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Procedia - Social and Behavioral Sciences 98 (2014) 1621 – 1630

Procedia
Social and Behavioral Sciences

International Conference on Current Trends in ELT

Investigating The Implementation Of Interjections In Three Current EFL Course Books

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Abstract

The purpose of this study is to investigate interjections' frequency of use in three different EFL course books. To this aim, the Student's Book and Teacher's Edition of Interchange 3, Top Notch 3A and 3B, and Touchstone Intermediate were examined. All the above books were studied carefully and the applied interjections were identified. Then the frequency of use of interjections in different units of each book and different parts of each unit was computed. The findings of this study revealed that Touchstone course book had the maximum number of interjections (607). The Interchange and Top Notch course books, each with 427 and 330 interjections, took the next places in frequency. It was also found out that interjections were not evenly distributed among different units of each book. Furthermore, most of interjections were concentrated in the Listening and Conversation Sections in the units. 'Well', 'oh', and 'yes' were among the most frequently used interjections and 'good grief', 'yuck' and some others were among the least frequently used ones. This study has some implications for EFL material developers, teachers and students.

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Selection and peer-review under responsibility of Urmia University, Iran.

Keywords: Interjection; Exclamations; Frequency of Use; Textbook Evaluation; EFL Course Books

1. Introduction

From the ancient times, language and the way it is used have been investigated both systematically and unsystematically. It is said that the first systematic studies on language were done by Aristotle, in the fourth century

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BC, or even before him by Plato. Aristotle was the first person who analyzed language into what is today known as 'parts of speech'; the system of classifying words based on their functions (Childs, 1998). Interestingly in doing so, he enumerated eight possible parts of speech; the same number as what is established today. Later on, Aristotle's work was revised by other people and sometimes underwent some changes in terms of the subcategories which were included in each part of speech (Ashdown, 2008).

Modern Grammarians have enumerated eight parts of speech into which all the words of language are placed. They are: noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. It is worth mentioning that of the above, interjection, the focus of this study, has been the last category to emerge (Ashdown, 2008). Indeed, there has always been some disagreement over interjections and whether they should be treated as a separate category or not. Once they were subsumed under the category of adverbs but later on they were treated as a separate group (Ashdown, 2008). Some argue that interjections are part of language and thus linguistic while others state that they are non-words which indicate only one's emotion or state of mind. There are still some other people who treat them as paralinguistic phenomena (Wharton, 2003). Perhaps all these disagreements have their roots in the fact that unlike interjections, all other parts of speech appear in combination with each other and each as a part of a larger unit, i.e. sentence. Furthermore, the other seven parts of speech can be subdivided into a number of subparts. However, interjections are considered as independent of the other parts and indivisible to smaller elements (Ashdown, 2008; Hişmanoğlu, 2010).

It is crystal clear that foreign language learners should be competent enough in both encoding and decoding all parts of speech. Interjections are not an exception. Unfortunately however, this part of speech has been mostly neglected in the realm of language teaching and learning. Hişmanoğlu (2010), for example, states that:

Teaching of interjections has long been ignored by language teachers at EFL departments in my country, Cyprus. Especially, in speaking lessons, language teachers do not provide their students with semantic and pragmatic knowledge regarding English interjections, which, unfortunately, gives rise to students' not being able to establish a successful oral communication when interacting with (non) native speakers of English behind the classroom. (p.18)

Materials, especially textbooks have a significant role in presenting different types of interjections and in helping students to learn them. Textbooks can be considered as the main source of knowledge for learners because they can even be helpful when the teacher is not present. But as Hişmanoğlu (2010) states ".....there are very few developed materials that can be used by teachers in classroom context to teach the communicative functions expressed by English interjections" (p.30)

Selection of the EFL textbooks plays an important role in the educational settings. In order to make the best selection, textbook evaluation is needed (Sheldon, 1988). According to Hutchinson and Waters (1987), "Evaluation is a matter of judging the fitness of something for a particular purpose" (p. 96). Having taken the significance of the textbook evaluation into account, many researchers have focused on this issue (e.g., Ghalandari& Talebnejad, 2012; Hutchinson & Waters, 1987; Mukundan, 2007; Sahragard, Rahimi, & Zaremoayyedi, 2010; Sheldon, 1988; & Wang, n.d.). EFL textbooks have been evaluated with regard to different issues. To achieve a better understanding, we refer to only two of these studies in the following.

