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YÜKSEK LİSANS TEZİ

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TEZ ONAYI

Enstitümüzün Yabancı Diller Eğitimi Anabilim Dalı'nda **201312553007** numaralı ÖZGE EDİBE ÖZALP GÜNERİ'in hazırladığı "Tag Questions and Their Use in Language Learning" konulu YÜKSEK LİSANS tezi ile ilgili TEZ SAVUNMA SINAVI, Lisansüstü Eğitim Öğretim ve Sınav Yönetmeliği uyarınca 04.07.2017 tarihinde yapılmış, sorulan sorulara alınan cevaplar sonunda tezin onayına OY BİRLİĞİ/~~OY ÇOKLUĞU~~ ile karar verilmiştir.

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Üye

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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduklarını onaylarım.

07/08/ 2017
Enstitü Müdürü
İbrahim Şahin
Doç.Dr.Halil İbrahim ŞAHİN
Müdür

ACKNOWLEDGEMENTS

The use of English tag questions is an area of grammar for Turkish EFL learners. Therefore, learners avoid using them in their target language production, and even if they do not, they are likely to have problems with their accuracy in the target items in language production. The aim of this study is to find out in which areas Turkish EFL learners at the Faculty of Tourism at Balıkesir University have problems with English tags.

I would like to express my gratitude to my supervisor, Prof. Dr. Mehmet Baştürk for his guidance, constructive feedbacks, comments, criticism, excellent suggestions and most importantly for his patience. Without his help, it would not have been possible to complete this study. I also would like to give my special thanks to “my dear” for his great encouragement, assistance and patience in my thesis writing process.

Many thanks to daughters who were always there to support me whenever I needed.

Özge Edibe ÖZALP GÜNERİ

ÖZET

EKLENTİ SORULARI VE ONLARIN DİL ÖĞRENİMİNDEKİ KULLANIMI

ÖZALP, Özge

Yüksek Lisans, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Prof. Dr. Mehmet Baştürk

2017, 114 Sayfa

Yabancı dil olarak İngilizce eğitiminde eklenti soruların öğrenilmesi ve doğru bir şekilde kullanılması İngilizceyi bir yabancı dil olarak öğrenen birçok öğrenci için olduğu gibi, Türk öğrenciler için de bir sorundur. Dolayısıyla İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin eklenti soruların kullanımında başlıca hangi alanlarda sorun yaşadıklarının belirlenmesi, ilgili gramer öğelerinin dil öğreticileri için daha iyi planlanabilmesi ve kolaylaştırılabilmesi noktasında oldukça önemlidir. Balıkesir Üniversitesi Turizm Fakültesinde yabancı dil olarak İngilizce alan turizm öğrencileri içinde durum benzerlik göstermektedir.

Bu çalışma Balıkesir Üniversitesi Turizm Fakültesinde İngilizce öğrenen lisans öğrencilerinin İngilizce 'deki eklenti sorunların kullanımı konusunda ne derece yeterli olduklarını ve öğrencilerin eklenti soruları doğru şekilde üretebilmelerinin cinsiyetleri ile, kaç yıldır İngilizce öğrenmekte oldukları, İngilizce Öğrenmeyi ne kadar erken yaşta başladıkları ve son olarak öğrencilerin yaşları ile bir ilişkisinin olup olmadığını bulmayı amaçlamaktadır. Çalışma 2015-2016 akademik yılının bahar döneminde gerçekleştirilmiştir. Çalışmanın katılımcıları Balıkesir Üniversitesi Turizm Fakültesinde öğrenim görmekte olan 120 lisans öğrencisinden oluşmaktadır. Turizm Fakültesinde eğitim görmekte olan ve dil yeterlilik düzeyi açısından birbirine yakın olan bu katılımcılara Michigan Test of English Language Placement (MTELP, 2017) bir seviye belirleme sınavı uygulanmıştır. Yapılan seviye tespit sınavı ile birbirlerine yakın dil yeterlilik becerisine sahip olduğu düşünülen 60 lisans öğrencisi çalışmanın katılımcıları olarak seçilmiştir. Öğrencilere farklı ders kitaplarından uyarlanmış ve öğrencilerin farklı soru

tipleri yardımı ile eklenti soruları başarılı bir şekilde kullanabilme derecelerini ölçmeyi amaçlayan bir başarı testi verilmiştir. Öğrencilerin başarı testi notları, hem genel test başarısı olarak hem de alt bölümler dikkate alınarak değerlendirilmiştir. Öğrencilerin başarı düzeyleri yaşlarına, cinsiyetlerine, dil öğrenim geçmişleri ve bu dili öğrenmeye başlama yaşları gibi değişkenlere göre analize tabi tutulmuştur. Yapılan analizler Balıkesir Üniversitesi Turizm Fakültesi öğrencilerinin İngilizcedeki eklenti soruların kullanım başarılarının cinsiyete göre anlamlı şekilde farklılık gösterdiğini ortaya koymaktadır. Öte yandan, yapılan analizler ve elde edilen sonuçlar, yaş ile eklenti soruların başarılı şekilde kullanımı arasında istatistiksel olarak anlamlı bir ilişkinin olmadığını ortaya koymuştur. Bu çalışmanın ortaya çıkardığı bir başka sonuç ise İngilizce öğrenimine erken yaşta başlamak ile eklenti soruların kullanımında daha başarılı olunması arasında anlamlı bir ilişkinin olmadığı yönündedir. Bu çalışma ile elde edilen son bulgu ise dil öğrenimi geçmişinin, 1 ile 10 yıl arası ile 10 yıldan fazla bir süredir İngilizce öğreniyor olmak arasında, anlamlı bir etkinin olmadığı saptanmıştır.

Anahtar Kelimeler: İngilizce Eklenti Soruları, Yabancı Dil Öğrenen Türk Öğrenciler, Gramer

ABSTRACT

TAG QUESTIONS AND THEIR USE IN LANGUAGE LEARNING

ÖZALP, Özge

Master's Thesis, Department of English Language Teaching

Adviser: Prof. Dr. Mehmet Başttürk

2017, 114 pages

The learning of English tag questions and accurate use of them have been difficult for many students learning EFL, and the same is true for Turkish students learning EFL. Therefore, finding out in what areas Turkish learners of EFL have difficulty in producing English tag questions is very important to better plan language teaching curriculum and facilitate the learning of English tag questions. This is also true for the students studying at Balıkesir University, Tourism Faculty.

This study was conducted at Balıkesir University, Tourism faculty during 2015-2016 Spring term. It aimed to find out the proficiency levels of the students in the production of English tag questions, and to find out if their achievement scores significantly change depending on their age, gender, duration of their English educational background (and how early they started to learn English. The participants of the study are 60 university students attending Balıkesir University, Tourism faculty. All the available students studying at Tourism Faculty were given a placement test prior to the achievement test to have a homogenous proficiency levels for the participants. The achievement test was adopted from some course books used in the teaching of English considering students proficiency levels.

The achievement scores of the participants reveal that there is a significant relationship between students' achievement scores and their gender. On the other hand, the findings also reveal that there is not a significant relationship between students' ages and their achievement scores. The third finding of this study is that starting to learn English at primary

school or at later school stages does not differ in students' achievement scores. The last finding of the study is that having been learning English between 1-and 10 years and more than 10 years does not significantly correlate with the students' achievement scores.

Keywords: English Tag Questions, Turkish EFL Learners, Grammar

DEDICATION

I would like to dedicate this thesis to my loved ones who passed away.

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
NNS	: Non-native speaker
NS	: Native Speaker
HKCCE	: Hong Kong Corpus of Conversational English

1. INTRODUCTION

This section of the study is about the rationale regarding the aims of this study. For this purpose, it starts with the detailed knowledge regarding the background to this study. Then, it goes on with the general statement of the problem. After that, the significance of the study is made clear. Next, the research questions of the study are given; the information on research procedure, subjects, tools and data analysis sections are introduced. Finally, it finishes with the conclusions and discussions under the light of the findings of the thesis.

1.1. Problem

Communication has a central role in human life, and language is considered to be the most basic tool for communication among people. Therefore, language teachers teaching a foreign language view communication as an important part of competency in (FL) a foreign language. The same is true for the teaching of English to foreigners. Individuals learning EFL try to improve their communication skills and learn how to tackle with problems arising when individuals interact in their daily communication and as they experience any communication breakdown.

In routine life and routine communication, people use three basic sentence types in their communication: (1) affirmative sentences, (2) negative sentences, and 3 interrogative sentences. These sentences types are most commonly used ones and taught to language learners in their language learning stages without taking into account if it is their first or

foreign language. As people may disagree, tag question sentences are considered to be the types which people have great difficulty in producing especially in foreign language production. As informal talks to some English teachers suggest, they have personally observed through their teaching experiences that Turkish learners also have many difficulties in comprehending and forming question structures in English whereas they still have some other difficulties with other types. Many suggestions have been made about the causes of such difficulties in tag questions, but the most commonly accepted one is that the structures of questions in EFL significantly differ from Turkish language, which is the learners' first language in this case. The solution to that problem regarding the use of sentence types is to find out the similarities and difficulties between English and Turkish languages with regards to the use of tag questions (Swan, 1997).

The reason for the difficulty in learning English for Turkish learners is very clear: the questions types in English are significantly differ from those of Turkish. However, if we can be clear about the similarities and differences between the first and foreign language with regards to the tag questions, learners and teachers can cope with this problem very easily. Thus, this thesis was conducted to provide new insights as to tag question constructions in Turkish learners' utterances learning EFL. Thus, we can be aware of the similarities and differences between the first and foreign language, and we can also come up with the structures that Turkish learners of EFL have the most and the least difficulty in learning. Besides, these findings can also help students gain improvements in their language competence and also help teachers make some inferences regarding the planning of how to teach English tag questions effectively.

1.2. Purpose of the Study

This study aims to find out how Turkish learners of EFL learn English tag questions. The primary target of the study is to evaluate the Turkish EFL learners' use of English tag questions considering their ages. The second

aim of the study is to evaluate their accuracy in English tag questions considering their educational background. The third aim of the study is to examine the influence of gender on the accuracy of tag question use.

1.3. Significance of the Study

This study is considered significant for many reasons. The first one is that the findings of the study contribute to the relevant literature. This study also contributes to the literature regarding the difficulties experienced by Turkish EFL learners in English tag questions. It also provides significant findings and draws significant conclusions regarding why it is difficult for Turkish learners to learn English tag questions and provides some valuable suggestions on how to facilitate the learning of English tag questions by Turkish EFL learners. The number of studies focusing on the use of English tag questions by Turkish EFL learners is highly limited. That is why, this study is expected to fill in a gap regarding this issue. Finally, the study contributes very important information to the relevant literature as it offers valuable recommendations for language teachers, language learners, those dealing with curriculum development and material development using the findings of this study.

1.4. Research Questions

There are a lot of issues discussed in foreign language teaching and learning in the literature. The main problems often mentioned are those rooted from students, teachers, curriculum and linguistic characteristics of the first languages of the learners and the target language. With this regard, the learning of English tags by Turkish EFL learners has been a problem. Four research questions have been addressed in this study to come up with experimental answers. These research questions are;

1- Does the achievement of students in the production of English tag questions change depending on gender?

2- Does the achievement of students in the production of English tag questions change depending on age?

3- Does the achievement of students in the production of English tag questions change depending on how long they have been learning EFL?

4- Does the achievement of students in the production of English tag questions change depending on the age of starting at primary or secondary education?

In the first part of this thesis, the definition of the interrogative sentence, in general, will be presented. Secondly, the types of tag questions in English will be presented. This thesis will focus on English rather than Turkish as it is the main purpose of the researcher to find out the use of tag-related structures in Turkish learners' utterances learning EFL. The final part of this study is the conclusion with some suggestions for EFL teachers regarding the teaching of English tag questions.

1.5. Limitations

This study is limited to only 60 students learning English at the Faculty Tourism at Balıkesir University. Second, the study was limited to an achievement test administered to the participants following a placement test. Further and more extensive studies could be conducted to come up with more extensive findings regarding the target grammar items. Besides, in-depth interviews could have been conducted with the participants to find out how they felt about the use of English tag questions. However, this could not be done because of time limitations of the researcher.

1.6. Definitions

Achievement test: it is **"**a test designed to measure the knowledge or proficiency of individual in something that has been learned or taught."

Placement Test: a test designed to find out a learner's level of ability in one or more subjects to place students with others having the same or similar abilities.

Achievement: Something accomplished, especially with the use of superior ability, special effort, great courage, etc.

English as a Foreign Language (EFL): Studying English as a non-native speakers living in an environment where English is not spoken as a native language.

2. RELATED LITERATURE

2.1. Theoretical Framework

In this section of the study, tag questions are examined in detail reviewing the relevant literature. Many definitions of tag questions are presented. This apart also handles the difficulties that language learners experience in learning and producing English tag questions and briefly offers suggestions from the relevant literature for the causes of failure in the use of English tag questions. Characteristics of types of tag questions are presented with regards to their functions and forms. Then significance of intonation in tag questions is presented in detail. Finally, some empirical studies are mentioned at the end of the section to make it clear the difficulties that learners have difficulty with regarding the use of tag questions in English.

2.1.1. Definition of Interrogative Sentences

The interrogative statements in English have a lot of definitions in the literature. In Oxford Guide to English grammar, “a question is defined as a sentence whose basic function is to ask for information from the hearer” (Eastwood, 2002). A good example for this can be given as:

“Can you speak Danish?”
“How can I do it?”

In English, speakers may have such questions as "Hi there, what are you doing?", "Hello, how are you?" which do not expect a response from the interlocutor. When it is time to talk about questions in English, we also need to mention about the ideas regarding how to define questions which do not

expect a reply from the hearer. Therefore, it can be suggested that the definitions regarding interrogative statements need to be revised because the definitions stated in this study do not cover the characteristics of such questions which do not expect a reply from the hearer. Among such question types are rhetoric and paradoxical questions, which can be given as questions types which do not expect a reply from hearers. Some people ask questions to indicate how they feel about something or how amused they are when a problem emerges in life. Such questions are named as rhetoric questions in the English language. A good example for this can be given as in the following example:

“Can my day get any worse?”
“Can you make any more noise?”

There is also another type of question which does not expect a reply when asked because there is not a clear answer to such questions. Such types of questions are called as paradox questions, the most popular of which is a classical one;

“What came first: the chicken or the egg?”

In summary, the ways of defining questions are many and varied depending on speakers' purposes of asking questions. However, what needs to be made clear here is that most of these question types are not contradictory to one another; rather, they complement one another, and make a whole functioning in coordination with one another. The most popular definition which can be suggested here is the one in Oxford Guide to English Grammar suggested above at the beginning of the study. As a summary, we need to put a definition here: “An interrogative statement is a statement whose basic purpose is to ask for specific information from the hearer” (Tottie and Hoffman, 2006). As seen in this paper, the two terms, questions and interrogative sentences will be used interchangeably because they are remarkably similar to one another.

2.1.2. Types of Questions in English

The number of question types in English is not clear, and it is not possible to come up with a clear response when the number of question types is considered. In "*The grammar handbook*" written by Feigenbaum (1985), two types are suggested for this; a question to learn and a question to confirm. The types of questions which aim to learn something from the hearer are information or WH- questions and affirmative Yes/No questions. The questions types which are used to confirm knowledge are negative yes/no questions, tag questions and restatements. As we see above, the criteria used in categorising such question types are based on the purpose of using questions.

