's happening here, so we need to find out alternative explanations"

3)   An analysis of the speaker's supposed knowledge and beliefs based on well-known truths. "If we reject their McDonald's idea, then this might be their ironic criticism of the Western policies"

4)   A choice of a new interpretation of what was said, taking into account the details of the current discourse and the characteristics of the speaker.

Communication cannot be fully sustained if the parties do not understand each other. In cases when understanding is achieved, an answer follows. Alfred Snider (2010) suggests having a proper look at an exemplary life situation in order to understand what the ideal answer to the irony / sarcasm of a speaker would be: A heavy rain is pouring in the street, and your friend asks: "Do you think it will rain?". Noting that the literal meaning is not what is meant, and excluding the options that a friend might not notice the weather or that the sky is clearing up, we see that this is a clear case of irony. The most expected strategy in this situation will be to try to "restore harmony" and respond in kind (irony balances out irony).

Such a strategy of responding with irony/sarcasm to irony/sarcasm is due to several properties of these phenomena (Barker & Popa-Wyatt 2014, Booth 1974, Muecke 1969):

1) a hidden statement of superiority;

2) an exaggeration of the distance between two points of view;

3) the existence of rejected opinions and "victims";

4) emphasizing the need for verbal reconstruction;

5) reconstruction must be completed without announcement.

The context of the discourse determines the type of ironic or sarcastic response. It happens that the **whole case and the entire speech** of the debater have an ironic character. As an example, the extension "Free will does not exist" (in the second half of the game) when debating the topic "THW not put people in prisons for non-violent crimes". Another example could be the line of side opposition on the topic "TH supports Google's self-censorship in countries with dictatorship". In response to the arguments of the proposition team that in the absence of censorship dictatorships would completely block Google, the opposition stated that this would be a positive result, since "…if I am constantly unable to google something, it will not be a constant reminder of living under tyranny. If completely blocked, that's what will lead to a revolt, similar to the taxation on tea in the USA".

Moreover, sometimes you can observe the **continuation** of the ironic/sarcastic line of the team or even the whole side. For example, as can be observed in the fully scripted debate "THW support free schooling"[49], an argument introduced by the first speaker sounded as follows (Appendix D: 4, 5): "they're not going to spend the whole time playing football, because, like, it's a good game, but it does get a bit dull, and, like, like, I know, they can go a couple weeks on cricket, sure. They might get a game done in that time, but realistically, I think, eventually, they're going to say "I don't

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[49] The type of schools in which students decide what their individual program of study will be, and through democratic voting establish the rules for the functioning of the educational institution and appoint teachers.

know, eight hours a day for cricket, like, mind you, uh, no dated reference… I'm not Alice to cook. And they ultimately are going to go and do something different, we think, that, like, if we were all put in a place for eight hours a day and we were told "you can do what you like", eventually some of us would start reading Tolstoy, probably. Like. Maybe." and it was continued in the same manner in the closing speech by the same team (Appendix D: 28): "In fact, playing, being forced to play football all day for eight hours a day would be pretty boring, right? For those of you who don't get that reference, Jack's explained it to me: football is a game, where you've got two teams…".

Irony can be used to **address the entire speech** of the opponents:

Although, mostly, irony is used as a **response** to a specific ironic remark (Appendix D: 21): "Thirdly, let's try make a serious argument. So, Fred tells you… Well it's yeah, I mean, it's serious in the sense that we're propping anarchy in school, right? (as the opponents called it)", which also can be expressed by asking a question to the opponents (POI) or even by asking a "silent question", i.e. asking when knowing that it will not be accepted, as in the next example (Appendix A: 17): "There's no danger of accidentally getting pregnant if you are gay. You are never going to wake up in the morning with a screaming bundle of joy which quite frankly you've always bargained for. – To that point!"

Moreover, irony and sarcasm can acquire a **chain character** and can be traced in the course of development, refutation and restoring of the argument (ironic reaction to the ironic reaction to an ironic remark), as in the discussion of the aforementioned topic about autonomous schools:

Opposition (Appendix D: 10): "Again, we are probably okay with some form of consultation with children, we don't think there should be the motor boards and canes back in the old days and doing things, and, but we're probably against "Lord of the Flies" on acid, which is what this side is basically proposing, right?";

Proposition (Appendix D: 17): "Well, actually, in "Lord of the Flies" they've got plenty of sunshine and lots of exercise and so… Yet better than the recreation of the prison in which people are horsewhipped into believing that they want to be scientists";

Opposition (Appendix D: 26): "Also, his expectations, they said "Lord of the Flies" is great – you at least get the sun, kind of admitting that anarchy would come, rated that anyway. I mean, I live in Leeds and Manchester, where it rains all the time and X-box is more entertaining, right. Those kids have weird motor-skill problems and vitamin D deficiency. I think, that it's not going to help, right. But but that's the easy case, what's the one that let's pretend that doesn't exist and we don't have burning schools all throughout London".

The main thing to keep in mind is that irony and sarcasm in speech, including response speeches, should be effectively used in that they positively affect the aspect of manner and positively perceived by the adjudicators and the audience.

CONCLUSION

The current thesis has considered the importance of irony and sarcasm as types of indirect communication, bearing a certain context-driven implicature. It was established that both native speakers of the language and foreigners are faced with a number of cultural, historical and linguistic problems in telling apart irony and sarcasm and recognising them in communication. Their delineation is mainly caused by the historical variability and branching off of the notion of irony and the confusion of sarcasm, a relatively new term, with one of its subspecies, namely, negative irony.

A clear-cut structure for distinguishing between the phenomena of irony and sarcasm was created based on the analysis of the academic literature up to date. The major common and differentiating characteristics were outlined. It was noted that the major distinguishing quality for sarcasm lies in its intent – unlike irony, it possesses an aggressive intent and only negative connotations. There also exist significant differences in the prosodic contour and in the use of linguistic units. The research revealed specific linguistic and paralinguistic means of expression of the phenomena, as well as the pragmatic aspects of communication in which they appear: violation of the basic pragmatic principles and postulates by the ironist / sarcaster, and creating difficulties for interpreting their intentions for the addressee. Revealing the features of the phenomena allowed us to come up with a set of criteria according to which it was possible to unambiguously single out instances of irony and sarcasm in the debating speech and to perform their multi-dimensional classification. A number of "difficult cases" (e.g. understatements, exclamations and quotations) were resolved within the scope of the current thesis and placed into the system without breaking its internal consistency.

In accordance with the tasks set, the general rules for organising a public dialogue in educational debates are systematised, defining them as a special type of formalized discourse. The key characteristics and elements of formalised debates, the specifics of the rules of major formats, and the functions of the speakers have been established. Through exploring the concept of communicative act, especially in the context of competitive formalised educational debates, communicative goals specifically for this type of discourse were investigated, as well as differences between

formalised discourse and the normal speech. The standard adjudicator's approach to determining the effectiveness of a debating speech was considered, based on the evaluation of the three main components of speech – manners, material and method – as well as the standardised rules for issuing a personal rating showing the level of the debater.

Special emphasis was placed on the effective use of irony and sarcasm – one that does not only not violate the rules, is not a waste of time and does not interfere with the perception of speech and the quality of the argumentation, but also positively affects the manner and raises personal speaker points. The concepts of implicature and intentionality were introduced as defining from the pragmatic point of view. The psychological nature of the phenomena and their parallelism with that of debating – the so-called "power games", one is on the micro (utterance or several utterances) and the other is on the macro (the entire round or, a level higher, a tournament) level – illustrate high compatibility profiles.

