**Abstract**

This study intended to investigate the difficulties of the Yemeni EFL postgraduate students in understanding irony in written English discourse. To achieve the objectives of the study, the researcher used three tools; a test, a questionnaire and a reading test. The sample of the study was 26 MA students at both Department of English, Faculty of Languages, Sana‘a University and Department of Languages, Yemen Academy for Graduate Studies. The results showed that the participants have difficulties in identifying, understanding irony as well as determining its types. The results also showed that they agreed on the reasons related to: irony in general, language, culture and context led to the difficulties in understanding irony. The relationship between the participants‘ proficiency level and their ability to understand irony showed a significant difference between the results of the two tests in favor of understanding irony test. The study concluded with recommendations for EFL students, EFL teachers and EFL curriculum designers and suggestions for further studies.