2011-06-15

Unorthodox Oral Expressions in English Dictionaries, Corpora, Textbooks, and English Language Instructional Materials

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A selected project submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of

Master of Arts

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June 2011

ABSTRACT

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The aim of this project is to provide useful data from published dictionaries, corpora, and instructional materials, as well as sample lessons, to promote the teaching of Unorthodox Oral Expressions (UOEs) to learners of English as a second/ foreign language. In the first chapter, the author reviews relevant literature, explains what UOEs are, and discusses the importance of incorporating UOEs in EFL or ESL classrooms. In the second chapter, a linguistic categorization of UOEs is given. In the third chapter, the results are given of an examination of 10 different dictionaries. The purpose of this examination was to find which of 56 target UOEs are included in each dictionary and what kind of definitions are given for them. The results show that many common UOEs are not included in most, or any, dictionaries. For the UOEs that are included in most dictionaries, the definitions do not always agree, and factors such as intonation are not taken into account. Moreover, the explanations on how the UOEs can be used are not complete. In the fourth chapter, three English language corpora are examined to discover which of the target 56 UOEs are the most frequently used. The results show some differences in UOE frequency between the corpora that include both spoken and written English text and the spoken English corpora. In the fifth chapter, the teaching of UOEs in ESL textbooks is analyzed. The results show that most of these books do not teach UOEs explicitly. In chapter six, experimental instructional units are provided. Results of piloting these lessons at Brigham Young University's English Language Center are discussed. In the last chapter, the author suggests possible future research involving UOEs.

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

ACKNOWLEDGMENTS

I would not have been successful in my project and education without the help of many people in my life. First, I would like to express my gratitude to my parents who were my first teachers and who provided me the education needed for studying here at BYU. It would be impossible for me to complete my education without their support and encouragement. Next, I would like to express appreciation for; Dr. Henrichsen, Dr. Tanner, and Dr. Nuckolls; my committee members who provided valuable feedback and suggestions to improve my work. Also, a special thanks to Dr. Henrichsen, who is not only my mentor but also a friend. He worked closely with me throughout my project, shared wonderful insights, and helped me even in trivial issues. Finally, I am grateful for all of my instructors throughout my life who were excellent examples and inspired me to become an educator like them.

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Chapter 1: Introduction and Review of Literature

The term Unorthodox Oral Expression (UOE) describes a linguistic-pedagogical category created by Henrichsen (1993) that includes a variety of frequently used but seldom taught single-word utterances in the English language. Examples of UOEs include *aha*, *oh-oh*, *hmm*, and *errr*. Henrichsen refers to these utterances as unorthodox because they are generally not found in dictionaries, are used in oral rather than in written language, and do not have standardized spellings. Like many other interjections, they are "universal yet neglected" (Ameka, 1992). In other words, although they are different in various languages, they occur in every language. According to the Cambridge International Corpus, four UOEs (*uh, huh, oh, um*) are among the top 50 spoken words in North American English (McCarthy, 2004, p. 10). Because many of these expressions are among the most frequently used utterances in spoken English, listeners who do not know UOEs will lose out on a great deal of meaning in, or even misinterpret some parts of conversations. Thus, it is necessary for non-native English speakers (NNESs) to learn these expressions because they are "the essence of communication" (Ameka 1992, p.102). This chapter lists the defining characteristics of UOEs, clarifies their classifications and functions in the English language, emphasizes the importance of NNESs' understanding of UOEs, and discusses previous studies dealing with UOEs and their suggestions for future study.

The Cause of UOE Neglect

While Unorthodox Oral Expressions are among the most frequently used expressions in the English language, they are often neglected in language classrooms because of their unorthodox nature (Luthy, 1993). There are a few causes of UOE neglect. The first is that UOEs are unconventional and are primarily used in the spoken language: they either do not have a written form or are written in an untraditional way. For that reason, these expressions are usually not included in dictionaries and word lists (Luthy, 1983). Because many of these UOEs not found in dictionaries, spell-check programs also often mark these expressions as incorrect. Also, people tend to think of each UOE as "just a representation of a universally made human noise" (Henrichsen, 1993, p.1). Some UOEs, such as *aha* and *phew,* do exist in some dictionaries. However, Henrichsen (1993) does not believe that these more standard UOEs like *aha* and *phew* are any different from less orthodox UOEs that do not appear in dictionaries, such as *argh, ew, weee, or errr.*

The second reason for UOE neglect is that teachers are often unaware of this means of communication; therefore, it is not generally taught explicitly (Luthy, 1983). The reason for this is because native speakers are exposed to UOEs their whole life and learn these expressions naturally, or implicitly. Evidence for this is that a lot of UOEs are among the very first expressions native speakers learn as babies (Fulghum, 1991; Henrichsen, 1993), such as *uh-oh, uh-huh,* and *uh-uh*. Also, many other UOEs play a big part in children's communication. An example of this can be seen in a conversation among three 4-year-old members of a girls' soccer team: "'There's another team and when they run with the ball you have to run and kick the ball away from them.' 'Nuh-

UH' Uh-HUH'… 'Or you can bounce the ball on your head into the basket' 'Nuh-UH' "
(Barry, 2009). Because of the naturalness of the way they learned UOEs, native speakers
are often unaware that these expressions even exist.

The third reason for UOE neglect is that this knowledge is apparently not
presented in most ESL and EFL textbooks as this project demonstrates. Luthy (1983)
added that UOEs are neglected in ESL classrooms due to the fact that many English
teachers think that these expressions are rude and that these signals are not easy to teach
efficiently. On the contrary, teachers and learners need to understand that the use of
UOEs is generally not offensive and that they are appropriate for conversational use.

Why Should UOEs be Taught Explicitly?

Because of the lack of UOE learning materials (see chapter 5 of this report),
UOEs are typically learned by non-native speakers informally outside the classroom,
through conversations and the media, for example. However, if non-native speakers are
in an EFL setting, it is even more difficult for them to find the resources that ESL
students have and to learn UOEs. Because there are not many UOE teaching materials,
teachers who desire to teach students UOEs often have to create their own teaching
materials. Henrichsen (1993), for instance, created his own UOE teaching methods and
materials and used them in his classes. The learning activities included small group
discussion and interpretation, minimal pair practice, dialogues and role plays, and
matching games.

Though some people may claim that UOEs are natural sounds in the language, the
sounds that are considered natural in the English language may not be natural for native
speakers of other languages. In fact, UOEs are different in various languages. For

example, the hesitation signal [ə:] in English is [tuota] in Finnish, [ɛste] in Spanish, and [a:no] in Japanese (Luthy, 1983). These UOEs cannot be transferred from one language to another, for it would make the language sound unnatural and may lead to miscommunication. This is similar to the way words in different languages cannot be translated directly from one to another (Potayos, 1983). An example of miscommunication resulting from direct translation is the story of Poyatos's (1983) American friend, Tom, who travelled to study in Spain. Poyatos (1983) picked Tom up at the airport and helped Tom carry his suitcase. What Tom wanted to say was "Oh, it's all right!" but he made a direct translation into Spanish and said, "Oh, está bien." This actually means "well done." He made another mistake when his landlady asked him how his trip was; Tom began his sentence with an interjection and a pause "Well—" (because the trip had not been too good at all). He again translated his sentence literally and said in Spanish, "Bueno—!" The lady immediately smiled and replied that "she was so glad" (p. 17).

Luthy (1983) gave an example of a European immigrant woman in America who was very disappointed at the rudeness of the local supermarket cashier. The problem was that the European lady was used to thanking the cashier at the end of each transaction, but the reply she got each time was only *[ʔəhə]* or a nasalized sound *[ʔmhm]*. Unaccustomed to these responses in her culture or her previous English study, the woman felt like American cashiers were grunting at her.

When I was an undergraduate student, I saw many UOEs in fiction writing, especially young adult novels. However, not only did I not know how to pronounce the UOEs, but I was also not able to find their definitions in dictionaries. At that time I also

wondered how NNES could understand those expressions. The only way to comprehend them was either to guess their meanings (which may or may not be correct) or to ask a native English speaker. However, this would be more difficult if a student is in an EFL setting.

In my tutoring experience, I have also seen many South American students using *eh* for back channeling, which in English does not have any meaning. Also, some Asian students listened without using any back channeling, which according to American culture could be considered as not listening or not paying attention. This shows that UOEs can be different from culture to culture.

From these examples, we can see the importance of teaching UOEs and that from explicit learning some of these problems may be avoided.

Previous Studies

       This section will review some previous studies regarding UOEs. Because this topic is relatively new in the TESOL and linguistics field, not many studies have been conducted on this topic. The review will start with a review of Luthy's research on non-lexical intonation items because he was one of the first people to investigate these types of expressions. Luthy's work is followed by Oyer's study. She was Luthy's student and she took Luthy's research and expanded it in her master's thesis. Lehman and Campbell are other researchers who conducted similar studies into UOEs. Lehman's study was conducted as part of her senior seminar project under the guidance of Lynn Henrichsen at Brigham Young University, Hawaii. Campbell's study was conducted as part of a class research paper at Brigham Young University.

       Luthy's research. Concerning the importance of UOEs, Luthy (1983) conducted research on what he called non-lexical intonation signals (NLI signals) to find out how well diverse L1 speakers could interpret those signals in English and how well NNESs could interpret those signals compared to NESs. His participants were all students at Brigham Young University: 25 native English speakers and 42 non-native English speakers. The NNESs varied in L1: 13 Spanish, 2 Portuguese, 3 French, 9 Chinese, 3 Japanese, 4 Swedish, 3 Finnish, 1 Polish, 1German, 1 Dutch, 1 Tongan, and 1 Thai. All of the NNESs' TOEFL scores were 500 or above, and all of them were taking extra English classes at the time. Other variables Luthy included for the NNESs was their time studying English in their home country and their length of time studying English in the U.S. Luthy began his research process by recording fourteen common non-lexical signals. These signals included:

- [ə::] (a space-filling pause, a hesitation)

- [hə] (meaning what? What did you say?)

- [ʔəhə'] (yes, I heard what you said)

- [ʔə'ʔə] (no), [ʔəhə::] (yes it is! contradicting what someone said)

- [ə?ə::] (no it isn't! contradicting what someone said)

- [ʔə' :hə::] (oh yes, it definitely does!)

- [ʔə?:ə::] (no, definitely not!)

- [ʔo?: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)

Then, he allowed the 25 NES students to listen and show whether they could comprehend those UOEs by themselves, outside of context. Subsequently, he utilized the same method for the NNES students. The results revealed that the NNESs made almost 10 times as many mistakes as the L1 English speakers. He also found that for the NNESs, the amount of time studying English did not correlate with the number of errors they made and that there were no significant differences in the number of errors or type of errors among the various language groups.

Oyer's research. Oyer (1999) replicated Luthy's study for her master's thesis. Instead of looking for the differences between NES and NNES interpretations, however, she used four different L1 groups as the variable in her study: Portuguese (14 native

speakers), Spanish (58 native speakers), Japanese (17 native speakers), and Korean (32 native speakers). Other variables she included were the amount of time participants had studied English in the U.S., their English proficiency level, their amount of social interaction with native speakers, and their attitude towards living in the U.S. Furthermore, she attempted to discover whether certain UOEs were easier to comprehend for these subjects than others. Of all the variables, the results demonstrated that only the students' L1 and their social interaction with native speakers appeared to have an influence on the number of UOEs they correctly understood (Oyer, 1999).

From Oyer's findings, it can be concluded that having social interaction with native speakers appears to be an effective way for students to be exposed to UOEs and is very crucial for UOE comprehension. The native Spanish-speaking subjects scored significantly higher in UOE comprehension than the other groups; the native Japanese speakers scored the second highest, the Portuguese group scoring third, and the Korean group scored the lowest (Oyer, 1999). The fact that the Spanish group scored the highest is predictable since their UOEs are more similar to English UOEs than those used by the other language groups. However, the reason why the Japanese group scored higher than the Portuguese group remains unclear. The possibilities include their previous instruction in UOEs and the high frequency of UOEs in Japanese. Oyer (1999) suggests that the number of subjects may have had an effect on the result. Thus, Oyer's result contradicted her hypothesis that the Latin based language groups would score higher than the non-Latin based languages, and the reason for this unexpected result remains uncertain.

For further research, Oyer (1999) suggested that researchers investigate whether UOEs can be understood better in context, how well other L1 groups understand UOEs,

how EFL students' UOE comprehension compares to that of ESL students, and whether certain UOEs are recognized by NNS students because of their similarity with their native language or because of the students' communication with the native speakers.

Luthy and Oyer's findings. The results of both Luthy's and Oyer's research appears to indicate that the length of time studying English formally in classroom context does not positively influence students' ability to comprehend UOEs. This discovery confirms the suspicion that UOEs are generally not included in classroom lessons and that students mainly learn UOEs through communicating with native speakers outside the classroom (Oyer, 1999). While Luthy found no differences in comprehension between language groups, Oyer's research shows a significant difference. However, both researchers suggested that the size of the subject group may have influenced the results. From Luthy and Oyer's research, it can be concluded that non-native speakers generally have difficulty comprehending UOEs. Moreover, because UOEs are not easily learned implicitly, both Luthy and Oyer suggest that explicit instruction should be conducted in ESL classrooms.

Lehman's research and findings. Lehman (1986) also did a similar study at Brigham Young University–Hawaii (BYUH). Her population was 57 non-native speaking students from the BYUH ESL program and 21 native English speakers. The instrument used for the research was a list of Luthy's non-lexical intonation signals, Henrichsen's UOEs, her own test, a questionnaire, and 14 UOE recordings. Like Luthy, Lehman found that the NSs scored much higher than the NNSs. Also she found that the UOE scores of the NNSs did not correlate with their time in the U.S., which paralleled Luthy's and Oyer's results.

Campbell's research and findings. Another UOE study done by Campbell (1996) was conducted at Brigham Young University using Luthy's non-lexical signals. The population of the study included 50 students at BYU's English Language Center (ELC) whose English proficiency levels ranged from intermediate high to advanced high. Like Luthy, Oyer, and Lehman, Campbell found no correlation between students' length of time studying English or their time in the U.S. and their UOE scores. Moreover, no significant variation between the different language groups and the UOE score was found.

Implications

UOEs represent one of the most important aspects of human communication (Ameka, 1992) because they are very frequently used in the spoken language and convey a lot of meanings, yet they are one of the most neglected parts in language study and teaching. The previous research findings make us more aware of the importance of teaching and learning UOEs in building communicative competence in a second language. Without an understanding of UOEs, learners cannot truly have authentic language skills. The previous research also illustrates that UOEs are not easily learned by adult students without explicit instruction. This is shown in all four UOE research reports discussed (Luthy 1983, Oyer 1999, Campbell 1996, and Lehman 1986); the length of time in the US

 does not affect the NNSs' UOE score, and most NNSs have a hard time comprehending UOEs. Though the research clearly illustrates that teaching UOEs is important, UOEs are not typically taught in classrooms because they are not usually included in textbooks. Also, teachers often do not know which UOEs should be taught and how they can incorporate them into their teaching. To follow up on this previous work, this project aims to do two major things. First, it will provide information that teachers and material developers can use to incorporate UOEs in classroom practices or materials. Second, it will provide an instructional unit designed to show how UOEs can be taught as supplementary lessons. The aim of the lesson was to begin by building learners' awareness and then go on to production later. In other words, the main purpose of teaching should start with raising learners' consciousness of UOEs. As students become more aware of the UOEs, they will recognize them more in conversations and gradually

learn to produce them in conversations. As a result of this project, teachers may realize

the significant role of UOEs in the English language and include them in their teaching.

As teachers begin to see the importance of these expressions, material developers may

also include UOEs in English language textbooks; eventually these expressions may be

more commonly taught in ESL and EFL classrooms.

Chapter 2: Classification and Functions of UOEs

The first purpose of this chapter is to review relevant literature regarding how UOEs have been classified in the past. After this summary, I will present the definition and classification system of UOEs used in this project. The primary reason for having this new definition and classification is to better explain how UOEs function in the English language in order to provide more effective instruction. From understanding the different types of UOEs and their functions, teachers can group common UOEs together and present them according to their functions.

This chapter will begin by discussing the definitions and categorization systems used by a number of previous scholars working with UOE-like vocalizations. Then it will explain the criteria used for defining UOEs for this project. After that, this chapter will examine in greater depth four systems used by different linguists for researching UOE-like phenomena. Finally, building on the preceding discussion, this chapter will present the UOE categorization system used in this project.

Previous Definitions and Categorizations of UOEs

Though UOE is a relatively new term, these expressions have been mentioned by other researchers using various terms including *interjections*, *paralanguage*, *paralinguistics*, *nonverbal expressions*, *alternants*, *response cries*, and *back channeling*.

In dictionaries, UOEs are generally referred to as interjections. According to Stageberg (1981), the term *interjection* was found as early as the 1500s in teaching materials created by William Lyly and his assistants Colet and Erasmus; interjection was

one of the eight parts of speech. After these materials were published, they were called *Lyly's Grammar* and were used in teaching Latin grammar in English. Later on, this Latin part of speech model was also used in writing many English grammars.

Nowadays, interjections are categorized in traditional English grammar as a closed-system part of speech. This means that new vocabulary is not usually added to this system. Other closed system parts of speech are prepositions, conjunctions, and demonstratives (Quirk and Greenbaum, 1973).

Fowler (1980) defines an interjection as, "a word standing by itself or inserted in a construction to exclaim or command attention" (p. 522). Schourup (1985) argued that the traditional view that interjections "express some strong emotion on the part of the speaker" is only partly true (p. 17). It is true only in certain expressions such as *ouch*; however, in expressions like *oh* (which functions in some contexts with a meaning similar to *well*) or *aha*, they do not express strong emotion; rather they illustrate an unexpressed thought (Schourup, 1985). Thus, the interjections demonstrate "a direct reflection of the speaker's state of mind at the moment of utterance" (Schourup, 1985, p. 19).

Crowell (1964) added that interjections can be both words and phrases, do not have grammatical relationship with other words, and can be used as sentence starters. Some examples of interjections are *look, all right, goodness gracious, you know, oh, wow,* and *well*. Even though many UOEs can be categorized as interjections, UOEs are differently defined as explained later in this chapter. For instance, UOEs are always single words, not phrases, and do not have other meanings in the language.

Another categorization system that UOEs belong to is *paralanguage.* This term refers to many non-verbal ways of communication such as gestures, facial expressions, eye contact, touching, voice qualities, and identifiable noises: laughing, crying, whispering, and some UOEs such as *uh-huh* (Pennycock, 1985). Like the term *interjection*, this term is also too broad. Moreover, it places UOEs, which are different in various languages, in the same categorization (identifiable noises) with universal responses like laughing and crying. Other categorization terms similar to interjections are *non-verbals* and *paralinguistics,* which refer to the non-linguistic ways of communication such as using gestures (Jensen, 1988; Pennycock, 1985), and *response cries* which refers to utterances that can be used to convey meanings but are used only to respond to emotions and are not used in two-way dialogs (Goffman, 1981).

Alternants is another term, which Poyatos (2002) uses to refer to some utterances and sounds imitating nature which are not actually words in the English language; for example, *Mm, bzz,* and *zip-zap* (to be explained in detail later). Nevertheless, a more common term for this categorization is *Sound-symbolic words* (Nuckolls, 1999)

Another category that some UOEs fall into is *back channeling*. This refers to words or phrases that listeners use to show the speaker that they are listening in conversations; for example, *I see, ok,* and *uh-huh* ("Term: Back Channelling," 2010).

The Definition of UOEs to be Used in this Project

As explained above, UOEs are included in different overlapping linguistic categories (e.g. interjections or response cries, paralanguage, sound-symbolic words or onomatopoeic words, and back channeling). For this project, however, pedagogy is the primary criterion for the classification of UOEs. Therefore, for the purpose of this

project, an exact definition is needed to clarify what is considered a UOE and what is not. For the purpose of this study, Unorthodox Oral Expressions have the following characteristics.

1. They are freestanding single-word utterances.

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

3. They are not linguistically universal.

4. They have no other possible non-UOE meanings.

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

6. They often, but not always, violate the phonotactic rules of the language in which they are used and they tend to avoid stops and affricates

7. They often, but not always, lack standardized spellings.

As noted in this definition, the first characteristic of UOEs is that they 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. Nevertheless, UOEs are different from interjections because they are always single words (though they may involve reduplication). Therefore, an expression such as *oh my goodness* would not be considered a UOE because it is a phrase. Because UOEs do not have other non-UOE function in the language, a discourse marker such as *well* would not be considered a UOE because it can also be used as an adjective meaning *fine*.

The next defining characteristic of UOEs is that they must be linguistic sounds that humans make to communicate, not simply to imitate sounds in nature. Therefore,

onomatopoeic expressions such as *creak* or *meow* would not be considered UOEs; even though humans make these sounds, they are imitations of naturally occurring or animal sounds. Another term that is similar to onomatopoeia is *ideophones* (Nuckolls 2005). This term refers to symbolic sounds of both sounded images and soundless images that are culturally distinguished. Although ideophones are similar to UOEs, they are not considered the same as UOEs.

Another characteristic of UOEs is that these spoken expressions are not linguistically universal. In other words, they vary from one language to another. Therefore, the *ha ha* laughing would not be considered a UOE because it is a universal sound that people make when they feel amused (Borenstein, 2010). However, the expressions *ouch* and *ow,* which signify pain in English, are UOEs because they are not linguistically universal. These UOEs translate to *oey* in Thai, *ai* in Spanish, and *itai* in Japanese.

Unlike some interjections, UOEs do not have other possible non-UOE meanings in the language. For instance, the interjection *shoo* would not be considered a UOE because it can also serve as a verb meaning *to wave away.*

UOEs are unorthodox in that they sometimes include sounds that do not follow the normal phonotactic rules of the language in which they are used. For example, the UOE *tsk tsk tsk* produces a click and *brr* produces a bilabial trill, neither of which exist in normal English language phonetic system.

Moreover, most UOEs do not have a standardized spelling; in fact, their spellings often vary in dictionaries (see chapter 3 in this report). For instance, the expression *uh-oh*, meaning negative anticipation, is often spelled *oh-oh*.

Luthy's Nonlexical Intonation Signals

        A pioneer in this area, Luthy (1983) described UOEs as "'nonlexical' intonation signals;" he used this label to refer to sounds that are naturally used in communication to convey meaning but that are not traditionally associated with written language. In his list of 14 English intonation signals, the majority of them begin with a glottal stop. Here are the 14 intonation signals that Luthy used in his study:

                   1→
1. A space-filling pause; a hesitation [ə::]

                      23 ↑
2. What? What did you say? [hə]

                      1 2 ↑
3. Yes, I heard what you said. [ʔəhəˊ]

                2 1↓
4. No. [ʔəˊʔə]

                132↓
5. Yes it is! [ʔəhə::]

                1 32↓
6. No it isn't! [əʔə::]

                    3 21↓
7. Oh yes, it definitely does! [ʔəˊ:hə::]

                      3 21↓
8. No, definitely not! "No way!" [ʔəʔ:ə::]

                      3 1 ↓
9. Something is not quite right. [ʔóʔ:ou:]

                    3→   3→
10. I have just made a mistake. [ʔups ~ups]

                    3 1↓
11. I am surprised at that. [ʔou]

                    3 1↓
12. I am disappointed at that. [ʔou::]

$$4\ 2\downarrow$$
13. I am pleasantly surprised. [ʔou::]

$$2\ 2\rightarrow$$
14. Yes. [ʔəhə]

Ameka's Expressive, Conative, and Phatic Interjections

According to Ameka's (1992) categorization system for interjections, many UOEs would be primary interjections. He said these primary interjections include little words and non-words that are often related to gestures (Ameka, 1992). Correspondingly, Latin grammarians also consider non-words as interjections that are grammatically independent from the sentence and that function as a means to indicate the speaker's emotion (Ameka, 1992). Ameka (1992) continued that the functions of interjections can be classified into three categories: expressive interjections, conative interjections, and phatic interjections.