The manner of presentation of speeches and the use of irony and sarcasm as a component of a verbal presentation are considered in detail. When analysing 330 debating speeches, 5-15 minutes each, it was established that irony and sarcasm possess a multi-vector orientation and be used with respect to the three components of speech (manners, method and material) and third-party things. It appeared to be the case, that most frequently irony and sarcasm were directed at the material. Let us outline some of the tendencies: 1) the phenomena address any of the material's components (idea, evidence and analysis); 2) frequently used in a form of an understatement and 3) exaggeration; 4) one could observe multiple occurrencies of quoting the opponents' speeches in an ironic or sarcastic manner; 5) could be targeting the resolution or 6) definitions; 7) self-irony can be used both, either for the humorous effect or 8) to show possible misrepresentation of the speaker's position; 9) one could address one 10) or several arguments, or 11) even the entire line of the opponents; 12) irony and sarcasm can be utilised in the "pre-emptive" strategy, etc. In utilising irony and sarcasm, the debaters must comply with the basic rules of verbal presentation, i.e. not be isolated from the context, be relevant, etc.

Considering that the debates, if formalised, are nevertheless a form of communication, which implies interaction, it was necessary to determine the most

rational strategy for responding to the use of irony and sarcasm in the speech of opponents: it was found that to be an answer with irony and sarcasm, in view of the nature of these phenomena, creating an "imbalance of communication". When analysing the speeches, it was noticed that the whole "case" and even the whole speech may have an ironic or sarcastic character, that there can be a continuation of the ironic or sarcastic line of the team or even the whole side, while the appeal may be to the entire speech of opponents, or to be a response to a specific ironic remark.

As far as the scope of the current thesis is concerned, the material can be used in debates' trainings, in view of the fact that formalised debates are directly related to the education process, in many countries they are part of an obligatory programme aimed at developing critical thinking, oratory ability to defend one's opinion and other important verbal skills. Another sphere of application would be the educational programmes aimed at training people (e.g. foreign students) how to recognise the phenomena of irony and sarcasm in communication. Moreover, the findings of this work can be used for further linguistic or psychological study of indirect means of making a point. Last but not least, the classification provided in the theoretical chapter might become a useful tool for further improvement of the natural language processing (NLP) technology.

It should be noted, that in view of the fact that the problem of the effectiveness of communication continues to be relevant, the linguistic analysis of formalised debates seems to be a promising field for research, especially considering the low degree of its exploration and the real prospects for the practical application of the results of such work.

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1. **WUDC - Support Coming USA Military Cuts - Finals US Universities 2012**
   THBT coming cuts in USA military spending will make the world a better place.
   debatevideoblog.blogspot.com/2012/04/debate-wudc-support-coming-usa-military.html
2. **WUDC - Extradite Snowden - World Schools Debate Academy 2013**
   THBT Snowden should be extradited from Russia to the USA.
   debatevideoblog.blogspot.com/2013/07/debate-wudc-extradite-snowden-world.html
3. **WUDC - Nationalism - Manila 2012 Grand Final Round**
   THW support nationalism.
   debatevideoblog.blogspot.com/2012/01/debate-wudc-nationalism-manila-2012.html
4. **WUDC - Unlimited Right for Women to Choose - USU 2013 Final**
   Whilst recognizing that life begins at conception, still approve of a woman's right to choose.
   debatevideoblog.blogspot.com/2013/07/debate-wudc-unlimited-right-for-women.html
5. **WUDC - Celebrate Legacy of Margaret Thatcher - Quarterfinals America's Cup 2013**
   THW celebrate the legacy of Margaret Thatcher.
   debatevideoblog.blogspot.com/2013/07/debate-wudc-celebrate-legacy-of.html
6. **WUDC - Ban Consumer Advertising - WUDC Berlin 2013 Quarterfinal**
   THW ban all advertising of consumer goods and services.
   debatevideoblog.blogspot.com/2013/02/debate-wudc-ban-consumer-advertising_9.html
7. **WUDC - No USA Military Aid to Egypt - WUDC Berlin 2013 Octafinals**
   THBT the US should cut off all military aid to Egypt.
   debatevideoblog.blogspot.com/2013/02/debate-wudc-no-usa-military-aid-to.html
8. **WUDC - Censor Racist Websites - Budapest Open 2013 Final**
   THBT the EU should censor racist websites.
   debatevideoblog.blogspot.com/2013/07/debate-wudc-censor-racist-websites.html
9. **2010 Red Sea Open Semi Finals**
   THBT multi national corporations should trade with rebel groups, and in the areas they control.
   youtube.com/playlist?list=PL1720E23CFC99BD61
10. **Islam Peace Debate**
    THBT Islam is a religion of peace.
    youtube.com/playlist?list=PLOAFgXcJkZ2x9JJu8QD55-WcC1RaD1PFJ
11. **Immigration Debate**
    THBT Immigration is good for Britain.
    youtube.com/playlist?list=PLOAFgXcJkZ2ywuix_phpp4apRVfBb6AZV
12. **Socialism Debate | Does it work?**
    THBT socialism does not work.
    youtube.com/playlist?list=PLOAFgXcJkZ2we2fby4wIRwHsnwZ3onNr5

13. **Free But Not Equal**
    THBT we are free, but not equal.
    youtube.com/playlist?list=PLOAFgXcJkZ2z62QkHUgLQ_BCXsGHfDZwC
14. **The China Debate**
    This House believes that the 21st century belongs to China
    youtube.com/playlist?list=PLOAFgXcJkZ2yuyhBzFQJxfTZQWcdSl87T
15. **The EU Debate**
    This house would say goodbye to the EU.
    youtube.com/playlist?list=PLOAFgXcJkZ2wF2ga7tcYvan8-24YTtZUT
16. **Feminism Debate**
    This House Believes That We Are All Feminists Now.
    youtube.com/playlist?list=PLOAFgXcJkZ2x04fVTAZ7kv3lgbNgJNNUj
17. **Gay Rights Debate**
    THW allow gay couples to adopt children.
    youtube.com/playlist?list=PLOAFgXcJkZ2xxLHUhdXZl9KPd3Ft5Edx1
18. **Religion Harms Society Debate**
    THBT religion harms society.
    youtube.com/playlist?list=PLOAFgXcJkZ2zfXQa5csRym8ms6kwSRwJ4
19. **Occupy Wall Street Debate**
    This House would occupy Wall Street.
    youtube.com/playlist?list=PLOAFgXcJkZ2x9PEyG6SKpB5rnIf6cRgdS
20. **This House Believes Israel is a Rogue State**
    THBT Israel is a rogue state.
    youtu.be/jjkivkkZYNo
21. **WUDC Berlin 2013 Open Quarterfinal**
    This House would ban all advertising of consumer goods and services.
    youtu.be/hapMKOVeG-Y
22. **Open Final WUDC Malaysia 2015**
    This house believes that humanitarian organisations should and should be
    allowed to give funding, resources or services ti illegal armed groups when
    this is made a condition for access to vulnerable civilians.
    youtu.be/VhcxLoyrY-k
23. **WUDC 2015 Malaysia Open Main Semifinal**
    THBT all states should create special economic zones in cities, where all
    economic activities (except the purchase of goods and services) are carried
    out by women.
    youtu.be/LXk0W3_KHOQ
24. **EUDC 2014 Zagreb Quarterfinal 4**
    This house believes that supreme/constitutional courts should not have the
    power to strike down legislation.
    youtu.be/1u1xwZsKDoE
25. **EUDC 2014 Zagreb Main Semifinal**
    This house believes that the United States of America should invade, and

forcibly partition, Iraq.
youtu.be/IocKlxz3qi0

26. **EUDC 2014 Zagreb Main Final**
    THBT the feminist movement should oppose military interventions which claim to further women's rights.
    youtu.be/6JEfVNomdhQ

27. **Main Semi Final Manila Worlds 2012**
    This House believes that images designed to even slightly sexually attract/aroused viewer should be restricted to specialist adult shot/xxx domain.
    youtu.be/MLeINVJyFco

