

The Interjections *Oh* and *Wow* in Listening Scripts of Middle School English Textbooks

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The purpose of this study is to examine the primary interjections *oh* and *wow* which appear in listening scripts of middle school English textbooks. Of the 13 different types of middle school English textbooks written by the 7th National English curriculum, five of the most-preferred middle school English textbooks series were analyzed for this research in order to determine the following: 1) the frequency distribution of *oh* and *wow*, 2) the combination of sentences and expressions in which they occur, and 3) whether the interjections are utilized in manner to improve practical listening skills. The following results were obtained by this study: *Oh* and *wow* are used 330 times in the five textbooks examined: *Oh* is used 271 times (82.12%), while *wow* occurs 59 times (17.88%). They tend to appear at the head of a sentence as primary interjections, and appear principally in declarative sentences, at 201 times (60.91%). Furthermore, it appears as if they are not optimally utilized with a view towards deliberately enhancing students' practical listening skills. It is the hope of this study that text developers and English language educators will consider its implications in selecting interjections for future listening scripts in middle school English textbooks.

[interjection/oh/wow/listening scripts/the 7th National English
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I. INTRODUCTION

The aim of this study is to analyze the primary interjections *oh* and *wow* in listening scripts which are appendices to middle school English textbooks widely used in Korea. Of the 13 different middle school English textbooks written under the 7th National English Curriculum, five¹ of the most-preferred middle school English textbooks series

¹ Cha (2003) examined what kinds of listening activities are most frequently used in the

(7th to 9th grades) were selected for analysis in this research.

This study examines two discourse markers, *oh* and *wow*, whose uses are not clearly based on semantic meaning or grammatical status. Beginning this analysis with these markers will pay particularly close attention to the discourse slot itself.

This study uses an open-ended method of investigation, in which *oh* and *wow* are treated as potential interjections based on the classification by Biber, Johansson, Leech, Conrad, and Finegan (1999) and on studies by Schiffrin (1987). To put it succinctly, the classification is based on corpus findings that determined the most common inserts in AmE and BrE conversation (with occurrences per million words).

However, the data based on their findings fall short in attempting to assess the general tendency to use interjections in listening scripts from all perspectives. To remedy this deficiency, this research will be more focused than before, because any study of listening material must take into account all factors, even interjections, although they may seem trivial. The interjections *oh* and *wow* used in listening scripts are also placed to convey various types of messages: speakers' clarity, familiarity with topic/subject matters, and speakers' intentions, etc.

Biber et al. (1999) comment that the term *interjection* is applied to inserts which have an exclamatory function and are expressive of the speaker's emotions. In the following material this study looks at interjections in their approximate order of frequency, while grouping those occurrences similar in function.

Schiffrin (1987) notes that *oh* focuses on prior text: it manages information that was previously presented. The primary function of *oh* is to mark information state transitions. But *oh* also works in the participation framework (since it displays speakers' and listeners' specific productive and receptive capacities) and in action structures (since it marks certain actions, e.g. clarifications, which are designed to manage information state transitions).

In an attempt to investigate the main aspects of interjections in listening scripts, the great concern is to survey primary interjections from all angles. Thus, in order to achieve the goal of the study, the following research questions are addressed:

- 1) What is the frequency distributions of interjections?
- 2) How are sentences or expressions combined with interjections?
- 3) Are the interjections used in listening scripts aimed at enhancing students' practical listening skills?

textbooks, and whether they reflect both students' and teachers' preferences including the five middle school English textbooks series analyzed in this study.

In Korea, the status of listening in recent years has been partly promoted by several national English curricula which have begun to emphasize the role of communicative input in triggering spoken language skills for language improvement. The national education curriculum in Korea has undergone seven revisions since its establishment in August 1955. The current 7th National English curriculum was introduced in December 1997, and it focused on practical, everyday and communicative English education for the purpose of maximizing English fluency, in accordance with the policy of the Ministry of Education and Human Resources. The 7th National English Curriculum focuses on the four language skills (presented in this order: listening, speaking, reading, and writing), communicative competence, and language materials (Lee, 2007).

