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A Dictionary of Unorthodox Oral Expressions for English Learners and Teachers

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ABSTRACT

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To learn a language successfully, one needs to incorporate terms which are used commonly by native speakers but cannot be found in dictionaries. Words like *uh-huh, oops, ouch,* and *brrr,* are some examples of these terms. These expressions, commonly categorized under such linguistic labels as interjections (Ameka, 1992), alternants (Poyatos, 2002), and response cries (Goffman,1981), are what Dr. Lynn Henrichsen (1993) and Rebecca Oyer (1999) termed *Unorthodox Oral Expressions* (UOEs). These utterances are considered unorthodox because many of them are not formal or standard English words. Because of that, "we do not consider them part of the productive system of English," so English dictionaries and textbooks rarely include these words (Luthy, 1983, p.19). Also, they are used mostly in informal speech rather than in formal written English. Hence, non-native English learners usually don't have the opportunity to learn these informal utterances in English classes (Chittaladakorn, 2011; Oyer, 1999).

Though unorthodox, these expressions are important for English language learners (ELL) to learn so that they will be able to carry out more natural and native-like conversations and understand what these utterances mean when native speakers use them. Because UOEs are so under-taught and there are so few teaching UOEs, there is a great need for a UOE dictionary that includes not only pronunciation and meaning, but also the syntactic features and semantic and pragmatic functions of these expressions. This project includes the creation of an online UOE dictionary to fill that need in English language acquisition.

Key Acronyms: UOE: unorthodox oral expression, ELL: English language learners, ESL: English as a second language, EFL: English as a foreign language, NES: native English speaker, NNES: non-native English speaker

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Chapter 1: Introduction

Expressions such as *oops, ugh, brrr, ahem,* and *duh* are what Henrichsen (1993) called "Unorthodox oral expressions (UOEs)." They are unorthodox because they "have no official status in the language--not even established conventional spellings. Furthermore, they are oral because their predominant use is in speech not writing" (Henrichsen, p. 2). This chapter serves as an introduction to my master's project, emphasizing the need and purpose for the project, explaining why creating a dictionary of Unorthodox Oral Expressions (UOEs) is necessary, defining the term "unorthodox oral expressions," and describing the characteristics and categorization of UOEs.

A Personal Experience

As an ESL student coming from Malaysia, I often encountered expressions like *brrr, gah*, and *ugh* in the novels and short stories that I read for my classes at Brigham Young University-Hawaii (BYU-H). In my daily conversation with classmates and professors, I also heard a lot of these utterances. However, because I was not taught those expressions in Malaysia, and rarely came across them in the English textbooks we used in secondary school, I had a difficult time understanding what those utterances meant and their significance in conversations. I often thought of them as noises one chooses to make to express one's emotions instead of using proper English words. I would often say them in my head, but have since realized I pronounced most of them wrong. I didn't know that these "noises" were only used in certain situations. I also did not know that they couldn't be transferred from one language to another. For instance, one time I forgot to bring my house key when I went out with my friend, and to express my frustration, I said "Ai ya! I forgot my key." Upon hearing my exclamation, my friend asked me what "ai ya"

meant. I thought that she was just joking, but I came to realize Americans usually say "argh!" or "ah!" in a situation like that. I often wondered why these expressions were not taught in school and English classes when they were used so much by people speaking English.

Rationale for Project Selection

The purpose of this project was to produce a comprehensive and specialized dictionary of UOEs that can serve as a resource for non-native English language learners to learn more about these utterances. Several things prompted me to work on this dictionary project. First, as Luthy (1983), Oyer (1999), Henrichsen (1993), and Chittaladakorn (2010) have pointed out, UOEs are a common part of natural speech. Not being able to use and comprehend them correctly may cause misunderstandings. Yet, they are not taught in most English classes or textbooks in the United States and around the world (Chittaladakorn, 2010). Because of this, English learners, such as myself, may sometimes chance upon these highly-used utterances and not know what they mean and in what situations they should be used. A lot of the meanings, usage, and pronunciation of UOEs have to be learned by guessing (most of the time, wrongly) when English learners encounter them. While trial and error is a way of learning, it is not the most effective way. In my experience as a language learner, one of the quickest ways to learn the meaning of an unfamiliar term is through a dictionary. This is why English students/learners need to have a reliable source where they can find out more about these "noises."

Secondly, I am answering the call for future research that the UOE researchers have made before me. Part of what Oyer's, Luthy's, and Chittaladakorn's studies focused on was to raise awareness of the importance of UOEs and exhort teachers to teach UOEs in their classes and material developers to create materials to teach UOEs to learners. Indeed, Chittaladakorn

(2010) suggested that a UOE dictionary be developed for the use of English learners. According to Oyer (1999), "Although UOEs need to be learned in order to gain true communicative competence in a second language, most ESL teaching materials are void of any mention of UOEs" (pg. 11). The lack of material for UOEs is also what motivated me to create this dictionary. Because many English teachers overlook the importance of teaching UOEs in the classroom, I want to provide English learners with a tool and resource for self-study.

One of the reasons I chose to develop an online dictionary is that an online dictionary is a lot easier to access than a print dictionary. Because most people in this day and age have access to a computer and the Internet, they can easily find the website of the dictionary and use it more conveniently than flipping through printed dictionary pages. Also, one of the most important aspects about learning a new vocabulary item is to know how to pronounce the word. In just one click, a user of an online dictionary can hear how a word is pronounced correctly. Moreover, online dictionaries are usually free, giving incentives for more users to use the tools. The linking ability on a website is also very useful for people who want to learn more about UOEs. Dictionary users are able to click on links that would take them to UOEs of similar meaning and functions. This way, they can learn more UOEs. In addition, a website is customizable and can be updated easily, making it an ideal medium to use for this project. This is because there will be new features added and new improvement made to the dictionary, so editing and updating the dictionary can be done in an easy, fast, and cost-efficient manner. Finally, a website costs very little and can be easily published on the Internet.

The Problem

Many English language learners (ELLs) around the world are puzzled by UOEs because they are not taught these expressions in most formal English classes (Luthy, 1983), nor are they mentioned in most ESL textbooks (Chittaladakorn, 2011). Oyer (1999) also provided an explanation as to why the term *UOE* best describes these words:

> They are not acknowledged as 'proper' English, so in this way the sounds are 'unorthodox'. 'Oral' is a suitable description because these utterances are produced largely in the oral tract. And 'expressions' is an accurate term because these sounds are not considered 'vocabulary' of the English language, so they require a more general term (p.4).

UOEs are often overlooked in English classrooms because many people consider them "non-words." Also, because of their unorthodox and oral nature, teachers find them hard to teach in academic classrooms. In fact, Luthy (1983) offered an explanation as to why UOEs are ignored in pedagogy:

> Tradition has caused us to concentrate primarily on the expressions that generally have written correlates: although we frequently use other expressions, we do not consider them part of the productive system of English so we relegate them to a secondary role and avoid them (p. 19).

This is why only a handful of UOEs appear in ESL textbooks or dictionaries even though a few of them, like *uh*, *huh*, *oh*, and *um* are some of the most used words in English (McCarthy, 2004, p.10).

UOEs are essential for English language learners to comprehend because not only are these expressions common in natural speech, they are also important to the pragmatic aspect of a

language. Chittaladakorn (2011) asserted that these utterances should be learned by non-native English speakers because "listeners who do not know UOEs will lose out on a great deal of meaning in, or even misinterpret some parts of conversations" (p. 1) since many UOEs are among the most frequently used words in spoken English. For example, I have heard a few of my students at the English Language Center (ELC) complain that Americans are rude because when my students said "thank you!" to them at a grocery stores or the bank, they often received "uh-huh", instead of "You're welcome!" as the reply. I also had the same experience as an ESL student. I was extremely puzzled by my friend's response when I thanked her for lending me her book. I could not understand why she just "mumbled" instead of replying with a "you're welcome!" I thought she did not think that my "thank you" meant much to her. What my students and I failed to understand was that "uh-huh" is also used to express "You're welcome!" This example illustrates how failure to understand some of the most common and expressive "noises" in a language may lead to misunderstanding.

UOEs Defined

When I tell people about my master's project, the first response I always get is "What are UOEs?" After I give a couple of examples of UOEs, like *oops, uh-huh, brrr,* I get the reaction "oh, it's slang!" or "you mean like *bang*, *and moo*." UOE is a relatively new term and is not widely known yet. Therefore, it is not difficult to see why people make that kind of a connection, thinking that UOEs are slang or that they are onomatopoeia. That conclusion, however, is incorrect although there are similarities between UOEs and other sorts of discourse markers.

Slang. Like UOEs, slang is considered peripheral to language (Leech et al., 1982). Slang expressions are also usually not taught explicitly in ESL and EFL classrooms. Students pick up

these words through movies, books, and from friends. Also similar to UOEs, slang terms are usually not used in standard, written contexts, but are more acceptable in oral discourse. However, UOEs are different from slang in that while slang is "a tabooed term in ordinary discourse with persons of higher social rank or greater responsibility" (Dumas and Lighter, 1978, p.14), UOEs are only considered informal, not tabooed. The definition of slang, provided by Eble (1999), states that "slang is an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large" (p. 11). Even though some UOEs disappear over time (e.g. *pshaw*) and new UOEs may emerge (e.g. *meh*), many other words in English do so as well. Also, unlike slang, UOEs are more widely used, and are not used as an establishment of identity in a society. Therefore, UOEs should not be considered as slang.

Onomatopoeia or Ideophones. UOEs and onomatopoeia or ideophones share some commonalities. Both are sound-symbolic and may violate the phonotactic rules of the language. Some are phonetically iconic, that is, their form resembles the meanings they convey. They are "noises" that mean something, but some of their sounds are not in the phonemic inventory of English. As Evans (1992) describes, "Onomatopoeic words, etc. tend to be descriptive, rather than expressive of a mental state as interjections are" (p.244) (although in some languages, like Japanese, some onomatopoeic expressions do express inner mental states). Unlike onomatopoeia, which resemble their referent orally (*moo, bang, plink*), UOEs are not imitations of sounds. Also, unlike ideophones, UOEs are not used to evoke sensory imagery like color, movement, or smell (Doke, 1935, p.118 as cited in Nuckolls, 2012, p.3). UOEs are utterances used by a speaker to express his/her feelings, current mental state, reactions, or attitude about a situation (Ameka, 2006, p.743). Another difference between UOEs and ideophones is that while the use of UOEs

does not involve ellipsis, "ideophones, etc., may not be able to stand on their own as utterances without being elliptical" (Ameka, 1992, p. 113).

Interjections. UOEs are most frequently grouped under interjections, especially in dictionaries. In fact, most scholars who studied interjections extensively (Ameka 1992; Wierzbicka 1991; Wilkins 1992) agree that expressions such as *oops, ouch, yuck,* and *oh* are interjections. Crystal (1995) defines an interjection as "a word or sound thrown into a sentence to express some feeling of the mind" (p.207). Indeed, one of the defining features of interjections is that they are connected to our state of emotions (Wharton, 2009; Ameka, 1992). The second feature of interjections is that they are "capable of constituting an utterance by itself in a unique, non-elliptical manner," (Wharton, 2009, p.73). If UOEs were defined by these two features alone, then UOEs could be grouped under interjections, just like some onomatopoeic words can be categorized under this same framework. However, the definition postulated by Wharton is so broad it encompasses not just UOEs, but other expressions like *dear me, look,* and *oka*y. One characteristic of interjections is they can be either words or phrases. Thus, expressions like *thank you, upsy daisy,* and *how do you do* can also come under the interjections framework. These expressions, nevertheless, do not fit the characteristics of UOEs postulated by Chittaladakorn: non-words, lacking standardized spellings, and having no other non-UOEs meanings (the complete list of the characteristics of UOEs can be found in the following section).

Paralanguage. Not only are many of the UOEs considered "non-words" by many scholars, some UOEs are also called *paralanguage* by scholars like Pennycook (1985). Paralanguage includes many type of non-verbal communication such as body gestures, facial expressions, eye contact, touch, voice qualities, and "identifiable noises like laughing, crying, whispering, as well as *uh-huh* and *uh-uh*" (Pennycook, 1985, p. 259). However, paralanguage is

not a suitable description for words like *oops!, ouch!, uh-oh!*, and other UOEs. Moreover, the category of *paralanguage* places UOEs, "which are different in various languages, in the same categorization (identifiable noises) with universal responses like laughing and crying" (Chittaladakorn, 2011, p. 17). Even though many UOEs stand at the periphery of language, they are expressive verbal utterances. They are not body language or non-verbal signals of communication.

Response cries. The term, *response cry*, postulated by Goffman (1981), refers to a "nonword vocalization" that can be used to convey meanings but is used only to respond to emotions (Goffman 1981, p.90). Response cries are not used in two-way dialogs (Goffman 1981). Like Pennycook (1985), Goffman also argued that these "conventionalized utterances" are similar to gestures. In contrast, UOEs are often used in two-way communication using multiple turns discourse.

Characteristics of UOEs

As explained above, UOEs are called many different things like interjections, and paralanguage, and may be confused by many as slang and ideophones or onomatopoeia. Therefore, it is important to clarify what "unorthodox oral expressions" are for this project. This exact definition of UOEs is necessary because it forms the basis of for the selection of words that will eventually be included in the dictionary. A word will be considered a UOE and be chosen for the dictionary if it has the following characteristics, which were postulated by Chittaladakorn (2011):

1. UOEs are freestanding single-word utterances.

"UOEs do not have any syntactic connection with the sentences in which they appear. In other words, like some interjections, UOEs can stand by themselves without having a grammatical position within the sentence" (Chittaladakorn, p. 18). Even though some UOEs may involve reduplication like *tsk-tsk-tsk*, they are always single words. This is why phrasal expressions like *oh my gosh* would not be considered UOEs.

2. UOEs are not onomatopoeic (but may be sound-symbolic)

Onamatopoeia are words that people make up to imitate the sounds that they hear. For example, *cha-ching*, which means money has just been made, is an imitation of the sound that cash registers make. UOEs are not onomatopoeia because UOEs are "linguistic sounds that humans make to communicate, not simply to imitate sounds in nature" (Chittaladakorn, p. 18). For instance, *uh-oh* is a UOE since it is not an imitation of any surrounding sound, it is simply a sound that signifies trouble. However, *boo-hoo* would not be considered a UOE because it imitates the sound of a person crying.

3. They are not linguistically universal.

Even though many languages have UOEs, they vary from language to language, although some are shared. For example, *ouch* is used to express pain in English, but not in other languages like Japanese *itai!* or Malay *aduh!*. The anecdote in the beginning of this chapter also demonstrated that *ai ya* in Mandarin Chinese used to express frustration is not transferable into other languages like English.

4. They usually do not have other possible non-UOE meanings.

Unlike some interjections, like *timber!* and *well,* UOEs do not have other possible non-UOE meanings in the language. Chittaladakorn (2011) gave an example, "the interjection *shoo* would not be considered a UOE because it can also serve as a verb meaning *to wave away"* (p. 19).

5. They are not normally regarded as standard lexical items because they are not commonly used in formal written registers.

Unlike most onomatopoeia and interjections, UOEs do not usually appear in formal written discourse. Rather, they are used mainly in spoken language. Even when one finds UOEs in narrative fiction and cartoons, they are usually used in speech between characters or thoughts of the characters or authors. This is the main reason why they are called "oral" expressions. Part of the reason they do not usually appear in formal written registers is that they do not have standardized spellings (which will be discussed further in item number 7 below) or vice versa.

6. They often violate the phonotactic rules of the language in which they are used.

Many English UOEs contain sounds that are not in the normal English language phonemic inventory, which is one of the reasons why they are considered "Unorthodox" in the first place. For example, the UOE *brr* produces a bilabial trill, and the orthographic form of *gulp* describes an ingressive glottal sound and neither of these is a normal sound in the English phonotactic system.

7. They often lack standardized spellings.

Most UOEs do not have standardized spellings. According to Chittaladakorn's report on her dictionary analysis, the spellings of many UOEs often vary in dictionaries. For instance, it is not uncommon to see the word *weee*, which is used to express glee, spelled *oops,* and *whoops.*

While Chittaladakorn's list of UOEs' characteristics covers almost all aspects of UOEs, I would like to mention one more characteristic of UOEs that she pointed out but which is not included in her list and their meanings are often dependent on their intonation used. A lot of UOEs have more than one meaning. Their meanings change significantly depending on the intonation used. For example, *oh* has at least two meanings. It can be used to express understanding or surprise, depending on how the speaker says it, or more accurately, what intonation the speaker uses. However, intonation is not a definitive criterion for UOEs because the change in the meaning of a word resulting from its intonation is not restricted to UOEs but is also a feature of many other words in the English language.

Chittaladakorn's Categorization of UOEs

Previous researchers like Poyato (1983), Ameka (1992), Luthy (1983), and Henrichsen (1993) have categorized UOEs in their own ways. Because I am using the characteristics of UOEs devised by Chittaladakorn, and to make sure that everything is consistent, I decided that her categorization system for UOEs would also be used in this project. Apart from that, another reason why Chittaladakorn's categorization was chosen to be used in this project is that "unlike Ameka's categorization, [her categorization] divides the UOEs in a more detailed functional category; and unlike Poyatos's categorization system, [Chittaladakorn's] UOE categorization does not include utterances that are used to imitate other sounds or refer to actions"

(Chittaladakorn, 2011, p. 25-26). By revising Henrichsen's categorization of UOEs, Chittaladakorn came up with the following six functional categories, which will be explained in detail in the following paragraphs: fillers, back-channeling, interrogative or question tags, exclamations, attention-getters, and comments. This categorization is important for the project because tagging UOEs according to their respective functional categories allows users to easily browse the dictionary for UOEs according to their functions.

1. Fillers

UOEs in this category are used by speakers to fill in pauses when they are stopping to think while speaking. Some UOEs that are used as fillers are *um, hm, uh*, and *er*. Also, filler UOEs are used to avoid silence, which is awkward in English and American culture. Silence is often a cue for the other party to begin speaking, so fillers are used to keep your turn.

2. Back Channeling

Some UOEs are used by listeners to indicate to speakers that they are listening. Some UOEs used for the purpose of back channeling are *uh-huh, hmm*, and *oh*.

3. Interrogative or Question Tags

UOEs can also be used as interrogative or question tags. For example, instead of saying "You are going to the party, aren't you?" one can say "you are going to the party, huh?" This kind of UOE often requires a response.

4. Exclamations

Chittaladakorn asserted that "like some interjections, exclamation UOEs are those that are used to express strong emotions" (p. 25). These UOEs, such as *whoops!, ouch!,* and *brrr*; are usually followed by an exclamation mark when they are written.

5. Attention getters

As the name suggests, the UOEs in this category are used to attract the attention of a listener: some attention getters are *hey, yo, psst, ahem*, and *yoohoo*.

6. Comments

According to Chittaladakorn (2010), this function of UOEs is the broadest since there are many types of comments. Response comments are used to answer questions or in reply to other comments in a conversation. Unlike back-channeling, comments are used to "show more than just attention" (p. 25). For instance, *uh-uh* can be used to show disagreement. Situational comments like *duh, mmm*, *yum* are used to express various meanings depending on the situation. For this reason many UOEs can fit in this "comment" category. She also noted that unlike exclamations, comments usually don't convey strong emotions (p. 25).

As pointed out by Chittaladakorn, even though most UOEs can only fit into one category, there are some that can be grouped into more than one category. Again, the categorization of the function of each UOE is important because it will help UOE dictionary users to easily locate the UOEs they desire to use.

Conclusion

To summarize, this chapter explained my master's project rationale, what UOEs are, their significance in English daily conversation, their unique characteristics (which are used in this project to decide what is considered a UOE), and their functional categorization, which is an important feature of the dictionary of UOEs.

The next chapter will provide a basic review of literature on lexicography and previous studies dealing with UOEs and their suggestions for future study.

Chapter 2: Review of the Literature

The main purpose of this chapter is to describe the works that influenced the development of the *Dictionary of Unorthodox Oral Expressions for ESL/EFL Students and Teachers.* The chapter is organized in three parts. First, studies on UOEs will be discussed. As explained in chapter one, UOEs are, by definition, related to interjections. Therefore, it is relevant that I start by discussing the literature on what interjections are and how they are categorized before I discuss more in depth the research on UOEs. The second part of this chapter focuses on the review of several genres of dictionaries and how my UOE dictionary relates to them. Finally, the process involved in the creation of a dictionary will be discussed.

Interjections

Latin grammarians claimed that the three characteristics of interjections were: first, they are 'non-words,' second, they are 'syntactically independent,', and third, they represent 'a feeling or a state of mind' (as cited in Ameka, 1992, p.102). These characteristics seem to suggest that interjections are marginal to language. This view by ancient grammarians is also shared by some contemporary linguists that describe interjections as words or sounds "thrown into a sentence to express some feeling of the mind" (Crystal, 1995, p.207).

Leech et al. (1982) assert that interjections are paralinguistic. Though Ameka insists that interjections are not peripheral to language, he admits that there is "an intimate connection between interjections and gestures in general" and that they are "on the boundary between verbal and non-verbal communication" (Ameka, 1992, p.112). As noted in chapter one, some interjections are thought of as similar to body language. Indeed, for Aijmer (2004), interjections

are “natural signs resulting from an overflow of feeling” and are similar to non-verbal behaviors such as a smile (p.99).

Schourup (2001) explained that interjections reflect “the mental state of the speaker at the very moment at which the interjection is produced” (p.1046). Also, he suggested that some interjections are more word-like than others. For example, expressions like *ouch* and *wow* are more akin to vocal gestures than words, whereas *timber!* is definitely a word (Shourup, 1985). While Fowler (1980) claimed that interjections are “inserted in a construction to exclaim or command attention” (p.522), Shourup (1985) disagreed that interjections must be used to express strong emotions. He pointed out that some interjections like *well* and *oh* do not necessarily communicate strong emotions. Rather, they illustrate unexpressed thoughts (Shourup, 1985).

Goffman (1981), who takes a sociolinguistic approach, also argued that interjections are marginal to language. He calls expressions like *ouch!*, *eh?*, *oops!*, and *yuck!*, which Ameka classified as primary interjections (read more about primary interjections in the next section), “response cries” (Goffman, 1981). Even though Goffman considered response cries as not being productive linguistically, he did not deny their “communicative adaptability” (Hismanoglu, 2012, p. 19). For instance, *ouch!* is often used to signify physical pain like the result of being stuck by a needle. Nonetheless, a speaker can also use the same expression figuratively to indicate that a comment is hurtful or the price for something is too high. Apart from that, Goffman also commented that while response cries are instinctive in nature, they can be intentional as well. He argued that when a person accidentally touches a hot surface, the first reaction is usually to scream in pain, not necessarily to say “ouch!” This suggests that in spite being “a natural overflowing, a flooding up of previous contained feeling, a bursting of normal constraints,” (1981, p. 99), a response cry does have a linguistic meaning of some kind.

While some linguists and grammarians have seen interjections as merely lexical items that serve the purpose of decorating a language and do not enter into any syntactic structure (Quirk, Greenbaum et al, 1895; Trask, 1993), others like Wierzbicka and Ameka have considered interjections as "properly linguistic, with rich semantic structures" (Wharton, 2003). They emphasized that since "communication is achieved mainly via encoding conceptual structures" and that interjections communicate "complex conceptual structures", therefore they have real semantic content (Hismanoglu, 2010, p. 20). Nevertheless, one of the problems with defining interjections semantically is that when integrated with facial expressions and different intonations, their meanings can be difficult to explicate relying exclusively on universal concepts like "good" or "bad" and "want", "think", or "know" (Hismanoglu, 2010). Another characteristic of interjections that makes them problematic to be defined semantically is they are context-dependent. Hismanoglu suggested that because of their "highly context-dependent nature," a pragmatic approach may contribute to the comprehension of interjections (p. 21).

Since interjections are treated in such contrasting approaches, it is rather hard to decide which approach best captures the essence of what interjections are. By combining the two points of agreement between semanticists (Ameka, Wierzbicka, Wilkins) and social-linguists (Goffman, Schourup), Wharton (2009) was able to solidify the nature of interjections. They are "capable of constituting an utterance by itself in a unique-non-elliptical manner" and are "tied to emotional or mental attitudes or states" (p.73).

Categorization of interjections. Interjections are categorized in different ways. According to Ameka (1992), the formal way of classifying interjections is by dividing them into primary and secondary interjections. Both the primary and secondary interjections are "syntactically independent…and are only loosely integrated into the grammar of the clause

containing them" (Wharton, 2003, p. 176). Primary interjections are 'non-words' such as *ouch*, *wow*, *oops*, and *gee*, that 'can constitute an utterances by themselves and do not normally enter into construction with other word classes" (p. 106). These items are "non-productive" as they do not inflect. According to Ameka, primary interjections tend to be "phonologically and morphologically anomalous" (p.105). Secondary interjections include swear words, alarm calls ('Help!, Fire!'), and emotive words ('Drats!', 'Shame!'). These interjections are words that "have an independent semantic value but which can be used conventionally as utterances by themselves to express a mental attitude or state" (p.111). For Leech et al, greetings and signaling words (*yes, okay, no*) are also interjections (1982, p.53). Based on Ameka's descriptions on the characteristics of both the primary and secondary interjections, it can be concluded that UOEs belong to the category of primary interjections.

Based on their specific communicative functions, interjections are also separated into several categories, such as *expressive*, *conative*, and *phatic* (Ameka, 1992). *Expressive* interjections are "vocal gestures" that state the speaker's state of mind. There are two sub-categories in within expressive interjections. Ameka explained, "The emotive ones are those that express the speaker's state with respect to the emotions and sensations they have at the time" (p.113). An example of emotive interjections is "*Ew!* That's gross!" *Ew!* expresses the speaker's feeling of disgust. The second sub-group within expressive interjections is cognitive interjections. These interjections are used to reflect a speaker's "state of knowledge and thoughts at the time of utterance" (Ameka, p.113). An example of interjections that function this way is "Uh-oh," which signifies that the speaker knows that there's trouble ahead.

Conative interjections are used to attract someone's attention. They can also be used to extract response or action from the listener. *Ahem!* and *shh!* are some examples of conative

interjections. According to Ameka (1992), presentational interjections which are found in many languages also belong to this category. However, because my project is concerned only with English UOEs, I will not discuss presentational interjections in detail. For more information on presentational interjections, please see "Interjections: The universal yet neglected part of speech" by Ameka (1992).

The last group of interjections, according to Ameka, is *phatic* interjections. These interjections function to sustain good communication and express the "speaker's mental attitude toward the ongoing discourse" (Ameka, p.114). Back-channeling and utterances that signal feedback like uh-huh, right, and yeah are some examples of phatic interjections. Interjections like *thank you!*, *Goodbye!*, and *Okay!* that are used in interactional routines are also considered phatic interjections.

Wierzbicka's categorization of interjections is very similar to Ameka's. In fact, Ameka included Wierzbicka's emotive and cognitive interjections in his expressive interjections category. Wierzbicka classified interjections semantically into three categories: *emotive*, *volitive*, and *cognitive*. These three classes represent speakers' state of mind (1992:162-165). *Emotive* interjections include the component of 'I feel something' (yuck!); *volitive* interjections are those that have in their meaning the component 'I want something' (shh!); and *cognitive* interjections include the component of 'I think something' or 'I know something' (aha!) (Wierzbicka, 2003). It should be noted that the interjections included in Wierzbicka's system of division are all primary interjections since she does not consider secondary interjections like *Good Heavens!* and *Goodbye!* to be interjections.

Goffman (1981) categorized his response cries by their functions. Here I will only talk about several categories that pertain to UOEs. Other categories like the strain grunt and audible glee will not be discussed. A response cry in the *transition display* category is employed to externalize our inner state and is usually used to express "marked natural discomfort" (p. 801). A few examples of transition display are *Brr!* (coldness) and *Phew!* (heat). The *spill cry* (*oops!* or *whoops!*), which according to Goffman, is "emitted" when we lose control of something. The *threat startle* (*Eek!*) is used to state fear and surprise. *Revulsion sounds*, like *Eww!*, "are heard from a person who has by necessity or inadvertence come in contact with something contaminating" (p. 803). Finally, the *pain cry* (*Ouch!* or *Ow!*) is used to say "I have been hurt."

Dunn (2005) came up with his own system of classification that incorporates and expands upon Ameka's categorization of interjections. He expanded Ameka's *expressive*, *conative*, and *phatic* interjections into eight classes. The first category is "exclamatory and other emotive responses." These responses fall between voluntary and involuntary. Most of the examples in this category are UOEs, such as *aha, oh, oops, ow, yuck, and wow*. The next category is "expletives and their euphemisms," which includes interjections like *dang* and *holy toledo*. *Jeez* is also included in this category. "Volitive and imperative interjections" are used to express wants and desires. Some examples include *ahem, halt, psst, and shoo*. "Utilitarian interjections" are used only in specific circumstances. Examples for this type of interjection are *timber, banzai, thanks, peekaboo, cheers, upsy daisy*. "Commentarial interjections" like *as if, whatever,* and *boohoo*, are often uttered with sarcasm and attitude. "Greetings and farewells" is another category in Dunn's system of classification. The examples consist of words and phrases commonly used in greetings and farewell. Next in the list is the "affirmations and negations" category. Like its name suggests, the interjections in this category are used to affirm and negate

(*yessiree, absolutely*). Finally, "linguistic mortar", includes words like *okay, well, why*, and *like*. These are what Dunn called, "the glue that holds our spoken language together" (p.). Most of the interjections in the classes in Dunn's system of classification are not UOEs. Most UOEs belong in the "exclamatory and other emotive responses" category.