Expressive interjections can be emotive: they convey the speaker's feelings and emotions. Examples include *yuk!* and *ugh!* ("I feel disgust"), and *ouch!* ("I feel pain"). Expressive interjections can also be cognitive, reflecting the speaker's thoughts. Some interjections that function this way are *aha!* ("I now know this") and *ehẽ!* ("I now remember") (p. 113).

Conative interjections, the second category, are utilized to gain a verbal or nonverbal response from the listener. Some examples are *sh!* ("I want silence here") and *eh?* ("I want to know something") (Ameka, 1992, p. 113).

Phatic interjections are utilized in sustaining good communication in conversations. This category includes utterances that indicate that the interlocutor is listening, such as *mhm* and *uh-huh* (Ameka, 1992).

Poyatos' Categorization System for Alternants

Poyatos (2002) created a system for classifying what he called *alternants* (which are like some UOEs) and stated that they function in seven different categories. The first category relates to "feelings and emotions" such as "an irate '*Hum!*'" and "a commiserative '*Tz!*' click" (p. 142). The second function of alternants is to control conversation, such as by implementing devices like "'*Mm!*' for feedback." The third category is used to imitate sounds such as *ploff!*, *bzz,* or animal sounds. Fourth, alternants function to "refer to personal qualities." The fifth category refers to actions; an example is *zip-zap,* which shows speed. The sixth function of alternants is to "refer to abstract concepts"; this type includes, for example, the sound that people make when they see something beautiful. The last category is made up of the sounds people use to call animals (Poyatos, 2002, p. 142–143). An example of this is *soo wee* which is a sound used for calling pigs in English.

Henrichsen's Categorization of UOEs

Henrichsen (1993) devised the term *unorthodox oral expressions* (UOEs) as a pedagogical category and divided UOEs into seven different communicative functions: "fillers, intensifying exclamations, question-creating tags, negations, affirmations, comments/responses, and attention getters" (p. 2). Each of these will be explained below.

1. Fillers. As fillers, UOEs are utilized within speech when the speaker stops to think or hesitates. For example, *err, hmmm*, and *uh* are common fillers in English. These UOEs often appear before the sentence that the speaker really wants to say; however, they can also occur in the middle of the sentence.

2. Intensifying Exclamations. Examples of UOEs that function as exclamations include the expressions that demonstrate a speaker's reaction to pain (*ow!*), to making a mistake (*ooops!*), and to disgust (*yuck!*).

3. Question-creating Tags. The question-creating UOEs can either function as question tags or stand by themselves. This type of UOE includes *huh?* and *mmm?,* as in the examples, "You think you're so smart, *huh?*" or "What do you think, *hmm?*" (Henrichsen, 1993, p. 2).

4. Negations. The negation UOEs, such as *uh-uh* and *nah,* show a speaker's negative response to questions.

5. Affirmations. Affirmation UOEs include utterances, such as *uh-huh,* which in real-life conversations occur more regularly than the standard reply *yes*.

6. Comments. Comment UOEs are used in a wide range of communication patterns to express various meanings: usually not intense and often followed by a clarifying explanation or amplification. Henrichsen (1993) gives three examples of comment UOEs: "*Tsk, tsk, tsk.* Shame on you! You know better than to do that;" "*Uh-oh!* Look at those flashing red lights behind us! I guess we'd better pull over;" and "*Huh!* Well what do you know. George won the game after all" (p. 3).

7. Attention getters. The last function group is the attention getters. These UOEs include the sounds to call someone secretly (*psst!)* and the sounds to call for someone's attention when upset or pretending to be upset (*ahem!).*

The Categorization of UOEs to be Used in this Project

The new functional categorization used here is actually quite similar to Henrichsen's. In other words, it is a revised version of Henrichsen's categories especially for instructional purposes. It was created as follows. First, by looking at the list of 56 UOEs Henrichsen and I listed as many functions of various UOEs as we could think of. After we grouped some functions together, we compared them with Henrichsen's previous categories to make sure that all of the functions in his categories were included in the new functions, and we added some categories. Unlike Ameka's categorization system, this new categorization divides the UOEs in more detailed functional categories; and unlike Poyatos's categorization system, UOE categorization does not include utterances that are used to imitate other sounds or refer to actions. The six functional categories for UOEs are:

1. Fillers. UOEs function as fillers when they are used to fill in pauses while the speaker is thinking what to say next. Typical filler UOEs are *um* and *uh*.

2. Back channeling. UOEs are used in back channeling when listeners in a conversation use them to show that they are listening. UOEs commonly used for back channeling are *uh-huh*, *hmm*, and *oh*.

3. Interrogative or question tags. UOEs that function as interrogatives or question tags often require responses. For example, the UOE *huh?* can be used by itself with rising intonation to convey that the listener does not understand or needs explanation. However, like many question tags, if the UOE *huh* comes after a sentence, it functions as a question tag with either rising or falling intonation. An example that illustrates this is the sentence "You're busy right now, *huh?*" With a rising intonation,

this sentence is asking for information. On the other hand, with a falling intonation, it is asking for confirmation.

4. Exclamations. Exclamation UOEs are those that are not necessarily directed to anyone in particular but rather are used for expressing strong emotions. These UOEs, such as *whoops!, ouch!,* and *brrr*; are usually followed by an exclamation mark when they are written.

5. Attention getters. Some UOEs that function as attention getters are *psst, ahem,* and *yo*. These are all used for getting a listener's attention.

6. Comments. The last and the broadest function of UOEs is to make comments. There are many types of comments. UOEs of the first type, response comments, are used for responding to questions or comments from the other speaker in a conversation like back channeling, but they show more than just attention. For example, the response UOEs *uh-uh* and *uh-huh* can also be used to show agreement or disagreement. Other response UOEs respond to situations. However, unlike exclamations, comment UOEs express feelings that are not strong. For example, the UOE *duh* shows the speaker's comment on the stupidity of something, while the UOE *mmm* shows the speaker's pleasure.

Conclusion

This six part system will be used for the remainder of this project. It is important to note that although some UOEs specifically function in one category, many can function in more than one category according to their usage and the speaker's intonation. For instance, the UOE *mmm* can function as an exclamation to show pleasure or as a filler while the speaker is thinking.

The next chapter will examine whether (to what degree) UOEs are included in English dictionaries. This examination will illustrate which UOEs are more or less unorthodox, inspect their categorizations and definitions, and analyze the results of this investigation.

Chapter 3: Dictionary Data

Although by definition, all UOEs are unorthodox to a degree, their degree of unorthodoxy varies. Some are widely accepted and listed in at least some dictionaries, others are much less orthodox. The purpose of this chapter is to provide data about which UOEs are more or less orthodox, report on my mini-study number one, demonstrate how frequently 56 selected UOEs are found in various dictionaries, and discuss the definitions that are found in each dictionary. The chapter starts with an explanation of the data collection procedure. Then, results of the dictionary analysis are presented and discussed. Although only some of the data will be presented and discussed in this chapter, all the data gathered are included in Appendix A and B .

Dictionary Analysis

The purpose of searching for the 56 UOEs in different dictionaries was to find out which are most frequently listed and which are not. This was important because the frequency of each UOE's appearance in the dictionaries indicates its level of orthodoxy. In this report, unorthodox means unconventional, primarily used in spoken language, and often not having a standard or traditional written form listed in the dictionary. Therefore, if UOEs are found in more dictionaries, they tend to be more conventional and more accepted in the written language. As a result of this procedure I was able to discover which UOEs are more orthodox, because they are listed more often. In addition, the data resulting from the search were useful in establishing which of these UOEs are more

available to learners. The search also revealed how each dictionary defines and categorizes these 56 UOEs.

Methods

The first step in the procedure was to compile a list of common UOEs based on those described by Luthy and Henrichsen. Unlike Luthy's and Henrichsen's lists, the UOEs in this study are not distinguished by different intonation patterns (e.g. *oh* with a rising intonation and *oh* with a falling intonation) but by different spellings (e.g. *ah, uh, oh*). The reason for this is that dictionaries list lexical items according to spelling. The list started with approximately 30 UOEs compiled from Luthy's and Henrichsen's UOE list but gradually grew to 56 as more UOEs were found in cartoon strips, daily conversations, and written texts. As I searched for each UOE in the dictionaries, I created a chart demonstrating whether each UOE could be found in individual dictionaries and on what page the UOE entries appeared. In addition, I included the different possible spellings that were found in the dictionary entries for each UOE.

I searched the following ten dictionaries:

1. Heinle's Newbury House Dictionary of American English*
2. The Oxford Dictionary of American English for Learners*
3. Webster's New World College Dictionary (fourth edition)
4. The American Heritage English as a Second Language Dictionary*
5. The Cambridge Advanced Learner's Dictionary*
6. Collins Cobuild English Dictionary*
7. The Longman Dictionary of Contemporary English
8. The Funk & Wagnalls Home & Student Dictionary

9. The Larousse English Dictionary

10. The ITP Nelson Canadian Dictionary of the English Language

The dictionaries were purposely chosen to include various types of dictionaries as *representative samples* of different dictionary types, including American English, British English, and Canadian dictionaries. The reason for this is to find out how UOEs are used across various English dialects and also to discover how each type of English dictionary treats UOEs. Additionally, I intentionally included some dictionaries that were specifically made for ESL/EFL learners (those that were marked with asterisks) to find out how UOEs are treated in dictionaries that are especially made for ESL/EFL learners. The dictionaries designed especially for ESL learners were *Heinle's Newbury House Dictionary of American English*, *The Oxford Dictionary of American English for Learners*, *The American Heritage English as a Second Language Dictionary*, *The Cambridge Advanced Learner's Dictionary*, and *Collins Cobuild Advanced Learner's English Dictionary*.

Subsequently, I created a list of definitions for the UOEs that were found in the dictionaries. This list is found in Appendix B. The purpose of this list is to compile the definitions of each UOEs which may later be used in additional analysis and research.

Results

Searching for the 56 UOEs in ten different dictionaries revealed that some UOEs are listed in dictionaries more frequently than others.

Table 1

The UOEs Ranked According to their Frequency of Appearance in Dictionaries

Number of Dictionaries	UOE

10	*oh*
9	*ah, gee, ha, huh, ouch, ow, ugh, wow, yippee*
8	*aha, hey, whoopee, whoops*
7	*oops, uh-huh, yuck*
6	*ahem, ooh, phew, um*
5	*eh, psst, uh, yo, yum*
4	*aw, hm, uh-uh, yoo-hoo*
3	*hmm, humph, oho, tsk tsk tsk, uh-oh, yipe, yow*
2	*duh, eek, mmmm, oof, yikes*
1	*brrr*
0	*ahh, argh, aww, eep, errr, ew, grrr, gulp, hmmm, uhhh, ummm, unh, weee*

From Table 1, we can see that the only UOE listed in every dictionary is *oh*. Although this frequency indicates that *oh* is not unorthodox at all, there is some variation in how it is categorized. The dictionaries provide three different pronunciations: ō, ou, and əu. The listings also vary according to part of speech; *oh* is referred to as an interjection in six dictionaries, as an exclamation in two dictionaries, as pragmatics in one dictionary, and as "emotion and exclamation" in one dictionary. The spelling *oh* actually represents multiple UOEs; some are more orthodox than others. Some emotions that *oh* represents are such as surprise, pain, annoyance, joy, and anger. The dictionaries indicate that this expression is also used for attracting others' attention, addressing others,

showing comprehension, and introducing a comment or a reply. To illustrate this variety,

some example definitions from the dictionaries are found in Table 2.

Table 2

Definitions of Oh in Various Dictionaries

Dictionary	Definition
The Oxford Dictionary of American English for Learners	**oh** /oʊ / **interjection 1** (used for introducing a reply or remark, for attracting sb's attention or when pausing to think): *"What time should we leave?" "Oh, early, I think." ◊ "Oh really? Where?" ◊ Oh, Jill, could you mail this letter for me?* **2** (used for expressing surprise, fear, etc.): *Oh, no! Look what happened!*
Webster's New World College Dictionary (fourth edition)	**oh** (ō) *interj.* **1** used to express surprise, wonder, fear, pain, etc. **2.** used in direct address, as to attract attention *[oh,* waiter!*]* **3.** used to signify comprehension or acknowledgement of another's statement, explanation, etc. – **n.,** *pl.* **oh's** or **ohs** an **instance** of this exclamation
The America Heritage English as a Second Language Dictionary	**oh** (ō) *interj.* **1.** An expression used to show emotion, such as surprise, anger, or pain: *Oh! I forgot my wallet!* **2.** An expression used to address a person directly: *Oh, waiter! Could we have the bill please?*
The Longman Dictionary of Contemporary English	**oh** /oʊ/ *interj* 1 (expressing surprise, fear, etc.) 2 (used before a name when calling someone) – see also O
The ITP Nelson Canadian Dictionary of the English Language	**oh** (ō) *interj.* **1.** Used to express strong emotion, such as surprise, fear, anger, or pain. **2.** Used in direct address: *Oh sir! You forgot you're keys.* **3.** Used to indicate understanding or acknowledgement of a statement.

Another UOE to note is *gulp.* Unlike the other 55 items on the list, the UOE *gulp*

can function as both a verb and as a UOE. Therefore, although the spelling *gulp* was

found in most dictionaries, all of them defined it as a verb and did not mention its

function as a UOE. Thus, Table 1 shows that the UOE *gulp* was not found in any dictionary.

Many UOEs have more than one function which is generally shown through different intonations. Although most dictionaries provide more than one definition for each UOE, They typically do not mention their association with intonation. For instance, the Newbury House dictionary defines *huh* in 3 different functions: expressing a question, expressing indifference, and expressing surprise. However, it does not comment on the different intonation patterns.

From looking at the functions of the UOEs, we can see that the various dictionaries have different ways of categorizing them. According to the 10 dictionaries, the UOEs are referred to as interjections, exclamations, pragmatics, convention pragmatics, and exclaim pragmatics. Although most dictionaries are consistent in labeling the UOEs as either interjections or exclamations, the categorizations sometimes vary within the same dictionary. For instance, Webster's New World College Dictionary categorizes *aw* and *yum* as interjections and *ahem* as an exclamation. Also, while the Newbury House Dictionary identifies most UOEs as exclamations, *mmm* was not placed in any category or in any part of speech.

Discussion

By determining the frequency of the UOEs in the dictionaries and comparing that information with the results of my mini study number two, I found that many of the most common UOEs, such as *oops*, *um*, and *phew,* do not appear in many dictionaries. Others, like *uh-uh*, *hm*, and *uh-oh,* are not found in most dictionaries, and many frequent UOEs are not included in the dictionaries at all. For the UOEs that are listed, most dictionaries

give relatively clear definitions of how they can be used. However, all the dictionaries do not include how intonation patterns relate to the different meanings of most UOEs. For instance, the *Larousse English Dictionary* defines the UOE *ah* as "a sound that shows one is surprised, pleased, in pain, etc" (p. 23). Nevertheless, none of the dictionaries explain how the intonation differs when *ah* is used for expressing pleasure and when it is used for expressing surprise. Unlike much vocabulary in the English language, UOEs often rely greatly on intonation to convey their meaning; various intonations can suggest very different meanings. For that reason, learning UOEs from even an ESL learners' dictionary can be problematic for language learners. When learners see a UOE in a book, they might not know its intended pronunciation, but they will still associate it with a sound in their mind. Because they don't know the correct pronunciation, students would be likely to either associate the UOE with the wrong vowel sound or the wrong intonation. Consonant spelling may be confusing in a few UOEs like *phew* and *humph* (where the *ph* makes an *f* sound). As a result, when students hear the UOE in a conversation, they may not recognize it because the spoken sound is different from the sound that they have associated with that UOE's spelling in their mind. Moreover, if students try to use the UOE with the wrong intonation, they may be misunderstood. In other words, not fully knowing a UOE, including its pronunciation and especially the intonation, can lead to breakdowns in communication.

Although the dictionaries generally include more than one definition for each UOE, the entries are often not complete. We can see from the data that UOE definitions are not the same in various dictionaries. Moreover, some definitions for certain UOEs are not included in any dictionary. For example, most dictionaries mention that the UOE *hey*

is used for calling attention and for expressing surprise, interest, or admiration. However, none of the dictionaries mention that *hey* can also be used as a reprimand or warning.

Conclusion

From the dictionary data, we can conclude that UOEs are unorthodox to greater or lesser degrees. Many of them cannot be found in dictionaries, and there is still ambiguity in how those that are found are categorized. As a result, we can see that students cannot depend on dictionaries while learning UOEs. This is because many UOEs are often not found in dictionaries, and even if the UOEs are included, explanations about their intonation and variant meanings are not. Thus, students will not know the correct intonation pattern and associated meanings. This can be problematic when the students have to use or process UOEs in communication. For all the reasons above, explicit instruction of UOEs is needed to aid students to communicate effectively.

My mini-study number two will be reported in the next chapter. Its purpose is to examine the 56 target UOEs in three different corpora. Then, the results will be analyzed and compared with the results of this chapter's mini-study number one.

Chapter 4: Corpora

The purpose of this chapter is to examine the 56 target in three different corpora: the *Corpus of Contemporary American English* (COCA), the *British National Corpus* (BNC), and the *Michigan Corpus of Academic Spoken English* (MICASE). These corpora were selected because they were the largest available corpora representing both spoken and written American English (COCA), both spoken and written British English (BNC), and spoken academic American English (MICASE). The purpose of this examination is to discover the frequency of the UOEs' usage in both spoken and written texts. The results of each search will be compared. Then, the results of the corpus searches will be compared with the dictionary search results discussed in the previous chapter. 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. The results from the corpora search (found in Appendix C) will be useful in identifying the most frequently used UOEs and can be helpful to instructors when they are deciding which UOEs to teach.

The Three Corpora Used

Corpus of Contemporary American English (COCA). COCA (available at http://www.americancorpus.org/) is the largest free English corpus in existence. It was created by Mark Davies in 2008 and contains more than 410 million words of text, equally divided among spoken, fiction, popular magazines, newspapers, and academic texts. Unlike most other corpora, COCA is constantly updated. Therefore, it is suitable for looking at current language usage or ongoing changes in the language.

British National Corpus (BNC). The BNC (available at
http://www.natcorp.ox.ac.uk/) was originally created from 1991 to 1994 by numerous
organizations and individuals working under the auspices of Oxford University. The
latest version was done in 2007 and it contains 100 million words of both written and
spoken language from the latter part of the 20th century. Ninety percent of the data came
from various written genres such as newspapers, journals academic books, fiction, letters
and memoranda, and essays. Ten percent of the BNC comes from transcription of both
formal and informal spoken language, such as business or government meetings, radio
shows, and casual conversations.

Michigan Corpus of Academic Spoken English (MICASE). MICASE
(available at http://quod.lib.umich.edu/m/micase/) includes 1.8 million words of
transcribed American English speech (or almost 200 hours of recordings) from the
University of Michigan (U-M) in Ann Arbor. A lot of the speech is academic language
used in the university: including lectures, classroom discussions, lab sections, seminars,
and advising sessions.

Results

The three most frequently used UOEs in the MICASE spoken corpus are *um*, *uh*,
and *oh*. These three UOEs are significant because their frequency greatly exceeded that
of the other UOEs. In the MICASE spoken corpora matches, *um* was found 17,826 times,
uh was found 16,715 times, and *oh* was found 3,930 times out of the total 1.8 million
words. On the other hand, the fourth most frequent UOE, *hm,* was found only 381 times.
A reason that these top three ranked UOEs are very frequently used is that they function
as hesitation fillers in spoken English. These three most frequently used UOEs in the

MICASE spoken corpus were also found in the Cambridge International Corpus's list of the top 50 words in spoken North American English (McCarthy, 2004, p. 10). From the spoken data of four and a half million words, *uh* ranked fifth in frequency with 112,031 tokens and *um* ranked thirty-sixth with 22,998 tokens. These findings support the idea that hesitation fillers are a usual part of spoken language and that back channeling is important in the culture of spoken English in order to show that the listener is paying attention.

Unlike the MICASE spoken corpus, the Corpus of Contemporary American English (COCA) and the British National Corpus (BNC) include both written and spoken text from various registers. Therefore, the UOE frequency results greatly differ from the MICASE spoken corpora. On the other hand, the results from COCA and BNC are much more similar to each other. This suggests that the frequency of each type of UOE is different in spoken and written registers. In the BNC, the UOE *um* was found 282 times in the spoken register, but only 183 times in fiction, and 31 times in magazines. This shows that the hesitation UOEs are not used as much in writing as in speaking, even in fiction. This is because writing allows time to think silently; speaking does not. Nevertheless, it is important to note that some written genres exhibit more spoken qualities than others. For example, the written language in fiction and diaries is more speech-like than that found in academic articles and textbooks. In the COCA, the UOE *oh* had 36,554 tokens in fiction, 5,921 tokens in magazines, and 4,444 tokens in newspapers. However, some spoken registers have more qualities of written language than others. For example, according to the BNC, the UOE *oh* was found 41,554 times in conversation and only 95 times in the BBC news. This suggests that the spoken language used in news

reporting and other formal speech is more like written language than that used in casual conversation. This is, of course, because new reporters often read prepared scripts. As a result, it is possible that some registers of a spoken language can have more qualities of written language than some registers of written text, and vice versa. The registers in which UOEs are most often found are rather casual, involve spontaneity and speed, and have more of the qualities of spoken language.

Although the results in the COCA and the BNC are much more similar to each other than the results in the MICASE spoken corpora, there are also some differences, which may result from several factors. One factor that may affect the result is the type of text being analyzed. Although the COCA and the BNC include both spoken and written registers, the BNC tends to focus more on written registers (see figure#1). Another factor that may affect the results is the different type of English being analyzed. For instance, the top ten most frequent UOEs found in the BNC that are not included in the top ten list from the COCA include *ooh, eh, aha,* and *yo.* On the other hand, the top ten most frequently used UOEs in the COCA that are not included in the top ten list from the BNC include *wow, huh, uh, uh-huh,* and *gee.*

Column1	(Davies' "Corpus of Conte: American English)	UOEs	British National Cor
Oh	103944	Oh	66760
Hey	27725	Ah	9870
Ah	9837	Ooh	4546
Wow	8432	*Ha	3573
Huh	7574	Eh	3379
Uh	6223	Aha	2568
*Ha	5389	Hey	1723
Uh-huh	4218	Yo	1223
Gee	2792	Hm	813
Hmm	2756	Um	651
Um	2729	Hmm	622
Yo	2196	Huh	539
Eh	2109	Wow	477
Ooh	2051	Ow	351
Aw	1239	Uh	241
Aha	1083	Gee	230
Hm	967	Ugh	196
Gulp	856	Gulp	194
Uh-oh	843	Whoops	188
Hmmm	835	Oops	182

Figure 1 *Frequency of UOEs found in the COCA and the BNC.*

These findings also point out the differences between the two major English dialects in the use of various UOEs. In other words, some UOEs that are frequently used in American English may not be as common in British English. Examples of this are the UOEs *uh-huh* and *uh-oh*, which are both much more common in the COCA than in the BNC: *uh-huh* was ranked eighth in frequency in the COCA and thirty-fourth in the BNC; *uh-oh* was ranked eighteenth in frequency in the COCA and thirty-eighth in the BNC. This suggests that although there are similarities in using UOEs in different English dialects, there are also some differences that instructors should be aware of as they choose which UOEs to teach. However, it is also possible that some of these differences

came from the different genres on which the two corpora focus: the COCA contains a higher percentage of spoken text than the BNC.