As claimed by Angela (2003), interrogative structures in English are classified into three major types, which are polar, alternative and non-polar questions. A polar interrogative question is also named as yes/no questions, and it is a kind of question which may be answered as "Yes" or "No". The question "Can you ride a motorbike?" is a good example for that. Non-polar interrogative questions are also named as WH- questions, and these are the types of questions which demand some information referred to by the WH-word at the beginning as clearly seen in the following example;

“Where do you come from?”

The third one is alternative interrogative questions, which consist of two polar interrogatives combined with “or”. *“Do you want to stay with me or would you like to go the cinema with your father?*” can be given as a good example for that. There is also another type of classification. Master (1996) claims that the number of question types in English is four, which are yes/no questions, information questions, tag questions and echo questions.

2.1.3. Tag Questions in Detail

There is a need to make the history of tags clear to be able to understand tag question-related details better. The history of tag questions has caught very little attention in the relevant literature, but it is noteworthy to mention a few of them from the relevant literature. Salmon (1987) discusses tag questions in some works of William Shakespeare's "Falstaff plays". Ukaji's (1998) work is written with the use of 180 tags from thirty-three different plays. He focuses on tag questions in general terms, but he is also involved in many unusual observations regarding their forms and meanings.

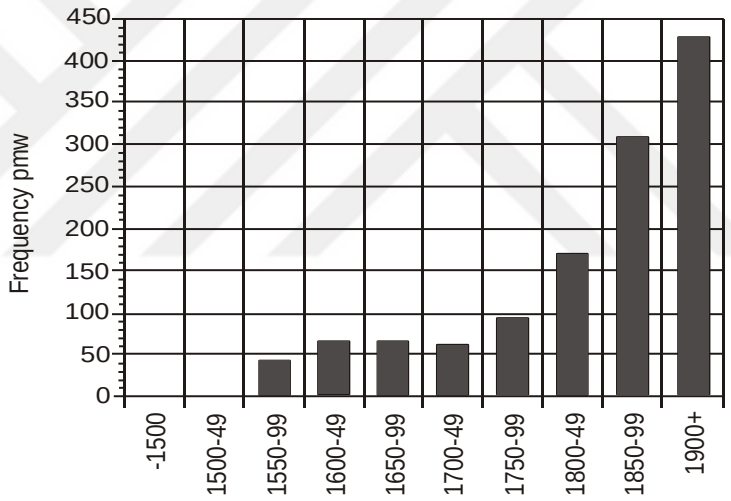

Figure 1. Tag Questions in the Collection of English Drama (frequency mw, N=5,899)

Source: Hoffmann (2006).

Hoffmann (2006) is the first author who carried out an extensive qualitative study regarding the historical background of the English canonical tags. Hoffmann's investigations indicated that the use of tags enormously increased in number beginning from 18th century. When only comedies are considered, the frequency of the use of tags is observed to have increased

by the end of the 16th century and in the early 20th century. This does not make it clear what happens in actual speaking language and recalls that the use of tag questions was much higher in the British National Corpus. Then how the increase in the frequency of canonical tag questions can be explained? When did canonical tags become a part of English grammar? The answers to these questions need to be made clear over the centuries when their first emergence in the language grammar is considered to be in the 15th century.

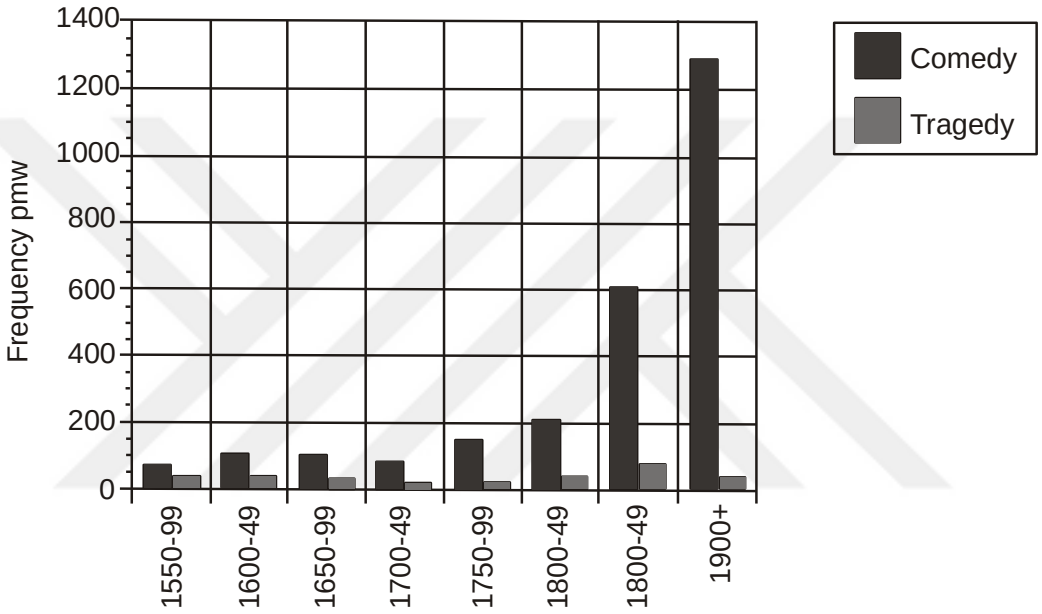

Figure 2. The Frequency of Tag Questions in the Genres Comedy and Tragedy (frequency pmw, N=3,277)

Source: Hoffmann (2006).

In a brief explanation, tag questions originated as "pure" questions demanding information and they developed into full pragmatic functions that are commonly used in today's languages. However, as Hoffmann suggests (2006), tag questions had already gained some interpersonal functions when they were first used in written data in the 16th century. The popular question of today's is what happened when the use of tags increased its functions in

the last century. In order to come up with a clear answer to this question, there is a need for a detailed description of the tags through examples.

2.1.4. Definition and Form of Tag Questions

The formation of tag question does not mean to produce for language learners; therefore, tag questions cannot be easily defined and formulated in one single sentence. It is possible to define tag questions under four headings, definitions are given first and then the formation of tags is described (Axelsson, 2011):

1- A tag question is the combination of an anchor and a tag; there might be tags with declarative, imperative, exclamative and interrogative anchors.

2- A tag is an interrogative clause which is connected to an immediately preceding clause named as the anchor: this anchor is generally the main clause and might be declarative, imperative, exclamative and interrogative.

3- A tag with a declarative, exclamative or interrogative anchor is a string word with inverted word order and consists of an operator, a personal pronoun as the subject of the clause and optional enclitic negation "not" (or non-enclitic negation "not"), and expresses the same proposition as in a preceding (or surrounding) declarative, exclamative or interrogative anchor uttered by the same speaker. The tag subject is thus co-referential with the anchor and the tag operator is identical to substitutes with forms of "do" for the anchor finite (which may also be listed but implied); substitution occurs when there is a lexical verb as anchor finite: the form of "do" has then the same tense, number and person properties as the anchor finite.

4- A tag with an imperative anchor is a string of words with inverted word order, consisting of an operator, a personal pronoun as subject and an optional enclitic negation "not" (or non-enclitic negation "not"), and which is appended to a preceding imperative anchor uttered by the same speaker; the tag subject is "you" when the preceding imperative is in the 2nd person, and "we" when the preceding imperative is in the 1st person plural, i.e. with "let's"

As suggested by Axelsson (2011), tags may be in any form except declarative as in example 2 as well as in imperative form as in example 3 and 4, exclamations as in example 5 and 6 and it can also be interrogative as seen in example 7:

(1) "It is interesting, isn't it?"
(2) "Close the window, will you?"
(3) "Let's go back, shall we?"
(4) "How nice he is, isn't he?"
(5) "What a nice surprise, isn't it?"
(6) "Are you coming, aren't you?"

As suggested in the definitions mentioned before in this study, a tag may be attached to the immediately preceding clause as seen in example 1 and 6 above, or to a surrounding clause. If a tag is attached to a surrounding clause, the tag is not at the final position, but inserted as seen in example 7.

(7) "*You understood, didn't you, the real point of Dr Kemp's phone call?"*

As Quirk et. al (1985) claims, tags may be inserted between constituents in the anchor, but Biber et. al. (1999) emphasizes that tags cannot precede the verb phrase of the main clause. As stated in the definition part of this study, the anchor is generally the main clause including its subordinate clause as in example 9.

(8) "*You thought I was in here slitting my wrists, didn't you?"*

The subordinate clause seen in example 9 does not affect the formation of tag; so it is presented in an underlined form in the statement. Subordinate clauses cannot constitute the anchor of a tag under normal conditions. However, an exception is "that" the clause after expressions such as *“I believe, I suppose, I guess, I reckon, It seems, it appears, it follows* and *this means*” as suggested by Huddleston and Pullum (2002). A good example is the example 9 because in such cases subordinate clauses have priorities.

(9) (…) she says, “I think that was all right, wasn’t it?”

The criteria in inverting the words in such sentences mean those utterances in declarative tags, as suggested by Biberet. al. (1999)are excluded. It is important here to see that some part of the following example (9) is underlined.

(10) “*He is alright, he is”*

The definition related to this example has two alternatives for the negation in the tag, either in enclitic "not" or non-enclitic "not" following the tag subjects, as can be seen in example 11.

(11) “*You are getting rather involved, are you not? (…)”*

The criteria of co-reference of the tag subject and the anchor subject mean that instances as in example 12 are excluded.

(12) “*I find that an astonishing painting, don’t you?”* (I find that an astonishing painting. Don’t you also find that an astonishing painting?)

In 12, the subject in the first clause is "I" but the subject in the second clause is "you": this is a tag-like structure and it is a new question which cannot ask for a confirmation of the proposition used in the previous clause.

In addition to that, the instances as in example 12 constitute a situation which is briefly explained in the definitions given above. In such cases, the stress is put on the subject "you" not on the tag operator.

The criterion of co-reference between the tag subject and the anchor subject means that "they" may be used as tag subject following anchors with indefinite pronouns such as "*someone/somebody, anyone/anybody, no one/nobody and everyone/everybody"* as suggested by Quirk et.al. 1985 as in example 14. In such cases, the tag operator adapts to the plural subject.

(13) "*Well, then," said Constance, "Noone's going to miss her, are they?"*

The subject and/or the finite of the anchor may be elliptic as we see in example 14.

(14) "*An actress, aren't you?"* = (You're an actress, aren't you?)

The formulation of the definition uttered by the same speaker excludes follow-up questions as in B's utterances in example 15

(15) *A-"It's interesting".*

B- "(Yes) isn't it? / (Oh) is it?"

For the B's utterance in example 15, it can be suggested that there are elliptical anchors, which means that such utterances are tag questions.

According to Axelsson (2011), punctuation does not need to form part of a grammatical definition, but generally all examples of tags in grammar, as suggested by Quirk et.al. (1985), and Huddleston & Pullum (2002) are given with a comma before the tag and a question mark following the tag. This may lead a misunderstanding that such punctuation is required: all kinds of punctuation as well as without punctuation and they all must be accepted without considering if they are placed before or after the tag.

Tag questions are studied in most grammar course books and grammar and practice books, and they are generally presented in the materials developed for intermediate level learners. Learners of a language as a foreign language generally find the learning of tags problematic, with regards to their meaning and formation of grammatical structures. The main benefits of tag questions can be categorised as (Baker, 2015):

A- *Informational: "to check whether something is true; to ask for agreement",*

B-*Confirmatory: "the speaker is not sure of what s/he says, wants confirmation"*

C-*Attitudinal: "emphasises what the speaker says, does not expect involvement or reply"*

In speaking, we may have the option to choose intonation to make clear which meaning is intended as the speaker as in the following example:

'You're attending to my wedding, aren't you?'

When this statement is spoken with a rising intonation, it then becomes a real question. In other words, the speaker who uttered this statement wants to be sure if the person spoken to is coming to the wedding or not. If the same sentence is delivered to the hearer with a falling intonation, the speaker seems to be confident that the person spoken to is coming and the speaker only expects a confirmation from the hearer. Few fields of languages, except modality, are so dependent on intonation in meaning which makes it challenging to teach and learn (Kimps, 2007). Language teachers prefer using the term "question tags" to refer to the whole sentence, referring to the forms such as:

"You're tired, aren't you?" and
"You aren't tired, are you?"

On the other hand, academic discussions tend to focus on the tags themselves. However, it means, on the "end-parts" of each sentence, it is helpful to consider with regards to two categories of a tag as suggested by

Baker (2015). Firstly, there are canonical tags in which a positive statement is followed by a negative tag questions as seen in the following example:

"It's ready, isn't it?"

or a negative statement comes after a positive tag as in the following example;

"It isn't ready, is it?"

There are also instances of positive–positive tag forms.

For example;

"This is your own work, is it?"

and even negative–negative ones, but these are very exceptional usages. Second, there are invariant tags in which the same tag word is used without depending on main clause as in the following example:

"You told him, right?", "You're coming now, okay?"

The use of these invariant tags, as suggested by Baker, is growing, but it is generally canonical tags catching attention in ELT materials and language classes. How each of these categories is used including the propositions, is one of the main ways which tag questions are subject to change in time.

Similarly to the discussions regarding tag questions and tag types, Tottie and Hoffmann (2006) suggest that English tag questions have various usages which are;

(1) Informational:

A: "You're receiving payment for this, are you"?

B: "*Twenty-two quid*"

(2) Confirmatory:

A: "*I will try to go walking for a while. I don't need a jacket, do I?"*

B: "*No, It's still pleasant*."

(3) Attitudinal:

A: "*She'll be in trouble, won't she?"*

B: "*me..."*

(4) Facilitating

A: "*Right, it's two, isn't it?"*

B: *Mm.*

(5) Challenging:

A: "*You put what?"*

B: "*Put six eggs on, didn't I? Anyhow, I am putting two on."*

The tag questions in the English language are grammatical structures which could be placed in the end of a statement. The tag question in English is added to declarative sentences, but it is also possible to place it at the end of an imperative sentence. When a tag is placed in an imperative sentence, the rule for the formation of the structure can be in the canonical convention as in the following example;

1) A. "*The weather is very hot today, isn't it?"*
   B. "Nancy will come to the party tomorrow, won't she?"
   C. "The little girl doesn't like sleeping early, does she?"
   D. "Switch on the telephone, could you?"

Tag questions are important linguistic devices requiring "considerable conventional skills" which could be used accurately in the relevant context (Holmes, 1982, p. 61). Tag questions are complicated structures to deal with for foreign language speakers (Bennett, 1989; Holmes, 1982; Bublitz, 1979; Armagost, 1972). Tag questions differ from one another with regards to form, and they also function differently. In addition to that, the use of intonation has a role in the classification of tags (Bublitz, 1979). The acceptance of an expression as a tag question may vary even in native-like context. The host sentence, which is the sentence uttered by the first speaker is used to

express the speaker's opinion regarding an issue whereas the tag question indicates that the view of the host utterance needs to be acknowledged. Many languages in the world have tag questions used for different purposes. However, English canonical tags are complicated and they are unique to the English language (Bublitz, 1979, Algeo, 1988, Culicover, 1992). Canonical tags require the use of different syntactic and pragmatic forms in the language. In speaking, these forms are used automatically, and native speakers are not aware of them. As a consequence of the complexity of English canonical tag questions, learners of English avoid using such tag questions as they need to speak English somewhere. These students suggest that it is difficult for them stick to the syntactic rules of tags and be fluent speakers simultaneously. The speakers who speak English as their foreign language prefer using them incorrectly, and avoid using these tags or prefer to replace such canonical forms with stereotypes ones, which are also named as invariant tags, such as the use of "right" or "okay". They seem to be much easier to use in daily life rather than the use of canonical forms.

