

ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ  
ҚОЖА АХМЕТ ЯСАУИ АТЫНДАҒЫ ХАЛЫҚАРАЛЫҚ ҚАЗАҚ-ТҮРІК  
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**Сақ Саят Тоқтасынұлы**

**Магистрлік диссертация**

**PROBLEMS OF INTERJECTIONS IN  
ENGLISH, KAZAKH AND CHINESE**

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**Қорғауға жіберілді:**

Ағылшын филологиясы  
кафедрасының  
меңгерушісі, ә.ғ.к., доцент м.а.

Б.Д.Тұрлыбеков

(қолы)

« \_\_\_\_ » \_\_\_\_\_ 20\_\_ ж.

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Магистрант

\_\_\_\_\_ (қолы)

С.Т.Сақ

(аты-жөні, тегі)

Ғылыми жетекшісі

Ф.ғ.к., доцент

\_\_\_\_\_ (қолы)

З.О.Сахитжанова

(аты-жөні, тегі)

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## INTRODUCTION

The relevance of the research. People from all around the world. From every country. Everyday use interjections in their speech. However most of them define interjections as words which express emotions. Some mistake them with onomatopoeia. Another problem with interjections is they are becoming rarely taught at the universities. Therefore, I think it is one of the factors that interjections are used seldom among students. On the other hand, it may depend on cultural peculiarities. I believe that interjections will be used frequently if there are lessons conducted on this topic.

The words of every language fall into classes which are called parts of speech. Each part of speech has its own characteristic. The parts of speech differ from each other in meaning, in form and in function. Different parts of speech have different lexical meaning.

Functional parts of speech are invariable – they have only one form. Here belong such parts of speech as prepositions, conjunctions, particles, articles, modal words and **interjections**.

Functional parts of speech members denote relations between sentences, but themselves do not serve as members of the sentence.

Structural words differ from notional words semantically. Their lexical meaning is more general character than notional words. They serve to express various relations between the words in a sentence or to specify the meaning of a word.

Independent elements are words which are characterized by meanings of various kinds. Interjections, modal words and particles are in this group.

They have no grammatical connection with the sentence. They do not perform any syntactic function in the sentence.

So these elements; article, particle, modal words, conjunctions, prepositions and interjections are called Functional Parts of Speech.

This scientific work's theoretical approach relies on the latest achievements of Kazakh, Russian and foreign grammarians as Alexander L.G, Иофик Л.Л, Чахоян Л.П, Ильиш Б.А, Блох М.Я, Корбина Н.А, Корнеева Е.А, Каушанская В.Л, Ковнер Р.Л, Кожевникова О.Н, Прокофьева Е.В, Feigenbaun, Irwin, Галииcкая М.М, Jespersen O, Балакаев М, Ыскаков А, Кордабаев Т, Хасенов А.

**The purpose of research:** is studying interjections carefully to improve my knowledge and to acquire them comprehensively.

**The principles** of my work are classifying interjections methodically and show their classification.

**The subject of research:** is to study usage and forms of interjections in English, Kazakh and Chinese.

**The object of research:** of the paper is to give the prospective teachers of English necessary information on theoretical problems of interjections in English and Kazakh. It is performed through comprehension, interpretation and analysis of different literary works, magazine articles and internet articles. The whole work is illustrated with

examples.

The solution of the aim claims dealing with certain **objectives**:

1. To define the structural peculiarities of English, Kazakh and Chinese interjections to make comparative analysis of interjections in English, Kazakh and Chinese.
2. The main problems of interjections.
3. Reviving the usage interjections in daily life.

In order to solve these tasks the following research methods are used: the methods of analysis, observation, and description.

**The theoretical value** of the work is in its contribution to solving the problem of interjections and to identify similarities and differences of interjections' of three different languages.

**The practical importance of the thesis** is that the work is defined by the fact that the received results of researches can be used in teaching practical and theoretical grammar. Also students can benefit the materials in learning practical and theoretical grammar.

**The structure of the research work** is due to work consists of introduction, three chapters, conclusion and references.

# 1 CLASSIFICATION OF INTERJECTIONS IN ENGLISH

## 1.1 General notion of English interjections

Different parts of speech have different lexical meanings. Parts of speech also differ from each other in their syntactic functions. For example, verbs have the function of the predicate in the sentence, nouns are often used as the subject or the object of the sentence, adjectives serve as attributes or predicatives; adverbs are generally adverbial modifiers, etc.

These characteristic features will be described in detail when each part of speech is considered individually. In addition, all words may be divided into two main groups: notional and structural.

Notional words have distinct lexical meanings and perform independent syntactic functions in the sentence: they serve either as primary or secondary parts of the sentence. To this group belong the following parts of speech: verbs, nouns, adjectives, numerals, pronouns and adverbs [1,p.154.].

Structural words differ from notional words semantically: their lexical meaning is of a more general character than that of notional words (e.g. *in*, *and*, *even*). Moreover, they are sometimes altogether devoid of it (e.g. the articles *the* and *a*, the conjunction *that*, the preposition *of*, etc.). Structural words do not perform any independent syntactic function in the sentence but serve either to express various relations between words in a sentence (e.g. *the trees in the garden*, *Tom and Joe*, etc.) or to specify the meaning of a word (e.g. *the book*, *a book*, etc.). The following parts of speech are to be treated as structural words: articles, prepositions and conjunctions[2,p.15.].

There are three types of grammatically relevant properties of words that differentiate classes of words called "parts of speech": semantic, formal and functional properties. They traditionally make the criteria for the classification of parts of speech. The semantic criterion refers to the generalized semantic properties common to the whole class of words, e.g.: the generalized (or, categorial) meaning of nouns is "thingness", of verbs process, of adjectives substantive property, of adverbs non-substantive property. The formal criterion embraces the formal features (word-building and word-changing) that are characteristic for a particular part of speech, e.g.: the noun is characterized by a specific set of word-building affixes, cf.: *property*, *bitterness*, *worker*, etc., and is changed according to the categories of number, case and article determination: *boy-boys*, *boy - boy's*, *boy - the boy - a boy*, etc. Combinability is also a relevant formal feature for each particular part of speech; for example, verbs can be modified by adverbs, while nouns cannot (except in specific contexts). The functional criterion is based on the functions that the words of a particular class fulfill in the sentence, e.g.: the most characteristic functions of the noun are those of a subject and an object; the only function of the finite form of the verb is that of a predicate; the adjective functions in most contexts as an attribute; the adverb as an adverbial modifier[3,p.154.].

Traditionally, all parts of speech are subdivided on the upper level of classification into notional words and functional words. Notional words, which traditionally include

nouns, verbs, adjectives, adverbs, pronouns and numerals, have complete nominative meanings, are in most cases changeable and fulfill self-dependent syntactic functions in the sentence. The noun, for example, as a part of speech, is traditionally characterized by 1) the categorial meaning of substance ("thingness"), 2) a specific set of word-building affixes, the grammatical categories of number, case and article determination, prepositional connections and modification by an adjective, and 3) the substantive functions of subject, object or predicative in the sentence. In the same way, all the other notional parts of speech are described. Functional words, which include, conjunctions, prepositions, articles, interjections, particles, and modal words, have incomplete nominative value, are unchangeable and fulfill mediatory, constructional syntactic functions.

An interjection is one of the eight major parts of speech, along with verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions. Some grammarians believe that interjections are the least important part of speech. This is because interjections are not generally required in order for the meaning of a sentence to become clear.

An interjection is a word solely designed to convey emotion. It expresses meaning or feeling. It does not:

- relate grammatically to the other parts of the sentence
- help the reader understand the relationship between words and phrases in the sentence

Instead, it simply conveys to the reader the way the author is feeling. Interjections are rarely used in academic or formal writing, but are common in fiction or artistic writing. They are usually, but not always, offset by an exclamation point (which is also used to show emotion).

#### *Use of Interjections*

##### *Beginning of Sentences*

When people think of interjections, they commonly think of them being used at the beginning of the sentence. Many also associate interjections with a punctuation mark designed to convey emotion: the exclamation point.

This is often true. Interjections can and do appear in the beginning of sentences. For example:

- “Yikes, I didn’t realize that there was a test on grammar today!”
- “Oh no, I can’t believe that it is snowing here again!”

In both of these sentences the interjection - “yikes” and “oh no” appear at the beginning of the sentence. In addition, in both of the sentences, the emotion is a strong emotion and the sentence itself ends with an exclamation point.

##### *Middle or End of Sentences*

Interjections do not always have to be at the beginning of a sentence. They can appear in the middle, at the end, or anyplace else where the author wants to interject a bit of feeling and emotion.

For example, in the sentence “So, it’s snowing again, huh?” the interjection is found at the end. Here, the interjection is designed to express confusion (or perhaps dismay) at the continued snow falling. In this sentence, the emotion wasn’t an emotion that necessitated an exclamation point--instead, the interjection ‘huh’ turned the sentence into a question. The sentence “In my opinion, my gosh, this is just the smartest thing you have ever said” the interjection is found in the middle. It designed to express or convey the author’s emphasis on his opinion that the statement was smart. Again, no exclamation point is required.

#### Stand-alone Sentence

An interjection can also be used by itself as a stand-alone sentence. For example, look at the two sentences: “Oh gosh! I can’t believe how late it is.” The interjection “oh gosh” is a stand-alone sentence. This is grammatically correct, although “Oh Gosh” does not contain a subject and action that is normally required for a complete thought to be expressed. The interjection--or the emotion felt--is the entire point of the sentence.

### Types of Interjections

There are literally hundreds, if not thousands, of interjections in the English language. Most are designed to express strong emotions, such as love, hate, surprise, happiness, anger, enthusiasm, disgust, boredom, confusion or unhappiness. However, this is not always true. Some interjections can express either a mild emotion, or can be expressions, such as “Excuse me.”

A sample list of interjections includes words such as:

- Aha
- Boo
- Crud
- Dang
- Eew
- Gosh
- Goodness
- Ha
- Oh
- Oops
- Oh no
- Ouch
- Rats
- Shoot
- Uh-oh
- Uh-huh
- Ugh
- Yikes



This is by no means an exhaustive list, but is representative of the types of interjections you may use on a daily basis.

They often seem disreputable, like sullen idlers loitering in a public thoroughfare, but they actually do a lot of hard work and are usually persnickety about the tasks to which they are put. They are interjections — one class of them, anyway: those lacking etymological origins but packed with meaning.

But how do you know how to distinguish similar ones — or spell them, for that matter? Here's an incomplete inventory of interjections (not including variations of actual words such as *yeah* for *yes* or onomatopoeic echoes of externally produced sounds like *boom*):

**Ack** communicates disgust or dismissal.

**Ah** can denote positive emotions like relief or delight (generally, pronounced with a long a).

**Aha** signals triumph or surprise, or perhaps derision.

**Ahem** is employed to gain attention.

**Argh**, often drawn out with additional h's, is all about frustration.

**Aw** can be dismissive or indicative of disappointment, or, when drawn out, expressive of sympathy or adoration.

**Aye** denotes agreement.

**Bah** is dismissive.

**Blah** communicates boredom or disappointment.

**Blech** (or bleah or bleh) implies nausea.

**Boo** is an exclamation to provoke fright.

**Boo-hoo** is imitative of crying and is derisive.

**Boo-ya** (with several spelling variants) is a cry of triumph.

**Bwah-hah-hah** (variously spelled, including mwah-hah-hah) facetiously mimics the stereotypical archvillain's triumphant laugh.

**D'oh** is the spelling for the muttering accompanying Homer Simpson's trademark head-slapping self-abuse.

**Duh** derides someone who seems dense.

**Eek** indicates an unpleasant surprise.

**Eh**, with a question mark, is a request for repetition or confirmation of what was just said; without, it is dismissive.

**Er** (sometimes erm) plays for time.

**Ew** denotes disgust, intensified by the addition of one or more e's and/or w's.

**Feh** (and its cousin meh) is an indication of feeling underwhelmed or disappointed.

**Gak** is an expression of disgust or distaste.

**Ha** expresses joy or surprise, or perhaps triumph.

**Ha-ha** (with possible redoubling) communicates laughter or derision.

**Hamana-hamana**, variously spelled, and duplicated as needed, implies speechless embarrassment.

**Hardy-har-har**, or har-har repeated as needed, communicates mock amusement.

**Hee-hee** is a mischievous laugh, while its variants heh and heh-heh (and so on) can have a more derisive connotation.

**Hey** can express surprise or exultation, or can be used to request repetition or call for attention.

**Hist** signals the desire for silence.

**Hm**, extended as needed, suggests curiosity, confusion, consternation, or skepticism.

**Hmph** (also hrmph or humph) indicates displeasure or indignation.

**Ho-ho** is expressive of mirth, or (along with its variant oh-ho) can indicate triumph of discovery.

**Ho-hum** signals indifference or boredom.

**Hubba-hubba** is the vocal equivalent of a leer.

**Huh** (or hunh) is a sign of disbelief, confusion, or surprise, or, with a question mark, is a request for repetition.

**Hup**, from the sound-off a military cadence chant, signals beginning an exerting task.

**Hurrah** (also hoorah, hooray, and hurray, and even huzzah) is an exclamation of triumph or happiness.

**Ick** signals disgust.

**Lah-de-dah** denotes nonchalance or dismissal, or derision about pretension.

**Mm-hmm**, variously spelled, is an affirmative or corroborating response.

**Mmm**, extended as needed, conveys palatable or palpable pleasure.

**Mwah** is suggestive of a kiss, often implying unctuous or exaggerated affection.

**Neener-neener**, often uttered in a series of three repetitions, is a taunt.

**Now** (often repeated “Now, now”) is uttered as an admonition.

**Oh** is among the most versatile of interjections. Use it to indicate comprehension or acknowledgment (or, with a question mark, a request for verification), to preface direct address (“Oh, sir!”), as a sign of approximation or example (“Oh, about three days”), or to express emotion or serves as a response to a pain or pleasure. (Ooh is a variant useful for the last two purposes.)

**Oh-oh** (or alternatives in which oh is followed by various words) is a warning response to something that will have negative repercussions.

**Olé**, with an accent mark over the e, is borrowed from Spanish and is a vocal flourish to celebrate a deft or adroit maneuver.

**Ooh**, with o’s repeated as needed, conveys interest or admiration, or, alternatively, disdain.

**Ooh-la-la** is a response to an attempt to impress or gently mocks pretension or finery.

**Oops** (and the jocular diminutive variation oopsie or oopsy and the variant whoops) calls attention to an error or fault.

**Ouch** (or ow, extended as needed) signals pain or is a response to a harsh word or action.

**Oy**, part of Yiddish expressions such as oy gevalt (equivalent to “Uh-oh”), is a lament of frustration, concern, or self-pity.

**Pff**, extended as needed, expresses disappointment, disdain, or annoyance.

**Pfft**, or phfft, communicates abrupt ending or departure or is a sardonic dismissal akin to pff.

### *Identifying Interjections*

Now that you've looked at a list of interjections, practice identifying them in these ten sentences:

1. Yowza! That is a fine looking car.
2. Hurray! It is a snow day and school is cancelled.
3. It is so exciting, my goodness, I just can't believe it.
4. Joe was late to school and yikes, the teacher was mad.
5. Oh! I can't believe how nice you look.
6. Well, gee, that sure is a kind thing to say.
7. Boo! I scared you.
8. Woops, I dropped the milk and it spilled.
9. Yay, it is finally Friday and the work week is over.
10. Oh well, all good things must come to an end.

Answers to Identifying Interjections:

1. Yowza! That is a fine looking car: Yowza is the interjection here. It is expressing the emotion of being quite impressed with the car.
2. Hurray! It is a snow day and school is cancelled Hurray is the emotion here. Clearly, it is expressing happiness.
3. It is so exciting, my goodness, I just can't believe it. My goodness is the interjection here, expressing excitement.
4. Joe was late to school and yikes, the teacher was mad. Yikes is the emotion being expressed here.
5. Oh! I can't believe how nice you look. Oh, the interjection, acts as a classic interjection at the beginning of a sentence. It is offset by its exclamation point.
6. Well, gee, that sure is a kind thing to say. Here, we have two interjections: well and gee.
7. Boo! I scared you. Boo is the rather obvious (and scary) interjection in this sentence.
8. Woops, I dropped the milk and it spilled. Woops is the interjection used to express the error.
9. Yay, it is finally Friday and the work week is over. Yay is another interjection that expresses the emotion of happiness, just as hurray did in sentence #2.
10. Oh well, all good things must come to an end. Oh well is the emotion here, an interjection with a tinge of resignation.

### *Interjections in Writing*

Interjections are not commonly used in formal or academic writing. Because of the function that interjections serve, there is virtually no place for them in an academic paper that is designed to convey facts. By definition, facts should be devoid of emotion or opinion such as the emotions conveyed by interjections.

Interjections are used most often in speech. While people don't necessarily pause to think about it, they use interjections all the time. This is even more true when you consider the fact that common words used in pauses, such as "uh," and "um" are interjections.

Interjections can find their way into fictional pieces, most often in the form of dialogue. They can also be used in informal written communication between two people, such as letters or emails.

The interjection is a part of speech which expresses various emotions without naming them[9,p.155.].

(b) **According to Prof. Smirnitsky interjections** 'are opposed to the words of intellectual semantics' and their field boundaries are limited by this characteristic feature. Nevertheless, interjections may be primary and secondary.

**Primary interjections** are not derived from other parts of speech. Most of them are simple words: ah, oh, eh, pooh, hum, fie, bravo, hush. Only a few primary interjections are composite: heigh-ho! hey-ho! holla-ho! gee-ho!

**Secondary interjections** are derived from other parts of speech or language units. They are homonymous with the words or syntagms they are derived from. They are: well, now, why, God gracious, damn it, etc.; they should not be confused with exclamation-words such as 'nonsense', 'shame', 'go

The interjections are a part of speech expresses various emotions without naming them. Interjections are word expressing emotions, such as surprise, anger, pleasure, regret, indignation, encouragement, they are used as exclamations.

Other interjections, according to the tone of the voice, may express emotions of different character, ah may show sorrow, surprise, pity, pleasure, etc; oh is an exclamation of surprise, fear, pain etc: eh is surprise or doubt: tush-contempt or impatience.

There are number of word which belongs to different other parts of speech but which are also used as interjections,

Bother, come, damn, hear, now, there, why, well, etc. We even find phrases used as interjections. Dear me; dear, dear; goodness gracious; hang it: well; I never, etc.

Some of them, like interjections proper, serve to express quite definite feelings. For example bother oh: bother are exclamations of impatience; goodness gracious. Goodness me are exclamations of surprise: there, there is used to soothe a person. There, there, you haven't really hurt yourself.

Other interjections of this kind may express quite different feelings, according to the tone of the voice or the context[11,p.97.].

Imitation sounds such as mew. Cock-a-coo; doodle-doodle-doo; bang, and like this cannot be treated as interjections since they do not serve to express any feeling.

Interjections are independent elements which do not perform any of the syntactic functions in the sentence. They are usually in sentence words themselves and may be used parenthetically.

"Oh" he exclaimed, unable to surprise his emotion.

"Oh. Pooh", look at these stocking!

Well.... Let's walk up there then.

Some interjections may be connected with a word in the sentence by meaning of a preposition

Hurrah for Jojo and Ed!

Alas for loamy!

Interjections should be distinguished from such one word sentence as Help! Silence!

Nonsense! The hitters are national words, not mere exclamations expressing emotions.

According to their meaning interjections fall under two main groups; namely emotional interjections and imperative interjections.

1) Emotional interjections express the feeling, of the speaker. They are ah, oh, eh, bravo, alas. etc.

Oh. Bother! I can't see anyone now. Who is it now?

2) Imperative interjections show the will of the speaker or his order or appeal to the hearer.