Problems with the Results

The UOE *gulp* can occur as both a UOE and as a verb meaning "to swallow." Therefore we do not know exactly how many of the tokens of *gulp* found in the corpora function as UOEs and how many function as verbs. Another problematic UOE is *ha* because it can function as both a UOE to show excitement and as the laughing sound *ha ha ha,* which is not considered a UOE because it functions as a response cry. Also, it is a universal sound that is used in about every other language (Borenstein 2010).

Corpora Results Compared with Dictionary Data

From the dictionary results, *oh* is considered to be the least unorthodox UOE because it is the only UOE that appeared in all ten dictionaries surveyed. Also, because of its multiple meanings, it is somewhat more orthodox than other UOEs since it is used more often than UOEs that only have one or two meanings. Also, some of its meanings are more conventional than others. For instance, *oh* when used in expressing surprise is more conventional than when used to address someone. This finding corresponds with the results in the corpora: *oh* is the most frequently used UOE in the COCA and in the BNC and is the third most frequently used UOE in the MICASE spoken corpus (see Table#3).

Table 3

Comparing the Results from the Dictionaries and the Results from the Corpora

Dictionary Analysis		COCA		BNC		MICASE	
UOE	Number of dictionaries	UOE	Number of times found	UOE	Number of times found	UOE	Number of times found
oh, ah, gee, ha, huh, ouch, ow, ugh, wow, yippee	9- 10	*Oh*	103944	*Oh*	66760	*Um*	17826
		Hey	27725	*Ah*	9870	*Uh*	16715
		Ah	9837	*Ooh*	4546	*Oh*	3930
aha, hey, whoopee, whoops, oops, uh-huh, yuck	7- 8	*Wow*	8432	*Ha*	3573	*Hm*	381
		Huh	7574	*Eh*	3379	*Huh*	240
		Uh	6223	*Aha*	2568	*Ah*	213
ahem, ooh, phew, um, eh, psst, uh, yo, yum, aw, hm, uh-uh, yoo-hoo	4-6	*Ha*	5389	*Hey*	1723	*Hey*	193
		Uh-huh	4218	*Yo*	1223	*Wow*	165
		Gee	2792	*Hm*	813	*Ooh*	84
		Hmm	2756	*Um*	651	*Oops*	56
hmm, humph, oho, tsk tsk tsk, uh-oh, yipe, yow, duh, eek, mmmm, oof, yikes, brrr	1- 3	*Um*	2729	*Hmm*	622	*Hmm*	52
		Yo	2196	*Huh*	539	*Eh*	49
		Eh	2109	*Wow*	477	*Gee*	27
		Ooh	2051	*Ow*	351	*Ha*	27
ahh, argh, aww, eep, errr, ew, grrr, gulp, hmmm, uhhh, ummm, unh, weee	0	*Aw*	1239	*Uh*	241	*Aw*	24
		Aha	1083	*Gee*	230	*Whoops*	22
		Hm	967	*Ugh*	196	*Ahh*	20
		Uh-oh	843	*Gulp*	194	*Ugh*	18

		Hmmm	835	*Whoops*	188	*Aha*	16

Table 3 shows the dictionary results compared to the most frequently used UOEs

according to the three corpora. (For the corpora, this table does not include all the UOEs,

but only shows the top part of the list) From this table, we can see that other UOEs which

are frequently used in all three corpora include *um, uh, hm, huh, ah, ha, hey, wow, ooh,*

and *eh*. According to the results of my research, *huh, ah, ha,* and *wow* were found in nine

dictionaries, *hey* was found in eight dictionaries*, um* and *ooh* were found in six

dictionaries, *uh* and *eh* were found in five dictionaries, and *hm* was found in four

dictionaries*.* Although some of these frequently used UOEs are found in most

dictionaries (e.g. *huh, ah, ha, wow,* and *hey*), others are not (e.g. *um*, *ooh, uh, eh,* and

hm). Moreover, some UOEs that, according to the corpora research, are not frequently

used are found in more dictionaries than other more common ones. For instance, a less

commonly used UOE *yippee,* which was ranked thirty-seventh in frequency in the BNC

and thirty-sixth in the COCA, was found in nine dictionaries.

Conclusion

From examining the frequency of theses UOEs in the corpora, we are able to find

out which UOEs are more commonly used than others. This information can help

instructors decide which UOEs to teach. In addition, the corpus results show that UOEs

are very frequently used in spoken English and are an important part of communication.

Without UOEs, English conversations do not sound natural. Also, comparing the corpus

analysis results with the dictionary data, we can see that many frequently used UOEs are

not found in many dictionaries.

Because UOE usage can differ according to the type of English and the register used, it is important that instructors be aware of their students' purposes for learning the language. Instructors can then teach the UOEs that are appropriate for their students. Also, it is important for teachers to ensure that students know when it is appropriate to use each UOE and that they realize that UOEs are generally used in informal spoken language.

Another thing that instructors should be aware of is that as UOEs are frequently used over time, some can become more orthodox than others. Also, some UOEs may even change their function or part of speech. For instance, the adjective *yummy seems to be* derived from the UOE *yum* which is used to express the idea that something is delicious.

The next chapter will discuss how UOEs are treated in ESL and EFL textbooks.

Chapter 5: Textbook Analysis

Introduction

The purpose of this chapter is to report on the results of my examination of various ESL and EFL listening and speaking textbooks to find out whether or not they teach UOEs. If these textbooks do teach UOEs, then it is important to discover which UOEs they commonly teach and the methods they employ to teach them. Knowing how UOEs are treated in textbooks can make us aware of existing or proven teaching strategies that could be useful for instructors. Also, we can become more aware of the UOEs that are not included in the textbooks and help English language learners master these UOEs more effectively.

Method

Before starting the analysis, 10 ESL textbooks were carefully chosen. Nine of the selected textbooks were among the most common and well-known listening and speaking textbooks that are currently used in the ESL field; one is a widely-used pronunciation textbook. The nine listening and speaking books were chosen because of their popularity and in order to represent various types of listening and speaking textbooks. The reason a pronunciation textbook was included is that pronunciation is closely related to listening and speaking. In order to better represent listening and speaking textbooks in the market, all of the textbooks were relatively new (copyright date from 1998 to 2007, only *Well Said* was published in 1993), had different teaching styles, and were selected from various publishers. The 10 textbooks include:

1. *Quest 3: Listening and Speaking* by Blass and Hartmann

2. *Center Stage: Express Yourself in English* by Bonesteel & Eckstut-Didier

3. *Tapestry: Listening & Speaking 3* by Christic

4. *North Star: Focus on Listening and Speaking* by Frazier & Mills

5. *Well Said: Advanced English Pronunciation* by Grant

6. *Touchstone 2* by McCarten & Sandiford

7. *Side by Side* (3rd ed.) by Molinsky & Bliss

8. *Expressions: Meaningful English Communication* by Nunan

9. *North Star: Listening and Speaking* (2nd ed.) by Preiss

10. *Passages* (2nd ed.) by Sandy & Richards

After the 10 textbooks were selected, each book was examined in its entirety, page by page, to see whether it addressed UOEs. However, I examined only the pages that were actually used in normal classroom teaching. In other words, I excluded the appendices, audio scripts, and additional explanations that were included at the end of the textbooks. Whenever I found instances of UOEs being taught, I examined the UOEs that appeared in the textbooks to determine whether the UOEs were explicitly or implicitly taught, and if they were explicitly taught, how they were taught. The total number of textbook pages for each type of instruction was counted for each UOE, and their frequencies were tallied. Those frequencies will be reported later in this chapter. The instances of UOEs in the textbooks were placed into five categories: those found in conversational dialogs, those found in quotes, those found in sentences or reading passages, those taught in phrases, and those explicitly taught. The first three categories are clearly taught implicitly because they appear in the textbook without any type of instruction. The fourth category is not as implicit as the first three; because the students

need to learn the phrases, the teacher may also teach the UOEs that are in the phrases. However, the type of instruction is still considered to be relatively implicit because the book itself does not explain the usage of the UOE. In this project, the types of instruction that are considered to be implicit are those that only *give examples* of how UOEs can be used, and the types of instruction that are considered to be explicit are those that *overtly explain* what the UOE means or how it is used. Only the cases that involved explicit instruction were examined in detail. They are discussed in the analysis later in this chapter.

Results

This section describes the results of the analysis for each of the ten textbooks. They are organized alphabetically by the first author's last name.

Quest 3: Listening and Speaking by Blass and Hartmann. This book includes both listening and speaking activities integrated in various academic topics, such as anthropology, economics, and literature. Therefore, it is commonly used in courses that prepare students to study in a university setting. Of the 266 pages in this book (excluding the appendices and indexes), there are only 8 pages that refer to UOEs. As Table 4 shows, eight UOEs are explicitly taught on 4 pages. On page 147, *oh* is included in the lesson about using rising intonation for questions and falling intonation for statements. On page 14, the book explains the usage of *mm-hmm* as a "way to show that you are listening" and *wow* as a way to express surprise. On page 74, *uh* and *um* are taught as part of a strategy in managing a conversation; they are used for gaining time in a conversation. On page 77, *uh-huh, uh-uh*, and *uh-oh* are explicitly taught with their definitions and are referred to as interjections. According to the textbook, *uh-huh* is

defined as "yes, you're welcome, and yes!"; *uh-uh* is defined as "no"; and *uh-oh* is

defined as "there's a problem" (See Appendix D)

Table 4 summarizes the results of this analysis. In the extreme left column, it

shows all eight of the UOEs that the book teaches explicitly. The next column indicates

the number of times each of these UOEs is found (not necessarily taught). The actual

page numbers of each of these instructional incidents is indicated in the next column. The

remainder of the table shows the types of instruction, including non-explicit types of

instruction.

Table 4

Analysis of Quest 3: Listening and Speaking

UOE	Number of times found	Pages	Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
			Types of instruction				
oh	6	14, 147, 176, 180	3	-	-	1	2 (p.147)
mm-hmm	1	14	-	-	-	-	1 (p.14)
wow	1	14	-	-	-	-	1 (p.14)
uh	2	74, 105	-	-	1	-	1 (p.74)
um	4	74, 105, 76	1	-	2	-	1 (p.74)
uh-huh	3	77	-	-	-	-	3 (p.77)
uh-uh	1	77	-	-	-	-	1 (p.77)
uh-oh	1	77	-	-	-	-	1 (p.77)

From this analysis we can see that the UOE that is found most frequently in this textbook is *oh*, appearing six times. The most common approach to teaching UOEs in this book is through explicit instruction; all the UOEs that the book covers are taught in an explicit manner. (As will be seen later, this is different than the approach of the other textbooks examined.) Out of the 8 UOEs found in this textbook, only 3 were also taught in an implicit manner: *oh*, *uh*, and *um*. Out of the 19 total times that UOEs are found, 8 are taught implicitly and 11 are taught explicitly (Blass & Hartmann, 2007).

   ***Center Stage: Express Yourself in English* by Bonesteel & Eckstut-Didier.** This book focuses not only on listening and speaking activities, but also integrates other skill areas: reading, writing, and grammar. Each unit focuses on a different theme, such as feelings and opinions, routines, food and drink, and families. From the 251 pages in this book (excluding the appendices and audio scripts), there are 20 pages that refer to UOEs. However, as is seen in Table 5, none of the 4 UOEs covered in the book are explicitly taught.

Table 5

Analysis of Center Stage: Express Yourself in English

UOE	Number of times found	Pages	Types of instruction				
			Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
um	4	17, 196	4	-	-	-	-

oh	29	17, 22, 27, 46, 53, 72, 77, 127, 139, 159, 165, 177, 193, 203, 215, 227, 241, 247	29	-	-	-	-
wow	6	53, 127, 153, 165, 177, 215	6	-	-	-	-
hmm	1	227	1	-	-	-	-

From these data we can see that UOEs were found 40 times in this textbook. *Oh* was the most frequent UOE, appearing 29 times. All of the UOEs were found in conversational dialogs and not taught explicitly (Bonesteel & Eckstut-Didier, 2007).

   Tapestry **by Carlisi & Christic.** The main focus of this book is on teaching listening, speaking, and pronunciation using "authentic and meaningful input." However, the book also integrates other elements, such as reading, writing, learning strategies, and culture, into the lessons. Of the 221 pages in this book (excluding the appendix and listening transcripts), there are only 10 pages that refer to UOEs. As can be seen in Table 6, five out of nine UOEs are explicitly taught in two pages. On page 85, there is a picture of a lady accidentally stepping on a man's toe, and the text explains, "Physically, when someone steps on your toes, you probably don't hesitate to indicate that you are uncomfortable. You may say something was simple as '*Ouch!*' to alert that person to your discomfort or something more subtle and complex, like "Pardon me, but you've accidentally stepped on my foot." On page 139, *uh, um, mmm,* and *hmm* are taught as conversational pauses. *Uh* and *um* are defined as "I'm thinking. I need time." *Mmm* is defined as "I don't think I agree," and *hmm* is defined as "That's interesting. I didn't expect that" (See Appendix D).Table 6

Analysis of Tapestry: Listening & Speaking 3

UOE	Number of times found	Pages	Types of instruction				
			Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
hey	4	34, 35, 115, 116	4	-	-	-	-
ouch	1	85		-	-	-	1 (p. 85)
um	7	105, 138, 139	4	-	2	-	1 (p. 139)
uh-huh	1	105	1	-	-	-	-
oh	2	115, 116	2	-	-	-	-
uh	5	138, 139	-	-	4	-	1 (p. 139)
mmm	2	139	-	-	1	-	1 (p. 139)
hmm	2	139, 159	-	-	-	1	1 (p. 139)
mmmmm	1	173	-	-	-	-	-

Here we see that the UOE that is found most frequently in this textbook is *um*, which appears a total of seven times. Most of the UOEs that appear in this book are taught implicitly through conversation dialogs. *Um* and *uh* are also found several times in a transcript of a short opinion speech, which shows that these two UOEs are also frequently found in one-way conversations. Out of the 25 times that UOEs are found in total, 20 are taught implicitly and five are taught explicitly (Carlisi & Christic, 2000).

***North Star* by Frazier & Mills.** This is a basic-level listening and speaking book. Each unit has a theme and follows a structured sequence of activities related to pre-, while, and post-listening. Of the 160 pages in this book (excluding the tape scripts and answer key), there are only four pages that refer to UOEs. As shown in Table 7, one out of three UOEs is explicitly taught on page 13; the book explains the usage of *oh* as a way to show interest (See Appendix D).

Table 7

Analysis of North Star: Focus on Listening and Speaking

UOE	Number of times found	Pages	Types of instruction				
			Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
oh	5	13, 60, 98	4	-	-	-	1 (p. 13)
hmm	1	26	-	-	1	-	-
gee	1	98	1	-	-	-	-

From these data we can see that the UOE that is found most frequently in this textbook is *oh*, which is found five times. Most of the UOEs that appeared in this book are taught implicitly through conversation dialogs. Out of the seven total times that UOEs are found, six are taught implicitly and one is taught explicitly (Frazier & Mills, 1998).

***Well Said: Advanced English Pronunciation* by Grant.** This book focuses on helping students improve their pronunciation and is the only pronunciation text analyzed

in this project. The book explains and provides practice in both segmental and

suprasegmental aspects of the language. Of the 231 pages in this book (including the

appendices but excluding the answer key for the appendices), no UOEs were found, even

in dialogs, example sentences, or phrases that students need to practice. The reason I also

analyzed the appendices in this book is that the appendices make up a large portion of the

book (Grant, 1993).

Touchstone 2 **by McCarthy, McCarten, & Sandiford.** The main objective of

this book is to help students gain confidence in their ability to comprehend real-life

English and to enable them to communicate in everyday situations more effectively. The

book also integrates other skill areas such as pronunciation, grammar, reading, and

writing, and each unit focuses on different topics. Of the 128 pages in this book

(excluding the free talk and the self-study listening at the end of the book), there are 47

pages that refer to UOEs. As Table 8 shows, two UOEs are explicitly taught on one page.

On page 27, *oh* and *wow* are taught as expressions that show surprise in informal

conversations. The book also mentions that "*Oh* and *Really* are in the top 50 words. *Wow*

and *Gosh* are in the top 500" (See Appendix D).

Table 8

Analysis of Touchstone 2

UOE	Number of times found	Pages	Types of instruction				
			Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
ooh	2	6	1	1	-	-	-
oooh	1	100	1	-	-	-	-
oh	73	6, 8, 15, 16, 25, 26, 27, 31, 32, 34, 37, 44, 48, 49, 54, 55, 69, 70, 71, 76, 80, 81, 86, 89, 90, 91, 95, 96, 100, 101, 102, 103, 111, 112, 113, 121, 128	57	2	6	6	2
um	17	7, 16, 22, 32, 38, 44, 58, 79, 96, 128	16	1	-	-	-
mmm	1	7	-	1	-	-	-
hmm	4	8, 25, 38, 79	4				
uh-huh	3	8, 38, 121	3				
uh	9	15, 38, 48, 54, 55, 57, 100, 112, 122	8	1	-	-	-
wow	5	21, 27, 44, 121	2	-	1	-	2
huh	2	44, 108	2	-	-	-	-
ugh	1	76	1	-	-	-	-
hey	1	102	1	-	-	-	-

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ouch	1	96	1	-	-	-	-
uh-oh	1	124	-	-	1	-	-

From these data we can see that the UOE that is found most frequently in this textbook is *oh*, which appears 73 times. Most of the UOEs in this book are taught implicitly, mostly through conversational dialogs. Out of the 121 times that UOEs are found in total, 117 of them are taught implicitly and only 4 of them are taught explicitly (McCarthy, McCarten, & Sandiford, 2005).

Side by Side **(3rd edition) by Molinsky & Bliss.** This book focuses on listening and speaking, but it also integrates grammar, reading, and pronunciation. Each unit focuses on one grammar point, and every task is based on grammar. Of the 162 pages in this book (excluding the listening scripts), there are only 4 pages that refer to UOEs. As is shown in Table 9, none of the UOEs are taught explicitly.

Table 9

Analysis of Side by Side (3rd ed.)

UOE	Number of times found	Pages	Types of instruction				
			Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
wow	1	8	1	-	-	-	-
hmm	2	20, 86	2	-	-	-	-
oh	1	71	1	-	-	-	-

From these data we can see that the only UOEs mentioned in the book are *wow, hmm*, and *oh*, which are found a total of four times. All of them are taught implicitly through conversational dialogs (Molinsky& Bliss, 2003).

  Expressions: Meaningful English Communication **by Nunan.** The main focus of this book is on teaching English communication skills. Each unit focuses on different speaking tasks, such as describing objects, making excuses, persuading, and offering criticism. Also, it integrates grammar, listening, pronunciation, writing, and reading. Of the 144 pages in this book, there are 28 pages that refer to UOEs. As Table 10 shows, none of the five UOEs found is taught explicitly.

Table 10

Analysis of Expressions: Meaningful English Communication

UOE	Number of times found	Pages	Types of instruction				
			Found in conversa-tional dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
oh	38	8, 9, 10, 16, 18, 32, 33, 50, 56, 62, 66, 71, 72, 80, 96, 98, 104, 105, 106, 114, 128, 130, 136, 142	28	1	2	7	-
wow	5	8, 10, 119, 143	3	-	1	1	-
uh	3	12, 24, 50	3	-	-	-	-
uh-huh	1	18	1	-	-	-	-

| *hmm* | 2 | 82, 105 | 1 | - | 1 | - | - |

The UOE that most frequent appears in this textbook is *oh*, which is found a total of 38 times. The most common approach to teach UOEs in this textbook is through conversational dialogs. Out of the 49 total times that UOEs are found, 36 of them are in conversational dialogs, one is in a quote, four are in sentences or reading passages, and eight are in phrases (Nunan, 2001).

   North Star: Listening and Speaking **(2nd edition) by Preiss.** This is an advanced listening and speaking book. The units are theme based, focusing on various topics such as addiction, utopian movements, cross-cultural insights, and the military. In each unit, students also have opportunities to develop their critical thinking skills, practice listening, speaking, and pronunciation, and learn new vocabulary and grammar. Of the 246 pages in this book (excluding the grammar book references and the audio script), there are 10 pages that refer to UOEs. As you can see in Table 11, only two out of eight UOEs found are explicitly taught on two pages. On page 66, *oh* is taught as a way to start a response. On page 111, *hmmm* is taught as a way to start an opinion-related response (See Appendix D). However, the book does not actually explain the usage of these two UOEs; rather, it places them at the beginning of sentences for students to complete.

Table 11

Analysis of North Star: Listening and Speaking (2nd ed.)

UOE	Number of times found	Pages	Types of instruction				
			Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
oh	7	11, 13, 66, 87, 188, 214	5	-	-	-	2
ummm	1	11	1	-	-	-	-
hmm	8	66, 132, 189, 206, 123	1	-	-	7	-
huh	1	66	-	-	1	-	-
uh	2	84	-	2	-	-	-
wow	2	111, 124	-	-	2	-	-
hmmm	3	111, 113	-	-	2	-	1
uh-huh	3	113, 138, 163	2	-	1	-	-

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From these data we can see that the UOE that is found most frequently in this textbook is *hmm*, which appears eight times, followed by *oh,* which is found seven times. Most of the UOEs in this book are taught implicitly through conversational dialogs, phrases, sentences, or reading passages. Out of the 27 times that UOEs are found in total, three are taught implicitly and 24 are taught explicitly (Preiss, 2004).

***Passages* (2nd edition) by Sandy & Richards.** This listening and speaking

textbook also integrates other skill areas including grammar, vocabulary, writing, and

reading. Each unit focuses on different topics such as mistakes and mysteries, early birds

and night owls, the information age, and moving around. Of the 129 pages in this book

(excluding the self-study section), there are only two pages that refer to UOEs. As Table

12 shows, no UOE is explicitly taught.

Table 12

Analysis of Passages (2nd ed.)

UOE	Number of times found	Pages	Types of instruction				
			Found in conversational dialogs	Found in quotes	Found in sentences or reading passages	Taught in phrases	Taught Explicitly
oh	2	26, 86	2	-	-	-	-

From these data we can see that the only UOE mentioned in the book is *oh*, which is

found 2 times. The UOE was taught implicitly through conversational dialogs (Sandy &

Richards, 2008)

Analysis of the Results

The results above can be concluded that UOEs are often found to varying degrees in

most listening and speaking textbooks, but they are not usually taught explicitly. In fact,

all of the listening and speaking textbooks analyzed contain UOEs in some

conversational dialogs. The only textbook that contained no UOEs was *Well Said,* which

is a pronunciation textbook. Table 13 demonstrates that the textbook in which UOEs

appear the most is *Touchstone 2* (47 pages). However, only one page was dedicated to explicit UOE teaching. The textbook that taught UOEs directly most often was *Quest 3*, which has eight UOEs explicitly taught in four pages.