28. **Euros Main Final EUDC 2010 Amsterdam**
    This house believes that after a humanitarian intervention has holted human rights abuses the occupation forces should leave at once if the population clearly establishes this as their wish.
    youtu.be/3oYkvTzy98g

29. **2013 Australasian Intervarsity Debating Championships**
    THBT women should be criminally liable for harm to foetuses in utero as a result of their lifestyle choices.
    youtube.com/playlist?list=PL3IyzP-XkgJdURX40WE1R7lyq-x2_DRf5

30. **2009 World Universities Debating Championships (WUDC)**
    THW Ban Abortion at All Stages of Pregnancy
    https://www.youtube.com/watch?v=VMQTtUU4LbI

31. **Monash Association of Debaters Internal Finals**
    That the government should fund media and pop culture that portrays mental illness as a normal and acceptable condition.
    youtube.com/playlist?list=PL3IyzP-XkgJdYRwBK77Nq9dJmfNhbjX_8

32. **2014 Easter Intervarsity Debating Championships**
    That we should force artists to blind cast, unless a direct and proven need to do otherwise can be demonstrated (blind casting is the act of ignoring racial features, gender, sexuality, etc. when casting).
    youtube.com/playlist?list=PL3IyzP-XkgJdqMKvkXkid7KgOrwSvKoPN

33. **Paris Open 2014 Final**
    TH W offer citizenship to illegal immigrants in exchange for meaningful information on their traffickers and illegal employers.
    https://www.youtube.com/watch?v=abOkgUJ5JDs

34. **MAD vs. God - Young Earth Creationism**
    https://www.youtube.com/watch?v=iUDHye-hvZc

35. **WUDC 2010 Quarters**
    THW ban all procedures to alter one's racial appearance.
    https://www.youtube.com/watch?v=kZmwpvTerxM

36. **Lund IV 2013**
    THW make all executions public.
    https://www.youtube.com/watch?v=pnkfEGVHog8

For the full scripts see Kohn 2017.

TH supports the use of forced population transfers that create separate, ethnically homogenous states as a solution to prolonged ethnic conflict.	*Yale, 2014 Semis* *youtu.be/Rd_fnzH_WaY*	[1] PM, [2] LO, [4] DPM, [5] DLO
THBT the media should show the full horror of war	*WUDC, 2010 Final* *youtu.be/-PcUEZuttY8*	[3] LO
THW Pardon Treason by Referendum	*Yale, 2013 Final* *youtu.be/sjdiIJNN204*	[6] DPM, [7] MG
THW not allow religious communities to expel members on the basis of views or actions	*WUDC, 2013 Final* *youtu.be/dLCFpmCEaPg*	[8] MG
This House believes that governments in the developing world should invest in sex tourism.	*WUDC, 2012 Octofinals* *youtu.be/7HsXCNSvFKA*	[9] PM
This House Would Invade Zimbabwe	*WUDC, 2011 Final* *youtu.be/CfAZkykDzuA*	[10] PM, [11] LO
THW legalise duelling to the death	*Trinity IV, 2008 Final* *youtube.com/watch?* *v=9jfL04uh9YA&* *list=PL254C7DDE7D38CA67*	[12] OW, [13] GW
This house believes that the feminist movement should adopt the word 'slut'.	*AWC, 2011 Final* *youtu.be/HPYE0_SERlo*	[14] LO, [15] DPM, [16] DLO, [17] MG, [18] MO, [19] GW, [20] OW
This House Regrets organised religion	*WUDC, 2011 Semis* *youtu.be/BSD7ItrwGV0*	[21] PM
This House Believes that Western consultants advising dictatorships have a moral duty to sabotage them.	*WUDC, 2012 Quarters* *youtu.be/dk-I8BwzhAY*	[22] PM, [23] LO, [24] DPM, [25] DLO
THW not allow religious communities to expel	*WUDC, 2013 Final*	[26] PM,

members on the basis of views or actions	*youtu.be/dLCFpmCEaPg*	[27] LO, [28] DPM
THBT the World Trade Organisation should never allow nations to place export restrictions on food, rare earths, and other non-oil commodities.	*WUDC, 2013 Semis* *youtu.be/BVR50cfOgio*	[29] PM, [30] LO, [31] DPM, [32] DLO, [33] MG, [34] MO, [35] GW, [36] OW
THW give more votes to citizens according to their performance on a current affairs test	*EUDC, 2013 Final* *youtu.be/vzj_su8st8I*	[37] PM, [38] LO, [39] DPM, [40] DLO, [41] MG, [42] MO, [43] GW
THW nationalize and provide public access to the Metadata being gathered by online multinational companies	*EUDC, 2016 Final* *youtu.be/9Y6WKhKcFkg*	[44] PM, [45] MG, [46] OW
THB the US should actively foment democratic unrest in China	*NAUDC, 2014 Final* *youtu.be/hloal23CCpI*	[47] DLO
THS the prominence of the American dream in political discourse	*NAUDC, 2014 Semis* *youtu.be/J5PBlPGtbq4*	[48] MO, [49] OW
This house believes that, within broad budgetary constraints, environmental policy should be decided by unelected scientific experts selected by their peers.	*HWS RR, 2014 Final* *youtu.be/NZ2JQpgV5hU*	[50] OW

American Parliamentary Debating Association (APDA) rules:

In every round there are two teams, affirmative and negative, consisting of two people each. The former is the so-called "Government team" and consists of the "Prime Minister" and the "Member of the Government". The latter team, or "Opposition team" counts the "Leader of the Opposition" and the "Member of the Opposition". The "Prime Minister" and the "Leader of the Opposition" deliver one constructive speech at the beginning each and one rebuttal speech at the end. The "Member of the Government" and the "Member of the Opposition" each deliver one constructive speech. The first and the last minute are the "protected time", when nobody can ask Points of Information (Debate Central 2016). The order of speaking and time limits are shown in Figure 3.

SPEAKER	TIMING
PRIME MINISTER (CONSTRUCTIVE)	7 min
LEADER OF THE OPPOSITION (CONSTRUCTIVE)	8 min
MEMBER OF THE GOVERNMENT (CONSTRUCTIVE)	8 min
MEMBER OF THE OPPOSITION (CONSTRUCTIVE)	8 min
LEADER OF THE OPPOSITION (REBUTTAL)	4 min
PRIME MINISTER (REBUTTAL)	5 min

Figure 3. American Parliamentary Debating Association speaker order.

Canadian National Debating Format rules:

The rules are exactly the same as for the American format, except for the time limits: the first four speeches last eight minutes each and the closing speeches take four minutes each. At the school level in Canada it is popular to hold bilingual debates, with four speeches being in French and with two closing speeches in English. The order of speaking is reflected in Figure 4 (Debate Central 2016).

SPEAKER
PRIME MINISTER (CONSTRUCTIVE)
LEADER OF THE OPPOSITION (CONSTRUCTIVE)
DEPUTY PRIME MINISTER (CONSTRUCTIVE)
DEPUTY LEADER OF THE OPPOSITION (CONSTRUCTIVE)
MEMBER OF THE GOVERNMENT (ANALYSIS OF THE 1ST PART OF THE GAME+CONSTRUCTIVE)
MEMBER OF THE OPPOSITION (ANALYSIS OF THE 1ST PART OF THE GAME+CONSTRUCTIVE)
GOVERNMENT WHIP(REBUTTAL)
OPPOSITION WHIP (REBUTTAL)

Figure 4. Canadian National Debating Format order of speakers and timing.

British Parliamentary Debating (BP) rules:

The British Parliamentary format is considered to be the major format of university competitions worldwide, as most of the international competitions are held within the BP framework, also it is the official format of the World (WUDC) and European (EUDC) championships. Just as in debating styles described earlier, there are two sides, proposition and opposition, and two teams of two people on each side. Each debater speaks once only. Speeches last either 5 or 7 minutes, including the protected time (Debate Central 2016). Figure 5 shows the order of the eight participants in the round and their respective roles.