They are here hush.sh-sh. well. come. now. etc.

Here! we had enough of this. I'm going.

Hush. tush, my dear!" said the Jew abruptly resuming his old manner.

Interjections may be primary and secondary.

1) Primary interjections are not derived from other parts of speech. Most of them are simple words: ah. oh. eh. pooh. hum. bravo, hush. Only a few primary interjections are composite: heigh-ho! hey-ho! holla-ho! gee-ho!

2) Secondary interjections are not derived from other parts of speech. They are homonymous with the words they are derived from. They are: well, now, here, there. Come. why. etc.

Derivative interjections may be simple: well, here, there, come, etc... And composite: dear me. Confound it. Hang it. etc.

Well. I don't like those mysterious little pleasure trips that he is so fond of talking[12,p.114.].

Many attempts have been made by grammarians to classify interjections elaborately, but such classification has proved unsatisfactory in the main. One person may differ from another in the words he uses to express emotion; almost everything depends upon temperament, the following classification is set down here for what it may be worth to one reader or another:

Attention - hey. Ho. Look. Say. See.

Aversion foils, nonsense, ugh.

Calling ahoy, hallo, halloo, hello, hey, hallo.

Detection aha. Oho. And so, well I never.

Departure   bye. farewell, goodbye, so long.  
 Dread     ha. hah. no-no, oh. ugh.  
 Expulsion   away. off. out.  
 Exultation   ah. aha. hey. hurrah, hurray, whee.  
 Interrogation   eh. ha. hev. huh. really. what.  
 Joy     eigh. great, io. right, thank God.  
 Daughter    ha-ha, he-he, te-hee. yi-yi.  
 Pam     ah. eh. Oh. uuh.  
 Salutation   greetings hail, hello, hi. howdy, welcome.  
 Silencing   easy hist. Hush, quiet, shh.  
 Sorrow     ah. Oh. Oh no. woe.  
 Stoppage    avast, halts. Stop. Wail. Whoa.  
 Surprise    gee. "Gosh"! Hello man. Whew. What.  
 Wonder     indeed. strange, well-well, whew.

You may find it interesting to insert among these various items slang and other exclamatory words that yourself may have heard or used. The word lists are capable of extension; perhaps the classification heading are also.

Interjections are sometimes clipped forms or corruptions of words and phrases; thus, lo is short for laok, once hut no longer written lo'; adieu is French through the Latin ad deum, meaning to God. that is. to God I recommended you; goodbye is a clipped from of God be with you.

The interjection is a part of speech which expresses various emotions without naming them[12,p.110.].

According to their meaning interjections fall under two main groups, namely **emotional interjections** and **imperative interjections**.

**Emotional interjections** express the feelings of the speaker. They are: Oh! Eh! Ah! Bravo! Alas! etc.

Oh, bother! I can not see anyone now. Who is it?

**Imperative interjections** show the will of speaker or his order or his appeal to hearer. They are: Here! Hush! Sh-sh! Well! Come! Now! etc.

Here! I have had enough oh this. I am going.

Interjections may be primary and secondary.

**Primary interjections** are not derived from other parts of speech. Most of them are simple words: ah, eh, oh, pooh, bravo, hush.

**Secondary interjections** are derived from other parts of speech. They are homonymous with the words. Well, now, there, come why.

**An interjection** is a part of speech that usually has no grammatical connection to the rest of the sentence and simply expresses emotion on the part of the speaker, although most interjections have clear definitions. Filled pauses such as *uh*, *err*, *um*, are also considered interjections. Interjections are generally uninflected function words and have sometimes been seen as sentence-words; since they can replace or be replaced by a whole sentence (they are holophrastic). Sometimes, however, interjections combine with other

words to form sentences, but not with finite verbs. Interjections are used when the speaker encounters events that cause these emotions — unexpectedly, painfully, surprisingly or in many other sudden ways. But several languages have interjections that cannot be related to emotions. The word "interjection" literally means "thrown in between" from the Latin *inter* ("between") and *iacere* ("throw").

An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence [13, p. 114].

You usually follow an interjection with an exclamation mark. Interjections are uncommon in formal academic prose, except in direct questions.

The words in the following sentences are interjections:

Ouch, that hurt!

Oh no, I forgot that the exam was today.

Hey! Put that down!

I heard one guy say to another guy, "He has a new car, eh?"

I don't know about you but, good lord, I think taxes are too high!

She does not know about his real mother but, she will find her. Oh! It will be super.

Oh no, I forgot that the exam was today. God! Help me please!

Here! I did my homework regularly. I am going to school now.

1. Interjections are words expressing emotions, such as surprise, anger, pleasure, regret, indignation, encouragement, triumph, etc. They are used as exclamations.

2. Some interjections are special words which are not associated with any other parts of speech, e.g. oh [ou], ah [a:], eh [ei], aha [a(:)'ha:], alas [a'lal], humph, hum [hAm], pshaw [fa:], pooh [pu:l], bravo [bra:voul], hurrah [hura:], etc

Some of these interjections serve to express quite definite feelings. Thus, alas is a cry of sorrow or anxiety; bravo is a cry of approval, meaning well done, excellent; hurrah is a cry of expressing joy, welcome. Other interjections, according to the tone of the voice, may express emotions of different character, e.g. ah may show sorrow, surprise, pity, pleasure, etc.; oh is an exclamation of surprise, fear, pain, etc.; phew may express relief, astonishment or contempt; eh—surprise or doubt; tush—contempt or impatience; humph—doubt, disbelief or dissatisfaction.

3. There are a number of words which belong to different other parts of speech but which are also used as interjections, e.g. bother, come; damn; hear, hear; now; there, there; well; why, etc. we even find phrases used as interjections, e.g. dear me; dear, dear; goodness gracious; confound it; hang it; for shame; well, I never, etc [14, p. 154].

Some of them, like interjections proper, serve to express quite definite feelings. For example, bother; oh, bother are exclamations of impatience; goodness gracious, goodness me are exclamations of surprise; damn, damn it all, damn you, confound you and hang it are used to express anger, annoyance; for shame serves as a reproof for not being ashamed of one's actions, behavior; well, I never expresses surprise and indignation at the same time;

Hear, hear is used as a form of cheering, usually to express approval, but it may also be used ironically; there, there is used to soothe a person. There, there, you haven't really

hurt yourself)

Other interjections of this kind may express quite different feelings, according to the tone of the voice or the context.

Thus dear, dear or dear me or oh, dear express sorrow, impatience or wonder; why may be an expression of surprise or protest, as in: Why, it's quite easy!

Come or come, come indicate either encouragement or blame, as in: Come, come. Don't be so foolish! or Come, come! You don't expect me to believe it!

Now and now, now can in different cases serve a different purpose: Now listen to me!

Means I beg you to listen to me; oh, come now! Expresses surprise, reproof, disbelief.

Now, now or now then are meant as a friendly protest or warning [15,p.114.].

Well, depending on the sentence in which it is used, may express a variety of emotions. In well, who would have thought it? it serves as an expression of surprise. In Well, here we are at last! it expresses relief. Well serves to express expectation in well then? Well, what about it? resignation in Well, it can't be helped; concession in Well, it may be true, etc.

Imitation sounds such as mew, cock-a-doodle-doo, bang and the like cannot be treated as interjections since they do not serve to express any feeling.

4. Interjections are independent elements which do not perform any of the syntactic functions in the sentence. They are usually sentence-words themselves and may be used parenthetically. "Oh," he exclaimed, unable to suppress his emotion.

"H'm," said Mr. Fox thoughtfully.

The great poet said: "The tragedy of our age is that aesthetic values do not keep pace with social and, alas, technical developments."

"Did you notice the stink in the hall?" "Well, not particularly."

"Phew! Three times I was nearly sick." "Marian is going to see her old nurse, Nannie Robeson, in the afternoon." "Confound Nannie

Robeson! Marian's always going there."

Oh, pooh, look at these stockings!

Now, Marilyn, you don't know what you are doing.

Well... let's walk up there then. You're about to make a confession to me. Well, don't do it. I don't want to hear.

Some interjections may be connected with a word in the sentence by means of a preposition, e.g. Hurrah for Jojo and Ed! Alas for poor Tommy!

Interjections should be distinguished from such one-word sentences as Help! Silence! Nonsense! The latter are notional words, not mere exclamations expressing emotions.

We can make a wide range of emotional noises which stand in for sentences, such Eh? Oy?, Huh?, Tut-tut!, Coo!, and Yuk!. The important point to note is that they are standing in for sentences, not words, as the punctuation marks indicate. They are therefore better treated as a type of sentence rather than as a word class [16,p.98.].

Emotion

Although a widespread word, it is not so easy to come up with a generally



acceptable definition of emotion. Growing consensus does agree that the distinction between emotion and feeling is important. Feeling can be seen as emotion that is filtered through the cognitive brain centers, specifically the frontal lobe, producing a physiological change in addition to the psycho-physiological change. Daniel Goleman, in his landmark book *Emotional Intelligence*, discusses this differentiation at length.

Robert Masters makes the following distinctions between affect, feeling and emotion: "As I define them, affect is an innately structured, non-cognitive evaluative sensation that may or may not register in consciousness; feeling is affect made conscious, possessing an evaluative capacity that is not only physiologically based, but that is often also psychologically (and sometimes relationally) oriented; and emotion is psychosocial constructed, dramatized feeling. In the Triune brain model, emotions are defined as the responses of the Mammalian cortex.

Emotion is complex, and the term has no single universally accepted definition. Emotions create a response in the mind that arises spontaneously, rather than through conscious effort. It is unclear whether animals or all human beings experience emotion [17,p.15.].

Emotions are physical expressions, often involuntary, related to feelings, perceptions or beliefs about elements, objects or relations between them, in reality or in the imagination. The study of emotions is part of psychology, neuroscience, and, more recently, artificial intelligence.

According to Sloman, emotions are cognitive processes. Some authors emphasize the difference between human emotions and the affective behavior of animals.

## **1.2 Position of interjections**

The main interest of this work is to discuss the interjections of the English language in a systematic way and to present a possible interpretation of their importance within the language system. Further on, this paper is meant to provide a model of classification and a basis for the corpus of interjections that are existent in English. As viewed here, interjections form a separate class of words according to the traditional classification of words into parts of speech. Without arguing in favor or against this traditional division, let it be said that it encompasses: nouns, verbs, adjectives, adverbs, pronouns, determiners, prepositions, conjunctions and interjections [18,p.159.].

Interjections, as one of the marginal and perhaps least discussed upon classes of words, are the focus of this pursuit. The fact that interjections exist in language sufficiently accounts for their importance, which has largely been neglected in linguistics [19,p.112.].

Perhaps the most intriguing question in relation to interjections is whether they should be treated as separate words or one-word sentences/utterances. In the grammar books of the language, interjections are usually spared only a couple of sentences of description and are most often classified with other classes of uninflected words, considered to be exclamatory sounds or outcries of pain, surprise, anger, pleasure, etc. uttered to express strong emotion or feeling.

As many authors in philology and linguistics suggest, interjections might have been among the first utterances or words used by humans at the dawn of language. The expressiveness and simplicity of such forms of communication may be among the reasons for that. It is not difficult to imagine how complex and almost awkward language might be if we were to obliterate this means of expression from our everyday communication.

The term *interjection*, as it is stated in the Oxford English Dictionary, 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* + *jacere* *to throw*

Three things are noteworthy about the views of Latin grammarians on interjections: first, the implication that interjections include items which were thought of as ‘non-words’; second, interjections were thought of as being syntactically independent; third, interjections are said to signify a feeling or state of mind.

... Interjections are class of words which can stand on their own as utterances and which refer to mental acts (Ameka, 1992) [20,p.128.].

**According to H. A. КОБРИНА:** “The interjection is a part of speech which expresses emotions, without naming them [21p.257]”

**According to Ilyish:** “Interjections belonging to a certain language may contain sounds foreign to other languages. There has been some doubt whether they are words of a definite language in the same sense that nouns, verbs, etc. are, and whether they are not rather involuntary outcries, provoked by violent feelings of pain, joy, surprise, etc., not restricted to any given language but common to all human beings as biological phenomena are.” [22,p.154.].

Jespersen suggests that those words which belong to other parts of speech such as noun, verb, etc. but which can be used by themselves as non-elliptical utterances should not be put in a separate class.

From this point of view interjections are a subclass of the particle class, where the term particle is used in a pretheoretical sense to refer to uninflected words.

We consider the forms *Oh!* or *Phooey!*, we can see that we have to speak in terms of a definitely separate class of elements which share the qualities of not having any inflection typical of them, and that they are largely suggestive of sensations, attitudes and states of mind. Aside from these, there are no other characteristics, nor are there any other language jobs that these forms can perform. On the other hand, depending on the context, interjections can form sentences and utterances that consist of one or two words without the subject-predicate relation.

The dividing line is thin between interjections (reproductions of sounds or special words we utter involuntarily under the stress or some emotion) and exclamations, in which an ordinary word or group of words are used as interjections[23,p.12.].

Apparently, this would not help us much. The quoted line does not sufficiently point out what should be the main distinctive factor. Further on, as it can be seen from the quoted dictionary definitions above, the term exclamation has been used to define interjections, even though this may be proper only to a certain degree.

Almost every word of the language can be an exclamation, that is 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.

(1) A: Mary said it was "ordinary".

B: *Ordinary!*

The sentence in line B is certainly exclamatory, judging by the sign that marks its ending. And this is where the principal difference between exclamations and interjections lies. Interjections are a separate class, particular words that we use with this function, purpose and communicative value. These words are entered into dictionaries under separate headings with the mark *int.* or *interj.* to designate their belonging to this group of words.

If a word should be often exclaimed, it qualifies to become an interjection. Interjections and exclamations share the same amount of intensity in the tone of voice which is employed in the production of one or the other.<sup>3</sup> However, interjections should be considered as inherent to language, the basic or natural exclamations that are produced almost involuntarily, without making an attempt at producing any value judgment. The modal words express the attitude of the speaker to the reality, possibility or probability of the action he speaks about.

Formerly, they used to be referred to as adverbs, and it was in Russian linguistics that they were identified as a part of speech. However, H. Sweet distinguished the adverbs relating to the whole sentence and expressing the speaker's attitude.

(a) The interjection is a part of speech which expresses various emotions without naming them.

(b) According to Prof. Smirnitsky interjections 'are opposed to the words of intellectual semantics' and their field boundaries are limited by this characteristic feature. Nevertheless, interjections may be primary and secondary.

Primary interjections are not derived from other parts of speech. Most of them are simple words: ah, oh, eh, pooh, hum, fie, bravo, hush. Only a few primary interjections are composite: heigh-ho! hey-ho! holla-ho! gee-ho!

(c) Secondary interjections are derived from other parts of speech or language units. They are homonymous with the words or syntagms they are derived from. They are: well, now, why, God gracious, damn it, etc.; they should not be confused with exclamation-words such as 'nonsense', 'shame', 'good', etc.

The whole lexicon of the English language, like the one of all Indo-European languages, is divided into certain lexico-grammatical classes traditionally called 'parts of speech'. The existence of such classes is not doubted by any linguists though they might have different points of view as to their interpretation. Classification of the parts of speech is still a matter of dispute; linguists' opinions differ concerning the number and the names of the parts of speech.

(a) The main principles of word division into certain groups, that had long existed, were formulated by L.V.Shcherba quite explicitly. They are lexical meaning,

morphological form and syntactic functioning. Still, some classifications are based on some of the three features, for any of them may coincide neglecting the strict logical rules.

(b) In linguistics there have been a number of attempts to build up such a classification of the parts of speech (lexico-grammatical classes) that would meet the main requirement of a logical classification, i.e. would be based on a single principle. Those attempts have failed.

H.Sweet, the author of the first scientific grammar of the English language, divides the parts of speech into two main groups – the declinables and the indeclinables. That means that he considers morphological properties to be the main principle of classification. Inside the group of the declinables he kept to the traditional division into nouns, adjectives and verbs. Adverbs, prepositions, conjunctions and interjections are united into the group of the indeclinables. However, alongside of this classification, Sweet proposes grouping based on the syntactic functioning of certain classes of words. This leads to including nouns, pronouns, infinitives, gerunds and some other parts of speech into the same class, which is incorrect.

**The Danish linguist O.Jespersen** suggested the so-called theory of three ranks (primary, secondary and tertiary words), e.g. ‘furiously barking dog’ where ‘dog’ is a primary word, ‘barking’ – secondary, and ‘furiously’ – tertiary.

Another attempt to find a single principle of classification was made by Ch.Fries in his book ‘The Structure of English’. He rejects the traditional classification and tries to draw up a class system based on the word’s position in the sentence; his four classes correspond to what is traditionally called nouns (class 1), verbs (class 2), adjectives (class 3) and adverbs (class 4). Besides the four classes he set off 15 groups. And yet, his attempt turned out to be a failure, too, for the classes and groups overlap one another.

(c) Words on the semantic (meaningful) level of classification are divided into notional and functional.

To the notional parts of speech of the English language belong the noun, the adjective, the numeral, the pronoun, the verb and the adverb.

Contrasted against the notional parts of speech are words of incomplete nominative meaning and non-self-dependent, mediatory functions in the sentence. These are functional parts of speech. To the basic functional series of words in English belong the article, the preposition, the conjunction, the particle, the modal word, the interjection.

(d) From the point of view of their functional characteristics lexical units may belong to different lexico-grammatical classes. This kind of syntactic transition is called **conversion** and represents a widespread phenomenon as one of the most productive and economical means of syntactic transpositions. E.g. She used to comb her hair lovingly. – Here is your comb. They lived up north a few years ago. – You must be ready to take all these ups and downs easy.

Comparing the class division of the lexicon at the angle of functional designation of words, we first of all note a sharp contrast in language of two polar types of lexemes, the notional type and the functional one. Being evaluated from the informative-functional

point of view, the polar distribution of words into completely meaningful and incompletely meaningful domains appears quite clear and fundamental; the overt character of the notional lexical system and the covert one of the functional lexical system (with the field of transition from the former to the latter being available) acquire the status of the most important general feature of the form.

The notional domain of lexicon is divided into four generalizing classes, not a single more or less. The four notional parts of speech defined as the words with a self-dependent denotational-naming function, are the noun (substantially represented denotations), the verb (processually represented denotations), the adjective (feature-represented denotations of the substantial appurtenance) and the adverb (feature-represented denotations of the non-substantial appurtenance).

However, the typical functional positions of these classes may be occupied by representatives of the functional classes by virtue of substitution, that is why some scholars speak of additional notional subclasses.

The intricate correlations of units within each part of speech are reflected in the theory of the morphological fields which states the following: every part of speech comprises units fully possessing all features of the given part of speech; these are its nucleus. Yet, there are units which do not possess all features of the given part of speech though they belong to it. Therefore, the field includes both central and peripheral elements; it is not homogeneous in composition (cf.: 'gives' – the lexical meaning of a process, the functional position of a predicate, the word-changing paradigm; and 'must' – a feeble lexical meaning, the functional position of a predicative, absence of word-changing paradigm).

According to most common grammars (Nesfield's grammar) there are eight parts of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections. Observe that the part of speech to which a word belongs depends on the purpose that the word is used for in that particular context, and that the same word may be of a different part of speech in a different context: The man has come (noun) Man the lifeboat (verb)

#### H. Sweet, O. Jespersen's Classification

The semantic criterion presupposes the evaluation of the generalized meaning, which is characteristic of all the subsets of words constituting a given parts of speech. This meaning is understood as the 'categorical meaning of the part of speech'. So, all the words of language can be grouped into classes on the basis of some common features existing between definite sets of them. The attribution of words to different classes was first carried out in ancient Greece and Rome. And the term 'parts of speech' is used to refer to classes of similar words, was introduced in ancient teaching of language. Though today, it would seem more appropriate to speak about word classes. The authors of classical scientific grammar, H. Sweet and O. Jespersen, introduced some innovations and improved the conventional classification of the parts of speech. In modern linguistics, parts of speech are discriminated on the basis of the three criteria, introduced by the abovementioned scholars: "semantic", "formal" and "functional".