Table 13

This table shows the number of pages in each textbook in which UOEs are taught implicitly and explicitly in compared to the total number of pages.

Textbooks	Number of pages observed	Number of pages in which UOEs are found	Number of pages in which UOEs are taught explicitly
Quest 3: Listening and Speaking	266	8 (3%)	4 (1.5%)
Center Stage: Express Yourself in English	251	20 (8%)	0
Tapestry: Listening & Speaking 3	221	10 （4.5%）	2 (0.9%)
North Star: Focus on Listening and Speaking (basic level)	160	4 (4.5%)	1 (0.6%)
Well Said: Advanced English Pronunciation	231	0	0
Touchstone 2	128	47 (36.7%)	1 (0.8%)
Side by Side (3rd edition)	162	4 (2.5%)	0
Expressions: Meaningful English Communication	144	28 (19.4%)	0
North Star: Listening and Speaking (2nd edition) (advanced level)	246	10 (4%)	2 (0.8%)
Passages	129	2 (1.6%)	0
Total	**1,938**	**133** (6.9%)	**10** (0.5%)

From these data, we can see that half of all the textbooks reviewed actually taught some UOEs explicitly. Out of the 1,938 total pages reviewed, UOEs are included in 133 (approximately 6.9% of all the pages). Nevertheless, of these 133 pages, only 10 contain explicit instruction (approximately 0.5% of all the pages). This percentage does not indicate that out of 200 pages of instruction, one whole page is dedicated to teaching UOEs. In fact, the UOEs that are found on each page usually only make up a small part of that page.

Even though UOEs are found in all the selected listening and speaking textbooks, the numbers of UOEs are limited, and there are only a few frequent ones. As is shown in Table 14, 21 different UOEs were found in nine listening and speaking textbooks; 10 of them are found only one or two times in total. The UOEs that infrequently appear in the textbooks are not likely to be learned by students unless they are explicitly taught. Out of the 21 UOEs, six are found more than ten times in total: *hmm* (19), *oh* (136), *uh* (21), *uh-huh* (11), *um* (32), *and wow* (20). In the table, we can see that the most frequently used UOE in textbooks is *oh,* which is found 136 times, greatly exceeding all other UOEs. Therefore, it is possible that students might gradually learn its meaning and usage through implicit instruction.

Table 14

This table shows all the UOEs that are included in the textbooks, the number of textbooks they appear in, the total number of times they are found, and the number of times they are taught explicitly. The UOEs are organized alphabetically

UOEs	Number of textbooks	Number of times found in total	Number of times taught explicitly
gee	1	1	0
hey	2	5	0
hmm	6	19	1
hmmm	1	3	1
hmmmm	1	1	0
huh	2	3	0
mm-hmm	1	1	1
mmm	2	3	1
mmmmm	1	3	1
oh	**9**	**136**	**7**
ooh	1	2	0
oooh	1	1	0
ouch	2	2	1
ugh	1	1	0
uh	5	21	2
uh-huh	5	11	3
uh-uh	1	1	1
uh-oh	2	2	1

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um	4	32	4
ummm	1	1	0
wow	6	20	3

These data show that 13 UOEs were taught explicitly in nine textbooks. Those UOEs are *hmm, hmmm, mm-hmm, mmm, mmmmm, oh, ouch, uh, uh-huh, uh-oh, um,* and *wow*. Out of those 13 UOEs, five were explicitly taught more than once: *oh, uh, uh-huh, um,* and *wow*. The UOE that is taught explicitly the most is *oh* (seven times). This perhaps is because *oh* has various functions and is also used as hesitation filler. Therefore, it can be concluded that *oh* is the most commonly taught UOE, both explicitly and implicitly.

Conclusion

These findings demonstrate that UOEs are still not commonly taught in most ESL/EFL textbooks. Most of the UOEs that were found in the textbooks were taught implicitly through conversational dialogs, quotes, phrases, sentences, or reading passages; it was quite rare to find UOEs taught explicitly. Moreover, there are not a variety of UOEs represented in the textbooks. In other words, there are only a few frequently used UOEs that do not represent all the common UOEs that are used in the English language. For that reason, it would be very helpful if material developers could include more variety of UOEs in conversational dialogs and include explicit instructions on some commonly used UOEs.

The next chapter will discuss the instructional unit that I created and the pilot test results.

Chapter 6: Instructional Unit

This chapter reports on the procedure I followed for creating, piloting, and evaluating a mini-lesson that demonstrates how UOEs can be taught in EFL or ESL classrooms. The lesson was designed to supplement regular ESL or EFL instruction rather than to replace the teaching of any skill. The lesson was piloted at Brigham Young University's English Language Center (ELC) in a beginning-level listening & speaking classes, and the results of the pilot are discussed in this chapter.

Mini-Lesson

Procedure. After identifying some of the most frequently used UOEs from the corpora (as discussed in chapter 4), I chose a set of three UOEs for the mini-lesson: *uh-huh*, *uh-uh*, and *uh-oh*. The rationale for choosing these three was that according to the corpora results, they are very frequently used in English. Also, they are very similar to one another in both sound and form. Therefore, it seemed more likely that students might confuse these UOEs, and teaching them together might help students better distinguish their differences. After selecting the UOEs, I outlined the lesson activities. These activities included guessing the UOEs' meanings from context, listening and repeating, participating in a review activity game, and using the UOEs in a role-play. These activities were carefully chosen so that students could gradually learn and become familiar with each UOE through various activities. At the same time, the activities also required students to actively participate, which would help them remember the UOEs better than if they were more passive learners. In the first activity, I introduced the UOEs implicitly (providing example uses of UOEs) allowing students to think and look at the

examples carefully as they guessed the meanings. Then, I introduced the UOEs explicitly

by explaining their meanings and uses and having students listen and repeat the UOEs.

Then, students practiced comprehending UOEs through the review activity before

actually producing them in the role-play activity. Finally, after outlining the lesson

activities, I prepared the instructional materials. I edited the audio files for each of the

UOEs that were created by Henrichsen to record the sounds of the 56 UOEs examined in

this project and used them as part of my classroom lessons. After editing the audio files, I

collected sample sentences to show the UOEs in context. I did this by looking up the

selected UOEs and their context in Davies' Corpus of Contemporary American English

(COCA). First, I chose to look up the words in COCA's spoken genre, which comes from

television broadcasts, conversations, radio programs, and other spoken language.

Unfortunately, I found that the transcripts were often not organized in short, complete

sentences and therefore required more context for comprehension, or that the contexts

were too difficult for students to understand. An example from a NPR_TalkNat dialog is,

"…in the few seconds we have left to go, a trivia question for you this week. RUDIN:

Uh-oh. CONAN: There's a big birthday coming up on Friday. …" (COCA). Students

would need to see a larger context in order to interpret the meaning of *Uh-oh*. In other

words, students may not guess the correct meaning of Uh-oh from just looking at the

provided content, for it can be replaced by many possible words. Because of this

problem, I also looked at the UOEs in COCA's written genre to find dialogs that students

can interpret the UOEs more easily from a shorter context. Then, I created a

PowerPoint® presentation that could be used in teaching the three UOEs; the

PowerPoint® included example sentences, audio files, and cartoon strips. After I finished

creating the lesson, I piloted it at the English Language Center.

   Lesson plan for teaching UOEs. An outline of the plan for the mini-lesson is

as follows:

Lesson Plan (20 mins)

Goal: Students will learn three UOEs: *uh-huh*, *uh-uh*, *uh-oh*
Objectives:
Terminal:
- Students will become more aware of this means of communication (using UOEs)

- Students will be able to comprehend and distinguish the three UOEs

- Students will eventually use UOEs in their conversations

Enabling:
- Students will learn and comprehend the UOEs through classroom activities and practice

- Students will practice using the UOEs in context

Materials and Equipment:
1. PowerPoint® slides

2. Review activity sheet

3. blackboard

4. small pieces of paper

Procedures

Introduction: (2 min)
1. Explain UOEs to the students. In the explanation, UOEs will be referred to as "oral expressions." The teacher will give an example of English pausing fillers (*um, uh*) and ask a few students about pausing fillers in their languages which will help students become aware of these differences. Then, she will explain that oral expressions are frequently used by native speakers but are not often taught in classrooms for several reasons (e.g. they are primarily used in spoken language, they are not taught to native speakers in school, and they are not usually incorporated into ESL/EFL textbooks). Because these expressions are different in

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every language, not knowing these expressions can lead to miscommunication.

Presentation: (8 min)
1. Introduce the first UOE and allow the students to see it in context.

2. Put the students in groups and have them discuss possible pronunciations for the UOE as well as possible definitions (based on context).

3. Explain the usage of the expression.

4. Let the students listen to the audio and repeat the UOE.

5. Repeat procedures 1 to 4 with the other two UOEs.

Practice activity 1: (5 min)
1. Review activity: Write the three UOEs on the board and break students into two teams.

2. For each round, have one student from each team come to the front of the class. Then, the teacher will read a short, one-line dialog that needs a certain UOE response. The student who runs to the board, touches the right UOE on the board, and says the UOE first receives points for his team. For dialogs that need more clues from a second speaker, a student in class can read the first part; the teacher will read a response before the competitors run to the board.

Practice activity 2: (5 min)
1. Role play: Have students get into pairs. Allow each pair to draw a piece of paper containing one UOE they have learned.

2. Give students a few minutes to prepare a short skit demonstrating the usage of the UOE.

3. Let each pair of students present its role play in front of the class.

Evaluation: (min) (done in the second piloting)
1. Have students complete a quiz

(Note: the time can be adjusted according to the class and students proficiency level)

Figure 2 *Lesson plan used in the pilot test*

First Pilot

The mini-lesson following this plan was piloted at the ELC on December 3, 2009, in a Foundations A Oral Communications Fluency class. The pilot was done during the last 20 minutes of the normal 65-minute class period. The UOE pilot teacher entered the class a little early to set up a projector while the normal classroom teacher was finishing her class. The supplementary UOE lesson started with the teacher explaining about UOEs, which the teacher referred to as "oral expressions." However, because of the limited time, the explanation was brief. Next, the teacher let the students get into groups of three. She used the PowerPoint to show them the first UOE (*uh-huh*) in context and instructed them to guess its pronunciation and meaning. However, most students tried to figure out the meanings by themselves rather talking in groups. The students also worked at different speeds; while some got the meaning, others were still not done with reading the sample sentences. Then, the teacher asked the class what they thought the definitions and the pronunciation of the UOE were, and a few students answered. After that, the teacher explained the usage of the UOE. Then the students listened to the recording and repeated the UOE. In addition, the teacher showed a comic strip that demonstrated a way that the UOE could be used. After that, the teacher taught the other two UOEs (*uh-uh* and *uh-oh*) in the same way the first UOE was taught. However, there was no comic strip for the other two UOEs. As a review activity, the teacher wrote the three UOEs on the board and broke students into two teams. For each round, the teacher had one student from each team come to the front, and the teacher read a short dialog that needed a certain UOE response. The student who ran to the board, touched the right UOE, and said the UOE first received points for his team. For dialogs that needed more clues from a second speaker, the teacher had the regular classroom teacher help by reading the first speaker's

part; the UOE pilot teacher read the second speaker's response (See Appendix E). The activity was not only a review activity but also an informal assessment that illustrated to the teachers how well the students understood the words. The results showed that most students could not get the right answer immediately and that they hesitated in choosing an answer. For the last part of the activity, the teacher had students get into pairs. Each pair drew a piece of paper containing a UOE they had learned. Then the teacher gave students time to prepare a short skit demonstrating the usage of the UOE and had them perform their role play in front of the class. Even though all the students were able to demonstrate the usage of their UOE s correctly, there was some confusion about their pronunciation.

      Evaluation by students. After the lesson, all 11 students were asked to fill out an evaluation form (See Appendix F). For their overall impression of the lesson, the results (Table 1) indicate that most students thought the lesson was very useful; only one student thought otherwise. One of the students who thought the lesson was useful commented that it was because it dealt with how people communicate in real life. Also, one student suggested that this kind of lesson should be taught in language classrooms.

Table 15

Evaluative Responses by ELC Students After the First UOE Lesson (N=11)

	Not useful (1)	A little useful (2)	Useful (3)	Very useful (4)	I don't know (NA)
Overall impression	1	-	1	9	-
Teacher's explanation	-	-	2	9	-
Group discussion	-	1	1	9	-
Listening and repeating	-	1	1	9	-
Review activity	-	-	1	10	-
Role play	-	-	2	9	-

In the space where students suggested improvements, two students suggested that the teacher should slow down and give more explanation; two students said that they would like more time practicing the pronunciation of the UOEs. Originally, the lesson plan included more time for the teacher's explanation, pronunciation practice, and group discussion. However, as the lesson progressed, the activities took longer than the estimated time. Because of the time limit, the instructor went through the lesson quickly, and the explanation was brief. Consequently, not much time was spent listening to and repeating the UOEs, and little time was given for the group discussion. However, no one made a specific comment about the group discussion. Finally, most students indicated that their favorite activity was either the review activity or the role play.

Discussion of evaluation results. Overall, students responded positively to the lesson; almost all of the students thought that the lesson was useful. The students seemed to enjoy the activity, and a few students also commented that this kind of lesson should be taught in language classrooms because it represents authentic language.

On the other hand, there were several things that could be improved in this lesson. First of all, 20 minutes was not sufficient for the lesson. For that reason, there was not enough time for the teacher to give explanations and little time for group discussion and pronunciation practice. It would be better if 25 to 30 minutes were attributed for the lesson with the additional time being used for more explanation, group discussion, and pronunciation practice. Nevertheless, the time used in activities and explanations would also depend on the students' proficiency level. For lower-level students, such as the class in which the lesson was piloted, more time would be needed for the teacher's explanations and for task completion. On the other hand, if the students were at a high proficiency level, the lesson could be done more quickly.

Another part of the lesson that would need improvement is the portion in which students look at the words in context and guess their meaning. Because there were too many sentences for the students to read, they spent more time trying to comprehend the sentences and had little time for discussing in groups. Therefore, it would be more useful if there were fewer sample sentences. This way, the students would not spend too much time reading the sentences and would have more time to discuss in groups.

In the role play activity, most students were able to understand the instructions after the teacher's explanation. However, a few students were unsure about the

instructions and asked about them during the role play preparation. Therefore, it would be more helpful if the teacher modeled the activity before pairing up the students.

Even though most students indicated that the lesson was useful, there is no evidence of whether they actually learned and remembered what was taught in the lesson. Therefore, some kind of assessment was needed in order to find out how much information the students retained.

Finally, there was no survey asking about the students' background information. It is possible that the student who thought the lesson was not useful had been in the United States for a long time, had a lot of exposure to American culture, or thought that the UOEs are not necessary in communication. Therefore, a survey about the students' background should be included in the evaluation form.

Plans for Second Piloting

Because of the results from the first pilot test, several changes were made for the second pilot. First of all, more time was given for the lesson, allowing for more teacher explanations, pair discussions, and pronunciation practice. In addition, because students needed to fill out the evaluation survey, more time was needed than for a purely instructional lesson. Second, the PowerPoint® slides that illustrated sample sentences were reduced to one slide for each UOE. This was done to ensure that students would take less time reading the sentences and have more time to discuss them in pairs. Next, the teacher would carefully model the role play activity before asking students to get into pairs. This would decrease confusion and reduce the time reexplaining the activity to individual students. After the instruction, students would be given an evaluation form with a background survey that included the students' home country, native language and

other languages they speak, gender, and number of years studying English. It also asked whether they already knew the oral expressions covered in the lesson, which ones they knew, how they learned them, and how much exposure they had to English outside of class (See Appendix G). Finally, a quiz would be given to the students one day after the lesson was taught (See Appendix H). This would indicate whether the students actually learned and remembered what was taught and would also evaluate the effectiveness of the lesson.

Second Pilot

On March 8, 2010, the same lesson was piloted a second time in another foundation A level at the English Language Center. Unlike the previous class, in which the students were mostly Hispanic, the students in this class were predominantly Asian (5 Japanese, 2 Korean, and 2 Taiwanese). Because the pilot was conducted at the beginning of the listening and speaking class, the lesson was not rushed, and there was more time to get through the activities. For the second pilot test, the PowerPoint® slides illustrating sample contexts were reduced to one slide per UOE. Thus this group of students took less time reading the PowerPoint®. However, like the first group of students, most students in this group also did not discuss the pronunciation and definition in groups but rather tried to figure them out by themselves. Therefore, the conclusion may be drawn that lack of time may not have been the main reason for the students' lack of group discussion. For the role play activity, the teacher modeled the task before asking students to get into pairs. Therefore, this group of students understood the activity better than the first and was able to get through the activity more quickly.

Even though the evaluation scores for the second pilot group were not as high as those
from the first, they still show that most students thought that the lesson was very useful
(table 5). As with the first pilot test, most students in this class also said that their favorite
activity was either the review activity or the role play activity.

Table 16

Evaluative Responses by ELC Students After theSsecond UOE Lesson (N=10)

	Not useful (1)	A little useful (2)	Useful (3)	Very useful (4)	I don't know (NA)
Overall impression	-	-	**2**	**8**	-
Teacher's explanation	-	1	1	8	-
Group discussion	-	1	5	4	-
Listening and repeating	-	1	2	7	-
Review activity	-	-	4	6	-
Role play	-	1	2	7	-

In addition to the evaluation form that was used in the first piloting, a background
survey was completed by the students to provide information about themselves (See
Appendix G). Nevertheless, none of the variables provided showed any apparent
relationships with the evaluation results. One day after the lesson, a quiz was given to the
students to find out whether they actually remembered about what had been taught (see
Appendix H). The results showed that nine out of the ten students got full scores on the

quiz and only one student made one mistake on the quiz. Thus, we can conclude that UOEs can be taught and learned in language classrooms.

Variables That May Have Affected the Pilot Results

Because of the small number of participants, this pilot study does not necessary represent all of the ESL students in the United States and other countries. Other variables that may affect the results include the students' ethnicity, proficiency level, UOE awareness, and the time spent on the lesson. As mentioned before, the two pilot groups differed in ethnicity; the first group of students was predominantly Hispanic, whereas the second was predominantly Asian. It is possible that students from various ethnic groups may have different learning style preferences. For instance, Hispanic students may prefer classroom activities that require interaction more than Asian students do. On the other hand, Asian students may be more reluctant to speak up in class or to perform in front of the class. This mini-lesson was only piloted in beginning-level classes. Therefore, the results may be different when used with higher-level students in EFL settings. The two groups also differed in their awareness of UOEs. The second group was more aware of UOEs because some had been mentioned in their previous classes. This may have affected the results because students who are aware of the existence of UOEs may be more likely to learn them in ESL settings than students who are not. Finally, the amount of time spent in learning the UOEs could also affect how well the students understood and retained their knowledge. Therefore, it is possible that the first group of students, who spent less time on the activities, may not remember the usage of UOEs as much as the second group of students.

Conclusion

From this pilot testing, we can see that out of 21 students in both the first and second pilot groups, 20 students thought that teaching UOEs was either useful or very useful; only one thought otherwise. The major reason that students liked the lesson was that these expressions are used in authentic spoken language. Even though students had various opinions about the different activities within the lesson, most students liked the review activity and the role play activity the most. Because both of these activities required high student participation, it may be concluded that UOEs are best taught in activities that engage students. Moreover, we can see that UOEs can be explicitly taught in language classrooms and that students enjoy learning them.

The next chapter will give suggestions for future research. It will also explain what I learned from doing this project and how this project can benefit instructors and materials developers in teaching listening and speaking.

Chapter 7: Conclusion

The purpose of this chapter is to discuss what I have learned in the process of doing this project and how this project has developed and prepared me for my future career. Also, I will discuss the limitations we had in this project and suggest ways others can ameliorate the work. In addition, I will suggest other possible research studies that can be conducted regarding UOEs. Because of UOEs' unorthodoxy, not many research reports exist that are related to UOEs compared to many other topics in TESOL and linguistics. For that reason, many more studies can and should be done in addition to this project.

What I Learned from this Project

One of the most important ways I benefited from doing this project is the knowledge I gained about UOEs. This knowledge was gained from doing a review of literature and analyzing dictionaries, corpora, and textbooks. Knowing the frequency of these expressions and understanding their functions helped me to better see the importance of this subject. I was more aware of the role of UOEs in the English language and was more aware of issues involving UOEs in ESL/EFL teaching. Additionally, I learned about some less common UOEs such as *eek*, *humph*, *argh*, and *grrr*; their meanings, pronunciation, and how to use them.

Another important thing I learned is the process of doing a project and conducting analyses which involves a lot of searching, organizing, and providing thoughtful insights. Through this process, I learned to make plans and set realistic goals before starting to work yet be flexible enough to change necessary things according to situations. Also, I learned to manage my time better and be more organized in collecting data. Some

valuable skills I learned from this project are to use corpora in linguistic analysis, which can also be adapted for language learning, and to conduct classroom research.

My experience in conducting a classroom research allowed me to experience the development and evaluation of an instructional unit and helped me realize that doing classroom research is not only restricted for researchers. In fact, instructors have the advantage of teaching classes and knowing their students which facilitates the process of conducting classroom research. Therefore, the process is not too difficult, and is something that instructors can do and gain benefit from.

Finally, this project helped me to better understand how language is really used and how learning UOEs is essential for students to communicate in English more effectively. Language is more than just words and includes everything that involves communication. In order for learners to truly gain communicative competence in a language, they need to know about the paralanguistic aspects of the language such as intonation, discourse, body language, and culture; this also include UOEs. I also learned the difference between receptive and productive language knowledge. The first goal in teaching UOEs is to help students comprehend them (receptive). As they hear the UOEs more and become more familiar with them, they will gradually use UOEs in their own speech. For that reason, having explicit instruction is something that can be and should be done to help students gain communicative competence. I also realized that students actually enjoyed learning about UOEs and were not opposed to learning something less commonly taught in usual language classrooms.

This project has considerably helped me in preparing for my future career as an educator, and has considerably changed my perspective on how a listening and speaking

class should be conducted. I am now more aware of various issues involving communication. The knowledge I gained from this process has helped me become a better instructor and helped me to think about language learning more deeply. Also, I hope to conduct some informal classroom research as a way to continue developing myself in the future.

Limitations to this Project

Although this project was done attentively, there were some limitations of which readers should be aware. First of all, because UOEs are still not a very common research topic in both the linguistic and TESOL field, there are not many studies to use as part of the review of literature. Therefore, most conclusions were drawn from the findings in this study. Secondly, the categorization of UOEs was done especially for the purpose of teaching. Therefore, it may not be the best categorization for other purposes. In chapter 5, all of the UOEs identified in the textbooks were hand counted, so it is possible that human mistakes happened. Similarly, all of the data in chapter 3 were hand collected, so there might be issues about accuracy. In chapter 6, the piloting was conducted with a small subject group in Brigham Young University's English Language Center. Moreover, only one particular lesson was piloted focusing on only three UOEs. Therefore, it may not be a decent representative sample of all the ESL/EFL learners or all the lessons involving UOEs.

The main reason that this study was conducted as a project rather than a thesis was because it involved a few mini-studies focusing on different aspects of UOEs rather than a major study on one aspect. This project included dictionary, corpora, and textbook

analysis, which are descriptive and quantitative; and the piloting was merely a form of action research that followed a quasi-experimental research design.