SPEAKER
PRIME MINISTER (CONSTRUCTIVE)
LEADER OF THE OPPOSITION (CONSTRUCTIVE)
DEPUTY PRIME MINISTER (CONSTRUCTIVE)
DEPUTY LEADER OF THE OPPOSITION (CONSTRUCTIVE)
GOVERNMENT WHIP(REBUTTAL)
OPPOSITION WHIP (REBUTTAL)
OPPOSITION REPLY
GOVERNMENT REPLY

Figure 5. British Parliamentary format speakers sequence.

Australs or Austrasian format rules:

The rules of "Australs" do not differ much in principle from the American format. There are two teams consisting of 3 people each. The only thing that differs is the timing (speeches are between 8-10 minutes long) and the order of delivering speeches, which can be seen in Figure 6.

SPEAKER	TIMING
PRIME MINISTER (CONSTRUCTIVE)	8 min
LEADER OF THE OPPOSITION (CONSTRUCTIVE)	8 min
MEMBER OF THE GOVERNMENT (CONSTRUCTIVE)	8 min
MEMBER OF THE OPPOSITION (CONSTRUCTIVE)	8 min
LEADER OF THE OPPOSITION (REBUTTAL)	4 min
PRIME MINISTER (REBUTTAL)	4 min

Figure 6. Australs debating format order of speaking (Debate Central 2016).

Oxford (and Cambridge) Union style debating rules:

Two teams of three people each are defending and standing agains the resolution proposed by the Judge[50]. The round lasts for approximately ninety minutes, but it can extend over the time limits, this the speaking time is around fifteen minutes per speaker. Please, see Figure 7 for the order of speaking. There are three special features about this format: the Judge and the audience can ask questions to the speaker, the adjudicating decision is after the audience, which is split in several (usually twelve) parts, and the topic of the debate is announced beforehand (International Debate Education Association 2017). It is the only non-spontaneous format we will be looking into, although we will not include the first speech, but rather concentrate on the ones that follow and require reactionary force to the opponents and therefore can still be considered quasi-spontaneous. The number of these speeches will not be significant enough to distort the result of our research.

SPEAKER
AFFIRMATIVE 1
NEGATIVE 1
AFFIRMATIVE 2
NEGATIVE 2
AFFIRMATIVE 3
NEGATIVE 3

Figure 7. Oxford style debating order of speaking.

In the enumerated formats (except for the Oxford Union style) the adjudication panel, as a rule, consists of three or more judges, the decision is made by reaching the consensus, the teams are ranked, personal points are displayed on a 100-point scale (see next chapter)., according to the established evaluation criteria.

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[50] The Judge presides over the House and is helped in the mission of upholding order and proper conduct of the debate by Attorneys (moderators).

WUDC Berlin 2013 Masters' Final
Video link: *youtu.be/aRXlmKpwthk*

Teams: Proposition: United Kingdom (Jack Watson + Sam Block + James Hardy)
Opposition: England (Fred Cowell + Andrew Tuffin + Ben Woolgar)

Adjudicators: Davin Stevens Bronwyn Cowell Philipp Stiel Mary Nugent Michael Baer

Motion: Should we support free-schooling.

PROPOSITION SPEAKER 1:

Ladies and gentlemen, we all know how it feels… we all know how it feels: to value education, to enter into a dialogue with somebody and to feel that you have gained from that exchange of views. In most rounds, I have to be honest, round 8 wasn't great for me yesterday, cuz, like, the tab was a bit wrong for me, but, like, generally, I think, most people feel that that something true for them. I'm going to talk to you about three things in this speech: firstly, education and how we improve it, that goes controversially in the motion about schooling; secondly, we'll talk about relationships towards authority; and lastly, I'm going to talk about the manner in which we construct our own skill choices and our choices in life. I should be able to tell, when my argument 2 transitions to argument 3, because Jack's handwriting changes into Sam's handwriting, and suddenly all the proper nouns just vanish.

So firstly, on education… no no wonder in the status quo students are pitted against teachers in a manner in a sort of battle of discipline: **teachers always want you to remain quiet, like they do in this final. Hopefully. Mostly**. (1) And ideally, students want to, like, disrupt things. Often they are oppositional, and there's an idea of discipline. Students are likely to feel coercion, in this teachers need to push people in some way, because they need to get them to do this, and that means that they've got no incentive to be interesting, no incentive to keep people engaged. I've got a pretty strong incentive to be interesting, because, like, **at least my partners are quite funny and what really bad is none of my things were…(2) no Jack doesn't think so**. Oh there've been at least two jokes during, like, prep-time. Amazing. And so, like, but we honestly think, like, teachers have a necessity to engage in a way that is entertaining and in a way which gets people to actually have fun in their classes. We know that's very valuable. Currently they don't have this incentive, they've got these old-school methods, where they value opposition, where they value the rod ahead of ahead of keeping people interesting and making people want to learn about things. What does this do? It means, that, like, they continue to push back some people, they continue to just say "do what I do, do how I tell you to do, listen to me, get through the hoops, jump to the hurdles, finish the exam". And we think, that when people tell you what to do, that's normally a really bad idea. **On the other, when people tell me to stop**

dancing the middle of a final, that might be a good idea occasionally. (3) We think, this changes when teachers feel a need to engage the people, they need to get them to, like, actually enjoy the lessons… We think, they're, like, if you're a teacher at school with free schooling and suddenly nobody coming to a class, we just don't think you're going to be employed very long, and so you're probably going to need to make them actually interesting to people. Usually people are capable of finding things interesting, like, to imagine that they won't at all, is, like, a purely oppositional stance that's been that's been bred into you during your own understanding of school as something that's harmful to engage with, something that's forced to do, something that you don't want to be there for. You think, you have to make it interesting, you have to understand how that educational experience operates. We have to understand how to enjoy things, how to get things out of great literature.

POI: But should we make a seven-year-old write a national curriculum, and what would he do with his time at school?

That was big enough for a joke! Jesus those standards… placed a little um realistically… realistically, we think that like you really gonna be fine taking his curriculum: they're not going to spend the whole time playing football, because, like, it's a good game, **but it does get a bit dull, and, like, like, I know, they can go a couple weeks on cricket, sure. They might get a game done in that time** (4), but realistically, I think, eventually, they're going to say "I don't know, eight hours a day for cricket, like, mind you, uh, no dated reference… I'm not Alice to cook. And they ultimately are going to go and do something different, we think, that, like, if we were all put in a place for eight hours a day and we were told "you can do what you like", eventually **some of us would start reading Tolstoy, probably. Like. Maybe**. (5) Jesus, seven-year-old ones, they're at least going to start with the "Mystery mansion" in some way.

So secondly, how does this all [whispers: Oh god, guys, you ruined it!] how does this all in relationship with authority. Under the status quo you do what you're told. It isn't because you do what you want to do, it's because you're told to do it. You associate the things that you're told to do with things that you don't want to do and go through this, like, all the academic age, like, all these ideas of academia and learning – you associate that with the notion of a lack of agency. That's incredibly harmful. All of us here have bought into this at some stage, and all people in the system engage in this: teachers tell you to do something, they force you, they make you do it in every way, but it probably doesn't matter. It's the aspects of force that you find so oppositional. You say: "I don't want to be here I don't care if it's interesting. I don't want to be here, because I have to be here". It's not a disruptive student, you want to get better and better at it, because, like, it's quite amusing and sort of, so you try to outdo yourself, to become the mischief maker in the class, and ultimately, we think, all you lose from that is a focus on what you're learning. You ultimately learn very little. All you prepare is just to jump through the exam at the end of term. Yes, Ben.

