

Table of Contents

INTRODUCTION	11
1 RESEARCH ON PLAYFUL FOREIGN LANGUAGE USE	17
1.1 Previous empirical work	17
1.1.1 Verbal play in Foreign Language Learning and Teaching	17
1.1.2 Verbal play in empirical translation studies	25
1.2 The present study	26
2 PLAY, CREATIVITY AND HUMOUR	31
2.1 Play	31
2.1.1 Approaches to play	33
2.1.2 The ambivalent picture of play	40
2.1.3 I-play and e-play	42
2.1.4 Play in creativity and humour	44
2.1.5 Summary	45
2.2 Components of creativity	46
2.2.1 Creative products	48
2.2.2 Creative process	49
2.2.3 Creative context	53
2.2.4 Creative thinker	54
2.2.5 Definition and summary	62
2.3 Humour	63
2.3.1 Superiority, relief and incongruity	64
2.3.2 Descriptive attempt and summary	66
2.4 Concluding chapter 2	67
3 VERBAL CREATIVITY, VERBAL PLAY AND VERBAL HUMOUR	71
3.1 Linguistics and verbal creativity	71
3.1.1 Structural and behaviourist linguistics and creativity	72
3.1.2 Generative grammar and creativity	73
3.1.3 Conversational analysis and creativity	74
3.1.4 Discussion	76
3.2 Non-creative versus creative language use	77
Excursus: Descriptive and prescriptive/normative rules	78
3.2.1 Norm-confrontation versus norm-conformity	80
3.2.2 Language creativity in my terms	86
3.3 Verbal play and verbal humour	89
3.3.2 Playing with language: linguistic descriptions	91
3.3.3 Aspects of playing with language	92

3.3.4	Coming to terms	94
3.3.5	Social functions of verbal humour	98
3.4	Producing puns	104
3.4.1	The general design of word play	105
3.4.2	Cognitive abilities and skills	110
3.4.2.1	Sense of humour	110
3.4.2.2	Joke competence and humour competence	114
3.4.2.3	Knowledge bases	117
3.4.2.4	Wit	124
3.4.3	Summary	125
3.5	Verbal humour production and language proficiency	125
3.5.1	Language proficiency	125
3.5.2	Communicative competence	126
3.6	Translating word play	130
3.6.1	Evaluation of TL humour/word play	130
3.6.2	Translation competence	134
3.7	Summarizing chapter 3	139
4	RESEARCH DESIGN	141
4.1	Methodological issues	141
4.1.1	Major research questions	142
4.1.2	Methodological basis	142
4.1.3	Ethnographic data collection and analysis	143
4.2	Experimental design	147
4.2.1	Design development	148
4.2.2	Main study	163
5	INTRODUCTION TO DATA ANALYSIS	167
6	TRANSLATIONAL OUTCOME	169
6.1	Creative target text production	169
6.2	Evaluative measures	171
6.2.1	Applying HEIBERT's model of analysis and assessment	171
6.2.2	Linguistic analysis of the original	172
6.2.3	Achieving translation equivalence	175
6.3	The individual performances	176
6.3.1	Non-punsters' solutions	177
6.3.2	Punsters' achievements	178
6.4	Synopsis and preliminary conclusions	182
7	PROCESS-RELATED FACTORS	185
7.1	The creative process stages	185

7.1.1	Introduction	185
7.1.2	The individual work charts	187
7.1.2.1	Non-punsters	188
7.1.2.2	The punsters	196
7.1.3	Summary on problem-solving stages	206
7.2	Additional process-related influences	212
7.2.1	Translation strategy	212
7.2.2	Working style	215
7.2.3	Time investment/Time frame	216
7.3	Synopsis and preliminary conclusions	217
8	CONTEXTUAL FACTORS	221
8.1	Introductory remarks	221
8.2	Actual environmental conditions	222
8.2.1	External impetus	222
8.2.2	Physical environment	222
8.2.3	Resources	225
8.2.4	Distraction	227
8.2.5	Time pressure	228
8.3	Synopsis and preliminary conclusion	232
9	PSYCHOLOGICAL FACTORS	235
9.1	Motivational aspects	235
9.1.1	Intrinsic task motivation	235
9.2	Cognitive factors	236
9.2.1	Comprehension/Interpretation	236
9.2.2	Productive knowledge	239
9.2.3	Cognitive approach	247
9.3	Affective factors	249
9.3.1	Task-related attitude	249
9.3.2	Sense of humour	251
9.3.3	Frustration	253
9.4	Disposition	256
9.4.1	Confidence	256
9.4.2	Risk-taking	259
9.4.3	Persistence	261
9.5	Synopsis and preliminary conclusions	261
10	RESULTS	263
10.1	The inter-relatedness of the factors	263
10.2	Differences between non-punsters and punsters	265
10.2.1	Pun-preventing influences	265

10.2.2	Pun-promoting influences	266
10.2.3	General conclusion: Confluence of the 4 I's	268
10.3	Differences between L1 and L2 users of English	270
10.3.1	TL proficiency	270
10.3.2	Confidence	272
10.3.3	Risk-taking	272
10.3.4	General conclusion: Constraints in L2 users	273
10.4	Concluding summary	273
11	DISCUSSION AND OUTLOOK	277
11.1	Recapitulation of goal, method and findings	277
11.2	Relevance of the results for FLL/T	278
11.3	Open questions for future research	282
BIBLIOGRAPHY		287
ABBREVIATIONS		315
LIST OF FIGURES AND TABLES		316
APPENDICES		317
Appendix A: List of Informants (Pseudonyms)		317
Appendix B: Instructions		318
Appendix C: Diary Extract		319
Appendix D: German Source Texts		320
Appendix E: Participants' Notes		322
Appendix F: Interview Transcriptions		324
Amy (US) : interview I (unstructured)		324
Amy (US): interview II (structured)		328
Appendix G: E-mail communications		330
Amy (US) ↔ experimenter		330
Appendix H: Questionnaire		331
Appendix I: Final Drafts		332
Pilot study I & II		332
Final drafts – Main study		333
Appendix J: Adequacy of solutions		334
AUTHOR INDEX		335
SUBJECT INDEX		340