Suggestions for Future Research

This project consisted of several mini-studies; therefore, more research should still be carried out on each subject. Also, many more other studies can be done related to UOEs. First of all, a more systematic categorization could be done considering UOEs and other unorthodox sounds such as idiophones. Then, someone can look at how UOEs are categorized in various languages and analyze them. Also, someone can look at different ESL/EFL contexts and proficiency levels and make instructional recommendations for teaching particular UOEs accordingly. In this project, UOEs were found in dictionaries, but the definitions were not closely analyzed. Therefore, someone could analyze the definitions more closely. Then, someone could create a UOE dictionary that provides better definitions, explanations about pronunciation, and examples of how each UOE is used in various contexts. Also, someone could analyze some other dictionaries not included in this project or look at various ESL dictionaries.

Using corpora analysis, someone could analyze some other corpora or look at how UOEs are portrayed in each genre more closely. For example, someone could compare the differences between various genres and between American English and British English. Because there are currently not many materials for teaching UOEs, material developers might create materials especially for teaching UOEs or incorporate UOE lessons in their textbooks to enhance communicative competence. For future textbook analysis, someone could also use some program to help with counting the UOEs.

The mini-lesson created in this project taught three UOEs that came from the same functional category. Therefore, it would be useful to also have lessons that teach UOEs of different functional categories and compare the results to find out which teaching method is more effective. In addition, someone should also pilot UOE lessons with a larger participant group and analyze the different variables more closely including their language proficiency, native language, age, gender, time in the U.S, etc. By having a larger participant group, we would be able to better see the significance and correlation between the different variables. Furthermore, UOE lessons could be piloted with both ESL and EFL students and compared the results.

Conclusion

UOEs are among the most important aspects of communicative language, but they are not easily acquired by adult learners without explicit instruction. One of the things that contributes to the difficulty of learning UOEs is that UOEs often have more than one function and meaning depending on the communicator's intonation and situation. Moreover, dictionaries are generally not a very useful resource for learning UOEs because many common UOEs cannot be found in dictionaries; and even UOEs that are included in the dictionaries often lack explanations about their variant meanings and intonations.

Of course, not all UOEs can or should be taught—especially the low frequency or less useful ones. In choosing which UOEs to teach, instructors would need to consider students' background knowledge, their English proficiency level, and their purpose for learning the language. Students' background knowledge can be different in various language classroom settings; EFL learners tend to be less familiar with UOEs, even those

with high English proficiency. Nevertheless, the information in this project can be a useful resource to help teachers decide which UOEs to teaching according to their frequencies.

The corpora analysis results show that the frequency usage of UOEs varies across registers. Therefore, it is important for instructors to consider students' purpose of learning English before deciding which and how many UOEs to teach. For instance, teaching UOEs would be much more important in an oral communication class than in an academic writing class. Because UOEs are not usually taught explicitly in most ESL textbooks, it is helpful for teachers to point out some UOEs that appear in conversational dialogs and give explicit explanations. However, because many frequent UOEs may not appear in any of the dialogs used in the classroom at all, teachers can prepare short supplementary lessons to teach and have students practice using the UOEs. The pilot testing results demonstrate that UOEs can be successfully incorporated in language classrooms; and students enjoy learning UOEs, especially in interactive activities.

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Appendix A: UOEs in 10 Dictionaries

UOEs	*Newbury House Dictionary*	*Oxford Dictionary of American English for Learners*	*Webster's New World College Dictionary (fourth edition)*	*The American Heritage English as a Second language Dictionary*	*Cam bridge Advance Learner's Dictionary*	*Collins Cobuild English Dictionary*	*Longman Dictionary of Contemporary English*	*Funk & Wagnalls Home & Student Dictionary*	*Larousse English Dictionary*	*ITP Nelson Canadian Dictionary of the English Language*
1. Ah	Yes (p.17)	Yes (p.14)	Yes (p.28)	Yes (p. 19)	Yes (+ "aah" p. 25)	Yes (p. 27)	Yes (p. 18)	No	Yes (p.23)	Yes (p.27)
2. Aha	No	Yes (p.14)	Yes (p.28)	Yes (p. 19)	Yes (p. 25)	Yes (p. 27)	Yes (p. 18)	No	Yes (p.23-24)	Yes (p.27)
3. Ahem	No	No	Yes (p.28)	Yes (p. 20)	Yes (p. 25)	Yes (p. 38)	Yes (p. 19)	No	No	Yes (p.27)
4. Ahh	No	No	No	No	No	No	No	No	No	No
5. Argh	No	No	No	No	No	No	No	No	No	No
6. Aw	No	Yes (p. 40)	Yes (p.99)	Yes (p. 56)	No	No	No	No	No	Yes (p.95)
7. Aww	No	No	No	No	No	No	No	No	No	No
8. Brrr	No	No	Yes (p.187)	No	No	No	No	No	No	No
9. Duh	No	No	Yes (p.441)	Yes (p. 279)	No	No	No	No	No	No
10. Eek	No	No	Yes (p.	No	Yes (p.	No	No	No	No	No

			453)		390)					
11. Eep	No	No	No	No	No	No	No	No	No	No
12. Eh	No	Yes (p.218)	Yes (p.455)	No	Yes (p.392)	No	No	No	Yes (p.329)	Yes (p.438)
13. Errr	No	No	No	No	No	No	No	No	No	No
14. Ewww	No	No	No	No	No	No	No	No	No	No
15. Gee	Yes (p.386)	Yes (p.284)	Yes (p. 589)	Yes (p. 380)	Yes (p. 517)	Yes (p. 700 + "gee whiz")	Yes (p. 471 + "gee whiz")	No	Yes (p.435 + "gee whiz")	Yes (p.565 + "gee whiz")
16. Grrr	No	No	No	No	No	No	No	No	No	No
17. Gulp	No (v.)	No (v., n.)	No (v.)	No (v.)	No (v.)	No (v.)	No (v.)	No (v.)	No (v.)	No (v.)
18. Ha	Yes (+ "hah" p.420)	Yes (p.307)	Yes (p.637)	Yes (+ "hah" p. 407)	Yes (+ "hah" p. 572)	Yes (+ "hah" p. 752)	Yes (p.637)	No	Yes (p.472)	Yes (+ "hah" p. 609)
19. Hey	No	Yes (p.322)	Yes (p. 670)	Yes (p. 425)	Yes (p. 589)	Yes (p. 792)	Yes (p. 530)	No	Yes (p.497)	Yes (p.639)
20. Hm	No	No	Yes p. 677	No	Yes (p. 596)	Yes (p. 800 +"h'm")	Yes (p. 535 spell "h'm")	No	No	No
21. Hmm	No	Yes (p.325)	Yes p. 677	No	Yes (p. 596)	No		No	No	No
22. Hmmm	No	No	No	No	No	No	No	No	No	No
23. Huh	Yes (p.459)	Yes (p. 333)	Yes (p. 694)	Yes (p. 438)	Yes (p. 613)	Yes (p. 823)	Yes (p. 549)	no	Yes (p.516-p.517)	Yes (p.661)
24. Humph	No	No	Yes (p.696)	No	Yes (p. 615)	No	Yes (p. 551)	No	No	No
25. Mmmm	Yes (spell "mmm") p. 597	No	Yes (spell "mm") p. 924	No	No	No	No	No	No	No
26. Oh	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

	(p.647)	(p.456)	(p.1002)	(p.604)	(p.860)	(p.1147)	(+ "o" p.757)	(p.361)	(p.726)	(p.952)
27. Oho	No	No	Yes (p.1003)	No	No	No	Yes (spell "o-ho" p.757)	No	No	Yes (p.952)
28. Oof	No	No	No	No	No	No	Yes (p. 762)	No	Yes (p.732)	No
29. Ooh	Y (p.651)	No	Yes (p.1009)	No	Yes (p. 868)	Yes (p.1156 + "oo")	No	No	Yes (p.732)	Yes (p.959)
30. Oops	Y (spell "oops" p. 651)	Yes (p.459)	Yes (p.1009)	No	Yes (p. 868)	Yes (p.1156-1157)	Yes (p. 762)	No	Yes (p.732)	No
31. Ouch	Yes (p.658)	Yes (p.464)	Yes (p.1022)	Yes (p.613)	Yes (p.893)	Yes (p.1170)	Yes (p.1002)	No	Yes (p.741)	Yes (p.972)
32. Ow	Yes (p. 668)	Yes (p.470)	Yes (p.1029)	No	Yes (p. 888)	Yes (p.1185)	Yes (p. 777)	Yes (p. 371)	Yes (p.751)	Yes (p.980)
33. Phew	No	No	Yes (p.1080)	No	Yes (p. 929)	Yes (p.1236)	Yes (p. 813 + 'whew')	No	Yes (p.785)	Yes (p.1030)
34. Psst	No	No	Yes (p.1157)	No	Yes (p. 1002)	Yes (p.1326)	Yes (p. 887)	No	Yes (p.845)	No
35. Tsk, tsk, tsk	No	No	Yes (p.1538)	No	Yes (p. 1372 spell 'tsk' or	No	No	No	No	Yes (p.1458 spell "tsk")

					'tsk tsk' + "tut")					
36. Ugh	Yes (p.1018)	Yes (p.747)	Yes (p.1550)	Yes (p. 905)	Yes (p.1383)	Yes (p.1807)	Yes (p.1194)	No	Yes (p.1147)	Yes (p.1469)
37. Uh	No	Yes (p. 747)	Yes (1550)	Yes (p. 905)	Yes (p.1383)	No	No	No	No	Yes (p.1470)
38. Uhhh	No	No	No	No	No	No	No	No	No	No
39. Uh-huh	Yes (p.1018)	Yes (p.747)	Yes (p.1550)	Yes (p. 905)	Yes (p.1383)	Yes (p.1807)	No	No	No	Yes (p.1470)
40. Uh-oh	No	Yes (p.747)	Yes (p.1550)	No	Yes (p.1383)	No	No	No	No	No
41. Uh-uh	No	Yes (p.747)	Yes (p.1550)	No	Yes (p. 1383)	No	No	No	No	Yes (p.1470)
42. Um	No	Yes (p. 748)	Yes (+umm) p.1552	No	Yes (p.1384)	Yes (p.1808)	No	No	Yes (p.1148)	Yes (p.1471 +umm)
43. Ummm	No	No	No	No	No	No	No	No	No	No
44. Unh	No	No	No	No	No	No	No	No	No	No
45. Weee	No	No	No	No	No	No	No	No	No	No
46. Whoopee	Yes (p.1072)	Yes (p.792)	Yes (p.1634)	No	Yes (p.1457)	Yes (p.1913)	Yes (p.1257)	No	Yes (p.1209)	Yes (p.1547)
47. Whoops	Yes (p.1072)	Yes (p.792)	Yes (p.1634)	Yes (p. 954)	Yes (p.1457)	Yes (p.1913)	No	No	Yes (p.1209)	Yes (p.1547)
48. Wow	Yes (p.1085)	Yes (p.803)	Yes (p.1651)	No	Yes (p.1479)	Yes (p.1939)	Yes (p.1272)	Yes (p.610)	Yes (p.1224)	Yes (p.1563)
49. Yikes	No	Yes (p.808)	Yes (p.1661)	No	No	No	No	No	No	No
50. Yipe	Yes (+ 'Yip	No	Yes (p.1661	No	No	No	No	No	No	Yes (+ "yipe

	es'p. 1091)		+16 61 +yip es)							s"p.1 571)
51. Yippee	Yes (p.1091)	Yes (p.808)	Yes (p.1661)	Yes (p.972)	Yes (p.1486)	Yes (p.1948)	Yes (p.1665)	No	Yes (p.1229)	Yes (p.1571)
52. Yo	No	Yes (p.808)	Yes (p.1661)	No	Yes (p.1486)	No	No	No	Yes (p.1229)	Yes (p.1571)
53. Yoo-hoo	No	Yes (p.808)	Yes (p.1662)	No	Yes (p.1486)	No	No	No	No	Yes (p.1571)
54. Yow	Yes (p.1092)	No	Yes (p.1662)	No	No	No	No	No	No	Yes (p.1572)
55. Yuck	No	Yes (p.809)	Yes (p.1663)	No	Yes (p.1487)	Yes (p.1949 spell 'yuk')	No	Yes (p.615)	Yes (p.1230)	Yes (p.1573)
56. Yum	Yes (spell yum-yum) p.1092	Yes (p.809)	Yes (p.1663)	No	Yes (p.1487)	Yes (p.1949)	No	No	No	No

Appendix B: Dictionary Entries for the 56 UOEs

Ah

Table 1. Dictionary entries for *ah*

Dictionary	Definition
Newbury House *Dictionary* (200?)	**ah** /ɑ/ *exclam.* expression of surprise, disgust, pain, understanding, pleasure, etc.: (disgust) *Ah! This is a waste of time!*‖(pleasure) *Ahhhhh! The taste of a cold beer on a hot day is great!*
Oxford Dictionary *of American* *English for* *Learners* (2000")	**ah** /ɑ/ *interjection* (used for expressing surprise, pleasure, etc.): *Ah yes. I see it now.* ◊ *Ah, what a beautiful day!*
Webster's New World College Dictionary (fourth edition)	**ah** (ä, ô, ôn, an, än) *interj.* [natural exclamation similar to Fr & L *ah*, Gr *a*, ON æ, OHG *a*, Sans *ä*] used to express variously surprise, delight, regret, disgust, pain, etc.
The America Heritage English as a Second Language Dictionary	**ah** (ä) *interj.* An expression used to show surprise, delight, pity, or other emotions.
Cambridge Advance Learner's Dictionary	▓▓ /ɑ/ *exclamation* (ALSO **aah**) used to express understanding, pleasure, pain, surprise or the fact that you have noticed something: *Ah, I see.* ○ *Why has the train stopped? Ah, now we're off again.* ○ *Ah, Jessica, how wonderful to see you!* ○ *Ah, what a lovely baby!*

Collins Cobuild English Dictionary	**ah** /ɑː/. **Ah** is used in writing to represent a noise that people make in conversation, for example to acknowledge or draw attention to something, or to express surprise or disappointment. *I'm meeting Anna Langenbach. Ah, this seems to be the train now... Ah, so many questions, so little time.* ◆◆◆◇◇ EXCLAM PRAGMATICS
Longman Dictionary of Contemporary English	**ah** /ɑː/ *interj* a cry of surprise, pity, pain, dislike, etc.: *Ah! I hurt my foot on that stone. Ah, there you are!*
Larousse English Dictionary	**ah** [ɑː] *excl* a sound that shows one is surprised, pleased, in pain etc □ *Ah, here it is!*
ITP Nelson Canadian Dictionary of the English Language	**ah** (ŏ) *interj.* Used to express various emotions, such as satisfaction, surprise, or pain.

The parts of speech listed for this UOE are also varied: interjections, exclamation, and

pragmatics. The definitions include expressing disgust, pain, understanding, pleasure,

delight, regret, pity, surprised, and disappointment. The various usages of the word

suggest that different vowel length and intonation go along with the different meanings

Aha

Table 2. Dictionary entries for *aha*

Dictionary	Definition
Oxford Dictionary of American English for	**a·ha** /ɑˈhɑ/ *interjection* (used when you suddenly find or understand sth): *Aha! Now I understand.*

Learners (2000")

Webster's New World College Dictionary (fourth edition)	**aha** (ä hä′, ə hä′) *interj.* used to express triumph, surprise, pleasure, satisfaction, etc., often mixed with irony or mockery
The America Heritage English as a Second Language Dictionary	**a•ha** (ä hä′) *interj.* An expression used to show satisfaction, pleasure, or triumph: *Aha! Here are your keys!*
Cambridge Advance Learner's Dictionary	/ɑːˈhɑː/ *exclamation* used when you suddenly understand or find something: *Aha, now I see what you mean! Aha, that's where I put my keys!*
Collins Cobuild English Dictionary	**aha** /ɑːhɑː/. **Aha** is used in writing to represent a noise that people make in conversation, for example to acknowledge something, or to express satisfaction, triumph, or surprise. *'Do I rub some more in tomorrow?'—'Aha,' Glyn nodded... Aha! Here at last, the answer to the question that has baffled scholars through the centuries.* EXCLAM [PRAGMATICS]
Longman Dictionary of Contemporary English	**a•ha** /ɑːˈhɑː/ *interj* a cry of surprise, satisfaction, amused discovery, etc.: *Aha, so it's you hiding there*
Larousse English Dictionary	**aha** [ɑːˈhɑː] *excl* a sound made to show that one has understood something or has made
ITP Nelson Canadian Dictionary of the English Language	**a•ha** (ŏ-hŏ′) *interj.* Used to express surprise or pleasure.

The parts of speech for this UOE include interjection, exclamation, and exclaim

pragmatics. The definition includes expressing sudden understanding, triumph, surprise,

pleasure satisfaction, satisfaction, and amused discovery.

Ahem

Table 3. Dictionary entries for *ahem*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**ahem** /ə'hem/ *exclamation* MAINLY HUMOROUS used to describe the little cough that someone gives to express
The America Heritage English as a Second Language Dictionary	**a·hem** (ə hĕm′) *interj.* **1.** An expression used to attract attention or to express doubt or warning. **2.** The sound made when clearing the throat.
Cambridge Advance Learner's Dictionary	**ahem** (*a coughing or throat-clearing sound, conventionalized* ə hem′) *interj.* used to get someone's attention, give a warning, fill a pause, etc.
Collins Cobuild English Dictionary	**ahem;** usually pronounced as two short coughs. CONVENTION Writers put **ahem** to show that someone who is PRAGMATICS speaking is about to say something that is in some way difficult, embarrassing, or amusing. Writers also put **ahem** to show that the thing that they are about to say is not exactly true or accurate. *It can be a dangerous course of action which might be sound in theory but – ahem – perhaps a trifle risky in practice... It is not unknown for valuable display items to go, ahem, missing.*

Longman Dictionary of Contemporary English	**a·ha** /ɑːˈhɑː/ *interj* a cry of surprise, satisfaction amused discovery, etc. : *Aha, so it's you hiding there*
ITP Nelson Canadian Dictionary of the English Language	**a·hem** (ə-hĕm′) *interj.* Used to attract attention or express doubt or warning.

The parts of speech for this UOE include exclamation, interjection, and convention pragmatics. The most common definition includes the sound of clearing the throat, and a sound used to get one's attention. Other usage includes expressing doubt, warning, and filling a pause.

Aw

Table 4. Dictionary entries for *aw*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**aw** /ɔ/ *interjection* (used for expressing affection, sympathy, disappointment, etc.): *Aw, what a cute baby!* ◇ *Aw, that's too bad.*
Webster's New World College Dictionary (fourth edition)	**aw** (ô, ä) *interj.* used to express *a)* mild protest, dislike, or disgust *b)* mild sympathy or commiseration
The America Heritage English as a Second Language Dictionary	**aw** (ô) *interj.* An expression used to show sympathy, doubt, or disgust: *"Aw, you poor thing."*

ITP Nelson Canadian Dictionary of the English Language	**aw** (ŏ, ô) *interj.* Used to express sympathy, disgust, or disbelief.

All the dictionaries that includes this UOE categorize *aw* as interjection. The definitions

include expressing affection, sympathy, disappointment, mild protest, dislike, disgust,

commiseration, doubt, or disbelief.

Brrr

Table 5. Dictionary entries for *Brrr*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**brrr** or **brr** (bur) *interj.* used to signify that one feels cold

Only one dictionary includes this UOE categorizing it as an interjection used to "signify

that one feels cold."

Duh

Table 6. Dictionary entries for *duh*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**duh** (du) *interj.* [Slang] **1.** used, jocularly, to signify a lack of knowledge or comprehension **2.** used in response to something said that is too obvious to need to be mentioned *[*"Physics is really hard." "Well, *duh*."]

Dictionary	Definition
The America Heritage English as a Second Language Dictionary	**duh** (dŭ) *interj.* Used sarcastically to show that the speaker this sthg. just said is so obvious that it is not worth commenting on: *"I think we should pay our bills." "Duh!"*

All the dictionaries that include this UOE categorize *duh* as interjection. The definitions

signify that the UOE is used in joking or sarcastic manner when someone shows their

lack of knowledge or said something that is too obvious

Eek

Table 7. Dictionary entries for *eek*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**eek** (ēk) *interj.* used to signify surprise or sudden fright
Cambridge Advance Learner's Dictionary	**eek** /iːk/ *exclamation INFORMAL MAINLY HUMOROUS* an expression of anxiety or slight fear

The parts of speech for this UOE include exclamation and interjection. The definitions

include an expression to show surprise, anxiety, sudden fright, or slight fear.

Eh

Table 8. Dictionary entries for *eh*

Dictionary	Definition
Oxford Dictionary of American English	**eh** /eɪ/ **interjection** (informal) (used for asking sb to agree with you): *"Good party, eh?"*

for Learners (2000")

Webster's New World College Dictionary (fourth edition)	**eh** (ā, e, en) *interj.* **1.** used to express doubt or surprise **2.** used to make an inquiry and equivalent to "What did you say?" or "Don't you agree?"
Cambridge Advance Learner's Dictionary	**eh** /eɪ/ *exclamation* (US USUALLY **huh**) : INFORMAL used to express surprise or confusion, to ask someone to repeat what they have said, or as a way of getting someone to give some type of reaction to a statement that you have made: *"Janet's leaving her husband." Eh?" ○ "Did you hear what I said?""Eh? Say it again – I wasn't listening." ○ Going overseas again, eh? It's a nice life for some!*
Collins Cobuild English Dictionary	**eh** /eɪ/. Eh is used in writing to represent a noise that people make as a response in conversation, for example to express agreement or to ask for something to be explained or repeated. *Let's talk all about it outside, eh?... 'He's um ill in bed.'—'Eh?'—'He's ill in bed.'* ◆◆◇◇◇ CONVENTION
Longman Dictionary of Contemporary English	**eh** /eɪ/ *interj infml* (used for showing surprise or doubt, or when asking someone to agree, or when asking for something to be repeated): *Let's have another drink, eh?|"I'm cold!" "Eh?" "I said I'm cold!"*
Larousse English Dictionary	**eh** [eɪ] *excl* GB (informal use) **-1.** a word used to ask somebody to reply to or agree with what one has just said □ *Pretty impressive, eh?* **-2.** a word used to ask somebody to repeat something □ *"Your tea's ready, Grandad!"* — *"Eh?"*
ITP Nelson Canadian Dictionary of the English Language	**eh** (ā, ĕ) *interj.* Used in asking a question or in seeking repetition or confirmation of a statement: *It's a nice day, eh?*

The parts of speech for this UOE include exclamation, interjection, and convention. The definitions include an expression to signify doubt, surprise, or confusion. It can also be used to ask for agreement, ask for something to be explained or repeated, make an inquiry, and ask for some type of reaction to what was said.