H. Sweet, the author of the first scientific grammar of English, puts forward three main features characterizing parts of speech: meaning form and function. He divides parts of speech into two main groups: declinable (capable of inflexion) and indeclinable. (Incapable of inflexion).

Declinable parts of speech are noun, adjective and verb.

a) Noun-words, noun, noun-pronoun, noun-numeral, infinitive, gerund.

b) Adjective-words, adjective, adjective-pronoun, adjective-numeral, participles.

c) Verb, finite verb, non-finite verb (infinitive, gerund, participles)

1) All nouns, whose meaning admits of it, can have the plural number, generally formed by adding (-s).

2) Pronouns are a special class of nouns and adjectives, and they are accordingly distinguished as noun-pronouns *I, they*, and adjective-pronouns, such as *my, that*.

3) Numerals are another special class of nouns and adjectives: three in "three of us" are a noun-numeral, in "three men" and adjective-numeral.

4) Adjectives have no number but have degrees of comparison.

5) Verbs have inflexions of their own, different from those of the other parts of speech.

Each part of speech has special form-words associated with it. ("a tree", 'the tree", but "to grow"). Each part of speech has a more or less definite position in the sentence with regard to other parts of speech. Verbals are a class of words intermediate between verbs on the one hand and nouns and adjectives on the other; they do not express Predication but keeps all the other meanings and grammatical functions of the verbs from which they are formed.

Indeclinable words or particles comprise adverbs prepositions, conjunctions and interjections, differing in their functions (e.g. adverbs serve as modifiers; conjunctions are used to show the connection between sentences, etc.).

a. Adverb

b. Preposition

c. Conjunction

d. Interjection

H. Sweet seems to have seen well enough the lack of coordination between morphological and syntactic characteristics of parts of speech. But his classification is not devoid of drawbacks.

O. Jespersen tried to keep in view form, function and meaning of the words, while grouping them into parts of speech, but he realized that it's difficult to stick to these three principles, as we take into consideration only morphology as a basic principle (that's if the word is declinable or not). Then such words as *must, the, then, for enough-* must belong to one class. This is the drawback of Sweet's classification. O. Jespersen suggested a double system besides the morphological description of the class of words, this class must be analysed according their functioning in syntactical combinations (sentences and phrases). The name of his theory is "the theory of three ranks". Thus in the phrases: *a furiously barking dog and terribly cold weather* -The words "dog and weather" are primary, the words. 'Barking and cold'-secondary, the words

"furiously and terribly"-tertiary. This theory helps us to see the hierarchy syntactical relations, hidden behind the linear speech chain. O. Jespersen said that his theory doesn't relate to the words division into parts of speech that is the primary words isn't necessarily a noun or a secondary word an adjective, and tertiary and adverb. He found out that a group of words may also function as a primary unit: *Sunday afternoon was fine and I spent Sunday afternoon at home.*

Though O. Jespersen underlines that the notions "a rank" and "a part of speech" are not the same, but there is some correlation, O. Jespersen distinguished 5 parts of speech:

1. Substantives
2. Adjectives (in some respects substantives and adjectives may be classed as "Nouns")
3. Pronouns (including numerals and pronominal adverbs),
4. Verbs (with doubts as to the inclusion of "verbids") and
5. Particles (comprising what are generally called-adverbs, prepositions, conjunctions and interjections. A new approach; under the influence of Trager and Smith's "Outline" might be seen J. Sledd's grammar Parts of speech may be expressed by a single word, a word-group and a clause. Sledd treats them under the heading of the parts of speech. He distinguished inflectional and positional classes. Inflectional classes include the words, which have inflection; the positional classes include the words excluded -from the previous class (*beautiful*) as it doesn't have the inflection- (*beautifuler*).

Main positional classes are designed by the terms to nominal, adjectives, verbals and adverbials and plus eight smaller classes: auxiliary verbs, determiners, preposition, conjunctions, and some pronouns.

interjection	meaning	Example
	expressing pleasure	"Ah, that feels good."
	expressing realization	"Ah, now I understand."
	expressing resignation	"Ah well, it can't be helped."
	expressing surprise	"Ah! I've won!"
Alas	expressing grief or pity	"Alas, she's dead now."
	expressing pity	"Oh dear! Does it hurt?"
	expressing surprise	"Dear me! That's a surprise!"
	asking for repetition	"It's hot today." "Eh?" "I said it's hot today."
	expressing enquiry	"What do you think of that, eh?"
	expressing surprise	"Eh! Really?"
	inviting agreement	"Let's go, eh?"
Er	expressing hesitation	"Lima is the capital of...er...Peru."
	expressing greeting	"Hello John. How are you today?"
	expressing surprise	"Hello! My car's gone!"
	calling attention	"Hey! look at that!"
	expressing surprise, joy etc	"Hey! What a good idea!"
Hi	expressing greeting	"Hi! What's new?"
Hmm	expressing hesitation, doubt or disagreement	"Hmm. I'm not so sure."
	expressing surprise	"Oh! You're here!"
	expressing pain	"Oh! I've got a toothache."
	expressing pleading	"Oh, please say 'yes!'"
Ouch	expressing pain	"Ouch! That hurts!"
Uh	expressing hesitation	"Uh...I don't know the answer to that."
uh-huh	expressing agreement	"Shall we go?" "Uh-huh."
um, umm	expressing hesitation	"85 divided by 5 is...um...17."
	expressing surprise	"Well I never!"
	introducing a remark	"Well, what did he say?"



Another difference between interjections and exclamations is that the former consist mainly of one-word utterances, whereas exclamations may consist of several words incorporated into a full-fledged sentence manifesting the structure of predication. Thus, interjections can be and are a subset of the system of all possible exclamations in a language, but every exclamation cannot be considered an interjection [24,p.104.].

Certain authors in more recent books as Gramley and Patzold (1992:125), for example, contend that interjections should include phrases and sentence like *Good morning!*

(b) **According to Prof. Smirnitsky interjections** ‘are opposed to the words of intellectual semantics’ and their field boundaries are limited by this characteristic feature. Nevertheless, interjections may be primary and secondary.

Primary interjections are not derived from other parts of speech. Most of them are simple words: ah, oh, eh, pooh, hum, fie, bravo, hush. Only a few primary interjections are composite: heigh-ho! hey-ho! holla-ho! gee-ho!

(c) Secondary interjections are derived from other parts of speech or language units. They are homonymous with the words or syntagms they are derived from. They are: well, now, why, God gracious, damn it, etc.; they should not be confused with exclamation-words such as ‘nonsense’, ‘shame’, ‘good’, etc.

Anna Wierzbicka also divides interjections into classes of different types : emotive ones (those which have in their meaning the component 'I feel'), volitive ones (those which have in their meaning the component 'I want something' and which do not have the component 'I feel something; e.g. Sh!), and cognitive ones (those which have in their meaning the component 'I think something' or 'I know something' and which neither the emotive component 'I feel something' nor the volitive component 'I want something'; e.g. Aha! 'I understand).

I assume that one of the ways (but by no means the only one) in which one can classify interjections is to appeal to the functions of language which have been traditionally proposed by people like Bühler (1934) and modified by Jakobson (1960) for instance.

Three categories that are particularly relevant for this are the expressive, with focus on the speaker’s state, the conative, with emphasis on the speaker’s wishes, and the phatic which has to do with the establishment of contact.

Expressive interjections may be characterized as the vocal gestures which are symptoms of the speaker’s mental state. They may be subdivided into two groups: the emotive and the cognitive. The emotive ones are those that express the speaker’s state with respect to the emotions and sensations they have at the time. For example, Yuk! ‘I feel disgust’; Wow! ‘I am surprised’; Ouch! ‘I feel pain’; *Ugh!* ‘I feel disgust’. Cognitive interjections are those that pertain to the state of knowledge and thoughts at the time of utterance. Examples include: *Aha!* ‘I now know this’; (Ewe) *ehe!* ‘I now remember’.

*Conative interjections* are those expressions which are directed at an auditor. They

are either aimed at getting someone's attention or they demand an action or response from someone of a speaker's wants. "The aim of conation", as Isa Eenko points out, "is to provoke a reaction on the part of the listener". For instance, sh! 'I want silence here'; *eh?* 'I want to know something'; Russian *a'u* which is used to keep contact with people and Australian English *coed* which is used to locate people in the bush. Calls to animals etc. also belong here as conative interjections.

*Phatic interjections* are used in the establishment and maintenance of communicative contact. A variety of conventional vocalizations which expresses a speaker's mental attitude towards the on-going discourse, that is back channeling or feedback signaling vocalizations, may be classified as phatic. For example, *mhm*, *uh-huh*, *yeah*. Included in this class are interjections used in the performance of various interactional routines. For example, there are interjections (as opposed to formulae) for greeting, fare welling and welcoming people.

For a proper understanding of the phenomenon of interjections in the languages of the world, it seems useful to distinguish between those words that are *primary* interjections, that is, they are not used otherwise; and other words which come to be used as interjections by virtue of their notional semantics. These may be considered *secondary* interjections.

The implication of this view is that secondary interjections are forms that belong to other word classes based on their semantics and are interjections only because they can occur by themselves non-elliptically as one-word utterances and in this usage refer to mental acts.

Primary interjections are little words or non-words which in terms of their distribution can constitute an utterance by themselves and do not normally enter into construction with other word classes, for example, *Ouch!*, *Wow!*, *Gee!*, *Oho!*, *Oops!*, etc. They could be used as co-utterances with other units. Consider this example:  
Gee. you look like you had it!

In this usage, they are related to connectors which always occur with another utterance - hence their discourse marking functions. It must be stressed however that connectors cannot stand alone as utterances, unless they are used elliptically. Compare:

Oh, I have another suit.

And, I have another suit.

Oh!

And

Although *oh* and *and* seem to fill similar structural slots in the first pair of examples, *and* cannot occur as an utterance by itself without being elliptical. *And* is therefore not an interjection. If *and* was used as an elliptical utterance it usually carries a rising intonation signalling that it is an incomplete utterance.

Thus, the interlocutors would interpret the speaker as saying something more is to be added: either the speaker wants to say something more or s/he wants the addressee to

say something more in addition to what has been said previously. This is perhaps true of discourse particles as a whole.

*Primary interjections* as some of the examples above show tend to be phonologically and morphologically anomalous. They may thus be made up of sounds and sound sequences that are not found in other parts of the language. In English the interjection spelt tut-tut is phonetically a series of dental clicks - sounds which are not used otherwise in the language[25,p.204.].

Some English interjections do not contain any vowels, for instance, pm!, sh!. From the point of view of the main sound system of English these are ‘non-words’.

How-ever, phonological anomaly is not a definitive criterion for the class of items because there are other interjections which conform with the patterns of the main sound system. Nevertheless this property of some of them has led to one of the reasons for the neglect of interjections because they are thought of as peripheral to the main sound system and linguists for a long time were not concerned with peripheral elements. Indeed, as Wilkins (1992) demonstrates, phonological aberrance is not restricted to interjections but is a feature also of other deictic elements in natural languages such as pronouns and demonstratives. Yet “no one has ever tried to claim that pronouns and demonstratives are not part of the core of the language system”

#### *Secondary interjections*

Secondary interjections are those words which have an independent semantic value but which can be used conventionally as utterances by themselves to express a mental attitude or state. 3 They thus refer to mental acts too. Under secondary interjections fall such alarm calls and attention getters as *Help!*, *Fire!*, *Careful!* and swear and taboo words such as *damn!*, *hell!*, *heavens!*, *Christ!* and other emotively used words such as *Shame!*, *Bother!*, *Drats!*, etc.

To summarize thus far, it has been suggested that interjections are a class of words which can stand on their own as utterances and which refer to mental acts. These words may be of two types: primary or secondary. These words are related to but are also different from formulae and particles. It has been assumed implicitly in the discussion so far that interjections are simple monomorphemic words. It seems however that different interjections have different degrees of formal complexity.

Thus there are multi-morphemic ones which constitute a phonological word such as *Goddammit!*. These may be referred to as complex interjections. The French forms of *oh lh li!*, *he Ii!* And *hop lei!* for instance may be included.

Apart from these there are multi-word expressions, phrases, which can be free utterance units and refer to mental acts, for example, *bloody hell!*, *dear me!*, *My Goodness!*, *Thank God!*, etc. I propose to call these utterances ‘interjectional phrases’ (cf. Hill 1992). As utterances, interjections and interjectional phrases can be classified along with a host of other utterances as exclamations.

The point is that interjection as a label characterizes a class of words and should not be used confusingly to describe utterance types.

An interjection or exclamation describes a noun without a grammatical connection

with the rest of the sentence and simply expresses emotion on the part of the speaker, although most interjections have clear definitions. Filled pauses such as *uh*, *er*, *um*, are also considered interjections. Interjections are typically placed at the beginning of a sentence or in a sentence by themselves. The word "interjection" literally means "thrown in between" from the Latin *inter* ("between") and *iacere* ("throw"). Interjections are generally uninflected function words and have sometimes been seen as sentence-words, because they can replace or be replaced by a whole sentence (they are holophrastic). Sometimes, however, interjections combine with other words to form sentences, but not with finite verbs. When an exclamation point is not needed, a comma can take the place. Interjections are used when the speaker encounters events that cause emotions.

The emotions are often strong (surprise, disgust, joy, excitement, enthusiasm, etc.), but are not necessarily so (boredom, irritation, mild surprise, etc.). However, several languages have interjections that cannot be related to emotions.

Conventions like *hi*, *Bye* and *Goodbye* are interjections, as are exclamations like *Cheers!* and *Hurray!*. In fact like a noun or a pronoun, very often they are characterized by exclamation marks depending on the stress of the attitude or the force of the emotion they are expressing. *Well* (a short form of "that is well") can also be used as an interjection: "Well! That's great!" or "Well, don't worry." Much profanity (expletive) takes the form of interjections. Some linguists consider the pro-sentences *yes*, *no*, *amen* and *okay* as interjections, since they have no syntactical connection with other words and rather work as sentences themselves. Expressions "Excuse me!", "Sorry!", and similar ones often serve as interjections. Interjections can be phrases or even sentences, as well as words, such as "Oh!" or "Wow!".

Several English interjections contain sounds that do not, or very rarely, exist in regular English phonological inventory. For example:

- *Ahem* [əhəm], or [əhəm] ("attention!") contains a glottal stop that is common in German.
- *Shh* [ʃ:] ("quiet!") is an entirely consonantal syllable.
- *Ps* [ps:] ("here!"), also spelled *psst*, is another entirely consonantal syllable-word, and its consonant cluster does not occur initially in regular English words.
- *Tut-tut* [t̪ t̪] ("shame..."), also spelled *tsk-tsk*, is made up entirely of clicks, which are an active part of regular speech in several African languages. This particular click is dental. (This also has the spelling pronunciation [tʌt tʌt].)
- *Ugh* [ʌx] ("disgusting!") ends with a Spanish and Gaelic consonant, a velar fricative.
- *Whew* or *phew* [fɪu] ("what a relief!"), also spelled *shew*, starts with a bilabial fricative, a sound pronounced with a strong puff of air through the lips. This sound is a common phoneme in such languages as Suki (a language of New Guinea) and Ewe and Logba (both spoken in Ghana).
- *Gah* ("Gah, there's nothing to do!") ends with [h], which does not occur with regular English words.
- *Yeah* [jɤ] ("yes") ends with the short vowel [ɤ], which is not permitted in regular English words.

## The classification of Interjections

The interjections are a part of speech expresses various emotions without naming them. Interjections are word expressing emotions, such as surprise, anger, pleasure, regret, indignation, encouragement, they are used as exclamations.

Other interjections, according to the tone of the voice, may express emotions of different character, ah may show sorrow, surprise, pity, pleasure, etc; oh is an exclamation of surprise, fear, pain etc: eh is surprise or doubt: tush-contempt or impatience.

There are number of word which belongs to different other parts of speech but which are also used as interjections,

Bother, come, damn, hear, now, there, why, well, etc. We even find phrases used as interjections. Dear me; dear, dear; goodness gracious; hang it: well; I never, etc.

Some of them, like interjections proper, serve to express quite definite feelings. For example, bother oh: bother are exclamations of impatience; goodness gracious. Goodness me are exclamations of surprise: there, there is used to soothe a person. There, there, you haven't really hurt yourself.

Other interjections of this kind may express quite different feelings, according to the tone of the voice or the context.

Imitation sounds such as mew. Cock-a-coo; doodle-doodle-doo; bang, and like this cannot be treated as interjections since they do not serve to express any feeling.

Interjections are independent elements which do not perform any of the syntactic functions in the sentence. They are usually in sentence words themselves and may be used parenthetically.

"Oh" he exclaimed, unable to suppress his emotion.

"Oh. Pooh", look at these stockings!

Well.... Let's walk up there then.

Some interjections may be connected with a word in the sentence by means of a preposition

Hurrah for Jojo and Ed!

Alas for loamy!

Interjections should be distinguished from one-word sentence as Help! Silence! Nonsense! The hitters are national words, not mere exclamations expressing emotions.

According to their meaning interjections fall under two main groups; namely emotional interjections and imperative interjections.

**1) Emotional interjections** express the feeling, of the speaker. They are ah, oh, eh, bravo, alas. etc.

Oh. Bother! I can't see anyone now. Who is it now?

**2) Imperative interjections** show the will of the speaker or his order or appeal to the hearer.

They are here hush.sh-sh. well. come. now. etc.

Here! we had enough of this. I'm going.

Hush. tush, my dear!" said the Jew abruptly resuming his old manner.

Interjections may be primary and secondary.

1) Primary interjections are not derived from other parts of speech. Most of them are simple words: ah. oh. eh. pooh. hum. bravo, hush. Only a few primary interjections are composite: heigh-ho! hey-ho! holla-ho! gee-ho!

2) Secondary interjections are not derived from other parts of speech. They are homonymous with the words they are derived from. They are: well, now, here, there. Come. why. etc.

Derivative interjections may be simple: well, here, there, come, etc... And composite: dear me. Confound it. Hang it. etc.

Well. I don't like those mysterious little pleasure trips that he is so fond of talking.

Many attempts have been made by grammarians to classify interjections elaborately, but such classification has proved unsatisfactory in the main. One person may differ from another in the words he uses to express emotion; almost everything depends upon temperament, the following classification is set down here for what it may be worth to one reader or another:

Attention - hey. Ho. Look. Say. See.

Aversion foils, nonsense, ugh.

Calling ahoy, hallo, halloo, hello, hey, hallo.

Detection aha. Oho. And so, well I never.

Departure bye. farewell, goodbye, so long.

Dread ha. hah. no-no, oh. ugh.

Expulsion away. off. out.

Exultation ah. aha. hey. hurrah, hurray, whee.

Interrogation eh. ha. hev. huh. really. what.

Joy eigh. great, io. right, thank God.

Daughter ha-ha, he-he, te-hee. yi-yi.

Pam ah. eh. Oh. uuh.

Salutation greetings hail, hello, hi. howdy, welcome.

Silencing easy hist. Hush, quiet, shh.

Sorrow ah. Oh. Oh no. woe.

Stoppage avast, halts. Stop. Wail. Whoa.

Surprise gee. "Gosh"! Hello man. Whew. What.

Wonder indeed. strange, well-well, whew.

You may find it interesting to insert among these various items slang and other exclamatory words that yourself may have heard or used. The word lists are capable of extension; perhaps the classification heading as well.