Previous Research on Unorthodox Oral Expressions and English Language Learners

Luthy's research. Melvin Luthy (1983) was one of the first persons to study non-native English speakers' ability to understand UOEs. He argued that while these utterances are not being studied or taught to ESL students, they are "so pervasive in the English spoken language that not being able to understand them may impede comprehension of what is being communicated" (Luthy, 1983, p.19). His goal was to find out how well non-native speakers comprehended the 14 "nonlexical intonational signals" (NISs) that he thought were used the most by native English speakers. He also wanted to discover how well the 14 NISs were understood by native English speakers. The 14 NISs he used were:

- [ə::] (a space-filling pause, a hesitation)
- [hə] (meaning what? What did you say?)
- [ʔəhəˈ] (yes, I heard what you said)
- [ʔəˈʔə] (no), [ʔəhə::] (yes it is! contradicting what someone said)
- [əʔə::] (no it isn't! contradicting what someone said)
- [ʔəˈ :hə::] (oh yes, it definitely does!)
- [ʔəʔ:ə::] (no, definitely not!)
- [ʔoʔ:ou:] (something is not quite right)
- [ʔups~ups] (I have just made a mistake)

- [ʔou] (I am surprised at that)
- [ʔou::] (I am disappointed at that)
- [ʔou::] (I am pleasantly surprised)
- [ʔəhə] (yes)

He recorded these utterances free of any context and played them to 25 American students to see whether these native English speakers understood the NISs without any "visual or verbal clue" (Luthy, 1983, p. 20). After that, he played the same NISs to 42 foreign students from the same university. All of the students were asked to choose from a set of five multiple choice answers the ones that matched the NISs they heard (Luthy, 1983, p. 20). From the result of his study, he discovered that eight of the American students made only a single error each, but none of them made the same error. He then compared and contrasted these results with those of NNESs and found that even though all of the foreign students were rather proficient in English generally (scored 500 or above on the TOEFL), and some had studied English for quite some time (in their home country and after they came to the U.S), they made 10 times more mistakes than the native English speakers. However, Luthy's research had some flaws. He realized that his sample size was small and that he did not take into consideration other independent variables such as the L1 of the foreign students and their interaction with native speakers outside the classroom, which could influence the interpretation of his results. Therefore, it is dangerous to generalize beyond the subjects of this study. Even so, his research clearly hinted at the lack of understanding of UOEs among foreign students.

If UOEs are used by native American English speakers on a daily basis, why then aren't these common expressions taught to English learners? Even though Luthy's research wasn't on

why UOEs were not taught, he offered some insight to this matter. Luthy reported that in his interviews with many of the English learners, they believed that UOEs should be avoided because they sounded rude and less important compared to other words. He also stated that the difficulty of teaching UOEs in a systematic way also contributed to UOEs not getting the same treatment as many other aspects of the target language that are taught explicitly in the classroom.

Many English teachers who felt that UOEs are too hard to teach relied on the belief that learners can acquire this part of the language the way little children do, by being exposed to it long enough (naturalistically). However, according to Luthy's research result, this belief is flawed. Unlike little children who speak English as their native language, many adult English learners do not acquire UOEs regardless of how long they live in the USA. In fact, Luthy's research concluded that despite living in the United States for a long period of time, many foreign students still exhibited difficulties understanding many NISs such as *uh*, *uh-oh*, *oops*, and others. Not only did the results of his research show that non-native English speakers made as many as 10 times more mistakes than native English speakers did, they also demonstrated that the amount of time studying English did not assist them in the acquisition of UOEs. This finding implies that without explicit instruction, non-native English learners may not learn to use these utterances well.

Henrichsen's work. In Henrichsen's (1993) conference presentation manuscript, he expanded Luthy's list of 14 NIS to 30 UOEs and categorized them into different functional categories like *fillers*, *intensifying exclamations*, *negation*, *affirmation*, *comments*, *attention-getters*, and *question-creating tags*. He also argued eloquently for the importance of UOEs, and why English language learners should learn and know them. He said that UOEs have very high

frequencies in their usage, and "are an inescapable part of real-life communication and serve a variety of important functions in English. Teachers and students of English as a second language cannot afford to ignore them" (Henrichsen, 1993, p.2). He believed that the misuse or misunderstanding of these utterances may confuse or even offend the listener and/or speaker. Henrichsen offered an explanation as to why UOEs are overlooked even though they occur so frequently in natural speech. He asserted that because UOEs do not have standardized spellings, they are not found in many dictionaries, and they rather rarely appear in teaching materials. Because the resources and materials on teaching UOEs are so limited, some teachers, like Henrichsen, ended up having to design or create their own materials to teach UOEs to their students. In fact, instead of researching how much non-native English speakers know about UOEs, he focused on the pedagogy aspect of UOEs, expounding on different possible methods such as role play, matching games, and minimal pair practice that English teachers can use in their classrooms to teach these utterances.

Oyer's research. Replicating Luthy's research, Rebecca Oyer's (1999) objective was to "discover whether UOEs are understood by NNES, and whether some UOEs are easier to understand than others are" (Oyer, 1999, p.4). However, unlike Luthy, she did not look for the differences between NES and NNES understanding and interpretation of UOEs. Instead, she focused only on the NNES. She selected 119 NNES who spoke different L1s (Korean, Japanese, Spanish, and Portugese) in an intensive English program at the English Language Center (ELC) at Brigham Young University. Then, she tested them to see how well they understood the 35 UOEs she chose. Moreover, she wanted to find out what variables (learners' L1, length of English learning in the USA, English proficiency, and social interaction with native American

English speakers) affected NNES understanding of UOEs. The results of her study indicated that the students' L1 indeed played a role in understanding some UOEs. The Spanish speakers scored the highest, then the Japanese speakers, followed by the Portugese speakers, and lastly, the Korean speakers (Oyer, 1999). Oyer's hypothesis was that Latin based language speakers would do better in the UOEs test because the UOEs in their language are more similar to English UOEs than speakers of non-Latin based languages. Her prediction was right about the Spanish group but she was uncertain as to what caused the Japanese group to score higher than the Portugese group.

One other important finding she discovered was that the length of time studying English in the USA and language proficiency do not correlate with how well the ESL learners understood UOEs. Oyer's data showed that the subjects obtained similar scores on the UOEs test regardless of their level of proficiency. This was exactly what Luthy had found in his study of NNES understanding of his 14 NISs as well. Oyer suggested this was because "none of them have ever been taught about UOEs" (Oyer, 1999, p. 98). Therefore, even those ESL learners who know extensive vocabulary "may never understand why communication breaks down between [themselves] and American English speakers in normal everyday conversation" (Oyer, 1999, p. 93). However, what is more significant is that the result showed that the more interaction one has with NES the more UOEs he/she understands. She determined how much interaction the ESL learners had with NESs by how long the participants had lived in the U.S.A. (Oyer, 1999). This finding supports the idea that since UOEs were not taught in the classroom, most students acquire their knowledge of UOEs through social interaction with native speakers. For most ESL students, that's good news because they have many opportunities to interact with native speakers, and in the process learn many new vocabulary words and UOEs. However, this conclusion also

implies that many EFL students around the world who do not normally interact with NES, might never get opportunities to learn UOEs. Oyer acknowledged that her research cannot be generalized to students in an EFL context because they do not "encounter English UOEs at the same rate as ESL students do" (Oyer, 1999, p. 29). Oyer added that if teachers in an EFL context are non-American or non-native speakers, the UOEs they use could be very different than UOEs used in American English. Oyer hoped that her research would show ESL teachers and material developers the importance of creating ways and materials to teach UOEs in order to enhance students' communicative competence (Oyer, 1999).

Chittaladakorn's research. Chittaladakorn's (2011) research had two major purposes: (1) providing useful information for English teachers and material developers so that UOEs can be incorporated in classroom instruction; and (2) providing sample instructional materials to show how UOEs can be taught in the classroom (Chittaladakorn, 2011, p. 14). As part of her work, based on Luthy's and Oyer's studies on UOEs, she was able to re-categorize the 56 UOEs on her list according to their functions. The product of this new categorization was the six functional categories for UOEs: *fillers*, *back channeling*, *interrogative or question tags*, *exclamations*, *attention getters*, and *comments* (Chittaladakorn, 2011, p. 24-25). In addition, Chittaladakorn also looked at 10 different English dictionaries to see which UOEs are listed in them, and how frequently they are listed. The purpose of the study was to investigate which UOEs are more accessible to English language learners. She looked at different dictionaries from Great Britain, the United States, and Canada to see how UOEs are treated across English dialects. She also looked at other dictionaries targeted toward ESL/EFL students. From the data she collected, Chittaladakorn concluded that, while different dictionaries have different

pronunciation for some UOEs, and "although most dictionaries provide more than one definition for each UOE, they typically do not mention their association with intonation" (Chittaladakorn, 2011, p. 31). Intonation plays an important role because for some UOEs, the meaning changes with the intonation. The failure to provide meanings according to their intonation indicates that there is a need for a new and improved dictionary on UOEs. She also found that some high-frequency UOEs are not included in most dictionaries and some UOEs are not included in any dictionaries at all. This finding is important because it shows that existing dictionaries are not the most dependable resource for learners when it comes to UOEs. Existing dictionaries categorize many of the UOEs under the term "interjection." While it is true that some UOEs are interjections, not all interjections can be categorized as UOEs according to Chittaladakorn's new categorization method. One thing that undermines her data collecting method is that she only looked at print dictionaries and not at any of the dictionaries online. It would be interesting to examine the treatment of UOEs in some of the existing online dictionaries.

Apart from investigating dictionaries, Chittaladakorn also conducted an analysis of three corpora (COCA, BNC, and MICASE) to find out the frequency of the UOEs' usage in both spoken and written texts. The results of the corpus searches were compared with the dictionary search results. This was done because "although some UOEs may exist in more dictionaries because they are considered to be more word-like than others, their presence in the dictionary may not always indicate that these words are most frequently used" (Chittaladakorn, 2011, p. 35). The results demonstrated that UOEs are ubiquitous in authentic speech, and are an important part of natural communication. Chittaladakorn also commented that the results from the corpora search were invaluable in identifying the most common UOEs, and can be helpful for instructors or material developers when they are deciding which UOEs to include in their materials

(Chittaladakorn, 2011, p. 42). In the conclusion of her research report, Chittaladakorn suggested that a UOE dictionary be created to serve as a useful resource for English learners in learning one of the most important, yet overlooked aspects of the English language.

Overview of dictionaries

My UOE dictionary is an online, specialized, monolingual learner's dictionary. In this section, I will describe what learner's dictionaries, specialized dictionaries, and online dictionaries are.

Sterkenburg (2003) postulated three criteria (*formal* criteria, *functional* criteria, and criteria regarding *content*) that a dictionary must meet in order to be called a dictionary. For the formal criterion, a dictionary is "usually ordered alphabetically by main entry and has a double structure" (p.6). The double structure mentioned is macrostructure (a list of headwords in the dictionary) and microstructure (all information about each headword). On the functional criterion of a dictionary, Sterkenburg said that one of the functions of a dictionary is to record lexicons and provide users with information on all aspects about a word quickly. A dictionary can also function as a "storage facility" that stores words that once existed and exist today in a language. The last criteria is criteria regarding *content*. Each dictionary is different, and thus the lexical information to be presented is not always the same for all dictionaries. Nevertheless, a dictionary should provide information on pronunciation, spelling, lexical meaning, and usage of words.

Dictionaries are perhaps the most widely used tool in language learning. This is especially true when it comes to vocabulary learning. They are easily accessible (especially online dictionaries), and come in different sizes and formats (from unabridged desk dictionaries to pocket size, electronic dictionaries). There are many types of dictionaries: Encyclopedic

dictionaries, linguistics dictionaries, historical dictionaries, etymological dictionaries, general dictionaries, specialized dictionaries, monolingual dictionaries, bilingual dictionaries, learner's dictionaries, children's dictionaries, picture dictionaries, dictionaries of slang, rhyming dictionaries, phrasal verbs dictionaries, pocket dictionaries, and on-line dictionaries. There are so many types of dictionaries existing in various languages that it would take pages to list them all. Regardless of their differences, however, all dictionaries should contain information of all or a number of the following types: orthographic data, phonetic data, syntactic data, morphological data, semantic data, stylistic data, distributional data, etymological data, usage, illustrative data, and interlingual data (Swanepoel, 2003, p. 47). The UOE dictionary I created for my project utilizes several of these features Swanepoel's list, such as spelling, pronunciation, and meaning in. The details of dictionary features used in my UOE dictionary can be found in Chapter Three.

Learner's dictionaries. To Jackson (1988), there are two groups of "specialist dictionaries": Those that contain specialist information like dictionaries of botany or laws, and those designed with a certain group of users in mind called "specialist user dictionaries." The first type of dictionaries that Jackson described will be discussed in detail in the next section. The second type of "specialist dictionaries," which Jackson referred to as "specialist *user* dictionaries" is more commonly known as learner's dictionaries. This type of dictionary consists of essentially general-purpose dictionaries catering to the needs of foreign learners. For example, *Heinle's Newbury House Dictionary of American English* was written by a lexicographer with a master's degree in TESOL and refined by a large group of ESL and EFL teachers with the following question in mind: "Will my students understand this and will they benefit from it?" (2004).

Even though learner's dictionaries are similar to general-purpose dictionaries, ESL learner's dictionaries usually contain limited vocabulary, are easy to understand, and contain example sentences that are designed to demonstrate the correct usage of the words in real life (*Heinle's Newbury House Dictionary of American English*, 2004). They provide a wealth of information about inflection, constructions, collocations, idioms and usage. Also, what is different about an ESL learner's dictionary is that it needs to provide "*accurate* and *detailed* grammatical information so that correct and natural sentences can be encoded" (emphasis added) (Jackson, p. 176).

Another characteristic of these ESL users dictionaries is that "the meaning of words and expressions is of value to the users only in so far as their knowledge of the language is sufficient for them to understand the definitions and other information given" (Svensen p. 19). For instance, for the word "pregnant" in Merriam-Webster's online dictionary, there were seven definitions given for the noun form of the word. The definitions were written using more advanced vocabulary.

> **Definition of *PREGNANT***
>
> **1** *archaic* **:** COGENT
>
> **2:** abounding in fancy, wit, or resourcefulness **:** INVENTIVE <all this has been said … by great and *pregnant* artists — *Times Literary Supplement*>
>
> **3:** rich in significance or implication <the *pregnant* phrases of the Bible — Edmund Wilson> <a *pregnant* pause>
>
> **4:** containing a developing embryo, fetus, or unborn offspring within the body **:** GRAVID
>
> **5:** having possibilities of development or consequence **:**involving important issues **:** MOMENTOUS <draw inspiration from the heroic achievements of that *pregnant* age — Kemp Malone>

6 *obsolete* **:** INCLINED, DISPOSED <your own most *pregnant* and vouchsafed ear — Shakespeare>

7: FULL, TEEMING

— **preg·nant·ly** *adverb*

Examples of *PREGNANT*

1. She got *pregnant* soon after her marriage.
2. There was a *pregnant* pause before the winner was announced.

On the other hand, in the Merriam-Webster online learner's dictionary, only two definitions were given. Not only are the definitions easier to understand for a NNES, there are also many more example sentences for each definition. In fact, most learner's dictionaries "take account of the limited vocabulary of their users in the same way that children's dictionaries do" (Jackson, p. 187). Also, grammatical information such as what preposition commonly follows a verb is often presented.

1 *of a woman or female animal***:** having a baby or babies developing inside the body

▪ *pregnant* women ▪ She got/became *pregnant* soon after her marriage. ▪ He got his girlfriend *pregnant*. [=he caused his girlfriend to become pregnant] — often + *with* ▪ His wife is *pregnant with* twins. [=she is going to give birth to twins] ▪ She is *pregnant with* her first child.

2 *formal* **:** filled with meaning or emotion because of what is going to happen or be said

▪ There was a *pregnant* pause/silence before the winner was announced. — often + *with* ▪ The moment was *pregnant with* excitement.

What features should a learner's dictionary include? Abu-Risha (2003) developed a heuristic checklist that shows what a learner typically expects or needs to find in a learner's dictionary. These items are listed below:

1- Semantic Information:

A- Definition by paraphrase

B- Lexical Relations (Synonyms and/or antonyms and/or semantic field and/or co-hyponyms)

C- Formality and Technicality (formal, informal, slang, colloquial, and register)

I-Collocations, idioms and fixed expressions

II-Illustrative examples showing the actual grammatical usage of the word

2-Grammatical Information:

I-Parts of Speech

II-Verb Argument Structure

III-Classification of a non-verb Lexeme (i.e. countable and uncountable nouns, gradable, attributive and predicative (Adjectives), etc.)

IV-Grammatical use in sentences

3- Morphological Information:

I-Derivational forms of lexemes

II-Inflectional forms of lexemes

4-Ancillary Information

I-Pronunciation (with special reference to BrE and AE)

II-Variation (Variation of usage or spelling in the various Englishes: British, American, New-Zealand, Australian, Canadian, etc.) (What Should a Learner's Dictionary Include?, Section, IV).

Abu-Risha concluded that "the learner's dictionary is in fact not a book of syntax or morphology, i.e. such pieces of information should not be very elaborate in the dictionary, but it should be satisfactory when the learner learns a word or one of its senses" (2003, VI.2. Recommendation, Para. 3). While not all of the items on Abu-Risha's checklist apply to my UOE dictionary (the UOE dictionary is not a traditional learner's dictionary, after all), this checklist gives me some idea about what an ELL might need and expect from my dictionary.

Specialized or restricted dictionaries. Unlike general dictionaries that contain information about words used by ordinary people in everyday situations, specialized dictionaries focus on language for special purposes (LSP), which consists of lexical items that are used to describe concepts in a specific subject field (Zgusta, 1971). Technical terms and field-specific jargon have created a need for specialized dictionaries. There are many different types of

specialized dictionaries and they are different on the basis of the "specific macro- and microstructural limitations" imposed in compiling them (Swanepoel, 2003, p. 58). Some examples of the limitations are geolectal limitations (dictionaries of dialects), formal limitations (rhyming dictionaries), sociolinguistic limitations (slang dictionaries), limitations of content (technical dictionaries), and grammatical limitations (dictionaries of nouns). These specialized dictionaries can also be grouped into two more general categories. According to Landau (2011), "special-field" dictionaries are dictionaries that deal with technical terms and field-specific jargon, and "special-purpose" dictionaries are dictionaries that specialize in only one aspect of a language, such as dictionaries of phrasal verbs and slang dictionaries. The *Dictionary of unorthodox oral expressions for ESL/EFL students and teachers* (UOE dictionary) is therefore a special-purpose dictionary with grammatical limitations.

An example of a dictionary that falls under the same category as the UOE dictionary is Mark Dunn's *Zounds! A Browser's Dictionary of Interjections.* In his dictionary, Dunn (2005) focuses on only one aspect of the English language, which is interjections. Not only does this dictionary contain more than 500 interjections, it also contains humorous cartoons that occasionally accompany the entries. Apart from arranging the interjections in alphabetical order, Dunn also divides the headwords in his dictionaries into eight categories, which he calls the "layperson's system of interjections categorization" (Dunn, p.1). Unlike the microstructure in many of the traditional dictionaries, the entries in this dictionary are written in paragraph form, like an encyclopedia entry. All entries offer meanings, usage, and origins of the headwords. This dictionary also includes interjections in foreign languages that are frequently used by English speakers. Such interjections are *mamma mia, mazel tov, salaam,* and *gesundheit.* One of the things that this dictionary lacks is a pronunciation guide. This lack most probably exists because

the dictionary was intended for the pleasure reading of native English speakers who already know how to pronounce the interjections While this dictionary is quite exhaustive, it is not a good dictionary for ELLs who need clearer and more straightforward explanation of the meanings of the words and a good pronunciation guide to show them how the words are said correctly.

Online dictionaries. Online dictionaries, such as Merriam-Webster.com, and thefreedictionary.com, are a kind of electronic dictionary that has been published and is accessed on the Internet. One usually needs to have a computer and Internet connection of some sort to access the online dictionaries. Therefore, in places where there's no Internet connection or wi-fi, it is impossible to access the dictionary. This is one of the disadvantages of an online dictionary. However, because an online dictionary is on the Internet, people from all around the world can access it at any time. With online dictionaries, the problem with space that print dictionaries need to deal with disappears. This can lead to more exhaustive entries and information since limited physical space is no longer an issue (Sterkenburg, 2003).

In lexicographic aspects, one advantages of an online dictionary is that the data can be updated continuously. With print dictionaries and dictionaries on CD-ROM, changes can only be made in a reprinting or newer release. With online dictionaries, changes and revision can be made at any time (Sterkenburg, 2003). Also, an online dictionary is cheaper to produce than a printed dictionary because there are no printing, binding, or distribution costs.

Another advantage of online dictionaries is the speed with which they can be consulted. Instead of flipping through the dictionary pages while reciting the alphabet letters, a user can just type the word in a search bar on the dictionary website and be shown the entry in seconds. However, if the user's Internet connection is slow, this can affect how fast a webpage loads.

While entries in most print dictionaries are arranged in alphabetic order, this is not necessary the case for online dictionaries. In fact, entries can be searched and found using other search criteria, such as by part of speech or frequency of the words (Klosa, 2009).

The linking ability of online dictionaries also allows users to access more information about a headword. Dictionary-internal links function like cross-references in print dictionaries. They guide users from one place in the dictionary to another place within the same dictionary. For instance, all of the words in a definition can be linked to their own entries. This way if a user sees a word that he does not understand in a definition, he can simply click on the unknown word and a separate window containing the entry of the unknown word will pop up. Another example of an internal link is linking a headword to a different headword in the dictionary. This way a user can learn about the synonyms and antonyms of a word easily. Dictionary external links, on the other hand, can link words in a dictionary to other information not within the dictionary (Svensen, 2003, p. 389). A headword can be linked to a website that contains more information about the word. For example, when a user clicks on, say, "Butterfly," the link can lead him to a website with pages of information about different types of butterflies and insects. Indeed, there are endless possibilities when it comes to linking.

Lexicography

Lexicography is the study of dictionary-making. In this section, I will explain the process and steps involving in the creation of my UOE dictionary.

Before lexicography work can begin, a project management plan needs to be done. This is where Greer's (1988) project management model comes in. While his project management model is relatively old, its basic principles are still relevant and general enough to be used in my

dictionary development project. He derived the ten-step model from his years of project management experience and organized them into three phases: 1) project planning; 2) instructional development; and 3) follow up. Only phases one and two are applicable to my project as phase three deals mainly with reproducing and distributing of materials.

Landau (2001) postulated that there are three vital stages in creating a dictionary: planning, writing, and producing (Landau, 2001, p. 343), with each stage following the another. However, as Klosa (2009) noted, sometimes while writing the dictionary, new materials may be gathered and added. Thus, the phases of planning and writing may happen at the same time. Moreover, the steps involved in the production stage of an online dictionary are not purely sequential or linear but rather circular, meaning publishing can happen even before the writing phase is completely done. Even though these stages describe what happens in the development of monolingual general-purpose dictionaries, similar steps and processes were followed in the creation of my UOE dictionary. However, because the UOE dictionary is also a specialized dictionary, some steps could be omitted as will be explained further in the following paragraphs.

Planning stage. The first stage in both Greer's project management model and common lexicography models is the planning stage (Landau 2001, Svensen 2009, Jackson 1988). All of these steps can also be applied to a dictionary project. This stage involves the determining of project scope, such as developing materials specifications, time estimate, and project budget for approval, and organizing the project, which include confirming and revising the material specifications, time and cost estimates. Indeed, in the planning stage, the lexicographer needs to identify the audience and the size of market for the end product. The final, overall size of the dictionary should also be one of the earliest decisions in the process. Moreover, the medium, the

budget, the need for outside experts, selection of word list, as well as the sources for definitions or corpus must also be identified in the first stage. The use of illustrations, how much money to be allocated to them, and what to be illustrated are also some of the decisions to be made at this stage.

Many other steps must be taken when planning a new dictionary. Apart from selecting the headwords to be included, the decision on the content of the dictionary, such as "the information to be provided for each headword, [and] the transcription system used for presenting pronunciation," will be affected by all the aforementioned decisions made by the lexicographer (Jackson, 1988, p.225). It is also advisable to review and compare similar existing dictionaries and their characteristics to see if there are any innovations or improvement to be found in the new dictionary (Kiefer and Sterkenburg, 2003). The format of presentation is also an important aspect of the dictionary that should be considered in the planning stage. Svensen said that in order for the users to understand the macro- and microstructure and make use of the information provided in the dictionary, suitable typography and layout should be employed (Svensen, p.406).

The use of a dictionary style manual when creating a dictionary is also recommended (Landau, 2001; Svensen, 2009; Kiefer & Sterkenburg, 2003). This is because a style manual functions as a guide to make sure that all "lexemes are dealt with in the most uniform possible manner" (Kiefer & Sterkenburg, p.361). Also, because dictionaries are so specialized and different from journal articles, many regular manuals do not address issues and rules specific to dictionaries (Landau, 2001). Because all dictionaries are different, each project needs its own manual. The dictionary style manuals vary depending on the dictionary to be designed. The dictionary style manual is "designed for the use of in-house staff and freelance editor" and provides information about capitalization, order of entries, punctuations, and other dictionary-

specific style issues like cross-references, style of defining, guidewords, pronunciation, and synonyms (Landau, 2001, p. 364-371). Apart from that, the manual also includes descriptions on the macrostructure aspect of the dictionary (Kiefer & Sterkenburg, p. 361). With online dictionaries, a conceptional design works like a lexicographer's manual. It includes samples for entries, describes how information needs to be tagged to allow content-oriented access to the dictionary, and contains information on data structure mapping, technical support (hardware and software), hypertextualization, user interaction, and multimedia elements (Klosa, 2009).

Writing stage. After all the decisions have been made about the dictionary, and a definitive dictionary plan has been developed, lexicographers now enter stage two of dictionary-making: writing and drafting the entries (Landau, 2001). However, before the definitions can be written, as Greer's (1988) project management model shows, information has to be gathered. Therefore, it is important that the lexicographer acquire necessary data before writing and drafting can begin. What a lexicographer needs to gather at this stage are sources like text corpus, other paper or electronic dictionaries, textbooks, grammar books, and lexical databases. A lexicographer has to "check the headword candidates and decide on headword types and lemmatization" (Klosa, 2009, p. 4). Apart from that, for online dictionaries, other sources like illustrations and audio or video files should be acquired.

When it comes to defining the headwords, Jackson (1988) said there are three sources that lexicographers consult when compiling dictionaries: Native speakers' intuition, previously published dictionaries, and original source-text material. Most lexicographers use a combination of all three sources (p. 266). A good guideline for constructing definitions is that "the definition should be sufficiently specific, but not overspecific" (Zgusta p. 254). A lexicographer should

also take into consideration the language used in the definitions. Zgusta commented that the definition should not contain "words more difficult to understand than the explained word itself; above all there should be no archaic, dialectal, vulgar, rare etc. words in it" (p. 257). In addition, the headword must not be used in its own definition. In dictionaries designed especially for foreign learners, ambiguity should be meticulously avoided.

Apart from constructing definitions, lexicographers also need to collect, edit, and write examples for the entries. Examples are important in a dictionary entry as they demonstrate how the headword "functions in combination with other lexical units" (Zgusta p.263). Moreover, examples are usually more concrete than definitions and always contain some new information about the headword (Zgusta p.264). In ESL lexicography, apart from the definition, the examples should be reviewed just as carefully as the definition. Examples in the dictionary may have various degrees of authenticity. Authentic examples are exact quotes found in different primary sources. Some examples are called adapted examples because they are the modified versions of the authentic examples. Examples that are created by lexicographer are called invented examples (Svensen, p.283). The benefit of using authentic examples is that they are natural. However, editorial (adapted and invented examples) examples can be "better than, or as good as, authentic ones, particularly in production: the necessary information is conveyed clearly and distinctly, without any distracting elements" (Svensen, p.284). A dictionary can use authentic examples if they convey clearly what needs to be conveyed, otherwise, examples of a "more 'pedagogical' kind, typically produced through the adaptation of authentic material" should be used (Svensen p.284-285).

Illustrations play an important part in some dictionaries, like learner's dictionaries and children's dictionaries. Illustrations or pictures can be helpful in cases where the definitions are

complicated. According to Svensen, pictures can enhance learning, as "a picture, quite differently from verbal description, is able to appeal to the reader's previous experience of the world and to provoke 'aha' reactions" (Svensen, p.298). Therefore, illustrations and pictures can further exemplify the usage or meaning of the word in addition to example sentences. In the case of the UOE dictionary, the use of comic strips provide context and further illustrates how and when UOEs are used. While Landau (2001) offered details of the processes of illustration for conventional print dictionaries such as hiring an illustrator and producing concept guides, much of the information is not applicable to my project however because illustrations of my use ready-made templates and characters to create cartoons. This process will be described in detail in the next chapter.

One other consideration that is relevant to my project is the use of multimedia like video-clips or audio recordings. In fact, this function is ubiquitous in online dictionaries (see dictionary.com, Merriam-Webster online dictionary, and the online version of Longman Dictionary of Contemporary English). Multi-media can help provide more information about the headwords that words alone cannot. For example, dictionary users can learn how to correctly pronounce a headword not only from phonetic or phonemic transcriptions of the word, but they can also pronounce the word by listening to the audio recording of the word. This is especially useful for the UOE dictionary as there are many UOEs that are difficult to transcribe because they use sounds that are not part of the standard English phonotactic system.

While lexicographers for print dictionaries and lexicographers for online dictionaries do a lot of the same things, like defining, checking sources, and analyzing corpus data, lexicographers working on online dictionaries have to take additional things into consideration. Take, for instance, cross-referencing. In print dictionaries, words are usually cross-refer from one entry to

another within the same dictionary. Also, words usually cross-refer to their semantically related items like synonyms, antonyms, and hyponyms (Svensen, 2009). In online dictionaries, however, cross-reference points not only can link within a dictionary, but also to "hyperlink entries with other online sources," like other dictionaries, encyclopedia, or any websites on the Internet (Klosa, 2009, p.6). Lexicographers working on online dictionaries also have to make sure that the hyperlinks work and that the entries link to the right place. Lexicographers for online dictionaries also need to link selected illustrations and audio or video files with entries (Klosa, 2009).

On top of writing and drafting the entries, the process of computerization is also involved in the developing of online dictionaries. Computerization involves such tasks as annotating, tagging, and lemmatizing corpus texts. Oftentimes, corpus linguists and computer scientists are needed to program corpus search tools and install a dictionary-writing system. Other experts that might be needed for developing an online dictionary are graphic artists and computer scientists (Klosa, 2009).

