



The Applicability of Attardo's Set-up, Incongruity, Resolution Model on Unintentional Incongruities

By

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Abstract

The present paper aims at investigating the flexibility of Attardo's model, Set-up, Incongruity, Resolution (hence SIR) in the analysis of a selection of unintentional humorous instances taken from the British sitcom '*Mind Your Language*'. Accordingly, this model has been used in the analysis of three randomly selected discourses from a number of representative cases, where the total number of instances in these three selected discourses reached (11). Results have revealed that the set-up phase can be the same to a series of incongruities and resolutions that occur within the same discourse. Moreover, what is incongruous to one might not be so to another. Further, the resolution is not the end of the problem; it might lead to another incongruity. Finally, Attardo's model can be applicable with unintentional humor; however, the number of phases might not always be three; their sequence might not be the same; the reactions are different; the length of each phase also differs; and the resolution phase might be a base of a new incongruity.

Key words: set-up phase, incongruity phase, resolution phase, unintentional humor, reaction.

المستخلص

تهدف هذه الدراسة إلى التحقق من مدى مرونة نموذج اتاردو (١٩٩٧) الثلاثي: مرحلة الإعداد -مرحلة التنافر- مرحلة حل التنافر في تحليل مجموعة نصوص مختارة من الفكاهة الغير متعمدة في المسلسل البريطاني الكوميدي "عقل لعنك". حيث تم اختيار ثلاث نصوص عشوائية من بين النصوص التي تعكس عدم تطبيق نموذج اتاردو، ووصل عدد الحالات التي تم تحليلها من النصوص إلى (١١) حالة. وتوصلت الدراسة الى مجموعة من الاستنتاجات نذكر منها على سبيل الذكر لا الحصر مايلي: أن مرحلة الإعداد يمكن أن تكون هي نفسها لسلسلة من التنافرات والحلول المقدمة لهذه التنافرات التي تحدث ضمن النص الواحد. الشيء الذي يبدو متناقضا لشخص ما قد لا يكون كذلك لشخص اخر، هذا فضلا عن ان مرحلة فك التنافر او الالتباس قد لايشكل حلا لذلك التنافر، بل بالعكس قد تؤدي عملية حل التنافر الى سلسلة من التنافرات والحلول، واخيرا، يمكن تطبيق نموذج اتاردو على المزاح الغير متعمد، الا ان عدد المراحل قد لا يكون مشابه لما ينص عليه النموذج، او ان ردود الافعال قد تكون مختلفة، او ان طول كل من المراحل الثلاث قد يكون مختلفا، واخيرا فان من الممكن ان تكون مرحلة حل التنافر هي اساس لبناء تنافر جديد.

1.0 Introduction

Historically speaking, incongruity theories are old in age; as a concept, it goes back to the Greek and Renaissance eras (Attardo, 1994). Since then, many scholars participated in explicating this concept. For instance, Rishel (2002) defined it as anything that goes against the normal, habitual and logical way of thinking. Schatzker and Tile (2005) described it as something that is incompatible or unsuitable. Caswell, Chiem, and Bell (2010) explicated it as something that is contextually, logically disconnected. Finally, Reischer (2016) saw it as a combination of two asymmetrical things.

Incongruity as a theory was first developed by Kant and Schopenhauer in the eighteenth century. Later on, it was re-developed into a two-stage model by Suls (1983, as cited in Martin, 2010). The two stages involved both incongruity and resolution (hence IR); it was concerned with humor

comprehension. It implied a violation of a norm and then resolving that norm. Then, Attardo (1997) adapted it into a three-stage model, consisting of set-up, incongruity, and resolution stages (hence SIR). In this respect, he maintained that this model highly fits the analysis of humor, and that the second and the third stages are essentially important in the creation of humor. However, Attardo (ibid.) said that to create humor, there should primordially be a text that is not funny by itself, but represents the basis of the problem-solving process. Speaking about the set-up phase, he maintained that it is not necessarily to be realized textually; however, it should be contextually apparent. In this stage, the receiver cognitively develops a thought based on the contextual clues.