Interjections are sometimes clipped forms or corruptions of words and phrases; thus, lo is short for laok, once hut no longer written lo'; adieu is French through the Latin ad deum, meaning to God. that is. to God I recommended you; goodbye is a clipped form of God be with you.

The interjection is a part of speech which expresses various emotions without naming them.

According to their meaning interjections fall under two main groups, namely emotional interjections and imperative interjections.

Emotional interjections express the feelings of the speaker. They are: Oh! Eh! Ah! Bravo! Alas! etc.

Oh, bother! I can not see anyone now. Who is it?

Imperative interjections show the will of speaker or his order or his appeal to hearer. They are: Here! Hush! Sh-sh! Well! Come! Now! etc.

Here! I have had enough oh this. I am going.

Interjections may be primary and secondary.

Primary interjections are not derived from other parts of speech. Most of them are simple words: ah, eh, oh, pooh, bravo, hush.

Secondary interjections are derived from other parts of speech. They are homonymous with the words. Well, now, there, come why.

An interjection is a part of speech that usually has no grammatical connection to the rest of the sentence and simply expresses emotion on the part of the speaker, although most interjections have clear definitions. Filled pauses such as *uh*, *err*, *um*, are also considered interjections. Interjections are generally uninflected function words and have sometimes been seen as sentence-words; since they can replace or be replaced by a whole sentence (they are holophrastic). Sometimes, however, interjections combine with other words to form sentences, but not with finite verbs. Interjections are used when the speaker encounters events that cause these emotions — unexpectedly, painfully, surprisingly or in many other sudden ways. But several languages have interjections that cannot be related to emotions. The word "interjection" literally means "thrown in between" from the Latin *inter* ("between") and */ acres* ("throw").

An interjection is a word added to a sentence to convey emotion. It is not grammatically related to any other part of the sentence.

You usually follow an interjection with an exclamation mark. Interjections are uncommon in formal academic prose, except in direct questions.

The words in the following sentences are interjections:

Ouch, that hurt!

Oh no, I forgot that the exam was today.

Hey! Put that down!

I heard one guy say to another guy, "He has a new car, eh?"

I don't know about you but, good lord, I think taxes are too high!

She does not know about his real mother but, she will find her. Oh! It will be super.

Oh no, I forgot that the exam was today. God! Help me please!

Here! I did my homework regularly. I am going to school now.

Interjections are words expressing emotions, such as surprise, anger, pleasure, regret, indignation, encouragement, triumph, etc. They are used as exclamations.

Some interjections are special words which are not associated with any other parts of speech, e.g. oh [ou], ah [a:], eh [ei], aha [a(:)'ha:], alas [a'lal, humph, hum [hAm], pshaw [fa:], pooh [pu:l, bravo [bra:voul, hurrah [hura: ], etc

Some of these interjections serve to express quite definite feelings. Thus, alas is a cry of sorrow or anxiety; bravo is a cry of approval, meaning well done, excellent; hurrah is a cry of expressing joy, welcome. Other interjections, according to the tone of the voice, may express emotions of different character, e.g. ah may show sorrow, surprise, pity, pleasure, etc.; oh is an exclamation of surprise, fear, pain, etc.; phew may express relief, astonishment or contempt; eh—surprise or doubt; tush—contempt or impatience; humph—doubt, disbelief or dissatisfaction.

There are a number of words which belong to different other parts of speech but which are also used as interjections, e.g. bother, come; damn; hear, hear; now; there, there; well; why, etc. we even find phrases used as interjections, e.g. dear me; dear, dear; goodness gracious; confound it; hang it; for shame; well, I never, etc.

Some of them, like interjections proper, serve to express quite definite feelings. For example, bother; oh, bother are exclamations of impatience; goodness gracious, goodness me are exclamations of surprise; damn, damn it all, damn you, confound you and hang it are used to express anger, annoyance; for shame serves as a reproof for not being ashamed of one's actions, behavior; well, I never express surprise and indignation at the same time;

Hear, hear is used as a form of cheering, usually to express approval, but it may also be used ironically; there, there is used to soothe a person. There, there, you haven't really hurt yourself)

Other interjections of this kind may express quite different feelings, according to the tone of the voice or the context.

Thus dear, dear or dear me or oh, dear express sorrow, impatience or wonder; why may be an expression of surprise or protest, as in: Why, it's quite easy!

Come or come, come indicate either encouragement or blame, as in: Come, come. Don't be so foolish! or Come, come! You don't expect me to believe it!

Now and now, now can in different cases serve a different purpose: Now listen to me!

Means I beg you to listen to me; oh, come now! Expresses surprise, reproof, disbelief.

Now, now or now then are meant as a friendly protest or warning.

Well, depending on the sentence in which it is used, may express a variety of emotions. In well, who would have thought it? it serves as an expression of surprise. In Well, here we are at last! it expresses relief. Well serves to express expectation in well then? Well, what about it? resignation in Well, it can't be helped; concession in Well, it may be true, etc.

Imitation sounds such as mew, cock-a-doodle-doo, bang and the like cannot be treated as interjections since they do not serve to express any feeling.

4. Interjections are independent elements which do not perform any of the syntactic functions in the sentence. They are usually sentence-words themselves and may be used parenthetically. "Oh," he exclaimed, unable to suppress his emotion.

"H'm," said Mr. Fox thoughtfully.

The great poet said: "The tragedy of our age is that aesthetic values do not keep pace with social—and, alas, technical—developments."



"Did you notice the stink in the hall?" "Well, not particularly."

"Phew! Three times I was nearly sick." "Marian is going to see her old nurse, Nannie Robeson, in the afternoon." "Confound Nannie

Robeson! Marian's always going there."

Oh, pooh, look at these stockings!

Now, Marilyn, you don't know what you are doing.

Well... let's walk up there then. You're about to make a confession to me. Well, don't do it. I don't want to hear.

Some interjections may be connected with a word in the sentence by means of a preposition, e.g. Hurrah for Jojo and Ed! Alas for poor Tommy!

Interjections should be distinguished from such one-word sentences as Help! Silence! Nonsense! The latter are notional words, not mere exclamations expressing emotions.

We can make a wide range of emotional noises which stand in for sentences, such Eh? Oy?, Huh?, Tut-tut!, Cooh!, and Yuk!. The important point to note is that they are standing in for sentences, not words, as the punctuation marks indicate. They are therefore better treated as a type of sentence rather than as a word class.

#### Emotion

Although a widespread word, it is not so easy to come up with a generally acceptable definition of emotion. Growing consensus does agree that the distinction between emotion and feeling is important. Feeling can be seen as emotion that is filtered through the cognitive brain centers, specifically the frontal lobe, producing a physiological change in addition to the psycho-physiological change. Daniel Goleman, in his landmark book *Emotional Intelligence*, discusses this differentiation at length.

Robert Masters makes the following distinctions between affect, feeling and emotion: "As I define them, affect is an innately structured, non-cognitive evaluative sensation that may or may not register in consciousness; feeling is affect made conscious, possessing an evaluative capacity that is not only physiologically based, but that is often also psychologically (and sometimes relationally) oriented; and emotion is psychosocial constructed, dramatized feeling. In the Triune brain model, emotions are defined as the responses of the Mammalian cortex. Emotion competes with even more instinctive responses from the Reptilian cortex and the more logically developed neocortex.

Emotion is complex, and the term has no single universally accepted definition. Emotions create a response in the mind that arises spontaneously, rather than through conscious effort. It is unclear whether animals or all human beings experience emotion. Emotions are physical expressions, often involuntary, related to feelings, perceptions or beliefs about elements, objects or relations between them, in reality or in the imagination. The study of emotions is part of psychology, neuroscience, and, more recently, artificial intelligence. According to Sloman, emotions are cognitive processes. Some authors emphasize the difference between human emotions and the affective behavior of animals.

## 2 PECULIARITIES OF INTERJECTIONS IN ENGLISH, KAZAKH AND CHINESE

### 2.1 Forming and using of interjections in English, Kazakh and Chinese.

**Interjections mostly seem like sound which expresses various emotions of people. However they are not just sounds, because they are used quite often in society they become comprehensible and gradually regarded as words**

Одағай сөздер көбінесе адамның сезімінің алуан түрлі кейін білдіретін дыбыстар сияқты болып келеді. Бірақ олар жай ғана дыбыстар емес, жұртшылыққа әбден түсінікті болып, белгілі дағды бойынша сөз ретінде пайдаланылады. Олар жұртшылыққа әбден сіңіп, түсінікті болып қалыптасқандықтан, жай ғана дыбыстардың қатарынан шығып, белгілі сөзге айналған[26,54-б.].

According to Oralbayeva: “Одағайлар адамның шаттану, қуану, ренжу, таңырқау, өкіну, шошыну сияқты алуын түрлі көңіл-күйін білдіреді.”

Одағайлардың мағынасына қарай мынадай түрлері бар:

1. Көңіл-күй одағайлары: алақай, әттең, қап, бәрекелді, ойпырмай, туу т.б.
2. Жекіру одағайлары: тәйт, тек, жә,
3. Шақыру одағайлары: шөре-шөре, моһ-моһ, көс-көс, қырау-қырау т.б.

**According to Kalyev:** “Одағай – адамның сезімі, көңіл күйі, еркімен байланысты дыбыстық ишараттарды білдіретін, өзгермейтін сөз табы. Ол атауыш сөздерге де, көмекші сөздерге жатпайды. Олардың атауыш сөздерден айырмашылығы – номинативтік мағынасы жоқ, ал көмекші сөздерден айырмасы – байланыстырғыш қызмет атқармайды.

Жасалу жолы 2 түрлі:

1. Негізгі (ау, әй, тәйт, уай, оһо, қап;)
2. Туынды (бәрекелді, ойпырмай, әттеген-ай;)» [27,65-б.].

According to Balakayev: «Одағай категориясына жататын сөздер адамның көңіл-күйін, сезімін білдіру мақсатымен ғана емес, сонымен қатар басқа біреуге бұйыру, ишара білдіру немесе малды шақыру, айдау, қарғау мақсатымен де қолданылады.»

Тіліміздегі одағай сөздер мағынасына қарай 3 топқа бөлінеді:

4. Көңіл-күй одағайлары
5. Императивтік (бұйрық) одағайлары
6. Тұрмыс-салт одағайлары [28,75-б.].

Көңіл-күй одағайлары

Бұл топтағы одағайлар адамның әр түрлі сезімдерін, көңіл-күйін білдіреді. Бұл топтағы одағайлар әрі жағымды, әрі жағымсыз көңіл-күйді білдіре алады. Осы қасиетіне қарай ішінара 3 топқа бөлінеді:

1. Жағымды көңіл-күйді білдіретін одағайлар: *Алақай!* (қуану, шаттану), *Паш-паш!* (сүйсіну, таңдану), *Бәрекелді!* (сүйсіне қостау, шаттана сүйсіну), *Оһо!* (таңдану)
2. Жағымсыз эмоцияны білдіретін одағайлар: *Әттеген-ай!* *Әттең!* *Қап!* (өкіну),

*Тәйірі! Түңе!* (наразылық, реніш), *Бай-бай-бай!* (қатты реніш, наразылық, кейістік), *Пишты!* (менсінбеушілік, жақтырмау) т.б.

3. Әрі жағымды, әрі жағымсыз эмоцияны білдіретін одағайлар: *Пай-пай* одағайы қарама-қарсы екі мағынада жұмсалады. А) Таңдана, сүйсіне таңырқау: Кәне, басыңа киіп көрші. Пай-пай, қандай жарасады, ә?! (Күлменов) Ә) Ренжу, наразылық мағынасында: Ал, енді бұлар төбелесті! Пай-пай, аяқтарының астында қаламыз-ау!

Императивтік одағайлар

Бұл топқа адам не хайуанатқа бағышталып айтылатын шақыру, жекіру, тиым салу, бұйыру мақсатымен қолданылатын одағай сөздер жатады. Бұл топтағы одағайлар үлкен 2 топқа бөлінеді:

1. Адамға бағышталып айтылатын одағайлар. Бұған адамның адресіне бұйыру, жекіру, тиым салу мақсатымен қолданылатын *Айда! Тәйм! Ал! Мә! Жә! Әун! Сан-сан!* сияқты одағайлар жатады.

Жә, тоқтат, ақсақал! Қырық жыл достық болмаса, қырық жыл жаулық та жоқ. Базарылыдан алмаған үшін бар ма еді!? (Әуезов)

2. Малға бағышталып айтылатын одағайлар. Бұл топқа *Мох-мох! Шөре шөре! Көс-көс! Әукім-әукім! Шәуім-шәуім! Жамалдатқыр!* Сияқты үй хайуанаттарын жемге шақырту, тоқтау, айдау, үркіту, қарғау мақсатымен қолданылатын сөздер жатады.

Құрай-құрай деп қойдан, айқайлай-айқайлай қасқырдан ұят болды. (Мақал)

Тұрмыс-салт одағайлары

Бұл – сан жағынан шағындау, бір мағыналықпен сипатталатын топ. Бұл адамдардың амандасу, қоштасу т.б. сыйластық жасау мақсатымен айтылатын сөздер енеді. *Хош! Рахмет! Кеш жарық! Ассалаумағалейкүм! Құп!*

Кеш жарық! – деді Щербачков кіре бере. (Мұстафин). Қош, еркін кәрі Атырау толқындары

(Сәрсенбаев)

Одағайлардың мағыналық ерекшеліктері

Одағайлардың семантикалық құбылмалығы әр түрлі. Олардың бірқатары контексте бір-ақ мәнде қолданылса, енді бірқатары екі-үш не одан да көп мәнде жұмсалады. Кейде олардың бойынан энантисемиялық құбылыс та (бір-біріне қарама-қарсы мағынада жұмсалауы да) байқалып отырады. Осыған орай одағайларды екі үлкен топқа бөлуге болады:

- 1) Бір мағыналы одағайлар

Бұл топтағы одағайлар қай ситуацияда айтылмасын, қай контекстке түспесін, қандай интонациямен айтылмасын үнемі бір-ақ мәнде жұмсалады. *Алақай, ура* сөздері тек шаттану, қуану сезімін білдіру үшін жұмсалса, *қап! әттең! әттеген-ай!* сөздері әр уақытта өкіну мағынасында жұмсалады. *Е, алақай, біздің тайынша!* – деп баласы тайыншаның мойнынан құшақтады (Аймауытов). *Әттеген-ай, неғып біз бұлай болып қалдық деген ой әрқайсымызды қинады* (Сейфуллин) [29,95-б.].

## 2) Көп мәнді одағайлар

Бұл топқа екі-үш не одан да көп мәнде жұмсалатын сөздер жатады. *Бәлі//бәлі* одағайы үш түрлі мәнде қолданылады:

А) Біреудің іс-әрекетіне не сөзіне риза болып, оны қоштау, қолпаштау, көтермелеу мақсатымен айтылады, шаттық, қуану, таңдану мәнінде жұмсалады. *Уа, пәлі, нағыз әнші мұнан шықты* (Нұрпейісов).

ә) Біреудің сөзін жақтырмау, наразылық мағынасында жұмсалады. – *Жарайды, аңшы-ақ екенсің! Осындай тоқ итпен аңға шыға ма екен?!*

2 *Көп тоқ емес-ті!*

3 *Бәлі, мынау не? Бүйірін қарашы! (Әуезов).*

б) Таңдану, таңырқау мәнінде де жұмсалады. *Бәлі-е, мынау Әсия ма ей?! (Хұсайынов).*

Бұл сөз бәлем тұлғасында қолданылғанда біреуді қорқыту, қокан-лоққыға алу мағынасында жұмсалады. *Бәлем, тұра тұр, осының бәрін әкеме айтам.* Кейбір одағайлар (әсіресе бір буындылар) диалогтық сөзде екі-үш қана емес, кейде 7-8 мәнде қолданылады. Мысалы, ә одағайы

1) сұрау мағынасында:

4 *Баланы әкесіне беріп кеткенбіз.*

5 *Ә? Әкесі қайдан кездесті? (Мұстафин).*

1) Біреудің шақырған даусына жауап беру, үн қату мағынасында:

6 *Күланда!*

7 *Ә! – деп қатқан қыз жауабы болды әкелгендей бір терең сыр (Саин).*

2) Бір нәрсе есінен шығып кетіп, кейін еске түскендігін немесе бір нәрсені алғашқыда түсінбей қалып, кейін түсінгендігін аңғарту мақсатымен қолданылады.

- *Хат? Кімнен хат? Ә-ә, бағана мен берген хат екен ғой (Сланов).*

4) Біреуді өзіне қарату мақсатымен қолданылатын қаратпа сөз мағынасында да жұмсалады.

- *Келін, ә келін! – деді ол шамды тұтатқасын (Мұқанов).*

5) Ә одағайы сөйлем соңында келгенде, әдетте сұрау мағынасында жұмсалады: *Менде тығылып жатқан сұмдық бар екен! Бұл қалай, ә?*

Кейде сөйлем соңында келетін ә одағайының бойында сұрау мағынасымен қатар әжуа, мысқыл реңкі де байқалады. Өзің мені әдейі жалғыз жібергің келіп, естімейсің де, енді келіп өкпе айтқан боласың, ә?! Әй, қусың-ау! (Әбішев) [30,154-б.].

Мұндай көп мәнді қасиет тұрмыс-салт одағайларында жоқ. Ал императивтік одағайларда көп мәнділік сирек кездеседі. Көп мәнді одағайлардың бойында да жоғарыда көрсетілген қыруар көп мәндері сол одағайлардың өзінен шығып отырған жоқ, олар бұл қасиетке сөйлемдегі контекст, сөйлеу тіліндегі ситуация мен интонация арқылы ие болып отыр. Контекстің, ситуацияның және белгілі бір жағдайда интонацияның қатыстылығы болмаса, одағайлар көп мәнді сипатынан айрылар еді. Сондықтан одағайлардың семантикалық сипатын ашуда, мәнін айқындауда контекстің, ситуацияның, интонацияның сөйлемдегі тұрғысының

(орнының) атқаратын мәні зор.

Одағайлардың грамматикалық ерекшеліктері

Одағайлар негізінде түрленбейтін сөздер тобы. Одағайлардың өзіне тән жұрнақтары жоқ. Олар субстантивтенгенде ғана болмаса, жалғауды да көп қабылдамайтын сөздер. Кейбір одағайларға *-ла (-ле)*, *-шыл (-шіл)* жұрнақтары жалғанады: *ойбай-лау, айт-айттан, аһлап-үһлеп. Ой, тәйір-айтшыл кер кесек, қулық, сұмдық не өсек (Абай). Қасқырлы жердің елі айтақшыл (м)* [31,54-б.].

Одағайлар бірінен соң бірі дүркін-дүркін қайталанып, қосарланып айтылғанда, сол одағайлар арқылы білдірейін деп отырған сезімнің күштілігін не ишараның, бұйрықтың қаттылығын, қатаңдығын білдіреді. Тек-тек-тек! Бай-бай-бай! т.б. одағайлардың қосарланып, қайталанып айтылуында белгілі бір заңдылық бар. Бір топ одағайлар қосарланып айтуға көнбейді (*тәйірі, қап, ту, бәсе, астаныралла*) Енді бір топ одағайлар дара күйінде де қолданыла береді. *Ойбай! Тәу! Жә! Әй!*

Одағайлардың енді бір тобы тек қана қосар тұлғасында жұмсалады (*Сап-сап, бай-бай, әлди-әлди*). Малға айтылатын одағайлардың басым көпшілігі қосар күйінде айтылады. *Мох-мох! Кәуіс-кәуіс! Шөре-шөре! Көс-көс!* [32,24-б.].