Sahragard, Rahimi, and Zaremoayyedi (2010) carried out an evaluation on Interchange (3rd edition) series based on the model proposed by Littlejohn (1998). They evaluated the text books regardless of how they were used in the EFL classroom. Based on their findings, Interchange series suffered from some weaknesses, for example the teacher and the learner do not have a significant role in specifying the topic and content included in the text books. Furthermore, Suprasentential level has been ignored with regard to both the expected output and the input provided for learners. However, their findings indicated that Interchange series have some strengths. For instance, the activities in these books focus on pair work and group work. In addition, they encourage students to use (produce) language in order to express themselves than to be a listener.

Wang (n.d) evaluated a particular EFL course book, A New English Course, used by the university English major students in China. The researcher, after a brief introduction of the situation of EFL teaching materials in China and a description of the course book itself, evaluated one unit of the course book from both micro and macro perspectives. In the author's opinion although textbook evaluation is a complex process, it leads teachers to learn more about teaching and learning and helps them choose fine teaching materials and adapt the unsatisfactory ones.

Research in the realm of interjections has been rich too. Interjections have been investigated with regard to different aspects, such as meaning, form, positions, history, functions, etc. (e.g., Ashdowne, 2008; Hişmanoğlu, 2010; Jovanović, 2004; Norrick, 2009). Some studies on interjections are referred to in the following:

Ashdowne (2008) considered interjections and their parts of speech in the Ancient grammarians. To this end, he investigated both the Greek tradition and the Latin tradition. Then, he argued that:

The history of the developments of parts of speech reflects a series of attempts to carve up language into units with the aim of these units making up groups that can encompass all the units. The fact that interjections do not apparently make up units led to a tension between their self-evident status as words and their status as a group of similar kinds of item; this tension is witnessed in the frequent reconsideration of how they should be analyzed. (p. 13)

Hişmanoğlu (2010) investigated the weaknesses and strengths of two contemporary approaches to interjections: the sociolinguistic approach and the semantic approach. He further explained the concept of pragmatic competence with reference to interjections. Then he investigated some TEFL students' competency in encoding interjections and determined the most frequent and the least frequent interjections applied by them. He concluded that interjections with the shared meanings in both the source and target languages were more used by the students. Some interjections were also less used because they had different meanings in both languages. He also provided his readers with some techniques in teaching interjections.

Norrick (2007) did a study on 'Interjections as pragmatic markers'. In doing so, he first explained two kinds of interjections; primary and secondary, and their functions. His study was based on several large corpora of English conversation and an attempt to demonstrate the open-ended nature of the class of interjections. He argued that "interjections should be regarded as a sui generis class with recurrent pragmatic functions" and sought to "explain their pragmatic characteristics as far as possible in universal terms" (p. 866). He stated that many interjections take part in the formation of discourse and are fully integrated into the system of every day speech. He then stated that interjections are thoroughly lexicalized. Based on these reasons, he concluded that interjections cannot be regarded as loosely integrated entities into the linguistic system and they imply meanings beyond the expression of emotions.

As it can be seen above, and to the researchers' knowledge no research, up to now, has investigated the use and frequency of interjections in EFL textbooks. However, textbooks can be evaluated regarding the implementation and frequency of interjections. So the primary focus of this study is to investigate the implementation of interjections in three different EFL course books.

1.1. Objectives of the study and research questions

This study aims to identify the frequency and type of interjections in three, intermediate level, EFL course books to see whether there is a difference among them with regard to the implementation of interjections. In particular, this study tries to answer the following questions:

- (1) How different are Interchange 3, Top Notch 3A and 3B, and Touchstone Intermediate with regard to the implementation of interjections?
- (2) Which interjections have been mentioned in these books?
- (3) Which interjections are the most frequently used ones?
- (4) Which interjections are the least frequently used ones?
- (5) Which parts in each lesson contain more interjections?

(6) What are the text types within which interjections have been used?