Production stage. The final stage of dictionary making is producing. For print dictionaries, this stage involves several processes such as printing and binding, and making electronic products (Landau, 2001; Svensen, 2009). While each process of this stage is described in detail by Landau, I do not find many procedures involved at this stage applicable to my project. For one thing, the procedures in this stage of dictionary making, such as printing and binding, are mainly for print dictionaries, not web-based dictionaries.

Even though common lexicography model does not mention evaluation as a part of the dictionary-making process, the instructional design phase (phase two) of Greer's (1988) project

management model states that before the master materials can be produced, evaluation on the draft materials should be done. To get the feedback from reviewers and users, appropriate equipment and permission for testing draft materials needed to be obtained (Greer, 1988). For my project evaluation, I am required to obtain Institutional Review Board (IRB) approval because the evaluation involved human participants (see chapter 4 for more details on my project evaluation).

Only after the draft materials are reviewed and evaluated can the production of the master materials be done. For online dictionaries, extensive proofreading and testing of "hyperlinks, multimedia elements, the online presentation of each entry and the possibilities of information retrieval and interactive elements offered" has to be done before the dictionary entries are ready for online release (Klosa, 2009, p.7). At this point, a few finishing touches must be added: a user guide on how to use the dictionary may have to be written to help users use the dictionary efficiently and effectively. Some entries may have to be added or deleted while others may need to be corrected or completed. Finally, the dictionary is ready to be published.

Conclusion

This chapter reviewed the literature on UOEs and dictionary making. The next chapter will describe the process I underwent in the creation of the dictionary.

Chapter 3: Project Development

Introduction

As the development framework (both of Landau's and Greer's) described in the previous chapter explained, creating my UOE dictionary for ESL and EFL students and teachers involved three main stages: planning, writing, and production. In this chapter, I will recount the first two stages of my dictionary making process. First, I will describe the decision making process and describe each dictionary feature to be included in the dictionary. Then, I will recount the writing stage. The final stage in my dictionary making project, the production stage, will be detailed in chapter four because this stage includes steps such as evaluation and revision.

Stage I: Planning

The very first step involved in the planning stage is determining the scope of the project or dictionary, such as the audience, size, medium, cost, and more. This is the most important stage of a project because without any preparation and planning, a project may not be done and accomplished in a good and timely manner. Apart from determining the audience, number of UOEs, and features to include in the dictionary, I also organized my project to have it done according to my timeline.

Decision making, drafting sample entries, and prospectus. In January of 2011, I submitted my project proposal to compile a dictionary of UOEs for ESL/EFL students. My project proposal was accepted and I began working on it to determine the scope of the dictionary. I knew that my target audience was ELLs and I had an idea about how big the dictionary is going

to be, but I was not sure exactly what features I wanted to include in it. After reviewing some dictionaries like *dictionary.com*, and *Merriam-Webster's online dictionary*, Dr.Henrichsen and I came up with six desirable features for the dictionary entries: definitions, audio clips, IPA transcriptions, example sentences from COCA, comic strips that included related UOEs, and YouTube® video or movie clips of UOEs.

In the beginning of Fall semester 2011, I met with Dr.Henrichsen weekly in conjunction with my Ling 678 Advanced Materials Development class. In this course, I learned about basic visual design principles (such as balance and alignment, typography), as well as how to use different media and graphic tools and software such as Photoshop® and Audacity® that I later used to create my dictionary. It was also in this class that I became acquainted with Greer (1988) and his project management model.

In one of my regular meeting with Dr.Henrichsen, we decided to not include YouTube® videos or any video clips from movies in the dictionary for several reasons: (1) copyright issues; (2) video clips of UOEs are difficult to find; (3) the few video clips I found did not provide good enough context to understand the UOEs.

At the same time, I worked on compiling a pilot version of my dictionary as my Ling 678 class project. With Ryan Lege, I wrote 10 sample dictionary entries and a product prospectus (see Appendix A). Ryan and I decided it would be a good idea to tag each UOE by its mood. With this tag feature, it became possible to cross-reference one word to another. This tag feature works like the synonym feature in other dictionaries (see Merriam-Webster online dictionary). The linking ability in online dictionaries enables the tagged headwords to be linked to one another and give users more information about a headword. Also, grouping the UOEs into different moods allows UOE dictionary users to easily find the suitable UOE they want to use to

express their emotions even if they do not know the UOE beforehand. For example, users can find *yuck, eww, ugh, blech* under *disgust* and use any of those UOEs to express their feelings of disgust.

Dictionary Features. After reviewing different learner's and specialized dictionaries and browsing through online dictionary sites like dictionary.com, Merriam-Webster online dictionary (http://www.merriam-webster.com), and the online Oxford advanced American dictionary for learners of English (http://oald8.oxfordlearnersdictionaries.com), I identified a few core features of the dictionary entries that I believed would be useful for users of my UOE dictionary.

- Definition of the UOE

This is the most important feature of the dictionary because without the definition, a dictionary entry would not serve the purpose it claims to serve: to provide meaning. Because there are no specialized UOE dictionaries on the market, we referred to online monolingual English dictionaries, interjection dictionaries, and the instincts of native speakers to help provide the meanings for each UOE.

- IPA phonetic transcription of the UOE

A pronunciation guide can be a very powerful tool because if people know how to read the transcriptions, they can usually pronounce words without having to hear what they sound like. This feature is particularly useful in print dictionaries because of their inability to include audio clips. There are several types of pronunciation transcriptions: phonetic transcriptions using the IPA system, phonemic transcriptions employing some variant of the IPA system, and respelling

by using ordinary characters of the alphabet letters (Svensen, p.117). Even though many *western* dictionaries do not use IPA transcription, most ESL learners' dictionaries do. In many learners' dictionaries, a pronunciation table that provides the IPA symbols with a sample word for each symbol (see *Oxford Advanced Learner*, *Longman Dictionary of Contemporary English*, and *Heinle's Newbury House Dictionary of American English*) to accommodate people who do not know IPA.

- Audio pronunciation guide of the UOE

As mentioned in Chapter Two, a benefit of an online dictionary is its ability to incorporate media like audio clips. This feature is very common in many online dictionaries, such as Merriam-Webster online dictionary and dictionary.com. The audio pronunciation guide feature is important and useful because in one click of the mouse users can hear the correct and exact pronunciation of the term. This eliminates guessing how a word is pronounced by native speakers. For my dictionary, several native speakers helped record the pronunciation of the UOEs.

- Example sentences

Because I wanted the examples to be as authentic as possible, the example sentences in the UOE dictionary are mostly taken from the Corpus of Contemporary American English (COCA). However, as Zgusta acknowledged, "the real difficulty of quotation…is that sometimes it is impossible to find a good informative context at all" (Zgusta p.267). Moreover, because some UOEs occur in mainly verbal contexts and lack standardized spellings, they cannot be found in the COCA. Also, some UOE example sentences found in COCA are not suitable to be used in

the dictionary because they contain swearing or offensive words or they are used in suggestive situations. Because of these reasons, the dictionary contains a mixture of authentic, adapted, and invented examples.

- Audio guide of example sentences

While the purpose of the "audio pronunciation guide of the term" is to provide the correct pronunciation for the UOE, this feature exists to illustrate the pronunciation of the example sentences for each UOE. This feature is important because some users might not know how to pronounce some words in the example sentences apart from the headword. Even though this feature is not that common in other dictionaries, I believe that it is useful to include it in a dictionary for ELLs.

- Comic strip examples

Because UOEs are mainly used in spoken and informal contexts, it is only natural to find UOEs used in cartoons. Indeed, UOEs can be seen in many comic strips. Not only do the comic strip examples provide context, they also add an element of fun and humor to the dictionary. Early in the planning stage, we planned to use comic strips drawn by professional artists.

- 'See also' linking feature

It should be noted that apart from being grouped under their functional categories, the UOEs in this dictionary are also tagged by the moods or emotions that the UOEs express. For example, *yuck* is tagged by "disgust." When a user looks under the *disgust* category, he/she will find *yuck*, along with other UOEs tagged with the same emotion. This cross-reference feature is very useful

because a user employing it can see what other UOEs have similar meanings or can be used in the same situations. This is similar to the synonym feature in regular dictionaries.

- Linguistic function feature

As mentioned in chapter one, Chittaladakorn's (2011) categorization for UOEs is used to determine which functional category a UOE falls under: fillers, back-channeling, question tags, exclamation, attention-getter, and comments. By sorting the UOEs with this feature, all of the UOEs with similar functions can be found in the same category. For example, if a person wants to know what UOEs to use as fillers, he/she can just click on the "Linguistic Functions" tab on the dictionary website and then "Fillers" to find all the UOEs in this category.

Stage II: Writing

According to Landau (2001), the writing stage normally consumes at least 60% of all the time invested in dictionary making. Even though the amount of time spent in the writing stage is large, there are only a couple of steps involved in the writing process: defining and editing, and drawing. Greer's project management model also shows that the second stage, which he calls the development stage, is the largest stage in developing instructional materials. This stage of Greer's (1988) model includes steps like gathering information, developing the blueprint, creating draft materials, and producing master materials. After spending a few months working on my dictionary, I found that everything I did while writing the dictionary entries aligned with all the steps Greer and Landau included in this stage, but not necessarily in a strict sequence. Therefore, the description that follows is organized around particular dictionary features rather than developmental stages.

Headwords. To compile the UOE dictionary, I used the list of 56 UOEs that Chittaladakorn (2011) had come up with. Using the seven characteristics of UOEs she provided, I identified about 13 more UOEs to add to the list. Some of the UOEs Chittaladakorn provided were not real UOEs as they either violated some of the special characteristics of UOEs or they were so rare that not many people had even heard of them. Table 1 lists the words in the final version of the dictionary with the 14 new UOEs highlighted.

Table 1

List of All UOEs in the Dictionary Arranged in Alphabetical Order

ah/ahh	huh	ugh
aha	humph	uh-huh/mm-hmm
ahem	meh/eh	uh-oh
argh	mmm	uh-uh
aw/aww	nah	uh/uhh
bah	neener	um/umm
blech	nuh-uh	wee/whee
boo	oh	whoa
booya	oho	whoo-hoo
brrr	oof	whoo/whew
doh/d'oh	ooh	whoopee
duh	oops/whoops	woot
eek	ouch	wow
eh	ow	yay
er/err	pfft	yea-huh
ew/eww	phew	yikes
gah	psh	yippee
gasp	psst	yo
gee/jeez/geez	rah	yoohoo
grr	sheesh	yow
gulp/ulp	sigh	yuck
hey	tada/ta-da	yum
hm/hmm	tsk-tsk/tut-tut	

Definitions. After deciding what features (the detailed description of each feature can be

found in the "Dictionary Features" section above) to be included in the dictionary, I drafted the definitions for the UOEs by referring to how some dictionaries like Urban Dictionary, Zounds!: A Browser's Dictionary of Interjections, and freeonlinedictionary.com defined them. After consulting those dictionaries, I decided to begin all of my definitions with "used to" or "used when." By doing so there is a consistency to all of the definitions. Because I am not a NES, there were some UOEs like tut-tut, d'oh, and oho that I did not know the meaning of. Therefore, I consulted a few of my NES family, friends, and colleagues to make sure that the definitions I came up with were correct.

Example sentences. In the beginning, I intended to use only example sentences from COCA because I wanted the example sentences to be as authentic as possible. However, a difficulty with authentic examples is that "sometimes it is impossible to find a good informative context at all" (Zgusta, p. 267). As I was browsing through COCA, I realized that while the example sentences are authentic, they mostly do not provide sufficient context. For example, "Argh! It's all over my hair now" does not provide enough context for the users to know why "argh" is used in the sentence. Users would have to be given more sentences that inform them what situation "argh" was being used in. Another example of the lack of context is "'Yippee!' Daniel shouted. He ran to the door. The dog was gone through the broken screen door before the boy could get it open, and then Daniel was gone, too." These three sentences combined are still not clear enough to show the ELLs that "yippee" is used to show excitement or happiness or why Daniel was excited. This lack of clarity poses a problem for UOE dictionary users because without the context, they may not be able to fully understand how a UOE is being used.

Another problem is the length of the example sentences. Some of the sentences from COCA are too long to be used in the dictionary, like "I actually tried when what began as an innocent trip to get a special toy for learning to pee on the potty ended with Alex throwing Percy at my head after I made him get off the giant Barbie Jeep he really wanted. D'oh!" Sentences such as this one are too convoluted and do not sound like what NES would normally say. On the other hand, some of the sentences are too short, like "Aww, thank you, honey!" which does not really convey what "Aww" means. While many of the sentences in COCA are suitable to be used in the dictionary, example sentences for some UOEs needed to be constructed or simplified for easier comprehension, or lengthened to add context. In this way, even though I sacrificed authenticity, I was able to increase users' ease of understanding.

Comic strips. One of the most distinctive features for my UOE dictionary is the comic strip examples. Because of the nature of UOEs --not used in academic setting, and most frequently used in oral contexts,-- they can easily be found in comic strips. In Fall 2011, I found a comic website (www.cartoonistgroup.com) with a collection of cartoons by different artists. It has a keyword search feature that allows people to find comic strips that have the keywords they want to search for easily. For demonstration and evaluation purposes, I screen-captured 10 comic strips that had the UOEs I wanted in them and uploaded them to the dictionary website. I did not ask for permission to use them because at this point I wanted to get the feedback from users of my pilot-test about this feature before deciding whether to use the comic strips or not. However, after the pilot-testing, I removed all of those comic strips that I used as "space-holders" and made my own comic strips due to copyright issues and the feedback from my survey. Ideally, pictures should be illustrated by professionals and picture-editors, and picture researchers should

also be involved in the illustrations process. My background in visual technologies equipped me some skills in this area. Therefore, I assumed the role of an illustrator for my dictionary project. The detail of my cartoon-making is recorded in the next chapter under the revision section.

Audio clips. In Fall of 2011, I recorded my Ling 678 project team mate, Ryan Lege reading the example sentences for 10 of the sample dictionary entries using voice-recording software called Audacity® in AIFF format. After trimming the audio clips and converting them to mp3 format, I uploaded them onto the dictionary website, and the 10 sample entries were finished and ready to be pilot-tested. The pilot-testing procedure and results will be discussed in the next chapter. After all of the definitions, example sentences, and comic strips were completed, I recorded and edited 120 audio clips of the remaining 60 dictionary entries. I did the audio last because I needed all of the example sentences collected and written so that the process of recording those sentences could be done swiftly. Recording and editing the audio clips were easy and straightforward using Audacity®. I was able to record, edit, and upload the sound files of each UOE and its example sentences in just two days.

Phonetic symbols. The piloted version of the dictionary included IPA transcriptions. As mentioned in chapter one, one of the characteristics of UOEs is that some of them may violate the phonotactic rules of English and they were difficult to transcribe because they used IPA symbols that were unusual. However, because IPA is very useful and common in learner's dictionaries, I decided to include this feature and see what users thought about it. For the purpose of pilot-testing, I chose the 10 UOEs that were the easiest for me to transcribe. The UOEs I chose were *yuck, yum, brrr, ugh, eek, oof, phew, wow, uh-oh,* and *psst.*

Browsing Options. The three browsing options available in the dictionary are (1) browsing by alphabetical order, (2) functions, and (3) mood or "see-also" feature. These three browsing options are designed to help dictionary users navigate and find the UOEs they are looking for easily. Arranging the UOEs according to their alphabetical order was straightforward and done in Microsoft Excel®. Unfortunately, because there were only 10 dictionary entries at this point, only two entries, *yuck* and *ugh*, were able to be linked to each other. The other eight entries were also tagged by their moods, but they were not linked to other entries with similar meaning or moods until later. Apart from that, the 10 entries were also tagged according to their linguistic functions. However, at this point there was not an index for functions where users could click on one function and see all of the UOEs categorized under that function. It was my intention to add the index after all of the UOEs were finished being drafted and tagged.

Dictionary Website. In the beginning, the 10 sample dictionary entries we made in Ling 678 were made through Google Docs because it was an easy way for Ryan and me to edit and add things to the entries. However, because we were not able to include audio clips (which is one of the most important feature of the dictionary) on Google Docs, we decided it was time to make a website for the dictionary. I obtained permission from Dr.Henrichsen to include my husband, Leighton Whiting, in the web-development part of the project because he was an accomplished web-developer. I drew a rough draft of the layout of the dictionary website and showed him the sample dictionary entries in my prospectus. I wanted to use Word Press, a content management system that would allow me to make a website. I had experience using it while I was a student in the Visual Technologies program at Dixie State College. Word Press was user-friendly, free, and came with many templates. However, Word Press® is mainly used to make blogs. For the

purpose of my project, Leighton suggested using Drupal®, another content management system. To set up the dictionary the way I wanted, Drupal® was a much better and more flexible tool to use. Even though Drupal® was also free and customizable, it was less user-friendly and more difficult to set up so I depended on Leighton during this step. After he set up the website, I inputted the 10 sample UOEs; completed with their definitions, example sentences, audio clips, and comic strip examples; and published those entries. At this point, the dictionary website looked very plain and utilitarian.

For the purpose of pilot-testing, I added an introductory paragraph on the dictionary website homepage explaining what UOEs are, stating the purpose of the dictionary, and requesting users to take a short survey about the dictionary. After showing Dr.Henrichsen and Dr.Hallen the 10 sample entries in Fall 2011 and upon their suggestion, I added a list of all of the UOEs on the homepage, above the dictionary entries, and each of the UOEs in the list was now linked to its entry. After that, I pilot-tested my dictionary with ELLs from around the world and some ESL teachers at the Brigham Young University English Language Center in the winter 2012 semester. The results of the dictionary evaluation can be found in Chapter Four.

Conclusion

This chapter explained the planning and writing stages of the dictionary project. In the planning stage, the importance and function of each dictionary feature were considered. Then, the process of drafting the sample dictionary entries and making the website was carried out in the writing stage. The next chapter will describe the final stage of the project, the production stage. This stage includes the product evaluation method and results, and the revision process.

Chapter 4: Project Evaluation Process and Results

Introduction

The primary product for this MA project was an online version of the *Dictionary of Unorthodox Oral Expressions for ESL and EFL Students and Teachers*. This dictionary was designed to help non-native English language learners learn about UOEs outside of the classroom. In order to evaluate market responses to the dictionary, it was shared with ESL students and teachers at the BYU English Language Center (ELC), during the winter 2012 semester, as well as with EFL students and teachers from all around the globe. After perusing the 10 sample dictionary entries, these participants completed a questionnaire designed to capture their demographic data and the impressions they had of the dictionary.

Three important things will be discussed in this chapter. First, I will describe the final stage in the making of the UOE dictionary, which is the production stage, and include the dictionary evaluation procedures used in this project. Second, the presentation of the data gathered from the student and teacher surveys will be followed by a discussion of the results and reactions (suggestions for change/implementation) to the pilot version of the online dictionary. Finally, this chapter will also recount all the revisions done to the dictionary website as a result of the recommendations of the pilot dictionary users.

Stage III: Producing

According to Landau's dictionary making stages model, the third stage is called the production stage (p. 391). This is the stage in which I evaluated, revised, and finally published

the dictionary online for the use of public. Before the revision, final proof-reading, and online release of any project can be done, the evaluation of the project has to happen (Greer, 1988). It is important to seek the feedback of the members of the target audience in order to discover what needs to be improved or changed on the draft materials. Evaluation is also a good way to know what is being done right and should continue to be done. In print dictionaries, proofreading, printing, revising, and abridging are done at this stage. In online dictionaries, proof reading and revision also have to be done. In addition to that, hyperlinks and multimedia elements need to be checked before online dictionaries can be released. Even though it seems that the dictionary development is coming to an end, sometimes new entries can still be added and some entries may need to be deleted or completed.

Evaluation method. Previous research on UOEs by Luthy (1983), Henrichsen (1993), Oyer (1999), and Chittaladakorn (2011) pointed out that there is a lack of UOE materials and a need for a UOE dictionary as a resource for ESL/EFL students. However, in order to find out whether the UOE dictionary I created was truly useful for the users, evaluation of the dictionary itself needed to be done. This evaluation was done in the form of a survey (see Appendix B) to determine what features of the dictionary were the most helpful for the users and what improvement could be made.

Initial review of dictionary with Committee. After I had drafted the 10 sample dictionary entries and posted them on the temporary UOE dictionary website (uoe.leightonwhiting.com), I showed it to my TESOL MA advisory committee and requested their feedback. At this point, my entries used published comic strips by other artists that I had found on the Internet. In addition,

the dictionary entries were not organized in any particular order. The recommendations I received from my committee were to arrange the entries in alphabetical order, enlarge the font size of the headword, and add a list of all the UOEs that could be linked to individual entries on the main page of the dictionary website. We also discussed the possibility of drawing my own comic strips should there be a problem obtaining permission to use the copyrighted comic strips. After getting this feedback from Dr. Henrichsen and Dr. Hallen, I added a list of all UOEs and linked the 10 UOEs already on the list to their entries. I also organized the 10 entries in alphabetical order, and changed the font size of each headword to be bigger than the rest of the sample entry.

Presentation of dictionary prototype to the Fall 2011 Advanced Materials Development class. In Fall 2011, I took the advanced materials development class (Ling 678). One of the assignments for that class was to make a prospectus for my dictionary project and to present it to the class. While presenting my prospectus, I also showed the dictionary website, improved from the feedback I gathered from my committee members. The presentation took place on November 15, 2011. My classmates filled out prospectus evaluation forms while I presented. My project was evaluated in 14 categories using an evaluation scale (0-11). The course professor, who was also my committee chair, filled out the evaluation form and provided some valuable feedback as well.

Most feedback I received was positive. In fact, I received only one suggestion for improvement. Two of my classmates suggested that to help the users understand the purpose of the dictionary, an introductory or “about us” page be added to the dictionary website. I have

since added a short introductory paragraph at the top of the dictionary website that explains what UOEs are and the purpose of the dictionary. Here is what was added,

> Welcome to the Dictionary of Unorthodox Oral Expressions. This dictionary is specifically designed for people who don't speak English as their native language. Unorthodox oral expressions (UOEs) are words like *gah, whoa, eww, brrr,* and many others that are used very commonly in daily conversation by English speakers but are usually not taught in an academic school setting or listed in many dictionaries. We hope this dictionary can be useful to those who are interested in or puzzled by these expressions (uoe.leightonwhiting.com)

Poster presentation of the dictionary project at the 2012 graduate student forum at TESOL Conference in Philadelphia. At the TESOL conference I presented my dictionary project during the graduate student poster presentation session to TESOL graduate students from around the world. In the presentation, I explained what UOEs are, their significance in the language, and their characteristics and linguistic functions. I also explained the importance and reasons for making a UOE dictionary (which is my project rationale described in Chapter One). I showed my audience some examples of the dictionary entries that had already been developed. I also showed them what the website looked like and how to browse for UOEs using the three browsing options (alphabetical order, linguistic functions, and 'see also' feature). All of the people who came to my poster presentation said that my project was interesting. Some said that it was a fun project and that they liked the idea of making a dictionary with cartoons in it. A few of them said they would be interested to visit the dictionary website once it was launched.

Showing of revised dictionary to target audience. Because my dictionary was designed for ESL and EFL students and teachers, their feedback was essential to making sure that the dictionary is beneficial for them. My survey participants and instrument for gathering this feedback, as well as the way I administered the survey are documented below.

Participants. To get a broad view of what users think of the various features of the dictionary, participants from various language backgrounds and levels of proficiency were invited to peruse the sample dictionary entries and respond to a questionnaire about its features. All of the students at the English Language Center (ELC) at Brigham Young University (BYU) were invited to do the pilot-testing. The dictionary was pilot-tested in the listening and speaking classes at all proficiency levels at the ELC. A number of non-ELC-student non-native speakers English at BYU, immigrants to the USA, and EFL students in Asia were also invited to give feedback on the dictionary. Because this dictionary was also designed for ESL and EFL teachers, the input of native and non-native English teachers was also needed. Therefore, students in the TESOL minor, certificate, and master's programs at BYU, as well as students in the TESOL major and minor program at BYU-Hawaii were invited to take part in the survey. The speaking and listening teachers at the ELC were asked to try out the dictionary features and take the Qualtrics survey described in the next section. The results of the survey can be found in the "Survey Results and Discussions" section in this chapter.

Instrument. After the feedback from my classmates was implemented into the dictionary website, I created a questionnaire for students and teachers in order to determine if the dictionary was actually useful for ELLs to learn more about UOEs. An online Qualtrics survey, which

contained 13 questions, was constructed for the purpose of evaluating the *Dictionary of Unorthodox Oral Expressions*. The pilot-test takes about five minutes: three minutes to peruse the dictionary entries, and two minutes to fill out the online survey. There were two types of questions in the survey. The first type asked about the users' perception of different components of the dictionary found in the 10 drafted dictionary entries. These questions targeted the usefulness of individual dictionary features, the different browsing methods, and the dictionary as a whole. The second part of the survey consisted of four questions about the demographic background of the participants, such as their academic roles and levels of proficiency. Questions in this survey used Likert response scales. This allowed the participants to indicate how useful they think the individual dictionary features, and browsing methods were. For example, the participants were asked to rate their perception of the usefulness of the dictionary by responding to the question "Overall, were the dictionary entries helpful in helping you learn more about UOEs?" The participants then rated each dictionary feature by selecting one of the five options: *very useful*, *somewhat useful*, *neutral*, *somewhat useless*, or *very useless*. This same basic format was followed for questions about all of the dictionary components. The survey also presented several open-ended questions. These questions helped gather qualitative data about participants' opinions about the dictionary and how the dictionary could be improved. For example, after they were asked to rate on the Likert scale how they perceived the usefulness of the dictionary features, they were given the option to respond in writing to the prompt "Any comment? Please enter below." The open-ended questions are designed to be general so that not only could the participants say what they thought about the dictionary, they could also provide suggestions or raise questions.

Administering the survey evaluation. After the members of my project committee (Dr. Henrichsen and Dr. Hallen) reviewed and approved my survey questionnaire, I obtained IRB approval to evaluate my dictionary draft. An email invitation was sent out to the participants. The email included a brief explanation of what UOE means, the purpose of the dictionary, instructions for the participants to take the survey, a link to the online sample dictionary entries, and a link to the Qualtrics survey. When the participants visited the dictionary website, they saw the instructions to take the survey again. The participants were asked to look over and test out the features of the draft dictionary entries, such as the audio clips. Before they started taking the survey, they were required to give their consent to participate in the survey by clicking "Continue" on the implied consent item in the survey. After that, they were asked to evaluate how useful each individual feature was and what they thought about the dictionary overall. Based on the statistical and descriptive data gathered (refer to the section below), improvement and revisions were made to the dictionary entries.

Survey results and discussions. The purpose of the dictionary evaluation and questionnaire was threefold: 1) to better understand who our target audience was, 2) to find out what some of the most helpful dictionary features were in helping the ELLs learn about UOEs, and 3) to get suggestions on how to improve the dictionary. The hope was that if the majority of the participants liked the dictionary and found it helpful in assisting ELLs learn UOEs that it would serve as an instructional tool and resource to help them be more aware of and learn more about the correct usage of UOEs. This section contains the quantitative results from the Qualtrics survey described previously. The first portion of this section talks about the demographic

background of the survey participants and the second portion discusses the significance of the results regarding the dictionary.

Dictionary users demographic. During Winter semester of 2012 a survey was conducted of ELC students and teachers, ESL students at BYU-Hawaii, and some EFL students and teachers from around the world. A total of 134 people responded. However, because the users did not have to answer every single question to complete the survey and could leave the survey any time they wanted, the number of responses for each question was different. Because some people are uncomfortable with sharing information about themselves on surveys, I disabled the forced response feature on Qualtrics for my survey. The questionnaire was designed this way so that we could still use data from questionnaires that were not filled out completely.

Of the 134 people who consented to take the survey, 115 filled out the demographic section. According to the data, the distribution of participants who took the survey was as follows: ELLs (n=89), English language teachers (n=14) and people who were planning to teach English (n=12). As shown in Figure 1, the majority of the participants were ELLs (77.39%) (see Figure 1).

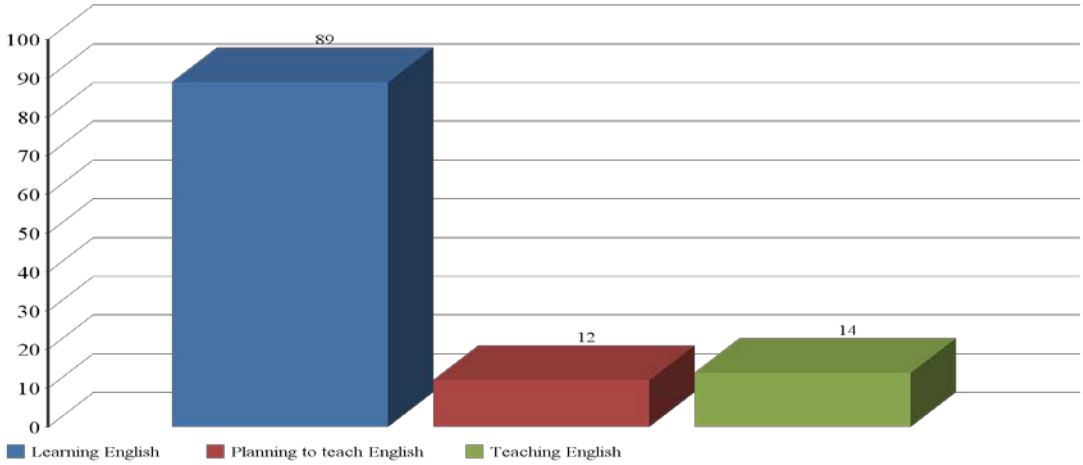


Figure 1. Distribution of participants' academic roles.

Even though only 89 ELLs responded to the survey, a total of 99 ELLs responded to the next demographic question, which asked whether they were ESL or EFL students. This discrepancy may be due to the fact that some teachers or apprentice teachers also considered themselves ELLs. According to the data, 82 out of the 99 ELLs were ESL students (83%), with 81 of them studying in the United States of America and 1 studying in Australia. The rest of the 17 ELLs were EFL students (17%), learning English outside of English speaking countries (see Figure 2).