Одағайлардың құрамы

Одағайларды құрамы жағынан екі топқа бөлуге болады:

1) Түбір, негізгі одағайлар. Бұл топқа әрі қарай бөлшектеуге көнбейтін *А! О! Ә! Ой! Пай! Қап! Бәсе! Мә!* сияқты одағайлар жатады.

2) Күрделі одағайлар. Бұл топқа бірнеше сөзден біріккен, қайталанған, қосарланған немесе басқа тілдерден ауысқан сөздер енеді. *Мәссаған! Апырым-ай! Әттеген-ай! Бәрекелді!* т.б. Одағайлар өз алдына сөйлем мүшесі бола алмайды, олар диалогта жеке-дара тұрғанда сөз-сөйлем (слово-предложение) қызметін атқарады.

*-Ол қай адам?*

*-Кеше біздің үйде отырған ше!*

*-Ә-ә-ә! (Сланов).*

Мұндағы *ә-ә-ә* одағайы «Енді түсіндім, есімен енді түсті» деген сөйлемнің мағынасын аңғартып тұр. Одағайлар сөйлем ішінде кейде көмекші етістікпен тіркеседі: *Тынымсыз аһ ұрды. Ол ойбай салды. (Мұқанов).*

Одағайлардың тіркестік, я қатар келу қабілетінде де біраз ерекшеліктер бар. Одағайлардың қатар келіп, я тіркесіп қолданылуын екі топқа бөлуге болады:

1) Одағайлардың өзара тіркесе қатар қолданылуы. Одағайлар жапа-тармағай бір-бірімен тіркесе де, қатар келе де бермейді. Әдетте, жағымды эмоция, көңіл-күйді білдеретін одағайлар қатар тұрып қолданыла алады. *Алақай! Ура!* одағайлары бір бірімен қатар тұрып қолданылады.

2) Одағайлардың етістікпен тіркесі. Одағайлар етістікпен тіркескенде олардың бірқатары одағайлы тіркес құрайды да, бірқатары тұрақты тіркес құрайды. Осыған орай бұл тіркестерді екіге бөліп қарастырған жөн.

А) Одағайлы еркін тіркестер

Одағайлар көбіне де етістігімен тіркесе келе, кейбір жағдайда сол етістікпен өзара жымдасып, мағыналық жағынан өзгеріске ұшырап, одағай категориясына ауысып кетеді. Мысалы, *Я деген! А деген! Апырай десейші! Ой деген! Бәсе деймін!* сияқты тіркестерді мағына жағынан бөлшектеу қиын. Бұл типтес тіркестер одағайлы тіркес деп аталады.

Ә) Одағайлы тұрақты тіркестер

Бұл топқа жататын тіркестердің ішінде одағайлар болғанмен, бұл тіркестерді түгелімен одағайға жатқызуға болмайды. Бұлар: *Ай-шай деспей, әу десті, әу дейтін жер, ойбай салды, аһ ұрды, шу дегеннен, ай-шайға қарамай* сияқты тұрақты, я түйдекті тіркестер. Олар сөйлеу тілінде оқшауланбай қолданылады.

### **Chinese interjections**

Chinese interjections special form words independent of the structure of the sentence. Generally speaking an interjection has no combination relation with another word in the sentence, but it has the meaning relation with it. The principal Chinese interjections include: “唉”, “哎”, “啊”, “哎”, “哟”, “呸”, “哼”, “噢”, “哈”, “哈”, “喂”, “哦”, “噢”, “嗯”, etc. Chinese interjections are used to express a sudden feeling such as exclamation, direct, address, response, etc.

### **Classification of Chinese interjections**

Chinese interjections classified into six types according to the meaning:

- 1) Interjections expressing grief or pain, e.g.
  - (i) “唉，谁能想得到啊？”  
“Well who’d have thought of it?”
  - (ii) “哎哟，我头好疼啊！”  
“Ouch, my head aches terribly!”
- 2) Interjections expressing anger or contempt, e.g.
  - (i) “哼，他太不象话了！”  
“Hum, he has gone too far!”
  - (ii) “呸，我才看不起他呢！”  
“Bah, I feel scorn for him!”
- 3) Interjections expressing surprise, e.g.
  - (i) “哟，他真的敢顶撞他的上司？”  
“Oh, did he really dare to offend his boss?”
  - (ii) “哎，这真是无妄之灾啊！”  
“Well, it’s simply an undeserved ill turn!”
- 4) Interjections expressing direct address, e.g.
  - (i) “喂，你快来呀！”  
“Hey, come here quickly!”

- (ii) “注意！屋檐要塌下来了！”  
“Ho! The eaves are going to collapse!”

5) Interjections expressing response, e.g.

- (i) “嗯，我这就来！”  
“Mm, I will come over in a minute!”
- (ii) “好的，就这样决定吧！”  
“OK, let's so decide!”

6) Interjections expressing delight, e.g.

- (i) “哈哈，我猜着了！”  
“Aha, I've got (guessed) it!”

- (ii) “好呀！我们终于成功了！”  
“Aha! We've succeeded at last!”

As it is the with English, words imitating sounds such as “砰”[peng], “轰隆”[honglong], “哗啦” [huala] “丁当” [ding-dong], etc. are also regarded as interjections.

Exclamations, shouts, sighs, and grunts are all classified as interjections in Chinese.

Common interjections include 啊, 喂, 哟, 哎, 哼, 嗯.

Chinese interjections have the following grammatical features:

1. Rather than having concrete meaning, they tend to express a mood or call attention to the speaker.
2. Very independent from other words, and do not have a grammatical connection to the sentences that contain them.
3. Usually come at the beginning of a sentence [33,p.317].

Chinese-English comparison

The grammatical functions of Chinese and English interjections are basically the same. Actually there are many interjections in Chinese and the number of English interjections is also great. However, only a small number of interjections of both languages correspond to each other, as illustrated in the above example sentences. Most of them are different. Western learners should pay close attention to their difference and commit them to memory in the course of learning them [34,p.149].

Cognitive interjections (Бұйрық одағайлар, 认知感叹词)	+	+	+
Phatic interjections (Тұрмыс-салт одағайлар, 应酬感叹词)	+	+	+

Category of interjections	<i>English</i>	<i>Kazakh</i>	<i>Chinese</i>
Secondary	+	+	+
Primary	+	+	+

## 2.2 Comparative analysis of interjections in English and Kazakh

Interjection is a part of speech that express emotion or a reaction. Although an interjection can form a complete sentence (that is, expressing a thought without need of a subject and verb), one can often also be inserted within a sentence, usually parenthetically or separated by commas from the rest of the sentence [35,p.54.].

An interjection is an exclamatory or parenthetical word, often appearing at the beginning of a sentence or clause, and having little or no grammatical connection to the rest of the sentence.

Primary interjections are not derived from other parts of speech. Most of them are simple words: *ah, oh, eh, pooh, hum, fie, bravo, hush*. Only a few primary interjections are composite: *heigh-ho! hey-ho! holla-ho! gee-ho!*

Secondary interjections are derived from other parts of speech or language units. They are homonymous with the words or syntagms they are derived from. They are: *well, now, why, God gracious, damn it, etc.*; they should not be confused with exclamation-words such as '*nonsense*', '*shame*', '*good*', etc.

The Interjections are the words which expresses the emotion an reaction of people. Not only in this cases, also they could be used to show something, call someone, or call the animals.

Одағайлар - өз алдына ерекшеліктері бар сөздер. Ал ол ерекшеліктері мыналар:

Біріншіден, одағай сөздердің мағыналары адамның әр түрлі сезімімен байланысты шығатын дыбыстық ишараттарды білдіреді.

Мысалы: *Мұны бастап жүрген кім екен ә? Япырмау, жастық деген қандай қызық?* дегендердегі *ә, япырмау* деген сөздер одағайлар.

Алғашқы сөйлемдегі *ә* күдіктенгендікті білдірсе, соңғы сөйлемдегі *япырмау* деген сүйсіну, шаттану жайын байқатады.

Екіншіден, адамның көңіл күйі құбылмалы болатындықтан, одағай сөздердің көпшілігінің мағыналары да құбылмалы, ауыспалы демек, көп мағыналы болып келеді. Одағай сөздің дәл мағынасы сөйлемде айтылатын ойдың жалпы сарынына байланысты болады. Өйткені, одағай сөздер сөйлемде айтылатын оймен жарыса, қабаттаса айтылатын сезімді білдіреді. Ендеше, сөйлемде айтылатын ойдың жалпы аңғарына қарай, демек, бірде сүйсіну, бірде ренжу, бірде күдіктену, бірде өкіну сияқты алуан түрлі сезім құбылыстарына қарай, одағай сөздердің айтылу



ырғақтары да құбылып отырады. Мысалы: *Уай, жарандар, мен бір ақыл айтайын ба? Әй кім барсың?* Деген сөйлемдердегі айтылған ойдың мағыналарына, аңғар – сарындарына қарай, одағай сөздер де, дауыс ырғағы арқылы, сөйлеуші адамның көңіл-күйін жарыстыра, қабаттастыра білдіріп тұр.

Үшіншіден, одағай сөздер сөйлемнің басқа мүшелерімен грамматикалық жағынан байланыспайды, олай болса, өзі жарыса айтылған сөйлемнің мүшесі болмайды. Одағайлар - өздері жарыса, қабаттаса айтылатын сөйлемнен дауыс ырғағы арқылы оқшауланып, бөлініп тұратын сөздер. Мысалы: *“қан, барлық еңбектері далаға кетті-ау. Бәсе, соны айтсаңызшы.”* Осы сөйлемдердегі *қан, бәсе* одағайлары сөйлемдермен жарыса айтылып, олардағы негізгі мағыналарды үстей, толықтыра түсіп тұр. Бірақ бұл мысалдардағы одағайларды жеке алғанда сөйлем деп қарау қиын[36,175-б.].

The interjections are a part of speech expresses various emotions without naming them. Interjections are word expressing emotions, such as surprise, anger, pleasure, regret, indignation, encouragement, they are used as exclamations.

Other interjections, according to the tone of the voice, may express emotions of different character, *ah* may show sorrow, surprise, pity, pleasure, etc; *oh* is an exclamation of surprise, fear, pain etc: *eh* is surprise or doubt: *tush* contempt or impatience.

There are number of word which belongs to different other parts of speech but which are also used as interjections, *Bother, come, damn, hear, now, there, why, well, etc.* We even find phrases used as interjections. *Dear me; dear, dear; goodness gracious; hang it: well; I never, etc.*

Some of them, like interjections proper, serve express quite definite feelings. For example *bother oh: bother* are exclamations of impatience; *goodness gracious*. *Goodness me* are exclamations of surprise: *there, there* is used to soothe a person. *There, there, you haven't really hurt yourself.*

Other interjections of this kind may express quite different feelings, according to the tone of the voice or the context.

Imitation sounds (onomatopies) such as *Mew; Cock-a-coo; doodle-doodle-doo; bang*, and like this cannot be treated as interjections since they do not serve to express any feeling.

Interjections are independent elements which do not perform any of the syntactic functions in the sentence. They are usually in sentence words themselves and may be used parenthetically[37,p.74.].

*"Oh" he exclaimed, unable to surprise his emotion.*

*"Oh. Pooh", look at these stocking!*

*Well... Let's walk up there then.*

Some interjections may be connected with a word in the sentence by meaning of a preposition: *"Hurrah for Jojo and Ed!", "Alas for loamy!"*.

Interjections should the distinguished from such one word sentence as *Help! Silence! Nonsense!* The hitters are national words, not mere exclamations expressing

emotions. According to their meaning interjections fall under two main groups; namely emotional interjections and imperative interjections.

1) Emotional interjections express the feeling, of the speaker. They are *ah, oh, eh, bravo, ala, etc.*

For example: *Oh. Bother! I can't see anyone now. Who is it now?*

2) Imperative interjections show the will of the speaker or his order or appeal to the hearer.

They are here: *hush, sh-sh, wel, come, now, etc.*

For example: *Here! we had enough of this. I'm going.*

*"Hush. tush, my dear!" said the Jew abruptly resuming his old manner*

1. Көңіл күй одағайлары: шаттану, таңырқау, аңсау, қуану, ренжу, шошыну, назар аудару сияқты мәнді білдіреді: *әттеген-ай, бәрекелді, пәлі, ойтырмай, түү, уһ, еһе, оһо, әй, ой, беу, уа, ойбай т.б* Бәрекелді, Сүйіндік аға, оныңыз жақсы ақыл.

Көңіл күй одағайының кейбіреуі көп мағыналы болып келеді. Мысалы, Бәрекелді – *таң қалуды, шаттануды*, кейде *ренжуді* де білдіреді. Сол сияқты ойпырмай, түү, одағайлары көп мағыналы.

2. Жекіру одағайлары: жекіру, тыйым салу, бұйыру сияқты мәнді білдіреді. Олар: *тәйт, тек, жә*, т.б - Тәйт, ауыздарыңа ие болсаңдаршы!

3. Шақыру одағайлары: мал, ит-құсты шақыру, қуумен байланысты мәнді білдіреді: *құрау-құрау, шөре-шөре, қос-қос, айт, қош-қош, моһ-моһ, құр-құр* т.б. *Моһ-моһ деп кешкі тымдық даланы басына көтерді.*

Сонымен одағайлар мағынасына қарай жоғарыда аталған үш топқа бөлініп, адамның түрлі көңіл күйін білдіреді. Сонымен бірге жануарларға қатысты да қолданылады.

#### Comparative divisions of Interjections

English	Kazakh	Chinese
<b>Emotional interjection</b>	<b>Көңіл-күй одағайы</b>	
<b>Imperative interjections</b>	<b>Жекіру (бұйыру) одағайы</b>	
<b>–</b>	<b>Шақыру одағайы</b>	

Some examples of interjections:

Interjection	meaning	Example
Ah!	expressing pleasure	"Ah, that feels good."
	expressing realization	"Ah, now I understand."
	expressing resignation	"Ah well, it can't be helped."

	expressing surprise	"Ah! I've won!"
Oh!	expressing pity	"Oh dear! Does it hurt?"
Dear!	expressing surprise	"Dear me! That's a surprise!"
Eh	asking for repetition	"It's hot." "Eh?" "I said it's hot."
	expressing enquiry	"What do you think of that, eh?"
	expressing surprise	"Eh! Really?"
	inviting agreement	"Let's go, eh?"
Hey!	calling attention	"Hey! look at that!"
	expressing surprise, joy etc	"Hey! What a good idea!"
Ouch!	expressing pain	"Ouch! That hurts!"
Well!	expressing surprise	"Well I never!"
	introducing a remark	"Well, what did he say?"

Interjections are set off from the clause that they are interjected into, whether they appear at the beginning of the clause or somewhere in the middle. If the interjection is intended to convey delight, excitement, surprise, dismay, or some other strong emotion, it can be set off with an exclamation point.

In most cases, however, the interjection is set off with a comma or if it occurs within a clause rather than at the beginning, it will be set off on both sides by a set of parenthetical commas, a set of parenthetical dashes, or, as in one example above, by a dash on one side, and a comma on the other.

Some of them, like interjections proper, serve to express quite definite feelings. For example, bother; oh, bother are exclamations of impatience; goodness gracious, goodness me are exclamations of surprise; damn, damn it all, damn you, confound you and hang it are used to express anger, annoyance; for shame serves as a reproof for not being ashamed of one's actions, behavior; well, I never expresses surprise and indignation at the same time [38,p.84.].

Hear, hear is used as a form of cheering, usually to express approval, but it may also be used ironically; there, there is used to soothe a person. There, there, you haven't really hurt yourself)

Other interjections of this kind may express quite different feelings, according to the tone of the voice or the context.

Thus dear, dear or dear me or oh, dear express sorrow, impatience or wonder; why may be an expression of surprise or protest, as in: Why, it's quite easy!

Come or come, come indicate either encouragement or blame, as in: Come, come. Don't be so foolish! or Come, come! You don't expect me to believe it!

Now and now, now can in different cases serve a different purpose: Now listen to me! Means I beg you to listen to me; oh, come now! Expresses surprise, reproof, disbelief. Now, now or now then are meant as a friendly protest or warning.

1. Одағайлар көбінесе естілуінше жазылады. Сондықтан бір одағай 2-3

түрліболып жазылуы мүмкін. Мысалы: *Ойтырай, ойтыра – ай, ойтырмай, ойтырмау, япырмау; уа, уаһ, уай, уау.*

2. Бір сөздің екі, үш (кейде төрт) рет қайталанып айтылуы одағайларда жиі кездеседі, ондайда араларына дефис қойылады. Мысалы: *Әй-әй, жә-жә, беу-беу, ха-ха-ха, ай-ай-ай.*

Түбір сөз тұтасымен қайталанбай, жеке дыбыстары қайталанып айтылуы да (созып айту) одағайларға тән құбылыс, мұнда да дефис арқылы жазылады. Мысалы: *ehe-he-he, қа- а- п, бәрекелді-і, уа-а-а, ә-ә-ә.*

Одағайлар ойды көріктендіріп, ырғақпен айтылатын сөйлем емес, бірақ сөйлемге балама ретінде қолданылатын сөздер. Бірақ олар – іштей мүшеленбейтін синтаксистік жағынан басқа грамматикалық категориялардан оқшау тұратын, әлеуметтік қызметі мен мәні әбден түсінікті болып қалыптасқан сөздер. Осы ерекшеліктеріне қарай, одағайлар адамның көңіл күйлерімен байланысты алуан түрлі сезімдерді білдіретін лепті, сұраулы сөйлемдер ретінде қолданылады. Мысалы: қане! деген одағай келіндер! іске кірістік я іске кірісіңдер! Деген ишаратты білдірсе, міне! деген одағай көрдіңдер ме, айтқаным осы еді деген мағына береді.

Одағайлар екі түрлі жағдайда ғана сөйлем мүшесі бола алады:

1. Одағайлар кейбір көмекші етістіктермен тіркесіп күрделі мүшенің құрамына кіреді. Мұндайда көмекші етістік одағайды басқа сөздермен грамматикалық байланысқа түсіретін дәнекер болып қызмет атқарады. Мысалы: *Ә т-те-ге-не-ай – деді ол таңдайын қағып. (С.Мұқанов) Мох! Мох! – деп кешкі тымық даланы басына көтерді. (С.Мұқанов) дегендегі одағайлар де етістігінің дәнекерленуімен, қайтті? не деді? қайтіп? не деп? деген сұрақтарға жауап болып, сөйлемнің мүшесі бола алады.*

Robert Masters makes the following distinctions between affect, feeling and emotion: "As I define them, affect is an innately structured, non-cognitive evaluative sensation that may or may not register in consciousness; feeling is affect made conscious, possessing an evaluative capacity that is not only physiologically based, but that is often also psychologically (and sometimes relationally) oriented; and emotion is psychosocial constructed, dramatized feeling. In the Triune brain model, emotions are defined as the responses of the Mammalian cortex.

Emotion competes with even more instinctive responses from the Reptilian cortex and the more logically developed neocortex.

Emotion is complex, and the term has no single universally accepted definition. Emotions create a response in the mind that arises spontaneously, rather than through conscious effort. It is unclear whether animals or all human beings experience emotion. Emotions are physical expressions, often involuntary, related to feelings, perceptions or beliefs about elements, objects or relations between them, in reality or in the imagination. The study of emotions is part of psychology, neuroscience, and, more recently, artificial intelligence. According to Sloman, emotions are cognitive processes. Some authors emphasize the difference between human emotions and the affective behavior of animals

[39,p.121.].