Kyung-Whan Cha (2006) mentions that a total of 1351 articles appear in *English Teaching* from 1965 to 2006, but only 61 listening-related papers (4.52%) are carried in this journal. Among them, there are only two researches on listening scripts by Kyung-Whan Cha (2003) and Eun-Ju Kim (2001). They reflect both students' and teachers' preferences in listening exercises for 1st graders of Korean middle school students. Even though the 6th and the 7th National English Curriculum gave much more weight to listening, an analysis on listening scripts contained on all grades for middle school English textbooks so far has not been conducted, nor has listening scripts been studied in detail (Kyung-Whan Cha, Won-Seok Lee, & Jaewang Shim, 2005).

In English education, the textbook remains the essential learning source, and the classroom is the main learning location for Korean middle school students within the existing EFL setting. Unfortunately, in spite of the importance of the textbook having often been noted (Brown, 2001; Littlejohn, 1998; Sang-Ok Park, 1991; Mae-Ran Park & Kang-Oak Suh, 2003; Jay-Myoung Yu, 2005), an analysis of textbooks, especially of listening comprehension contained in Korean middle school English textbooks has not been conducted (Kyung-Whan Cha, 2006).

In brief, the goal of this study is to examine the primary interjections *oh* and *wow* used in listening scripts to calculate their frequency distribution, the arrangements between these interjections and the sentences or expressions in which they are used, and their practical value in enhancing students' listening skills. Hence, this study will measure whether interjections in listening scripts have a tendency to be overused or underused by comparing their frequency to that of the corpus. As a result, this study and its methodology will offer useful contribution to the literature pertaining to an overview of listening materials carried in middle school English textbooks.

II. THEORETICAL BACKGROUND

Oh is traditionally viewed as an exclamation or interjection. When used alone, without the syntactic support of a sentence, *oh* is said to indicate strong emotional states, e.g. surprise, fear, or pain. (Fries, 1952), as illustrated in, (1), (2), and (3) respectively.

- (1) Oh, Frank's mother! I'm glad to meet you. (B2: Lesson 6)
- (2) Oh, no, don't! You'll be hit. (A3: Lesson 10)
- (3) Oh, Mom. I have a toothache. (A3: Lesson 5)

In the examples above, the initial utterances are followed by a brief pause. This study reveals that regardless of its syntactic status or intonational contour, *oh* occurs as speakers shift their orientation to information. A very similar view of *oh* is Heritage (1984, p. 299), who views *oh* as a particle 'used to propose that its producer has undergone some kind of change in his or her locally current state of knowledge, information, orientation or awareness.'

Speakers shift orientation during a conversation not only as they respond affectively to what is said, but as they replace one information unit with another, as they recognize old information which has become conversationally relevant, and as they receive new information to integrate into an already present knowledge base. All of these are information management tasks in which *oh* has a role: *Oh* pulls from the flow of information in discourse a temporary focus of attention which is the target of self and/or other management (Schiffrin, 1987).

Furthermore, because discourse involves the exchange of information, knowledge and meta-knowledge² are constantly in flux, as are degree of certainty about, and salience of, information. Another way of saying this is that information states are constantly evolving over the course of a conversation. Essentially, information states are dynamic processes which change as each one of their contributing factors change.

Oh has a role in information state transitions because *oh* marks a focus of speaker's attention which then also becomes a candidate for hearer's attention. This creation of a joint focus of attention not only allows transitions in information state, but it marks information as more salient with a possible increase in speaker/hearer certainty as to shared knowledge and meta-knowledge.