Canonical tags are unique to English language and using them accurately demands a good command of conventional skills. Bublitz (1979) argues that English tag questions reflect typical characteristics of English language. Many studies have been carried out in the literature regarding the difficulties that speakers of some other languages may have as they need to use English canonical tag (Cheng, W. & Warren, 2001, Cheng, K., 1995, Beaidsmore, 1979). The findings of these studies reveal that learners of EFL use tags less often than native speakers. Most languages have some stereotyped tags which can be used for almost every statement. French, for example, uses "n 'est-ce pas", German uses "nichtwahr", Spanish uses "no esverdad", and Italian "non e 'vero". The Arabic language is similar to these languages and it has got one fixed form of or stereotyped tags, which can be used in almost every sentence in the Arabic language "alaysakathaleka".

2.1.5. Forms of Tag Questions in English

This part of the study deals with the linguistic background of tag questions. This part will deal with the concept of tag questions and characteristics of tag questions with regards to their forms, meaning and usages. Individual types of tag questions will be mentioned and then described in detail. After that, the relationship between English tag questions and the elements of some other languages will be studied. As suggested by many authors in the field, the formation of question tags and similar concepts to tags is not the same all the time. The studies carried out in the field to examine question tags in a detailed way make their usages clear or suggest their own terms (Nasslin1984).

When investigating the essential concepts regarding tag questions, it is essential to make the differences clear between two concepts, as can be made clear through the following example:

“You’re shocked, aren’t you?”

The question tag in this statement as a tag attached to the clause is "aren't you?" in this case and it is a sentence with a question tag, the resulting structure. The most commonly used terms forming the two concepts are tag question (McGregor 1995, Nasslin 1984; Kimps 2007) and question tag (Duskova 2003; Biber 1999). In this study, the term of "question tag" is used as suggested by Duskova. Many authors have studied this issue to make clear their languages and distinguish between the concepts and they all used different means considering the general context and some other concepts. These authors create terms with expressions such as "sentence" or construction" to refer to the whole sentence as done by Nasslin in the distinction between auxiliary and pronoun tag and auxiliary and pronoun tag sentence (Nasslin, 1984). Some other authors such as McGregor (1995) and Kimps (2007) use the term tag question to refer to the whole and only the attached sentence.

When syntactically considered, question tags are categorised in the group of tags, specified as short structures that are placed at the end of the statement in speech or in written forms of speeches (Biber, 1999). The other tag types mentioned here are declarative tags that are shared with tags in a statement (Biber, 1999). Tags are also considered under the name peripheral elements and they are not syntactically analysed in detail. Therefore, even in the form of clauses, they do not change the attached into a complex sentence. Tag Questions are grouped into two as interrogatives and the constructions with some types of yes/no questions (Duskova, 2003: Biber, 1999). When their functions are considered, they are classified as conducive yes/no questions. (Rigney, 1999; Duskova, 2003, Biber, 1999). In such cases, speakers do not ask about the validity of the meaning in the attached clause by accepting its validity (Duskova, 2003). Interrogative tags can also be put into two groups which are grammatical and lexical, depending on the form (Rigney, 1999), but this categorisation can be considered to be problematic when it is an interlingual context. In English, tag questions are mostly known with the former type, and this is a case unique to English. Grammatical tags, as seen in the example of "aren't you", always have a never changing grammatical structure including an auxiliary and a subject organised in inverted structures. However, grammatical and lexical forms are directly dependent on the attached clause. They are in a closed category, and its members are limited by the combination possibilities of the closed categories as auxiliary and personal pronouns. Lexical tags also have some other expressions which are placed in the end of the statement, and they are usually mentioned as right (e.g., Culicover, 1992; McGregor, 1995)

To be able to make a clear distinction between the two, the second one is also referred to as invariant differently from variable (Kimps, 2007). On the other hand, some authors prefer the designation of tags in English language (Nasslin, McGregor, 1995), auxiliary and pronoun tags and canonical tag questions (Tottie and Hoffman, 2006)

2.1.5.1. Form (Syntactic and Lexical)

As stated in this study, tags consist of two parts, a tag attached to a clause. The clause is formed with various terms defining its role as the host clause with regards to tag questions (Cattell, 1973; Kimps, 2007) or a reference clause as suggested by Nasslin, (1984) or a stem clause as suggested by McGregor (1995). The clause can be an independent clause (McGregor, 1995). A good example for this is

"It's a love story, isn't it?"

"She told you, didn't she?" or

“You’ll watch Baggins, won’t you?”

As can be seen in the example above, the tag is generally in the final position in the sentence, but sometimes it can come after an address as in "*You're not feeling good, are you, Katy?"* or sometimes after an adverbial clause (Biber,1999). The hosting statement can be a part of a compound or a complex statement. In such a case, a tag question is attached to the main clause. Let's take the example of "*You'd tell me if there was something to mention, wouldn't you?".* In this example, "*wouldn't you*" tag is formed on the "You'd share with me" statements, or “*It's unusual that it should end like this, isn't it?”* With the "isn't it" tag is attached to the "*It's unusual"* clause. The attachment of the tag to a certain statement in a sentence is done with the tag coming after a host clause. Thus, it does not come in its usual final position and comes between the hosting and subordinate clause as seen in the example of "*But it seems to be clear, doesn't it, that she was a confederate all along*". The verbs and structures encouraging speakers to the use of a tag question depending on the subordinate clause are the ones which express what speakers think. This is dependent on the fulfilment of this function only limiting their usages in some forms as in the first person declarative statements; e.g. *“I guess, I suppose, I think, I’m sure*” . Let’s take the following example;

"If you want to catch flu, I guess it is up to you, isn't it?" In this case, the tag "*isn't it?"* is constituted depending on the statement "it is up to you"

rather than "*I guess*". The available data regarding this issue in corpus shows that it is possible to see frequent uses of tag question that integrate the two clauses with performatives and several subordinate clauses as in the example of "*I will bet John is that evil who really does all those nasty things you are always blamed for, isn't he?*", or "*I suppose you've guessed I've been sleeping with our friend, the painter, haven't you?*". As structural properties of the hosting clauses are considered, it can be suggested that tag question can be used in all types of mood without any difference in declarative, imperative, interrogative and exclamative. However, it can be suggested that some of them are more common than the others and they are more universally used. The most commonly used tag questions those with a declarative host clause. Constructions of tag questions with the use of declarative hosting clauses constitute about 90% of all the available extracts in the relevant corpus. The examples given regarding the use of tag questions can be an example for the ones mentioned above. The second most frequently used tag questions have hosting clauses with imperative mood and the rest of the available extracts in the relevant corpus are good examples for this. A good example can be; e.g "*Care this form, would you, Michael?"* or "*Be honest, can't you?".* As mentioned above, tag questions have forms of electrical clauses that are constituted with two major elements, a subject and a verb in an inverted structure as in the following example;

“Most people expect to be shot in the chest really, don’t they, sir?”

The verb in the sentence is a finite auxiliary verb. It can be a primary or a modal like “can’t” as in “you can read, though, can’t you?”, and this sentence with a tag functions the role of an operator in the statement (Biber, 1999). The use of “is” as in the example of “Talking like this is just as bad, isn't it?” modals or lexical of the attached statement. Here “to” refers to the complicated verbs and the only element to be used is the first element in the tag (Duskova, 2003) like “could” as in;

"I couldn't have done anything else, could I?"

The verb used in the tag question here has similar characteristic to that in the host clause verb as seen in all the examples given above. However, there is a specific feature regarding the verb of the host clause, like polarity. The polarity in the tag could be similar or opposite depending on the feature of a verb in the host clause. The factors affecting the polarity of the tag are not a syntactic one but it is rather semantic. Polarity is commonly used to distinguish the types of tag questions. An exception to be suggested for correspondence and dependence on the hosting clause and tag are the constructions using imperative clause in the sentence. Imperative host clauses could be referred to by at least two auxiliaries, which are “will”, “would” and “can”, and the structure of “why don’t you” is also another example for this (Duskova, 2003).

The first person plural imperative constituted with the use of the modal of "let”, is substituted with "shall" in the tag (Duskova, 2003), as in the following example:

“Well, let’s forget it, shall we?”

The subject pronoun is a personal pronoun and the use of a personal pronoun is generally one of the basic pronouns. A noun phrase like "most people", which is a pronoun like "you", *"I*" in the clause positioned before. In the relevant corpus, a majority of subjects of the hosting clauses are usually pronouns and these pronouns are repeated in the tags. In addition to the such basic pronouns, the role of the tag subject could be done with the use of "there". An example of this is;

“There wasn’t any caused, was there?”

Other possible subjects are "*one, some, anyone*", which are indefinite pronouns, and none of them has been made clear yet in the subject corpus. For example Kimps (2007) includes what refers to the subject, which is not available in the relevant corpus. It is necessary to mention here that the

imperative tag constructions differ from other tags because the subject of the sentence is not stated in the hosting clause, and it is only seen in the tags. The agreement between the subject and the verb in the hosting clause is interrupted in the cases when the direction of the spoken statements is changed from one speaker to another (Biber, 1999). The switch happens between the third and the second person singular. For example:

"Besides, Nick's going to help her, aren't you, Nick?" or
"Jim knows, don't you, Jim?"

However, the opposite is also possible as seen in the following example:

"You are in bad shape, isn't he, Jane?

Although the interlocutor to whom the speech is addressed changes, the subject who is referred remains the same. This makes such tags different from similar structures used to ask interlocutors about a verb phrase which is related to the speaker or any other person referred. When the subject and the verb in the tag of the hosting clauses are considered, the hosting clause could be expected to include at least these basic elements. It is possible to see some examples of such elliptical host clauses in the corpus as in the example:

"You could, could you?"
"Well, you are, aren't you?" or
"Yes, I must, mustn't I?"

Some other shorter structures are available, such as

"Yes, wasn't it?"

Both of the host clauses refer to the previous context in these examples. It has been suggested by Kay (2002) that attachment of a certain tag to any clause can change the syntactic structure of the clause. Kay (2002) claims that omitting the subject and the verb in the statements with tags is different from the ones without any tag as the missing words could

guessed from the tag rather than where the statement is uttered. It is possible to see many examples of such usages in the relevant corpus where the hosting statements have adjective forms as seen in the following example:

“Refreshing isn’t it?” or “Strange, isn’t it?” And adverbial phrases as in the example:

"Just by the Corn Exchange, isn't it?" or "Tomorrow, is it?"

There are also many other examples of the hosting clause with a negative particle.

“Not” remaining of the verb as in the following example:
“Not much use it, Sam?” or on the participle as in the example:
“Got the sack, have you?”

There are some certain punctuation rules with regards to tag questions, and the use of punctuation is closely related to how they are pronounced. A typical tag question in the end of a statement is separated from the hosting clause by a comma and a question mark comes after the comma. It is sometimes possible to see a full stop in place of a question mark which means that there is a falling intonation. An exclamation mark also reveals the sentence with a tag in relation to intonation. The types of question tags often seen in the sentence may be between clauses or between a clause and address, and comas are expected in such usages. However, there are many examples of tags where no punctuation is used to separate tags from the rest of the sentence. There is a difference between the "classical" approach and texts reflecting some of the tags in speaking a language as suggested by Biber (1999). Biber involves both examples with and without commas without any difference.

2.1.5.2. Meaning and Function

It is not so easy to make clear the characteristics of question tags in general as they are generally handled with based on individual types (e.g., Duskova, 2003; Cattell, 1973). Question tags are usually called as polysemous as suggested by Nasslin (1984), since different structural types mean different structures expressing attitudes (Kimps, 2007). Some authors, as suggested by McGregor (1995) and Kimps (2007) make a distinction between the semantic meaning of question tags, and they are generally associated with a particular syntactic pattern. They are free from context and there are various context related meanings or attitude related usages that change depending on the context and situation where they are used (McGregor, 1995). The meaning of tag questions is obtained from the relationship between the host clause and tag depending on its being declarative, interrogative, statement, question, sincerity conditions or not (Nasslin, 1984). The relationship between the two parts of the sentences is expressed depending on their combination or opposition characteristics (Hudson, 1975) or as the modification of the hosting clause by the tag (McGregor, 1995). General functions of tags in a speaking context are featured as "appealing to the interlocutor for agreement" (Biber, 1999) or "eliciting the hearer's agreement or confirmation" (Biber, 1999: 1080). Thus questions tags are featured as conducive questions (Kimps, 2007, Biber, 1999, Rigney, 1999: McGregor, 1995), as speakers have the control over the speech context. The conduciveness comes from the fact that speakers have the connection with the content of the host clause (Mc Gregor, 1995). In some research (Duskova, 2003), it is suggested that presupposition of the validity of the proposition contradicts with yes/no questions as speakers try to ensure the validity of the presupposition or propositions, expectation and evaluations (McGregor, 1995). Mc Gregor goes on suggesting that such cases encourage speakers to expect or prefer a certain response from speakers. The conduciveness changes depending on various tags. Therefore, McGregor (1995) suggests that the meaning of tags has two aspects as modification and qualification of the proposition spoken by the speaker as agreed by Biber (1999). The attitudinal uses such as expressing

a surprise, treat, irony and request are discussed under the title of individual tags. As suggested by Kimps (2007), such tags are frequently related to the some subjects and verb patterns regarding tags and pointed out through the intonation and particles.

2.1.5.3. Usage

Question tags seem to be inclusive in speech contexts as suggested by Nasslin (1984) because they demand both speaker and hearer in the conversation. Except for conversations, they are also observed in the rhetorical questions whereas they are rare in such roles (Biber, 1999). Conversations mostly take place in spoken language in daily life. The use of tags in authentic speaking contexts is highly frequent. Biber (1999) suggests that it is possible to observe such uses of tags in every fourth question of spoken corpora. In written texts, conversation mostly occurs as a record or report of true or fictional spoken conversations. The first one happens in organized interviews and the other takes place in fictional conversations. In fictional ones, it could stand out without referring to any spoken language. Even though it is a primary part of the spoken language, Nasslin (1984) suggests that tag questions are seen in fictions first, and they are used in the place of declarative questions. They were different from the statements they were attached to through intonation, but in written texts, it was a little bit ambiguous. Another special function of such tags is describing the situation in which an activity is shared by the speaker and the interlocutor at the same time. In such cases, the interlocutor is encouraged for an agreement, and it is also made clear that the interlocutor has the knowledge about the proposition. Questions tags are the structures which are commonly used in both formal and informal English. In the informal English, it is possible to see some informal and/or ungrammatical forms of tag questions. Whether a tag is informal or not can be easily understood with the help of its lexical forms where some words such as informal negative auxiliary "*ain't*" as in the example:

" It's her, ain't it?",

Or "*innit*" is used. Another method can be used in that is to ignore the formal agreement rules as in the example "*was they, don't he or weren't he*" as in the example:

"Momma, it pays to be careful, don't it?"

The use of informal tags is more region-based, which means their uses often change from region to region compared to the use of formal tags. The usages of tag questions differ depending on the region where they are used in daily life in English. The overall frequency of the uses of tags change and some of them are considered to be grammatical but some of them are considered to be ungrammatical. Tag questions are most commonly seen in British English than American English when speaking a language is considered for both British and American English (Tottie and Hoffman, 2006). They claim that the use of tags in British colloquial English is nine times more than American English. The relevant corpus searched in the literature contains fiction by British and American authors, and it is seen that the highest number is for British author. However, drawing a conclusion looking at the relevant corpus needs to be considered regarding many factors such as the sizes of the works, the plot setting of the work and the language related background of the characters in the work. The studies written by Cattell (1973) and McGregor (1995) regarding the tags indicate that there might be differences regarding the use, and as a result of this, linguists' acceptance of certain types of tags changes as agreed by Cattell (1973) who claims views regarding the grammaticality of question compared to the polarity of the hosting clause and the tag. McGregor (1995) claims that question tags with interrogative host clauses are normal in their dialects. When the use of tags by different social groups is considered, it is seen that question tags are dealt with especially in relation to gender in the literature. For the verification function of tags and request function of tags to agree or confirm, tag questions have been treated as the expressions of female speakers' insecurity or cooperativity.