Now let's see the some differences of interjections in English and in Kazakh languages:

classification of interjection	<i>English</i>	<i>Kazakh</i>	<i>Chinese</i>
Emotional interjections (Көңіл-күй одағайлары , 表现感叹词)	+	+	+
Imperative interjections (Бұйыру, жекіру одағайлары)	+	+	+
Шақыру одағайлары	-	+	+

	in english	in kazakh	In chinese
Attention	+	+	+
Aversion	+	+	+
Calling	+	+	+
Detection	+	+	+
Departure	+	+	+
Dread	+	+	+
Expulsion	+	+	+
Exultation	+	+	+
Interrogation	+	+	+
Calling animals	-	+	+

In my opinion there are very less differences between three languages by the meaning of interjections. But by the structure or pronunciation they have differences.

## Classification of conjunctions in English and Kazakh

(According to Z. Badanbekkhyzy)

(Одағай)

**Interjections – it is a group words that has no complete meaning, and which helps a person to express different moods, feelings, and emotions. They are used for affecting the animal or the human being. They can not be a member of a sentence.**

*Oh! How you frightened me! – Oh, қалай зәремді ұшырдың!*

*Well! What do you think of it? – Жақсы! Бұл туралы не ойлайсыз?*

### Types of interjection

**In Kazakh language interjections are divided into 3 groups according to their aim and usage.**

**1. Көңіл күй одағайлары. A speaker expresses his emotions like: delight, amazement, cheer, anger, sorrow, bewilderment with the help of interjections.**

**They are:** oh, ой, паһ-паһ, и-и, әй-әй-әй, қап, пәлі, сұмдық-ай, ту, әттең, әттеген-ай, тәйір-ай, мәссаған, ойпыр-ай, япыр-ай, беу, пішту, бәрекелді, шіркін-ай, алақай, па, шіркін, алла-ай, etc. [40,р.324.].

For instance:

*Ой, қандай тамаша!*

*Мәссаған, сенің сонша жекіргенің не?*

*Бәсе, мен оның мақсатына жететінін білгенмін!*

*Қап, кешігін қалатын болдым-ау!*

*«Тұрсам, о, тоба-ай, айнала көк шалғын!... ».*

*Мені оның алдап кеткенін білсемші, қап, әттеген-ай!*

**2. Тұрмыс-салт одағайлары.**

**They are:** Дат! Ләббай! Хош! Хайыр! Рақмет! Ассалаумағалейкум! Кеш жарық!

Күп т.с.с. сөздер жатады. Мысалы:

*Ассалаумағалейкум, Абай аға!*

*Кеш жарық, орталарыңыз толсын!*

*Күп, айтқаныңыз орындалады!*

**3. Императивтік ишара одағайлары.**

Some of this type of interjections directed to humans: Айда! Ау! Тәйт! Сап-сап! Кәне! Жә! Тек! Әлди! Әуп! Тәй-тәй! Қаз-қаз! etc.

Others directed to animals: Мох-мох! Шөре-шөре! Көс-көс! Шәуім-шәуім!

Әукім-әукім! Мәлік

келгір! Пұшайт! Ау-һау! Айтақ! Жамандатқыр! Құру-құру! кіс-кіс, тө-тө, сорап-сорап etc.

For example:

*Тәйт, бекерге жылама!*

*Жә, күңкілдеме!*

*Кәне, жұмысыңды тездет!*

*Сабыр, итті «кә-кә» деп шақырсаң, қателеспейсің!*

*Шөк-шөк, не болды бұл жалғанға!*

**In English language interjections are divided into 2 groups.**

First – **emotional interjections**,

Second - **imperative interjections**. Let's consider them through the table.

Types of interjections	Meaning	Examples
<b>1. Emotional Interjections</b>		<i>Ah, well better luck next time. Ah, but that may not be true. Aha, so that's where I left it.</i>
<b>Ah, aha</b>	Сүйсіну Таңдану	<i>Ah, but that may not be true. Aha, so that's where I left it.</i>
<b>Alas</b>	Өкіну	<i>For many people, alas, hunger is part of everyday life.</i>
<b>Dear</b>	Таңырқау	<i>Oh, dear, what a shame! Dear oh dear! What are you going to do now?</i>
	Қатты таңғалу, Қатты күйзеліс	<i>Oh dear, my head aches!</i>
<b>Eh</b>	Таңдану Ризалық білдіру Қайталауды өтіну	<i>Another new dress, eh! So, what do you think, eh! I'm not hungry. "Eh"? I said I'm not hungry</i>
	Күдіктену	<i>What if she forgets you bring it, eh?</i>
	Күдіктену	<i>Will you do it? "Er, yes, I suppose so."</i>
<b>Bravo!</b>	Шаттану, қуану	<i>I have a great admiration for him as an actor, Bravo!</i>
<b>Hurrah!</b>	Көңілдену, қуану	<i>Hurrah, my mother will come tomorrow!</i>
<b>Oh, o</b>	Таңырқау	<i>Oh, you are going too!</i>
	Өтіну	<i>Oh, will you grab that package on your way out the door?</i>
<b>Ouch!</b>	Ауырсыну	<i>Ouch! That hurt!</i>
<b>Hmm, umm, um</b>		<i>We can discuss this another time, hmm!</i>
<b>Wh - oh</b>	Өкініш, өкіну	<i>Wh - oh. I forgot to meet my father at 5.</i>
<b>2. Imperative</b>		

<b>Interjections</b>		
<b>Here</b>	Ықылас білдіру	<i>Here, let me get it for you.</i>
<b>Well</b>	Таңырқау	<i>Well, well I would never have guessed it!</i>
	Ризалық білдіру	<i>Well, you know I never meant you to take it that way.</i>
	Жеңіл сезіну	<i>Well, thank goodness that's over!</i>
	Ашу, реніш	<i>Well, really! What a thing to say!</i>
<b>Hush</b>	Бұйыру	<i>Hush, now! And now try to sleep!</i>
<b>Come</b>		<i>Come out, what it, sir!</i>
	Жазғыру	<i>What! Candy mad too! Oh! Come!</i>
<b>Now</b>	Наразылақ, ашу	<i>What do want now?</i>
	Бұйыру	<i>Now, listen to what she's saying.</i>
<b>Sh</b>	Өтіну	<i>Sh! Keep your voice down!</i>

### **Kinds of interjection**

(Одағайдың құрамы)

Both English and Kazakh interjections are divided into 2 groups according to their structure: **primary** (негізгі түбір), **derivative** (күрделі түбір).

Kazakh **primary interjections** are: жә, уа, әй, паһ, оһо, тек, тәйт;

Kazakh **derivative interjections** are: Мәссаған! Апырмай! Әттеген-ай! Бәрежелді! Пай-пай! [41, p.256.].

Let's consider types English interjections through the table.

<b>Interjection</b>	<b>Examples</b>
<b>Primary</b>	
<b>Ah</b>	Ah, well, better luck next time! Ah, but that may not be true!
<b>Eh</b>	When have you come, eh! So, will you come to the concert, eh!
<b>Huh</b>	Huh! Is that all you've done! Let's get of here, huh!
<b>Oh</b>	Oh, no, I've broken it! Oh, how wonderful!
<b>Pooh</b>	It stinks! Pooh!
<b>Hey</b>	I might lose my job for this. Oh, pooh nobody will care Hey, can I just ask you something?



	Hey, leave my things alone!
<b>Hi</b>	Hi, girls!
<b>Gee</b>	Gee, what a great idea!
<b>Hello, hullo</b>	Hello, is there anybody there?
<b>Heigh Heigh-ho</b>	Heugh-ho, I'm so tired of going to theatre alone.
<b>Derivative</b>	
<b>Here</b>	Here someone! Landlady! Where are you?
<b>Come</b>	Now come! Be patient! Come, don't be so foolish!
<b>There</b>	There now! What did I tell you! There! That didn't hurt too much, did it? There! You've done and woken the baby!
<b>Why</b>	Why Jane, it's you! Why, It's easy – a child could do it!
<b>Well</b>	Well, I suppose I could fit you in at 3.45. Oh, very well, then, if you insist
<b>Confound it</b>	Why are you so late, confound you!
<b>Hang it</b>	Hang it all! I won't do such things.
<b>Dear me</b>	Dear me! What a mess! Dear me! Is that so?

### 3 EFFECTIVENESS OF USING INTERJECTIONS IN TEACHING FOREIGN LANGUAGE

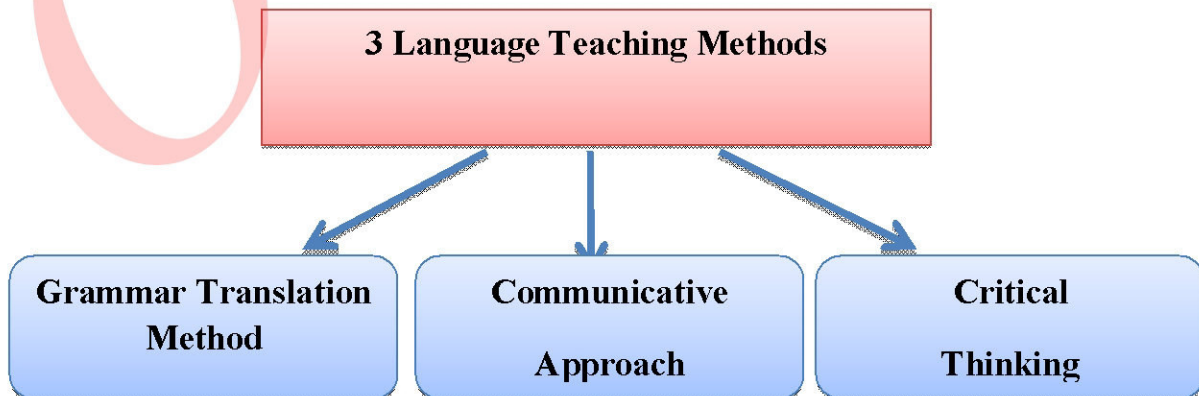
#### 3.1 Relevanse of using interjections in TFL

<b>5B011900 – Шетел тілі: екі шетел тілі (ағылшын және түрік тілдері) мамандығы, ФАТ-511 (А) тобы</b>	
1	Салиева Дилноза Марифжанқызы
2	Базарбаев Бақберген Омарұлы
3	Кәдірбек Аяулым Еркінқызы
4	Айтметов Мухаммадрайим Сұлтанбайұлы
5	Махаш Нұржайна Жолбарысқызы
6	Паерхати Сулия
7	Досалы Алуа Ерғалиқызы
8	Курбанбекова Диёра Фархатқызы
9	Шадманова Ақнұр Раймханқызы
10	Суиндик Ақерке Манасқызы
11	Атаханова Раъно Арипжанқызы
12	Темірбай Тоғжан Құрбанәліқызы
13	Нисанбаева Айгерим Жумабаевна
14	Сайдазимов Наил Сайдазимович

Experimental work on using conjunctions in Teaching Foreign Language (TFL) was carried out on the basis of English Philology Department 5B011900 – Foreign language: two foreign languages (English-Turkish, English-Chinese, English-Arabic) at A. Yassawi International Kazakh -Turkish University.

The experimental work took place within 3 weeks to explore the most suitable methodology in teaching conjunctions during our pedagogical practice at the university. Data in this research was collected between February through March, 2018.

The content of teaching materials was designed and the teaching curriculum was made up of 3 Language Teaching Methods.



## **1. Grammar Translation Method**

The grammar translation method focuses on grammatical rules and their memorisation. This method derived from the classical method of teaching Greek and Latin. It requires students to translate whole texts word for word and memorise numerous grammatical rules as well as enormous vocabulary lists [42,p.173.].

## **2. History**

The grammar translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth century. At that time, it was believed that the body and mind were separated and the mind consisted of three parts: the will, emotions, and intellect. They supposed that if the intellect is sharpened enough, it can control the will and emotions. It was believed that learning classical literature of the Greeks and Romans, as well as mathematics, is necessary for the development of mental discipline. In other words, the aim of teaching Latin and Greek was not the learners' ability to speak them. The aims were rather to develop logical thinking and intellectual capacities, to have a generally educational and civilizing effect and also to improve the standard of learners' mother tongue [43,p.271.].

The approach was later generalized to teaching modern languages ("Language education" n.d., "The grammar translation method" n.d.).

## **3. Method**

The major characteristic of the grammar translation method is the focus on learning the rules of grammar and their application in translation from one language into the other. The lessons are taught primarily in students' mother tongue, with little active use of the target language. Long explanations of grammar rules are provided. The instruction often focuses on the form and inflection of words (Thuleen 1996).

Vocabulary is taught in the form of isolated word lists. Readings in the target language are translated directly and then discussed in the native language. Disconnected sentences are also translated very often as little attention is paid to the content of texts; the texts are treated as exercises in grammatical analysis ("The grammar translation method" n.d.).

Very little attention is placed on pronunciation or any communicative aspects of the language, which means that students have almost no chance to produce their own sentences ("Language education" n.d., "The grammar translation method" n.d.).

Larsen-Freeman provides typical techniques associated with the grammar translation method:

- translation of a literary passage (from target language to mother tongue)
- reading comprehension questions (finding information in a text)
- antonyms, synonyms (finding antonyms and synonyms for words or sets of words)
- fill in the gaps (filling in gaps in sentences with new words or items of a particular grammar)

- memorisation (memorising vocabulary lists or grammatical rules)
  - use words in sentences (students create sentences to illustrate that they know the meaning and use of new words)
- (Larsen-Freeman 1986: 130) [44,p.346.].

#### 4. Criticism

There have been various criticisms of the use of the grammar translation method for the teaching of modern languages. Marks provides a few objections:

- Speaking and understanding are more important for learners of modern languages than reading and writing. However, the grammar translation method prefers written language to spoken language.
  - This method uses a graded grammatical syllabus and learners must gradually accumulate and accurate command of each item in the syllabus. This may be a big disadvantage for learners who want to start using the language straight away.
  - Learning through exposure, experience and use is preferred nowadays. But grammar translation method uses conscious memorisation of grammar rules or vocabulary instead.
  - In grammar translation method the teacher and the learners speak mainly in their mother tongue. But the last experience shows that the target language should be used as much as possible.
  - In the grammar translation method, the teacher plays a very prominent role and learners interact with the teacher, not with each other. Nowadays it is recommended that learners should make their own discoveries independently. They should be able to co-operate as well.
  - At present it is believed that translation, a basic technique in the grammar translation method, is not the best way how to learn a new language. It is better to think in that language instead.
  - The grammar translation method insists on accuracy. However, nowadays it is believed that fluency is more important.
- (Marks 2008) [45,p.186.].

I personally agree that translation is not the best technique for teaching foreign languages. Although it is sometimes the quickest way in which to explain some words, foreign language learning is not a study of isolated words. Moreover, it is not always possible to translate exactly because “not all languages have words for exactly the same concepts” (Harmer 2001: 71).

Another big disadvantage of this method, from my point of view, is the passive role of students. They have no chance to produce their own sentences and thus they are not able to communicate in everyday situations. I also think that this passive role is not enjoyable and motivating.

#### Lesson plans

The first lesson was based on the grammar translation method. It was mostly grounded on *Selected lectures on methodology of teaching a foreign language for advanced students* written by Segizova G.T. and Dadashov D.T. in 2011. I believe that this textbook is a great representative of grammar translation method.

In the second lesson I used communicative language teaching. Activities in this lesson were taken from *Project 2* by Hutchinson (1999) and from the book *Teaching grammar* by Scrivener (2003).

### **Lesson plan 1**

Date: 26<sup>th</sup> March 2018

Group: FAT-511(A)

Number of students: 14 (divided into two groups)

Length of lesson: 50 minutes

Materials: text and exercises, vocabulary of interjection in three languages (Appendix 1), printed handouts and text books, board, chalk

Aims: to explain and practise *Interjections* and its usage by comparing to other languages (native).

Objectives: After this lesson, students will be able to:  
define the term 'interjection'

identify different types of interjections

list of interjections within each category

explain the purpose of interjections

compare with native language

Guests of the lesson: supervisor, other master students

Warmer:

Ask students a few additional questions, e.g. *Which interjections did you like most? When do you use interjections?*

Reading:

Students look at a trilingual list of interjections (Appendix 1). Read the words. Students repeat them aloud. Focus on the correct pronunciation.

Students take turns to read the text aloud and translate it.

Then test students' memory. Call a word in Kazakh or Chinese, students translate into English.

**Grammar presentation:**

Write a sentence with interjection on the board (e.g. *Ouch! That hurt!*). Explain the grammar. Highlight that the exclamation mark must be used.

Students try to find other sentences with **interjections** in their text. Write them on the board. Tell students to repeat all the sentences, drill the pronunciation. Then ask which interjections would be for best filling the gaps? Students fill the gaps using the list of interjections with their translation in three languages (Appendix1) Students explain their reasoning why.

Fill in the blanks appropriate interjections.

1. .... We have a party tomorrow!

2. .... You look great this morning.
3. .... That was the best performance to date.
4. .... I can't believe you broke my favorite toy.
5. .... I think I have lost my keys again.
6. .... I finally finished the painting.
7. .... J. K. Rowling is doing a reading at the local library.
8. .... What a pretty dress!
9. .... That feels good.
10. .... That hurts!

Answers

1. Hurray! We have a party tomorrow!
2. Wow! You look great this morning.
3. Bravo! That was the best performance to date.
4. What! I can't believe you broke my favorite toy.
5. Uh oh! I think I have lost my keys again.
6. Yippee! I finally finished the painting.
7. Yay! J. K. Rowling is doing a reading at the local library.
8. Wow! What a pretty dress!
9. Ah! That feels good.
10. Ouch! That hurts!

Practice:

Students analyse the whole text with interjections by translating into their native language using Appendix 1. Then practice it. Call a word (interjection) in a native language, students translate into English or find equivalent.

Exercise 1: Ask students what interjections do they use in their everyday life and in what situation? Students translate their sentences into English.

Exercise 2: Translate following sentences into English using the Appendix 1. Translate the ideas, not word by word.

Kazakh:

1. Қап, барлық еңбектері далаға кетті-ау.
2. Япырмау, жастық деген қандай қызық?
3. Ай-шай деспей, әу десті
4. Ойбай салды,
5. Жарайды, аңшы-ақ екенсің!
6. Пай - пай, мына аттың жүйрігін - ай!
7. Бәрекелді, келгендерің жақсы болды!
8. Алақай, алақай, ауылдан әжем келді!
9. Апырай, ата қонысым еді!
10. Қап бәлем қасқырға айтпасам!

Chinese:

1. 那当然了! nà dāng rán le!

2. 太可惜了! tài kě xī le!
3. 好好休息! hǎo hǎo xiū xi!
4. 保重自己 bǎozhòng zìjǐ
5. 不错! bù cuò!

Conclusion:

In order to conclude the lesson. I used a mini test for checking the students.

Summary:

The warmer activity was not very encouraging. That is why students did not have much to say. On the other hand, they liked the text and new vocabulary and I felt it a pity we had little to practise it more.

While presenting the grammar rule students seemed to understand it well, but later they had problems to create correct sentences. They used a given pattern and they did it automatically without thinking about the meaning and thus they made mistakes.

Translation exercise was quite difficult for them, they wanted to translate sentences word by word. After a few tries they usually resigned, because they were afraid of making another mistake.

At the end of the lesson I could see that students were very tired.

Comments:

After every lesson we analyse or make a discussion with a supervisor and other master students (here, my groupmates). It is our tendency. So we discussed my lesson. Here are some positive comments of guests on my lesson:

- Very good lesson! It helps the teacher to clear the meaning of a word and sentence easily by translating it in to the mother tongue. The students understand the things very easily by comparing with the native languages. I liked the lesson.
- Bravo! A very good table was used! I liked the table because it contains a lot of interjections with their equivalent in two languages.

Negative comments:

- No oral work takes place in the class room due to this method. Sorry. I think the main focus remains only on the mother-tongue and the target language remains ignored.
- The students don't develop the power of thinking in the target language. To my mind, main emphasis is given only on the Rules of Grammar.
- I think, students try to do everything by translating. Overuse of translating!
- Sorry, but this method doesn't involve the students mentally and just like story telling method.