1.2. Interjection

For a better understanding, presenting the concept of interjection seems inevitable. In the following, first a dictionary definition of the term and then some related issues will be provided. The term ‘interjection’ entered the English language probably in the 13th or 14th century from Latin *interjicere* (-jacere) with the meaning to throw or cast between; from *inter* (between) + *jacer* (to throw). Oxford Advanced Learners’ Dictionary defines an interjection as “ a word or phrase used to express sudden surprise, pleasure, annoyance, etc, e.g. Oh! Hurry! Or Damn!” (p. 811). A lexicographer’s definition of interjections provides the following explanations: “a) the utterance of ejaculations expressive of emotion; an ejaculation or exclamation b) gram[mar]. A neutral ejaculation expressive of some feeling or emotion, used or viewed as a part of speech”. (Jovanović , 2004, p.18).

Jovanović states that: “Interjections of English make up a set over 500 words or one-word utterances which speakers use on various occasions” (p.20). Furthermore, with regard to the entrance of interjections in a particular language, the researcher enumerates that the younger urban population are the nucleus of speakers for producing new interjections as part of their unique linguistic identity and believes that interjections enter a language either by the creativity of the speakers of language or by borrowing (in spite of the existence of some original interjections with the same meaning).

An interjection usually comes at the beginning of sentences. However, interjections can appear in the middle or at the end of sentences too. For instance,

- (a) “Oh no, it’s raining again!” (Interjection in the beginning of the sentence)
- (b) “In my opinion, my gosh, this is the best poem she has ever composed.” (Interjection in the middle of the sentence)
- (c) “So, you’ve done your homework, huh?” (Interjections at the end of the sentence)

Interjections can also be divided according to their meaning or their predominant semantic features, such as: anger, annoyance, relief, etc. and according to their pragmatic value, e.g. ‘Hi’-an informal greeting, ‘bravo!’, ‘Brava!’, ‘Well done!’, ‘Very good!’, and ‘Excellent!’.

Finally, it should be mentioned that sometimes the term “exclamation” is used instead of interjection. However, there is a difference between the two. Interjections are a fixed set with over 500 words or one-word utterances. They are indeed parts of exclamations; “almost every word of the language can be an exclamation, i.e. we can speak of exclamatory sentences, phrases and words. Every separate sequence in language uttered with greater force and with particular function, repeated or not, could be deemed an exclamation” (Jovanović, 2004, p. 19). Despite this, the two terms have been used interchangeably even in some popular dictionaries, such as Oxford Dictionaries Online. In other words, Oxford Dictionaries Online has not defined the term ‘interjection’ and by ‘exclamation’ it has meant ‘interjection’. Due to this fact, the terms which have been given as exclamations in the dictionary have been regarded as interjections in this study. There are also some occasions in which the proper nouns have been used as exclamations in the course books. However, in the current study there will be no mention of them because they are not under the fixed set of English interjections.

2. Method

In order to gather data, this study made use of three current EFL course books at the intermediate level. The books are taught by different EFL teachers at different parts of the world. In Iran, they are mainly taught by EFL instructors at private Language institutes. In this part, the materials and procedures for conducting the study have been clarified.

2.1. Materials

The researchers made use of both Students' and Teachers' Edition of Interchange 3 (Richards, 2005), Top Notch 3A and 3B (Saslow & Ascher, 2006), and Touchstone Intermediate (McCarthy, McCarthy, & Sandiford, 2006) to do the present study. All of these course books represented somewhat the same level of proficiency, i.e. the intermediate level.

Furthermore, Oxford Advanced Learners' Dictionary and Oxford Dictionaries Online were utilized to make sure that the supposed interjections were accurately identified by the researchers.

2.2. Procedures for data collection and data analysis

To conduct this study, the three EFL course books were read and re-read thoroughly and all the interjections were determined. As stated above, use was made of Oxford Advanced Learners' Dictionary and Oxford Dictionaries Online as consulting canons. In identifying the interjections, the punctuations which were utilized within the texts were also paid attention to because interjections are showed through the use of comma (,), or exclamation mark (!) within the written texts (Jovanovich, 2004). The equivalent teacher's manuscripts for the above course books, which contained the transcriptions of listening comprehension activities, were also examined. After gathering the data, the frequency of the use of each of the identified interjections was determined. Due attention was paid to different sections of each textbook to see which skills and sub-skills had made the maximum use of interjections. Then the textbooks were compared to each other with regard to the implementation of interjections and their frequency of use.