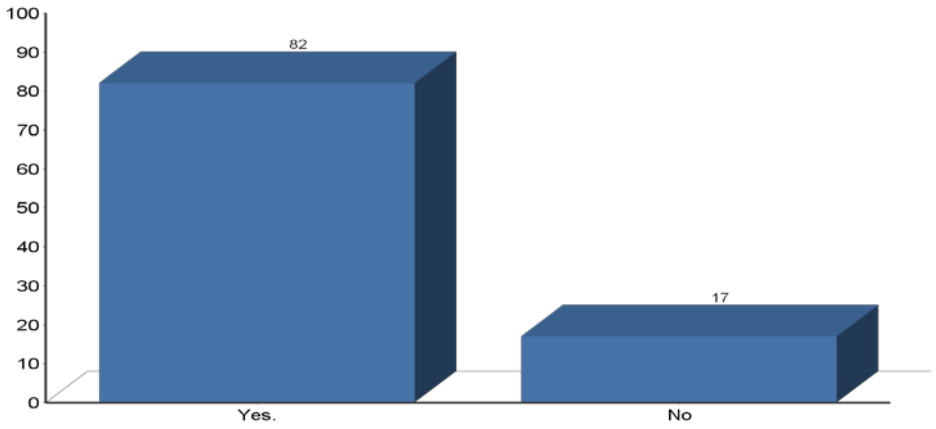


Figure 2. ESL or EFL

In addition to identifying whether respondents were ESL or EFL students, the survey also asked the participants to identify their level of English proficiency. The options given were "Beginner," "Advanced beginner," "Intermediate," "High intermediate," "Advanced" and "Native speaker." One of the reasons these options were chosen was to correspond to the English class levels at the BYU ELC, where many of my participants were studying, thus making their to this item easier and more accurate. The two "in-between" options (advanced beginner and high intermediate) were added to capture a more accurate level of proficiency of the participants. The "native speaker" option was given because the questionnaire was also intended for ESL teachers. Of the 129 people who responded to this question, 20 said they were native English speakers (16%), 19 were advanced-level speakers (14%), 25 high intermediate level speakers (19%), 43 intermediate level speakers (33%), 17 advanced-beginner level speakers (13%), and 6 beginner level speakers (5%) (See Figure 3). From these results we can see that the majority of the students were at the intermediate level of proficiency. However, because the answer to this question required the participants to classify themselves, uncertainty of what their level of proficiency is and false report of their true proficiency made the validity of their answers questionable.

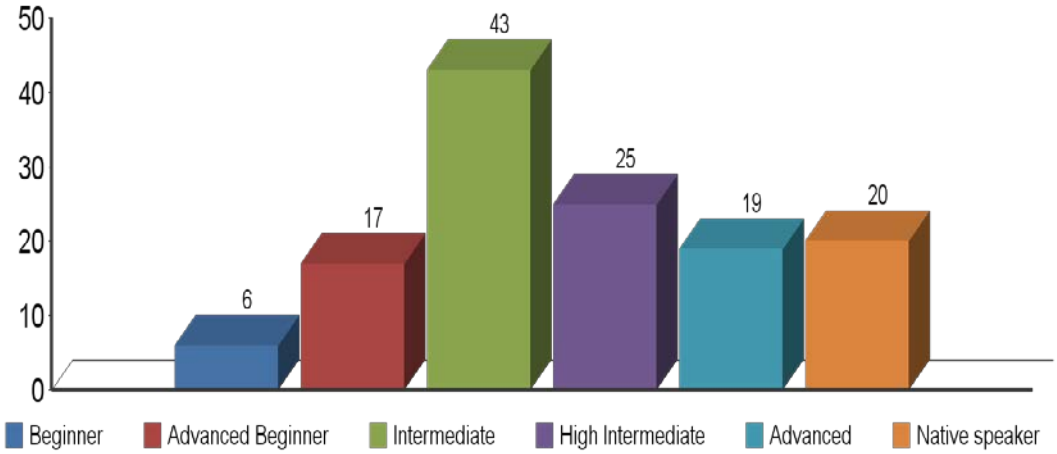


Figure 3. Participants' English level of proficiency.

Dictionary users' responses to sample dictionary entries. This section reports and discusses the results from the survey about the online UOE dictionary. The following topics discussed: individual dictionary entry features, suggestions for additional features, browsing methods, overall impression of the dictionary (usefulness for learning UOEs, ease of use, and how much the users like the dictionary), and comments and recommendations for the dictionary.

Individual features. One of the main focuses of this dictionary project was to discover what dictionary features were useful in helping the users learn about UOEs. Also, the decision of whether the individual features should be retained or removed from the dictionary was to be based on the responses the users provided. Therefore, the first survey question asked the users to rate how useful each of the individual dictionary features (pronunciation guide with phonetic symbols, definition, alternate spelling, audio pronunciation, comic strip example, example sentences, audio of the example sentences) was in helping them understand or learn more about each UOE. Instead of asking the participants to rate the usefulness of each feature on a numerical scale of one to ten, I asked them to rate the dictionary features using a five-point Likert scale, with the choices of "very useful", "somewhat useful", "neutral", "somewhat useless", and "very useless" (see Figure 4).

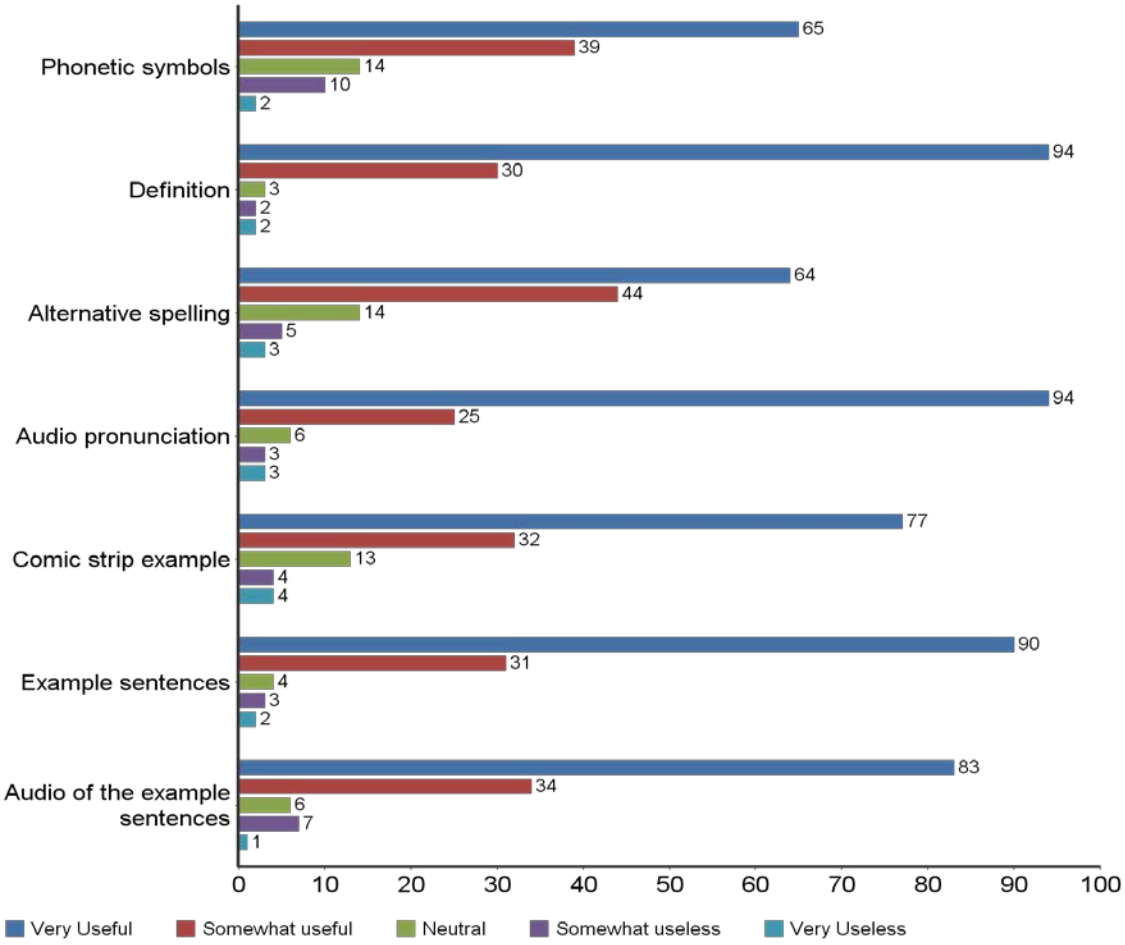


Figure 4. The usefulness of the dictionary features.

As Figure 4 shows, participants were generally very positive in their evaluation of dictionary features. For instance, 80% of the participants found the pronunciation guide with phonetic symbols either "very useful," or "useful." With the definition feature, a vast majority, 95%, selected one of the two same options in response. Next, 83% of the participants considered the alternative spelling feature useful. Regarding the audio pronunciation feature of each UOE, the response was very positive: 91% agreed that it was a useful feature. As for the comic strip example feature, most of the users, 84% rated it useful. "Example sentence" was one of the more popular features of the dictionary: 93% chose "very useful" or "somewhat useful" for it. Finally, 90% of the survey participants expressed their opinion that the audio of the example sentence

was a useful feature. The grouping in percentage and number of the responses for each of the dictionary features are summarized in Table 2.

Table 2

Percentage of Participants who Found the Individual Dictionary Features Useful/Useless

Dictionary Feature	Very Useful or Somewhat Useful	Neutral, Somewhat useless, or Very Useless	Total Number of Responses
Phonetic symbols	80%	20%	130
Definitions	95%	5%	131
Alternative spellings	83%	17%	130
Audio pronunciations	91%	9%	131
Comic strip examples	84%	16%	130
Example sentences	93%	7%	130
Audio of the example sentences	90%	10%	131

Coding assigned numeric values to each point on the scale to calculate means and standard deviations. “Very useful” was assigned a value of four, “somewhat useful” a value of three, “neutral” was given a value of two, “somewhat useless” received a value of one, and “very useless” was zero. As Table 3 shows, the overall mean responses for all of the dictionary features were in between three and four. This indicates that the average participant would consider all of these features more than “somewhat useful.” All of the features also had very low standard deviations ranging from 0.75 to 1.01. This means that the majority of the people sampled agreed that the means accurately represented how they felt about individual dictionary features. Because all of the means indicated that all of the dictionary features were rated useful, it was decided that all of them would be included in the dictionary.

Table 3 also presents the means for the dictionary features broken down according to the respondents' status of ELLs, apprentice teachers, and teachers. All the means were between three and four, and were very close to the overall means. This shows that all three groups of participants thought that all of the dictionary features were useful. There was no apparent difference in the response pattern according to respondents' status.

Apart from that, it is worth noting that of the three groups of participants, ELLs had the highest standard deviation for all of the dictionary features. This shows that the ELLs who participated in the survey agreed with each other the least about the usefulness of each dictionary feature. This was probably due to the different levels of proficiency among the ELLs. Perhaps the more advanced ELLs felt that some dictionary features were not helpful for them while the lower level ELLs felt that they had benefited from all of the dictionary features. An analysis of the comparison between the levels of proficiency and how useful the ELLs thought the dictionary entries were is presented in Table 4 and will be discussed in the next section. The smaller standard deviation of the apprentice teachers illustrates that they agreed with each other more closely that all of the dictionary entries are useful than the ELLs did. The standard deviation of the teachers demonstrates that the teachers were generally more in agreement about the usefulness of the dictionary features than the ELLs but less in agreement with the apprentice teachers. One possible explanation for this discrepancy could be that since the teachers have more varied experiences, they tend to have varied opinions of what they deem most important, while the apprentice teachers who have much the same experiences as one another (being still in school) tend to have very similar opinions.

Table 3

Mean and Standard Deviation of Individual Dictionary Features

	Overall		ELLs		Apprentice Teachers		Teachers	
Dictionary Features	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Phonetic symbols	3.19	1.01	3.17	1.08	3.33	0.49	3.36	1.01
Definition	3.61	0.75	3.61	0.76	3.75	0.45	3.79	0.43
Alternative spelling	3.24	0.95	3.23	1.00	3.50	0.67	3.36	1.08
Audio pronunciation	3.56	0.87	3.50	0.93	3.83	0.39	3.86	0.36
Comic strip example	3.34	0.99	3.36	0.95	3.83	0.39	3.00	1.30
Example sentences	3.57	0.80	3.56	0.83	3.92	0.29	3.71	0.47
Audio of the example sentences	3.46	0.87	3.44	0.91	3.67	0.65	3.57	0.65

As mentioned previously, the ELLs' standard deviations for the dictionary features were higher than those of the both apprentice teachers and the teachers who participated in the survey. This may be due to the different levels of proficiency among the ELLs. Table 4 illustrates that the beginning, advanced beginning, and advanced level ELLs were generally in consensus that the dictionary entries were more than somewhat helpful for them, while the intermediate and high intermediate level ELLs were slightly less so. The means for the intermediate and high intermediate ELLs were also generally lower by about 0.5. One possible explanation for this could be that as the ELLs moved from the beginner to advanced stage, their opinions about what is helpful for them changed. The beginners and the advanced beginners tend to think that every dictionary feature would be helpful for them. Once they have gained some experience and

advanced to the intermediate and high intermediate levels, they are less sure about what is more helpful for them, as evidenced by the growing standard deviations and lower means. When they reach the advanced level, they once again see the value of all the dictionary features. However, it should be noted that the variation in the standard deviations and the means for all the levels is statistically small and is not worrisome.

Table 4

Mean and Standard Deviation of Dictionary Features According to ELLs' Levels of Proficiency

	Beginner		Advanced Beginner		Intermediate		High Intermediate		Advanced	
Dictionary Features	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Phonetic symbols	3.50	0.84	3.24	1.03	2.98	1.20	3.17	0.96	3.53	0.84
Definition	3.83	0.41	3.63	0.62	3.53	0.85	3.36	1.04	3.89	0.32
Alternative spelling	3.83	0.41	3.50	0.63	2.98	1.14	2.96	1.06	3.47	0.61
Audio pronunciation	3.50	0.84	3.63	0.72	3.35	1.09	3.32	1.03	3.95	0.23
Comic strip example	3.67	0.82	3.53	0.64	3.12	1.14	3.36	0.99	3.47	0.77
Example sentences	3.83	0.41	3.44	0.73	3.33	1.07	3.56	0.77	3.89	0.32
Audio of the example sentences	3.67	0.82	3.44	0.63	3.40	1.00	3.40	0.91	3.53	0.96

Suggestions for additional features. One of the objectives of the survey was to find out, apart from the features listed in Figure 4, what other features would help ELLs to understand

UOEs better. The options given were more comic examples, real English teacher teaching each word in a video, more example sentences, using UOEs from movie or TV clips, and others (see Figure 5).

Many users (39%) thought that using UOEs from movie/TV clips could help them learn the UOEs better. Thirty participants (23%) say that having more example sentences would help. A total of 25 participants (19%) responded that more comic examples is helpful. Twenty users (15%) said that having real English teacher teaching each word in a video would help them understand UOEs better. Finally, five people (4%) chose "others" as their response.

Of the five responses from the "others" category, only two responses were helpful. There were not legitimate because one person commented "nothing," and two of the participants who selected this option said that having more example sentences, more comic examples, and using TV clips would help them understand UOEs better and these three features were already included in the answer options. They were just copying the options given. This is probably because they agreed with and wanted to select more than one of the response options. Another user wrote, "Real conversation and sound, no acting." I believe this user was commenting that the example sentences that were read were artificial or not authentic and that he wanted conversations and examples recorded from real life. Lastly, one participant wrote that the comparison with their native language can help him/her learn UOEs better. By "comparison," I conjecture that this user meant a translation of the English UOEs into other languages.

It is obvious that many users think that using examples from TV and movies would help them learn UOEs better. This may be because they wanted more authentic and real examples of the use of UOEs by seeing how people use UOEs in real life situations. Using TV and movie

clips that contain UOEs may be difficult, however, because of the copyright issues. It is prohibitively difficult and expensive to get permission to use commercial works. The cost of the professional comic strips proposed was around $2000 (see the revision section in this chapter), and the cost of using TV/movie clips would undoubtedly be greater.

I was surprised to find that the option of having a teacher teaching the UOEs in a video was not the highest choice. This was perhaps due to my biased perception that teachers can do a better job at teaching and explaining the UOEs than other ways could.

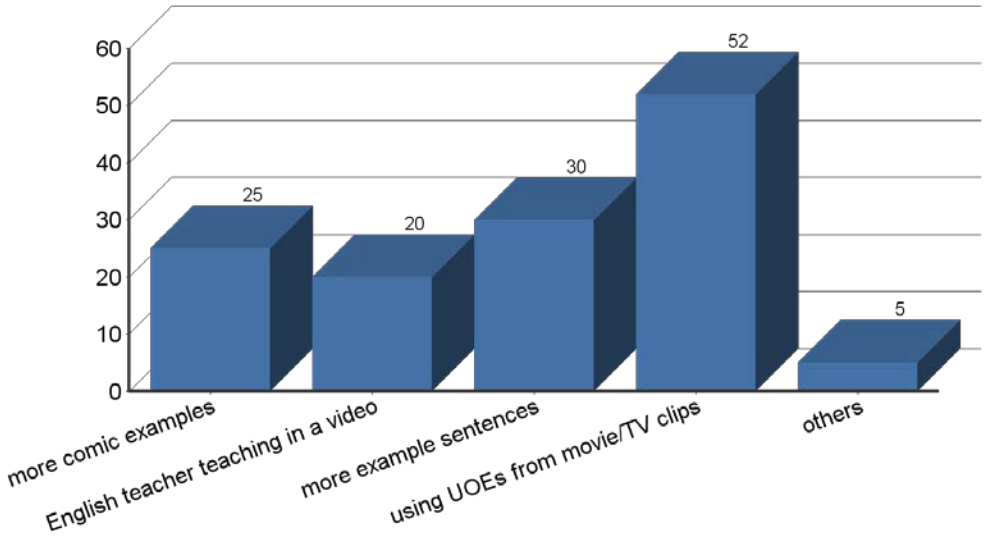


Figure 5. Respondents' suggestions for improving the dictionary.

Browsing methods. The participants were also asked to rate how helpful each of the three browsing methods (alphabetically, by moods, by functions) was. A total of 90% of the participants decided that browsing alphabetically was useful (66% chose "very useful" and 24% chose "somewhat useful"). The mean response for the alphabetical browsing method was 3.57,

with a standard deviation of 0.68. The "browsing by functions" also received positive ratings by users, with 81% of the participants selecting "very useful" and "somewhat useful". The mean response this browsing method was 3.19, with a standard deviation of 0.87. The third browsing method, "browsing by mood," was also perceived by the majority users (84%) to be useful. The mean response for this browsing method was 3.23, with a standard deviation of 0.82. These user responses are summarized in Table 5. All of the means for these browsing methods are more than three. This shows that average users thought all of the browsing methods were more than "somewhat useful." The standard deviations for all of the three browsing methods were low, ranging from 0.68 to 0.87. This meant that the majority of the people sampled agreed that the means accurately represented how they felt about the three browsing methods.

Table 5

Usefulness of the Three Browsing Methods as Rated by Dictionary Users

Browsing Methods	Very Useful	Somewhat Useful	Neutral	Somewhat Useless	Very Useless	Mean	Standard Deviation
By Alphabets	66%	24%	9.2%	0.8%	0%	3.57	0.68
By Functions	43%	38%	16%	1.5%	1.5%	3.19	0.87
By Moods	43%	41%	13%	2%	1%	3.23	0.82

The standard deviation for the alphabetical browsing method was lower than the other two browsing methods. This may be because non-linguistically oriented users may not have understood the terms or concept of *function* and *mood*. But everybody is familiar with the alphabet. This implies that users may need to be educated about the function and mood to help

them see the usefulness in grouping UOEs by their functions and moods. This can perhaps be done by adding a simple explanation to the home/welcome page on how these browsing methods can be used on the dictionary website.

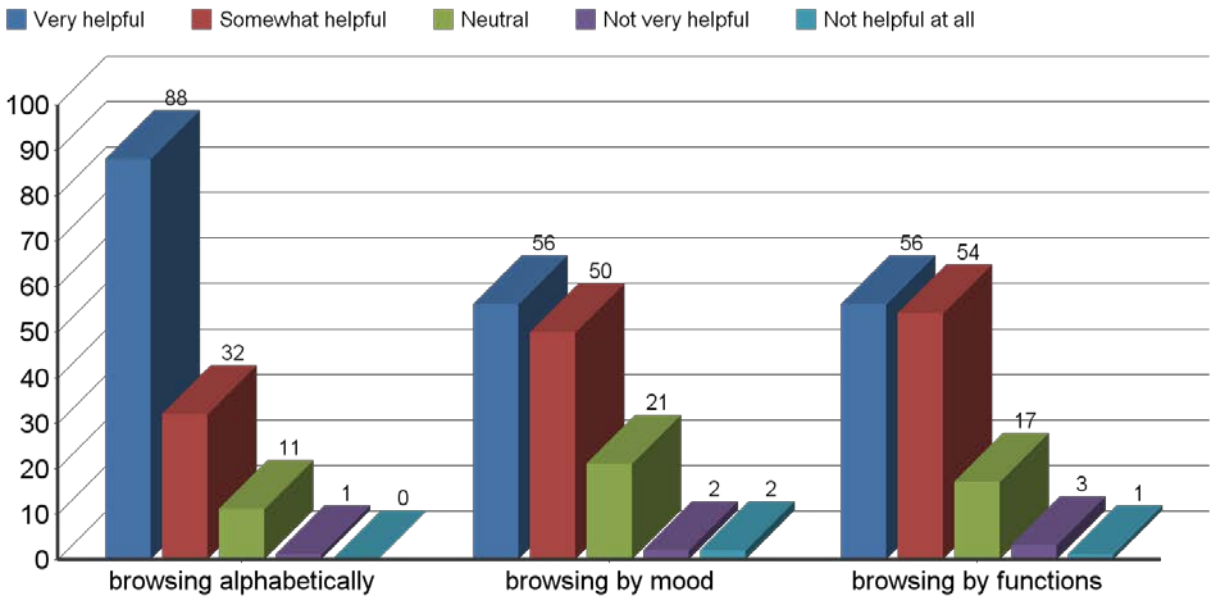


Figure 6. Browsing options.

Overall impression of the dictionary. The three questions designed to capture users' overall impression of the dictionary were, "Overall, were the dictionary entries useful in helping you learn more about UOEs?" "How easy is it to use the dictionary?" and "How do you like the dictionary?" Each of these questions was rated on a five-point scale. Users' ratings of these questions regarding the dictionary are described below and illustrated in Figure 7, Figure 8, and Figure 9 respectively. Numeric values were assigned to each point of the scale to calculate means and standard deviations. Table 6 shows the numeric values assigned to the scales of these three questions.

Table 6

Numeric Values Assigned to Scales

Overall Impression	4	3	2	1	0
Usefulness	Very Useful	Somewhat Useful	Neutral	Somewhat Useless	Very Useless
Ease of Use	Very Easy	Somewhat Easy	Neutral	Somewhat Difficult	Very Difficult
Degree of Likeness	Like Extremely	Like Somewhat	Neither Like nor Dislike	Dislike Somewhat	Dislike Extremely

For the question regarding the usefulness of the dictionary entries, data from the participating users were organized into five categories of usefulness: "Very useful," "somewhat useful," "neutral," "somewhat useless," and "very useless" (See Figure 7). Approximately 89% of the users responded positively (chose either "very useful" or "somewhat useful") to the usefulness of the online dictionary. A total of 9% chose neutral as their response, and only 2% of the participants responded negatively to this question. The mean response for this question was 3.39. This means that average users agree that the dictionary is more than "somewhat useful." The data clearly demonstrate that users think that the dictionary is a helpful resource and tool to help them learn more about UOEs. This is a pleasing finding because it means that the dictionary is fulfilling the needs of users and meeting its very objective to be a useful tool for the ELLs to learn UOEs.

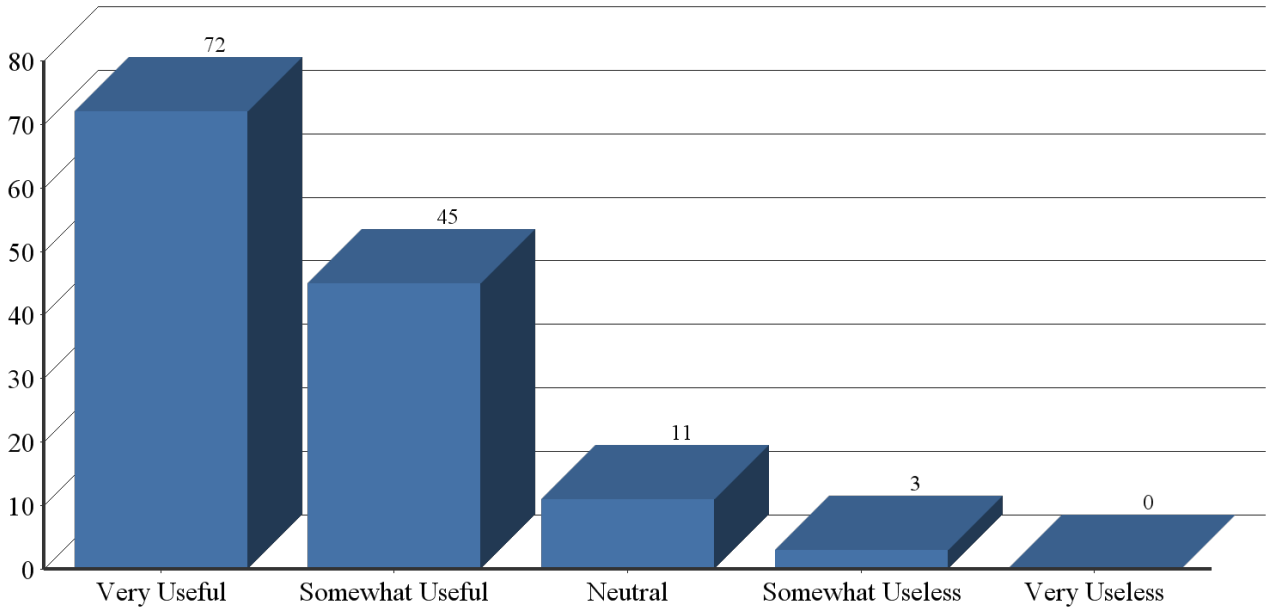


Figure 7. The usefulness of the overall dictionary.

In addition to identifying what users thought about the usefulness of the dictionary, I also wanted to find out how easy the users thought it was to use the dictionary. A total of 87% of the participants said that the dictionary was either very easy or somewhat easy to use. About 11% thought that the dictionary was neither easy nor difficult to use, and only 2% reported that the dictionary was somewhat difficult to use (see Figure 8). The mean response for this question was 3.4 and the standard deviation 0.78. These responses demonstrate that average users found the dictionary more than "somewhat easy" to use, that the users did not have much problem using the dictionary, and that the dictionary website was user-friendly. This finding was reassuring since the less difficulty the users have when browsing the website, the faster they can get to what they want to find, and the more likely they are to return and use the website.

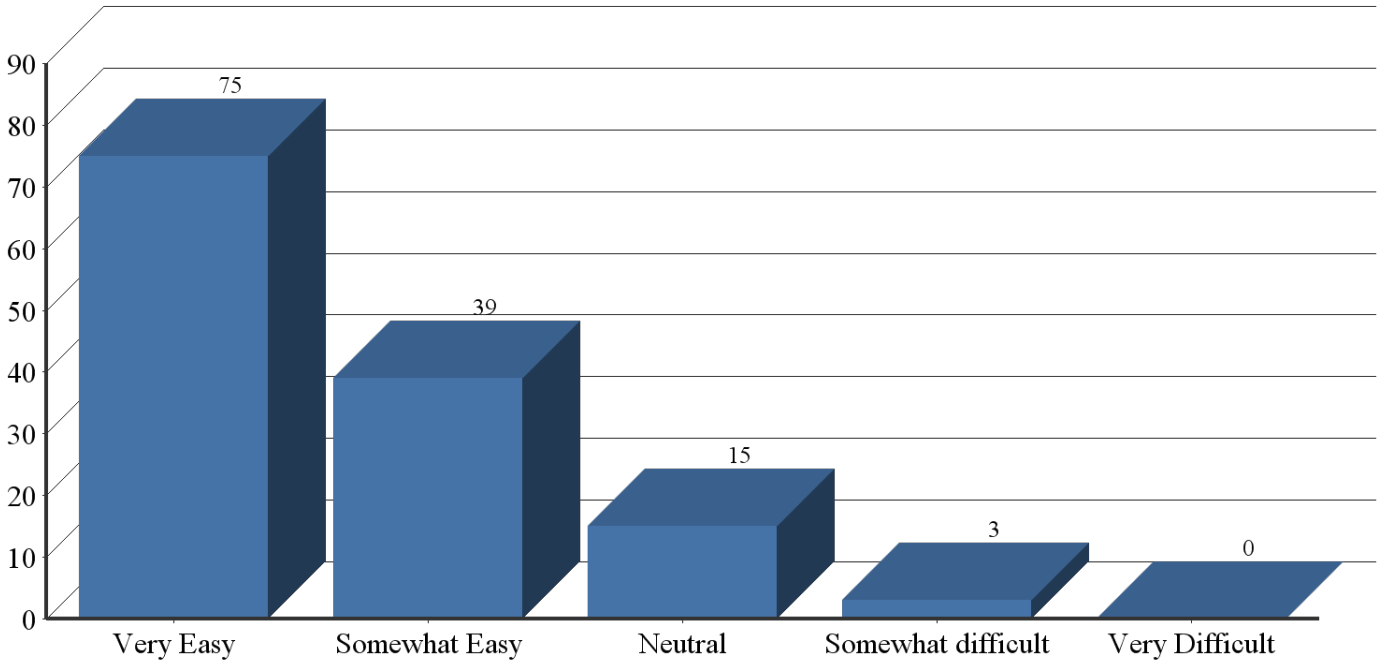


Figure 8. The level of difficulty in perusing the dictionary.