² Meta-knowledge may be loosely defined as "knowledge about knowledge". Meta-knowledge includes information about the knowledge the system possesses, about the efficiency of certain methods used by the system, the probabilities of the success of past plans, etc. It is used to guide future planning or execution phases of a system.

suitable for introducing or responding to a remark treated as *news*, indicating something the speaker has just found out or noticed, as in (7).

(7) Oh, Alice, I thought you didn't like movies. (C2: Lesson 6)

It is necessary to consider in more detail how *oh* is situated in social interaction (Schiffirin, 1987). First, *oh* surely makes a very general and pervasive property of participation framework. Back-channel *oh*, for example, ratifies the current participation structure of the conversation. Thus, *oh* as back-channel not only marks information receipt, and marks an individual as an occupant of a specific participation status, but it also ratifies the current division of turn-taking responsibilities in the exchange structure.

Second, *oh* delineates the participation framework and individuals' status within it. Because *oh* displays one's own ongoing management of information, its user is temporarily displayed as an individual active in the role of utterance reception. These uses display a hearer as an active recipient of information who acknowledges and integrates information as it is provided. This functional capacity is complementary to the speaker's capacity as animator (Goffman, 1981).

Oh displays still another aspect of participation framework: speaker/hearer alignments toward each other. Different speaker and hearer alignments can be characterized in part by whether individuals share subjective orientations toward a proposition. When *oh* marks a speaker's realization of the other's unshared commitment, then it may serve as a signal of a potentially argumentative stance.

And, finally, conversation requires a delicate balance between the satisfaction of one's own needs and the satisfaction of other's needs. Included is not only an individual cognitive need—individuals need time (no matter how short) to transform the content that they have in mind into talk—but a reciprocal social need: individuals need to receive appreciation for self and show deference to others (Goffman, 1967; Lakoff 1973; Tannen, 1984). *Oh* may help service individuals' cognitive needs by providing time to focus on informational tasks—while still displaying one's interactional presence in deference to the satisfaction of social needs.

Wow is a less common expression of emotional involvement than *oh* and tends to convey greater intensity of feeling (Biber et al, 1999). It is a purely emotive word which does not enter into syntactic relations. Quirk, Greenbaum, Leech, and Svartvik (1985) define that it has phonological features which lie outside the regular system of the language in expressing astonishment, wonder, admiration,

surprise, pleasure and pain.

Unlike *oh*, it is not a natural ejaculation but rather was first used in 1513 in an onomatopoeic sense to translate a Latin word that had no English equivalent. Its popular use in the current sense in AmE dates from the late 19th century (Simpson, 1989).

People say that someone wows people when they give an impressive performance and fill people with enthusiasm and admiration. *Wow* typically indicates that the speaker is surprised and impressed—perhaps even delighted, as in (8).

(8) Wow, look at the cars! It's great. (C1: Lesson 11)

In sum, although *oh* is a marker of information management tasks which are essentially cognitive, the fact that it verbalizes speakers' handling of those tasks has interactional consequences. Thus, use of *oh* may very well be cognitively motivated. But once an expression makes cognitive work accessible to another during the course of a conversation, it is open for pragmatic interpretation and effect—and such interpretations may become conventionally associated with the markers of that work. Intended interactional effects and meanings may thus account for the use of *oh* as readily as the initial cognitive motivation. Such conventionalized effects may further explain why speakers verbally mark information management tasks with *oh* (Schiffrin, 1987).

III. METHOD

1. Procedures

As the first step, all the interjections including non-primary ones were marked, counted, and classified in order to know the frequency distribution of interjections in each listening scripts of all middle school English textbooks. Then, all interjections were examined to look into how they accord with types of sentences or expressions, and whether they are used for the purpose of practical use for listening skill. As a result, the study identifies the overuse and underuse interjections in listening scripts by examining *oh* and *wow* individually.