2.1.6. Types of Tags and Their Characteristics

A grammatical tag question is put into two major groups depending on their constituent parts (Nasslin, 1984; McGregor, 1995). The most basic division of tags is based on the polarity of the tag relating the polarity of the attached hosting clause. The polarity of tag or the host clause is either different or similar. This distinction with regard to the form is accompanied by the difference in the meaning of the tag. The number of available polarity combination is four, but some of them seem to be possible for almost all hosting clauses and considered to be grammatical by almost all linguists in the relevant field. The criteria used in the division of English tags depending on the host clause are in host clause mood. As mentioned earlier in this study, tag questions could be attached to the clauses in four different moods. However, some of them are seen more often than the others. The two criteria produce up to 10 major types of tags as suggested by Mc Gregor (1995). McGregor accepts four polarity possibilities for declarative and imperative hosting clauses, and only one combination of polarity for interrogative and exclamative hosting clauses. Only three most frequently used types of tags have been investigated in the relevant corpus in this study. All such cases regarding exclamative and interrogative clauses have not been excluded in this thesis. To understand the individual types, the following examples from McGregor can be used:

Table 1. Types of Question Tags

Declarative reverse positive/negative	Atheism is illegal, isn't it?'
Declarative reverse negative/positive	We can't disappoint Billy, can we?
Declarative constant positive/positive	You had that car, did you?
Declarative constant negative/negative	You are not a Baptist, aren't you?
Imperative reverse positive/negative	Wake me up at ninet, won't you. "
Imperative reverse negative/positive	Don't let this out, will you, Dixon?
Imperative constant positive/positive	Come here and close the door, would you?
Imperative constant negative/negative	Don't try this, won't you?
Interrogative constant positive/positive	Are you going, are you?
Exclamative reverse positive/negative	What a bill, isn't it

Source: McGregor (1995)

Another criterion mostly used in making a distinction between tag types is intonation especially for declarative reverse polarity tags. Each of them depends on a rising or falling intonation in tags. The most basic tag types are given below.

2.1.6.1. Declarative Tags

Declarative tags are the most common tags and the most studied types of tags (McGregor, 1995). The difference between constant and reverse polarity declarative tags is a very slight difference in meaning in the hosting clause. However, in reverse polarity tags, the speaker presents his own opinion or something he/she knows or prefers to believe as suggested by Cattell (1973). In constant polarity tags, the speaker presents is not his own but what is someone else's (Kimps, 2007) depending on the interpretation of certain indication as suggested by Kimps (2007).

2.1.6.2. Declarative Reverse Polarity Tags

Declarative reverse polarity rags, as mentioned for declarative tags, are the most often studied types of tags in the relevant literature. There are some linguists claiming that they are the only regular tags as agreed by Cattell (1973) or as mentioned for the constant polarity tags as claimed by Nasslin (1984). They can also be distinguished from one another with the help of their influence on meaning or the intonation and polarity of the tag.

2.1.6.2.1. Form

When it is formally considered, the most common question tags as in the example given above is;

"Atheism is against the moral values, isn't it?"

This sentence is easily distinguished in spoken language or in the texts as the positive and negative, and constant polarity tags with negative tags are quite scarce in use. Differently from other tag types, see the example below;

"We can't disappoint Johny, can we?"

The polarity in the hosting clause is not always clear as negative verb is not the only way of expressing of the polarity as in the following example:

"Because she was my ma'am and nobody's ma'am would run off and leave her daughter, would she?" Or any adverb as in the example:

"It would hardly be worth coming just to meet the great painter, would it?" (Duskova, 2003).

Moreover, in complicated statements where speakers' opinions are given in the main clause, the negative appealing in the main clause is compatible with the negative transportation rule. This rule is not commonly accepted by some linguists in the field such as Cattell (1973) who considered such statements in the constant polarity types.

2.1.6.2.2. Meaning

The reverse polarity tags are accepted to be conducive and speaker centred and to solicit agreement from the person spoken to in daily conversations as suggested by McGregor (1995) that speakers not only know it but also hearers do so although the degree changes depending on the intonation of the tag. Even though speakers suppose the content of the proposition to be true and expect it to be confirmed by the interlocutor as suggested by Duskova (2003) for rising intonation, speakers do not expect any confirmation but they may accept the denial possibility. The tags used in such cases serve as means of verification whereas the speakers ask for confirmation and do not have any expectation for denial. The first one is named as a real question and used by speakers to increase the certainty, but

the second is used to check agreements for both sides of the conversation. McGregor (1995) does not accept this as a difference but he claims as “only in degree to which the speaker attests to the proposition uttered, with rising tone […] indicat[ing] an inclination to believe the proposition […] and request[ing] […] the hearer to indicate whether or not it is true”.

He also went on to suggest falling intonations as "indicating a commitment to the truth of the proposition as well as a request for the hearer's confirmation." Therefore, the speakers' relationship is rather an expectation; it is a persuasion or knowledge.

2.1.6.3. Declarative Constant Polarity Tags

Declarative constant polarity tags are less common than the reverse ones in use. The number of cases in which declarative constant polarity tags are used is only 53in the relevant corpus search. However, the number of reverse polarity tags is 689. As mentioned before, these tags have been accepted as exceptional and ungrammatical by some linguists as suggested by Cattell (1973) and no focus has been put on them compared to the attention paid to reverse polarity tags. The degree of their grammaticality has been subject to many discussions studies. Cattel (1973: 614) suggested that they are grammatical. Even today they are not accepted to be fully grammatical structures of tags in English as suggested by Kimps (2007). Kimps (2007) suggests that DCPTQs as a sub-type of constant polarity tag questions they are not an exception to the reverse polarity tag questions (…) but are part of the system of tag questions.

2.1.6.3.1. Form

In constant polarity tags, the polarity in the hosting clauses in tag sentences and the tag itself is similar, and they are usually positive as in the following example

"You had that baby, did you?"

Negative tags are not common in use, and they are generally considered to be ungrammatical, and they are not much studied in the relevant literature. The search carried out in the corpus has come up with only one example of constant negative polarity as in the following example:

"Then you are not a Baptist, aren't you?"

In such tags, the intonation of the tag is rising.

2.1.6.3.2. Meaning

Constant polarity tags are usually accepted to be less conducive than the reverse polarity tags. Some linguists consider them not to be conducive as suggested by Cattell (1973) and Nasslin (1984). The relationship of the speakers with the content of the hosting clause has been defined as negative (Cattell, 1973). Cattell also claims that they do not express the speakers' opinion, but they express someone else's opinion. This is because of the fact that such types of questions often echo interlocutors' utterances. Nasslin (1984) is opposed to that such types of questions would involve any presupposition of speakers regarding the proposition. Nasslin (1984) explains the sincerity condition that speakers do not express any opinion regarding if the proposition is true of not. According to Cattell's (1973) and Naslin's (1984) conception, there is no need for the interlocutor to expect a response from the hearer as sincerity still exists because it is believed that the speaker has some reasons to believe that the proposition is true. It is important here to note that the speaker might be knowledgeable for what interlocutors already learned from the previous discourses. Anyway, the speaker chooses an already existing opinion and demands the interlocutor if it is his or not (Cattell, 1973). In such cases, the hosting clause could contain a proposition that the speaker is not identified with (Duskova, 2003). Another point to be taken into account regarding the constant polarity compared to the reverse polarity tags with regards to the presupposition (McGregor, 1995). It is closely related to the fact that constant polarity tags tend to repeat already existing utterances as well as reflecting the situation as suggested by

Duskova (2003). Mc Gregor (1995) expresses suggests regarding the meaning of the same polarity tags that the proposition expressed by the clause, might be true depending on the relevant evidence whereas the opposite is always considered. The speaker requests the confirmation of the hearer so that the speaker should have knowledge at least as reliable as the speaker does.

The speaker then reexpresses the utterance after some indications pointing at the validity of the proposition. On the other hand, Kimps (2007) agrees with Mc Gregor, but suggests three main core meaning of positive constant polarity tags and expresses mirativity relating to attitudinal uses as in surprise, disbelief and etc, and seeks for verification and confirmation. Their meanings are often associated with irony and sarcasm as suggested by Cattell (1973) who limits their meanings to this use of the structures. Even though some other meanings have been put forwarded, these are still considered to be the most important ones as suggested Cattell (1973). Cattell (1973) suggested that their irony was compatible with his conception of the speakers not expressing their belief.

McGregor(1995) and Kimps (2007) agree on the point that this use results from a mismatch between “the speaker’s belief“ and the available evidence produced by the interlocutor and as consequence of that, disbelief and irony take place (McGregor, 1995). When constant polarity tag questions are considered, Kimps (2007) suggests that they are usually seen in speaking and informal contexts.

2.1.6.4. Imperative Question Tags

Imperative tag questions are much more often seen than declarative tags. In the corpus investigated in this study, the number of cases with declarative tags is only 69, which is equal to only 9% of all the tags found in the relevant corpus. However, this is closely related to the fact that hosting clauses are usually seen in the second person and first person plural. Out of

the tags which are formed with the use of "you" and "we" found in the investigated corpus in English. Therefore, they should not be considered to be as rare or unusual (Kimps, 2007).

2.1.6.4.1. Form

As discussed above, as opposed to declarative tags, in the imperative tags, the verbs do not have the verb used in the hosting clause, but different verbs, such as "will you- won't you", "would you" "can't you" are used for the second person imperative tags. Moreover, it is possible to see the construction of "why don't you" is used in the position of tags. When first person imperative is considered, the form of the tag is "shall we". McGregor (1995) suggests that great variety in the subject with indefinite pronouns may appear instead of the personal pronoun. The lexical forms of imperative tags have been constituted from declarative and imperative sentences (Nasslin, 1984). When the relevant corpus is examined with regards to the use of polarity, it is seen that the constant/reverse polarity rate is different from the declarative tags. There are a lot of constant reverse polarity tags in the corpus. Such differences can be observed in the corpus in many examples, such as 54 imperative to 53 declarative constant polarity tags. Actually, it is true that the numbers stated here may not reflect the real state in the corpus because question tags are not found in the searches used in the investigation.

2.1.6.4.2. Meaning

Imperative tags have a function of softening the imperative as suggested by Nasslin (1984) and Duskova (2003). Imperative tags fulfil that function by demanding the interlocutor's consent or leave the decision of fulfilling the task to him or offer possibility for refusal. They turn the imperative structures into a request or offer and strengthen the imperative as suggested

by Nasslin (1984). According to the writer, tag questions express insistence, annoyance or threat.

2.1.6.5. Tag Questions in Contrastive Perspective

There are some other types of question tags in different languages as suggested by Kimps (2007). Grammatical question tags are accepted as a phenomenon specific to the English language. There are some writers suggesting that such structures may be observed in some other languages as well as suggested by Nasslin (1984). However, these tags mentioned by Nasslin (1984) are seen in those languages more rarely, and their functions are very limited. As a construction which is not universal but specific to English language, tags were studied by Culicover (1992) in order to explain their existence as consequences of widely accepted principles of Universal Grammar as well as the syntactic features of English language. He suggests some features shared by all tags as a “pro” character with its elements substituting and referring to the lexical elements of the clause they are attached to. Culicover (1992) explains the tags in English suggesting that the verb phrase of the clause in English could be replaced and referred to by an operator.

In broader terms, tag questions are used to refer to the structures attached to the end of a clause to function an interrogative character as suggested by Kimps (2007). Some other authors also mention about tags as invariant tags which delimits the grammatical tags or contrast the structure in English language compared to the example from some other languages. The invariant tags mentioned above consists of one single word or a fixed phrase and its similar usages in English are "right", "OK" "eh" "correct" as suggested by Rigney (1999). Rigney puts the invariant tags into a bigger category and she includes "impersonal and generic questions" such as "is it true?" or "is that right?" She goes on making a distinction between them depending on the polarity of the tag. Each of these tags could be used in an attached form to the hosting clause of the polarity. She suggests that lexical tags are more

coercive as they present objective truth. However, this suggestion is not true for almost all of them. Moreover, the negative tags are more coercive than the other positive tags as suggested by Rigney (1999)

The lexical tag types mentioned above accordingly are also seen in many languages. A good example of invariant tags is from German "Nichwahr", from French "n'est-ce pas" as suggested by Culicover (1992). Even though lexical tags are theoretically stated and used as counterparts to the tags in English language, it is very complex by its nature in English. Whereas the meaning of the tag comes after the two parts in English, the hosting clause transfers what the speaker believes, the tag presents the proposition as it is and the polarity does not lead any meaning difference.

Other means of translation suggested by Rigney (1999) is to convert the tagged sentence into the form of yes/no questions. In such cases, the conduciveness disappears, but it can be obtained through some alternative means which are named as discourse markers by Rigney (1999). In general, she draws a conclusion that the question tag system in English language makes it possible for users more power games. When many article regarding language teaching and bilingualism are examined, it is seen that tags are the structures which are used out of plan by speakers, and they are carried to another language and then they cause ungrammatical speech resulted from mother tongue interference on individual or nationality level.

On the other hand, Holmes (1995) suggests that epistemic modal tags express uncertainty but does not express politeness. An example is that:

“Fay Weldon’s lecture is at eight /isn’t it?”

Facilitative tags are good examples of the devices for positive politeness. They invite hearer in conversations to contribution to the discourse as suggested by Holmes (1995). An example is that:

"Host to a guest at her dinner party: You've got a new job, Tom \haven't you?"

Softening tags are the devices used for negative politeness devices to reinforce the strength of the negativity in the meaning as in the example of:

“Make a cup of tea /would you?”

Older brother speaks to his younger brother who has newly spilt the hot tea over the table:

“That was dumbness to do/wasn’t it?”

Challenging tags are used to put more pressure a hearer who is unwilling to give a response. (Holmes1995). A good example for this:

A: “Now you er fully understand that, don’t you?”

B: “Yes, Sir, indeed, yeah”.

Algeo (1990) puts tags into five as informational, confirmatory, punctuational, peremptory, and aggressive. He explains them as follows;

Informational: Speakers have ideas about something, but directs a question without any presupposition regarding the possible response to be received. The tag has a rising intonation in this case as suggested by Algeo (1990). A good example for this:

Q: “You don’t have to wear any sort of glasses or anything, do you?”

A: “Well, I wear glasses for reading sometimes.”

Confirmatory: A more frequent use of tag questions is not to seek information but they try to involve the hearer to the conversation. Such tags expect confirmation for what they have said. The intonation of such types of tags may have a rising tune, but is more likely to be a falling one . . . as suggested by Algeo (1990).

Q: But you don’t have Swindon on your little map, do you?

A: No, I don’t have Swindon on my map.

Punctuational: Some tags are used to point out what the speaker has said and they aim to point out the underlining meaning for emphasis as suggested by Algeo (1990). Algeo does not mention something new regarding the intonation of such usages. A good example for this is that:

"You classicists, you've probably not done Old English, have you? Of course, you haven't"

Peremptory: A peremptory tag comes after a statement which express a certain and well known truth, with which the hearer cannot disagree. The intonation always has a falling tune (Algeo, 1990). A good example for this is that:

"I wasn't born yesterday, was I?"