3. Results and discussion

To investigate the frequency of interjections in Interchange 3, the related Student's Book as well as Teacher's Edition, were studied carefully. The book has 16 units and 8 progress check sections. Furthermore, each unit includes 16 sections. Based on the analysis, 427 interjections were found, of which 335 were used in the units and the other 92 in the progress check sections of the book. Of all the units, unit 3 had the maximum number of interjections: 65. Interestingly however, units 16, 11 and 9, with 3, 4, and 4 interjections, respectively had the lowest number of interjections.

With regard to all four language skills, only the Listening part had made use of a great deal of interjections in Interchange 3. The Conversation part of each unit, which was in the listening mode, was also the only activity which had benefitted from the use of interjections to some extent. It is worth mentioning that the textbook was not adequate in making use of interjections with regard to some skills, such as reading, and some activities, such as Word Power in that either no or a few interjections were used in these parts. For a better understanding, the list of interjections and their frequency of use in some sections of units 1 to 5 of Interchange 3 have been shown in the following table.

Table 1. Interjections used in Unit 1 to Unit 5

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Conversation	Hmm (1)	Yes (1)	Hello (1)	Oh no (1)	Oh (2)
	Oh (1)	Wow (1)	Hi (2)	Well (1)	Yes (1)
	Ok (2)	Yeah (1)	Oh (1)		Well (2)
	Uh (1)		Um (1)		Really (1)
	Well (1)		Ok (1)		
	No (1)		Thanks (1)		
			Uh (1)		

			Uh-huh (1)		
	Well (1)	Wow (1)	Hello (2)	Hmm (1)	
	Right (1)	Oh (1)	Hi (3)	Really (1)	
Listening after the conversation	Yeah (2)	Well (2)	Oh (5)	Well (3)	
		Yes (1)	Well (2)		
			Thanks (2)		
			Yes (1)		
			Yeah (1)		
			Gee (1)		
			Ok (1)		
Word Power	...	...	...	...	...
Writing	...	...	...	...	...
	...	...	Yes (4)	...	...
Reading			No (3)		

As it can be seen in the above table, some lessons had made use of interjections more than others. Furthermore, of all the 14 sections of each unit, only some of them had made use of interjections. Overall, interjections were not presented or referred to explicitly in this book. Interjections were not emphasized in some parts at all, parts such as Snapshot, Word Power, and the introductory parts to the Writing. Still some other parts, such as Pronunciation, Reading, and Grammar Focus, which involved a number of interjections, had them not as their main focus. Concerning the variation in the use of interjections, (as Appendix A reveals) 35 different types of interjections were used in Interchange 3. Of these, some were more frequent than the others and some, such as ‘well’ were used in their different senses, depending on the context. Having been repeated 87 and 70 times, ‘Well’ and ‘Oh’ were the most frequently repeated interjections. The other frequent interjections included: ‘Yes’, ‘No’, ‘OK’, and ‘Hello’. There were also several interjections with only one time frequency of use, for example: ‘Good grief’, ‘Yep’, and ‘Yuck’.

To see to which text type the interjections belonged, the contexts within which they were applied were examined. As it was mentioned above, most of the interjections involved in Interchange 3 were in the Listening and Conversation sections. A look through these parts could make it clear that the language which was applied in them was almost always informal. Furthermore, they included mostly a description of a situation, or a past event. Sometimes, the language which was used was persuasive, such as the use of an advertisement in encouraging people to buy something. So perhaps it can be said that the interjections implemented within this course book were used for different purposes in these two types of texts and were mostly put in the expressive and persuasive text types. One can say that in an expressive text, the main purpose of using an interjection is releasing of an emotion; the use of interjection can be regarded as an end here. In a persuasive text however, the main purpose is to persuade someone or affect someone; the interjection serves as a device to reach an end. And perhaps, this is why some people consider interjections as words while some others as non-words or decorative elements. But how about Top Notch course books? In order to examine the use of interjections in Top Notch, Books 3A and 3B were selected. Each book contains both Student Book and Work Book. There are five units in each book and each unit is composed of 12 pages. The first two pages include a series of warm-up activities which are followed by four lessons and each lesson has two pages. The unit ends up with a two-page CHECKPOINT which helps learners to practice more and to improve their learning.