POI: I'd like to [...] the fact that all of these all of these people **are watching this pile of nonsense (6) rather than drinking yucca**[51]; They are nerds and some of them may read Tolstoy. What do you think of joining people like these?

I look at somebody from Oxford continuing to tell us, that **the people here are special.** We actually… it's really, really good timing. We don't think we don't think you are special, okay? I'm sorry about this. You guys are going to have to come to terms with the fact that you are not, most of you are not special, you're not like some magical people who just have a lot along with **it, the intellectual elite of the world with all this debating,** no, realize that you are very lucky to have this opportunity, like Ben thinks that, like the people from St. Paul's think. The hypocrisy, if this is safe, is going to be pointed out, so just so you know early, like, full disclosure: **Jack is the most working class of us and he's not really at all**, and so, like, ultimately, we think, that many people, when they're presented with this opportunity, do engage with it, and they're likely to enjoy it. (7)

So lastly, I can't promise point of [unsaid: information]... skills, yes you will need to understand the choice they're making, because choice is an inherent part of life, it's something that you face every day, something you face at your job – think about how many people go to the job and say "it's like being back at school: I just do what I'm told all the time", but like that's not true of work! Many jobs, actually, do require the skillset to be able to make decisions. This isn't just true of work, it's also true of life You've all made a great decision this evening**: you've come to see three excellent speeches and three mediocre attempts at humour**. (8) Yeah [to the opponent] thank you, friend, I can tell you which one yours will be. And so, ultimately, but you you need to be able to develop those skills, so that you actually do in the future, like, like, if you had a better educational system, you'd be doing the things Ben wants you to do, maybe you'd be out streaking the yucca and you've been enjoying, I'm sorry, a lot of fun, but [to the timekeeper] it was their fault they keep laughing, um, again, things down. We are proud to propose.

OPPOSITION SPEAKER 1:

Thank you, my lovely wife, who's obviously judging that. And, right, anyway, I just like to point out from the state school plus St Paul's team on this side of the house what we're kind of, like, okay with ahem in this **debate right debate quote-unquote** (9), right. Again, we are probably okay with some form of consultation with children, we don't think there should be the motor boards and canes back in the old days and doing things, and, but **we're probably against "Lord of the Flies" on acid**, (10) which is what this side is basically proposing, right? The majority of schools have ridiculous discipline problems this would be, like, literally, but you know, literally explosions would go off, and I'm not joking. If you let them get the chemistry lab by themselves,

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[51] Strong alcoholic drink.

right, which is what this is going on. However, I am not going to have these sort of wanky practical-op basically […] me not to what I'd kinda like to. Instead, we're going to, sort of, broadly fight this on what could notionally be called principal, I mean, I… The first big point of rebuttal is, like, why kids are disciplined, I mean, this was like pure Sam [unclear reference to the second speaker of proposition] in the coercive matrix, I mean, I thought, I was, he, you, okay, fine, maybe it was a son of Sam, who knows, right, in terms of this, like, coercion, I'm acting, like, some discipline problems are caused by that. I'm sure that Ben was naughty at school, how the majority of kids are naughty, because they are kids, right? They wanna play computer games, it's not, like, despaired sort of innate desires are necessarily being suppressed, even if they were and they needed to make better choices, like, the reason, how we show you how to make choices is, like, through the process of school, right, so that when you're older, you can learn more and you have a range of skills available to you to make choices. The problem is, the kind of choices that you make when you were younger is ultimately stupid and a boredom isn't a necessary constraint. Tuffin told us, that for three years he played football every single day in the summer and he never got bored of it, right, because every time he was running around with the ball, he became happy or something, and that was what he would choose. Therefore, I would pose it, that if it was allowed for three years to do that at school, he would have three years of football that would not make him the clever person that he is today, right, well, you might consider me… I don't know, what you'd have chosen to have done at school, but, like, basically, I don't think choice will act as a realistic from now, that right why exactly are there some problems with kids choosing what they'd like to do?

Number one, kids have kind of quite "short-term hard-time" horizons. I mean there is this sort of stuff I could say about advertising, but most of you just watched the quarter-final about that and maybe you're bored to tears or excited but go YOLO. And like the more broader thing is that like they are kids, often have difficulties projecting themselves into the future. A very obvious example of this is this current the chief adjudicator for the Malaysia world: when he was little, he wanted to be a great scientist, so he thought, that in order to be a great scientist he needed to learn PI to 100 places. Right now, **whether or not that is being a great scientist, like, I don't really know**(11), I know, that it's probably bad quite bad for him, because he wanted to read philosophy later on. If he had been allowed to simply do that all the time, those realistically short-term time horizons, means, that he would have probably made bad choices for the person he is right now. Kids are structurally predisposed to choose things that they're obsessed and interested about. I was obsessed about building a Time Machine up until the age of 11, when I realized it was impossible. Ultimately, if I'd only be allowed to prioritize those kinds of things, it might have been possible, without having me tell what is possible right now. The problem is, that even in a perfect world there's a disproportion to us we make.

We also say in a very boring point here (sorry, there're **30 seconds of total boredom** coming up (11)), that it is very difficult to allocate resources in these kinds of things,

and schools yeah… so have you got the analysis? Yeah? All right! Good, move on, right? Next one, right? Good. Excellent. Ah, almost like real speeches are seizing… Okay right kids, in, like, general, in community, and this is my **sub-second vague point here (12)**, right, look, kids are quite good at peer pressure each other to do certain things. I am willing to posit, under their scheme, if there is a Maths teacher they won't want, they will be good at getting their Maths teacher fired, even if they're doing a pretty good job. I'm also willing to bet, the kids are pretty good at pushing each other towards certain different things: Rosie's class were allowed to choose what they wanted to do for a day and, because the majority of popular girls wanted to draw unicorns all day, the class spent all the time drawing unicorns all day. These kinds of peer pressure dynamics, like, are quite possible to happen and quite easy to happen. **The next sort of vaguely serious point** (13) about this is, generally this occurs at the age when kids are most susceptible to believing certain things about their identities: in terms of gender and race. So some of those choices might be coded in quite heavily, like, for example, the pernicious lie that girls are not very good at Maths might be something that easily factors into these kinds of decisions, meaning that certain things are structurally cut out. And in this sort of notional democracy of the classroom which we like a normal idea how this is going to work, I mean, **are we gonna be the popular kids quarters**? Are we gonna **create little political parties: the Maths party against the rather much cooler, like, I don't know, History party** or the slightly even?..(14) I might have gone to Oxbridge, but sure thing I'd like them, but like there is there is also to a rather large range of other dynamics as well, mostly in terms of, like, this idea of valuing education, like, so what can you get out of in terms in in terms of, like, where we value… Point of information, I'd love a point of information, actually… Are you sure? Okay. In these terms of valuing education, we think the value you get to an education to a large degree is a bit retrospective. I especially went down to the age of 15, right, I know I value the fact that I'm doing a PhD in International Law now, because I can enjoy every single day and I have the skill set ready to do this. I have absolutely no idea of processing the value of subject, so I learnt at school, right? So, I was real pretty good at history, so I've learned a lot of history. I really hated learning German and I'd no idea about ways of valuing that. I sure do value the infantesimal ten words that I remembered from all the times I spent bunking off my German classes. The simple fact that I was able to order pasta for lunch today, right? So, the kinds of values that you get out of these things, ultimately, after most of the ages we're talking about, will only be known in retrospect. There we say, probably it's quite good, that kids aren't necessarily allowed to have the final say about these kinds of things. We do think that some sort of things, like blended learning, where you do consult the children and allow them to have some kind of a collaborative process, but don't have the final say on these things is perhaps a good idea. No, this isn't some kind of concession, ignore the smoke and mirrors that Sam [the second proposition speaker] will whip out of his pocket and hahaha [theatrical evil laughter] you conceded to this and you concede to everything else. What they are proposing is the recipe towards the Anarchy either of the cool kids, the geeks or God knows who else, right? What we're proposing or counter-proposing, or whatever, is essentially, like, a sensible way to do something

other than draw unicorns in class. For all these reasons… and yeah, go with whatever side of this thing [inaudible].