Aggressive: The aggressive tags are usually similar to the peremptory tags but there is always an important difference which always comes after a statement, and the hearer cannot be expected to know as suggested Algeo (1990).

A: "Is that your brother?"
Q: "It's my dad, innit?"

This part of the thesis deals with the basic features and usages of question tags as interrogative attachments to clauses with a meaning of conducive questions. In these forms, they consist of a hosting clause after the imperative tags. Their function is to change the host clause regarding the relation of the speaker to the truth of the proposition and to look for an agreement. Question tags are always seen in conversations and their usages differ depending on the regional differences in English language. There are many tag types depending on the mood of the hosting clause. The structural differences lead to meaning differences in such sentences.

2.1.7. Intonation in Tag Questions

Intonation is very important for signalling grammatical distinctions such as between statements and questions as suggested by Leech and Svartvik (1991). In general, the falling tone expresses certainty, independence and completeness. The rising intonation expresses the exact opposite. Regarding tag questions, intonation shows their function. Intonation helps us make a distinction if the tag question is a real one or a simple statement. There are basically two types of intonation which are rising and falling.

1) Rising intonation is used when the tag question is a real question. It means that the speaker demands an answer from the hearer. Quirk et al. (1985) suggests that the tag with a rising tone invites hearer's verification, and simply indicates a doubt and the meaning would be;

"Am I right?" You haven't seen my keys, have you?

2) The falling tone on the tag invites the hearer to confirm the statement, and it is rather an exclamation, not a real question. The speaker only looks for an agreement because he/she is certain about what he/she said. "It's hot today, isn't it?"

The following table is prepared based on Quirk et. al. (1985) and it makes a distinction among four main types of tag questions depending on intonation and polarity.

Table 2. Four main types of tag questions depending on intonation and polarity (Quirk et.al, 1985)

STATEMENT	TAG	INTONATION	ASSUMPTION	EXPECTATION
Positive	Negative	RISING	Positive	Neutral
Positive	Negative	FALLING	Positive	Positive
Negative	Positive	RISING	Negative	Neutral
Negative	Positive	FALLING	Negative	Negative

Another author who mentions about the role and significance of intonation in tag questions is Wennerstrom (2001) who mentioned about intonation as the melody of the voice produced speeches, and thus the speaker is given the opportunity to choose the most appropriate pitch out of the expressions in the utterances. Levis (1999) referred to Allen's (1971) study to claim that intonation in tag questions is related to the rhythm and the melody of the language regarding the stress, volume and pauses. In his definition, Levis suggests that intonation is closely related to the voice quality and intensity. Crystal (1969) stated that intonation is a complex term covering many systems such as pitch, tone, tempo, rhythm and loudness (Cited in Johns-Lewis, 1986). Wennerstrom (2001) grouped intonation into four, which are pitch accents, pitch boundaries, key, and part ones.

Pitch accents refer to many tones to be used by the speaker; in other words. Pitch boundaries is about length of the word ending or utterance. The key reveals speakers' attitudes towards what has been said. The high key is about contrast response, but the mid key is about neutral and low key is about not having any further information for a possible response. Finally, part one is about the narrowness or wideness in the pitch range. Ramirez Verdugo (2005) puts intonation into three systems as tonality, tonicity and tone. Tonality is the scheme dividing the speech into different units. Tone is about various pitch movements of the tonation. According to Ramirez Verdugo (2005), a tone is needed to understand an utterance in a speech. Ramirez accepts how important the key to understand speakers' attitudes regarding an issue. According to Ramirez, modality is related to the evaluation of how certain or uncertain the uttered words are. Another important issue to be taken into consideration is the fact that there are many phrases regarding intonation. According to Ladefoged (2006), the changes regarding meaning as a consequence of the use of various pitch levels are shown in an intonational phrase. This phrase is often attention taking because of a tonic syllable indicating the strongest level in the changes of the pitch. The tonic syllable occurs whenever there is a need for an emphasis on a word. Intonational phrases make clear what speakers intent to say, and tonic syllables usually reveal what the speaker want the hearer to pay

attention to. As discussed before, it is possible to draw a conclusion that having knowledge about English intonation will make students more powerful in building better communication and better comprehension in speeches.

According to what has been discussed above, it can be concluded that having knowledge regarding English intonation facilitates students' avoidance from any miscommunication and students can build better communications.

2.1.8. Tag Questions in Turkish

Constructing question tags in the Turkish language is very easy. Speaker adds "*değil mi*" to the end of the sentence, regardless of what kind of sentence and tense it is. The translations for the question tags above are then:

"Evdesin, değil mi?"
"Ödevini yaptı, değil mi?"
"Mehmet bugün gelecek, değil mi?"

As can be seen above, the formation of tags in Turkish and English is totally different from one another. Considering this fact, it can be suggested that the learning of English tags by Turkish EFL learners is more complicated as claimed by Swan (1997) suggesting interference or negative transfer are the terms used for the negative influence of the learner's first language when they need to produce in English language. Therefore, this study aims to reveal how effective the forms of tags in English and Turkish in Turkish EFL learners' learning of English Tag questions.

2.1.9. Studies carried out in the literature regarding the learning of English Tag Questions

The learning of English tag questions seems to be simple and easy to learn depending on the language context where they are taught. Beardsmore

(1979), after 330 hours of instruction of English language, realised that the students coming from French, Dutch, and Vietnamese background could hardly use confirmation tags whereas they could accurately construct tag questions in language production. Beardsmore attempted to explain this suggesting that the tag questions are complex structures. The languages of the students who were taught were found to have some stereotyped usages to confirm: French “n ’est-ce pas”, German “nichtwahr”, Italian “’non e ’vero”, Dutch “nichtwahr”, Spanish “no esverdad”. It was concluded after all these knowledge that these usages make it difficult for speakers learning other language to adequately use such complicated tags in English. The polarity of tags, negation and number, gender and tense agreement, as well as falling and rising intonation make them difficult to learn for the students learning English tag questions.

In another study carried out by Cheng (1995), it was found that the forms of tag questions and their functions are saved when they are used by Malaysian speakers. Cheng’s study is used to draw a conclusion by Platt and Weber (1980) to claim that tag questions used by Malaysians were limited to two forms “is it?” and “isn’t it?”

“You check out now, is it?”
“You want Carlsberg, isn’t it?”

The participants in her study were divided into five groups ranging from proficient to non-proficient speakers of English. All of the participants of the study were native speakers of Malay and Cantonese and they were adult learners as well. According to Cheng (1995), in Malay, a tag question consists of a declarative sentence and a tag "bukan" which means "not" in the final position in a sentence. The declarative sentence could be either in positive or negative, but there is not any polarity in the tagged structure. In Cantonese, a tag question is formed from a declarative sentence and a tag "ah" in a final position of the sentence, and for the tag questions in Malay, there is no reversal of polarity. After the gathered data was analysed, Cheng (1995) concluded that students' proficiency levels played a significant role in

students' abilities regarding the production and comprehension of the structures regarding tags. She also claimed that students' first languages also had an effect on the auxiliary usage and polarity. Cheng (1995) suggested that the participants' failure in the use of reversal polarity of the tags could be as a consequence of the absence of the rule regarding the polarity reversal in the construction of tag questions in their first language.

In another study conducted as a corpus-based one, Chengand Warren (2001) studies on the syntactic forms and pragmatic uses of tag questions with some non-native speakers (NNS) from Hong Kong Chinese and native speakers of English (NS).The data in this study were taken from the Hong Kong Corpus of Conversational English (HKCCE). This corpus consisted of natural conversations between non-native speakers and native speakers all of whom knew one another well. The conversations studies on took place in many different discourses. This study examined tag questions in to order to find out the similarities and differences in tag usages comparing the performances of both groups of speakers. Cheng and Warren attempted to come up with an explanation regarding the contexts where tags were used by both speakers in their conversations. The most frequently used tag in Cantonese, according to Cheng and Warren (2001), is “huih-mhaih”, meaning “isn’t that so?”. Similar to the tags in English, the Cantonese tags are often contracted. As a result, “haih-mhaih ” can turn into “haik-maih ”or “haih-mai”.

As suggested by Cheng and Warren (2001), NNS were found to use English tags less frequently than those speaking English as their mother tongue. They also found out that syntactic realization of tags in English by NNS tended to be the invariant forms of tag questions. With regards to polarity, NNS were found to use the negative affirmative tag combinations less often than NS. For both groups of speakers, the most common syntactic form for tag questions was found to be affirmative-negative, and then affirmative comes, and then the negative-affirmative having the lowest rate. However, no use regarding the negative-negative combination was found in the study. While NNS used to tag questions less often than the NS, they

were found to use word tags more often. What is interesting with the findings of this study is that both NNS and NS used the word "right" accurately. Finally, the two groups of speakers used tags differently to express pragmatic meaning. The NNS tend to use invariant tags and used tags mostly to seek confirmation from the hearer. The tags used by native speakers of English were more common with many pragmatic functions.

In another study carried out by Al-Ani (2000), it is suggested that non-native speakers have some problems in the learning and constructing tags. This study was carried out by Al-Ani (2000), and he tried to examine the most frequent syntactical errors committed by 150 EFL Iraqi students at the University of Baghdad in their productions of tags and if the genders of the participants had an effect on the frequency of the errors committed. At the end of his study, Al-Ani (2000) found out the most frequently committed syntactic errors as follows: irregular form, tense agreement, replacement of subject, replacement of auxiliary, any negative affirmative agreement. He also made a conclusion suggesting that there were not any significant differences between the performances of the male and female participants in these four types. These types are “irregular forms, tense agreement, replacement of subject and negative affirmative agreement". The only significant difference between males and females' use of tag questions was the replacement of auxiliary. Al-Ani (2000) claims the number of reasons for these syntaxes is plentiful. He suggested that the reasons mentioned above are as consequences of curricula planning such as the choice of instructional materials and the methods of instruction in classrooms. The main reason behind the errors most often committed by language users are closely related to methods used in the teaching of English tag questions.

Al-Ani (2000) discussed the issue of tags from a syntactic perspective. However, the closer examination of tags, the knowledge of more than syntax, is needed to be able to such problems. To be able to effectively use tag questions requires good command of language proficiency in English (Holmes, 1982) and such a good command of language does not mean to be proficient in the syntax of target language. There are some other studies

conducted in many different languages examined the similarities and differences such as the one conducted on Arabic language. The studies mentioned above have a fixed form of invariant tags. As suggested by these studies, the mother tongues of the speakers have significant effects on their accuracy in the use of canonical tag questions.

3. METHODOLOGY

In this section, the methodology used to collect and analyse data about the achievement of Turkish EFL learners in the use of English tag questions is described. To be able to achieve that, the design of the study was made clear for the participants, and then the participants were introduced. Then, the tools used for data collection were introduced and expressed. The final phase of the study was the discussion of the analysis process.

3.1. Design of the Study

This study was designed as an experimental study. Students were a group of students from Balıkesir University, Faculty of Tourism. They were given a placement test. Then, those who were found to have equal English proficiency levels were given an achievement test which was adapted from the relevant literature. The tests were given to the participants in the spring term of 2016. The achievement tests were designed in a way to give students the opportunity to perform their actual knowledge regarding English tag questions.

3.1.1. Subjects

The number of the participants of this study is 60 in total. All of the participants are undergraduate students at Balıkesir University, Tourism Faculty. The age range of the participants is between 21 and 24. When the study was conducted, the students were attending the second academic term of 2015-2016 academic year. In Tourism Faculty, where this study was

carried out, and students are taught English at classes which consist of students with different educational background regarding English learning. Students are not given a placement test before they are placed into their classes as they are considered to be equally proficient learners of English.

The researcher administered a placement test to about 90 students at Tourism Faculty, and those with equal proficiency scores in the placement test were accepted as participants in this study. The cutting edge for the placement test was 50. Those students with a score of 50 and above 50 were given the achievement test to measure their competence regarding English tag questions. As the number of students was 60, which was difficult for the researcher to administer the achievement test in one single class, the number was divided into two and achievement test was given to students in two sessions.

They were all non-native speakers of English and there were no native speakers of English. At the time when this achievement test was administered, the participants had been in the 6th week of the spring term in 2015-2016 academic year.

3.1.2. Achievement Test (Appendix I)

The achievement test used in this study was adapted from Öztuna (1999) named as *Success in Grammar.* The adapted achievement test was pilotted on a small scale group before administering on the participants of the study. Following the pilot study, the achievement test consisted of three sections, Section A, Section B and Section C. Before the first section of the achievement test, another section was placed on the achievement test and it was about the items aiming to gather data about the participants' demographic information. The section A, section B and section C of the achievement test consisted of the items aiming to measure the competence of participants with regards to the use of targeted grammatical items. Section C included the type of questions in multiple choice and fill in the blanks type.

Participants were demanded to choose the best option or to fill in the blanks appropriately depending on their tag question knowledge. Participants were requested to produce tag questions in some of the questions by choosing the most appropriate choice and in some of the items they were requested to fill in the blanks with the most appropriate tag question. The reason for including different types of question types in the achievement test was to increase the validity of the test as different students may be better at different question types.

The questions were designed in different question types and they were all borrowed and adapted from course books. All the adapted and borrowed questions were checked by a native speaker of English and by some English language instructors teaching at Tourism Faculty. Thus, the validity and reliability of the adapted achievement test were increased. Relevant feedback was gathered from them and the adapted achievement test was revised under the light of the feedback.

The purpose of adapting matching kinds of activity was to measure students' comprehension of the target structures through meaningful activities. Nitko stresses using matching types of exercises suggesting that they can be save space, and they are quite compact and objective when there is a need for the assessment of some important items in the target language such as students' ability to identify associations or relationships between some sets of items. Matching exercises can also be developed with the use of some visual materials to measure students abilities regarding how to match words, maps and diagrams (1996).

Heaton also stresses the importance of using the matching type of exercise in testing as follows; Matching types are better exercises in measuring how sensitive students are to appropriacy, and how aware they are of functions of language items in the target language. According to Heaton, to be able to perform a certain task, students are expected to write the letter of the correct response in the space provided (1988).

The purpose of adapting sentence completion activity in the achievement test was to test how often learners produced the learned or known items. It was also important for the researcher to include some types of traditional questions most often available in traditional grammar books; which are sentence completion and multiple choice types because these types are similar to the kinds of activities that students are familiar with in their normal classrooms. Madsen suggests that the use of such test items help measure productive skills as some items allow flexibility and original expression. There is no exposure to incorrect grammatical forms. They are also a sensitive measure of achievement (1983).

The purpose of adapting multiple choice questions in the achievement test was to see how often learners could recognise incorrect and correct forms of the target structures critically thinking.

Nitko (1996) states that multiple choice exercises have certain advantages. They can be utilized in the assessment of many learning targets. Multiple choice tests also do not demand students to write and elaborate their answers and thus they minimise the chance for less knowledgeable students to accidentally customize their answers. Nitko (1996) also suggests that multiple choice exercises focus on reading and thinking. Learners do not have do writing business during the exams. That provides test takers great advantage as they do not have to cope with time limitations. Another advantage is also that the distracter that a student chooses may give you the insight into difficulties that students are experiencing.

3.1.3. Piloting of the Achievement Test

The achievement test administered to the participants was prepared by the researchers reviewing the literature regarding how to prepare an achievement test. An achievement test is designed to measure a learners' skill, accomplishment, or knowledge in a specific area. Such tests are

specifically designed to assess the amount of learners' knowledge regarding a specific issue. Achievement tests are not used to determine the capability of learners; rather they are used to measure their knowledge about an item. Achievement tests are usually used in educational and training settings. At schools, achievement tests are often used to find out the level of learning accomplished by the learners. Achievement tests are also used in educational environments to find out if students have reached some specific learning targets or not, or in which areas learners need for further support or education.