About 330 interjections were identified in Top Notch 3A and 3B. All these interjections and also their frequency of use have been depicted in Appendix A. Of all the identified interjections, 224 belonged to Top Notch 3A and 106 to Top Notch 3B. Again, it should be mentioned that these interjections were not evenly distributed among the units. Unit One and unit Four had the maximum number of interjections; 79 and 59, respectively. However, units Five and

Six with 6 and 18 interjections had the lowest number of interjections. A look through Appendix A reveals that 36 different types of interjections have been used in these books. Interestingly, the most frequently used interjections were ‘well’, ‘yes’, ‘no’, and ‘thanks’ which were repeated 92, 43, 30, and 26 times, respectively. Among the least frequently used interjections were ‘Gosh’, ‘Ah’, ‘Ugh’, and ‘Gee’; each repeated only once. As it was mentioned before, With regard to the number of interjections, the identified interjections were not evenly distributed among the units. It is also interesting to know that the identified interjections were not evenly distributed in Top Notch 3A and Top Notch 3B considering their variations/types. For example, interjection Hello was repeated 13 times in Top Notch 3A. However, no mention of this interjection was made in Top Notch 3B. With regard to the use of interjections in different skills and sub-skills, it should be mentioned that they were most frequently used in Listening Comprehensions, Conversations, and Sound Bites. The conversations which had made use of interjections were also in the listening mode. So Interjections had mostly been used in the listening activities and were rather neglected in the other parts. They had not explicitly been taught in these textbooks. In addition, students could not practice using them because there was no mention of them in the exercises within the Students’ Book. Interjections had almost been ignored in activities which try to improve students’ writing and reading skills. Interjections are one part of natural language and they can be focused upon semantically, and structurally, but they were ignored in Grammar and Vocabulary sections of the lessons. And the text books could not be much helpful in making students familiar with the pragmatic aspects of interjections either. Finally, it is worth mentioning that there are five songs in Top Notch 3A and B. These songs have been presented based on the theme of each unit. However, the only interjections which were used in them were ‘Hey’ and ‘Thank You’, each only once.

Concerning the text types to which interjections belonged, the identified interjections were mostly used in conversations. It became clear that Top Notch course books had paid especial attention to intercultural communication as most of conversations in them were held among people of different nationalities, races, and cultures. The conversations, in line with the themes or topics of the lessons, seemed semi-formal. With regard to these, the implemented interjections were occasionally used as fillers so that the speaker could think about his/her next utterances. On other occasions, they served some affective functions, for example sometimes the speaker used an interjection to show agreement with her/his addressees or perhaps to show understanding and in this way let the conversation go smoothly. In some other places, yet, they helped speakers to utter their expressive, commissive or directive functions in a pleasant way. For example:

The Patient to the receptionist: Well, actually, I’ve been coughing.

The receptionist to the patient: Really? Well, why don’t you have a seat? I’ll see if the doctor can see you. (Top Notch 3A, p.18)

To determine the frequency as well as the type of interjections in Touchstone 4, both Student’s Book and Teacher’s Edition were thoroughly analyzed. There are about 12 units in each of Touchstone books. Each unit is composed of three lessons; A, B, and C. There is also one checkpoint for each of three lessons. There were 607 interjections identified in Touchstone 4 of which 584 were related to the 12 units and the rest were included in the Checkpoints. Unit 7 with 109 interjections had the maximum number of interjections and units 9, 11, 5 and 3 respectively with 25, 25, 26, and 33 interjections contained the minimum numbers of interjections. Concerning the frequency of interjections in different sections of the units; the listening comprehension activities included the maximum, whereas the reading comprehension activities included the minimum number. The conversation sections also had made use of quite a considerable number of interjections.