In the course of developing this study, we will rely on data collection rather than

subjects who take part in the research. For the analysis, each series of textbooks published under the 7th National English Curriculum includes three school textbooks named *Middle School English 1*, *Middle School English 2*, and *Middle School English 3*, written by the same authors respectively. Textbooks which are not published in a series were not chosen because they are not suitable for a survey in terms of consistency. Each textbook selected for this study is widely used in middle schools across the nation.

Next, the middle school English textbooks series were respectively titled A1, A2, A3 in an alphabetical order up to E1, E2, E3, according to school grade and the publisher of each textbook, as shown in Table 2. In examining listening scripts, pursuing the entire 13 middle school English textbooks is impractical. Thus, five series of the middle school English textbooks covering all three grades are selected.

Table 2
Five Kinds of Textbooks

Textbook	Authors and year of publication	Publishers
A1-A3	Pae, D-B., et al. (2001). <i>Middle School English 1, 2, 3</i>	Kyohaksa
B1-B3	Jang, Y-H., et al. (2001). <i>Middle School English 1, 2, 3</i>	Doosan Dong-A
C1-C3	Kim, Y-J., et al. (2001). <i>Middle School English 1, 2, 3</i>	Didimdol
D1-D3	Lee, S-H., et al. (2001). <i>Middle School English 1, 2, 3</i>	Jihaksa
E1-E3	Lee, B-M., et al. (2001). <i>Middle School English 1, 2, 3</i>	Chunjae

Littlejohn (1998) suggests that a 10-15% analysis of the total material is sufficient to properly analyze any subject. This study investigates listening scripts for about 15 (26%) textbooks of 45 middle school English textbooks, significantly higher than what is recommended, examining all lessons in the selected textbooks. Especially, it focuses on *oh* which relatively appears much more than *wow*.

2. Data Collection and Analysis

In an attempt to investigate the main aspects of listening scripts in contemporary textbooks, the greatest concern is to survey the distribution of primary interjections from all perspectives. Thus, in order to achieve the goal of the study, the following three research questions are addressed.

1) The Frequency Distribution of Interjections *Oh* and *Wow*

Table 3 shows the frequency distribution of *oh* and *wow* in listening scripts of

all middle school English textbooks. It reveals that the interjections *oh* and *wow* are used 330 times⁵ in all. *Oh* is used 271 times (82.12%), and *wow* is used 59 times (17.88%). There is a wide difference between the two (212 times, or 64.24%).

Table 3
The Frequency Distribution of 'Oh' and 'Wow'

T ^a	L ^b													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
A1						①		3	1	1		2		7①
A2		5			1			1	3		4			14
A3	2	1		4	7				1①	2	4	2②		23③
Total	2	6		4	8	①		4	5①	3	8	4②		44④
B1	2		1		1	2①	3				3			12①
B2		2	2①	2	1	2	1	1	4	1	2			19①
B3	2	1	2		3		3③			1		1		12③
Total	4	3	5①	2	5	4①	7③	2	4	2	5	1		44⑤
C1	1	②	1	①	3	1	1①	1	4	1①	②			13⑦
C2	1		3	2		1①		2	4	3	4			20①
C3	5①	3	②		1	1	3	2	1	1①	1	1①	3	22⑤
Total	7①	3②	4②	2①	4	3①	4①	5	9	5②	5②	1①	3	55⑬
D1	1	5①		15	3	①	4			1	2	2		33②
D2	2		5	4	1①	1⑤	2		2③	12		3⑦		32
D3	4④	1			1①	②	①	7②		3	2①	1		19⑩
Total	7④	6①	5	19	5②	1⑧	6①	7②	2③	16	4①	6⑦	3	84⑲
E1	1①			4	3①		1				1	3①		13③
E2	1	3②	2				1	2		②	6			15④
E3	5		1①	4				1		1	2			16①
Total	7①	3②	2	5①	7①		2	3		1②	9	5①		44⑧
Total	27⑥	21⑤	16③	32②	29③	9⑩	18⑤	21②	20④	27④	31③	17⑩	3	271⑤⑨

Note. The number in a circle shows the frequency distribution of *wow*.