As for the second phase of this model, the incongruity phase, it should involve something that contradicts the thought initiated in the set-up phase. That is; there should be a receiver that does the process of a cognitive mapping that ultimately leads to two incompatible thoughts. According to Al-Bahrani, the second author of the present paper, the first thought is expected, and is abstract by nature as it is mentally portrayed whereas the second one is unexpected and can be contextually or mentally (cognitively) mapped. The former demands the receiver to map what is said or seen with his/her schema knowledge that is usually shared among the communicators. The latter, on the other flip, demands the receiver to map what is seen or said with the speaker's schema. It is the second thought, the unexpected, that leads to such a thought collision. This is because the initiated thought is contextually implausible; however, it might be logical either to both the speaker and listener, or to only to one of them. The logicity here reflects the cultural differences between the two communicators. Another query

highlighted by Al-Bahrani, in this context, is that Attardo did not clarify which of these incompatible thoughts is highlighted first, the normal and expected or the unexpected; a matter which will be examined when analyzing the data of the present work.

Going back to Attardo's (1997) last mentioned feature when describing his model, he added that when the two incompatible interpretations are highlighted, they stay on for a specific period of time until one of them is cognitively discarded, and so the problem is solved. He (ibid.) mentioned that this phase has been named differently by different scholars; for instance, Freud (1905) called it 'sense in non-sense', Aubouin (1984) termed it the 'justification phase', and Ziv (1984) called it the 'local logic'. In this vein, Attardo (1994) added that when incongruity is resolved, the incongruous sense will still loom in the horizon, leading as a result to the resolving sense.

1.1 Methodology

To achieve the objective of the study which reads, examining the applicability of Attardo's three-stage model in the analysis of selected unintentional humorous instances, the researchers have prepared a cover letter. The cover letter stated clearly the following: the objective, the chosen sitcom series, and the number of the selected instances. The raters who were three in number highly supported choosing the British sitcom series *Mind Your Language*. This is because it highly fits the objective of the study since it is full of many unintentionally comic instances; a matter that reflects the concern of the model chosen for the analysis.

As for the number of the discourses chosen, they were three based on the recommendations of the jury members¹. According to them, since the study is qualitative by nature and is concerned with describing the

applicability of Attardo's model, the number of the instances should be limited to examine the instances in depth. In this vein, Miles, Huberman, and Saladana (2014, p. 31) maintained that qualitative researchers usually conduct their studies on a very limited amount of data to achieve a deep examination. They (ibid.) further added that such a type of studies is 'purposive' in the sense that the boundaries of the study should be specified to be able to define and analyze the aspects that reflect the objective of the study. Qualitative sampling is said to be 'theory driven' or helps test the applicability of a specific theory or model.

The reason behind selecting (3) episodes produced by Powell (1977-1986) was that the researchers wanted to highlighted cases in point where the stages stated by Attardo are not followed. Accordingly, and in order to limit the number of instances, the researchers, wrote season 1 on a slip of paper and season 2 on the second slip. These two papers were put in a sack and were shaken firmly and only one slip was drawn, and so the choice was set on Season One. The same procedure was repeated when choosing the episodes, (3) discourses, and the instances in these discourses. The total number of the randomly selected instances was (11).

As for the procedures followed in the analysis, they were as follows- for more illustration, consider Diagram (1), the theoretical Framework:

1. Writing the scripts of these selected instances;
2. Highlighting in bold the incongruous instances, and underlying the instances that violate Attardo's model;
3. Identifying the three stages according to Attardo's model; and
4. Pinpointing the applicability of the model.



Diagram (1): Attardo's Model (SIR)

1.2 Data Analysis and Discussion

The first step entails writing the scripts of the randomly selected instances, as shown in Table (1.1) below:

Table (1.1): The Selected Representative Discourses

No. of Episodes	The Selected Discourses
(1)	<p>Ali: Squeeze me please Lady. Ms. Courtney: <u>Yes, what is it?</u> Ali: I am coming here for to be learning the English. Ms. Courtney: You're early. Ali: Oh, no. I am Ali. Ms. Courtney: <u>I peg your pardon.</u> Ali: My name is Ali. Ali Nadim. I am coming here for to be learning the English. Ms. Courtney: Oh, yes, yes, You wish to join our new class, English as a Foreign Language. Ali: Yes, please. And, I am hopping to be unrolled. Ms. Courtney: <u>Hopping to be unrolled!</u> Ali: Like it say in your sillybus. Ms. Courtney: <u>You mean you are hoping to be enrolled.</u> Ali: That is what I say-hoping to be unrolled. Ms. Courtney: <u>Yes, but I am afraid you cannot be unrolled, eh, enrolled until the English teacher arrives, and she should be here in few minutes. In the meanwhile, perhaps you'd care to wait in the classroom. Just go down the corridor, turn left at the bottom, and wait in room number five.</u> Ali: [is nodding his head] Ms. Courtney: Understand? Ali: No [with a wide smile]. Ms. Courtney: <u>Well, let's start again. You go down the corridor.</u> Ali: Down the corridor!</p>

	<p>Ms. Courtney: Good! [with a smile]. Turn left. Ali: Turn left! Ms. Courtney: Right! Ali: rrr [silence], but you are confusing me, left or right? Ms. Courtney: <u>It is left., LEFT. Look, you just go down the corridor, turn left and wait in room five, ROOM FIVE!</u> Ali: Ah! Now, I am understanding you, room five. Ms. Courtney: Yes. Ali: Jelly good thank you [with a delicate smile] Ms. Courtney: [turned his head back and signed]</p>
(2)	<p>Mr. Brown: Careful, that's coffee. You will spill it. Juan: Por favor? Mr. Brown: That's coffee. Juan: <u>Gracias.</u></p>
(5)	<p>Mr. Brown: Now, Juan. Juan: Si Senor! Mr. Brown: You are going to the Employment Exchange. Juan: Por favoure. Mr. Brown: <u>You are going to get a job.</u> Juan: No, I already have a job. Mr. Brown: Yes, I know that we are assuming you don't. And you are going to the Employment Exchange to get one. As I explained to Taro, we are just pretending. Juan: It is alright. Mr. Brown: Now, what is your name? Juan: You know my name! Mr. Brown: <u>Yes, I do, but the clerk at the job desk doesn't.</u> Juan: Ah, Si! Juan Cervantes para Serville. Mr. Brown: Are you married? Juan: Si, I married to Gina Lollabrigida. Mr. Brown: Do not be ridiculous! Juan: Pretending! Mr. Brown: Touche', alright! What sort of a job are you looking for? Juan: Plenty money job. Mr. Brown: I see, and what is the work you want to do in order to earn this plenty money? Juan: <u>Plenty little.</u></p>

The second and third procedures will be done together, and as follows:

In episode one, instance one, the set-up was set by a person who was walking towards a room, who then knocked at the door of that room. Here, the audience knows nothing about the identity and number of the characters. So far, everything goes according to Attardo's model; that is; the set-up as he said needs not to be textually stated. In this instance, the set-up represents a performance; that is; it is visually set.

The incongruity phase started when Ali, the Pakistani student uttered his first utterance, which states, "squeeze me please lady". Here, the unseen audience created an image in their mind, in which they portrayed a formal context or place where someone entered into a room of someone and was expected from that one to greet first. However, the unexpected things here were the unexpected pronunciation error when Ali pronounced the simple phrase excuse me as 'squeeze me', and when he used the word 'lady' to refer to an old woman. The result of such incompatible joint thoughts had led to laughter on the part of the unseen audience (ie., from the pragmatic viewpoint). However, these two incongruities were neglected on the part of Ms. Courtney, the old woman, the addressee and the headmistress of the school. This can be attributed to many reasons: First, being the headmistress of the school, Ms. Courtney expected seeing students with a very low level at English language. Second, heading a school, which is full of foreign students, made her familiar with some cultural differences. This means that so far everything was familiar and expected on the part of Ms. Courtney. This further indicates that what was described as incongruous by the unseen audience was not so according to the addressee. That was why; the matter

was resolved on the part of the unseen audience and that the resolution was represented by their laughter. However, there was something wrong, but it was not regarded as incongruous, as such errors have become familiar to the headmistress or it might be attributed to the sense of being inattentive on the part of Ms. Courtney.