Interestingly, in some units of the book, the explicit instruction of interjections was given with the purpose of making students familiar with the natural use of interjections in different contexts. For instance, Unit Four introduced some interjections, such as ‘Right?’ and ‘Huh?’ (used at the end of questions to check the addressee’s understanding). Unit 7 presented different kinds of interjections, such as: ‘Oops’ and ‘Ooh’ (used when discovering a problem); “Ugh” and “Yuck” (used when talking about something which is disgusting); “Shoot” (used for a general reaction); and “Ow” and “Ouch” (used to express pain). Overall, about 44 different types of interjections were used in Touchstone 4. However, they were not evenly distributed across the units. The list of these interjections is provided in Appendix A. Having been repeated 131 and 112 times, ‘Yeah’ and ‘Well’ were the most frequently

used interjections, respectively. The other frequent interjections included: ‘Oh’, ‘No’, ‘Yes’ and ‘um’. There were also several interjections which were repeated only once, for example: ‘Yuck’, ‘Yup’ and ‘Whoa’.

4. Conclusion and implications

Analysis of Interchange 3, Top Notch 3A and 3B, and Touchstone 4 revealed that not only had Touchstone 4 with 607 interjections benefitted from the maximum number of interjections, but also interjections which it included were more diverse than the other two course books. Furthermore, it was the only course book which had paid attention to making students familiar with pragmatic aspects of this part of speech and the only book in which interjections had been presented explicitly. Interchange 3 with 427 was the next book with the maximum number of interjections. And Top Notch 3 A and B with 330 interjections occupied the last place. The findings also showed that interjections were not distributed evenly among units in these four course books. Several units included more than 60, 70, and even 100 interjections while others included less than ten or even five interjections. The interjections were not evenly distributed within different sections of each unit either. For example, the reading sections had made use of interjections a few times while the listening sections had made use of them to a great extent. As it was mentioned above, this can be due to the nature of activities or skills involved. One knows that speaking a language is usually more informal than writing it. It is obvious that interjections are often implemented in speech and especially in informal speech. However, in the researchers’ opinion this cannot justify the absence of this part of speech in the other sections. Perhaps it would be a better idea to use more formal interjections, for example ‘hello’ instead of ‘hi’, in more formal texts and activities than omitting them.

Finally, it was revealed that interjections in these course books were usually accompanied with utterances which had an expressive, affective, persuasive, directive or commissive function. It seems that interjections have been used in order to make speech flow smoothly, especially with the participants of different nationalities and cultures and when the focus has been on intercultural communication. More specifically, the speaker through the use of interjections in such situations can interestingly inspire a feeling of understanding between himself/herself and the listener. To the researchers’ opinions this may be due to commonality of the use of interjections, or even commonality of some interjections among humans. Interjections are one of the eight parts of speech and as important as the other seven in making the language authentic and natural. So this element of language should not be neglected in EFL teaching and learning. Accordingly, the findings of this study have some implications for those who are somehow involved in the task of EFL teaching/learning. The people who particularly can benefit from the findings of this study are material developers, teachers, and learners.

Material developers, through this study, can become aware of the efficiency of the specified textbooks in terms of using interjections. Then, they can take the necessary measures to remove the pitfalls which exist in the course books in this regard. Overall, the findings of this study can help them pay attention to this part of speech in developing more authentic materials. Teachers can better decide on the appropriate materials which should be used in their classrooms. They can put more emphasis on this part of speech than before and make learning more enjoyable for students. Learners, through this study, may realize the importance of interjections and be prompted to try to use interjections not only in their speech, but also in their written works. In this way, they can make their language as natural and effective as possible. They further can make judgments about the quality of materials to which they are exposed and at the same time enjoy their learning more.

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Appendix A. The frequency and percentage of the identified interjections

Table 2. List of interjections, their frequency, percentage and type in the four EFL course books