The survey also asked users to rate how much they liked the dictionary. The options given were "like extremely," "like somewhat," "neutral," "dislike somewhat," and "dislike extremely." A total of 119 participants (90%) chose either "like extremely" or "like somewhat," while only two people (2%) said that they disliked the dictionary. Eleven participants (8%) neither liked nor disliked the dictionary (see Figure 9). The mean response of 3.40 showed that on average users liked the dictionary. The standard deviation of 0.74 indicated that the majority of the users sampled agree that the mean accurately represented how they felt about whether they liked or disliked the dictionary. This result was very encouraging because it showed that the target audience would most likely return and use the dictionary or tell other people about it.

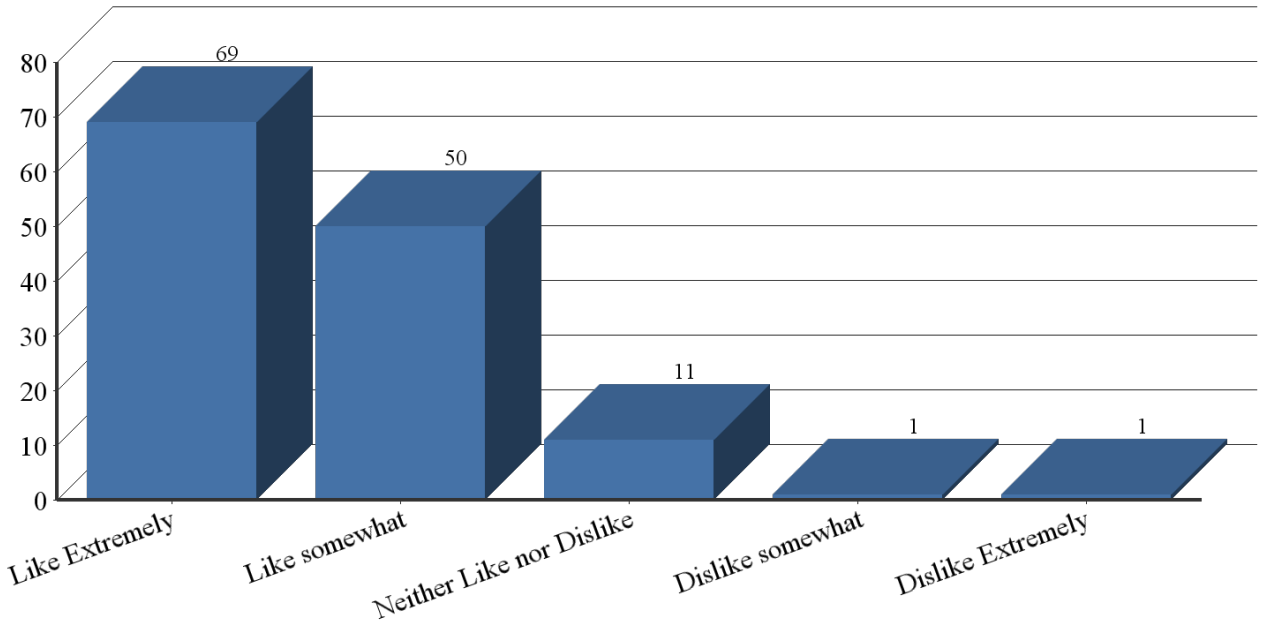


Figure 9. How much the users like the dictionary.

Users' Recommendations. After asking about the participants' impressions of the dictionary entries, the survey asked them to provide other feedback they had about the dictionary. The comments or suggestions for improvement the participants made are grouped into six categories (see Figure 10).

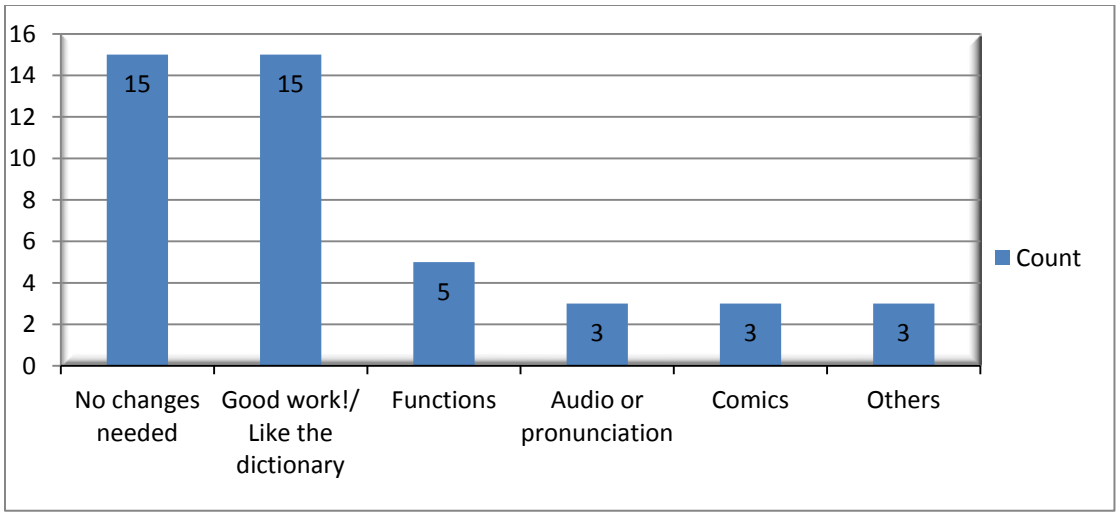


Figure 10. Participants' comments or recommendations for the dictionary.

A total of fifteen participants commented that no changes are needed for the dictionary entries. Another fifteen praised and expressed that they liked the dictionary. One NES commented that he/she liked the dictionary and wished that there was a dictionary like this for her second language. Another user said, "I really like this idea. It is unique and also very practical in helping people communicate like a native speaker and understanding."

Five people (11%) gave their feedback regarding the browsing methods like functions and moods. One user commented, "When I click on the link to one of the moods, it doesn't take me anywhere…I also don't know how to search by function on the website." Another user said, "It would be nice to have a separate index for mood tags and/or functions, instead of having to find a word with that tag in order to see all of them." These may be the contributing factors as to the results shown in Figure 6.

Some (7%) commented that the comics should be improved (n=3). Some of their feedback about the comics said that the comics were too long, too small to see clearly, or too

difficult for ELLs to understand. One teacher responded, “The comic strip examples are mostly good, but sometimes I think they might be confusing for ELLs.” Another participant said that the comics might have references to American culture that may pose problems for NNES.

Three other participants (7%) commented about the audio clips. One particular user said that it was nice having the audio pronunciation because he/she struggled with the pronunciation of the UOEs. Another said that there should be “more audio file[s] about pronunciation.” Perhaps this user was implying that he/she liked the audio that came with each dictionary entry and wanted more example sentences to be recorded.

Also, two of the three participants whose comments fell under the “other” category, said they thought there should be more UOEs in the dictionary. I believe that they misunderstood the sample dictionary website as the end-product and thought that there were only 10 words in the dictionary altogether. One other participant commented that he/she did not see the relevance of the words for the dictionary in academic fields.

Discussion. In conclusion, the data concluded that average users found all of the dictionary features useful in helping them learn more about UOEs. In fact, the means and standard deviations for all of the dictionary features showed that average users found them to be more than somewhat useful.

Also, the majority of the participants reacted positively to the online UOE dictionary. About 90% of the participants said that they liked the dictionary and 89% indicated that they thought the dictionary was useful in helping them learn UOEs. In addition, most of the participants (87%) thought that the dictionary was easy to use.

The most common statement, given by those who added their comments, was that the dictionary was a good tool and a great idea, and did not need additional changes. The next most common suggestion was making the function and mood tags easier to use, such as adding a list or index for all the functions or moods. As the next section ("revision process" section) of this chapter will explain in detail, changes have been made according to the suggestions provided.

The positive comments from the ELLs and English teachers provide encouragement and evidence that the dictionary meets its intended objectives, which is to be a resource to ESL and EFL students with information about UOEs.

Revision Process. After the evaluation was done and according to the results of the survey (which were described in detail in the "Survey Results and Discussions" section), changes were made to the dictionary. These revisions were an important step because they ensured that grammatical errors were fixed, necessary changes were made, extra information was added, and the revised product was of the best quality possible. The three most important changes involved redesigning the layout of the dictionary website, drawing my own cartoons, and grouping the UOEs into more general moods. Each of these changes is described in detail below.

Website layout. After the survey was administered and its findings analyzed, several changes were made to the website. First, since the pilot-test was finished, the request for users to take the survey was no longer necessary and was deleted. Second, a "Welcome to the Dictionary of Unorthodox Oral Expressions" box was created and a paragraph that explained what UOEs were and the purpose of the dictionary was moved into the box.

Next, a menu bar, which included links to a few new pages, was added to the website. The new pages were added in order to give users more options in how they could browse the website and discover new UOEs. The alphabetical list that was in the old design became the "Browse by Alphabet" page. A "Browse by Function" page was added to give users the option to look for UOEs by their functions, which are *comment, filler, back-channeling, attention-getter, question-tag, negation,* and *exclamation*. Apart from those two browsing options, there was also an index page on moods, where users can browse for UOEs according to the emotions the UOEs convey, such as *happiness* or *disgust*. Short paragraphs that explain what the functions and moods browsing methods are and how to use them were also added to those two pages.

Apart from that, a search bar was added to the homepage of the dictionary. This allowed users to type in and search for UOEs they already knew or had heard about. If the words they typed in the search bar were in the database of the dictionary, the entries containing those words would be listed. If the words they searched for were not in the database, a message that says "Sorry, no entry is found" is shown.

Fourth, a logo of the dictionary was added to the homepage. The logo was created in Adobe Photoshop, utilizing Robin William's C.R.A.P design principles of contrast, repetition, alignment, and proximity (1998).

Finally, a picture of speech bubbles with UOEs in them was added next to the welcome message. This picture added an element of fun to the dictionary and gave users a quick idea of what this dictionary was about. Please see appendix C for screenshots of the dictionary website after the improvements.

Comic strips. To find out if I could use the comic strips from the Cartoonist group website (http://cartoonistgroup.com/), I emailed their person in charge to get permission. Unfortunately, I was not able to get the permission to use the comic strips for free, and the fee solicited was too high (It would have cost about $2000 to get permission to use about 80 of their cartoons). I had hoped that the Fair use provision of US Copyright law would allow me to use the cartoons for free because the original plan for my dictionary was to use published, professional, authentic comic strips. After consulting the lawyer at the BYU Copyright Office, however I learned that I would not be able to argue for fair use either; therefore, I decided not to use the professional comic strips.

The lawyer, Carl Johnson, at the BYU copyright office suggested I use comic strips from public domain websites because they are free and their copyrights have expired. However, I discovered it was almost impossible to find comic strips with UOEs in them because these comic strips were all close to a century old and did not have UOEs in them. They were also old-fashioned and not appealing.

My last option was to create my own cartoons. I was told that there are many websites that let people make their own comic strips. I looked into that and found a couple of websites that would let me use the comic strips I create for free. To make doubly sure that I could use the comic strips after I created them for my dictionary website, I wrote the creators of the comic creation websites and received their written consent and permission to use the cartoons I made on their sites for free, as long as I acknowledged where the cartoons came from. The comic creation websites I chose to use were makebeliefscomix.com and toondoo.com. These websites came with ready-made characters with different facial expressions and gestures. Toondoo.com also lets users make and customize their own characters. Because of the ready-made characters,

props, and backgrounds, I was able to make up the stories to go with each comic strip a lot faster than if I had to draw them all myself. While the ready-made templates gave me ease and speed in making the comic strips, I had to compromise some artistic quality, authenticity, and humor. This is because by using the provided cartoon character and background templates, I lost the flexibility to customize their expressions. I had to create stories that conformed with the expressions and postures of the template characters. Moreover, keeping in mind that my audience is ELLs with different levels of proficiency, I had to use simpler words and avoid using slang. Also, because I was only trying to get the meaning of the UOEs across, the story lines I came up with lacked the usual humor found in professionally drawn comic strips.

Apart from not breaking the copyright law, another benefit of making my own comics was that I could simplify the words used in the cartoons. Some of the NNES users found that some professional comic strips that I used in the pilot version were too long and too difficult for them to understand because of the American folk culture embedded in some of the cartoons I found (see the "recommendation" section in this chapter). I began writing the stories and making the comic strips in May 2012 and finished all of the comic strips by the end of June 2012.

I also decided to use multiple UOEs in some of my cartoons because it is efficient. Instead of making a new cartoon for each UOE, I could reuse some comic strips for different UOEs. Also, by reusing the same comic strips for a few UOEs, the users get more exposure to some of the UOEs they have seen.

"See also" or Mood browsing options. The "see-also" feature refers dictionary users to synonyms of each UOE. This feature is useful because dictionary users can see what other UOEs are similar or can be used in the same situation as the one they are looking at. For example, when

they find *ouch*, they see that *ow* or *yow* has the same meaning as *ouch*. Tagging each UOE with moods was more difficult compared to arranging them in alphabetical order or categorizing them according to their functions. This was because some UOEs like *ahem, uh-huh,* and *psst* do not convey any sort of emotions. Also, some UOEs have more than one meaning and can be used in different situations to portray different moods. For example, *oh* can convey the feelings of disappointment, interest, and excitement; therefore, some UOEs were tagged for more than one mood.

In addition to that, it was difficult to decide whether to group some moods that are similar into one group or leave them separate, such as *disappointment, sadness, frustration, anger, annoyance,* and *dislike*. Also, some UOEs, like *brrr,* are so specific, that they can only be used to convey coldness. If *brrr* were not grouped under a more general mood group, it would be the only UOE in its "coldness" category. After consulting with Dr.Henrichsen, I decided that it would be better to group the UOEs in several more general moods, such as *happiness, anger, discomfort, disgust,* and others.

Publishing or Online Release. After the development of the website (explained at the end of chapter 3) using Drupal, publishing the dictionary entries could not have been easier. With just one click on the "publish" button, the dictionary became available on the Internet for the use of anyone. This was one of the reasons I chose to make my project an online dictionary.

Conclusion

This chapter gave an account of my last dictionary-making stage, which was the production process. It also included an analysis of the results of the pilot-test of the online

dictionary and the discussion of what the results meant. The survey results were helpful in determining the changes to be made to the dictionary and to ensure the best quality of the end-product. This chapter also described my evaluation methods, as well as some of the changes and revisions that were subsequently done to improve the online dictionary as a result of the evaluations. The next chapter consists of all the completed dictionary entries.

Chapter 5: The Product

This chapter presents the 69 dictionary entries found in the final version of the UOE dictionary that I created. The audio contents of the entries are accessible on the dictionary website (http://linguistics.byu.edu/faculty/henrichsen/Ting/DictionaryOfUnorthodoxOral Expressions). In the next chapter, some limitations of this project will be discussed and a few recommendations for future project and development will be given.

Dictionary Entries

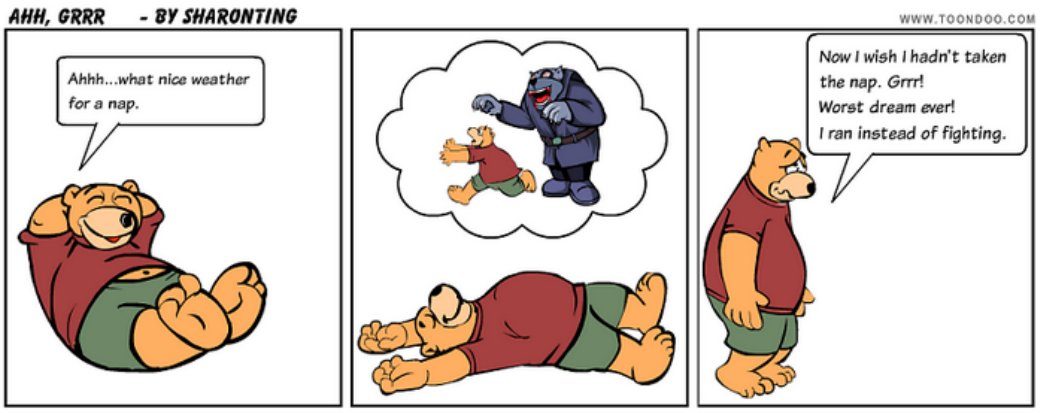
ah/ahh /ɑː/

Definition #1: used to express understanding
Example: Ah, I see what you mean when you say don't mix the whites and the colors in the washing machine.

Definition #2: used to express happiness and enjoyment
Example: I'm so excited I could just scream. Ahh, I feel so happy.

Definition #3: used when you remember something suddenly, or when you get an idea
Example: Ah, Emily, I was hoping you could join us for the dinner.

Context Example:



Mood: happiness

Function: comment
See Also: oh, aha

aha /ɑhɑ/

Definition #1: used when a person gets an idea
Example: Aha! I have an idea. Why don't we go swimming since it is so hot today?

Definition #2: used to express understanding
Example: Aha! Now I understand why you were such a little monster when we met.

Definition #3: used to express triumph
Example: Aha! I finally found the perfect present for my mom. It took me two weeks!

Context Example:

hmm, aha, eh

Function: exclamation
See Also: oh, duh

ahem /əʕʌm/

Definition #1: used to attract attention or interrupt a conversation
Example: With a loud " ahem, " Mrs. Stubblefield motioned for me to leave my display of Amelia Bedelia books and come into her office.

Context Example:

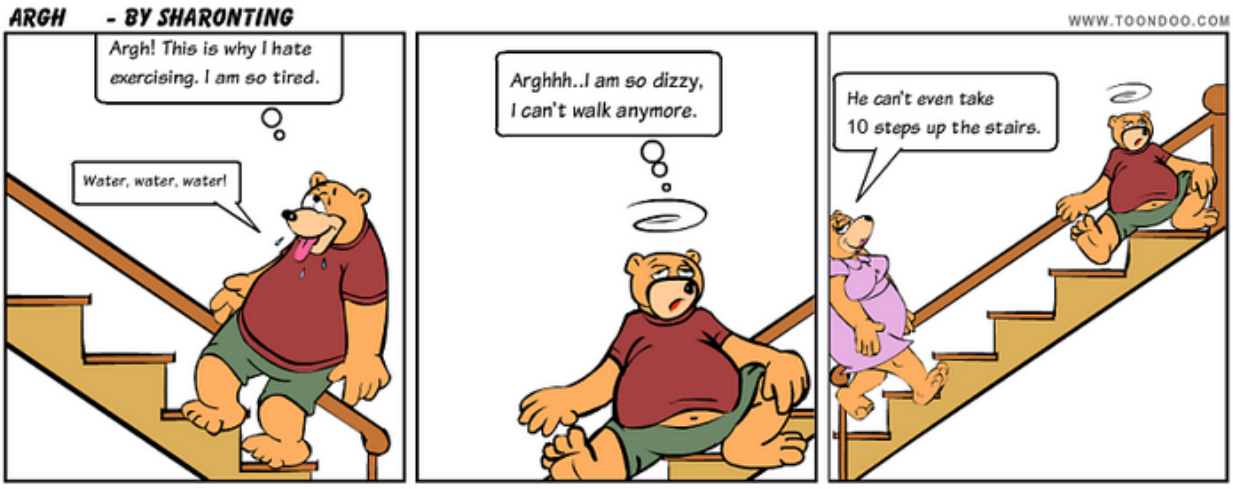
ahem, whoops

Function: attention-getter
See Also: psst, hey, yo, yoohoo

argh /a:rg/

Definition #1: used to express frustration or disappointment
Example: Argh! He was so drunk he puked in my purse.

Context Example:



Mood: anger

Function: exclamation
See Also: grrr, gah, ugh

aw/aww /ɔː/

Definition #1: used to express that something or someone is nice or adorable
Example: Aww, thank you for the flowers. That was so sweet!

Definition #2: used to express sympathy
Example: Aww, I am sorry that you won't be here for the farewell party.

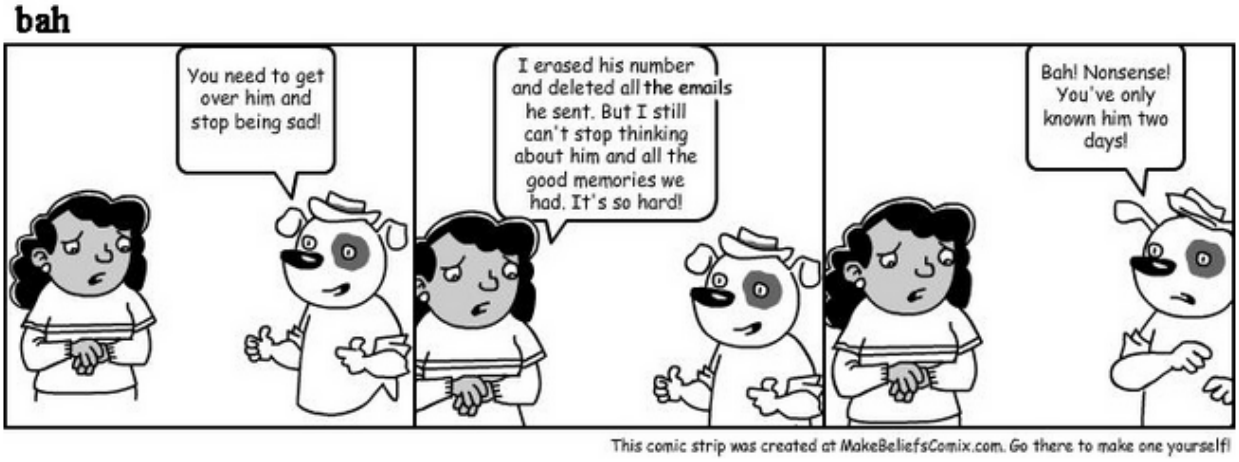
Context Example:

Function: comment
See Also: wow, sigh

bah /bɑː/

Definition #1: used to indicate that something is nonsense or not true
Example: Bah, don't be ridiculous. There's no such thing as monsters.

Context Example:



Mood: anger

Function: exclamation
See Also: nah, meh/eh, psh

blech /blɛx/

Definition #1: used to express disgust
Example: Blech, claw fish tastes nasty!

Context Example:

Mood: disgust

Function: exclamation
See Also: yuck, ew/eww

boo /bu:/

Definition #1: used when trying to scare someone
Example: When Thomas yelled "boo" all of a sudden in the dark, it scared me so bad I screamed and ran into a wall.

Definition #2: used to express disagreement or that something is lame
Example: Booo! That's the dumbest story in the universe!

Context Example:

Mood: anger

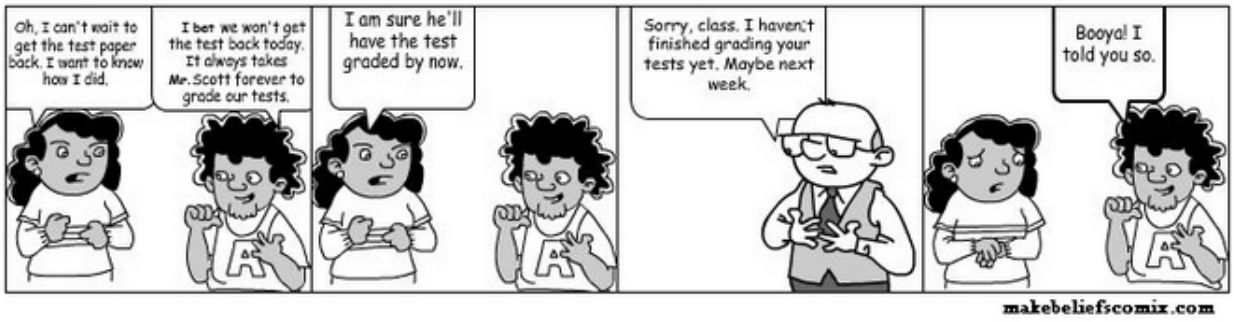
Function: exclamation
See Also: tsk-tsk/tut-tut

booya/booyah /bu:ja/

Definition #1: used to express triumph or to show somebody up
Example: I told you I was going to win the bet. Booya!

Context Example:

booya, oh



Function: exclamation
See Also: neener

brrr /bɜ-/

Definition #1: used to express the feeling of being cold
Example: Canadian winters are freezing! Brrr, I'll never be warm again!

Context Example:

Mood: discomfort

Function: exclamation

d'oh /doʊ/

Definition #1: used to express annoyance or disappointment after realizing one's mistake
Example: D'oh! I shouldn't have given my baby the grapes. She almost choked on them.

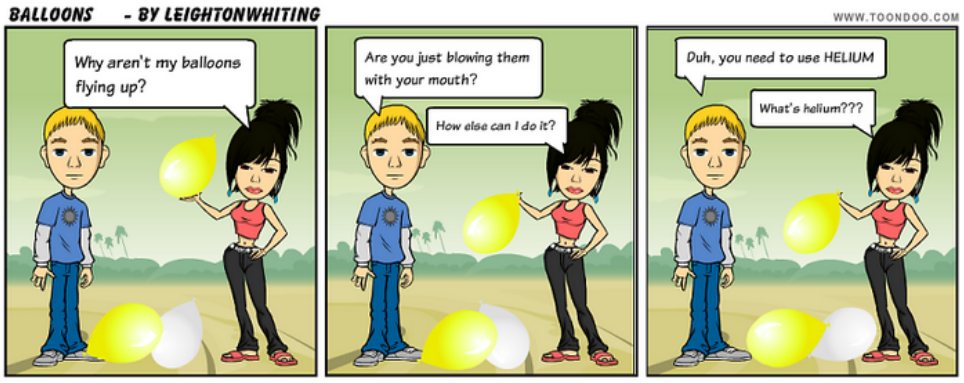
Context Example:

Function: exclamation
See Also: grrr, gah, argh

duh /dɜː/

Definition #1: used when you think something is obvious
Example: Put things away where you need to use them. I mean, Duh! If you always use your stapler in one place, keep it there.

Context Example:



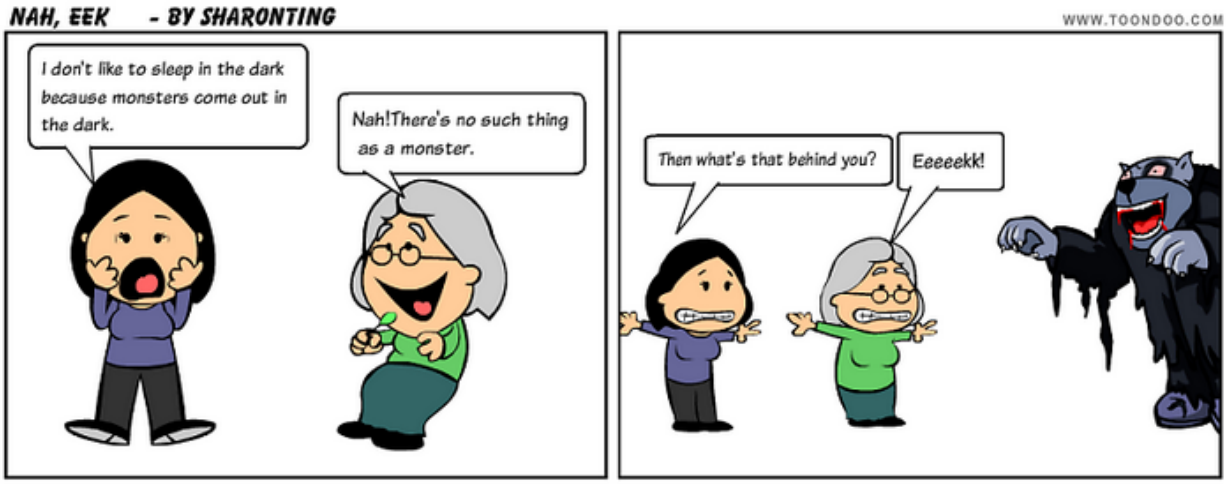
Function: comment

eek/eeekk /ik/

Definition #1: used to express fear or surprise
Example: When the monster jumped out of the closet, the child screamed "Eek!"

Definition #2: Used to express excitement
Example: Eeekk! I am getting married in two days.

Context Example:



Mood: happiness fear

Function: exclamation
See Also: yikes, yay, woot, whoo-hoo

eh /eɪ/

Definition #1: used as a question tag
Example: You miss her too, eh, boy?

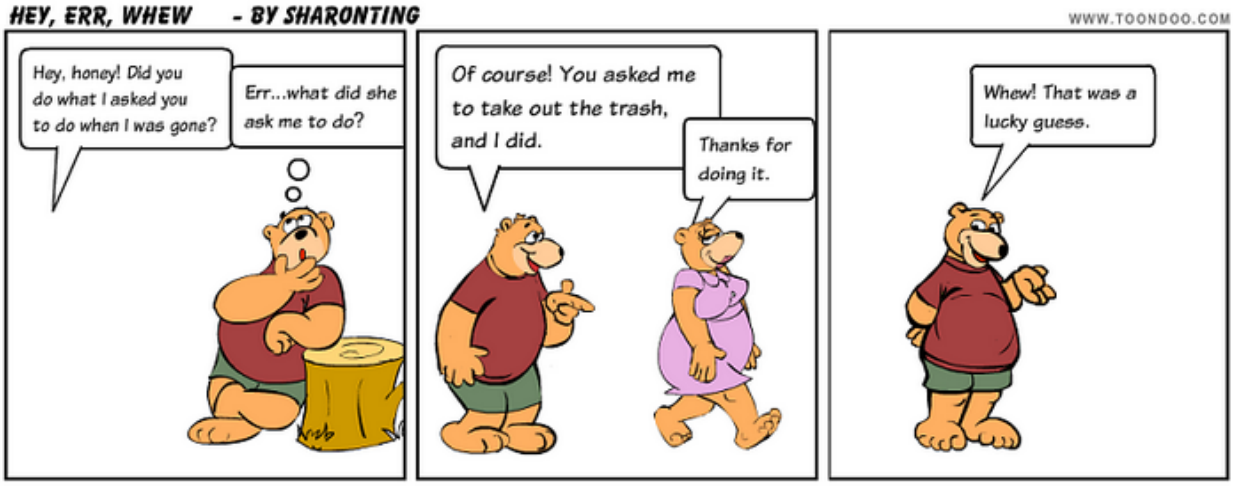
Context Example:

Function: question tag
See Also: huh

er/err /əɻː/

Definition #1: used to expressed uncertainty
Example: Don't, er, talk to him here, please. His girlfriend will be here any second.