Let me now turn our attention to the next lesson. I tried to use **Critical Thinking Technology** mostly based on Charles Temple and Meredyth's works.. Critical thinking is a higher-order cognitive skill that is indispensable to students, readying them to respond to a variety of complex problems that are sure to arise in their personal and professional lives. The cognitive skills at the foundation of critical thinking are analysis, interpretation, evaluation, explanation, inference, and self-regulation.

When students think critically, they actively engage in these processes:

- Communication
- Analysis
- Synthesis
- Problem-solving
- Evaluation
- Reflection

We did a great deal of speaking. So I included the lesson plan by this way with the whole scripts. So let me show you how it worked:

**Lesson plan 2**

Date: 16<sup>th</sup> March 2018

Group: FAT-511(A)

Number of students: 14 (divided into two groups)

Length of lesson: 50 minutes

Materials: text and exercises, vocabulary of interjection in three languages (Appendix 1), printed handouts and text books, board, chalk

Aims: to explain and practise *Interjections* and its usage by comparing to other languages (native).

Objectives: After this lesson, students will be able to:

define the term 'interjection'

identify different types of interjections

list of interjections within each category

explain the purpose of interjections

compare with native language

Guests of the lesson: supervisor, other master students

Warmer:

Ask someone what is his favourite interjection. Say: *Does he use it often? When does he use it? Why does he use it?* Brainstorm a few ideas. Write the ideas on the board, e.g.

Review most popular interjections and ask do the students may hear them. On what purpose do we use them? What are the most common interjections in the military sphere. What about interjections which corresponds to other spheres.

Grammar presentation:

Analyse short story on the board:



## Interjections in Dialogue: Tom Sawyer

Below is a passage from Mark Twain's "Tom Sawyer." Read it carefully and circle ten interjections.

### Tom Sawyer: Chapter II

Tom went on whitewashing—paid no attention to the steamboat. Ben stared a moment and then said: "Hi-Yi! YOU'RE up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

"Say—I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther WORK—wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't THAT work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you LIKE it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there—criticised the effect again—Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let ME whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No—no—I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence—right here on the street, you know—but if it was the back fence I wouldn't mind and SHE wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No—is that so? Oh come, now—lemme just try. Only just a little—I'd let YOU, if you was me, Tom."



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"No—is that so? Oh come, now—lemme just try. Only just a little—I'd let YOU, if you was me, Tom."



1. Give students few minutes to read the story
2. Check students understanding of the story.
3. Students read the text and underline the interjections.
4. Ask students what *interjections* stands for, and tell them that the most of *interjections* are usually have short forms.

Practice:

Exercise 1: Students use their ideas from the story and make sentences with interjections.

*Interviews*

**An interview** is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Example:

- The instructor gives each student the same set of questions to ask a partner.
- Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits.

Exercise 2: Write a preparation grid on the board and ask students to copy it.

**Role A/B**

What is your favourite interjection?

When do you use interjections most?

Where do you use interjections most?

What are most common interjections in your country?

Divide the class into pairs – one person taking role A, the other role B. They should write their roles in the grid, for example:

Role A

What is your favourite interjection?:

*Oops*

When do you use interjections most?:  
with my friends

Role B

What is your favourite interjection?:

*Wow*

When do you use interjections most?:  
with my groupmates

## Group work

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting.

Example:

- Students are assigned preferably a group of 4.
- Students are assigned a specific role within the group. (E.g., member A, member B, etc.).
- The instructor gives each group the same task to complete.
- Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
- The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.

Exercise 3: Write possible situations which students could face on the board, then students of each group need to ask these questions from their groupmates in turns.

What would you say if you hit someone's car?

What would you say if tomorrow's classes were canceled?

What would you say if someone scared you from the corner?

What would you say if this day were Friday?

What would you say if someone said kind thing to you?

What would you say if someone tried to fool you?

What would you say if you barely slipped on the ice?

Lesson evaluation:

The main aim of the lesson was to teach and practise new grammar using the communicative approach. The biggest surprise for the students was that I did not use any Kazakh. From the beginning they were a bit confused and some of them did not understand although I tried to explain it in many ways. The others, on the other hand, realized that they are able to understand and react and they seemed to be very pleased and they started to use English more naturally, without stress and anxiety about mistakes.

The grammar presentation was clear, students were able to elicit the grammar rule from the example.

For practising I chose role play because I find it one of the most typical activities for communicative language teaching. From the beginning the students were afraid to say

anything and I had to provide a few examples. Afterwards they started to be more active and creative and they enjoyed the activity.

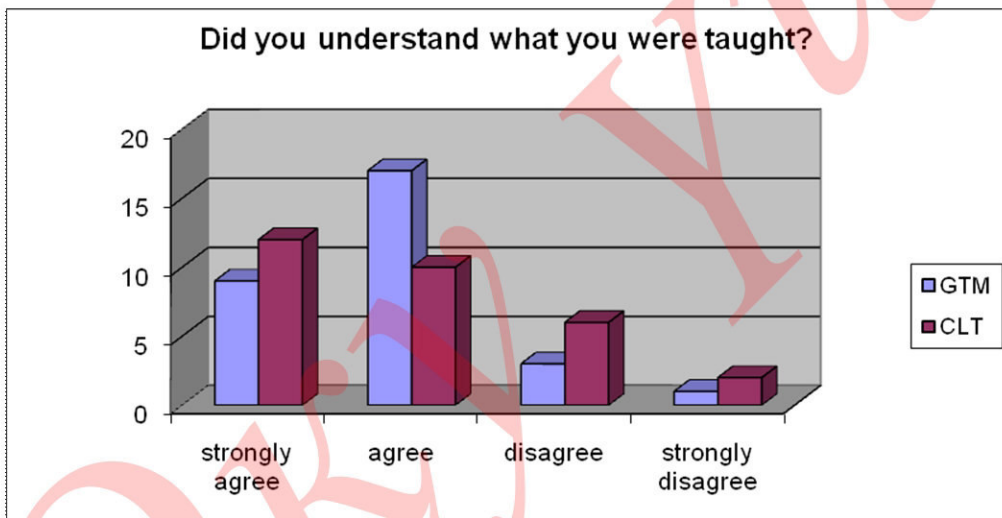
### Questionnaire for students

Students were asked to fill in the questionnaire after each lesson. The questionnaire consisted of five closed ended questions, where students were asked to choose from the scale, and two open ended questions, where I expected students' own evaluation of the lesson. After the second lesson I added one more question where I asked students to compare the two lessons. The questionnaire was in Kazakh, as I did not want to stress the students, especially when answering the open ended questions.

### 3.2 Experimental outcomes of using interjections in TFL

#### 1. Did you understand what you were taught?

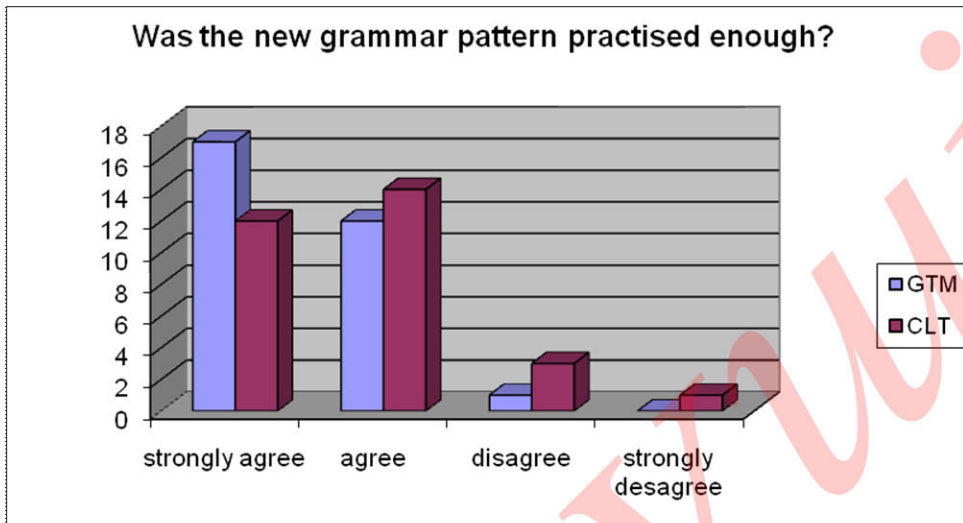
	strongly agree	agree	disagree	strongly disagree
<b>GTM</b>	9	17	3	1
<b>CLT</b>	12	10	6	2



If we look at these numbers we can see that more students who strongly agreed with this statement were taught communicatively. On the other hand, other columns show that grammar translation method was probably clearer for the students. I think that it was by virtue of the exclusive usage of English in the communicative approach. Those students who understood what was said identified the lesson clear, while the others preferred the grammar translation method.

2. Was the new grammar pattern practised enough?

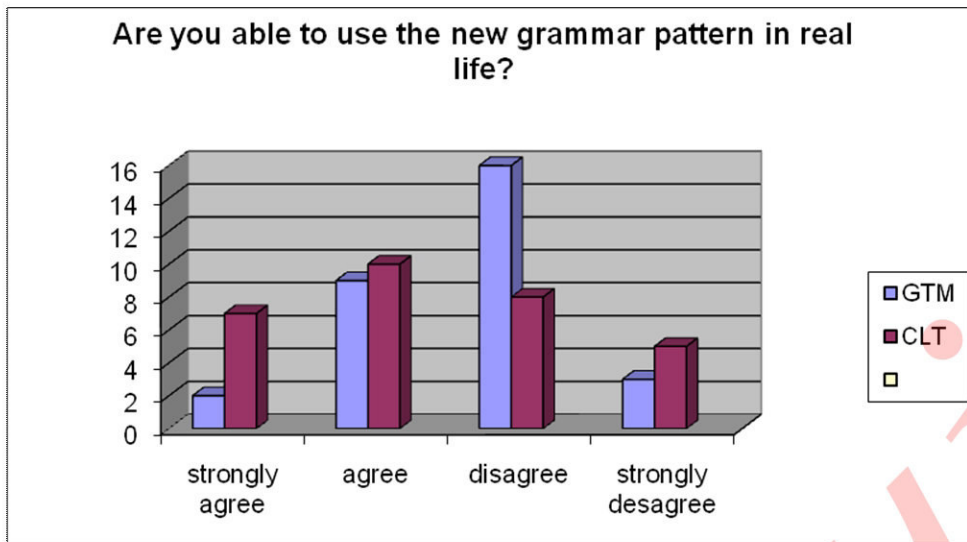
	strongly agree	agree	disagree	strongly disagree
<b>GTM</b>	17	12	1	0
<b>CLT</b>	12	14	3	1



From the chart and the graph, it stands to reason that students considered the grammar pattern practised enough in both cases. It shows that although grammar is not of great importance in communicative approach, it can be practised fairly well.

3. Are you able to use the new grammar pattern in real life?

	strongly agree	agree	disagree	strongly disagree
<b>GTM</b>	2	9	16	3
<b>CLT</b>	7	10	8	5

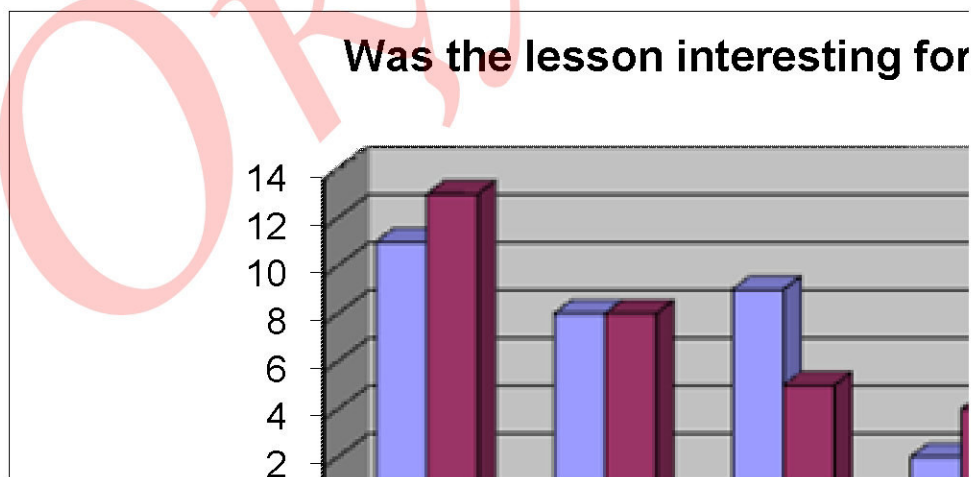


The results in this question confirmed my expectations which I had before conducting this research. In the lesson based on the grammar translation method students used a given pattern automatically while creating their sentences and they felt that without the pattern they are not able to use it. In the second lesson, by contrast, we simulated real situations and thus students felt more confident.

Another possible reason for these results is that students found the grammar taught in the first lesson more difficult than the grammar from the second lesson.

**4. Was the lesson interesting for you?**

	<b>strongly agree</b>	<b>agree</b>	<b>disagree</b>	<b>strongly disagree</b>
<b>GTM</b>	11	8	9	2
<b>CLT</b>	13	8	5	4

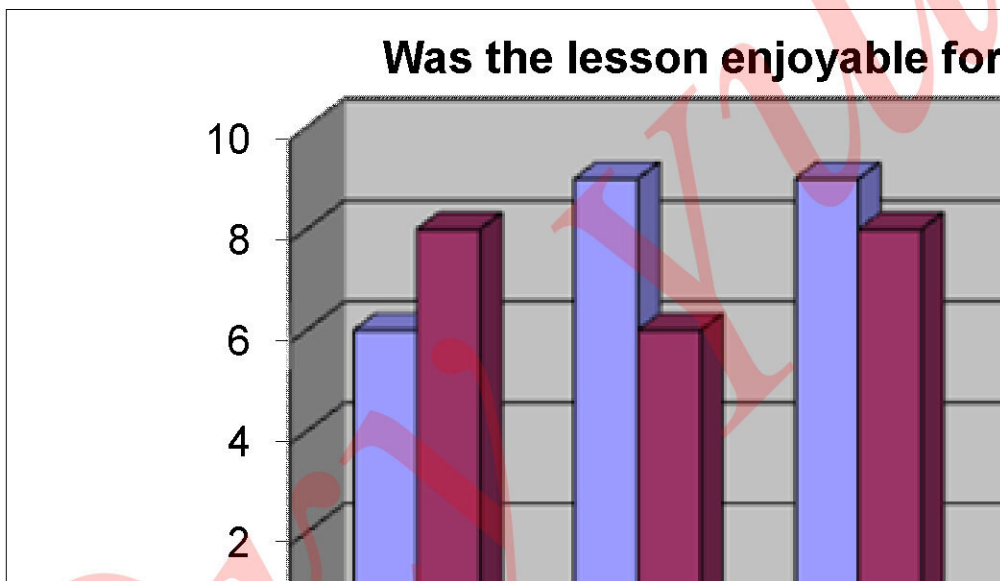


It can be said that the communicative lesson was more interesting for the students, although I expected more obvious results. I supposed that using real situations should be interesting for the students. I think that the results were again affected by the exclusive usage of English during the second lesson.

I find these results very important because an interesting lesson might be one of the biggest motivating factors. Only motivated learners are willing to invest effort in learning activities and thus to progress.

**5. Was the lesson enjoyable for you?**

	<b>strongly agree</b>	<b>agree</b>	<b>disagree</b>	<b>strongly disagree</b>
<b>GTM</b>	6	9	9	6
<b>CLT</b>	8	6	8	8



From the chart and the graph we can see that it is very difficult to prepare a lesson enjoyable for everyone.

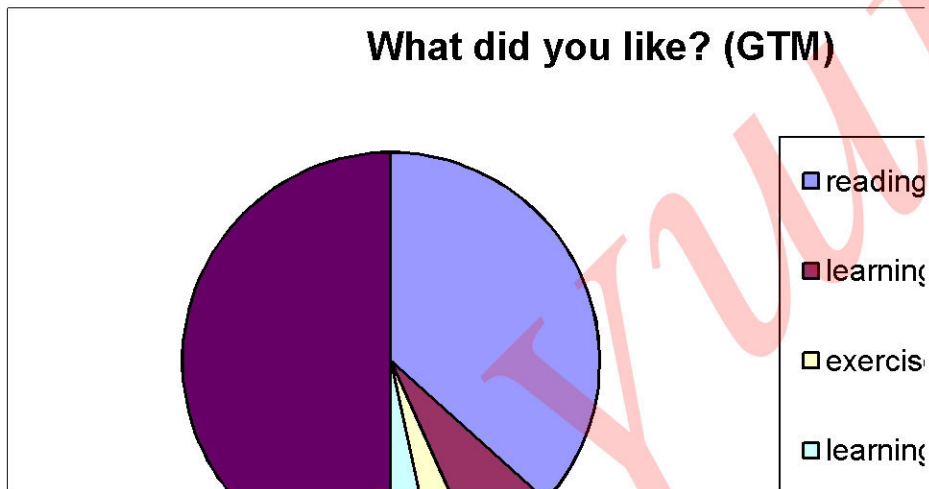
In case of the grammar translation method it can be said that students considered the lesson ordinary, as the majority of students were somewhere in the middle of the scale.

In case of the communicative approach there were students who enjoyed the lesson very much and, by contrast, those who did not enjoy it at all. These results are not surprising for me. During my teaching I have already realized that when we do some unusual activities there are people who like it very much and others who hate it. I think that it is a normal reaction to something new. There are people who welcome new things and enjoy them and there are also people who are a bit sceptical and reject all new ideas.



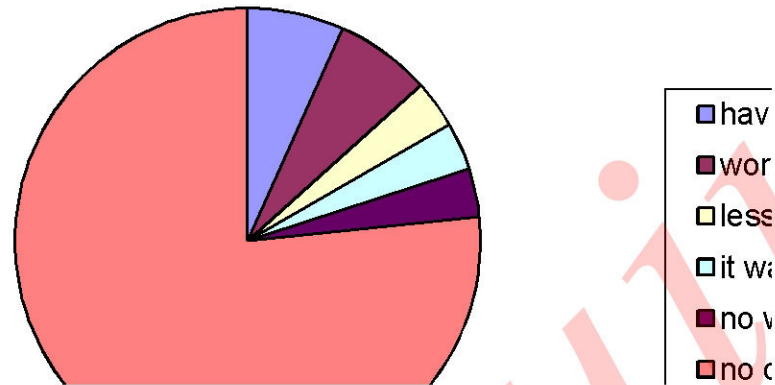
6. What did you like?

<b>grammar translation method</b>	
reading text	11
learning new grammar exercises	2
Learning new vocabulary	1
no opinion	15



<b>communicative teaching</b>	<b>language</b>
having conversation	2
working in pairs	2
lesson in English	1
it was fun	1
no writing	1
no opinion	23

### What did you like? (CLT)



It is important to say that not all the students answered this question hence the results are very tentative.

In the lesson based on grammar translation method the most favourite activity was reading the text. It was quite surprising because the text was about going to the theatre and I supposed that children were not interesting in theatres. The topic was probably not too important. Students may like reading in English because they can speak English without any effort or anxiety about mistakes.

The other three reasons were less important, only two students chose learning new grammar and doing exercises and learning new vocabulary was mentioned only once.

As regards the communicative lesson, the difference between the obtained points was not so high. Two of them enjoyed having conversation and other two working in pairs. These are main features of communicative approach.