Gee

Table 9. Dictionary entries for *gee*

Dictionary	Definition
Newbury House Dictionary (200?)	**gee** /dʒi/ *exclam.* An expression of wonder or surprise: Gee, I didn't know that you found a new job!
Oxford Dictionary of American English for Learners (2000")	**gee** /dʒi/ *interjection* (*informal*) (used for expressing surprise, pleasure, etc.): *Gee, I'm sorry. I didn't know your dad died.*
Webster's New World College Dictionary (fourth edition)	**gee¹** (jē) *interj., n.* [Early ModE < ?] (used as) a command to a horse, ox, etc., meaning *a)* "turn right" *b)* "go ahead" (in this sense, usually **gee up**) —*vt., vi.* **geed, gee'·ing** to turn to the right Opposed to HAW² ⚓**gee²** (jē) *interj.* [euphemistic contr. < JE(SUS)²] [Slang] used to signify surprise, wonder, etc. ⚓**gee whiz** [euphemistic alt. of JESUS²] exclamation used variously to express surprise, wonder, enthusiasm, protest, etc. ⚓**gee-whiz** (jē'hwiz', -wiz') *adj.* [< prec.] 1 naively enthusiastic 2 causing surprise, wonder, etc. —*interj.* GEE WHIZ
The America Heritage English as a Second Language Dictionary	**gee** (jē) *interj.* An expression used as an exclamation of surprise: *Gee, I wish I'd known about the sale.*

Cambridge Advance Learner's Dictionary	**gee** /dʒiː/ *exclamation* MAINLY US INFORMAL an expression of surprise or enthusiasm: *"Gee, honey, is that all your own hair?"*
Collins Cobuild English Dictionary	**gee** /dʒiː/. In informal American English, people sometimes say **gee** in order to express a strong reaction to something or to introduce a remark or response. *Gee, it's hot... Gee thanks, Stan.* ◆◇◇◇◇ EXCLAM PRAGMATICS **gee whiz** /dʒiː ʰwɪz/; also spelled **gee whizz**. 1 In informal American English, people sometimes say **gee whiz** in order to express a strong reaction to something or to introduce a remark or response. *Gee whiz, they carried on and on, they loved the evening.* EXCLAM PRAGMATICS 2 You use **gee whiz** to describe something that is new, exciting, and impressive, but that is perhaps more complicated or showy than it needs to be; used mainly in informal American English. *The* ADJ: ADJ n PRAGMATICS *Trend now is towards 'lifestyle' electronics – black, shiny gee-* *whiz things that people like to own.*
Longman Dictionary of Contemporary English	**gee** /dʒiː/ also **gee whiz** /ˌ ˈ/— *interj exp. AmE* (an expression of surprise)
Larousse English Dictionary	**gee** [dʒiː] *excl* -1. **gee (whizz)!** US a phrase used to show that one is surprised, impressed etc (informal use) □ *Gee! That sure looks great, Mrs Maine!* -2. **gee up!** GB a phrase used to tell a horse to start or go faster.
ITP Nelson Canadian Dictionary of the English Language	**gee**[2] (jē) *interj.* Used to command a horse or an ox to turn to the right. — *intr.v.* **geed, gee·ing, gees.** To turn to the right. **gee**[3] also **jee** (jē) *interj.* Used as a mild expletive or exclamation, as of surprise or sympathy. [Alteration of JESUS.] **gee whiz** *interj.* Used to express mild surprise, amazement, or enthusiasm.

The parts of speech for this UOE include exclamation, interjection, and exclaim

pragmatics. The definitions include an expression to signify surprise, wonder,

enthusiasm, protest, or other strong reaction. Also, it can be used as an introduction to a

remark and a command for animals. Another variation of this UOE is *gee whiz* which

also means the same thing.

Ha

Table 10. Dictionary entries for *ha*

Dictionary	Definition
Newbury House Dictionary (200?)	**ha** or **hah** /hɑ/ *exclam.* **1** used to express laughter, surprise, delight: *Ha, ha, ha, that's a very funny joke!* **2** used to make fun of s.t.: *Ha! What a stupid thing to say.*
Oxford Dictionary of American English for Learners (2000")	**ha** /hɑ/ *interjection* **1** (*also* **hah**) (used for showing that you are surprised or pleased) **2** (*also* **ha! ha!**) (used in written language to show that sb is laughing)
Webster's New World College Dictionary (fourth edition)	**ha** (hä) *interj.* [[echoic]] used variously to express surprise, wonder, triumph, anger etc. – *n.* the sound of this exclamation or of a laugh **hah** (hä) *interj., n.* HA
The America Heritage English as a Second Language Dictionary	**ha** also **hah** (hä) *interj.* An expression used to show surprise, wonder, triumph, or puzzlement: *Ha! I knew you'd say that!*
Cambridge Advance Learner's Dictionary	**ha, hah** /hɑː/ /hæ/ *exclamation MAINLY HUMOROUS* used to express satisfaction that something bad has happened to someone who deserved it, or to express a feeling of victory: *He's left her has he? Ha! That'll teach her to go chasing other women's husbands! ○ Ha! So I am right after all!*

Collins Cobuild English Dictionary	**ha** /hɑː/; also spelled **hah**. Ha is used in writing to represent a noise that people make to show they are surprised, annoyed, or pleased about something. *Ha! said Wren. Think I'd trust you?... Hah! Just as I suspected.* ● See also **ha ha.** ◆◇◇◇◇ EXCLAM
Longman Dictionary of Contemporary English	**Ha** /hɑː/ *interj* a shout of surprise, interest, etc.
Larousse English Dictionary	**ha** [hɑː] *excl* a word used to express triumph, surprise, or amusement □ *Ha! I knew it!*
ITP Nelson Canadian Dictionary of the English Language	**ha** also **hah** (hŏ) *interj.* Used to express surprise, wonder, triumph, puzzlement, or pique.

The pronunciation includes ha, hä, hæ, and ha:. The part of speech are interjection and exclamation. The definition comprises of expressing laughter, surprise, delight, please, triumph, wonder, anger, satisfaction (humorous), amusement, puzzlement, and interest. From the definitions, we can conclude that this UOE basically expresses triumphant content.

Hey

Table 11. Dictionary entries for *hey*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**hey** /heɪ/ *interjection* (*informal*) (used when you want to attract sb's attention or to show that you are surprised or interested): *Hey, what are you doing? ◇ Hey, I like your bike!*
Webster's New	**hey** (hā) *interj.* [[ME *hei*, echoic formation akin to Ger & Du

World College Dictionary (fourth edition)	*hei*]] used to attract attention, express surprise, delight, puzzlement, etc., or preface a remark
The America Heritage English as a Second Language Dictionary	**Hey** (hā) *interj.* An expression used to show surprise, appreciation, or wonder, or to call attention: *Hey, that's nice! Hey, you!*
Cambridge Advance Learner's Dictionary	**hey** /heɪ/ *exclamation* INFORMAL used as a way of attracting someone's attention, sometimes in a way which is not very polite: *Hey! What are you doing with my car?* ○ *Hey, are you guys coming to Angela's party?*
Collins Cobuild English Dictionary	**hey** /heɪ/. In informal situations, you say or shout 'hey' to attract someone's attention, or to show surprise, interest, or annoyance. *'Hey! Look out!' shouted Patty... Hey, can I ask you a question?* ◆◆◇◇◇ CONVENTION PRAGMATICS
Longman Dictionary of Contemporary English	**hey** /heɪ/ *interj* (a shout used to call attention or to express surprise, interest, etc.): *Hey! Where are you going?*
Larousse English Dictionary	**hey** [heɪ] *excl* -1. a word used to attract somebody's attention, especially by shouting □ *Hey you, come here!* -2. a word used to show surprise, worry, interest, or admiration □ *Hey, what's going on here?*
ITP Nelson Canadian Dictionary of the English Language	**hey** (hā) *interj.* Used to attract attention or express surprise, appreciation, wonder, or pleasure.

The parts of speech for this UOE are interjection, exclamation, and convention pragmatics. The usage are for calling for attention, and expressing surprise, worry, annoyance, pleasure, interest, admiration, wonder, puzzlement, etc. The various usages of the word suggest that different intonation signify different meanings.

Hm

Table 12. Dictionary entries for *hm*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**hmm** or **hm** (həm: *conventionalized pronun.*) *interj.* HEM⁴: used to signify hesitation, a question, thoughtful consideration of another person's statement, etc.
Cambridge Advance Learner's Dictionary	**hm, hmm** /həm/ *exclamation* something you say when you pause while talking or when you are uncertain: *"Which one do you like best?" "Hm. I'm not sure."*○ *"He says he's doing it for our benefit." "Hmm, I'm still not convinced."*
Collins Cobuild English Dictionary	**h'm;** also spelled **hm. H'm** is used in writing to represent a noise that people make when they are hesitating, for example because they are thinking about som~~thing~~ ~~~~~~. PRAGMATICS
Longman Dictionary of Contemporary English	h'm /m, hm/ *interj* HUMPH

The parts of speech listed for this UOE include interjection, exclamation, and pragmatics. The definitions include expressing hesitation, uncertainty, thoughtful consideration, and question. The different meanings are guided by the different intonations.

Hmm

Table 13. Dictionary entries for *hmm*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**hmm** /hm; m/ *interjection* (used when you are not sure or when you are thinking about sth)
Webster's New World College Dictionary (fourth edition)	**hmm** or **hm** (həm: *conventionalized pronun.*) *Interj.* HEM²: used to signify hesitation, a question, thoughtful consideration of another person's statement, etc.
Cambridge Advance Learner's Dictionary	**hm, hmm** /həm/ *exclamation* something you say when you pause while talking or when you are uncertain: *"Which one do you like best?" "Hm. I'm not sure."*○ *"He says he's doing it for our benefit." "Hmm, I'm still not convinced."*

The parts of speech this UOE are interjection and exclamation. The definitions are similar to the UOE hm: signifying uncertainty, hesitation, and thoughtful consideration; and also used as a question. The different meanings are guided by the different intonations.

Huh

Table 14. Dictionary entries for *huh*

Dictionary	Definition
Newbury House Dictionary (200?)	**huh** /hʌ, hʌ̃/ *exclam.* **1** expressing a question: *Huh? What did you say?* **2** expressing indifference: *Oh, huh, I don't care what we do.* **3** expressing surprise: *Huh! What a great idea!*
Oxford Dictionary of American English for Learners (2000")	**huh** /hʌ/ *interjection* (*informal*) **1** (used for asking sb to agree with you): *"Good party, huh?"* **2** (used for asking sb to repeat sth): *"Are you ready?" "Huh?" "I asked if you were ready!"*
Webster's New World College Dictionary (fourth edition)	**huh** (hu, hu*n*) *interj.* [informal] **1.** used to express contempt, surprise, etc.: a snorting sound **2.** used to ask a question See also HUNH
The America Heritage English as a Second Language Dictionary	**huh** (hŭ) *interj. Informal.* An expression used to ask a question or show surprise: *"Huh? I didn't hear what you said."*
Cambridge Advance Learner's Dictionary	**Huh** /hə/ *exclamation* **1.** INFORMAL used to show that you have not heard or understood something: *"So what do you want to do tonight?" "Huh? What did you say?"* ○ *"Huh? These instructions don't make sense!"* **2.** HUMOROUS used to express disapproval: *"Huh, I don't think much of that idea!"* **3.** MAINLY US used at the end of a question or statement, especially when you want someone to agree with what you have said: *I'll bet you wish you hadn't done that, huh?* ○ *Pretty cool, huh?*

Collins Cobuild English Dictionary	**huh** /h ∆, h<u>ɜ:</u>/. **Huh** is used in writing to represent a noise that people make at the end of a question if they want someone to agree with them, or if they want to indicate that they did not hear what someone has said and want them to repeat it. **Huh** is also used to show that someone is either surprised or unimpressed by something. *Can we just get on with it, huh? ... Clever, huh?... Huh? What's going on? You want to tell me what I did* ◆◆◇◇ *What are you so excited about.*
Longman Dictionary of Contemporary English	**huh** /hʌh/ *interj* (used for asking a question or for expressing surprise or disapproval)
Larousse English Dictionary	**huh** [hʌ] *excl* **-1.** a word used to change a statement into a question ▢ *You must be tired, huh?* **-2.** a word that expresses surprise or confusion ▢ *"I'm getting married." — "Huh?"* **-3.** a word used to show disapproval ▢ *"She calls herself a feminist." — "Huh!"* **-4.** a word (informal use) ▢ *"I'm going out." — "Huh?"*
ITP Nelson Canadian Dictionary of the English Language	**huh** (hŭ) *interj.* Used to express interrogation, surprise, contempt, or indifference.

The parts of speech for this UOE include interjection and exclamation. The definitions include expressing indifference, question, surprise, and disapproval. Also, it can be used at the end of a sentence functioning like a question tag with either rising or falling intonation.

Humph

Table 15. Dictionary entries for *humph*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**humph** (humf: *conventionalized pronun.*) *interj., n.* (a snorting or grunting sound) used to express doubt, disdain, disgust, etc.
Cambridge Advance Learner's Dictionary	**Humph** /hʌmph/ *exclamation OFTEN HUMOROUS* a short deep sound made with the lips closed, expressing annoyance or doubt, or pretended annoyance: *Humph, I see you've got yourself some lunch and you haven't made any for the rest of us!*
Longman Dictionary of Contemporary English	**ah** /ɑː/ *interj* a cry of surprise, pity, pain, dislike, etc.: *Ah! I hurt my foot on that stone.* there you are!
Larousse English Dictionary	**humph, h'm** /hʌmf, hmh, hm/ *interj.* (a sound made mostly with the lips closed to express a feeling of doubt or dissatisfaction with something said or done)

The parts of speech for this UOE are interjection and exclamation. The definitions

include expressing doubt, annoyance, dissatisfaction, and pretended annoyance.

Mmmm

Table 16. Dictionary entries for *mmmm*

Dictionary	Definition
Newbury House Dictionary (200?)	**mmm** /mm/ an expression of pleasure, used especially when s.t. tastes good: *Mmm, that ice cream is delicious!*
Webster's New World College Dictionary (fourth edition)	**mm** (m, um *or other nasalized sound*) ***interj.*** used to signify *a)* a noncommittal response *b)* an affirmative response *c)* the speaker's hesitation before replying to a question or remark

The only part of speech listed for this UOE is interjection. The definition indicates that it

is used to signify a noncommittal response, an affirmative response, and the speaker's

hesitation; and express pleasure.

Oh

Table 17. Dictionary entries for *oh*

Dictionary	Definition
Newbury House Dictionary (200?)	**oh** /oʊ/ *exclaim. of* surprise, recognition, or disgust: *Oh, I forgot my eyeglasses!*

Oxford Dictionary of American English for Learners (2000")	**oh** /oʊ / **interjection 1** (used for introducing a reply or remark, for attracting sb's attention or when pausing to think): *"What time should we leave?" "Oh, early, I think."* ◊ *"Oh really? Where?"* ◊ *Oh, Jill, could you mail this letter for me?* **2** (used for expressing surprise, fear, etc.): *Oh, no! Look what happened!*
Webster's New World College Dictionary (fourth edition)	**oh** (ō) *interj.* **1** used to express surprise, wonder, fear, pain, etc. **2.** used in direct address, as to attract attention *[oh,* waiter!*]* **3.** used to signify comprehension or acknowledgement of another's statement, explanation, etc. – **n.,** *pl.* **oh's** or **ohs** an **instance** of this exclamation
The America Heritage English as a Second Language Dictionary	**oh** (ō) *interj.* **1.** An expression used to show emotion, such as surprise, anger, or pain: *Oh! I forgot my wallet!* **2.** An expression used to address a person directly: *Oh, waiter! Could we have the bill please?*
Cambridge Advance Learner's Dictionary	**oh** EMOTION /əʊ/ US /oʊ/ *exclamation* **1** used to express a variety of emotions, such as surprise, disappointment and pleasure, often as a reaction to something someone has said: *"He's been married three times." "Oh, really? I didn't know that!"* ○ *"I'm afraid I can't come to the party." "Oh, that's a shame."* ○ *Is that for me? Oh, you're so kind!* ○ *"I'm sorry I forgot to ring you." "Oh, don't worry."* **2.** introduces an idea that you have just thought of, or something that you have just remembered: *Oh, I've just thought of a problem.* ○ *Oh, and don't forget to lock the door.* **3.** used with other expressions of disappointment, sadness, anger, annoyance, etc: *Oh dear, what a mess!* ○ *"Oh hell, I've left my umbrella behind!* ○ *Oh damn, it's broken!*

Collins Cobuild English Dictionary	**oh** /oʊ/
	1. You use **oh** to introduce a reponse or a comment on something that has just been said; used mainly in spoken English. *'Had you seen the car before?' – 'Oh yes, it was always in the drive.' ... 'Would you like me to phone and explain the situation?' – 'Oh, would you?'... 'You don't understand!' – 'Oh, I think I do, Grace."* ◆◆◇◇◇ CONVENTION PRAGMATICS
	2. You use **oh** to express a feeling such as surprise, pain, annoyance, or joy; used mainly in spoken English. *'oh!' Kenny blinked. 'Has everyone gone?'... 'Oh, my god,' Korontis moaned... Oh, I'm so glad you're here.* ● See also **o.** EXCLAM PRAGMATICS
	3. you use **'oh'** when you are hesitating while speaking, for example because you are trying to estimate something, or because you are searching for the right word; used in spoken English. *I've been here, oh, since the end of June... The invaders have destroyed the, oh, I don't know what the right word is – the atmosphere, the ambience.* CONVENTION PRAGMATICS
	= er, erm
Longman Dictionary of Contemporary English	**oh** /əʊ/ *interj* **1** (expressing surprise, fear, etc.) **2** (used before a name when calling someone) —see also O
Funk & Wagnalls Home & Student Dictionary	**oh** \(ᵊ)ō\ *interj* **1** — used to express an emotion or in response to physical stimuli **2** — used in direct address
Larousse English Dictionary	**oh** [oʊ] *excl.* **-1.** [before a reply, comment] a word used to introduce a comment or a reply to something ▯ *Oh how nice!* ▯ *Oh really?* **-2.** a word used to express doubt or hesitation ▯ *Oh I'm not sure, four, I think.* **-3.** [for showing emotion] a word used to express surprise, happiness, fear, shock etc ▯ *Oh you startled me!* ■ **oh no!** a phrase used to express worry or concern ▯ *Oh no! I forgot my purse.*

ITP Nelson Canadian Dictionary of the English Language	**oh** (ō) *interj.* **1.** Used to express strong emotion, such as surprise, fear, anger, or pain. **2.** Used in direct address: *Oh sir! You forgot you're keys.* **3.** Used to indicate understanding or acknowledgement of a statement.

The parts of speech listed for this UOE are varied: interjection, exclamation, and

convention pragmatics. The definitions

The parts of speech listed for this UOE are also varied: interjections, exclamation, and

pragmatics. The definitions include expressing disgust, pain, understanding, pleasure,

delight, regret, pity, surprised, and disappointment. The various usages of the word

suggest that different vowel length and intonation go along with the different meanings

Oho

Table 18. Dictionary entries for *oho*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**oho** (ō-hō′) **interj.** [[ME *o ho!* : see O & HO]] used to express surprise or triumph, or to taunt a person
Longman Dictionary of Contemporary English	**oho** (ō-hō′) **interj.** [[ME *o ho!* : see O & HO]] used to express surprise or triumph, or to taunt a person
ITP Nelson Canadian Dictionary of the English Language	**o●ho** (ō-hō′) *interj.* Used to express surprise or mock astonishment.

Oof

Table 19. Dictionary entries for *oof*

Dictionary	Definition
Longman Dictionary of Contemporary English	**oof** /uːf/ *interj, n often humor* **1** (a word that's supposed to be like the sound that people m□□ when hit in the stomach) **2** [U] *old BrE sl* mone□
Larousse English Dictionary	**o-ho** /əʊˈhəʊ/ *interj lit & old use* (expressing surprise or joy at success)

Ooh

Table 20. Dictionary entries for *ooh*

Dictionary	Definition
Newbury House Dictionary (200?)	**ooh** /u/*exclam.* an expression of pleasure, surprise, or disgust: *Ooh, I think he's a terrific actor!*
Webster's New World College Dictionary (fourth edition)	**ooh** (ōō) *interj.* used variously to express surprise, enthusiasm, delight, displeasure, etc. – *vi.* to utter this exclamation *[they oohed* and aahed over the baby*]*
Cambridge Advance Learner's Dictionary	**ooh** /uː/ *exclamation* an expression of surprise, pleasure, approval, disapproval or pain: *Ooh, what a lovely dress!* ○ *Ooh, yes, that would be nice!* ○ *Ooh, that's a bit unkind!* **ooh** /uː/ *verb* [I] ● **ooh and aah** *INFORMAL* to express admiration: *We watched the fireworks, oohing and aahing with everyone else.*

Collins Cobuild English Dictionary	**ooh** /uː/; also spelled **oo**. People say 'ooh' when they are surprised, looking forward to something, or find something pleasant or unpleasant; an informal word. *'Ooh dear me, that's a bit of a racist comment isn't it.'... 'Red? Ooh how nice.'* **oo** /uː/. See **ooh**.
Larousse English Dictionary	**ooh** [uː] *excl* a sound used to express pleasure, displeasure, or surprise (informal use) □ *Ooh, you look really lovely!*
ITP Nelson Canadian Dictionary of the English Language	**ooh** (ōō) *interj.* Used to express pleasure, satisfaction, surprise, or great joy. – *intr.v.* **oohed, oh•ing, oohs.** To exclaim in pleasure, satisfaction, surprise, or great joy. **–ooh** *n.*

Oops

Table 21. Dictionary entries for *oops*

Dictionary	Definition
Newbury House Dictionary (200?)	**oops** /ʊps, ups/ *exclam.* an expression of surprise or apology said after making a mistake, dropping s.t., etc.: *Oops, I spilled some coffee on my shirt.*
Oxford Dictionary of American English for Learners (2000")	**oops** /ʊps, ups/ (also **whoops** /w ups/) **interjection** (informal) (used when you have, or almost have, a small accident): *Oops! I almost spilled my juice.*
Webster's New World College Dictionary (fourth edition)	**oops** (oops, ōōps) *interj.* used to express sudden or surprised dismay, or, sometimes, implied apology, after one has blundered, tripped, broken something, misspoken, etc.

Cambridge Advance Learner's Dictionary	**oops** /uːps/ /ʊps/ *exclamation* (ALSO **whoops**) INFORMAL an expression of surprise or regret about a mistake or slight accident: *Oops! I've typed two L's by mistake.*
Collins Cobuild English Dictionary	**oops** /ʊps, uːps/. You say '**oops**' to indicate that there has been a slight accident or mistake, or to apologize to someone for it; an informal word. *Today they're saying, 'Oops, we made a mistake.'* **EXCLAM** = whoops **PRAGMATICS**
Longman Dictionary of Contemporary English	**oops** /ʊps/ *interj infml* (a word said when someone has made an ungraceful mistake): *Oops! I've dropped my cup of tea!*
Larousse English Dictionary	**oops** [ʊps] *excl* a word used when reacting to a mistake or small accident (informal use) □ *Oops, I nearly tripped!*

Ouch

Table 22. Dictionary entries for *Ouch*

Dictionary	Definition
Newbury House Dictionary (200?)	**ouch** /aʊtʃ/. *Exclaim.* of pain and surprise: *Ouch! I hit my finger with the hammer!*
Oxford Dictionary of American English for Learners (2000")	**ouch** /aʊtʃ/. **Interjection** (used when reacting to a sudden feeling of pain): *Ouch! You're hurting me.* → Look also at **ow.**

Webster's New World College Dictionary (fourth edition)	☆**ouch**[1] (ouch) *interj.* [echoic of natural cry] used to express sudden pain
The America Heritage English as a Second Language Dictionary	**ouch** (ouch) *interj.* An expression used in response to sudden pain: *We heard her shout "Ouch!" when she broke the glass.*
Cambridge Advance Learner's Dictionary	**ouch** /aʊtʃ/ *exclamation* **1** used to express sudden physical pain: *Ouch, you're hurting me!* **2** HUMOROUS used in answer to something unkind that someone says: *"I really think you're much too fat, Dorothy." "Ouch, that was a bit unkind."*
Collins Cobuild English Dictionary	**ouch** /aʊtʃ/. People say **ouch** when they sudden-ly feel pain. *She was barefoot and stones dug into her feet. 'Ouch, ouch,' she cried.* EXCLAM =OW
Longman Dictionary of Contemporary English	**ouch** /aʊtʃ/ *interj* (an expression of sudden pain or discomfort)
Larousse English Dictionary	**ouch** [aʊtʃ] *excl* a word used when one sud-denly feels pain □ *Ouch! That hurt!*
ITP Nelson Canadian Dictionary of the English Language	**ouch**[1] (ouch) *interj.* Used to express sudden pain or displeasure.