Context Example:

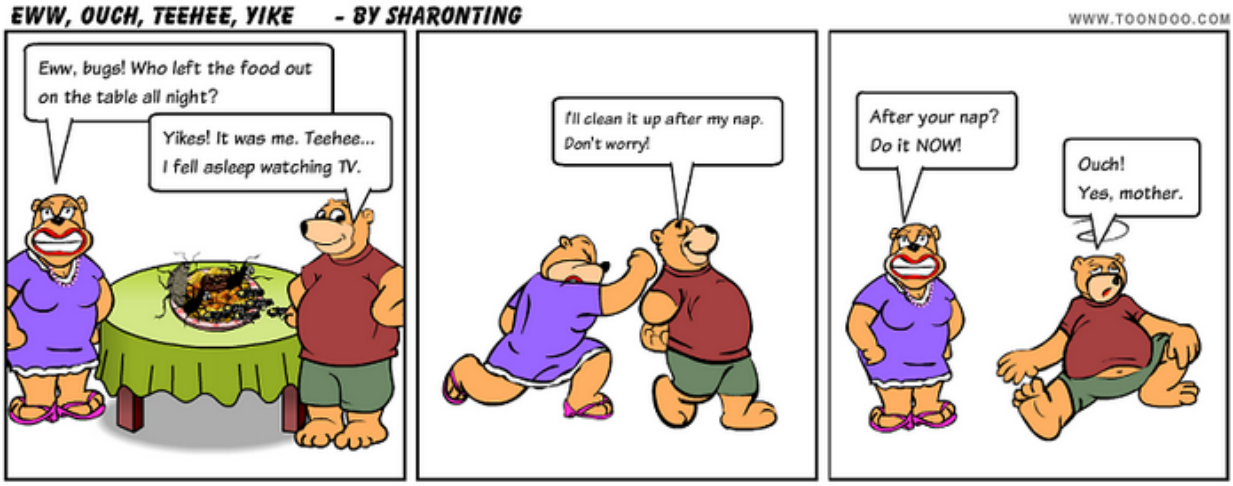


Function: filler
See Also: um/umm, hm/hmm/hmmm, uh/uhh/uhhh

ew/eww /iju:/

Definition #1: used to express disgust
Example: Ew! It stinks in here.

Context Example:



Mood: disgust

Function: exclamation
See Also: ugh, yuck

gah /gɑː/

Definition #1: used to express frustration or anger
Example: Gah, I'm helpless! I can't get the car to start. We have to call the mechanic.

Context Example:

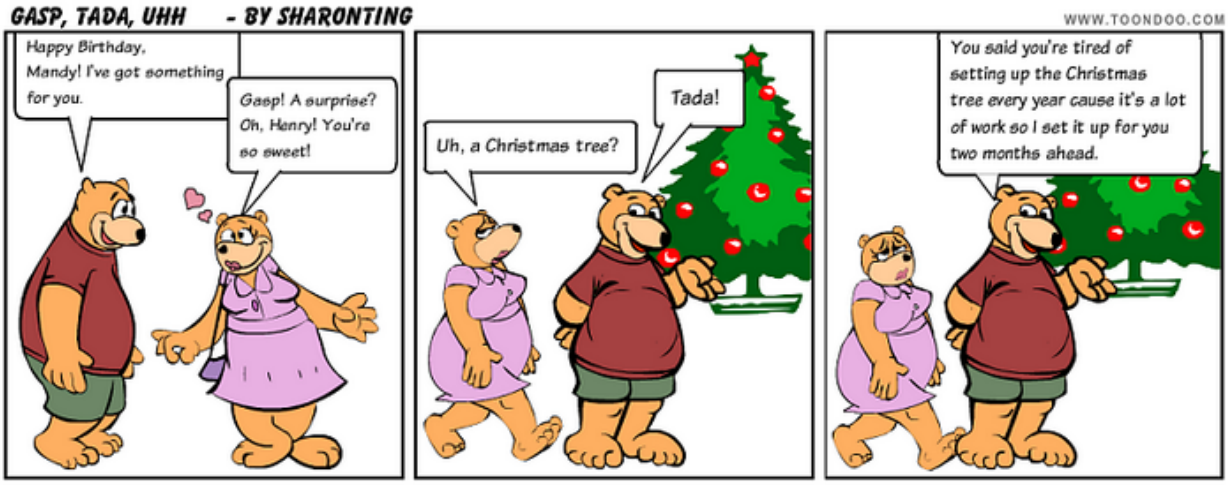
Mood: anger

Function: exclamation
See Also: sheesh, argh, gee/jeez/geez, ugh

gasp /h</

Definition #1: used to express surprise
Example: Gasp! Look at the mess! We have been robbed.

Context Example:



Function: exclamation
See Also: whoa, eek/eeekk, wow

gee/jeez/geez /dʒi:z/

Definition #1: used to express annoyance.
Example: Jeez, keep it down, would you?

Context Example:

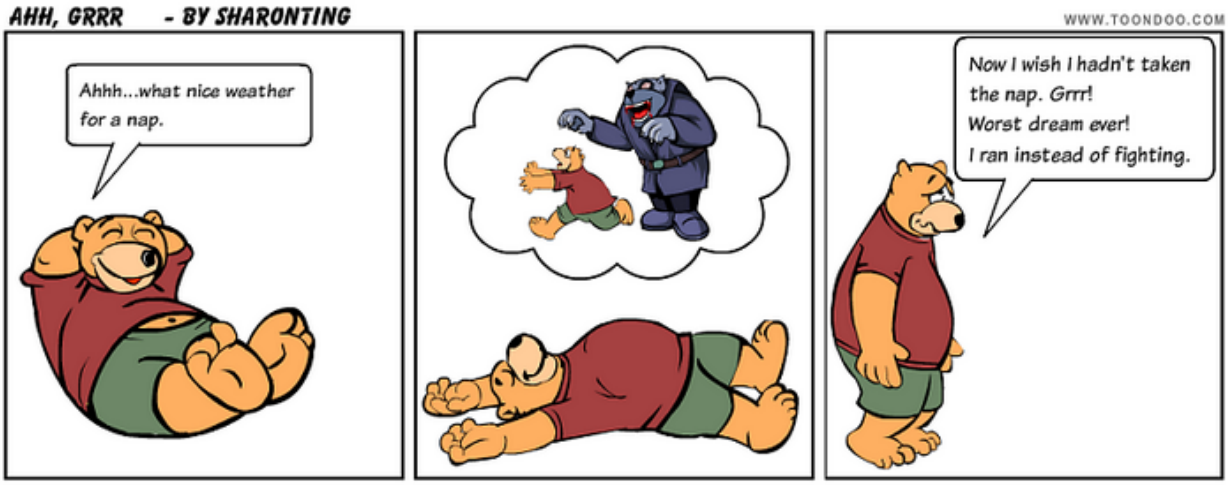
Mood: anger

Function: exclamation
See Also: gah, argh, grrr

grrr /gər/

Definition #1: used to express frustration or anger
Example: Grrr! The imposter made everyone believe that I stole the money.

Context Example:



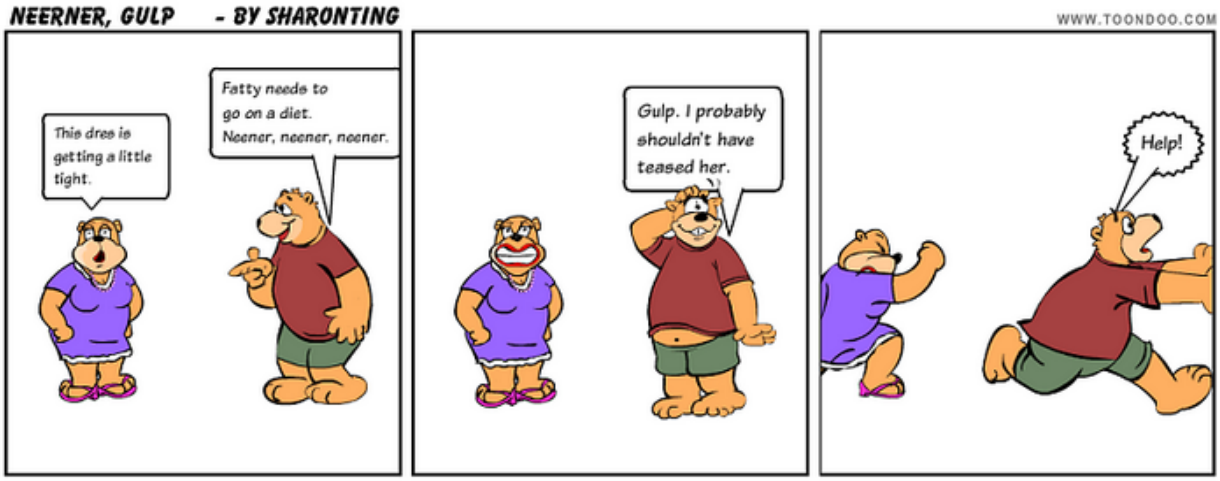
Mood: anger

Function: exclamation
See Also: gah, argh, ugh

gulp/ulp /ɡ/

Definition #1: used to express nervousness or worry
Example: I shouldn't have told Tommy I damaged his car. Gulp! Now he's mad!

Context Example:



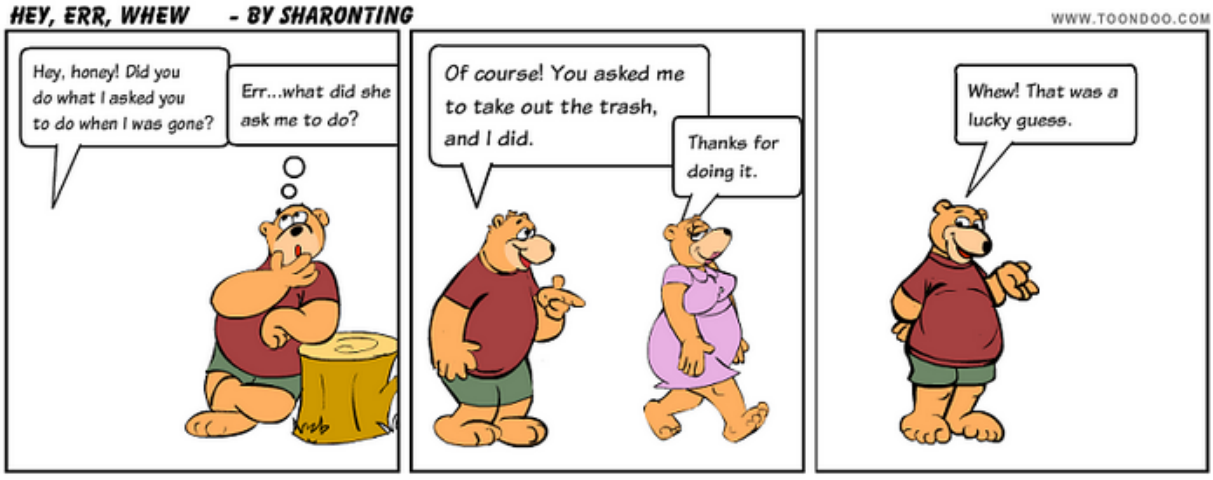
Mood: fear

Function: comment
See Also: uh-oh, oops/whoops, yikes

hey /heɪ/

Definition #1: used to get someone's attention or to address someone
Example: Hey, Megamind. You're the guy I wanted to see.

Context Example:



Function: attention-getter
See Also: psst, ahem, yo, yoohoo

hm/hmm/hmmm /hm:/

Definition #1: used to indicate that the speaker is thinking
Example: Who is my favorite actor? Hmm, I really like Liam Neeson, but I think Harrison Ford is brilliant too.

Context Example:

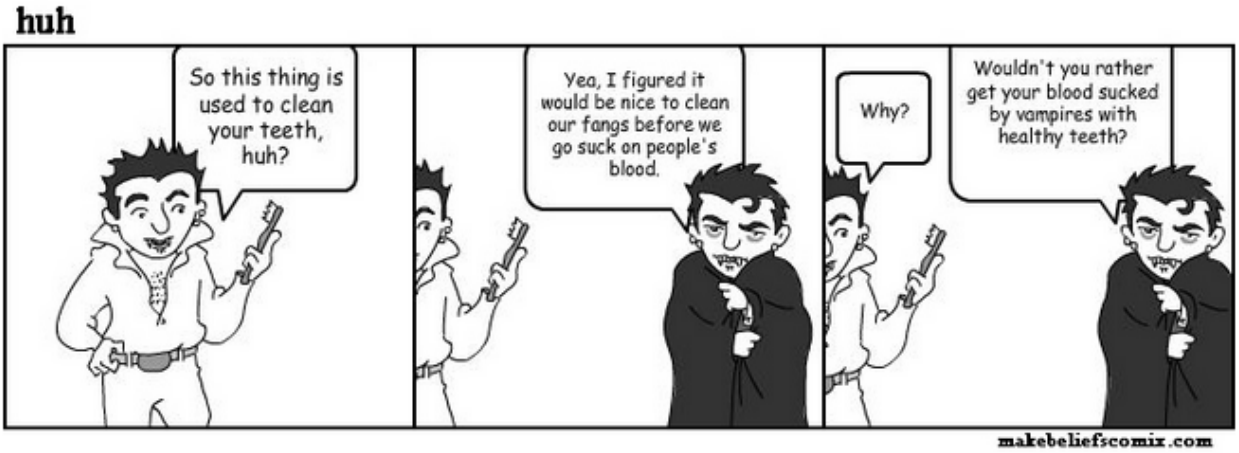
Function: back-channeling
See Also: um/umm, er/err, uh/uhh/uhhh

huh /hʌʰ/

Definition #1: used as a question tag
Example: It's cold out there, huh?

Definition #2: used to express realization or understanding
Example: Huh! I didn't realize the rain stopped!

Context Example:

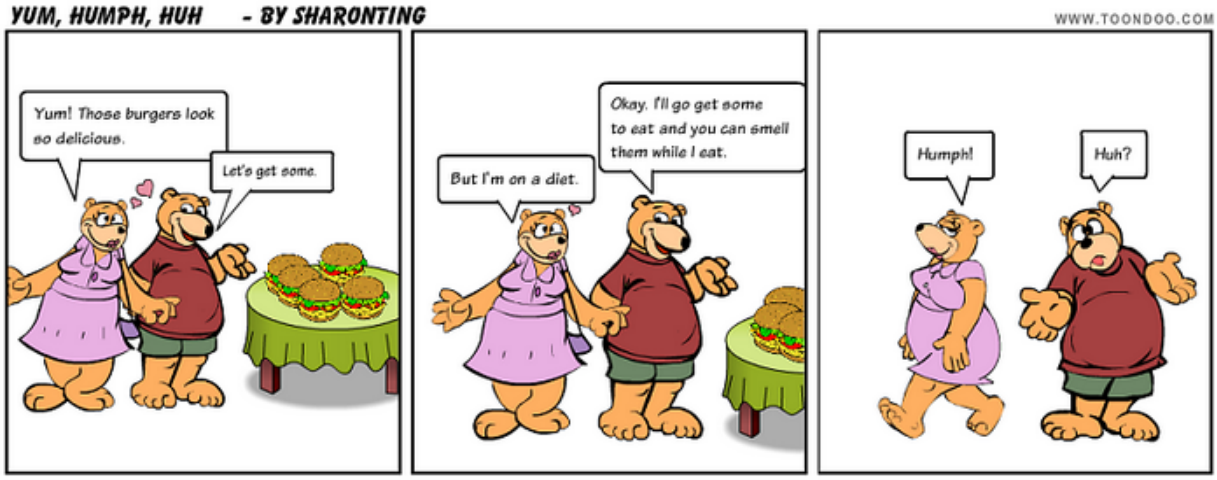


Function: question tag, comment
See Also: eh, oh, ah/ahh

humph /hʌmf/

Definition #1: used to express annoyance
Example: Quit wasting time! Life's short. Humph!

Context Example:



Mood: anger

Function: exclamation
See Also: grrr, gah, argh

meh/eh /mɛ̃/

Definition #1: used when someone does not care about something, or to express that something is mediocre or unimportant
Example: "How do you like the Mary Poppins show?" "Meh, I like the Lion King show better."

Context Example:

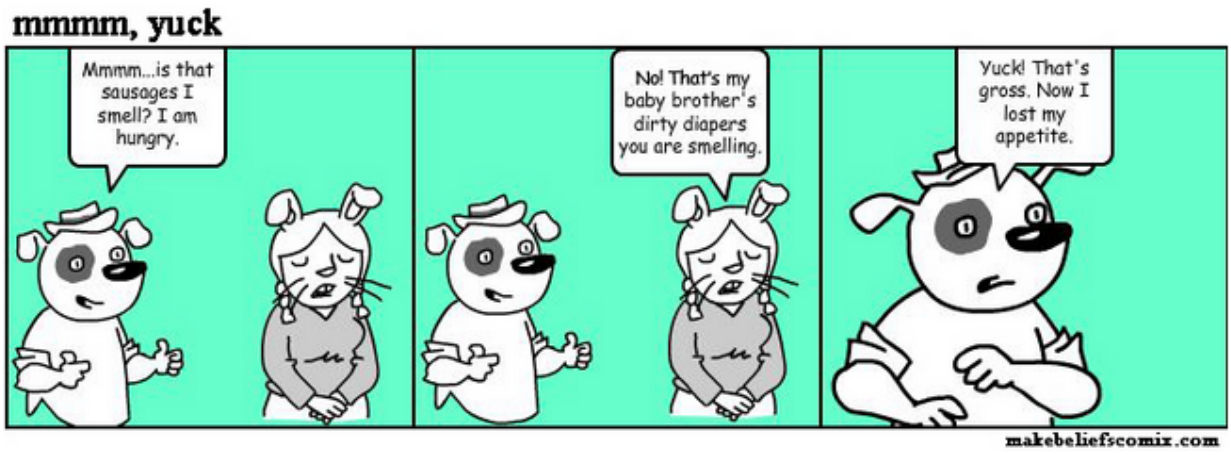
Function: comment
See Also: pfft, psh

mmmm /m::/

Definition #1: used to express pleasure or glee
Example: I love the feeling of the sea breeze on my face. Mmm.

Definition #2: used to indicate that the something tastes or smells good
Example: Mmmm. The ham smells good, Mama.

Context Example:



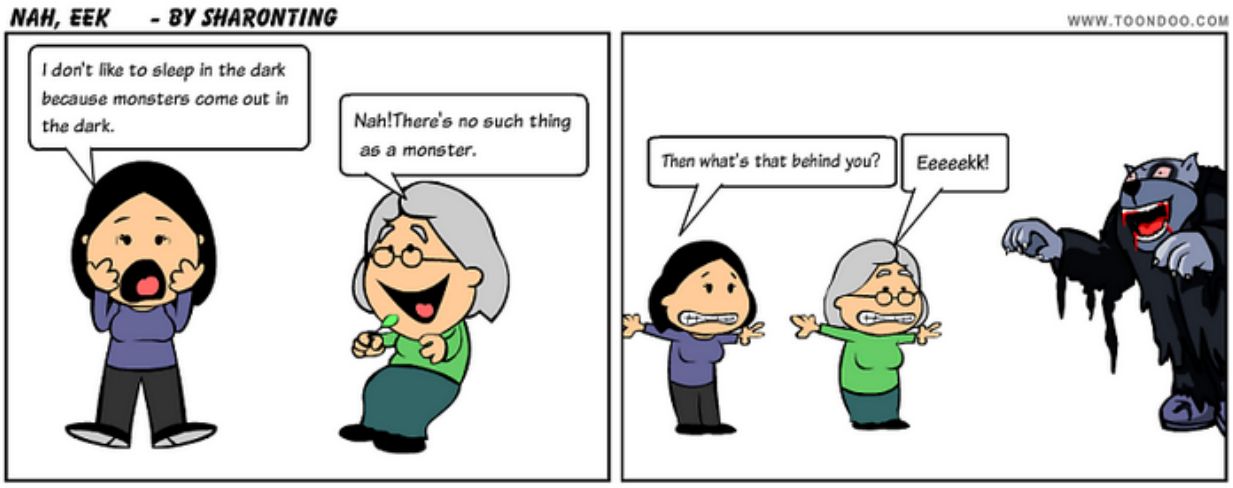
Mood: happiness

Function: comment
See Also: yum, oh

nah /næh/

Definition #1: used to say no
Example: Nah, I am not going to Shirley's party tonight.

Context Example:

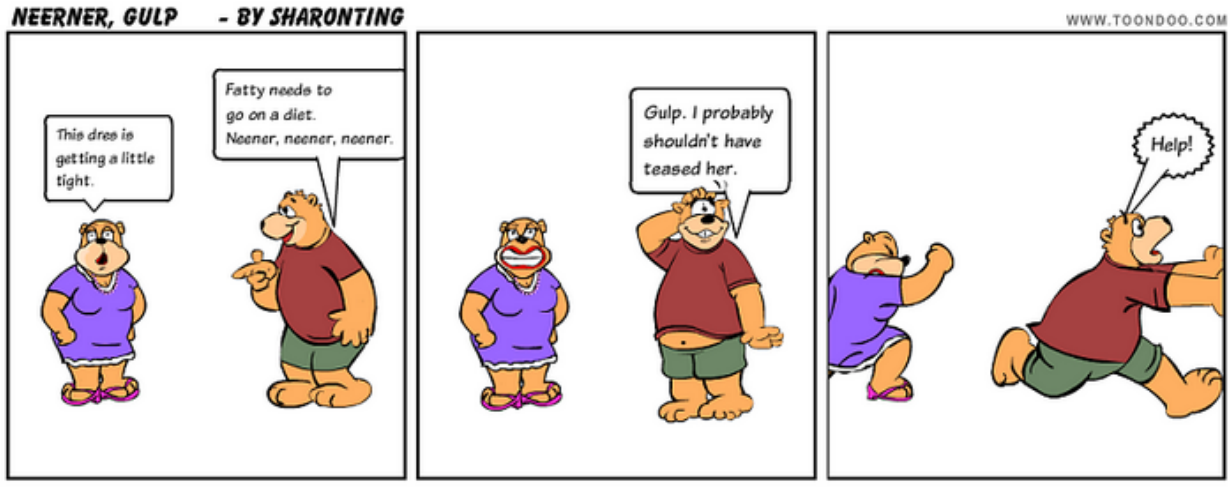


Function: comment
See Also: uh-uh

neener /ninəɹ/

Definition #1: used to mock or tease people
Example: My brother got you with his prank. Neener, neener, neener.

Context Example:



Function: exclamation
See Also: booya/booyah

nuh-uh /ˈnʌʔə/

Definition #1: used to express "no" or to deny something
Example: Nuh-uh! I am not going to the football game.

Context Example:

Function: comment
See Also: nah, uh-uh

oh /oʊ/

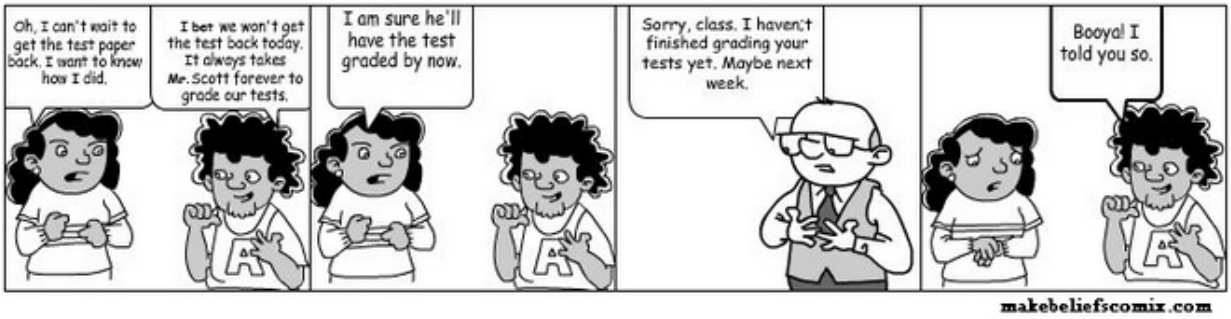
Definition #1: Used to express interest, wonder, or amazement
Example: Oh! The moon looks huge night. That's amazing!

Definition #2: Used to express understanding or realization
Example: Oh, I see what you mean. Sorry, it took me a while to understand.

Definition #3: used when you remember something suddenly, or when you get an idea
Example: Oh! I almost forgot. I bought you a coat when I went shopping.

Context Example:

booya, oh

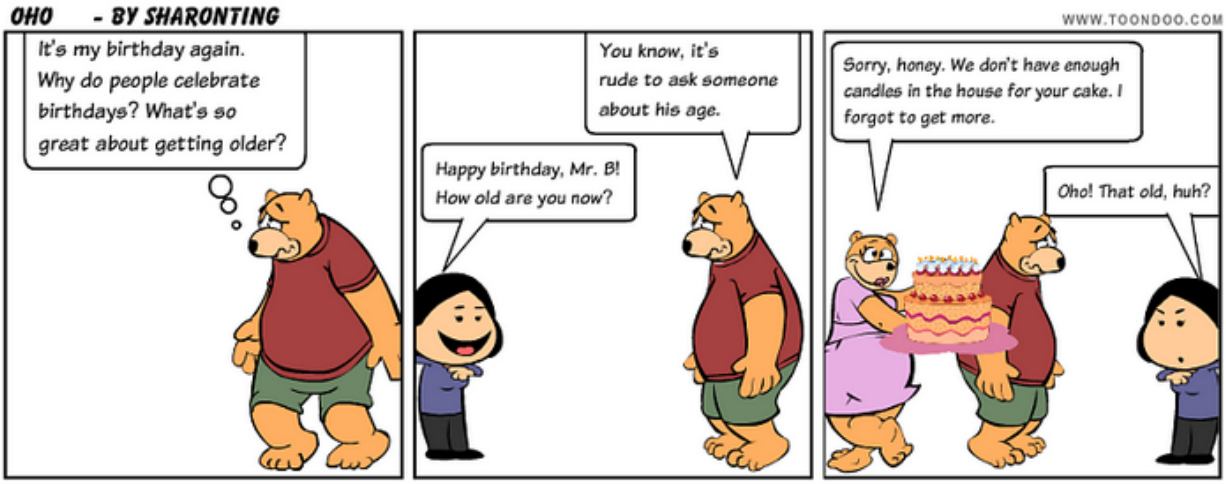


Function: back-channeling
See Also: ah/ahh, uh-huh/mm-hmm

oho /əhoʊ/

Definition #1: used to express realization or understanding with amazement
Example: Oho, I see that there are advantages to living in town.

Context Example:



Function: comment
See Also: ah/ahh, oh, ooh

oof /uf/

Definition #1: used when the air is knocked out of you physically, like being hit or running into a hard object
Example: She opened the door and oof, ran into a solid wall.

Context Example:

Mood: discomfort

Function: exclamation
See Also: ouch, ow, yow

ooh /uː/

Definition #1: used to express interest in something
Example: Ooh! Ooh! Is that the guy who's dating Natalie?

Definition #2: used to express admiration or appreciation
Example: Ooh, I love that song. It's perfect.

Context Example:

Function: comment
See Also: oh, ah/ahh, wow

oops/whoops /uːps/wʊps/

Definition #1: used when someone makes a mistake
Example: Oops! Sorry, I gotta go. I'm late.

Context Example:

Function: exclamation
See Also: uh-oh, yikes, gulp/ulp

ouch /aʊtʃ/

Definition #1: used to express physical pain or feelings hurt
Example: Ouch! A small splinter of the hard shell gets embedded underneath my fingernail.

Context Example:

Mood: discomfort

Function: exclamation
See Also: ow, yow

ow /aʊ/

Definition #1: used to express pain. short for ouch
Example: Ow! Something bit me!

Context Example:

Mood: discomfort

Function: exclamation
See Also: ouch, yow

pfft /pf/

Definition #1: used to express lack of interest
Example: Pfft, whatever. I don't care what he does with the car.

Definition #2: used to dismiss other people's comments
Example: Study for the test? Pfft, no need.

Context Example:

Function: comment
See Also: psh, meh/eh, bah

phew /fuh/

Definition #1: used to express relief
Example: Phew. It's nice to get back in here for a break.

Definition #2: used to indicate that something smells bad
Example: Baby needs a diaper change, phew!

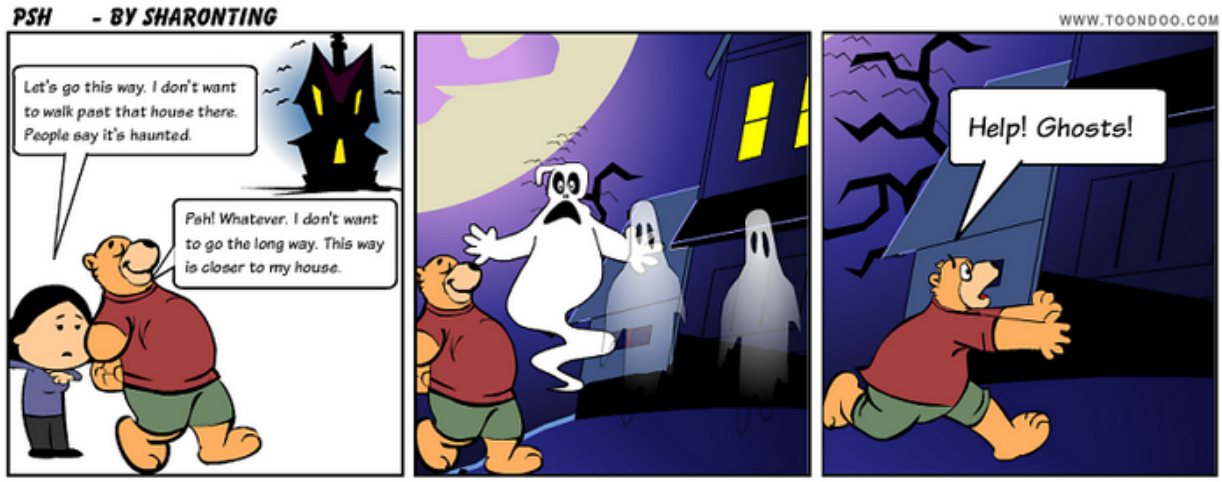
Context Example:

Function: comment
See Also: whoo/whew

psh /pʃ/

Definition #1: used to express disagree or dismiss some comments others make as nonsense
Example: She said I should read the instructions first? Psh! I don't need the instructions.