PROPOSITION SPEAKER 2:

[inaudible] I am out of my comfort zone. (15) I want to talk to you about two things and I'm gonna do it quite slowly. The first is is a point that comes up in a number of debates, they may: will children go to school, and secondly, um is learning fun, and to which the answer to that question is going to be yes.

So first of all, um Ben tells us in a point information "not everybody is like debaters". So basically, **and the muggles[52] are going to decide and not to go to not to go to school** um. I don't see why. **I mean, people make all kinds of stupid decisions, even if things are incredibly boring. Look at the fact that you're all still here, right**? (16) Then then Fred tells us: "well, it's going to be like "The Lord of the Flies" on acid". Well, actually**, in "Lord of the Flies" they've got plenty of sunshine and lots of exercise and so… Yet better than the recreation of the prison in which people are horsewhipped into believing that they want to be scientists**. (17) So, then we heard "um, yep, children have short time horizons" and and we have two points on it. First of all, on the argument that Jonathan, that one day at one point wanted to be a scientist… We're going to call lie on that, we're going to say, that from the age of four Jonathan the main art has wanted to be the CA of World's and he has finally achieved this. But secondly, children often are more reflective, because they often realize, that the temporality of choosing to engage in football is possibly not exactly that is not something that's going to be beneficial to them. Yeah, **obviously, at the age of four you probably think about it in different words, right?** You know, in the same way as nobody outside of the United States thinks of knows, what a network externalities f***ing is, right? They just think it's a bad thing, right? **We just thinking different words, sorry Michael**. (18) And okay, then yeah, then we what got told, and you know, this is going to be "children don't want to do what's really boring". Well, I mean, doesn't that mean, that **if you're a teacher, you're probably going to want to teach, I'm gonna posit, you're going to want to teach more than 0 children, right?**(19) In that case, you, presumably, are going to want to make your your lessons in some way entertaining, in order to be able to encourage people to be able to do it. As most of the teams that I've had the pleasure of judging at this tournament will tell you "market sold" by creating a competitive market amongst the different classrooms you're able to encourage people to diversify and innovate, and thereby create the optimal way of learning, right? And what's more, we have savvy consumers, right? Because they're not dissuaded by advertising, which for some reason is "a bad thing" and should be banned in its totality. Because, I mean, you could, it's

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[52] Harry Potter reference: simple humans.

just useful to help you find out what stop is, right? Um yeah, people will be people will be able to be not dissuaded by that and, as I said, yeah, even if they are, people can tell you, you know, oh yes, **science is really-really fun**, and then ahaha it's not, I mean, you're already there. (20)

So okay, that brings us onto argument number two, so-called. Um, first of, all make it fun. Friends tell you: "Well, you know, people in Rosie's class want to draw unicorns". That sounds f***ing awesome, right? Because, first off, I am I'm actually rubbish at drawing unicorns, so I would be imbued with skills as a result of the democratic process. Um I will take a point of information if somebody would, please, offer one. Stand up! Okay, then we heard that, you know, Tuffin wants to play football for six weeks six weeks every year, yeah. But he also went to school for the rest of that time and look! [pointing towards Tuffin] Right? Sorry, that was actually really insulting, I apologize.

I'm…Thirdly, let's try make a serious argument. So, Fred tells you… Well it's yeah, I mean, **it's serious in the sense that we're propping anarchy in school**, right? (21) Alright, so Fred tells you Fred Fred Fred's logic is that, basically, because you are because you're able to be able to choose what you want to do, i.e. **what you enjoy, therefore girls will construct themselves as not enjoying that, right**? (22) The opposite is almost certainly true, right. You're able to break down these kind of annoying identity categories they force on you in school by having teachers, who are hardened to the idea that certain people are good at certain things, and instead want to encourage everybody to engage in their school. If anything, it's one of the best things to be able to do: to encourage people to break down those horrible identity categories that are reinforced for them in school and through peer pressure, because you encourage you encourage people to be able to choose for themselves at a very early age. What always always happens is, people say "well, yeah, but you've got to learn to take orders at some point". And that's exactly the problem, but all of us through schooling learned, that we have to somehow stop questioning, and believe in and take take orders, and not decide for ourselves. That's why so many of us are going to choose to do incredibly tedious jobs, like management consultancy, like going into the law, because we believe, that that's something that's beneficial, even though we're gonna work forever, yeah?

POI: The thing is […] it's not the teacher telling what to do, it's the meanest girls in the class, and I was, like, with everyone else into voting for drawing unicorns.

What? We were saying, people can choose, not that we will obviate the decision-making process to now no longer the teacher, but the person who happens to be most good at applying makeup – **that would be, if anything, slightly more mental than the thing that we're standing for, right**? (23) But then again, **still less mental than tradable baby-permits**. Not none of them are here, right?

Then, finally, and when things are oppositional, you tend to reject them, right? Like the fact that you feel that you have to, forced to do it, even if it's something that you know you'll enjoy. **Look at all the fact, that all of us feel, that we don't enjoy debating,** right? (24) Even though we all clearly do, because we chose to spend our new year f***ing doing it. In that case it's something that is really-really useful, because you break down that oppositional narrative. I am, if anything, slightly displeased to propose, but moderately pleased to provide. Thank you.

OPPOSITION SPEAKER 2:

You can host it in the Philippines, you can host it in Germany, but still Jack Watson turns up and f***ing makes the whole thing a misery for me. Yeah, I love you too, hug later. All right, it's not intuitively an important issue of the day, is it? And there are two options here, like I could do the list of, you know, sh*t things people said, but I think, you've been paying attention, so let's not do that, shall we? Let's just look at what possibly this might be about, and then Sam can come up with something, and maybe these two will have a real debate. I want you to draw your attention to two things that James Hardy said, and if these things aren't true, then pretty much everything else, as entertaining and hilarious as it was, and I also just like the adjudication team for some reason. And don't don't make any sense right, I mean, obviously I don't. Jack is the nicest person here, and first one goes **"we all know how it feels: to value education" – opening line, I mean, Hardy does, Jack does, Sam sort of sees it as an interesting polar game, but I think, essentially does, and many many people don't.** (25) So what they've got to show me here, is that at least a sufficient number of people that aren't them, when they make these choices are going to prioritize education. That's easier, that's that's clearly not going to happen, that's "the Lord of the Flies School". So let's let's at least play nicely with them. And second question goes, "we all need to learn to make choices". No, we all need to learn to make good choices, even the ones that want to prioritize education, why are they gonna do it in a good way? So, to engage with that I just want a to make an incentive to the next y.r. honour six-five minutes. Ease it, right, the easy case, right. There was a kid at my school, quite different to their schools, called Kevin Price, right. He went into his history exam aged 16 and wrote 16 full sides of A4 on the question "Do you think that […] was unfairly treated", when they think that he was a bit of a clown, essentially, and he wrote: "f*** off, f*** off, f*** off, f*** off, f*** off", next line: "f*** off, f*** off…", for 30 lines on 16 pages. They go "oh, kids choose what they want today", why don't you just f***ing not turn up and play? Proper kids didn't just do what they want to do in their own interest. What's going to happen here: three reasons why this might actually be a problem, right. Because, what they're assuming here, is that kids see the benefits of education. The reason that the kid did that is it's not just a massive word, so super, although it is also true. If there is no history in any one he's ever met, right, of valuing education, his parents have no qualifications whatsoever, lived on benefits and saw no point. It's peer pressure, that Fred goes, when I would get better friends, or drawing unicorns would be fun, right, will lead to the successful kids, like, that I tried to be