^aTextbook, ^bLesson.

Of the five kinds of middle school English textbooks, textbook D used the interjections *oh* and *wow* most in listening scripts, at 113 times out of a total 330 times (34.24%). *Oh* tends to appear at the head of a sentence, as a primary interjection.

Out of a total 330 times, *oh* appeared 9 times (3.32%) as non-primary interjections, as in (9), and *wow* appeared only once in this manner, as in (10).

(9) Four o'clock? Oh, I was at the beach. (B1: Lesson 7)

⁵ For convenience' sake, the number of times or frequency is written as times.

- (10) Thank you. Wow! Everything looks wonderful, and it smells delicious.
(A3: Lesson 9)

In more detail, *oh* is used in D 84 times (31.00%) out of 271 times, and *wow* is used 29 times (49.15%) out of 59 times respectively. According to each book, D1 used *oh* most in all middle school English textbooks, at 33 times (12.18%). On the other hand, A1 used them least, only at 7 times (2.62%). In each lesson of each textbook, D1(Lesson 4) used them most, at 15 times (4.55%). Furthermore, in using *wow*, D2 used it most, at 16 times (27.12%). A2 never used *wow* at all.

2) How Are Sentences or Expressions Combined with Interjections?

Table 4 shows the use of interjections in terms of combination of sentences divided into three types: negations, questions, and declaratives (interjections *oh* and *wow* appearing in listening scripts are usually used in three types).

Table 4 reveals that declarative sentences appear with interjections most, at 201 times (60.91%), as in (11). Textbook D used them most, at 72 times (35.82%).

Table 4
The Combination of Sentences

Textbook	Type		
	Negations	Questions	Declaratives
A	15	11	23
B	4	13	29
C	9	16	44
D	15	23	72
E	12	12	33
Total	55 (16.67%)	74 (22.42%)	201 (60.91%)

- (11) Oh, you can read them on the computer. (A1: Lesson 9)

And, question sentences, as in (12), are used with interjections 74 times (22.42%), ranking second.

- (12) Oh, do you like to see movies? (C2: Lesson 9)

Negation sentences, as in (13), appear least, at 55 times (16.67%).

(13) Oh, I didn't want to hurt his feelings. (C2: Lesson 8)

Table 5 is based on (4), (5), and (6) in Chapter 2, according to the classification by Schiffrin (1987). *Oh no* is used most, at 17 times (5.15%); on the other hand, *Oh yes* is used 6 times (0.61%), and *Oh I see* is used 10 times (3.03%) out of 330 times.

Table 5
The Combination of 'No', 'Yes' and 'I see' with 'Oh'

Textbook	Type		
	'No'	'Yes'	'I see'
A	10		
B	3	2	
C	2	2	5
D		2	2
E	2		3
Total	17 (5.15%)	6 (0.61%)	10 (3.03%)

Table 6 shows other inserts accompanied with primary interjections. Eight types are used 24 times (7.27%) out of 330 times. Among them, *Oh really?* appears most, at 6 times (1.82%). Both *Oh great* and *Oh sure* are used only once (0.30%).

Table 6
Other Inserts with Primary Interjections

Type	Textbook					Total
	A	B	C	D	E	
'Oh, really?'	3		1	1	1	6 (1.82%)
'Oh, come on'	1		3			4 (1.21%)
'Oh, dear'	2				1	3 (0.91%)
'Oh, okay'	1				1	2 (0.61%)
'Oh, my'	1			1	3	5 (1.52%)
'Oh, great'			1			1 (0.30%)
'Oh, my goodness'			1		1	2 (0.61%)
'Oh, sure'				1		1 (0.30%)
Total	8		6	3	7	24 (7.27%)