Context Example:



Function: comment
See Also: meh/eh, pfft, bah

psst /pst/

Definition #1: used to attract someone's attention
Example: Psst! Come here. I need to talk to you.

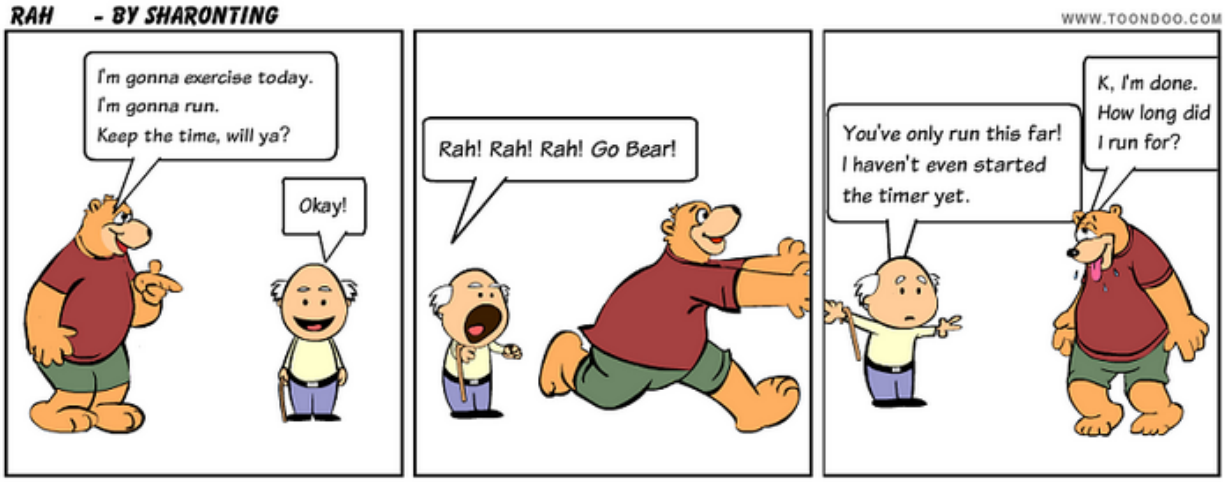
Context Example:

Function: attention-getter
See Also: ahem, hey, yo, yoohoo

rah /rɑː/

Definition #1: used to express encouragement with excitement
Example: Rah! Rah! Rah! You are ready for the live concert!

Context Example:



Mood: happiness

Function: exclamation
See Also: woot, whoo-hoo, yay

sheesh /ʃiʃ/

Definition #1: used to express dislike and annoyance
Example: Sheesh, why is Nina so cranky?

Context Example:

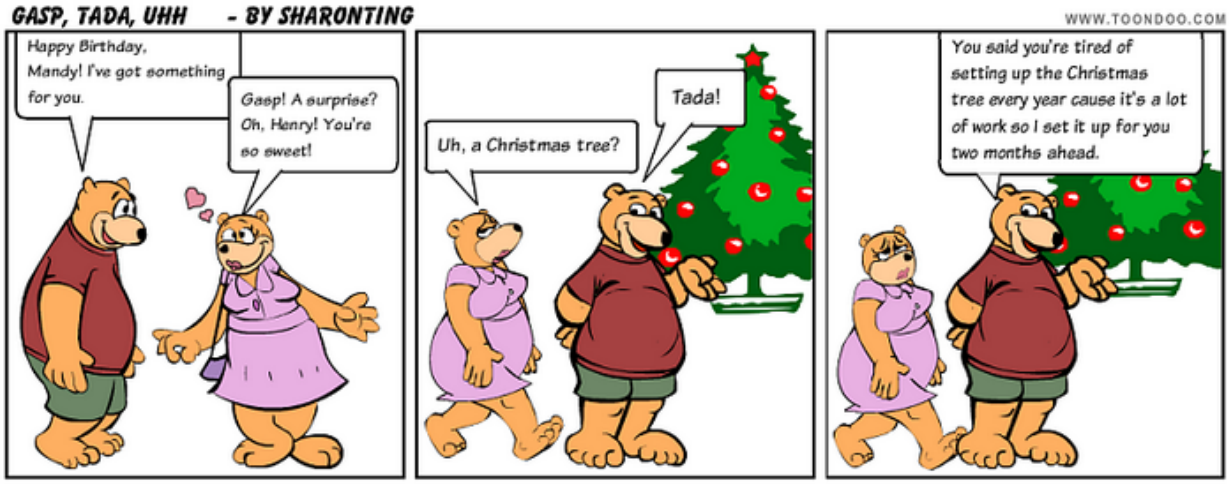
Mood: anger

Function: exclamation
See Also: gah

tada/tadah/ta-da /təˈdɑː/

Definition #1: used to show or present something
Example: Ta-da! I made this 3D airplane model all by myself in one hour.

Context Example:

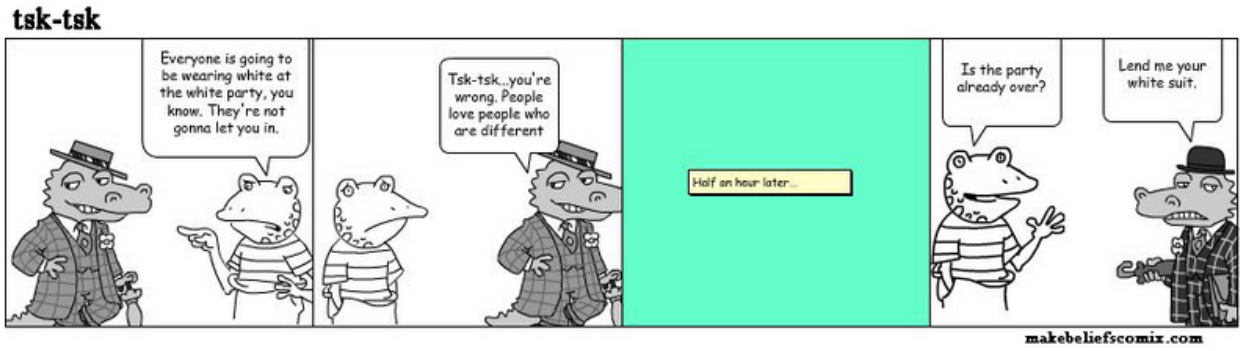


Function: exclamation

tsk-tsk/tut-tut /!!/

Definition #1: used to express disapproval or disagreement
Example: Tsk tsk, this is the third time he is late for work this week.

Context Example:

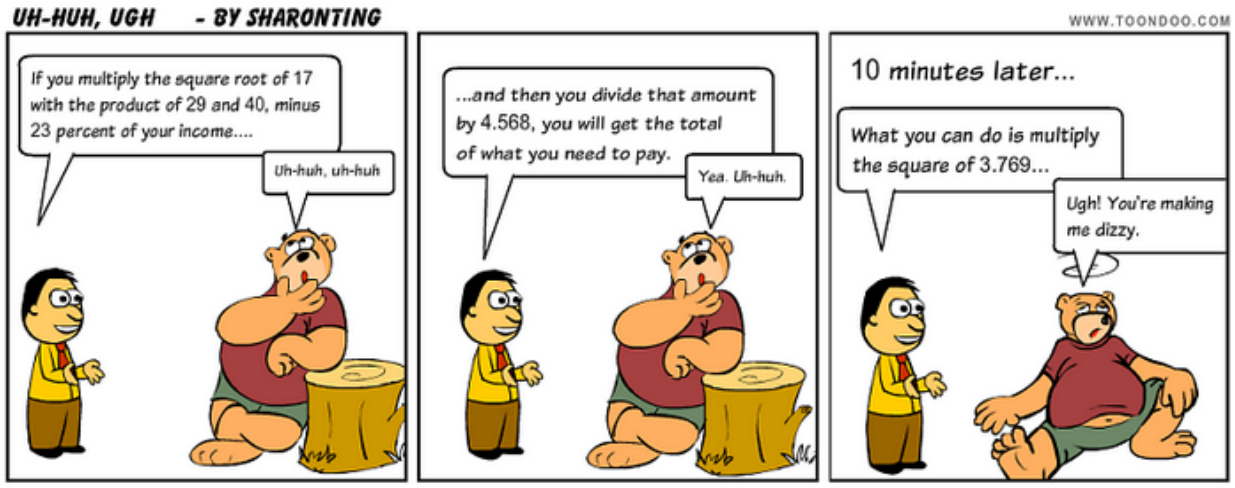


Function: comment
See Also: uh-uh, sigh

ugh /ʌg/

Definition #1: used to express frustration
Example: Ugh! Dead bugs everywhere.

Context Example:



Mood: anger

Function: exclamation
See Also: argh, gah, grrr

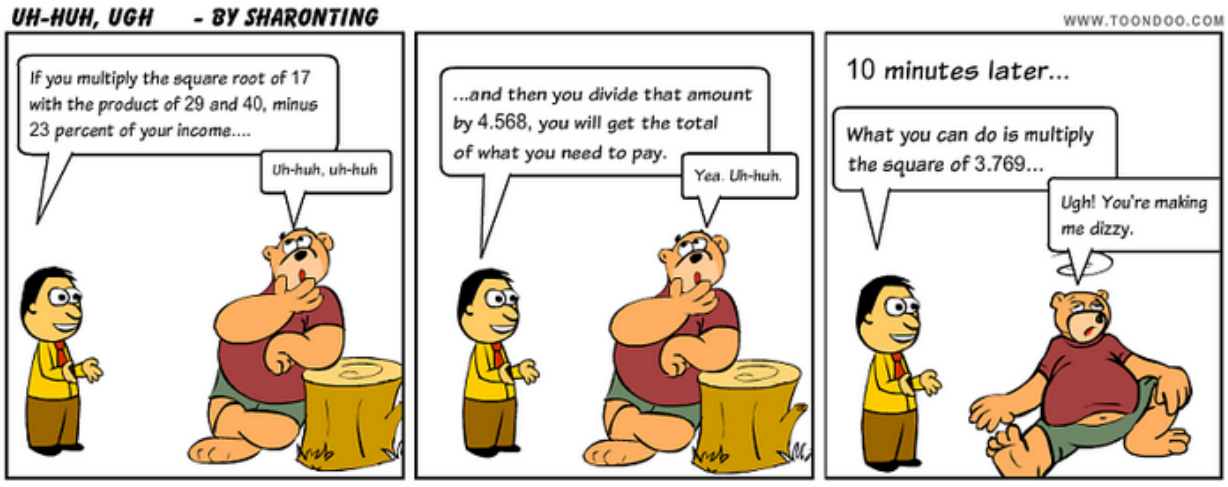
uh-huh/mm-hmm /əˈhʌ/mˈhm/

Definition #1: used to agree to something or to say yes
Example: A: "Can I pet the puppy?" B:"Uh-huh. Go ahead."

Definition #2: used to signify "You're welcome"
Example: A: "Thanks for your help!" B: "Uh-huh. No problem."

Definition #3: used to signal you are following what the speaker is saying

Context Example:

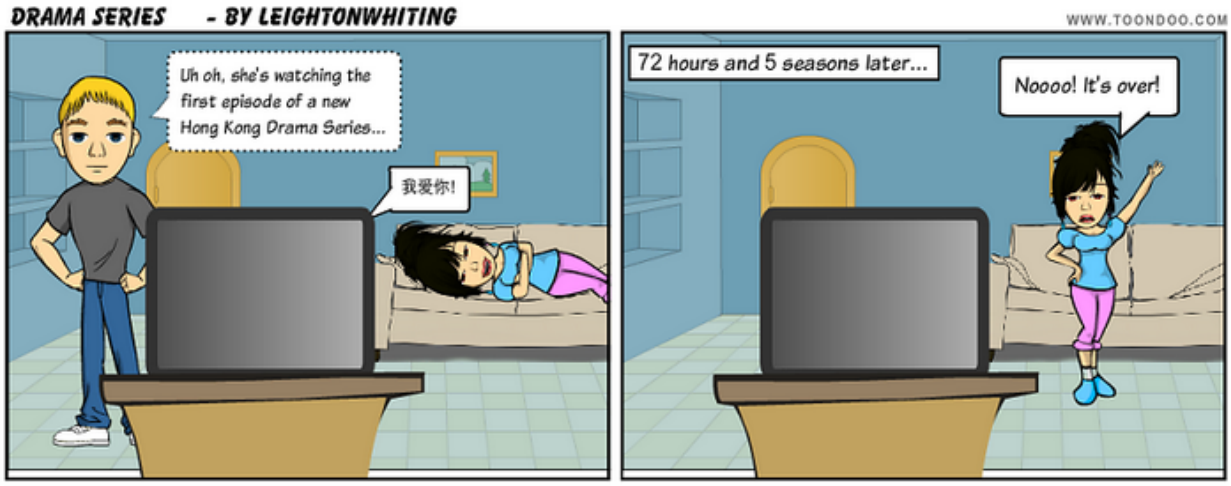


Function: back-channeling

uh-oh /əʔoʊ/

Definition #1: used to express that something bad is going to happen
Example: Uh-oh! I think I failed the test.

Context Example:



Function: exclamation
See Also: yikes, gulp/ulp, oops/whoops

uh-uh /ˈʔʌʔə/

Definition #1: used to say no
Example: Uh uh. I am not calling her again. She hung up on me!

Context Example:

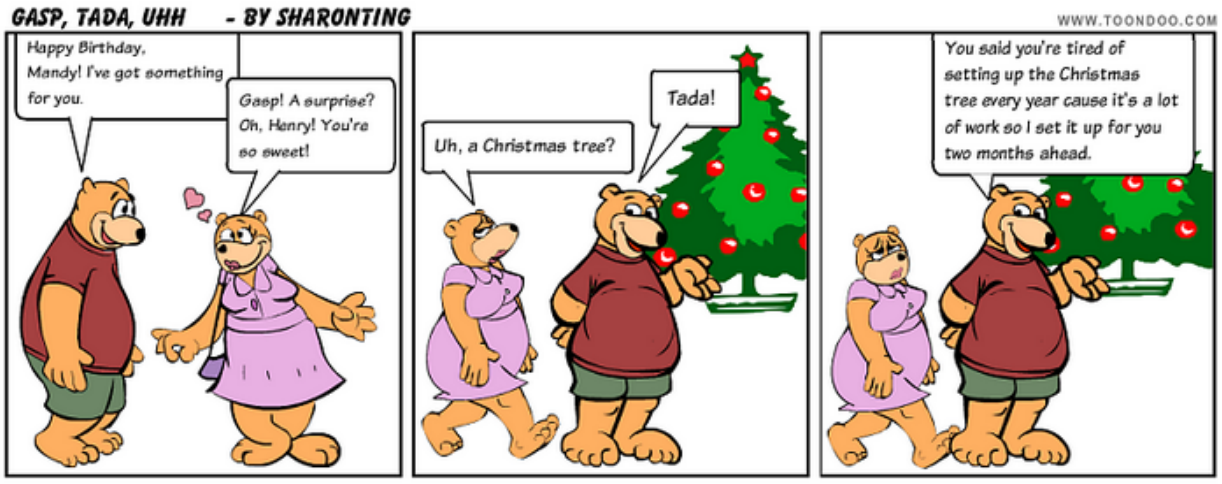
Function: comment
See Also: nah, nuh-uh

uh/uhh/uhhh /əː/

Definition #1: used to signal pauses; indicates that the speaker is thinking
Example: Let's see. Uh, I think I can make it to the three o'clock appointment.

Definition #2: used to express doubt or disagreement
Example: Uh, I don't think magic really exists.

Context Example:



Function: filler
See Also: um/umm, hm/hmm/hmmm, er/err

um/umm /əm/

Definition #1: used to indicate pausing
Example: Seven times eight is, um, fifty-six, I think.

Definition #2: used to express doubt or disagreement
Example: You say your car is faster than mine? Um, I don't think so.

Context Example:

umm, yow, uh-uh

Function: filler
See Also: uh/uhh/uhhh, hm/hmm/hmmm, er/err

weee/whee /wi:/

Definition #1: used to express excitement and glee
Example: As Brady went down the water slide, he yelled, "Weeeee!"

Context Example:

Mood: happiness

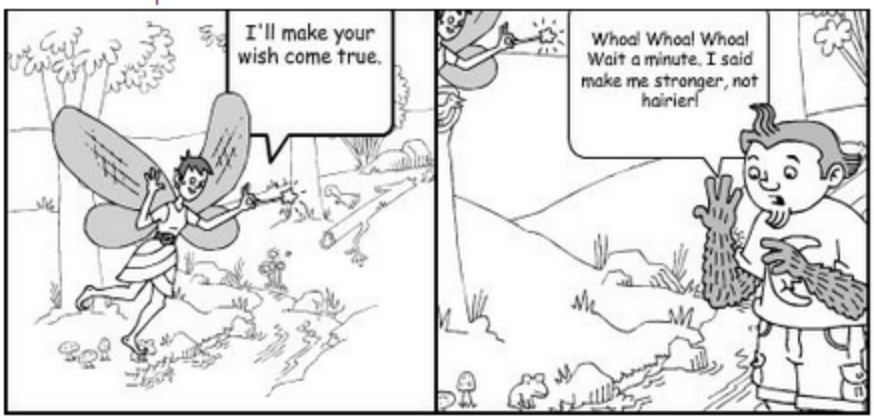
Function: exclamation
See Also: whoo/whew, whoo-hoo, whoopee, yay

whoa /woʊ/

Definition #1: used to say "stop" or "slow down"
Example: Whoa! Stop spinning. You're making me dizzy.

Definition #2: used to express shock or disbelief
Example: Whoa! Twelve dollars for an apple?

Context Example:



Function: exclamation
See Also: gee/jeez/geez, wow

whoo-hoo /wʊhuː/

Definition #1: used to express happiness
Example: Whoo-hoo! Let's get the party started.

Context Example:

Mood: happiness

Function: exclamation
See Also: woot, whoopee, yay, yipee/yippee

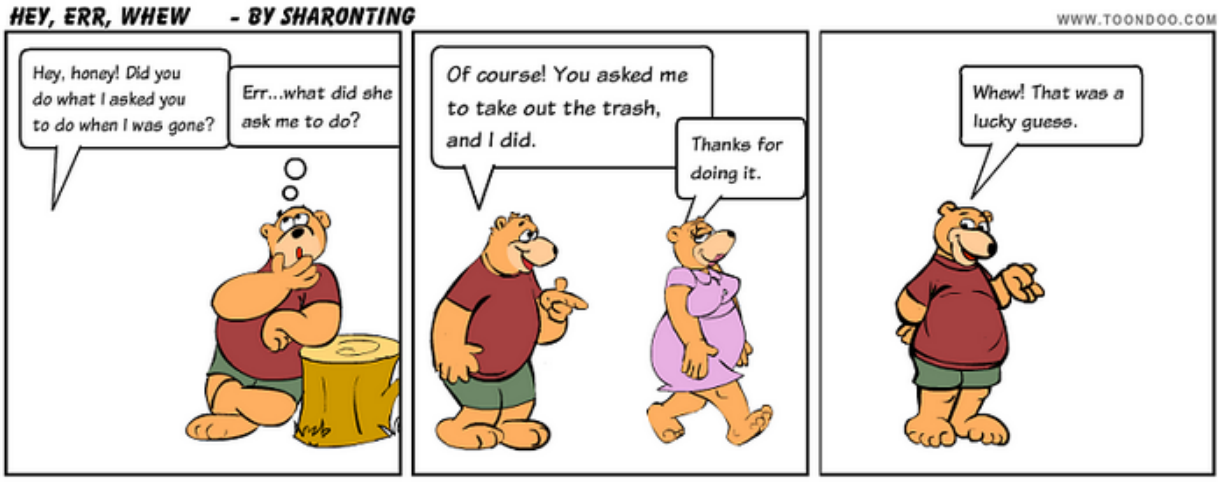
whoo/whew /huːh/

Definition #1: used to express amazement
Example: That house is worth almost a million dollars? Whew! That's a lot of money.

Definition #2: used to express relief
Example: Whew! Thanks for taking the pressure off.

Definition #3: used to express that something is hot
Example: The curry is spicy, whoo!

Context Example:



Function: exclamation
See Also: sigh, phew, wow, whoa

whoopee /wupi/

Definition #1: used to express happiness and excitement
Example: Four-day weekend. Whoopee!

Context Example:

Mood: happiness

Function: exclamation
See Also: woot, whoo-hoo, yipee/yippee, yay

woot /wut/

Definition #1: used to express happiness and excitement
Example: Last day of class today, woot! woot!

Context Example:

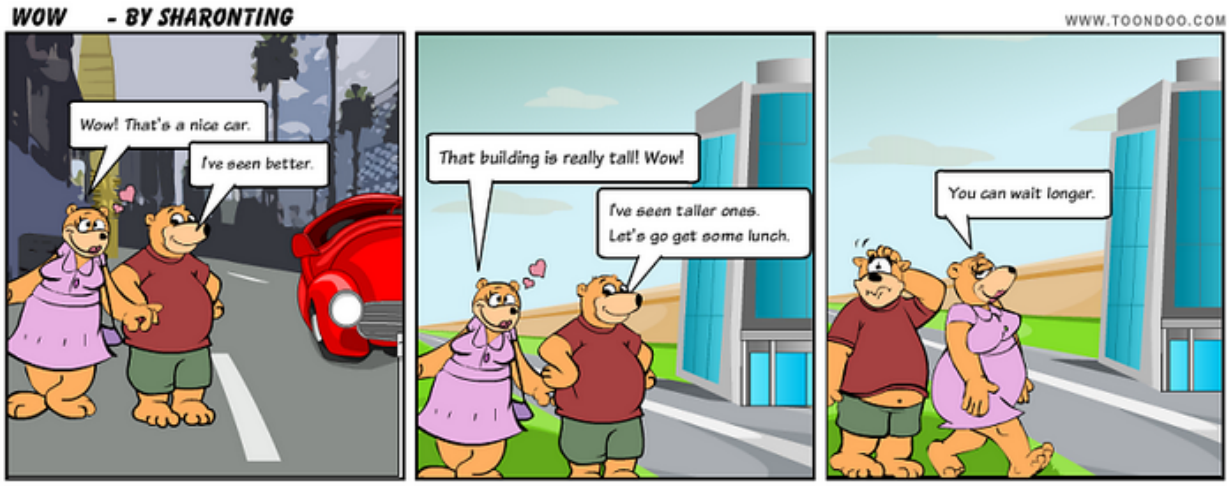
Mood: happiness

Function: exclamation
See Also: yipee/yippee, yay, whoo-hoo, whoopee

wow /wau/

Definition #1: used to express amazement, wonder, and astonishment
Example: Wow! So much snow in just a few hours!

Context Example:



Function: exclamation
See Also: whoo/whew, ooh, whoa

yay /jeɪ/

Definition #1: used to express excitement and happiness
Example: Yay! I passed my driving test!

Context Example:

Mood: happiness

Function: exclamation
See Also: yipee/yippee, woot, whoo-hoo, whoopee

yikes /jaɪks/

Definition #1: used to express alarm
Example: Yikes! If we don't leave now they'll be late for school!

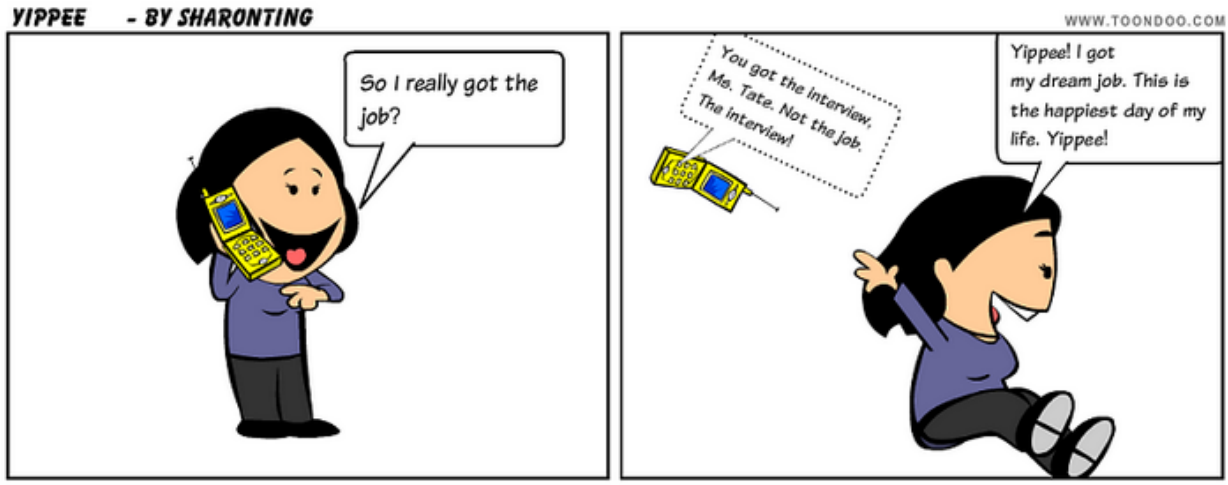
Context Example:

Function: exclamation
See Also: oops/whoops, uh-oh

yipee/yippee /jɪpi/

Definition #1: used to express happiness and delight
Example: I get to go to Disneyland next week. Yippee!

Context Example:



Mood: happiness

Function: exclamation
See Also: whoo-hoo, yay, woot, whoopee

yo /jəʊ/

Definition #1: used to get someone's attention
Example: Yo, Michael! Can you help me move the couch?

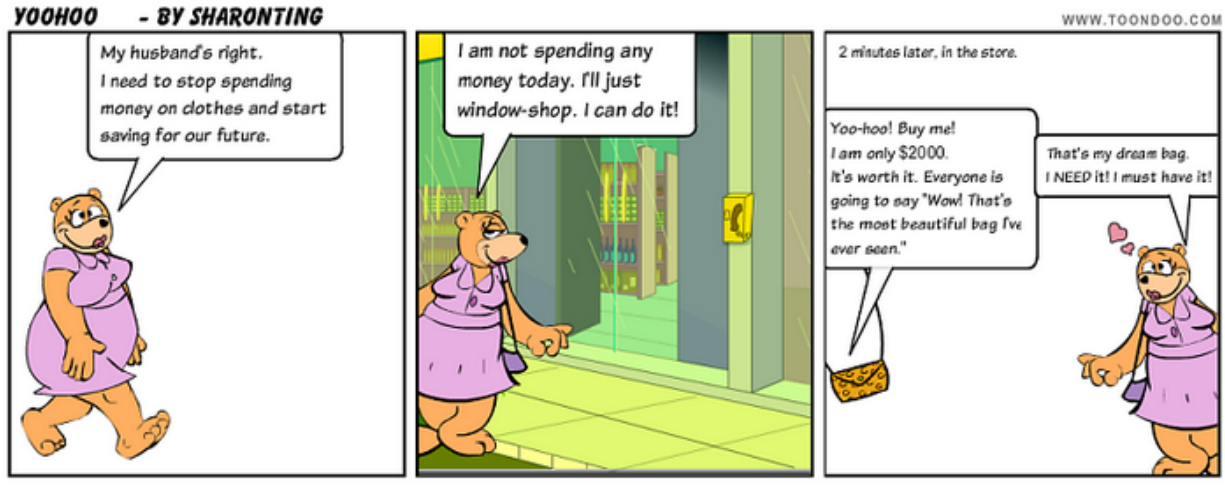
Context Example:

Function: attention-getter
See Also: hey, yoohoo, psst, ahem

yoohoo /juˈhu/

Definition #1: used to call out to someone or to attract their attention
Example: Yoo hoo, are you home? I live at the back of your yard, you know? Yoo hoo.

Context Example:



Function: attention-getter
See Also: ahem, yo, psst, hey

yow /jaʊ/

Definition #1: used to express pain
Example: Yow! The handle of the pot is extremely hot.

Context Example:

umm, yow, uh-uh

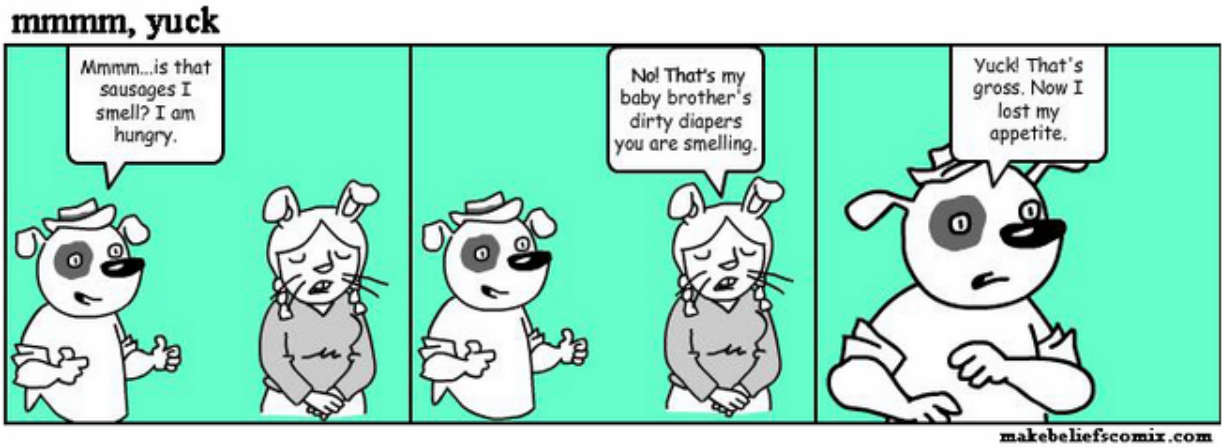
Mood: discomfort

Function: exclamation
See Also: ouch, ow

yuck /jʌk/

Definition #1: used to express disgust
Example: Yuck! That's an ugly rash. Why don't you go see a doctor?