friends with, because I wanted to aspire to be there, all got beaten up by them, so why would he ever change, right? Also, his expectations, they said "Lord of the Flies" is great – you at least get the sun, kind of admitting that anarchy would come, rated that anyway. **I mean, I live in Leeds and Manchester, where it rains all the time and X-box is more entertaining, right. Those kids have weird motor-skill problems and vitamin D deficiency.** I think, that it's not going to help, right. But but that's the easy case, what's the one that **let's pretend that doesn't exist and we don't have burning schools all throughout London**. (26) Jonathan Maynard wanted to be the most educated man that ever lived and he's on a long way down that road. If he had been in control of his education, would he be as far down as he is? Hell, no. Why is that? Because this is a person who thought to be the best scientists in the world he also had to learn PI to 100 decimal places, just like the best scientist in the world missing some other factors may have been important, but I see, he could consult with his teacher, that would be sensible. We're also in charge of consulting teachers. You, probably, shouldn't get beat oh over that teacher, to be honest, but also I mean Hardy says, if you tell kids what to do, like this teacher would have, they'll automatically rebel. I suspect, that's probably not true, which means, the national curriculum will probably still work on our side, and, but even more importantly, is, probably, not gonna stop him being f***ing obsessive, right. So even if you keep him within the realm of science, so he learns, you know, biology and how things work, it's still not going to go to French, because that's boring, is still not going to go to literature cuz isn't boring, and French, because it's hard, right? All the things that you then leave, that you'll need when you want to be a world CA and have the network and win bids against people who, know, basically don't have enough money to fly to New Zealand, he won't have those skills as a science nerd. I'm sorry, but he won't. I mean, what I was only rude to a generic group, where no one individually feels first, and you viciously attacked me. Comparatively I'm nice. But there is, actually, a point here, right, it's that education to some extent means balance, because kids change their mind. By 14 Jonathan did want to be, you know, Secretary-General of the UN by age 30, and CA by age whatever he pretends 21 probably, and the thing is, when you dedicated your life to education up to the age of nine and being, you know, inventing a time machine as […] you then don't really have some of the skills you need, because education isn't like oh you've got a level nine of science, now just skip strike up and go back to level one in French and you can be a linguist for the rest of time. You need to have done certain basic building blocks to get to that level. Even that kid, once you realize that it is unattainable dreams of going with Marty McFly back to the 80s, where Fred still was cool isn't gonna work for him. Well, at least I'm even there up, right, yeah. And so, what's the problem here, also said incentive to broadly be of teachers, right. So I mean, where's the incentive for teachers going to be different here on a comparative level? Presumably, they're still what they have to do now is just […] children into taking basic exams, they don't learn anything, probably, quite bad, and they don't pay attention in that span, right. Kids that don't pay attention your class are a f***ing nightmare, right? Because what they do is chat a lot and throw things at each other, which makes it very hard to teach the good kids in the class. That's much better, right, when all the bored kids don't turn up to

your classroom anyway, so you can just let them burn on the side of the road, and they're the people that are the most vulnerable, so when we're talking about schools and what the state should do with schools, **we should be targeting education not at Sam's block, because he will go home, look at his expansive library of how to play with words and make all the motions here even worse**… (27) hey, let me say, right, if I swear in this world, I think it's been genuinely good with his, where we have three motions: one, weight up duties to people that you'd know close to you as much as you do that you don't, and why it's good to lie to people for their own good, I don't think there was a third motion. 13 times, yet these guys rocked the place, so I'm going to put it right, that many people don't like education, and the state should help them, and allowing them to check out at age five is a bad idea, I'm sorry, I like people to know things and not ruin their lives while they're still in small like, basically, just off-potty training.

PROPOSITION SPEAKER 3:

Well, first of all, can I just say what a what a pleasure it is to be here? No? Um, but it is in many ways a pleasure to be here, at a tournament, where we get the opportunity to meet and speak with people from as far away as the other side of South-East London. I think, that's I think that's something that we all can and indeed need to hold on to. I'm going to talk about three things today, things is the word I'm going to be using for this. First of all, are we special? Second, how we act. And third, what the hell is the point of it all, or anyway? While doing so, I am going to be moderately nice to people. All right, so are we special, or as I subtitle this argument "the social construction of the kid", because that what what the what the opposition give us today is the idea, that obviously people behave in these bad ways because they are kids, and we think they're quite right – they are kids today, they are kids who are subject to the system that we have at the moment. But as we've told you, that system itself is exactly the problem. The problem is, that you experience education not as the opportunity to set yourself up for the rest of your life, but rather as a moment, where you are forced to do something, where you'd rather be doing something else. The problem is, that as you start to get used to being forced to do it more and more, you associate it with compulsion, you associate it with coercion, you associate it with things that you do not want. In fact, playing, being forced to play football all day for eight hours a day would be pretty boring, right? **For those of you who don't get that reference, Jack's explained it to me: football is a game, where you've got two teams**… (28) And that, actually, I think, the fact that you're really frustrated, the fact that you just wish it would end, and it seems to go slower and slower. That fact – that's a much better explanation for me of why you would repeat f*** off over 16 pages, unless it was an opportunity to get a cheap lot, like that for me is a much better explanation of the frustration and the anger. It's not that this kid just really liked the shape of the letters, right? It's not that he is getting a lot out of it. It's the fact, that he there, and he knows he has to be there, so he hates being there. What we do, and you may notice the jump here, is change that, because under our system, and I mean this quite not seriously, what happens, is that

children no longer feel quite so pressured, and that means that some quite concrete things act right, but you're no longer spending time and sitting in classrooms waiting for the end of the day, hoping that it will all go away, and every minute you do that, not only you are disrupting things for everyone else, but you're also making yourself less and less enjoy the experience of being in school, and associating it more and more with unpleasant things. Getting rid of that, sure, sacrifices a bit of education there, **but makes the rest of it almost work.** (29) Actually, people generally do see the need to not have a terrible life, Fred's right, we don't project choices forward perfectly, that's kind of obvious – I entered this competition, but but we are we're willing to swap a little bit of the optimization of that choice for getting people to actually engage with the education, when they do it, we think that's probably a good thing. So how will we act? **Broadly, apparently, in terms of unicorns and bombs, which apart from being an act reaching you shortly, is the large content of the government case.** (30) We are broadly okay with unicorns, as Jack tells us. I didn't know that was his stick, but that's fine with us. Fine, whatever.

POI:[…] why wouldn't you accept education in whichever form it is being offered?

Because what we're doing isn't saying 'here'. 'Here' is the same thing that your mother and father, who hated it, had do. You want some? We're saying, that there is something different and something else it's really quite simple and almost persuasive. Alongside this alongside this they give us PI to 100 decimal places. Now, glass house is not withstanding [people who live in glass houses should not throw stones]: is Johnny really your typical kid? Is that really your cardinal example of how things are going to go in general? Probably not. And then we hear Fred, in a sort of revealing episode, worried that the meanest girls in the class are going to decide. I think, that there are that that is the scars of a hundred recollections, isn't it? So finally, what the hell is the point of it all anyway? That's actually a question, but instead I'm going to talk about skills, because we think that children and many people need to learn, how to make decisions for themselves. They need to be able to make sensible decisions, and they learn that by making terrible decisions. Nudge in the way that we will learn to lot here tonight. Failing that, **children will simply listlessly end into the dead-end careers of a lack of inspiration with organizations like McKinsey** (31), who may or may not sponsor this tournament. They tell us, what we want them to be making good choices, we want them to be making good choices, not all of the bad choices that the children make, like the playing football and the drawing unicorns – those seem like an attractive thing. **What they want instead is the idea, that if you don't get children habituated to making choices, but give them a high level of education, then eventually when you open the choice-box, they'll be so excited, that they'll be deeply sensible with this skill they've never exercised before**. (32) We suggest, that the existence of Ben Woolgar demonstrates, that highly educated people make terrible choices. Ladies and gentlemen, we love him dearly, but today's children deserve better. Propose.