Table 7 shows the combination of various expressions with interjections *oh* and *wow*. The classification for the combination of various expressions is divided into nine. This classification is sometimes overlapped and divided into two: *command* (Children, be careful.) and *fact* (A hunter is coming), depending on the situation (14):

(14) Oh, no! Children, be careful. A hunter is coming. (B2: Lesson 2)

Table 7
The Combination of Various Expressions

Type \ Textbook	A	B	C	D	E	Total
'Thanks'	1		9	13	1	34 (10.30%)
'Sorry'	4		1	10	3	18 (5.45%)
Compassion	8	1	2		3	14 (4.24%)
Surprising	7	10	13	24	8	62 (18.79%)
Praise	4	3	9	12	1	29 (8.79%)
Opinion	7	14	15	20	3	59 (17.88%)
Fact	13	22	24	54	36	149 (45.15%)
Command	4	5	3		4	16 (4.85%)
Request	4	2	1	5	2	14 (4.24%)

Table 7 shows that *fact* accompanied with interjections appears most, at 149 times (45.15%). And *compassion* and *request* appearing with interjections are used least, at 14 times (4.24%) respectively, as in (15) and (16).

(15) Oh, that's too bad. (B3: Lesson 2)

(16) Wow, this drawing is great. Did you draw it? (C2: Lesson 6)

3) Are the Interjections Used in Listening Scripts Aimed at Enhancing Students' Practical Listening Skills?

Table 8 (based on Table 3) displays the number of times these interjections are used by each textbook. The scale is subjective, and was created by rounding the range (8 to 35) up and down to 39 and 0 respectively, then dividing it into four equal parts: Most (greater than 30 occurrences), High (greater than 20, less than 30), Low (greater than 10, less than 20), and Least (less than 10). The

Table 8
The Scale for Interjections Used in Listening Scripts

Type \ Scale	Most	High	Low	Least
<i>oh/wow</i>	D1 (35), D2 (48), D3 (30)	A3 (26), B2 (20), C1 (20), C2 (21), C3 (27)	A2 (14), B1 (13), B3 (15), E1 (16), E2 (19), E3 (17)	A1(8)
Total	3 (20%)	5 (33.33%)	6 (40%)	1 (6.6%)

Note. The number in parentheses shows frequency.

order of scale is as follows (*Oh* and *wow* are merged into one for frequency): Low 6 (40%), High 5 (33.33%), Most 3 (20%), and Least 1 (6.6%) out of 15 textbooks.

3. Limitation of the Study

There are two limitations to this study. First, the lack of previous survey data for listening scripts, as well as the lack of data on interjections, means that the theoretical background for this analysis is less solid than for similar studies in other areas. Furthermore, the limited data collected during this study precludes it from serving as a starting point for future in-depth studies. Further work needs to be done at the basic level in this aspect of the field inquiries. Among other problems, the marking, counting and classification of interjections in listening scripts were time-consuming and difficult.

A related issue is that data collection was limited to five types of middle school English textbooks out of the thirteen authorized by the Ministry of Education and Human Resources. Thus, the findings cannot be generalized to include all the textbooks currently being used in Korean middle schools.

Second, by concentrating on statistical quantification this study has ignored any precise description of the linguistic forms (mainly lexical and syntactic) associated with the interjections. While this initial effort is both necessary and important, the aspects missed during this study merely reinforce the need for further work in analysis of middle school English textbooks and listening scripts. Such work will be critical in guiding future efforts to improve middle school English textbooks used in Korean schools.

IV. RESULTS AND DISCUSSION

For this study, the three research questions were addressed in Chapter 1. In this Chapter, the results of the study and discussions for educational implication will be described according to the order of the questions.

1. The Frequency Distribution of Interjections

In terms of the frequency distribution of primary interjections, *oh* and *wow* are used 330 times in all: *oh* is used 271 times (82.12%), and *wow* is used 59 times (17.88%). The findings of this study show that there is a wide difference between the two, by 64.24%.