Context Example:



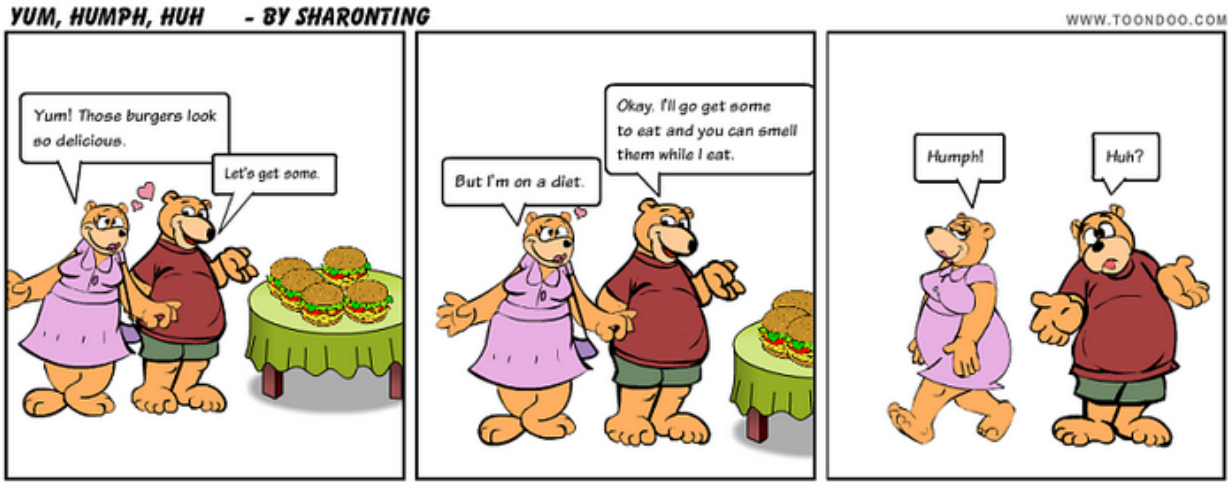
Mood: disgust

Function: exclamation
See Also: blech, ew/eww

yum /jʌm/

Definition #1: used to express that something is delicious
Example: Yum! Can we have lasagna again tomorrow night?

Context Example:



Mood: happiness

Function: comment
See Also: mmmm

Chapter 6: Conclusion

Unorthodox Oral Expressions Dictionary Summary

The purpose of this project was to develop an online UOE dictionary to serve as a resource for non-native ELLs to learn more about UOEs and their correct usage and pronunciation. The dictionary can now be found online at (uoe.leightonwhiting.com). Many hours (approximately eight months) were spent in planning, writing, evaluating and producing this material. The dictionary was drafted, edited, and piloted with 26 ESL teachers, and 89 non-native ELLs in the US and abroad. These two groups of users provided evaluative feedback regarding the usefulness of the dictionary and its features. The feedback collected from the evaluation was used to make changes to the dictionary entries and layout. In the following sections, I will describe the lessons I learned in completing the project, limitations to the project, and suggestions for future development.

What I learned from this project

From this project experience I gained a greater awareness of UOEs, including their usage, pronunciation, and categorization. I also gained better knowledge of the importance and role of UOEs in the English language. Not only do I now notice more frequently UOEs being used around me daily, I also learned to analyze sounds and words to determine whether they are UOEs or not.

I was able to share the knowledge that I have about UOEs and the online dictionary with ESL and EFL teachers from the Middle East, China, and the USA at a poster session presentation at the TESOL convention in Philadelphia in March 2012.

The process of developing an online dictionary was another important thing I learned. I learned that dictionary writing is not as easy as I had previously anticipated. A lot of research, data collection, and organization go into dictionary-making. One needs to make sure that the definitions written are correct and thorough, the example sentences convey the meaning of the words, and that the pronunciation guide is accurate.

Through the creation of this online dictionary, I also learned a little bit more about the process of making comic strips. I learned that while the drawing is important, it is more important to have stories that flow well and make sense. In our case, it is important to make sure that the comic strip stories convey the UOEs' meanings and exemplify their usage in a few short sentences.

Apart from drafting the definitions, finding and writing example sentences, and making the cartoons, I also gained skills with different software tools. I learned how to edit sound clips with Audacity® and convert the AIFF files into mp3 files using a software program called "LAME Ain't an Mp3 Encoder" (LAME). On top of that, I also learned how to make a website using Drupal®. While I had experience designing and building websites before this project, this was the first time that I made a website using Drupal®.

During the project creation, evaluation, and write-up process, I learned the importance of collecting and implementing feedback. I realized that feedback from pilot-testing is essential to make the product better. By implementing the recommendations given by users, my dictionary

became more useful and user-friendly. That, of course, was the main purpose of the product: to give the users a useful tool that they could easily access and use.

Last but not least, I learned to be more organized in my dictionary writing method. In the beginning I was doing many things at once and feeling very overwhelmed because I could not get anything done. Then, I learned that by following the steps outlined by Landau (2001) and Greer (1988), I could complete my project more quickly.

Limitations to this project

As with any academic studies, this MA project had several limitations. First, because only 10 entries were done for the pilot-testing, a few of the dictionary features could not be shown. Because the *function categories* index and the *see also* links were not yet working, many pilot-users were confused as to how useful those features could be. A few teachers brought up the issue of the links not working or reported how they were confused by the features. Apparently, many student users did not even know what those features are for when they perused the dictionary and took the survey.

Due to the time constraints on this project I was able to pilot-test only the 10 sample dictionary entries developed. I was not able to administer a survey on the whole dictionary after the implementation of the suggestions and recommendations given during the first pilot-test. Therefore, I do not have feedback regarding the improved and completed dictionary with which to compare my earlier, pilot results.

UOE is a relatively new and unfamiliar term to many people. For one thing, UOEs are often grouped under the category of interjections but not all UOEs are interjections. Therefore,

people may not know what the term is without being introduced by others who know about them. This in turn makes the dictionary more difficult to find.

My UOE dictionary is a monolingual dictionary. One of the disadvantages of using a monolingual dictionary for ELLs is that sometimes the definitions are not always easy for users to understand because there are no translations. This is especially true for lower level and young ELLs. Some users might be frustrated because they have to look up other words using a different dictionary while trying to understand the meaning of a particular UOE.

Apart from the limitations mentioned above, there were also some problems with the survey itself. Firstly, even though this dictionary was designed for both ESL and EFL students, the survey was mostly taken by ESL students. The number of EFL students taking the survey was less than half the number of ESL students taking the survey. Second, a question of whether the users would recommend the dictionary to others was omitted. We could only assume that if they liked the dictionary (which is question 4 in the survey), then they would recommend it to others. Lastly, because this survey was designed to be taken only by users 18 years old and above, it was uncertain whether the dictionary was useful and should be recommended for young ELLs.

Suggestions for Future Development

While this online dictionary project is now completed, further steps can be taken to improve it and make learning UOEs even easier. First of all, my UOE dictionary is a monolingual dictionary and as mentioned in the limitation section of this chapter, a disadvantage of monolingual dictionaries is that since the definitions are written in the ELLs' L2, they may be

difficult for low-level ELLs to understand. Nevertheless, this problem can be solved by installing a translation feature, such as Google translate, so that when users chance upon an English word they do not understand while perusing the dictionary, they can find the meaning of the word in their own language by typing the word into the translation feature and having it translated into their native language. Another way to get the meaning of a UOE across quickly would be to provide easier examples, choose comics that are easily understandable even for young or beginner level learners, and use simpler words for the definition.

Second, because this website is new, many people do not know about it or do not know where to find it. It is imperative that some promotional or marketing effort be done to spread the word about UOEs and its dictionary website. This can be done through using social media websites such as Facebook and Twitter to promote the dictionary. Teachers can promote the site by providing the link of the website to their students if they come across some UOEs in the classroom.

My third suggestion is to create a UOE dictionary smartphone application. More and more people are using their smart phones to browse the web, read news, and learn new things nowadays. There are many dictionaries, such as Merriam-Webster Dictionary, Oxford dictionaries, and dictionary.com that have created dictionary applications for smart phone users. The users can simply pay and download the applications right on their phones from the applications store or install them for free if the applications are free.

My fourth suggestion for improvement involves the development of exercises or quizzes on the dictionary website. The purpose of the exercises and quizzes would be for the users to have the opportunity to test themselves and see if they have grasped the meanings of the UOEs.

The quizzes could be in a different format, such as multiple choice questions, and filling in the blanks. On top of that, answer keys could be provided so that users can check their answers right away.

The previous suggestions were concerned mainly with the dictionary itself. My final suggestion for future research focuses on UOEs more generally. For instance, a study on whether the use of UOEs varies according to gender could be done. The researcher could find out whether some UOEs like *eek* are used more by females because of their pitch. Also, research could be done to find out the origins of different UOEs and if UOEs vary by region.

Conclusion

Compared to many other aspects of the English language, which are taught explicitly in most ESL/EFL classrooms, UOEs are usually neglected or avoided because of their non-academic status and nature. They are, therefore, often misunderstood as something not important in communication and are difficult to teach and learn. Not many textbooks and teaching materials contain UOEs. Many ESL/EFL students have never heard of many of these expressions and are not able to find them in many dictionaries. The UOE dictionary seeks to fill an important gap in the learning experience of thousands of ELLs around the world (inside and outside of the United States). It will also be useful for NNES teachers such as myself who for various reasons never get to learn about UOEs. The dictionary is not made to replace the role of teachers in teaching UOEs in the classroom. It is, however, a useful resource for self-learning until more effort is devoted to creating textbooks and teaching materials that can be used in classrooms.

This project has shown that the online dictionary of UOEs is user-friendly and is useful for ELLs to learn the meaning, pronunciation, and usage of UOEs. It has also shown that a UOE dictionary is welcomed among ELLs and their teachers, even, or perhaps especially, when this aspect of communicative language has not been taught in their classrooms. It is my hope that this project, in conjunction with future research and development, will be able to help ELLs achieve their goals to communicate in English effectively.

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Appendices

Appendix A: Prospectus of the Dictionary

A Dictionary of

UNORTHODOX ORAL EXPRESSIONS

for English learners and teachers

Prospectus by

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Product overview

Many expressions used by American English speakers do not fall into traditional categories which facilitate comprehension and acquisition by English Language Learners. These expressions, known as Unorthodox Oral Expressions (UOEs), are frequently used but rarely taught and highly mysterious. *A Dictionary of Unorthodox Oral Expressions for English Learners and Teachers* will allow learners to easily access the meaning, see UOEs in authentic language, and learn to appropriately produce UOEs.

Two versions of this Dictionary of Unorthodox Oral Expressions for English Learners and Teachers will be produced: a paper-based dictionary and an online version. The free online version will provide additional benefits including, hearing the pronunciation of each utterance, and through the use of video clips seeing each UOE used in real contexts. ESL and EFL teachers and students worldwide will be able to draw on this valuable language learning resource.

Audience/Market

The Dictionary of UOEs is targeted towards ESL students in the United States and EFL students in other countries. To speak a language naturally, one needs to incorporate terms which are used commonly by native speakers, whether or not they are found in text books and dictionaries. Words like *uh-huh, oops, ouch,* and *burrr,* are some examples of terms that are frequently used in English but not often found in a textbook. Though unorthodox, these expressions are important for ESL students to learn so that they will be able to carry out more natural and native-like conversations and understand what these utterances mean when native speakers use them.

Millions of students learning English as a second or foreign language are not taught UOEs (Chittaladakorn, 2011). Many of them come away not knowing how to use or how to say some of the most common words used in natural speeches by the native English speakers. They might have seen them in books when the UOE are spelled out and could not make the connection to their meanings or pronunciations. They might have heard them in speeches and movies but do not know in what context they can be used. It will also be helpful for language teachers who are teaching English as a second or foreign language to use as a resource or reference for their listening and speaking classes.

So far, there aren't any dictionaries on the market that provide such extensively researched, detailed, and focused entries on the UOE.

Approach and distinctive features

The dictionary will take a user-centric approach to make it easy for users to find the UOE of their choice. While traditional dictionaries are organized alphabetically, the UOE dictionary will feature functional as well as alphabetical organization. When a lack of standardized spelling creates difficulties in finding a UOE, users will easily be able to find the expression through searching by functions.

Both the paper and web-based versions of the Dictionary of UOEs will feature a simple minimalist design that makes it incredibly easy to navigate. Each entry will have its own

separate page, with information presented in a logical readable manner. The entries will include the following: Definitions, alternate spellings, related UOEs and words, phonetic transcription and pronunciation notes, multiple examples of the expression in context, and corpora-based language examples. The rich information in each entry will support learners in their comprehension and acquisition of each item. The online version will provide the additional benefits of easy access and additional content which will be useful for learners.

Competition

A number of existing dictionaries have similarities to the Dictionary of UOEs, but all fail to offer rich, contextualized information that supports acquisition of the UOEs.

Competitor	**Publisher/Information**	**Comparison to UOE dictionary**
The Urban Dictionary	Aaron Peckham http://urbandictionary.com	The Urban Dictionary is a wiki type website, the content of which is not reviewed before being posted. It features entries on a couple common UOE. The entries include a definition and sample sentence. However, because the site is not professionally edited, the content is questionable. There is also a high level of profanities used on

		the site which detracts from its professional applications.
Dictionary of Injections	http://www.vidarholen.net/contents/interjections/	Contains a list f about 30 different UOEs, meanings, and examples. Very basic and simple, contains no audio or video.
Free Online Dictionary	http://freeonlinedictionary.com	The free online dictionary does not feature user submitted material, and is a somewhat more professional online offering. The entries are limited to simple definitions and sample sentences. The entries do not contain the depth which will be present in each UOE Dictionary entry.

Competitor	**Publisher/Information**	**Comparison to UOE Dictionary**
American Heritage	*Houghton Mifflin Company*	The American Heritage

Dictionary		Dictionary contains some UOE entries, offering only definitions and a single example. The UOE Dictionary will offer additional authentic examples from corpora.
Dictionary of Slang	http://www.slangsite.com	The Dictionary of Slang is similar to the Urban dictionary. It lacks the professionalism and depth offered by the UOE Dictionary.
Dictionary.com	*Lexico Publishing Group* http://dictionary.reference.com	Dictionary.com is perhaps the most professional online dictionary. It offers pronunciation keys, definitions, sample sentences, and word etymology. The user can also easily access synonyms and further information

	about the word. However, UOE do not regularly appear on dictionary.com. The entries which do exist give incomplete definitions devoid of pragmatic instruction. For ELLs it would be difficult to know how to properly use the UOE.

Scope and sequence

The 50 plus entries in A Dictionary of Unorthodox Oral Expressions (UOE) for English Learners and Teachers cover almost all of the UOE in American English language.

The 50 entries will include the UOE in written-form, their alternate spellings, the definitions, authentic examples drawn from American English corpus, and IPA transcriptions.

On top of the above-mentioned features, audio examples, video/movie examples, as well as illustrations or cartoons will be included for each entry on the dictionary website.

The entries are alphabetized and categorized by mood.

Table 1

List of UOEs to be Included in the Dictionary

_____	

ah

aha

ahem

ahh

argh

aw/aww

bah

blech

boo

boohoo/ boo-hoo

booya

brrr

doh

duh

eek

eep

eh

err

ew

gah

gasp

gee/jeez/geez

grrr

gulp

ha

hey

hm/hmm/hmmm

huh

humph

meh

mmmm

neener

O

oh

oho

oof

ooh

oops/whoops

ouch

ow

phew

psst

rah

sheesh

shhh

shoo

sigh

tada/ta~da

teehee

tsk-tsk/tut-tut

ugh

uh-huh

uh-oh

uh-uh

uh/uhh/uhhh

um/umm

unh

wee/whee

whoa

whoo

whoo-hoo

whoopee

woot

wow

yay

yikes

yipe

yippee

yo

yoohoo

yow

yuck

yum

Current status of the project

Number of entries completed: 10
Number of entries nearly completed: 10
Number of entries under development: 50 (various stages)
Over the next month, other entries will be fully developed and finished available for use. As they become available they will also be posted to the website.

Field testing

Students at the English Language Center in Provo, UT, non-native speakers attending Brigham Young University, and an assortment of learners in EFL settings will be used to pilot the dictionary.

Authors

Ee Wen Ting (BA English, TESOL Cert.) is a non-native English teacher from Malaysia. She is currently a graduate student in the TESOL Masters program at Brigham Young University (BYU) and a part-time teacher at BYU's English Language Center (ELC). She has had experience tutoring and teaching ESL/EFL learners for 2 years in Malaysia and Provo, UT, with particular interests in listening and speaking. She earned her Bachelor's degree from BYU-Hawaii in English. She has lived on two continents and experienced various aspects of second language learning, both as a student and as a teacher.

Ryan Lege (BA TESOL, TESOL Cert.) has diverse experience within the field of TESOL. He has taught ESL and EFL in a range of places over the last 4 years, including Hawaii, Japan, Cambodia, and, currently, Utah. He has worked as a material's developer for Brigham Young University Hawaii. He is currently completing a MA in TESOL at Brigham Young University. His interests include teaching pronunciation, speaking, and reading.

Lynn Henrichsen (Ed.D, University of Hawaii) has over 30 years experience teaching English to speakers of other languages in a variety of settings around the world. A former chair of TESOL's Teacher Education Interest Section, and former chair of the Department of Linguistics and English Language at Brigham Young University, he regularly teaches courses in TESOL

methods and materials. He has authored 7 books and over 70 chapters in books and articles in professional periodicals.

SAMPLE ENTRIES

YUCK /jʌk/ [note: in the online version of the dictionary, the pronunciation/audio icon goes here-when hover over, the sound comes on automatically, no need to click on the icon]
~ an expression of disgust
"**Yuck**. That's an ugly rash. Why don't you go and tell your mom?

tags: disgust, horrified

see also: ew, ugh

Wow /wau/
~ used to express amazement, wonder, and astonishment
I thought, **wow**, this guy -- we haven't even asked who talked to him and he's already got an attorney and the attorney's already contacting us, telling us not to contact Wally Opdycke.
Too much snow. Oh, **wow**.

tags: surprise, amazement, wonder, astonishment

see also: oh, yipe, eek, ah, whoo, ooh, whoa

Ugh /ʌg/

~ used to express disappointment, frustration, or disgust.

She looked down onto the top of her bed's canopy. **Ugh**! Dead bugs.

Ugh. Just the thought of Rashad being with another woman turns my stomach.

tags: disgust, frustration, irritation, anger, disappointment

see also: ew, yuck, grrr, gah, humph, geez/gee/jeez, sheesh

Uh-oh

~used when the speaker knows something bad will happen in the future

Uh-oh I think I failed the test. (ryan's example)

"So, Mek, how did things go last night?" "Not well." **Uh-oh**. "What happened?"

tags: trouble, bad feeling

see also: oh,

Psst

~a sound used to get someone's attention in a quiet manner

(In the library) psst, can you hand me that book?
Psst. Hey, come here. Hey, come here.
HEY! **PSST**! YEAH, YOU. COME A LITTLE CLOSER. That's it.

tags: attention

see also: hey, ahem, yo, yoo-hoo, O

Oof /uf/
~used when hit by something, or when something runs into you
She opened the door and oof, ran into a solid wall.

tags: pain, surprise

see also: ouch, ow, yow

Eek /ik/
~an expression of surprise and fear
When the monster jumped out of the closet, the child screamed "Eek!"
[She] gave a small **eek** of surprise and dismay

tags: surprise, fear

see also: oh, yipe, ah, whoo, ooh, whoa, wow

Phew
~expression of relief
Phew! I'm glad that's over!
Phew. It's nice to get back in here for a break.

They shut their eyes and Atreyu passes through the first gate. Bastian: **Phew**. That was close.

tags: relief

see also: oof

Appendix B: Survey on UOE dictionary entries

Implied Consent I am a graduate student at Brigham Young University, and I am conducting this survey to find out what features of my dictionary are most useful. Completion of this survey should take less than 5 minutes of your time. Your participation will be anonymous, and you will not be contacted again in the future. You will not be paid for participating in this study. This survey involves minimal risk to you. You are not obligated to participate in this study, but your responses will help me produce a better dictionary.If you have questions regarding this study you may contact Ee Wen Ting at 801-404-3726 and at sfenella@gmail.com or you may contact my mentor Dr. Lynn Henrichsen at lynn_henrichsen@byu.edu. If you have any questions about your rights as a research participant you may contact the IRB Administrator at A-285, Brigham Young University, Provo, UT 84602; irb@byu.edu; (801)422-1461. The IRB is a group of people who review research studies to protect the rights and welfare of research participants. The completion of this survey implies your consent to participate. If you choose to participate, please press continue and complete the survey. Thank you!

❍ Continue (1)

Q1 How useful are the following features in the sample dictionary entries?

	Very Useful (1)	Somewhat useful (2)	Neutral (3)	Somewhat useless (4)	Very Useless (5)
Pronunciation guide with phonetic symbols (1)	❍	❍	❍	❍	❍
Definition (2)	❍	❍	❍	❍	❍
Alternative spelling (3)	❍	❍	❍	❍	❍
Audio pronunciation (4)	❍	❍	❍	❍	❍
Comic strip example (5)	❍	❍	❍	❍	❍
Example sentences (6)	❍	❍	❍	❍	❍
Audio of the example sentences (7)	❍	❍	❍	❍	❍
See also (8)	❍	❍	❍	❍	❍
Tags (9)	❍	❍	❍	❍	❍

Functions (10)	❍	❍	❍	❍	❍

Q2 Overall, were the dictionary entries helpful in helping you learn more about UOEs?

- ❍ Very Useful (1)
- ❍ Somewhat Useful (2)
- ❍ Neutral (3)
- ❍ Somewhat Useless (4)
- ❍ Very Useless (5)
- ❍ Any comment? Please enter below. (6) _____

Q3 What would help you to understand UOEs better?

- ❍ more comic examples (1)
- ❍ real English teacher teaching each word in a video (2)
- ❍ more example sentences (3)
- ❍ using UOEs from movie/TV clips (4)
- ❍ others (5) _____

Q4 Are there any other UOEs that you know that are not on the list of UOEs provided?

Q5 Please evaluate the following browsing options:

	Very helpful (1)	Somewhat helpful (2)	Neutral (3)	Not very helpful (4)	Not helpful at all (5)
browsing alphabetically (1)	❍	❍	❍	❍	❍
browsing by mood (2)	❍	❍	❍	❍	❍
browsing by functions (3)	❍	❍	❍	❍	❍

Q6 Overall, how easy is it to use the dictionary?

- ❍ Very Easy (1)
- ❍ Somewhat Easy (2)
- ❍ Neutral (3)
- ❍ Somewhat difficult (4)
- ❍ Very Difficult (5)
- ❍ Any comments? (6) _____

Q7 How do you like the dictionary?

- ❍ Like Extremely (1)
- ❍ Like somewhat (2)
- ❍ Neither Like nor Dislike (3)
- ❍ Dislike somewhat (4)
- ❍ Dislike Extremely (5)
- ❍ Any comments? (6) _____

Any other comments about the dictionary?

Please tell us a little bit more about you by filling out some demographic questions below. It would help us to know our audience and target users better. This survey is anonymous, we will not know who you are.

Q8 Are you currently learning English, planning to teach English, or teaching English? (you may choose more than one option if it applies)

- ❍ Learning English (if you choose this, please answer the next question) (1)
- ❍ Planning to teach English (if you choose this, you may skip the next question) (2)
- ❍ Teaching English (if you choose this, you may skip the next question) (3)
- ❍ None of the above (if you choose this, you may skip the next question) (4)

Q9 Are you learning English in an English speaking country? If yes, where?

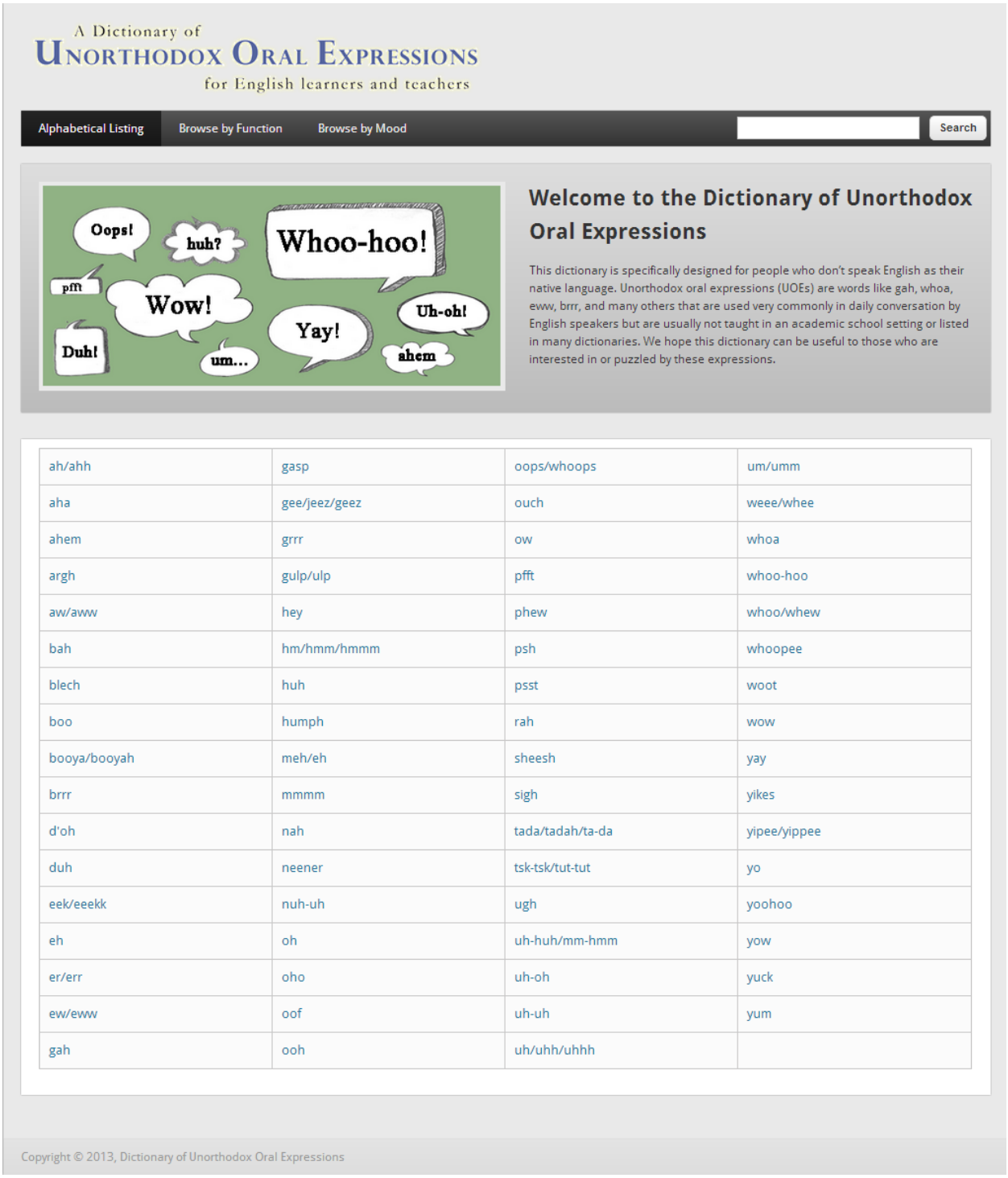
- ❍ Yes. (1) _____
- ❍ No (2)

Q10 What would you say your English level is?

- ❍ Beginner (1)
- ❍ Advanced Beginner (2)
- ❍ Intermediate (3)
- ❍ High Intermediate (4)
- ❍ Advanced (5)
- ❍ Native speaker (6)

Q11 Where are you from?

Appendix C: Screen Shots of the Dictionary Website



A Dictionary of
UNORTHODOX ORAL EXPRESSIONS
for English learners and teachers

Alphabetical Listing | Browse by Function | Browse by Mood | Search

Welcome to the Dictionary of Unorthodox Oral Expressions

This dictionary is specifically designed for people who don't speak English as their native language. Unorthodox oral expressions (UOEs) are words like gah, whoa, eww, brrr, and many others that are used very commonly in daily conversation by English speakers but are usually not taught in an academic school setting or listed in many dictionaries. We hope this dictionary can be useful to those who are interested in or puzzled by these expressions.

Home » Browse by Function

attention-getter	back-channeling	comment
exclamation	filler	question tag

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Home » Browse by Mood

anger	discomfort	disgust	fear
happiness			

Appendix D: Permissions to Use the Comics

From ToonDoo to Me

Hi Sharon,

We are glad to hear that, you use ToonDoo for your project.

ToonDoo's copyright terms and conditions stipulate that you can do "as you please" with the created cartoon, as long as you meet a few conditions.

Please retain the title, the authorname (if the toon created by you, you can remove the title and the authorname) and the toondoo.com watermark (in any case, have to retain the toondoo watermark) as shown in the attachment.

If you want that precondition removed, please purchase licenses for that specific toondoo by visiting this page. http://www.toondoo.com/Shop.toon

In case you require high-resolution images of your Toons, let me know. They are ideal for printing and are available at an extra charge.

Please read more about getting your HIGH RESOLUTION toons here.. http://www.toondoo.com/Shop.toon and let us know if you need any assistance.

Thanks,
Bharathi.

From MakeBeliefsComix to Me

Dear Sharon,
You have my permission to use comic strips created at MakeBeliefsComix.com for your thesis. A credit line would be important to us, such as: This comic was created at MakeBeliefsComix.com; go there to make your own.

I would appreciate, too, your sending me a copy of any small dictionary you create -- l often do workshops for educators and would like them to see what you create.

If at some point when you can afford to, please consider making some kind of financial donation to MakeBeliefsComix, so that we can continue to do our work as offer the site as a free service. The site is financed from my personal savings, so anything helps. It would mean a lot to us, too, if you would share the site with your colleagues and friends and professional groups (including list-servs) that you belong to -- we depend on such word-of-mouth as we strive to build a community of users for our educational site.

With thanks and wishes to you for good luck with your project,
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