The conversation went on between Ali and Ms. Courtney, and here it seems that Ms. Courtney understood that the speaker is one of the new students who will take the English course in this school. Accordingly, she replied saying, 'you're early'. Ali's understood Ms. Courtney's utterance as such, 'you are Early'; that is, not Ali, and so he replied, 'No, I am Ali'. Examining the second instance, one would notice that according to the unseen audience, everything went according to Attardo's model. That is; the unseen audience mentally passed through the three phases highlighted by Attardo. However, the case was not so according to the addresser and addressee who initiated the discourse. Here, what happened with Ali was that he first mentally received something unexpected and then he tried to correct the speaker's misunderstanding, as he thought, by saying something expected or logical. That is; Attardo's sequence of thought building is reversed here; the unexpected here comes before the expected. Moreover, though Ali's reply or clarification represented by the utterance 'Oh, no, I am Ali', was unclear to Ms. Courtney; the latter simply apologized by saying, 'I peg your pardon'. That is; it is not necessarily for incongruity to lead to laughter or surprise. Besides, the resolution made by Ms. Courtney represents a source of incongruity to Ali and vice versa; however, the reasons of these incongruities are not the same. For Ali, Ms. Courtney's speech was incongruous as the former's pronunciation was perfect and native whereas for Ms. Courtney,

Ali's speech was incongruous because the latter's level and pronunciation was poor.

The conversation went on between Ali and Ms. Courtney, and the series of resolutions that was given by Ali to Ms. Courtney finally led to another source of incongruity which pushed the unseen audience to laugh and Ms. Courtney to feel shocked and angry. Her anger was clearly stated through her accentuated tone when she repeated Ali's utterance, using the proper pronunciation. Again, to resolve the matter to Ms. Courtney, Ali proceeded giving more resolutions where the last one led to another incongruous instance, as represented by the wrong pronunciation of the word syllabus as 'sillybus'. Uttering this word made the unseen audience laugh whereas Ms. Courtney did not laugh. Instead, she repeated Ali's wrongly uttered utterance in a correct way. Despite this, Ali confirmed his understanding to Ms. Courtney's correction; however, he repeated the same wrong pronunciation. This means that Ali was unaware of the resolution given by Ms. Courtney. That is, resolution does not always help solving the problem and clarifying things. Ms. Courtney neglected his misunderstanding and went on explaining what was required from him and what he had to do. After a long justification, through which Ali was nodding his head as a sign of understanding, he finally replied with 'no' when she asked him whether he understood or not. This was something unexpected on the part of the unseen audience and even on the part of Ms. Courtney. This is because Ali's facial expressions and head gesture indicate that Ali got the idea, but in fact his reply showed the opposite. This is what made the unseen audience laugh, but the reaction was not the same for Ms. Courtney who stayed silent for a short while and then decided to clarify more and step by step. Yet, the clarification led to another incongruity; the

encouraging word 'right' that was used by Ms. Courtney to confirm Ali's right understanding confused Ali. This is because 'right' has two meanings: correct, and as a direction/the opposite of left. Again, the reactions varied; the unseen audience laughed whereas Ms. Courtney kept silent for a while and started to illustrate more and slowly. The whole discourse ended up with Ali's incongruous phrase, 'jelly good thank you', meaning very good thank you. The last incongruous instance in this episode again led to laughter on the part of the unseen audience whereas it led Ms. Courtney to reflect gestures of being tired of her long justification. This proves again that not necessarily every incongruous instance has its own set-up phase; many incongruous instances might have a common set-up phase. Besides, not every incongruity might be resolved; sometimes, it might be let loose and the conversation goes on. Moreover, not every given resolution can help solve the misunderstanding happened. Instead; it might lead to another or even other incongruities.