The proportion of *oh* to *wow* is similar to the corpus findings by Biber et al. (1999), Thus, the distribution ratio is properly given to listening scripts.

2. The Combination of Sentences/Expressions

1) The Combination of Sentences

Interjections appear in declarative sentences the most, at 201 times (60.91%). They clearly dominate when compared with expressions of negation (16.67%) and questions (22.42%). More research needs to be done on the prevalence of these interjections in the various expressions, so that middle school English textbooks can be more balanced with respect to real speech.

2) The Combination of Various Expressions

Table 5 shows that *Oh no* is the single most common expression, at 17 times (5.15%); and eight types of other inserts which are not classified by Schiffrin (1987) appear in listening scripts, at 24 times (7.27%) in Table 6. Various inserts in Table 5 and 6 as well as most common combinations (Schiffrin, 1987) need to be utilized for rich communicative competence.

3. The Practical Use of Interjections

The scale representing the amount of interjections used by each textbook is shown in Table 8. The order of scale is as follows: Low 6 (40%), High 5 (33.33%), Most 3 (20%), and Least 1 (6.6%) out of 15 textbooks.

This result reveals that primary interjections *oh* and *wow* are not utilized enough for the purpose of practical use in listening scripts. Thus, the scale High need to be extended about 60% in order to meet the 7th National English Curriculum: In order to gratify the requirements, Low (40%) and Least (6.6%) need to be raised and added to High (33.33%), subtracting Most (20%) from the sum total (79.93%) above, then, the numeral value becomes 59.93%.

V. CONCLUSION

So far, this study has examined the interjections *oh* and *wow* used in listening scripts

in order to determine their frequency distribution, the combination of sentences or expressions in which they are used, and their practical use in listening scripts. Some conclusions may be drawn from the analyses on interjections in listening scripts. The use of interjections in different middle school English textbooks varies widely, as shown in Table 8. They need to be balanced evenly to maximize effectiveness in connection with acquiring rich communicative competence in listening skill.

Due to the limited amount of data from listening scripts samples, the findings of the study are too limited to know the general tendency to use interjections in middle school English textbooks. However, pedagogically speaking, the use of a limited number of interjections *oh* and *wow* found in the study indicates a little low frequencies. They should be expanded to achieve fluency in communicative competence because all the factors concerning listening material must be considered in order to transfer speakers' clarity in expressing their emotions, familiarity with topic/subject matters, the special use of interjections, etc.

Thus, textbook developers and English educators should be aware that learners need frequent opportunities for experiencing the proper use of interjections and internalizing prefabricated interjection groups. One of the promising ways of providing such opportunities is to employ so called data-driven learning approach (Johns, 1991). It plays a significant role in maximizing the opportunities for learners to get enough exposure to language in use. Thus, they need to know to be aware of the importance of potential knowledge that learners unconsciously acquire.

English textbooks are an important element of English classes, as well as one of the major factors that determine success in English education in Korea, where the subject is taught as a foreign language. Consequently, most material support of language instruction comes through them. In designing middle school English textbooks, textbook developers and English educators need to consider the implications of this study in order to avoid significant deviations among middle school English textbooks (Lee, 2007).

Further, it is necessary to systematize and balance in using interjections for fluent communicative competence. Even though they are not essential to the constituent parts of a sentence, they may help service individuals' cognitive needs by providing time to focus on informational tasks (Schiffrin, 1987). Therefore, they need to be used systematically to emphasize the role of communicative input in triggering spoken language skills for language improvement. Essentially, the contents of textbooks should be relevant to each curriculum, and this is also true of their listening materials, especially, in listening scripts of middle school English textbooks.

No matter how short the interjections *oh* and *wow* may seem to be, they certainly play a crucial role in transforming the content that speakers/hearers in

listening scripts have in mind into talk as a reciprocal social need. To sum up, textbook developers and English educators should be aware of factors affecting communicative competence, especially in listening.

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