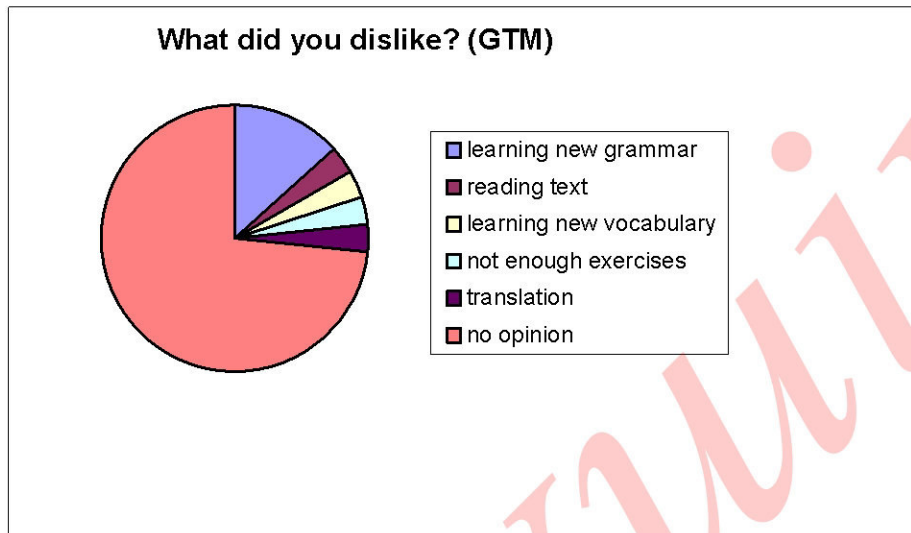
Only one student appreciated using English during the whole lesson, which was not surprising for me. While teaching the lesson I felt that they were not satisfied with it.

I liked the last two arguments. Students stated that they liked the lesson because it was fun and they did not have to write anything.

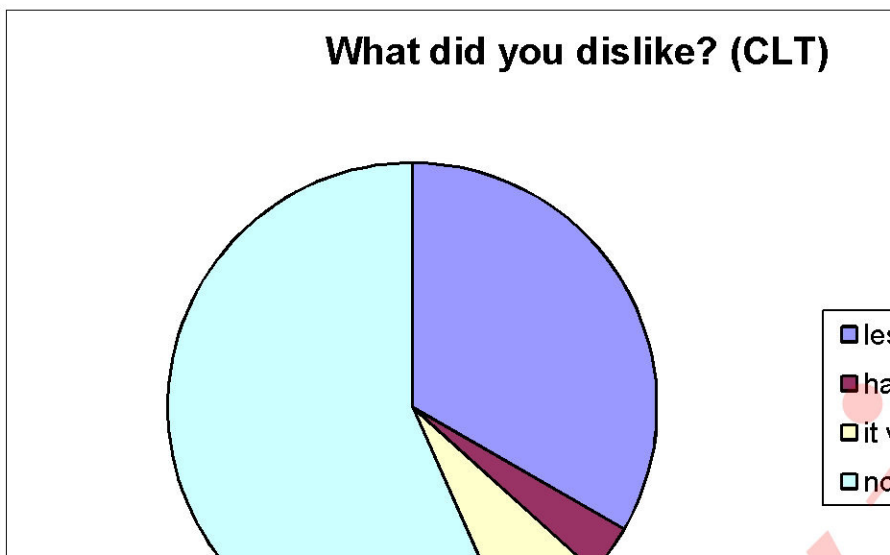
#### 7. What did you dislike?

grammar translation method	
learning new grammar	4
reading text	1
learning new vocabulary	1

not enough exercises	1
translation	1
no opinion	22



<b>communicative language teaching</b>	
lesson in English	10
it was boring	2
having conversation	1
no opinion	17



This question was not answered by all the students either.

The only argument which was introduced more than once (four times) was learning new grammar. It was not clear from the questionnaire if they did not like the particular grammar or if they did not like learning grammar at all.

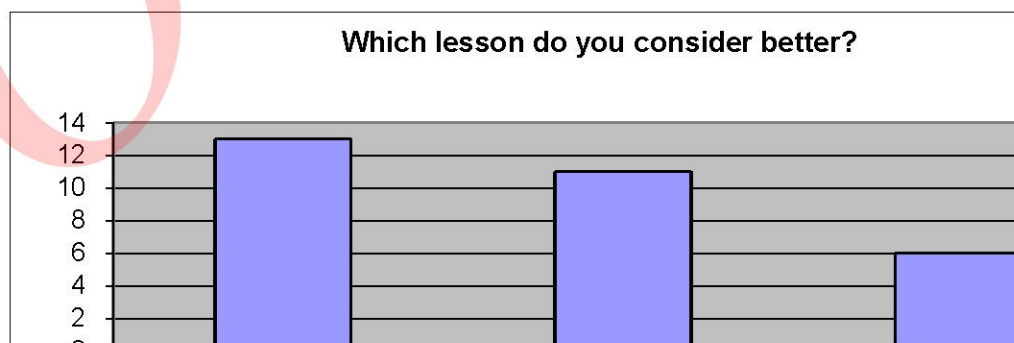
The other four reasons (reading text, learning new vocabulary, little exercising, translation) were important only for one student each.

As I presupposed, in case of the communicative approach the biggest problem was the exclusive use of English language. The majority (57%) of students who answered this question were dissatisfied with no Kazakh in the lesson.

Two students considered the lesson boring and one person did not like having the conversation.

#### 8. Which lesson was better?

	<b>GTM</b>	<b>CLT</b>	<b>no opinion</b>
students	13	11	6



After finishing the second lesson I asked students to compare the two lessons. I wanted to know which one they preferred and why. Six students were not able to decide which lesson they liked more.

Thirteen students (nine boys and four girls) found the lesson based on the grammar translation method better. The most frequent reasons were:

- he/she understood it better
- it was more interesting
- the teacher used Kazakh while explaining something important
- he/she liked reading the text

Eleven students (seven boys and four girls) preferred the second lesson based on the communicative language teaching. This fact can be quite surprising. In my view, it was caused mainly by the superiority of the English language. Students are accustomed to basic commands in English but grammar or some more complex commands are usually explained in Kazakh.

The most frequent arguments in favour of using communicative language teaching during the lesson were:

- they worked in pairs, groups
- it was interesting
- they used English a lot
- it was fun
- they used English communicatively

### **Lesson plan 3. Teaching Conjunction using Critical Thinking Technology**

Theme: Peculiarities of interjections

Date: 5<sup>th</sup> March 2018

Group: FAT-511

Number of students: 14 (divided into two groups)

Length of lesson: 50 minutes

Materials: board, chalk, 6 hats in different colour

Aims: to teach and practise *Interjections* by comparing with the native language

Warmer.

*Communication*

Teacher: Good morning, students. The theme of our lesson is: Peculiarities of **interjections**. “Today we shall learn some new facts about conjunctions and we try to answer some very important and controversial questions: “What is the essence of interjections?” “What type of conjunctions do we have?” and “What is the structural comparison of conjunctions in English and our native language?” “Six thinking hats” method will help us to discuss these things.

Conjunctions are words that link other words, phrases, or clauses together

Types of interjections	Definition	Examples
<b>Interjection for Greeting</b>	This type of interjection is used in the sentence to indicate the emotion of warmth to the person meeting with such as hey, hello, hi, etc.	<ul style="list-style-type: none"> <li>• <b>Hey!</b> Nice to see you here in the party.</li> <li>• <b>Hello!</b> I am Pooja.</li> </ul>
<b>Interjection for Joy</b>	This type of interjection is used in the sentence to indicate immediate joy and happiness on any happy occasion occurred such as hurrah, wow, hurray, etc.	<ul style="list-style-type: none"> <li>• <b>Wow!</b> You are looking gorgeous.</li> <li>• <b>Hurray!</b> We successfully won this football match.</li> </ul>
<b>Interjection for Approval</b>	This type of interjection is used in the sentence to express the strong sense of approval or agreement for something that has happened such as well done, bravo, brilliant, etc.	<ul style="list-style-type: none"> <li>• <b>Well done!</b> You win the race.</li> <li>• <b>Bravo!</b> The first rank is yours this year.</li> </ul>
<b>Interjection for Attention</b>	This type of interjection is used in the sentence to draw attention of someone such as look, behold, listen, hush, etc.	<ul style="list-style-type: none"> <li>• <b>Look!</b> You so arrogant.</li> <li>• <b>Listen!</b> I have never copied you.</li> <li>• <b>Behold!</b> Someone strange is there.</li> </ul>
<b>Interjection for Surprise</b>	This type of interjection is used in the sentence to express the strong sense of surprise about something that has happened such as ha, what, hey, ah, oh, eh, etc.	<ul style="list-style-type: none"> <li>• <b>What!</b> You failed.</li> <li>• <b>Oh!</b> Really you completed the task, I can't believe.</li> <li>• <b>Ah!</b> I got new job.</li> </ul>
<b>Interjection for Sorrow</b>	This type of interjection is used in the sentence to express the emotion of	<ul style="list-style-type: none"> <li>• <b>Alas!</b> He is no more.</li> <li>• <b>Ouch!</b> It's very paining.</li> </ul>

	sadness about something unfortunate has happened such as alas, ouch, ah, oh, etc.	
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The “Six thinking hats” are different ways of looking at an issue. The aim to learn some new things about interjections by comparing with our native (Kazakh) language so let’s think that each “Thinking Hat” is a different type of interjections.

*The White Hat:* explains **Interjection for Greeting** and its usage by using the given table, then gives some examples.

*The Red Hat:* gives some explanations of **Interjection for Joy** and its usage.

*The Black Hat:* signifies **Interjection for Approval** and illustrates them with some examples.

*The Yellow Hat:* symbolizes **Interjection for Attention** and its usage in speech

*The Green Hat:* tells about **Interjection for Surprise** and their usage in language.

The Blue Hat: is used to manage the **Interjection for Sorrow**. It ensures that the 'Six Thinking Hats' guidelines are observed.

#### *Problem Solving*

Teacher: We continue to speak about interjections. We have already learnt the usage of interjections and their types. Now I will give you some **brainstorming questions** and you should answer them:

- What is an interjection?
- What can you tell about interjections in Kazakh?
- How do you think, what is the point in using interjections in speech?
- What are the similarities of interjections in English and Kazakh?
- What about differences of interjections in English and Kazakh?
- How often do we use interjections in speech?
- How do you think, which type of interjections used mostly?
- Why are interjections such as “OMG!” called interjections of surprise?
- Why are interjections more important in talking than writing?
- What are some common interjections of approval?
- Do you use interjections in your writing or talking? If so, give an example.
- How would our language be different if we did not have interjections?

#### *Evaluation*

Teacher: It is time to play. The game is called “My Reaction.” You have to use subordinating conjunction “if”. Use the second conditional (using “IF”). Students accomplish this task in pairs of four.

One of students should start with giving a situation with words like: “How would you react If you won 1 million dollars in a lottery....”

Other three teammates need to answer the question like “I would say *hurray* ...”

Example:

How would you react If you won 1 million dollars in a lottery, I would say *hurray!*

How would you react If you wake up on an island, I would say oh my god!

How would you react If someone step on your shoe, I would say ouch!

How would you react If your friend hit the awesome goal, I would say bravo!

How would you react If your friend invited you to the party, I would say woohoo!

How would you react If your favourite football team won a cup, I would say ole ole ole!

*Reflection*

Teacher: Make up as many cinqwayns as you can. All your cinqwayns will be different. Read aloud your cinqwayns, when you are ready. Terms for cinqwayns: interjections, interjection for greeting, interjection for joy, interjection for approval, interjection for attention, interjection for surprise, interjection for sorrow.

Example:

1. interjections
2. complicated, different
3. to express, to show, to expose
4. Interjections are words that expresses emotions without naming them.
5. expressions, emotions.

Teacher: And now, let’s make a “T-table”. The rule of this method is as follows:

Interjections for greetings	Сәлемдесу одағайлары
Interjection for joy	Қуаныш одағайлары
Interjection for approval	Қолпаштау одағайлары
hey, hello	<i>сәлем, қалайсың</i>
wow, hurray	алақай, керемет
well done, bravo	жарайсың, бәрекелді

Teacher: Read each sentence. Decide if the statement is true or false. Think about how you would explain your decision.

№	Sentences	true	false
1.	An <u>interjection</u> is a part of speech that names the emotion or feeling of the author.		
2.	These words or phrases can stand alone or be placed before or after a sentence.		
3.	Often an <u>interjection</u> is followed by a punctuation mark, often		



	an exclamation point.		
4.	<u>Interjections</u> relate grammatically to the other parts of the sentence.		
5.	Semantically, <u>interjections</u> are as a rule divided into 3 groups:		
6.	According to their derivational pattern, English <u>interjections</u> are as a rule divided into primary (simple) and secondary (derivative).		
7.	Primary <u>interjections</u> (blimey, boy, Christ, chrissakes, dear, gees, Goodness, my, why.)		
8.	Secondary <u>interjections</u> (ah, hush, oh, ouch, ugh, wow).		
9.	Interjections help the reader understand the relationship between words and phrases in the sentence.		

*Answer: 1. false, 2. true, 3. true, 4. false, 5. false, 6. true, 7. false, 8. false, 9. false*

Teacher: The topic of our today's conversation was very serious. We have spoken about interjections and we have discussed the types of them. I'd like to thank you for good work at the lesson. I give excellent marks to..., good – to ..., etc. I wish you be healthy and wealthy.

The lesson is over. See you later. Good bye!

A mini-test is included at the end of the lesson.

*Summary:*

As one can see, I used a rich variety of strategies of Critical Thinking Technology. The children enjoyed it a lot. They loved "Six thinking hats" and brainstorming questions. A special favour was to make a "T-Table" and "Five-lined Poem". The response from the guests was different from the previous lesson. I suggested various activities and ideas, and both children and parents appeared satisfied.

*Comments of guests on my lesson:*

Positive comments:

- Good! I liked the lesson! These strategies expand students' knowledge base because it requires knowing reasons and thinking critically.
- Pretty good! This technology makes the students think in more depth about the theme.
- I liked using these unusual strategies like "T-Tables", "A Five Lined Poem" etc. These strategies increase creativity, heightened perception and excellent logic.

Negative comments:

- Overusing of Critical Thinking strategies. Students might get exhausted. Needs some improvements.
- Time consuming lesson

1. Critical thinking helps you abandon non-adaptive beliefs.

Cons:

1. It takes more time to think with confidence about a knotty problem.
2. It sometimes leads to animated arguments because people who haven't thought about a problem think you're wrong.
3. It makes you think in more depth about something.
4. Cons; your brain feels like it may explode LOL.

Pros: increased creativity, heightened perception, excellent logic.

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## CONCLUSION

In conclusion, there is less difference in interjection between English and Kazakh languages in using. As English and Kazakh languages are different, so the structure and pronunciation of interjections are different.

There is an important point, as these two languages are mostly used by different nations like Kazakh, English, American, Australian etc., they have traditional use of interjections.

As you see, the only difference where In conclusion, there is less difference in interjection between English and Kazakh languages in using.

As English and Kazakh languages are different, so the structure and pronunciation of interjections are different. There is an important point, as these two languages are mostly used by different nations like Kazakh, English, American, Australian etc., they have traditional use of interjections. As you see, the only difference where in calling animals. Animals, such sheep, horse, camel are could be said a part of a Kazakh tradition.

So Kazakh nation have some special interjections to call the animals like we said below. The interjection, occupying a detached position in the sentence, is a signal of emotions express the feelings of speaker

Interjections like er and um are also known as "hesitation devices". They are extremely common in English. People use them when they don't know what to say, or to indicate that they are thinking about what to say. You should learn to recognize them when you hear them and realize that they have no real meaning.

Interjection is a big name for a little word. Interjections are short exclamations like Oh!, Um or Ah! They have no real grammatical value but we use them quite often, usually more in speaking than in writing.

When interjections are inserted into a sentence, they have no grammatical connection to the sentence. An interjection is sometimes followed by an exclamation mark (!) when written.

The interjections of English make up a comparatively small but rather varied group of words with a particular communicative significance. Most often, these are uninterrupted lexical sequences positioned towards the beginning of the sentence/utterance.

As we have seen, various interjections can be used to suggest certain emotions or attitudes, among the typical of which are anger, disgust, fear, joy, pain, pleasure, relief, surprise, triumph, wonder, etc.

Aside from plain interjections expressive of emotions, different types of interjections can be distinguished among such words and phrases used in English.

Recognizing the place of interjections, as well as mastering the use in everyday communication makes a constituent element of every speaker's linguistic competence and performance.

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Appendix 1

Kazakh interjections	English interjections	Chinese interjections
Рас!	Ah! Oh! (agreement)	口β可! [à]
Аха!	Ah! Yeah!	呀 [yā]
Ойбай!	Ah! Oops! (surprise)	哎呀! [āi yā]
Сәлем!	Hey! Hello!	喂! [wéi]
Уааа!	Wow!	哇! [wā]
Солай ма?!	Oh? Really? (doubt)	哦? [ó ; é]
Ха ха!	Ha ha (laughter)	哈哈 [hā hā]
Ойбай!	OMG!	天呀 [tiān ya]
Әрине!	“Of course!”	那当然了! <i>nà dāng rán le!</i>
Бұл өте жаман!	“That’s too bad!”	太可惜了! <i>tài kě xī le!</i>
Демалып ал!	“Rest up!”	好好休息! <i>hǎo hǎo xiū xi!</i>
Өзіңе абай бол!	“Take care of yourself!”	保重自己 <i>bǎozhòng zìjǐ</i>
Жаман емес!	“Not bad!”	不错! <i>bù cuò!</i>
Керемет!	“Awesome!”	厉害! <i>lì hài!</i>
Мәссаған!	“Wow!”	哇 <i>wā</i> or 哇塞! or <i>wā sāi</i>
Рахмет!	“Thanks!”	谢谢! <i>xiè xiè!</i>
Осыншама істедің бей?!	“You’ve done so much!”	你辛苦了! <i>nǐ xīn kǔ le!</i> or 你太辛苦了! <i>nǐ tài xīn kǔ le!</i>
Барлығын ескеріпсің ғой!	“This is so thoughtful of you!”	你想得这么周到! <i>nǐ xiǎng de zhè me zhōu dào!</i>
Ондай ештеңесі жоқ!	“Not at all.” (as a humble response to a	哪里哪里 <i>nǎ lǐ nǎ lǐ</i>

	compliment).	
Қолымнан келгені осы!	“I’m hardly all that!”	不敢当! <i>bù gǎn dāng!</i>
Қазір келемін!	“Right back at you!”	彼此彼此! <i>bǐ cǐ bǐ cǐ!</i>
Ұзақ жол жүруім керек!	“I’ve got a long way to go!”	我还在努力! <i>wǒ hái zài nǚ lì!</i>
О, жоқ!	“Oh no!” (Expressing disbelief, disgust and/or irritation)	哎呀! <i>āi yā!</i>
Жиіркеніштісінай!	“Gross!”	真讨厌! <i>zhēn tǎo yàn!</i>
Кім ойлаған?!	“Who would’ve thought!”	真没想到! <i>zhēn méi xiǎng dào!</i>
Осылай болады екен!	“So it turned out it’s that way!”	原来是这样! <i>yuán lái shì zhè yàng!</i> or 原来如此! <i>yuán lái rú cǐ</i>
Шынымен ба?!	“Really?”	真的吗? <i>zhēn de ma?</i>
Осы ғана!	“That’s just it.”	就是 <i>jiù shì</i>
Мм, бы (сөйлеушіге тыңдап отырғаныңды білдіру үшін)	“Ahh...” or “uh huh” (depending on your intonation.)	嗯 <i>èn</i> or 哦 <i>ò</i>
Сенің айтқың келгені	“So you mean to say...”	你是说。。。 <i>nǐ shì shuō...</i> or 那是说。。。 <i>nà shì shuō...</i>