Speaking of the discourse selected from episode two, here the conversation is between Mr. Brown, the English teacher and Juan, the Spanish student. Here, the contextual cues entail that Mr. Brown has just bought his coffee from the school canteen. Since one of the students was exactly behind him, Mr. Brown asked Juan to take care; otherwise, the coffee will accidentally be spilled over him and so Juan will get hurt. However, it seems that Juan did not understand what was first mentioned by Mr. Brown. Accordingly, the latter repeated carefully his point using his hand, and saying, 'That's coffee'. Juan understood Mr. Brown's speech as an offer to take this coffee, and so he took it and thanked him. Here, it seems that the incongruity happened after the clarification done on the part of Mr. Brown. Besides, it was this clarification that complicated the situation more. For Juan, he did not

connect Mr. Brown's speech with the contextual clues. Instead, he mapped the clarification with his mental schema and so a cognitive pragmatic interpretation was made, leading to incongruity formation. Further, if one notices carefully, one will see that the resolution did not work, and so it led to incongruity. The coffee was taken and Mr. Brown has nothing to do, save to buy another cup of coffee and accept what happened. This regarded as a resolution or as was termed by the researchers '**an alternative resolution phase**'. This type of resolution usually happens when the resolution, which is part of the set-up phase, proceeds the unexpected incongruity that will later happen. Mr. Brown's speech was so comprehensive pragmatically to the extent that one does not expect to have an incongruity. Mr. Brown understood the way his previously given clarification was taken by Juan, and he did not try to resolve more. Instead, he accepted what happened and moved on; that is; he understood how the addressee got his message, but stood speechless and left his cup of coffee to be taken from him. Here, Juan's action was incongruous; however, it was not solved pragmatically, and on his part while the unseen audience understood the two thoughts highlighted and so laughed.

As for the third discourse, the set-up was set when Mr. Brown told his students that he would play the pretending game. When Juan's turn has come, Mr. Brown repeated the instructions of the game and expressed clearly what was required from Juan. This introduction represents the set-up phase. During this phase, the unseen audience laughed when Juan said his famous word 'por favoure' as they expected that Juan to understand the game after the repetition done on Mr. Brown's part. Besides, though the audience got accustomed to his reply using this word, they laughed. This means that humor can result out of repeating something over and over, ie. something expected, or from

hearing something unexpected. The laughter might further be due to the way he said it. Here, Mr. Brown continued explaining more about the game, and with the first trial, Juan seemed that he did not get the way the game was played. Consequently, Mr. Brown illustrated more, and it seems that he understood the principles of the game. Thus, when Mr. Brown asked Juan about the latter's name, his answer was unexpected as Juan told Mr. Brown that 'you know my name'. This created laughter on the part of the unseen audience as they did not expect that after that very long illustration, Juan did not get the point of the game. Then, Mr. Brown asked him whether he was married or not, and here, Juan answered correctly and his pretension was done professionally when he said 'I am married to Gina Lollabrigida'. Here, the unseen audience laughed as they did not expect him to play the role properly. Not only this, even the students laughed as they did not expect his answer. However, it seems that Mr. Brown did not like his too much pretension, and so he advised him of not being 'ridiculous', but Juan's answer's was really unexpected as only at the end of the game, he understood the game. This was exemplified by his reply when he said, 'pretending!' the reaction of the unseen audience was again laughter.

What the researchers want to highlight here is that not necessarily after every unexpected reply there should be laughter; it might be negligence, doing more clarification, keeping silence, feeling upset or a little bit angry, etc. This was what happened with Mr. Brown and Ms. Courtney. Besides, it is not necessary for incongruities to be solved once the resolution part is set. The resolution might lead to a series of incongruities and clarification without having a new set-up phase.

1.3 Results

It is to be concluded that:

1. The set-up in the first instance was stated visually; a matter that confirms what Attardo stated in this regard in that it does not need to be textually stated;
2. What is incongruous to someone might not be so to another. Accordingly, the reactions will be different and not necessarily be confined to laughter or surprise;
3. What is clearly noticed is that the incongruity initiated by the speaker was not intentional on the part of the addresser, yet it represents a source of incongruity to the addressee. As it is known, Attardo's model is concerned with intentional incongruities that lead to humor. That is; the addresser's speech is intentionally set in a way that creates a source of incongruity to the addressee. In other word, despite the instances do not reflect the sense of intentionality, yet it led to incongruities. That is; whether intentional or unintentional, the result will be incongruities; however, the reactions are still varied;
4. The unseen audience passed through the three phases that Attardo referred to whereas for the addresser and the addressee, the situation took one of the following directions:
 - a. They either sequentially passed through the same phases highlighted by Attardo; or
 - b. Sequentially passed through two of these phases; or
 - c. The phases are passed through following a different sequence; ie., the resolution comes before the incongruity;