Ow

Table 23. Dictionary entries for *Ow*

Dictionary	Definition
Newbury House Dictionary (200?)	**OW** /aʊ/ *exclam.* an expression of pain: *Ow! I hurt my finger.*
Oxford Dictionary of American English for Learners (2000")	**OW** /aʊ/ *interjection* (used when reacting to a sudden feeling of pain): *Ow! That hurts!* ↻ Look also at ouch.
Webster's New World College Dictionary (fourth edition)	**OW** (ou) *interj.* used to express pain or as a cry of pain
Cambridge Advance Learner's Dictionary	**OW** /aʊ/ *exclamation* used to express sudden pain: *Ow, stop it, you're hurting me!* →See also **ouch**.
Collins Cobuild English Dictionary	**ow** /aʊ/. 'Ow!' is used in writing to represent the noise that people make when they suddenly feel pain. *Ow! Don't do that!* EXCLAM =ouch
Longman Dictionary of Contemporary English	**OW** /aʊ/ *Interj.* (a sound used for expressing sudden slight pain)

Funk & Wagnalls Home & Student Dictionary	ow \'aʊ\ *interj* — used esp. to express sudden pain
Larousse English Dictionary	**ow** [aʊ] *excl* a sound used to show that one suddenly feels pain ▫ *Ow! That hurt!*
ITP Nelson Canadian Dictionary of the English Language	**ow** (ou) *interj.* Used esp. in response to sudden pain.

Phew

Table 24. Dictionary entries for *Phew*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**phew** (fyōō: *conventionalized pronun.*) ***interj.*** a breathy, almost whistling sound used variously to express a sense of relief or to express surprise, disgust, etc.
Cambridge Advance Learner's Dictionary	**Phew!** /fjuː/ *exclamation (ALSO* **Whew!**) *INFOMAL MAILY HUMOROUS* used when you are happy that something difficult or dangerous has finished or is not going to happen, or when you are tired or hot: *Phew! I'm so glad I don't have to give that speech.* ○ *Phew, it's boiling in here!*
Collins Cobuild English Dictionary	**phew** /fjuː/. **Phew** is used in writing to represent the soft whistling sound that you made when you breathe out quickly, for example when you are relieved or shocked about something or when you are very hot. *Phew, what a relief!* EXCLAM

Longman Dictionary of Contemporary English	**phew**, **whew** *interj* (the sound of) a quick short whistling breath, either in or out, meaning **a** I am glad that that uncomfortable and/or worrying experience is over! **b** I am tired and/or out of breath **c** I am shocked and/or very surprised USAGE This sound is usually spelt either **phew** or **whew** in writing. Some people pronounce **phew** as /fjuː/ and **whew** as /hjuː/ when they are reading aloud.
Larousse English Dictionary	**phew** [ˈfaɪəl] *excl* a soft whistling sound made by somebody when they are very tired after a great physical effort, or when they are very relieved □ *Phew! That was close – I thought we'd never make it!* □ *Phew! It's boiling in here!*
ITP Nelson Canadian Dictionary of the English Language	**phew** (fyo͞o) *interj.* Used to express relief, fatigue, surprise, or disgust.

Psst

Table 25. Dictionary entries for *Psst*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**psst** (pst) *interj.* [Informal] used to attract someone's attention, usually in an unobtrusive way
Cambridge Advance Learner's Dictionary	**psst** /pst/ *exclamation* a sound made to get someone's attention, especially without other people noticing: *Psst, what's the time?*

Collins Cobuild English Dictionary	**psst** /psst /. **Psst** is a sound that someone makes when they want to attract another person's attention secretly or quietly. *'Psst! Come over here!'* *one youth hissed furtively.*
Longman Dictionary of Contemporary English	**psst** /ps/ *interj.* (the sound of) a short SPITting (2) HISS, used for drawing attention while asking for secrecy: *Psst! Put your shoes on before he comes in!* - compare HIST
Larousse English Dictionary	**psst** [pst] *excl.* a sound used to attract somebody's attention without other people noticing.

Tsk tsk tsk

Table 26. Dictionary entries for *Tsk tsk tsk*

Dictionary	Definition
Webster's New World College Dictionary (fourth edition)	**tsk** (*for n. and v.* tisk; *for interj., see below*) **interj., n.** (a sound) used to express disapproval, genuine or mock sympathy, etc.: a click, or sucking sound, made by touching the tongue to the hard palate and rapidly withdrawing it **–vi. tsked, tsk'●ing** to utter this sound
Cambridge Advance Learner's Dictionary	**tsk** /tɪsk/ *exclamation (ALSO* **tsk tsk**) OLD-FASHIONED **tut**
ITP Nelson Canadian Dictionary of the English Language	**tsk** (*a t-like sound produced by suction rather than plosion; conventional spelling pronunciation,* tĭsk) *interj.* Used to express disappointment or sympathy. *– n.* A sucking noise made by suddenly releasing the tongue from the hard palate, used to express disappointment or sympathy. **– tsk** *v.*

Ugh

Table 27. Dictionary entries for *ugh*

Dictionary	Definition
Newbury House *Dictionary* (200?)	**ugh** /ʌg, ʊx/ *exclam.* used to express disgust: *Ugh! This room is a mess!*
Oxford Dictionary of *American English* *for Learners* (2000")	**ugh** /ʌg; ʌh/ *interjection* (used in writing to express the sound that you make when you think sth is very unpleasant)
Webster's New World College Dictionary (fourth edition)	**ugh** (ookh, uH, oo, etc. ; *is a conventional pronoun.*) **interj.** [[echoic]] used to express disgust, horror, etc.
The America Heritage English as a Second Language Dictionary	**ugh** (ŭg or ŭk) *interj.* An expression used to show disgust or horror: *"Ugh," she said, "rotten meat."*
Cambridge Advance Learner's Dictionary	**ugh** /ʊx/ /ɜː/ *exclamation* used to express a strong feeling of disgust at something very unpleasant: *Ugh, I've got something horrible on the bottom of my shoe!* ○ *Ugh, I'm not eating that!*
Collins Cobuild English Dictionary	**Ugh** is used in writing to represent the sound that people make if they think something is unpleasant, horrible, or disgusting. *Ugh - it was horrible.* ◆◇◇◇◇ EXCLAM
Longman Dictionary of Contemporary English	**ugh** /ʊx, ʌg/ *interj* (a shout of dislike): *Ugh! this medicine tastes nasty*

Larousse English Dictionary	**ugh** [ʌg] *excl* a noise used to show that one dislikes something strongly or is disgusted by it.
ITP Nelson Canadian Dictionary of the English Language	**ugh** (ŭg, ŭk) *interj.* Used to express horror, disgust, or repugnance.

Uh

Table 28. Dictionary entries for *uh*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**uh** /ʌ/ (*also* **um**) *interjection* (used in writing to show that sb cannot decide what to say next): *Well, uh, I guess it's, uh, about five miles away.*
Webster's New World College Dictionary (fourth edition)	**uh** (u, u*n*) *interj.* **1** HUH **2** used when hesitating in speaking, as while searching for a word or collecting one's thoughts: a prolonged sound
The America Heritage English as a Second Language Dictionary	**uh** (ŭ) *interj.* An expression used to show hesitation or uncertainty: *"Uh, I'm not sure," he said.*

Cambridge Advance Learner's Dictionary	**uh** /ɜː/ /ʌ/ *exclamation* a written representation of the sound that people sometimes make when they are thinking what to say next: *It's not too far – it's about, uh, five miles from here.*
ITP Nelson Canadian Dictionary of the English Language	**uh** (ŭ) *interj.* Used to express hesitation or uncertainty.

Uh-huh

Table 28. Dictionary entries for *uh-huh*

Dictionary	Definition
Newbury House Dictionary (200?)	**uh-huh** /əˈhʌ/ *adv. slang* yes, indeed: *I asked if she would like to go to dinner, and she said, "Uh-huh!" See:* yes, USAGE NOTE.
Oxford Dictionary of American English for Learners (2000")	**uh-huh** /ʌˈhʌ/ *interjection* (used in informal speech to say "yes" or to show that you understand or agree with sth): *"Do you see what I mean?" "Uh-huh."* ⟳ Look at the note at yes.
Webster's New World College Dictionary (fourth edition)	**uh-huh** (un hun′; for *2* un′un′,) *interj.* [Informal] **1** used to respond in the affirmative **2** used to signify that one is listening attentively
The America Heritage English as a Second Language Dictionary	**uh-huh** (ə hŭ′) *interj. Informal.* An expression used to show agreement: *"Uh-huh," she said, nodding. "I'll go."*

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Cambridge Advance Learner's Dictionary	**uh-huh** /ʌˈ h ʌ/ /ˈ ʌ..hʌ/ *exclamation INFORMAL* a written representation of the sound that people sometimes make in order to give certainty to, agree with or show understanding of something that has just been said: *"Did you hear what I just said?" "Uh-huh." ○ "You know that strange guy we saw yesterday?" "Uh-huh." ○ "I'll be back a little late because I'm going via town." "Uh-huh."*
Collins Cobuild English Dictionary	**huh;** also spelled **uh-huh. Uh huh** is used in written English to represent a sound that people make when they are agreeing with you, when they want to show that they understand what you are saying, or when they are answering 'yes' to a question; used in informal English. *'Did she?'—'Uh huh.'... 'Oh that one'—'Uh huh.'* ◆◆◇◇ CONVENTION PRAGMATICS
ITP Nelson Canadian Dictionary of the English Language	**uh-huh** (ə-hŭ′) *interj. Informal.* Used to express agreement or an answer in the affirmative.

Uh-oh

Table 29. Dictionary entries for *uh-oh*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**uh-oh** /ˈʌ oʊ/ *interjection* (used when you make a mistake or when you notice that there has been a small accident): *Uh-oh. I don't think this ink stain is going to come out.*
Webster's New World College Dictionary (fourth edition)	**uh-oh** (uʹōʹ) *interj.* used to signify sudden awareness of a problem or error and the resulting worry, alarm, etc. **oh-oh** (ōʹō) *interj. var. of* UH-OH

Cambridge Advance Learner's Dictionary	**uh-oh** /, ʌ ˈə·ʊ / (US) /-ˈoʊ/
	exclamation INFORMAL a written representation of the sound that people make when they discover that they have made a mistake or done something wrong: *Uh-oh, I think I just locked my keys in the car.*

Uh-uh

Table 30. Dictionary entries for *uh-uh*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**Uh-uh** /ˈʌ ʌ; ˈm m/ **interjection** (used informal speech to say "no" or to show that you disagree with sth): *"Do you want any more chicken?" "Uh-uh. I'm full."*
Webster's New World College Dictionary (fourth edition)	**uh-uh** (u*n*ˈu*n*ˈ, - u*n*ˈ) *interj.* [Informal] used to signify a negative response
Cambridge Advance Learner's Dictionary	**uh-uh** /ˈʌ̃,ʌ̃/ *exclamation* MAINLY US INFORMAL a written representation of the sound that people sometimes make to give a negative answer: *"You didn't have time to go to the store?" "Uh-uh, no chance."*
ITP Nelson Canadian Dictionary of the English Language	**uh-uh** (ŭ*n*ˈ ŭ*n*ˈ) *interj. Informal.* Used to express disagreement or an answer in the negative.

Um

Table 31. Dictionary entries for *um*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**um** /ʌm; m/ *interjection* = UH
Webster's New World College Dictionary (fourth edition)	**um** or **umm** (um, un) *interj.* UH (sense 2)
Cambridge Advance Learner's Dictionary	**um** /əm/ *exclamation* a written representation of a sound that people make when they are pausing or deciding what to say next: *"What do you think of this jacket?" "Um, I don't know if I like the colour."* ○ *"So what did you talk about?" "Um, I don't remember, I suppose work mainly."*
Collins Cobuild English Dictionary	**um.** **Um** is used in writing to represent a sound that people make when they are hesitating, usually while deciding what they want to say next. *'What are you doing here, Mrs Stebbing?' Millson asked sternly.'Um .. well ..I thought I'd pop in and empty Janet's fridge.'* ◆◇◇◇◇ PRAGMATICS
Larousse English Dictionary	**um** [ʌm] *excl* a sound used when one does not know what to say next □ *Um, I don't know.*
ITP Nelson Canadian Dictionary of the English Language	**um** also **umm** (ŭm, əm) *interj.* Used to express doubt or uncertainty or to fill a pause when hesitating in speaking.

Whoopee

Table 32. Dictionary entries for *Whoopee*

Dictionary	Definition
Newbury House Dictionary (200?)	**whoopee** /ˌ ʹpi, wu-, ʹ pi, ʹwu-/ *exclaim.* used to show joy, surprise, delight: *Whoopee! We won the game!*
Oxford Dictionary of American English for Learners (2000")	**whoop·ee** /ˈwʊpi; ˈwu-; wʊˈpi/ *interjection* (used to express happiness): *Whoopee, we've won!*
Webster's New World College Dictionary (fourth edition)	**whoopee** (hwʊpʹē, hwʊʹpē; woopʹē, wooʹpē) *interj.* [[<WHOOP]] used to express great joy, exultation, merry abandon, etc. –**n. 1** an enstance of shouting "whoopee" **2** hilarious revelry; noisy fun
Cambridge Advance Learner's Dictionary	**whoopee** /wʊˈpiː/ *exclamation* a loud, excited shout of happiness: *Whoopee, it's the holidays!*
Collins Cobuild English Dictionary	**whoopee** /ʰwʊpiː/. People sometimes shout 'whoopee' when they are very happy or excited; an informal word. *I can have a lie in tomorrow. Whoopee!* EXCLAM PRAGMATICS =hooray
Longman Dictionary of Contemporary English	**whoo-pee** /wʊˈpiː/ *interj* a cry of joy
Larousse English Dictionary	**whoopee** [ˈwʊpiː] *excl* a word that one uses to show that one is very happy or excited about something.

ITP Nelson Canadian Dictionary of the English Language	**whoop•ee** (wo͝op′ē, hwo͝op′ē, wōō′pē, hwōō′-) *Slang. interj.* Used to express jubilance. —*idiom.* **make whoopee.** *Slang.* 1. To engage in a noisy boisterous celebration. 2. To make love. [Alteration of ᴡʜᴏᴏᴘ.]

Whoops

Table 33. Dictionary entries for *whoops*

Dictionary	Definition
Newbury House Dictionary (200?)	**whoops** /ˌwʊp s, wups/ *exclaim.* a word showing unpleasant surprise, mild alarm: *Whoops, I broke a dish!*
Oxford Dictionary of American English for Learners (2000")	**whoops** /wʊps; wups/ *interjection* ▪◼(◼◼ = OOPS
Webster's New World College Dictionary (fourth edition)	**whoops** (hwoops, woops; hwōōps, wōōps) *interj.* used to express sudden or surprised dismay, or, sometimes, implied apology, after one has blundered, tripped, broken something, misspoken, etc.
The America Heritage English as a Second Language Dictionary	**whoops** (wo͞ops *or* wōōps *or* hwo͞ops *or* hwōōps) *interj.* An expression used to show apology or mild surprise: *Whoops! I almost slipped on the ice*
Cambridge Advance Learner's Dictionary	**whoops** /wʊps/ *exclamation* (ALSO **oops**) INFORMAL an expression of surprise or regret about a mistake or slight accident: *Whoops! That's the second time I've spilt coffee today!*

Collins Cobuild English Dictionary	**whoops** /ʰwʊps/. People say '**whoops**' when they have had a slight accident or made a mistake; used in spoken English. *Whoops, that was a mistake... Whoops, it's past 11, I'd better be off home.* EXCLAM PRAGMATICS
Larousse English Dictionary	**whoops** [wʊps] *excl* a word that one uses after doing something by accident or making a small mistake □ *Whoops! I almost fell.* □ *Whoops! You weren't supposed to hear that.*
ITP Nelson Canadian Dictionary of the English Language	**whoops** (wo͞ops, hwo͞ops, wŏŏps, hwŏŏps) also **woops** (wo͞ops, wŏŏps) *interj.* Used to express apology or mild surprise.

Wow

Table 34. Dictionary entries for *wow*

Dictionary	Definition
Newbury House Dictionary (200?)	**wow** /waʊ/ *exclam.* used to show surprise, delight: *Wow! What a pretty girl!*
Oxford Dictionary of American English for Learners (2000")	**wow** **interjection** (informal) (used for expressing how much you admire or are pleasantly surprised by sth): *Wow! What a great car!*
Webster's New World College Dictionary (fourth edition)	**WOW**¹ (wou) *interj.* used variously to express surprise, wonder, pleasure, pain, etc. —*n.* *[Slang] a remarkable, successful, exciting, etc. person or thing —*vt.* [Slang] to be a great success with; arouse enthusiasm in
Cambridge Advance Learner's Dictionary	**wow** SURPRISE /waʊ/ *exclamation* INFORMAL used to show surprise and sometimes pleasure: *Wow! Did you make that cake? It looks delicious!*
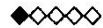
Collins Cobuild English Dictionary	**wow** /waʊ/ **wows, wowing, wowed** ◆◇◇◇◇ **1** You can say '**wow**' when you are very impressed, surprised, or pleased; an informal word. *I thought, 'Wow, what a good idea'.* EXCLAM PRAGMATICS **2** In informal English, you say that someone **wows** you when they give an impressive performance and fill you with enthusiasm and admiration. *Ben Tankard wowed the crowd with his jazz.* VERB V n
Longman Dictionary of Contemporary English	**wow**¹ /waʊ/ *interj infml* an expression of ... and admiration
Funk & Wagnalls Home & Student Dictionary	¹**wow** \'waʊ\ *n* : a striking success : HIT ²**wow** *vb* : to arouse enthusiastic approval ³**wow** *n* : a distortion in reproduced sound consisting of a slow rise and fall of pitch caused by speed variation in the reproducing system
Larousse English Dictionary	**wow** [waʊ] (informal use) ◇ *excl* a word used to express admiration or surprise □ *Wow! Look at that!* ◇ *n* a person or object that is very exciting, beautiful, or successful □ *Liz was a real wow at the party!* ◇ *vt* [person, audience, critics] to make <sb> feel admiration and surprise □ *She wowed the audience with her version of "Summertime".*
ITP Nelson Canadian Dictionary of the English Language	**wow** (wou) *Informal.* –*interj.* Used to express wonder, amazement, or great pleasure. – *n.* An outstanding success.

Yikes

Table 35. Dictionary entries for *yikes*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**yikes** /yaɪks/ *interjection* (*informal*) (used to show that you are surprised or suddenly afraid)
Webster's New World College Dictionary (fourth edition)	**yikes** (yīks) *interj.* used to express pain, dismay, alarm, etc.

Yipe

Table 36. Dictionary entries for *yipe*

Dictionary	Definition
Newbury House Dictionary (200?)	**yipe** /yaɪp/ or **yipes** *exclam. of* pain or surprise: *Yipe! I hurt my foot!*
Webster's New World College Dictionary (fourth edition)	**yipes** (yīps) *interj.* YIKES: also **yipe**
ITP Nelson Canadian Dictionary of the English Language	**yipe** (yīp) also **yipes** (yīps) *interj. Informal.* Used to express surprise, fear, or dismay.

Yippee

Table 37. Dictionary entries for *yippee*

Dictionary	Definition
Newbury House Dictionary (200?)	**yip·pee** /ˈyɪpi/*exclam. of* triumph or happiness: *Yippee, I just won the lottery!*
Oxford Dictionary of American English for Learners (2000")	**yip·pee** /ˈyɪpi; yɪˈpi/ *interjection* (*old-fashioned, informal*) (used to show you are pleased or excited)
Webster's New World College Dictionary (fourth edition)	**yippee** (yīpʹē) *interj.* used to express joy, delight, triumph, etc. with great excitement
The America Heritage English as a Second Language Dictionary	**yip•pee** (yĭpʹē) *interj. Informal.* An expression used to show joy: *Yippee! We're going camping!*
Cambridge Advance Learner's Dictionary	**yippee** /jɪˈpiː/ US /ˈjɪp.iː/ *exclamation* INFORMAL used to express happiness, excitement or great satisfaction: *No school for five weeks – yippee!*
Collins Cobuild English Dictionary	**yippee** /jɪˈpiː/. People sometimes shout **yippee** EXCLAM when they are very pleased or excited.
Longman Dictionary of Contemporary English	**yip-pee** /jɪˈpiː ‖ ˈjɪpi/ *interj infml* a cry of delight, happiness, success, etc.

Larousse English Dictionary	**yippee** [US ˈjɪpɪ, GB jɪˈpiː] *excl* a word used to show that one is pleased and excited about something □ *Yippee! We're going to the zoo!*
ITP Nelson Canadian Dictionary of the English Language	**yip•pee** (yĭp′ē) *interj. Informal.* Used to express joy or elation.

Yo

Table 38. Dictionary entries for *yo*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**yo** /yoʊ/ *interjection* (*slang*) (used in very informal situations to get sb's attention, as a greeting or as a response to sb who calls your name): *Yo, Mike! Over here!* ◇ *Yo, dudes – how's it going?* ◇ *"Rick?" "Yo!"*
Webster's New World College Dictionary (fourth edition)	**yo** (yō) *interj.* [Informal] used variously to attract attention, greet someone, introduce or emphasize a remark, etc.
Cambridge Advance Learner's Dictionary	**yo** /jəʊ/ ⓤ /joʊ/ *exclamation* SLANG used as an informal greeting between people who know each other or as an expression of approval: *"Yo, Mickie! How's things?"*
Larousse English Dictionary	**yo** [joʊ] *excl* hello (informal use).

| ITP Nelson Canadian Dictionary of the English Language | **yo** (yō) *interj. Slang.* Used as a greeting or to attract someone's attention. |

Yoo-hoo

Table 39. Dictionary entries for *yoo-hoo*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**yoo-hoo** /ˈyu hu/ *interjection* (*old-fashioned, informal*) (used to attract sb's attention, especially when he/she is some distance away)
Webster's New World College Dictionary (fourth edition)	*yoo-hoo (yōō′hōō′) *interj., n.* (a shout or call) used to attract someone's attention
Cambridge Advance Learner's Dictionary	**yoo-hoo** /ˈjuː.huː/ *exclamation* OLD-FASHIONED INFORMAL used to attract a person's attention: *Yoo-hoo, we're over here!*
ITP Nelson Canadian Dictionary of the English Language	**yoo-hoo** (yōō′hōō′) *interj.* Used to call someone at a distance or to gain someone's attention.