All the participants had been learning EFL for long years beginning from the start of their secondary education and some of them stated that they had been learning English beginning from their primary school years. Their educational backgrounds were found to be different from one another, some of them were from vocational schools and some of them were from normal high schools. Some of them were found to be graduates of open high schools. The details regarding their educational background were also the main focus of this study because what was important for this study was that they were at similar English proficiency levels as tested and measured through a placement test (Appendix II) and comparing their achievement scores to their former education institutions.

3.1.4. Placement Test (Appendix II)

The placement test given to the participants before the achievement test is a general proficiency test for adult non-native speakers of English as foreign languages and who will need English in their future academic life for a specific purpose. The test is designed to measure English proficiency levels of the test takers in the four basic language skill areas: grammar, vocabulary, reading and listening. Participants are given 90 minutes to answer the question on the test and the scores that students obtain from this test are used to place students in the most appropriate English proficiency level.

3.2. Procedure/Data Analysis

As stated earlier, the purpose of this study was to find out Turkish EFL learners' abilities to produce English tag questions. The participants of this study, which was 60 in total, were given an achievement test to find out how much knowledge they had of English tag questions and how accurately they can produce the target items in an achievement test.

This study used a quantitative approach in data collection and the analysis of the data was collected through the quantitative instruments. As suggested by Dornyei (2007), quantitative research involves a collection of data which focus on numerical data. Then, the numerical data collected were submitted for statistical analysis. Quantitative methods are systematic, focused, tightly controlled and involve accurate measurement. They also offer reliable and replicable data which can be used for further generalization to some other discourse as suggested by Dornyei (2007).

Data collection of this study included a printed achievement test for participants to reply and this achievement test measured the controlled variables. The achievement test used in the data collection in this study was formed by conducting literature review. Under the light of the literature review, an outline of the achievement test was formed. To test and increase the reliability and validity of the items and the achievement test, the achievement test was administered to a group of 20 students who had similar group characteristics to the participants of the study who are the main concern in this study for data analysis. The achievement test piloted on a pilot group was administered for relevant data analysis, and it was tested to see which items of the test worked well and which did not. Those which effectively worked within the pilot study were kept in the final achievement test and those which were found to be difficult by the pilot students were excluded from the main achievement test.

The raw data were converted into numerical data by the researcher and then they were analysed with the use of relevant statistical methods. The

statistical analytic method provides some quality checks and indices which help researchers decide on the validity of the quantitative findings obtained through quantitative methods as suggested by Dornyei (2007).

Consent forms were presented to the participants and they were signed following the introduction of the purpose of the study, and the methods used in the study were explained to them clearly and the participants were adequately made aware of the purpose of the study. After participants signed the consent form, participants were requested to offer some demographic information about themselves. Participants completed the achievement test and it almost took 45 minutes to complete all the items on the achievement test form. As some of the items were fill in the blanks type, they needed more time than they may have needed to answer the items in multiple-choice types.

4. FINDINGS AND DISCUSSION

In this part of the study, the results of the analysis carried out on the data collected through the research achievement test to measure the achievements of the participants with regards to the use of English Tag Questions are presented. The findings of the study were submitted for the relevant statistical analysis for each section in the achievement test. The achievement test consisted of three sections, Section A, Section B and Section C. The participants' achievements were measured and calculated for each section differently and their achievements were also measured in total.

4.1. Results Regarding the Achievement Levels of the Participants

The results of the descriptive analysis of the data collected through the achievement test which was conducted on the participant to measure their level of proficiency regarding English Tag questions are presented in Table 3 below.

Table 3. Descriptive Analysis

	N	Minimum	Maximum	Sum	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Section A	60	.00	20.00	410.00	6.83	5.92	.483	-.806
Section B	60	.00	20.00	396.00	6.60	5.06	.482	-.765
Section C	60	.00	10.00	299.00	4.98	2.36	-.011	.370
Total	60	.00	50.00	1105.00	18.42	11.45	.506	-.309

As can be seen in Table 1, participants' achievements were calculated for the data obtained for each section and then the total score was also calculated considering three of the sections in the study. The means of the

scores obtained from Section A was found to be 6.83. The means of the scores obtained from the Section B was found to be 6.60. The means of the scores obtained from the Section C was found to be 4.98.

4.2. The Analysis of the Participants' Achievements Levels Depending on their Gender

To find out if the participants' achievement levels in tag questions differed depending on their gender, Independent Sample T-test was used. The results are presented in Table 4.

Table 4. T-test Analysis Regarding the Difference between Groups Depending on Gender

	Gender	N	X	SS	Sd	T	p
Section A	Female Male	16 44	8.87 6.09	6.63 5.54	58	1.633	.108*
Section B	Female Male	16 44	9.31 5.61	5.10 4.70	58	2.624	.011**
Section C	Female Male	16 44	5.19 4.91	1.94 2.51	58	.401	.690*
Total	Female Male	16 44	23.37 16.61	11.93 10.84	58	2.079	.042**

*p>.05 **P<.05

The t-test analysis carried out to see if participants' achievements differed from one another depending on their gender. The findings suggest that relevant data was obtained for each section as can be seen in Table 4. Total 60 participants participated in the study and 16 of them were female

and 44 of them were male. The number of participants from each gender is symbolised with N in the Table. X value gives the means and SS value gives standard deviation on the table. Thus, it is possible to reach the replies, means and answer standard deviation for students from both sexes. In Table 4, Sd stands for the degree of freedom, t value gives the t value conducted for the t-test. P value gives the significance level of the finding. According to the analysis carried out under the light of the information given above, participants' level of achievement significantly differs depending on their gender. t(58)=1.80; p>.05. According to the findings of the analysis male participants in Section A received the score of X=6,09 and female participants received the score of X=8.87, and they significantly differed from one another (t=1.633; p>05). When Section B was considered, the means of male students was found to be X=5.61 and the means of female participants were found to be X=9.31, and the means of male and female participants were found to be significantly different from one another (t=2.624; p>05). When Section C was considered, male students were found to have a means of X=4.91 and female students were found to have a means of X=5,19 and the difference was found to be insignificant (t=.401; p>05). This finding can be used to draw a conclusion those male students' achievements in the learning of English tag questions and female participants' achievement levels in English Tag questions can be used to make a comparison, and there is a significant correlation between gender and the achievement in the learning of English tag questions. The t-test conducted to find out if male and female participants' achievements in the learning of English Tag questions significantly differed suggests that there is a significant relationship between gender and achievement levels. It can also be suggested that male participants' achievements in the learning of tag questions are higher than that of female participants.

Table 5. One-way Variance Analysis Depending the Participants' Ages

	Age	N	Mean	Std. Deviation	Levene Statistics	
					F	p
Section A	21,00	13	5.85	5.35	.203	.894*
	22,00	14	8.71	6.51		
	23,00	18	5.67	5.99		
	24,00	15	7.33	5.81		
Section B	21,00	13	6.15	4.54	.876	.459*
	22,00	14	8.00	5.19		
	23,00	18	5.94	5.43		
	24,00	15	6.47	5.18		
Section C	21,00	13	5.38	1.66	1.848	.149*
	22,00	14	6.07	1.64		
	23,00	18	4.28	2.91		
	24,00	15	4.47	2.47		
Total	21,00	13	17.38	10.56	.625	.602*
	22,00	14	22.79	12.29		
	23,00	18	15.89	12.73		
	24,00	15	18.27	9.56		

*p>.05

1. 1.1.7 1.1.8 1.1.9

When the data given in Table 5 was examined, each section was examined with regards to age groups and the number of individuals within the age range, means of scores, standard deviations and F values are presented in the Table. The one-way Variance Analysis conducted to find out if participants' achievements in the learning of tag questions differed depending on the age range suggest that relevant values are available for each of the sections as seen in Table 3. As seen in the Table, 13 participants at the age of 21, 14 participants at the age of 22, 18 participants at the age of 23 and 15 participants at the age of 24 took the achievement test delivered

by the researcher in the study. The score means for each age range in each section are presented in the Table. The results of the analysis suggest that there is not a significant relationship between the participants' achievement levels in the learning of English Tag questions and their genders F()=. , p>.05. In other words, participants' achievement levels in the learning of tag questions do not significantly change depending on their ages. As there was not any significant relationship, the Scheffe test which was conducted to find out among which group there as a difference with regards to age did not suggest any significant difference in the study. According to the findings obtained so far, one-way variance analysis was conducted to test if the difference between the means of unrelated samplings test and 0 significantly differed and Levene F statistics did not suggest any significant difference. The test which was conducted to test the significance of the difference between unrelated samplings suggested that the null hypothesis claiming that there is not any significant difference among their group means was accepted and this hypothesis was supported.

As the variance of the findings was homogenous and as it was a parametric test, one-way variance analysis was not conducted.

Table 6. The ANOVA Analysis of the Achievement Levels of the Participants in the Learning of English Tag Questions.

		Total of Square	Sd	Means of Square	F	p
Section A	Between Groups	90.45	3	30.15	.854	.471*
	Within group	1977.88	56	35.32		
	Total	2068.33	59	2		
Section B	Between Groups	30.21	3	10.07	.300	.825*
	Within Group	1881.13	56	33.59		
	Total	1911.33	59	3		
Section C	Between Group	28.97	3	9.66	1.904	.139*
	Within Group	284.02	56	5.07		
	Total	31.98	59	4		
Total	Between Groups	297.50	3	99.17	.800	.499*
	Within Group	6943.48	56	123.99		
	Total	7240.98	59	5		

*p>.05 5 5.1.2 5.

The relevant analysis carried out to find out if the participants' achievement levels different in the learning of English tag questions depending on their ages suggest that there is not any statistically significant difference between the participants' achievements in the learning of tag questions. Based on between groups, within groups, levene F values and mean scores, it can be suggested that there is not any significant difference in the achievements of the participants in the learning of tag questions. In brief, participants' achievements in the learning of tag questions are similar when their ages were considered F(3,56)=,800, p>.05.

Table 7. Independent Samples t-Test Analysis with regards to Participants' Educational Background

	Education	N	Mean	Std. Deviation	T	df	p
Section A	Primary School.	36	6.11	5.50	-1.161	58	.251*
	Secondary School	24	7.92	6.47			
Section B	Primary School.	36	7.17	5.92	-.276	58	.784*
	Secondary School	24	7.58	5.44			
Section B	Primary School	36	4.92	2.18	-.409	58	.684*
	Secondary School	24	5.17	2.51			
Total	Primary School	36	18.19	10.06	-.845	58	.402*
	Secondary School	24	20.67	12.53			

*p>.05

5. 5.1.6 5. 5.

Independent Samples t-test was conducted in this study to find out if participants' achievement levels differed in the learning of tag question depending on their educational background. The findings suggest that 36 of the participants stated that they had been learning EFL beginning from the primary school education and 24 of them stated that they had been learning EFL beginning from their secondary school education. The averages of these participants, their standard deviations and t-values are presented in Table 9. The analysis carried out on these participants suggested that the average of those learning English beginning from their primary school education was found to 6.11 in section A and for those learning English beginning from their secondary school education was found to have 7.92 averages. The averages for section B was 7.17 for those learning English beginning from their primary school education and 7.58 for those learning English beginning

their secondary education. In section C, the average value for those at primary school level was found to be 4.92 and 5.17 for those with secondary school education. When t value and significance levels are considered after all these findings, there is not any significant difference between the participants' educational background and their achievements in the learning of English Tag questions (p >.0.5). It can be concluded that participants' the year at which students start learning English does not predict success at correlate with their achievement levels in the learning of English tag questions t()=-845, p>.05.

Table 8. Group Statistics of the Participants Related to Participants' Achievements in the Learning of English Tags Depending on Their English Learning Background

	Duration	**N**	**Mean**	**Std. Deviation**	**T**	**df**	**P**
Section A	1-10 years	12	8.6667	7.21530	1.204	58	.234*
	10+ years	48	6.3750	5.54527			
Section B	5-10 years	12	9.0000	7.53175	1.137	58	.260*
	10+ years	48	6.9167	5.14816	6	7	
Section C	1-10 years	12	6.4167	2.67848	2.452	58	.017**
	10 + years	48	4.6667	2.08677	9	10	
Total	5-10 years	12	24.0833	13.26279	1.742	58	.087**
	10+ years	48	17.9583	10.25828	12	13	

*p>.05; **p<.05

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To find out if participants' achievements in the learning of English Tag questions differed depending on their durations of English learning background, relevant analyses were conducted on the participants having been learning English between 1 and 10 years and those having been learning English for more than 10 years for each of the sections. Their

achievements were obtained for further analysis. 12 students who stated that they had been learning English between 1 and 10 years and 48 students who stated that they had been learning English for more than 10 years participated in the study. Their means, standard deviations and t values are presented in Table 6. The results suggest that the average score of those stating that they had been learning English between 1 and 10 years was found to be 8.67, the average score of those stating that they had been learning English for more than 10 years was found to be 6.38. Independent Samples t-test results suggest that there not any significant difference between groups ($t=1.204$; $p>.05$). When section A where participants were expected to fill in the blanks and section B where the participants were expected to match the responses appropriately were considered, there was no significant difference between the participants' durations of learning English and their achievement levels in the learning of English tag questions $t(58)=1,204$; $p>.05$; $t(58)=1,137$; $p>.05$. It can be suggested based on these findings that when section and section B are considered, how many years participants have been learning EFL do not have any significant effect on the participants' achievements in the learning of English tag questions. However, when the section C where there are multiple choice questions for participants to answer was examined, there is a significant relationship between participants' educational background regarding English learning and their achievements in the learning of tags $t(58)=2,452$; $p<.05$. When section C was considered, it was found that students' educational background regarding English learning has a significant effect on their achievements in the learning of English tags. The duration of learning English has the significant effect on their achievements in the learning of English tags. With this regard, the higher the years of English learning experience gets the lower participants' achievement levels. This finding can be used to draw a conclusion that those students who stated that they had been learning English between 1 and 10 years are more successful than those who stated that they had been learning English for more than 10 years. When the total value was examined in the Table, it is seen that there is a significant relationship between the participants' duration of learning English and the participants' achievement levels in the learning of English tag questions. As

participants' durations of English learning gets high, their achievements also increase in the learning of English tags. Considering this, it can be suggested that participants' duration of English learning negatively affects participants' achievement levels in the learning of English tag questions. Thus, participants' durations of English learning affect participants' achievement levels in the learning of English tags $t(58)=1,742$; $p<.05$.

5. CONCLUSIONS, IMPLICATIONS AND PRACTICAL RECOMMENDATIONS

5.1. Conclusions and Implications

The aim of this thesis was to examine the use of English question tags, their functions by Turkish EFL learners, the frequency and to investigate if their frequency differed depending on gender and to find out if age was a factor in the accurate use of English tag questions. Question tags which are most often named as tag questions in the literature are an important part of daily life communications among both native speakers and non-native speakers of English language. They are most often used by speakers to cope with the variety of functions. It is suggested and known commonly that tag questions facilitate conversations. They can make a strict order a soft one and they can also make a request sound more polite. Therefore it is accepted they have great functions in daily life. The research questions stated in this study were fully and carefully examined. The findings regarding the achievements of the participants suggested that students performed better in Section A and Section B by 6.60 means. The students' achievement was found to be the lowest in Section B (m=4.98) in the study.