5. As has been stated earlier by the second author of the present work on page (3), Attardo did not state which idea comes first, the expected or the unexpected. However, the analysis confirmed Al-Bahrani's query, and stated that it is possible for the unexpected thought to exist before the expected one;
6. The set-up can be very long; especially when the errors are not regarded as incongruous instances;
7. The resolution made by the addresser can be a source of misunderstanding to the addressee, who will later generate a response that is incongruous to the addressee. That is; resolutions can be bases to other incongruities that share the same set-up phases;
8. The reaction towards incongruity is not limited to either laughter or surprise as Suls maintained in his binary model of incongruity-Resolution. It can take different forms, such as: negligence, apology, clarification of different types of verbal and non-verbal, keeping silence, and using facial gestures;
9. Incongruity according to the instances chosen is resulted from either misunderstanding or lack of knowledge about the English language;
10. Incongruities can be verbal as is the case when someone says something, or physical as in when someone does or acts something;
11. The person who does the resolution to clarify his misunderstood points might himself produce another incongruity throughout the phase of resolution;
12. An utterance can include different sources of incongruities at the same time;
13. Incongruities can be done by any of the communicators;

14. Incongruities come with different bases which are mapped cognitively;
15. After the incongruity phase, there might come no resolution phase, or there might be an alternative way to solve the problem by accepting what happened, keeping silent, and finding a compensatory alternative; and
16. The resolution can be mapped cognitively, but not solved pragmatically.

1.4 Conclusions

1.5 It is to be concluded that:

Attardo's model is applicable with unintentional humor; however, the number of phases might not always be three, their sequence might not be the same, the reactions are different, the length of each phase also differs; and the resolution phase might be a base of a new incongruity. Accordingly, Attardo's SIR model will be re-drawn in a different form to cover the possible cases that might be encountered or reflect the way the set-up phase is shared among a series of incongruities and resolution, and as shown below:

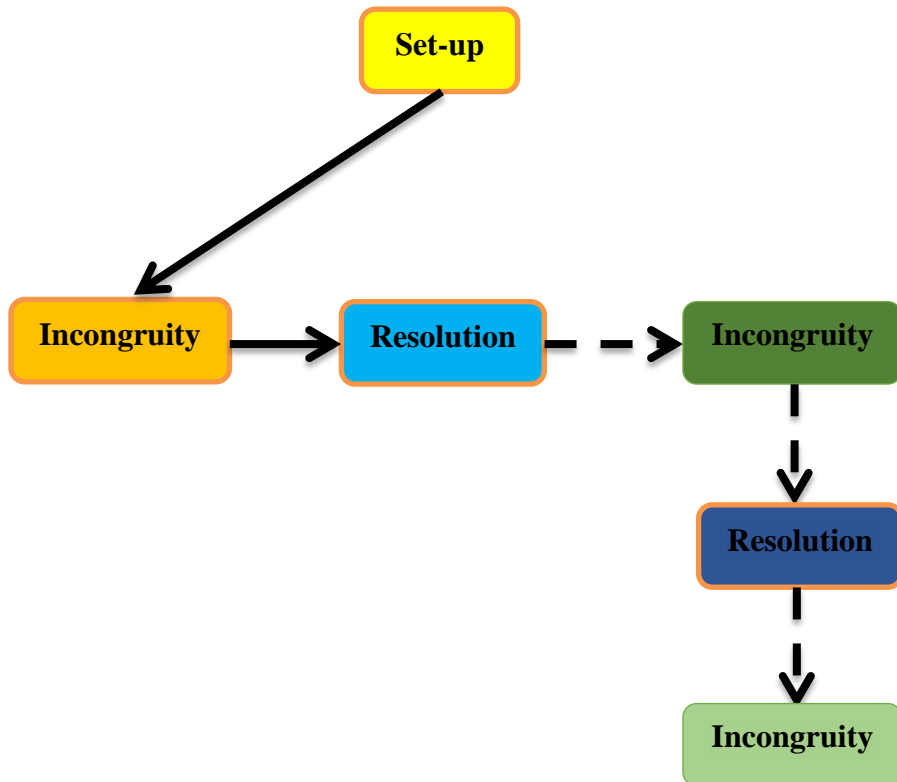


Diagram (2): The Researchers' Adaptation of Attardo's Adaptation to Suls' Model

The dotted arrows refer to the instances where resolution leads to another incongruity rather than resolving the matter. The reason behind ending the analysis driven and newly designed diagram with the box of incongruity is that cognitively the receiver (addressee) of incongruity will

resolve the incongruous matter. However, pragmatically, the addressee will leave the incongruity unsolved. A case in point is that instance when Mr. Brown cognitively understood the reason behind Juan's taking his cup of coffee, but he did not stop him and took his coffee back. This conclusion further confirms what Miles et al. (2014, p. 31) maintained that qualitative analysis helps test the applicability of a given model and/or theory, or derive a new one.

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Appendices



Appendix (1)
The Cover Letter Submitted to the Raters

University of Baghdad
College of Education for Women
Department of English

A Letter to the Raters

Respected Prof/Asst. Prof.

The researchers intend to conduct a study entitled "**The Applicability of Attardo's Set-up, Incongruity, Resolution Model on Unintentional incongruities**". The objective of the study reads: examining the applicability of Attardo's three-stage model in the analysis of randomly selected unintentional humorous instances.

Since the type of the study is qualitative by nature, the researchers are required to submit the analysis to experts in the field to avoid or reduce the sense of subjectivity that might have been encountered in the process of choosing the episodes, the discourses, and instances, in doing the analysis and in deriving the conclusions. Accordingly, being specialists in the field, you are kindly requested to judge whether or not:

- the number and the choice of the discourses and instances selected represents good representative to the nature and objectives of the study; and
- the analysis reflects the objective of the study and is correctly done; and
- the conclusions reflect and address the objective of the current paper.

The cover letter includes the following sections: The data of the study, the methodology section, the procedures followed in the analysis, the analysis, and the conclusions.

Your assistance and opinion are highly invaluable. Thank you in advance for your kind assistance and cooperation.

Yours,
Dr. Rana H. Al-Bahrani/ Specialist in Cognitive Linguistics
&
Ms. Marwa Ziad Tariq, an M.A. Candidate



Appendix (2)
Reports of the Raters

a. Report of Prof. Shatha K. Al-Saadi

Dear Researchers,

Examining carefully the analysis, I have found that the analysis highly addresses the objective of the present work. It pinpointed certain pieces of information about the model in questions, proving as a result some facts about it. Regarding the number of the episodes, discourses, and instances, I personally find it more than enough as the choice reflects the nature of the present work.

Loads of luck in your novel work

Yours,

Prof. Shatha K. Al-Saadi
Specialist in Applied Linguistics
Department of English/
College of Education for Women
University of Baghdad

b. Report of Asst. Prof. Maysaa Rashid

Dear researchers,

As it is known qualitative studies require having limited amount of data. By this, your choice achieved the first condition of conducting the present work. The analysis is good and clearly shows the stages at which Attardo's model is violated. The comprehensive conclusions arrived at are a good indicator that the present study has depth due to being more limited.

All the best in your academic work

Yours,

Asst. Prof. Maysaa Rashid
Specialist in Applied Linguistics
Department of English/
College of Education for Women
University of Baghdad



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c. Report of Asst. Prof. Narmeen Mahmood

Dear Dr. Rana and Marwa,

First, I would like to thank you for choosing me as a rater for your work. Second, I can see that the word 'random' does not work with purposive sample. I recommend you to rephrase the statement by saying: the choice of episodes, discourses and instances were randomly picked up out of a number of representative cases. The conclusions highlighted reflect the researcher's extensive work and involvement. The analysis is highly meticulous and sound.

All the best in your academic work

Yours,

Asst. Prof. Narmeen Mahmood
Specialist in Applied Linguistics
Department of English/
College of Education for Women
University of Baghdad