Yow

Table 40. Dictionary entries for *yow*

Dictionary	Definition
Newbury House Dictionary (200?)	**yow** /yaʊ/ *exclam. var. of* yeow, expressing joy, surprise, or pain: *Yow! I hurt my foot!*
Webster's New World College Dictionary (fourth edition)	**yow** (you) ***interj.*** [Informal] used to express pain, surprise, etc.
ITP Nelson Canadian Dictionary of the English Language	**yow** (you) *interj.* Used to express alarm, pain, or surprise.

Yuck

Table 41. Dictionary entries for *yuck*

Dictionary	Definition
Oxford Dictionary of American English for Learners (2000")	**yuck** /yʌk/ *interjection* (*informal*) (used for saying that you think sth is very bad or disgusting): *Oh, no – not cabbage! Yuck!*
Webster's New World College Dictionary (fourth edition)	**yuck²** (yuk) [Slang] *n.* something unpleasant, disgusting, etc. — *interj.* used to express disgust, distaste, etc.: it is a gagging sound made in the throat Also sp. **yuch** or **yucch**
Cambridge Advance Learner's Dictionary	**yuck**, **yuk** /jʌk/ *exclamation* INFORMAL an expression of disgust: *"Yuck, what a revolting smell!"* **yucky**, **yukky** /'jʌk.i/ *adj* INFORMAL disgusting or un-pleasant: *a yucky green colour*
Collins Cobuild English Dictionary	**yuk** /jʌk/. Some people say **'yuk'** when they EXCLAM think something is very unpleasant or disgusting; an informal word. *'It's corned beef and cabbage,' said Malone. 'Yuk,' said Maureen.*
Funk & Wagnalls Home & Student Dictionary	**yuck** \'yək\ *interj* — used to express rejection or disgust
Larousse English Dictionary	**yuck** [jʌk] *excl* a word used to show that one is disgusted by something (informal use).
ITP Nelson Canadian Dictionary of the English Language	**yuck** (yŭk) *interj. Slang.* Used to express rejection or strong disgust.

Yum

Table 42. Dictionary entries for *yum*

Dictionary	Definition
Newbury House Dictionary (200?)	**yum-yum** /ˈyʌmˈyʌm/ *exclam.* tasty, delightful: *Yum-yum! This food tastes great!*
Oxford Dictionary of American English for Learners (2000")	**yum** /yʌm/ *interjection* (*informal*) (used for saying that you think sth tastes very good): *Yum! Chocolate pudding!*
Webster's New World College Dictionary (fourth edition)	**yum** (yum) *interj.* [echoic: see YUMMY] excellent; delicious: used to indicate pleasure or enjoyment: also **yum'-yum'**
Cambridge Advance Learner's Dictionary	**yum (yum)** /ˌjʌmˈjʌm/ *exclamation* INFORMAL used to say that food tastes or smells very good
Collins Cobuild English Dictionary	**yum** /jʌm/. People sometimes say **'yum'** or **'yum yum'** to show that they think something tastes or smells very good; an informal word. EXCLAM

Appendix C: UOEs in Three Corpora

UOEs	(Davies' "Corpus of Contemporary American English)
Oh	103944
Hey	27725
Ah	9837
Wow	8432
Huh	7574
Uh	6223
*Ha	5389
Uh-huh	4218
Gee	2792
Hmm	2756
Um	2729
Yo	2196
Eh	2109
Ooh	2051
Aw	1239
Aha	1083
Hm	967
Gulp	856
Uh-oh	843
Hmmm	835
Oops	816
Ouch	686
Ow	676
Ew	553
Ahh	480
Whoops	468
Ugh	413
Yum	393
Duh	353
Uh-uh	349
Yuck	280

Ahem	242
***Mmmm**	233
Yikes	203
Aww	142
Yow	140
Phew	126
Tsk, tsk, tsk	121
Whoopee	119
Ummm	99
Psst	88
Yoo-hoo	87
Humph	80
Unh	72
Eek	61
Oof	58
Uhhh	51
Yippee	45
Weee	40
Grrr	34
Argh	32
Brrr	29
Oho	28
Eep	12
Yipe	8
Errr	4

UOEs	British National Corpus
Oh	66760
Ah	9870
Ooh	4546
*Ha	3573
Eh	3379
Aha	2568
Hey	1723
Yo	1223
Hm	813
Um	651
Hmm	622
Huh	539
Wow	477
Ow	351
Uh	241
Gee	230
Ugh	196
Gulp	194
Whoops	188
Oops	182
Aw	162
Yum	123
Ouch	120
Phew	111
Yow	84
*Mmmm	58
Ahem	47
Hmmm	45
Ahh	40
Yuck	35
Whoopee	29
Ew	27

Humph	26
Psst	21
Uh-huh	21
Brrr	20
Grrr	19
Yippee	18
Uh-oh	16
Tsk, tsk, tsk	14
Uh-uh	10
Yoo-hoo	8
Argh	6
Aww	6
Oho	6
Oof	6
Weee	6
Duh	5
Errr	4
Eek	3
Ummm	2
Yikes	2
Eep	1
Uhhh	1
Unh	0
Yipe	0

UOEs	("MICASE" spoken corpora) Matches	("MICASE" spoken corpora) Transcripts
Um	1782 6	Too many hits
Uh	1671 5	Too many hits
Oh	3930	Too many hits
Hm	381	91
Huh	240	67
Ah	213	77
Hey	193	60
Wow	165	58
Ooh	84	33
Oops	56	42
Hmm	52	21
Eh	49	24
Gee	27	17
*Ha	27	10
Aw	24	16
Whoops	22	14
Ahh	20	14
Ugh	18	13
Aha	16	6
Duh	11	6
Ew	8	6
Yo	6	4
Ouch	4	4
Uh-oh	4	4
Ow	3	3
Uhhh	3	2
Yikes	3	3
Yuck	2	2
Yum	2	2
Argh	1	1
Eek	1	1

Phew	1	1
Psst	1	1
Uh-huh	1	1
Uh-uh	1	1
Yippee	1	1
Ahem	0	0
Aww	0	0
Brrr	0	0
Eep	0	0
Errr	0	0
Grrr	0	0
Gulp	0	0
Hmmm	0	0
Humph	0	0
***Mmmm**	0	0
Oho	0	0
Oof	0	0
Tsk, tsk, tsk	0	0
Ummm	0	0
Unh	0	0
Weee	0	0
Whoopee	0	0
Yipe	0	0
Yoo-hoo	0	0
Yow	0	0

Appendix D: Explicit UOE instruction in ESL/EFL textbooks

1. *Quest 3: Listening and Speaking* by Blass and Hartmann

WORDS IN PHRASES

Expressing Interest and Surprise

As you listen to someone telling an anecdote, instead of remaining silent through the story, it's common to say an occasional word or phrase to show that you're paying attention. This occurs in informal situations and not, for example, as you're listening to your professor's lecture. Probably the most common way to show that you're listening is to say *mm-hmm* ("Yes, I see.") from time to time. Here are some other expressions that you can use.

To Express Interest	To Express Surprise
Yeah?	Wow!
So what happened next?	Oh my gosh!
And then?	You're kidding!
That's great.	You've got to be kidding!

PUT IT TOGETHER

A. PLANNING AN ANECDOTE Think of a very short story to tell a small group. Try to think of a story that is surprising, funny, frightening, or amazing.

1. Choose *one* of the following:
   • a time when you were afraid
   • a funny encounter you once had with someone from another country
   • an unusual experience that once happened to someone you know

2. Think of a way to introduce your anecdote. For example:
   • I'll never forget the time I was . . .
   • I had a funny encounter with someone from . . .
   • The most unusual thing happened to a friend of mine. Last year, . . .

3. Write some notes about your story so that you don't forget any details. Do not write out the story in complete sentences. You want to *tell* your story. You do not want to *read* your story. Although your introduction is in the past, use the present tense to tell the anecdote.

B. TELLING AN ANECDOTE Tell your anecdote to a small group. Don't read from your notes, but **glance** (look quickly) at them occasionally to help you remember. When other students are telling their anecdotes, use some of the expressions from the Words in Phrases box above to show interest or surprise.

Speaking Strategy

Managing a Conversation

People often use words and phrases that do not have much meaning but serve an important purpose: they help the speaker manage the conversation. In other words, the speaker uses the words or phrases to gain time to think, to ask for clarification, or to give clarification.

Some words and phrases give the speaker time to think of what to say. They tell the listener, "I'm not finished talking yet. I'm still thinking." When you hear these, you know that you should wait and give the speaker a little time.

To Gain Time

As I say/said,	**More Formal**
Well,	
Uh, (or um)	↓
You know,	
Actually,	
Like	**Less Formal**

Example: A: Do you know anything about that new antipoverty program?
  B: Well, um, actually . . . not really.

Speakers use other phrases to ask for clarification about something they don't understand.

To Ask for Clarification

Excuse me. What did you mean by that?	**More Formal**
Do you mean . . . ?	
Are you saying . . . ?	↓
So, you're saying . . . ?	
So, you mean . . . ?	
You mean . . . ?	**Less Formal**

These are phrases speakers use to clarify what they have said.

To Clarify

What I mean is . . .
I mean . . .
That is . . .

Example: A: Do you mean the government should never offer welfare?
  B: Well, what I mean is the government needs to be careful about offering welfare to everyone.

INTONATION

🎧 Listening for Tone of Voice: Interjections

In conversation, interjections are words or phrases used to express some emotion. They are very common in conversation and carry meaning. However, the meaning is often communicated through the context or the tone of voice—the way that you say it. One interjection may have many different meanings. The tone of voice can completely change the meaning of the interjection.

Interjections		Meanings
Uh-huh.	→	Yes.
Uh-huh.	→	You're welcome.
Uh-huh!	→	Yes!
Uh-uh.	→	No.
Uh-oh.	→	There's a problem.
Yeah.	→	Yes.
Yeah!	→	I really agree!
Yeah?	→	Really? Is that true?
Yeah . . .	→	I don't think so . . .

Example: A: That econ lecture was pretty interesting.
B: Yeah! (Agreement)
C: Yeah . . . (Disagreement)

Sarcasm—saying the opposite of what you really mean—is often expressed through tone of voice.

Come on!	→	Please!
Come on.	→	You're not serious. (Sarcasm)
Yeah, right.	→	You're right./I agree.
Yeah, right.	→	You're wrong./I disagree. (Sarcasm)

Examples: A: I forgot to go to the grocery store.
B: Come on! You said you wouldn't forget!

A: I'm going to study all weekend.
B: Come on. You always say that and then you sleep all weekend. (Sarcasm)

A: We should review this article before the test.
B: Yeah, right. I'm sure it'll be on the test.

A: It's going to be an easy exam.
B: Yeah, right. Maybe for you, but not for me. (Sarcasm)

C. SAYING QUESTIONS WITH _OR_ Repeat the following questions and statements after the speaker.

1. _Yes/No_ **Questions**

Do you have a few minutes?

Will it be too late?

Would it be possible another day?

2. _Wh-_ **Questions**

What's giving you problems?

When would you like to come in?

What do you think?

3. **Statements**   **Questions**

Oh.   →   Oh?

I can't.   →   I can't?

It's not possible.   →   It's not possible?

4. _Yes/No_ **Questions**   _Either/Or_ **Questions**

Do you like poetry or novels?   →   Do you like poetry or novels?

Can you come in on Monday or Tuesday?   →   Can you come in on Monday or Tuesday?

Have you studied poetry or drama?   →   Have you studied poetry or drama?

D. USING QUESTIONS WITH _OR_ IN CONVERSATION Work with a partner. Student A reads each of the following questions using either _yes/no_ intonation or _either/or_ intonation. Student B draws arrows to show the intonation he or she hears. Then Student A checks to make sure the arrows are correct.

1. Do you like poetry or novels?

2. Are you free Saturday or Sunday?

3. Did you talk with the professor or the T.A.?

4. Can you come in on Monday or Tuesday?

5. Have you studied poetry or drama?

Exchange roles. Student B asks the questions, and Student A draws arrows. Student B checks the arrows.

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2. *Tapestry* **by Carlisi & Christic**

PART 2: Stepping on Toes (Ouch!)

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LANGUAGE YOU CAN USE: STATING A REQUEST, REFUSING A DEMAND, AND OFFERING AN EXCUSE

· ·

Physically, when someone steps on your toes, you probably don't hesitate to indicate that you are uncomfortable. You may say something as simple as "Ouch!" to alert that person to your discomfort or something more subtle and complex, like "Pardon me, but you've accidentally stepped on my foot." However, it's much more difficult to express your feelings when someone steps on your toes emotionally or politically. Below are some expressions that can be used to state a specific demand or to refuse when someone else has made a demand on you.

STATING A REQUEST/IMPLYING A DEMAND

Situation	Stating a Request	Implicit Demand
Your area is in a drought. You need water now. The neighboring land has surplus water.	**Would you mind giving us some water?** **It would help us** if you gave us some water.	**Give** us your extra water. (We need it more than you do.)
You were absent from class for one week. Your classmate takes very good notes.	**I could sure use** your notes. **I'd really appreciate it if** you lent me your notes.	You **must** lend me your notes.

REFUSING A DEMAND

Situation	Refusing a Demand
Your area has surplus water.	**I'm sorry, but** you can't have it.
Your classmate often misses class and expects to get help from others by using their notes.	**I'm sorry, but I can't** lend you my notes.

I admit there will be issues where intelligent people, mmm, disagree about which side of this an issue falls/fails on, but other issues will be easier to decide. Maybe a measure can be, if this were to be published about a candidate you support, would you honestly won't/want to go head/ahead with the story?

After You Listen

In every language, people have certain strategies they use to help them get more time when they need to think before speaking. In English, there are several common conversational pauses—noises, words, or sounds that give a speaker time to think before responding in a conversation. Bruce used conversational pauses in the listening activity on page 138. Conversational pauses are most often used if someone is speaking without preparation.

The Sound of It: Conversational Pauses

Listen to the conversational pauses on the tape.

Conversational Pause	Meaning
Uh	I'm thinking. I need time.
Um	I'm thinking. I need time.
Well . . .	I'm thinking. I need time.
Mmm . . .	I don't think I agree.
Hmm . . .	That's interesting. I didn't expect that.

Now listen to the statements below. Listen carefully to the conversational pauses. Decide if the speaker needs time, may not agree, or has heard an interesting, unexpected idea. Check your answer choice on the line provided.

1. Really? I read a newspaper every day.

_____ The speaker needs time to think.

_____ The speaker may not agree with a previous statement.

_____ The speaker has heard something unexpected.

2. Actually, I get a lot of helpful information from using the Internet in the campus computer lab.

_____ The speaker needs time to think.

_____ The speaker may not agree with a previous statement.

_____ The speaker has heard something unexpected.

3. *North Star* by Frazier & Mills

Example: A: A secretary's work is dangerous.

B: That's not true. A secretary's work isn't dangerous. It's safe.

1. a secretary's work / dangerous

2. doctors / educated

3. a teacher's job / difficult

4. police officers / hardworking people

5. window washing / interesting job

6. professional basketball players / important

7. cooking / relaxing job

❸ Work in a small group. One person thinks of a job and makes three sentences about the job. Look at Section 2A on pages 2–3 for a list of adjectives, or think of your own. The other students ask yes/no questions to guess the job. Then change roles until everyone in your group describes a job.

Example: A: I am creative. My job is unusual. My job is important.

B: Are you an architect?

A: No, I'm not.

C: Are you an ice-cream taster?

B. STYLE: Small Talk

When making conversation, it's polite to ask about a person's job and interests. It's also polite to express interest when people tell you something about themselves.

Asking about someone's job and interests	Talking about yourself	Showing interest
What do you do?	I'm not working right now.	Oh . . .
	I'm a . . . (student, chef, homemaker).	Really?
	I'm retired.	That's interesting.
What do you like to do in your free time?	I like to . . . (listen to music).	That's nice.
What do you enjoy doing?	I enjoy . . . (working outdoors).	

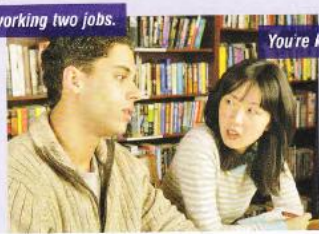*Touchstone 2* **by McCarthy, McCarten, & Sandiford**

2 Strategy plus *Showing surprise*

Use expressions like these to show
surprise in informal conversations:

Oh!	Gosh!
Really?	Oh, my gosh!
Wow!	You're kidding!
Oh, wow!	Are you serious?
No way!	No!

In formal conversations, use *Oh!* or *Really?*

I'm working two jobs.

You're kidding!

In conversation . . .

Oh and *Really* are in the top
50 words. *Wow* and *Gosh*
are in the top 500.

A Listen and write the expressions you hear. Then practice
and continue the conversations with a partner.

1 *A* I love sleeping late on the weekends. I get up around 2:30
on Saturdays.
B _____ ? _____ ! What time do you go to bed?

2 *A* This magazine says too much sleep is bad for you.
B _____ ? I sleep ten hours a night. Is that bad?

3 *A* I have the same dream every night.
B Every night? _____ ! What do you dream about?

B Listen to six people talk about their sleep habits.
Respond with an expression from the box above.

1. _____   4. _____
2. _____   5. _____
3. _____   6. _____

3 Talk about it *Sweet dreams?*

Group work Discuss the questions about sleep habits. What do you have in common?

- Are you feeling tired today? If so, why?
- Do you sleep well, usually?
- What do you do if you can't sleep?
- Do you ever wake up during the night?
- What is your bedtime routine?

- Do you ever have vivid dreams or nightmares?
- Do you remember your dreams?
- Do you snore or talk in your sleep?
- Are you a sleepwalker?

4 Free talk *Are you taking care of your health?*

See *Free talk 3* for more speaking practice.

North Star: Listening and Speaking **(2nd edition) by Preiss**

3 Work with another student.

Student A: Ask Student B questions 1 through 4.

Student B: Cover the left column. Answer the questions. Use a variety of adjective clauses in your answers. Then switch roles after question 4.

Student A	**Student B**
1. Who is Philip Zimbardo?	1. Oh. *He's the one who runs the Shyness Clinic.*
2. What is Stanford University?	2. Hmm. I think (that) . . .
3. What's an extrovert?	3. As far as I can remember . . .
4. What's situational shyness?	4. I'm not sure I remember, but I think . . .

Now switch roles.

5. What's an introvert?	5. Well . . .
6. What's a Pollyanna?	6. Oh . . .
7. Who is Quasimodo?	7. I guess he . . .

C   STYLE: Starting a Conversation and Keeping It Going

At the end of the interview with Alex Chadwick, Dr. Zimbardo says, "I'm a firstborn from a big Sicilian family, so my job was making all the other kids feel comfortable, and so I . . . I am more like a Zorba the Greek–type person whose job in the world it is to make people feel comfortable, you know, at life's party."

Zimbardo admits that "making people comfortable at life's party" is a social skill that comes naturally to him. However, for many people, feeling comfortable and relaxed in social situations is a challenge. Philip Zimbardo and other psychologists suggest that there are social skills that introverted people can learn in order to help them cope with feelings of shyness in social situations.

An important first step is learning how to start and maintain a conversation.

Breaking the Ice	**Examples**
Introduce yourself.	"Hi, how are you?"
	"Hello, I'm Philip Zimbardo."
Comment on something shared:	
• weather	"Nice weather, don't you think?"
• shared situation	"Have you ever been here before?"
• noncontroversial news	"What a game last night, huh?"

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2 *Work with a partner.*

Student A: Cover the right column. Ask questions 1 through 5.

Student B: Cover the left column. Answer each question, using the key word or expression in parentheses. Then switch roles after question 5.

Student A

1. After learning about feng shui, how would you talk a skeptic into using it?

2. Do you really believe that feng shui can affect people's moods and feelings?

3. What other Eastern practices would you be interested in getting into?

4. What is your favorite way of keeping out unfavorable ch'i?

5. Why do you think feng shui has become so popular recently?

Now switch roles.

6. Do you prefer simple, clean designs or more complicated, cluttered arrangements?

7. What kind of ch'i did you sense when you first walked into your current home?

8. Can you describe a place you know with good feng shui?

9. If your classroom had poor lighting and immovable desks that faced the wall, what would you do to create good feng shui?

Student B

1. I guess . . . (couldn't hurt)

   *I guess I'd say that it's been around for thousands of years, so it must work. At the very least, it **couldn't hurt.***

2. Hmmm . . . (sharp, peppy)

3. Perhaps . . . (get into)

4. Let me see . . . I think . . . (keep out)

5. I imagine it . . . (huge) . . .

6. Actually, I think . . . (clean)

7. I'm not sure I remember, but . . . (sense)

8. Sure, I felt like I was . . . (in the midst of) good feng shui when I . . .

9. Wow. That's a tough one. I guess . . . (work around) . . .

Appendix E: Review Activity Used in the Pilot test

Teacher says	Another teacher or helper says (without supplying the UOE for the blank):
• *1A: Have you seen my glasses?*	• *1B: _____. They're on the table.*
• *2A: I forgot my wallet.*	• *2B: _____. How will we pay for all this?*
• *3A: You didn't get enough sleep, did you?*	• *3B: _____. I've been up all night doing my homework.*
• *4A: The boss is coming in early today.*	• *4B: _____. I'm not done with the work.*
• *5A:Did you have lunch?*	• *5B: _____. I'm starving!*
• *6A: Don't forget to lock the door!*	• *6B: _____. I'm on my way.*

(Students run to the board, touch the right UOE, and say it out loud)

Appendix F: Evaluation Form for the Instructional Units

Evaluation

Instruction: circle the number according to your feelings about the lesson.

1 Not useful
2 A little useful
3 Useful
4 Very useful
NA I don't know

1. Overall impression	1	2	3	4	NA
2. Teacher's explanation	1	2	3	4	NA
3. Group discussion	1	2	3	4	NA
4. Listening and repeating	1	2	3	4	NA
5. Review activity	1	2	3	4	NA
6. Role-play	1	2	3	4	NA

What do you like best about the lesson?

What do you think can be improved?

Other comments

_____

_____

_____

Appendix G: Student Background Survey

Student Background Survey

1. Country you are from: _____

2. Native language:_____

3. Other languages you speak:_____

4. Gender: male   female

5. How long have you been studying English?

a. 1-2 years   b. 3-5 years   c. 6-10 years   d. more than 10 years

6. Did you already know these oral expressions?   Yes   No

- If your answer is yes, which ones?_____

- If your answer is yes, how did you learn them?

    (you can circle more than one answer)

    a. From hearing native speakers

    b. From a classroom

    c. I do not remember

    d. Others_____

7. How much do you speak English outside of class?

    a. very little   b. Sometimes   c. always

8. How often do you watch movies or listen to music in English?

    a. very little   b. sometimes   c. always

9. Do you have a close native speaker friend or a native speaker roommate?

    Yes   No

Appendix H: UOE Quiz

Instruction: Fill in the blank with the correct expression

Uh-huh   *Uh-uh*   *Uh-oh*

1. A: Thank you so much!

    B: _____

2. A: My baby is sick today.

    B: _____

3. A: Do you like the lunch?

    B: _____, I don't like cold sandwiches.

4. A: Can I have your phone number?

    B: _____, the number is 801-675-4321

5. A: Did you finish your homework?

    B: _____, I will do it tomorrow.

6. A: I forgot to lock my door!

    B: _____