		Touchstone 4		Interchange 3		Top Notch			
		Frequency	Percentage	Frequency	Percentage	3A		3B	
						Frequency	Percentage	Frequency	Percentage
1	Absolutely	5	0.82	3	0.70	3	1.33	.....	.....
2	Ah	.....	.....	1	0.23	1	0.44	.....	.....
3	All right	1	0.16	2	0.46	.....	.....	.....	.....
4	Bye	1	0.16	.....	.....	.....	.....	.....	.....
5	Congratulations	.....	.....	1	0.23	.....	.....	.....	.....
6	Cool	1	0.16	.....	.....	.....	.....	.....	.....
7	Gee	.....	.....	2	0.46	1	0.44	.....	.....
8	Good	.....	.....	1	0.23	1	0.44	.....	.....
9	Good grief	.....	.....	1	0.23	.....	.....	.....	.....
10	Good afternoon	.....	.....	.....	.....	2	0.89	.....	.....
11	Good evening	.....	.....	.....	.....	1	0.44	.....	.....
12	Good morning	.....	.....	.....	.....	9	4.01	.....	.....
13	Goodness	1	0.16	.....	.....	.....	.....	.....	.....
14	Gosh	6	0.98	2	0.46	.....	.....	1	0.94
15	Great	1	0.16	.....	.....	1	0.44	.....	.....
16	Hello	1	0.16	12	2.81	13	5.80	.....	.....
17	Help	.....	.....	3	0.70	.....	.....	.....	.....
18	Here	6	0.98	2	0.46	.....	.....	.....	.....
19	Hey	7	1.15	6	1.40	2	0.89	2	1.88
20	Hi	3	0.49	14	3.27	7	3.12	1	0.94
21	Hmm(m)	6	0.98	17	3.98	5	2.23	1	0.94
22	Huh	17	2.80	4	0.93	.....	.....	.....	.....

23	Look	1	0.16	3	0.70	.....	.....	.....	.....
24	M-humm	.....	.....	.....	.....	1	0.44	.....	.....
25	Mm	.....	.....	.....	.....	.....	.....	1	0.94
26	No	50	8.23	25	5.85	22	9.82	8	7.54
27	Oh	59	9.71	70	16.39	12	5.35	7	6.60
28	Oh, yeah	6	0.98	.....	.....	2	0.89	4	3.77
29	Ok	24	3.95	17	3.98	9	4.01	2	1.88
30	Ooh	5	0.82	.....	.....	.....	.....	.....	.....
31	Oops	4	0.65	.....	.....	.....	.....	.....	.....
32	Ouch	5	0.82	.....	.....	.....	.....	.....	.....
33	Ow	6	0.98	.....	.....	.....	.....	.....	.....
34	Please	.....	.....	1	0.23	.....	.....	12	11.32
35	Really	9	1.48	12	2.81	4	1.78	.....	.....
36	Right	21	3.45	7	1.63	5	2.23	.....	.....
37	Shoot	5	0.82	.....	.....	.....	.....	.....	.....
38	Sorry	1	0.16	3	0.70	.....	.....	4	3.77
39	Sure	4	0.65	.....	.....	5	2.23	.....	.....
40	Thanks	10	1.64	9	2.10	17	7.58	9	8.49
41	Thank you	1	0.16	4	0.93	4	1.78	1	0.94
42	There	2	0.32	.....	.....	.....	.....	.....	.....
43	Ugh	2	0.32	2	0.46	1	0.44	.....	.....
44	Uh	8	1.31	11	2.57	.....	.....	1	0.94
45	Uh-huh	15	2.47	5	1.17	.....	.....	1	0.94
46	Uh-oh	3	0.49	.....	.....	.....	.....	.....	.....
47	Um	25	4.11	2	0.46	.....	.....	1	0.94
48	Welcome	1	0.16	.....	.....	2	0.89	.....	.....
49	Well	112	18.45	87	20.37	56	25	36	33.96
50	What	.....	.....	.....	.....	1	0.44	.....	.....
51	Whoa	1	0.16	.....	.....	.....	.....	.....	.....
52	Whoops	2	0.32	.....	.....	.....	.....	.....	.....
53	Wow	9	1.48	12	2.81	1	0.44	4	3.77
54	Yeah	131	21.58	35	8.19	.....	.....	3	2.83
55	Yep	.....	.....	1	0.23	.....	.....	.....	.....
56	Yes	27	4.44	49	11.47	36	16.07	7	6.60
57	Yuck	1	0.16	1	0.23	.....	.....	.....	.....
58	Yup	1	0.16	.....	.....	.....	.....	.....	.....
Total		607		427		224		106	
						330			
Interjections' Types		44		35		28		20	
						36			