When the participants' achievement levels were examined and submitted for the relevant statistical analysis depending on their gender, it was found that gender is a significant factor in the learning of English tag questions. When section A was considered, participants' achievement levels were found not to differ significantly. However, when section B was considered, there was a significant difference between female and male participants. The same can be suggested for the section C too. The difference in the score of male and female participants in the learning of

English tag questions in the study was found to be significant. Considering these findings, it is suggested that gender is a factor in the learning of English tag questions. This finding seems to be very significant for the relevant literature because, as suggested by Jimenez-Catalan (2000), individual differences in age, aptitude, learning style and motivation are studied in detail in the literature regarding second language learning but gender has generally been an issue often ignored or neglected. In addition to that, as pointed out by Sunderland (2000), the studies conducted in the field regarding individual differences in foreign language learning has been oversimplified or has not been investigated adequately considering its significance. The finding of this study is also significant as it contradicts with the findings suggested by Ellis (1994). He suggests that female learners might be better learners at foreign language learning than men as they are suggested to be more open to the use of new linguistic forms in the foreign language input. However, Ellis does not draw a general conclusion suggesting that such overgeneralization may be misleading as there are some other studies in the relevant literature suggesting that male learners indicate higher achievement in listening tests. There are also some other studies suggesting no significant difference between male and female learners in the learning of target grammar items in English.

Tests were conducted on the collected data to find out if age was a factor in the learning of English tag questions. When a relevant analysis was performed on the data considering the participants' ages differed between 21 and 24, it was found that age was not a significant factor in the learning of tag questions for Turkish EFL learners. In other words, Turkish EFL students' achievement of English tag questions did not change depending on age. All ages were found to be equally competent in achieving tag question-related tasks. Therefore there was no need to make further research in the field to find out age-related differences in the learning of English tag questions. When the findings of the study are considered from the perspective of Critical period hypothesis, what is expected is that younger learners are better at the items in the target language to be learned (Johnson, 1992). However, the case with this study is unique because the researcher had to work with the

participants who are aged between a very limited age group, and their ages are very close to one another.This may be considered a significant limitation of this research, but the ages of the participants are not diverse enough the come up with suggesting for critical period hypothesis in the literature.

When students' educational backgrounds regarding English learning was considered, it was found that there was not any significant difference between those who stated that they had been learning English beginning their primary school education and those who stated that they had been learning English beginning their secondary education. This finding is closely related to the fact that starting to learn English at earlier ages makes it easier to learn tag questions in English. This was an important finding for those who claim that encouraging children to start learning at earlier ages facilitates better learning of English and grammar items in English and they become more native-like speakers of English. When the findings of the study were analysed depending on how long participants had been learning English, it was found that it did not differ when EFL learners had up to a-10 year duration and more than 10 years in the learning of English tag questions. When the three sections, section A, B and C were examined separately, it was found that none of them significantly differed depending on the duration of learning English, up to 10 years or more than 10 years. What was interesting that the duration of English learning differed in the section C where there are multiple choice questions in the achievement test. It also suggests that when the duration of English learning extends, students' achievements in the learning of English tag questions increase. When students have the longer background in English learning, they become better learners of English tag questions. This finding can be used to make more generalisations regarding the teaching of English grammar. This study did not focus on participants' competencies regarding intonations performances of the participants whereas there are a lot of studies in the literature suggesting the significance of intonation in the functions of English tag questions. This is also a contradiction with the common belief in the literature that children learn new languages better and more easily than adults. However, it is useful to mention here that the empirical findings in the

relevant literature have been diverse to be able to reach a general conclusion suggesting that children have a perceived advantage in language learning when some of the participants started to learn EFL at earlier ages, but could not perform better in the learning of English tag questions. On the other hand, Krashen, Long and Scarcella (1979) suggest that the learners starting to learn at later ages are more efficient in the initial stages of foreign language learning, but those starting to learn at younger ages perform better in the long term in the environments where foreign language is learned in natural learning settings. They conclude that the studies regarding ages as a factor need to be classified into two as naturalistic setting and classroom setting. This study was conducted on the participants EFL in the classroom setting. They also suggest that some studies mentioned in the literature suggest that those learners starting to learn at later ages are better than those starting to learn at earlier ages in the areas of syntax and morphology at the initial stages of foreign language learning. However, those students starting to learn at earlier stages performed better in phonology. These findings seem to support the finding of this study in that younger learners are not necessarily more successful in foreign language learning at least in the initial stages even when foreign language learning taking place in natural environments.

This study makes it clear that question tags are an indispensable part of daily life communication in English. The results of the study seem to support the idea that the study of tag questions should not be considered and limited to some questions tags and it should be carried out with all its components. As teachers of EFL, the teaching of English tag questions should be paid special importance. Teachers should have a good knowledge about both the construction of English questions and constructions of students' mother tongue. In this case, both constructions in Turkish and English should be the main focus of EFL teachers highlighting the differences and similarities. As the number of differences is much more than the similarities, they should focus on them more in the planning of their teaching. Once they have a good understanding, they will identify the reasons why learners often tend to make such mistakes regarding the use of tag

questions. Furthermore, teachers need to tell students that they have made a mistake explaining the relevant rule regarding the tags, but they should also praise those students for their accurate uses of English tags.

The findings of this study contradict with those of the following studies. According to this study, male participants were significantly better than female participants in the achievement of the English tag questions. However, there is some research suggesting the opposite to this. Case (1988) conducted a similar study in some managers at a management department and found that women used tag questions more often than men. Another similar study to this one was conducted by Fishman (1980) conducted a study some heterosexual couples at home and found out that women asked three times more tag questions than men. Mc Millan et. al (1977) conducted a similar study on a group of male and female students. They found that the female participants used tag questions two times more than the male participants. Moreover, in the mixed groups women used three times as many tag questions as the men.However, the findings of this study support those of some studies in the literature. Some studies conducted in the literature have found out that men use tags more than women. Dubois and Crouch (1975) conducted a study on the conferences given by men male and female participants and found that all examples of all types of tags were generally used by male presenters. Lapadat and Seesahai (1977) conducted a similar study on conversations and the findings suggested that men used more tag questions than women.

However, there are some other studies in the literature showing no difference in the use of tags between men and women. For example, Baumann (1976) conducted a study on conversations in an office staff meetings mixed men and women, a graduate linguistic class mixed with women and men and a women's discussion group and found out that men used tag questions equally with women. Bauman argues that tag questions do not express uncertainty but they are simply used to be polite. Case (1993) demonstrated in the analysis of a group of managers working together at a management school that women tended to use tag questions to make their

speech more facilitative. Kollocket.al (1985) suggest that the use English tags does not have anything to do with gender, but with power. In a study conducted on some heterosexual and homosexual, Kollocket. al (1985) found out that the couples with less power in all female and mixed sexes including male and female participants tended to ask more tag questions. Similarly, Johnson (1980) also linked the use of the tags to power. In her study, in “one-hour professional meetings, she linked the use of tag questions to the most powerful person since she found that it was actually the male leader of the group who asked the most tag questions”. Johnson (1980) states that her findings disagree with those of Lakoff's suggesting that the use of tag questions is closely related to weakness or uncertainty.

Cameron et. al. (1989) studies on the use of modal and affective tag questions with some groups in which there were asymmetric difference with regards to the power possessed. Tags with model meaning demand the hearer to confirm what the speaker proposed with a rising intonation in general. An effective use of the tag is the one expressing the speaker's attitude towards the hearer by supporting or facilitating or by softening a negatively affective speech act. Cameron et. al (1989) found out that affective tags were used mostly by the speakers with more power and powerless speakers avoided using affective tags. The use of effective tags was also closely related to the role of individuals in the conversation. Another study was conducted by Holmes (1984) and found out women tended to use affective tags, but men tended to use modal tags in their speeches. Coates (1988) suggests that women use more effective tags than men because of the nature of their conversation that they are often involved. As the topics that women talk about, such as people and feelings, are more face threatening than the topics men often talk about.

It is obvious from the findings of this study that when people learn English tag questions as a foreign language, they are prone to commit errors in their productions. That may be considered to be an integral part of human being and learning a foreign language which has some distinctive characteristics in the items learned in the target language. However, as

teachers of English or lecturers teaching English at higher education institutions, they should study the causes leading EFL learners to committing errors. The following types of errors and sources of errors are common in EFL settings.

a. Negative transfer of the mother tongue

Ning suggested that learners tend to transfer the forms and meanings their first language and culture to the foreign language and culture when they try to learn the language (2005). If the term of transfer is defined in a simple statement, it is the influence which results from the similarities and differences between the first language and target. The transfer may be positive or negative. In other words, the transfer may make the learning either easy or difficult. When the mother tongue and the target language are similar, have many items similar to one another, learning of the target language is easier for the learners, which is a positive transfer from the first language to the second language, but when they different, learning becomes difficult, and the amount of errors increase because of the negative transfer from the first language. When there is a negative transfer between the languages, many elements of the native language do not match with those of the target language. Habits of learners in their first languages could cause errors in the second language and learners could transfer some misleading properties of the first language. The same is true for the learning of English tag questions and learners of EFL as mentioned in this study.

In Turkish, the most common usage for making a tag questions for all types of statements as stated in the literature part of the study, "değil mi". That is simple and easy for all types of statements without focusing on if they are negative, positive or any tense. It is not as complex as it is in English. There is a negative transfer from Turkish into English, which was the target language in this study. However, when Turkish EFL learner needs to produce tag question in English, they are not used to the thinking about too many factors considered in the production of English tag questions as it was so simple in their first language, Turkish. The negative transfer from Turkish into

English can be one-factor leading learners to make errors in their productions.

b. Overgeneralization of the Formation rules

It is learners' knowledge regarding their first language that is used in the second language. That is to say. It is about the inappropriate use of the already learned knowledge in their foreign language It is one of the most commonly experienced causes of errors in the second language.

"Everybody is here, isn't everybody? (Aren't they?)"

The examples above reveal that there are some exceptions to tag question rules. The learners cannot treat similarly.

c. Ignorance of Rule Restrictions

Such errors are again a type of overgeneralisation or inappropriate transfer from the first language. As the learner is using their already learned rule in a new context, some restriction errors can emerge (Yan, 2004). For example;

"I did not expect that she would give up the opportunity, did I? (Would she?)"

When learners face a difficult sentence, they try to stick to the same learned rule, and thus they commit some errors regarding the use English tag questions.

d. Incomplete application of the rule

To produce some structures, there may be more than one rule. However, learners sometimes fail to understand and use these rules accurately and effectively. For example;

"She hardly plays with you, doesn't she ((does she?)"

A foreign language learner is aware of the agreement rule to form tag question in English. However, when there are some words expressing

negativity without the use of any “not”, learners have difficulties in dealing with such cases. Thus, he tends to produce the sentence stated above.

False concepts hypothesised

This type of errors means that learners fail to comprehend fully. It derives from a faulty comprehension of distinction in the target language. For example;

“Lilly did not go to New York, did she?”

“Yes, (She did)”

“No, (She didn’t)”

When speakers need to respond, they are usually confused and understand the conveyed meaning in the opposite way. They consider that the meaning is “yes”. Therefore, when learners learn English tag questions, they should understand the structures and they should be careful about the meaning.

As errors are natural parts of the learning process, we should try to find relevant measures to avoid errors or learn from already committed errors. The first thing to be done is to compare tag questions in both languages. Learners are and teachers should be made aware of the fact that the similarities and differences are very important in EFL learners' achievements in the learning of English tag questions. Therefore, effective learning of English tag questions should be based on the scientific perception of the English tag questions and on the appropriate generalisation of the Turkish rules. Learners should build their knowledge regarding the target language on the differences between Turkish and English. That is to say, when learners learn English tag questions, they should compare the English tag questions with the Turkish ones first and try to seek the differences between them.

The second thing that can be done is to increase target language input and output. Reading and listening in EFL classrooms and environments is understood as the appropriate input for the acquisition of target language

skills. Extensive reading and listening of authentic materials and continuous exposure to meaning and authentic target language items might offer relevant input regarding the linguistic knowledge. As learners are being exposed such materials, they should also be given the opportunities the use and promote target language output. Thus they can test and hypothesise the target items in their learning process.

The third way of dealing with the problems in the production of tag questions is the effective feedback to learner errors. Teachers play important roles in students EFL learning. They need to provide adaptive, qualified and motivating support for learners in their learning processes. It is important neither tolerates the errors nor correct them excessively. Some teachers always ignore errors not to discourage them, which is not something to be done in EFL classes. However, the rigid and immediate correction of errors committed as language is produced may have interfering effect on the target language and change students' ways of thinking. In brief, the amount of error correction should be effective and controlled in some ways.

As the conclusion, the tag questions in English are not easy to learn. Learners should focus on the general rules but also the exceptions, which are the one making the learning of English tag question difficult. As errors are natural parts of foreign language learning, this paper has focused on the learning of English tag question by some Turkish EFL learners. If learners and teachers of EFL can follow the advice stated above, they may easily understand the tag questions and they can also decrease the rate regarding their errors in the production of English tag questions.

5.2. Limitations and Recommendations

Future research in this area may focus on other functions of tag questions and how these functions are used by both native speakers and non-native speakers. This study just focused on non-native Turkish speakers

of English in Turkey. Another area for future investigation in the field of tag questions may be about native-speakers' way of perceiving and interpreting tag questions.

Another limitation of this study is that eliciting tag questions from non-native speakers in authentic discourses as non-native speakers are suggested to use canonical tag questions in the literature. Therefore, it can be suggested for the speakers of other languages to build an English language corpus. Building such a corpus will really contribute to foreign language learners as it will help researchers in the field analyse not only tag question related errors but also other forms of errors frequently committed by second language learners. Thus it could be possible to design more effective foreign language teaching programmes to improve learners' proficiency in the English language.

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APPENDIX

ACHIEVEMENT TEST

This questionnaire is a part of a study on the interlanguage development of the native speakers of Turkish learning English. All information provided by the participant will be kept Confidential. Therefore, I would be grateful if you could give sincere and detailed responses to all of the questions.

Thanks in advance for your time and patience.

ÖzgeEdibeÖzalpGüneri
Baü, Department of English Language Teaching
M.A. Student

SECTION A	
Name:	
Last Name:	
Age:	
Gender:	Female Male
Hometown:	
Department:	

SECTION B

INSTRUCTION: Please tick the answer that applies to you in the first two questions and provide the answer for the following 4 questions.

1. When did you first start to learn English?
   - ○ Primary school
   - ○ Secondary school
   - ○ High school
   - ○ University
2. How long have you been learning English?
   - ○ 6 months
   - ○ 1-5 years
   - ○ 5-10 years
   - ○ 10 years or more
3. Which high school did you graduate from?

4. What extra activities, other than the classroom instructions and assignments, do you do to improve your English?

5. Have you ever been to a foreign country? If yes, please write down where, for how long and for purpose(s) have you been there?

Country	How long	Why
5.1.		
5.2.		
5.3		
5.4.		

6. Do you know any language(s) other than Turkish and English? If' YES', please identify your proficiency level (e.g., beginner, low-intermediate, intermediate, upper intermediate, advanced) in this/these language(s)?

	Language	Level of Proficiency
6.1.		
6.2.		
6.3.		

A) Complete the sentences by using tag questions.