OPPOSITION SPEAKER 3:

Thank you very much, Bronwyn, and given that it's kind of a thing in this debate to make fun of World's motions, I will say this, after 35 minutes I'm finally persuaded, that is a case for exempting academic disputes from defamation. And we're to hear about two things: firstly, firstly, decision-making, secondly, authority (I will also tell jokes, roughly in proportion to the number Sam told so that's still quite in for a fight, and arguments may trickle out along the way… Who can say?) So decisions, firstly, Fred tells you, that people have bad event horizons, children especially, and you need proof that some people have overly short-time event horizons? Exhibit a) World's break night, now it was there not a question about whether or not our people were normal, and we POI-ed James, and James went "ooh, look, somebody from Oxford wants to tell you that everyone here is special". Now, James, I know, it's been a rough year, we've only got one team left in the quarters, but still, we do think debaters are probably a bit weird, but more importantly, we're not the side that has to be extreme in this debate, right? Now that they give every kid the ability to choose, even if their characterization is broadly trapped for, like, eighty percent of the children, there will still be twenty percent of the kids who will make absolutely terrible decisions. Those are the children, who will ultimately be harmed in the worst possible way. Now, how do people choose weird clash about whether or not they'll just spend all their time playing football? James?

POI: With twenty percent you aren't getting anything out of it under this model, like, what roughly, what percentage of people, do you think, are getting nothing out of it now?

So yeah, and so I mean, most kids do learn, like, the ability to add up. It is our contention that that twenty percent under your model will literally not learn to add up, like, spell and other important things. I guess, it's about what you mean by nothing, so I'm…Tuffin points out correctly, that people will possibly choose to spend a lot of time playing football, and they say, eventually football gets boring, there is however a nuanced version of this argument, which goes as follows: people don't like doing stuff which is not hot, so even if you can persuade us, that, you know, kids will really love to learn, and some of them will choose to learn, the problem is that they may not choose to learn the right things, in particular, we would suggest, they won't choose to learn things like Maths, they will just pick their favourite, I mean, sorry, some of them will, if they love Maths, but those kids will, probably, not learn, you know, English or other important skills. The advantage of teaching them properly is that ultimately they get a broad range of skills that is beneficial. Now, then, we were an argument about obsessives. They said is JRM your normal kid? No, that was why we made arguments up, but it ends of the spectrum about both the kids that would choose to do nothing, and Jonathan-leader may not. They are polar opposites, but this policy goes wrong for both of them, because their lives get ruined in different ways. Now, let's move on to authority, but before I do, Jack?

POI: […]

Number 1, I'm pretty sure Tuffin made him up, erm number 2, I mean, like, maybe not, but it's like, it's a comparative thing, he did get something, at the very least, he got the **ability to spell two words**. (33) So authority, first things first, what happens when time is unstructured? God, if only any of us could imagine, what it would be like to spend a little time in a place where we weren't given a schedule… For what these guys said was, **apparently, schools they're like prisons, they're full of horsewhipping**. (34) Two responses: number one, if horsewhipping is anything other than a metaphor, that's already, like, illegal; number two, we will readily oppose making schools prisons, for the reasons to do so see round two of Masters' and then read them back. I know the opening opposition in round three had um, but how do people decide and bulling and all of that kind of stuff, so, in the absence of any, first of all though, by the way, that a relatively unexplored aspect of this debate was genuinely like Democratic decision making about things like school discipline and teacher hiring, right. These laws, like, not everyone will be lovely to each other the absence of authority. Won't necessarily be terrible, no, of course, it will be much harder to punish the occasional bully, because what kind of disciplinary policy is to imagine kids will vote for? Like in the big Democratic discussion in their school when the teachers are, like: "we would like the right to give you detention", we'll be like "Ehm, no". As Fred also pointed out, when it was still a real debate, and we were allowed contextualization, we are not opposed to a bit of peer-led learning. I'll take James.

POI: Anything the majority of children […] to vote in favour of giving bullies […]

I'm not sure they'll think of it that way, I think they'll think of it as allowing their teachers to do bad things to them. They are not, they're not able to think about it properly, right, and as we pointed out, it's not impossible to have consultation, not impossible to have the kind of lessons, where the teacher gives you a broad objective and you try and target things appropriately. To kids, authority can sometimes be genuinely beneficial in making people learn properly. Look, as Fred said at the beginning, we could basically avoid it by just talking about how schools would be "Lord of the Flies". For some reason we notionally set it up so that we'd also have a real debate. Clearly, that plan went awry, but it's probably a bad idea. For some reasons, I'm proud to oppose.

APPENDIX E. ABSTRACT

Abstract: The current thesis undertakes a novel approach to analysing indirect means of expression serving to make a point and to present their unexplored features in a well-structured and intelligible manner.

The theoretical part explores the distinction between *irony* and *sarcasm*, as well as paralinguistic and linguistic means of their expression. The author has developed a functional scheme which draws clear borders between these phenomena and could be applied in further linguistic analysis.

The practical part analyses the use of irony and sarcasm in the context of formalised educational debates and performs their linguistic classification. The data (approximately 330 debating speeches) was filtered for passages that match the criteria outlined in the theoretical part as *irony* and *sarcasm*. Using the method of contextual analysis and inspecting the implicature, the intent, and the directionality of irony and sarcasm, the immediate reaction of the targeted parties and the following responses of both the same and opposing sides within the debating round has facilitated testing the hypothesis of whether the risks of following the strategy of using irony and sarcasm in the speech were justified: i.e. that it is potentially beneficial and bears no harm, under the condition that certain standard rules are followed.

Key words: irony, sarcasm, satire, formalised discourse, educational debates, debating, communication, rhetoric, implicature, intentionality.

Zusammenfassung: Die vorliegende Arbeit verfolgt einen neuartigen Ansatz zur Analyse indirekter zielgerichteter Ausdrucksmittel, ihre unerforschten Merkmale gut strukturiert und verständlich darzustellen.

Der theoretische Teil untersucht die Unterscheidung zwischen *Ironie* und *Sarkasmus* sowie paralinguistischen und linguistischen Mitteln ihres Ausdrucks. Der Autor hat ein funktionelles Schema entwickelt, das klare Grenzen zwischen diesen Phänomenen zieht und welches in der weiteren, linguistischen Analyse angewendet werden kann.

Der praktische Teil analysiert den Einsatz von Ironie und Sarkasmus im Rahmen formalisierter Bildungsdebatten und führt deren linguistische Einordnung durch. Aus einer Gruppe von Debatten (ca. 330 Reden) wurden Passagen ausgewählt, welche die im theoretischen Teil als *Ironie* und *Sarkasmus* beschriebenen Kriterien erfüllen. Durch die Methode der kontextuellen Analyse und die Untersuchung der Implikaturen, der Intentionalität und der Direktionalität von Ironie und Sarkasmus, sowie anhand der unmittelbaren Reaktion der Zielgruppen und der folgenden Reaktionen der „affirmative" und der „negative" Seiten innerhalb der Debattierrunde erlaubte das Testen der Hypothese dass die Strategie der Verwendung von Ironie und Sarkasmus in der Rede gerechtfertigt ist, d.h. dass es potenziell vorteilhaft ist und keinen Schaden anrichtet, wenn bestimmte Standardregeln befolgt werden.

Schlüsselwörter: Ironie, Sarkasmus, Satire, formalisierter Diskurs, Bildungsdebatten, Debattieren, Kommunikation, Rhetorik, Implikatur, Intentionalität.