1. Mr. Shriven hadn't seen the assignment editor yet, ……..?
2. You haven't been studying hard to complete your Masters Degree, ……..?
3. They had been continuously joking and laughing, ……..?
4. Let's have a chat on internet tonight, ……..?
5. George and I would rather stay at Paradise Hotel, ……..?
6. Elephants have been roaming the earth for hundreds of years, ……..?
7. Mr. Owen had been working at a desk job for fifteen years, ……..?
8. You can easily answer these questions, ……..?
9. They are not going to go to Essex by bus, ……..?
10. Cari has been suffering from allergies, ……..?
11. We were going to watch the movie "Godzilla" on TV tonight, ……..?
12. Jenny will fıx his own breakfast tomorrow, ……..?
13. We will have prepared the meal when they arrive, ……..?
14. You haven't lived in the same apartment for ten years, ……..?
15. Graduating seniors should hand in the final assignment tomorrow, ……..?
16. The store will be open until nine o'clock tonight, ……..?
17. By 9:00 a.m. Judy had made breakfast and taken the kids to school,……..?
18. Probably, David won't have read the novel that I've given him by the time I see him next week, ……..?
19. Mr. Young used to mind the traffıc jams, ……..?
20. Sally isn't going to wear this green mini-dress at the party, ……..?

B) Match the tags.

1. The theatre troupe gives its first performance of a new play tonight, ……..?
2. Matt Daemon has been on a lot of talk shows over the past few weeks, ……..?
3. When the accident occurred, the driver was driving too fast, ……..?
4. Breathe deeply, ……..?
5. Catherine Spark is studying Computer programming this semester, ……..?
6. We won't be vacationing in Europe in June, ……..?
7. Let's try that new pizza place, ……..?
8. Barbara and Joe looked away when they saw me, ……..?
9. You haven't been living in Ankara your whole life, ……..?
10. Jason had made his mind up to leave home by the time he was eleven, ……..?
11. We can put some things in storage, ……..?
12. Don't move, ……..?
13. Kelly wouldn't like to be a twin, ……..?
14. Tom would rather have a roommate than live alone, ……..?
15. The telephone had been ringing for several minutes before Gary answered it,
16. Mr. Adams shouldn't have promoted her, ……..?
17. You have to be at the meeting, ……..?
18. In many ways fashion used to be much simpler, ……..?
19. There are fewer banks in this city than there used to be, ……..?
20. Somebody is at the door, ……..?

a. aren't they	b. willyou	c. isn't she	d. have you
e. doesn't it	f. hasn't he	g. hadn't he	h. can't we
i. shall we	j. didn't they	k. wasn't he	1. hadn't it
m.didn'tit	n. would she	o. will you	p. should he
q. will we	r. aren't there	s. don'tyou	t. wouldn'the

C.Choose the correct one

Önder: Let's go to cinema, ……

a- will we ? b- shall we?

Gonca: Oh, not now. I'm tired.

Önder: Why are you tired ? You weren't working yesterday…

a- were you? b- did you?

Gonca: No, I wasn't , but I was helping my mother round the house, I couldn't let her do everything by herself, ……

a- could she? b-could I?

***

Semih: You went to Bill's party last night,……..

a-didn't you? b- did you?

Melih: Yes, but you weren't there,……..

a-were you? b-did you?

Semih:No, I wasn't. I was ill.

Melih: Really ? You're OK now,……..

a- aren't you? b-are you?

Semih: Yes, why are asking ? I don't look ill,……..

a- do I? b- don't I?

***

Cathy:You went to school yesterday……

a-went you? b-didn't you?

Jones: Yes, but you didn't go,……...

a- did you? b- went you?

Cathy: No, I didn't . I was at home I was ill

Jones:Really, you are here today……..

a- you aren't b-aren't you?

Cathy:Yes, why are you asking this? I don't look ill.

D.

Well, it's nice, sometimes, to think back, Isn't it?

It's not about you and Emma, is it?

You didn't tell Robert about me last night, did you?

But you betrayed her for years, didn't you?

He wasn't best man at our wedding, was he?

Oh his books. His art. Yes his art does seem to be falling away, doesn't it

APPENDIX II

Name _____ Date _____

PLACEMENT TEST

Section 1

Choose the best word or phrase (a, b, c or d) to fill each blank.

(1) Roberta _____ from The United States.

a) are
b) is
c) am
d) be

(2) What's _____ name?

a) -
b) his
c) him
d) he

(3) My friend _____ in London.

a) living
b) live
c) lives
d) is live

(4) Where _____?

a) works Tom
b) Tom works
c) Tom does work
d) does Tom work

(5) I _____ coffee.

a) no like
b) not like
c) like don't
d) don't like

(6) '_____ to Australia, Ginny?' 'Yes, two years ago."

a) Did you ever go

b) Do you ever go
c) Have you ever been
d) Are you ever going

(7) Tokyo is _____ city I've ever lived in.
a) the most big
b) the bigger
c) the biggest
d) the more big

(8) A vegetarian is someone _____ doesn't eat meat.
a) who
b) what
c) which
d) whose

(9) _____ these days.
a) I never a newspaper buy
b) I never buy a newspaper
c) I buy never a newspaper
d) Never I buy a newspaper

(10) I _____ watch TV tonight.
a) am
b) go to
c) going to
d) am going to

(11) I wish I _____ more money!
a) have
b) had
c) would have
d) was having

(12) _____ be famous one day?
a) Would you like
b) Would you like to
c) Do you like
d) Do you like to

Section 2

Choose the best word or phrase (a, b, c or d) to fill each blank.

(13) It's my birthday _____ Friday.

a) on
b) in
c) at
d) by

(14) I _____ eighteen years old.

a) am
b) have
c) have got
d) –

(15) I _____ a headache.

a) am
b) do
c) have
d) got

(16) Do you _____ a uniform at your school?

a) carry
b) wear
c) use
d) hold

(17) 'What time is it?' 'I have no _____.'

a) idea
b) opinion
c) answer
d) time

(18) The meal was very expensive. Look at the _____!

a) ticket
b) receipt
c) invoice
d) bill

(19) How many _____ of trousers have you got?

a) items
b) pairs
c) sets
d) times

(20) Joel came back from his holiday in Brazil looking really _____.

a) tanned
b) sunned
c) coloured
d) darkened

Section 3

Read the text below. For questions 21 to 25, choose the best answer (a, b, c or d).

'Heavier than air flying machines are impossible,' said the well-known scientist Lord Kelvin in 1895. Thomas Watson, the chairman of IBM in 1943, was wrong too when he said that he thought there would be a world market for only five or so computers.

Predictions can, of course, be wrong, and it is very difficult to predict what the world will be like in 100, 50, or even 20 years from now. Butthis is something that scientists and politicians often do. They do so because they invent things and make decisions that ***shape*** the future of the world that we live in.

In the past they didn't have to think too much about the impact that their decisions had on the natural world. But that is now changing. An increasing number of people believe that we should live within the rules set by nature. In other words, they think that in a world of fixed and limited resources, what is used today will not be there for our children. We must therefore look at each human activity and try to change it or create alternatives if it is not sustainable. The rules for this are set by nature, not by man.

(21) What was Lord Kelvin suggesting?

a) It is difficult to make accurate predictions.
b) It would be possible for people to fly.
c) It would be impossible for people to fly.
d) There would only be a few computers.

(22) According to the text, which of the following statements is TRUE?

a) Lord Kelvin and Thomas Watson were good friends.
b) The world does not have unlimited natural resources.
c) Our children will not make predictions about the future.
d) It is easy to predict what the world will be like 20 years from now.

(23)*shape* (line 6) is closest in meaning to:

a) do
b) create
c) look at
d) move

(24) The article suggests we should live in a _____ way.

a) selfish
b) sustainable
c) predictable
d) scientific

(25) Choose the best title for the article.

a) Predictions and more predictions!
b) Politicians and scientists
c) A sustainable future for our children
d) New inventions

Section 4 (26 to 33)

Write a letter or email to your new pen-friend from abroad and introduce yourself. Say where you come from, where you live and give a little information about your family and friends as well as your hobbies and interests. Say how long you have been learning English and how you would like to improve your English. Write 80-100 words.

……
……
……
……
……

Section 5

Choose the best word or phrase (a, b, c or d) to fill each blank.

(34) Harry can _____ English.

a) to speak
b) speaking
c) speak
d) speaks

(35) I'm not interested _____ sports.

a) for
b) about
c) in
e) to

(36) She likes _____ expensive clothes.

a) wearing
b) to wearing
c) wear
d) is wearing

(37) Harry _____ his father's car when the accident happened.

a) was driving
b) drove
c) had driven
d) has been driving

(38) I was wondering _____ tell me when the next plane from Chicago arrives?

a) could you
b) can you
c) if you could
d) if could you

(39) If I _____ him, I would have spoken to him, wouldn't I?

a) saw
b) had seen
c) have seen
d) would have seen

(40) I like your hair. Where _____?

a) do you have cut
b) have you cut it
c) do you have cut it
d) do you have it cut

(41) I think Joey must _____ late tonight. His office light is still on.

a) have worked
b) work
c) be working

d) to work

(42) John tells me Jack's going out with Helen, _____ I find hard to believe.

a) which
b) who
c) whose
d) that

(43) What _____ this weekend, Lance?

a) will you do
b) are you doing
c) will you have done
d) do you do

(44) The weather has been awful. We've had very _____ sunshine this summer.

a) little
b) a little
c) few
d) a few

(45) Did you hear what happened to Kate? She _____.

a) is arrested
b) arrested
c) has been arrested
d) is being arrested

Section 6

Choose the best word or phrase (a, b, c or d) to fill each blank.

(46) I usually _____ up at about 7.30.

a) go
b) be
c) do
d) get

(47) I _____ football every week.

a) play
b) go
c) do
d) have

(48) My sister _____ the cooking in our house.

a) does
b) makes
c) cooks
d) takes

(49) Don't forget to _____ the light when you leave the room.

a) turn up
b) turn in
c) turn off
d) turn over

(50) She was in _____ when she heard the tragic news.

a) crying
b) tears
c) cries
d) tearful

(51) He _____ that he hadn't stolen the computer, but no one believed him.

a) reassured
b) informed
c) insisted
d) persuaded

(52) Could you _____ me that book for a couple of days, please?

a) lend
b) owe
c) borrow
d) rent

(53) Greg is _____ a lot of time at Yvonne's house these days!

a) taking
b) spending
c) having
d) doing

Section 7

Read the text below. For questions 54 to 58, choose the best answer (a, b, c or d).

Many hotel chains and tour operators say that they take their environmental commitments seriously, but often they do not respect their social and economic responsibilities to the local community. So is it possible for travellers to help improve the lives of locals and still have a good holiday?

The charity, Tourism Concern, thinks so. It has pioneered the concept of the fair-trade holiday. The philosophy behind fair-trade travel is to make sure that local people get a fair share of the income from tourism. The objectives are simple: employing local people wherever possible; offering fair wages and treatment; showing cultural respect; involving communities in deciding how tourism is developed; and making sure that visitors have minimal environmental impact.

Although there is currently no official fair-trade accreditation for holidays, the Association of Independent Tour Operators has worked hard to produce responsible tourism guidelines for its members. Some new companies, operated as much by principles as profits, offer a fantastic range of holidays for responsible and adventurous travellers.

(54) Tourism Concern…

a) is a tour operator.
b) is a hotel.
c) is a charity.
d) his a chain of hotels.

(55) Which of the following is NOT one of Tourism Concern's objectives?

a) Good pay for local people.
b) Showing respect for local cultures.
c) Saving tourists money.
d) Protecting the local environment.

(56) According to the text, fair-trade travel is all about…

a) making money for charity.
b) money from tourism going to local people.
c) travellers getting a good deal.
d) a great cultural experience.

(57) According to the text, there are _____ companies that are operated on principles as well as profits.

a) a few
b) no
c) some old
d) many

(58) Choose the most appropriate title for the article.

a) Holidays from heaven
b) Cheap adventure holidays
c) Fair-trade holidays
d) Great holiday deals

Section 8(59 to 66)

You are going to take part in a magazine competition for a story with the title '*A Perfect Day'.* Write your story and use at least three of the following linking words: *after, before, then, as soon as, by the time, just as, during, while*. Write 150-200 words.

……..
……
……
……
……
……
……

Section 9

Choose the best word or phrase (a, b, c or d) to fill each blank.

(67) Who _____ in that house?

a) does live
b) lives
c) does he live
d) he lives

(68) I'll call you when I _____ home.

a) get
b) 'll get
c) 'll have got
d) 'm getting

(69) If you _____ me, what would you do?

a) was
b) would be
c) were
d) have been

(70) I don't know where _____ last night.

a) did he go
b) he did go
c) went he
d) he went

(71) John and Betty are coming to visit us tomorrow but I wish _____.

a) they won't
b) they hadn't
c) they didn't
d) they weren't

(72) I'm so hungry! If only Bill _____ all the food in the fridge!

a) wasn't eating
b) didn't eat
c) hadn't eaten
d) hasn't eaten

(73) I regret _____ harder in school.

a) not studying
b) not to study
c) to not study
d) not have studied

(74) Surely Sue _____ you if she was unhappy with your work.

a) will tell
b) would have told
c) must have told
d) had told

(75) Our neighbours aren't very polite, and _____ particularly quiet!

a) neither they aren't
b) either they aren't
c) nor are they
d) neither did they be

(76) We had expected that they _____ fluent English, but in fact they didn't.

a) were speaking
b) would speak
c) had spoken
d) spoke

(77) I'd rather _____ next weekend, but I do!

a) I don't have to work
b) I didn't have to work
c) not to work
d) no working

(78) Harriet is so knowledgeable. She can talk about _____ subject that comes up.

a) whatever
b) whenever
c) wherever
d) whoever

Section 10

Choose the best word or phrase (a, b, c or d) to fill each blank.

(79) I always _____ milk in my coffee.

a) have
b) drink
c) mix
d) make

(80) I _____ TV every evening.

a) watch
b) look at
c) see
d) hear

(81) Can you give me a _____ with my bag.

a) leg
b) back
c) hand
d) head

(82) Before you enter the triathlon, please bear in _____ that you're not as young as you used to be!

a) thought
b) question
c) mind
d) opinion

(83) The breath test showed he had consumed more than three times the legal limit of alcohol, so the police arrested him for _____.

a) trespassing
b) mugging
c) speeding
d) drunk driving

(84) The meeting was _____ and not very interesting.

a) time-wasting
b) time-consuming
c) time-using
d) out of time

(85) After the movie was released, the main _____ point was its excessive use of violence.

a) discussion
b) speaking
c) conversation
d) talking

(86) There have been several big _____ against the use of GM foods recently.

a) campaigns
b) issues
c) boycotts
d) strikes

Section 11

Read the text below. For questions 87 to 92, choose the best answer (a, b, c or d).

Standards of spelling and grammar among an entire generation of English-speaking university students are now so poor that there is 'a degree of crisis' in their written use of the language, the publisher of a new dictionary has warned. Its research revealed that students have only a limited ***grasp*** of the most basic rules of spelling, punctuation and meaning, blamed in part on an increasing dependence on 'automatic tools' such as computer spellcheckers and unprecedented access to rapid communication using e-mail and the Internet. The problem is not confined to the US, but applies also to students in Australia, Canada and Britain.

Students were regularly found to be producing incomplete or rambling, poorly connected sentences, mixing metaphors 'with gusto' and overusing dull, devalued words such as 'interesting' and 'good'. Overall they were unclear about appropriate punctuation, especially the use of commas, and failed to understand the basic rules of subject/verb agreement and the difference between 'there', 'their' and 'they're'.

Kathy Rooney, editor-in-chief of the dictionary, said, 'We need to be very concerned at the extent of the problems with basic spelling and usage that our research has revealed. This has significant implications for the future, especially for young people. We thought it would be useful to get in touch with teachers and academics to find out what problems their students were having with their writing and what extra help they might need from a dictionary. The results were quite shocking. We are sure that the use of computers has played a part. People rely increasingly on automatic tools such as spellcheckers that are much more passive than going to a dictionary and looking something up. That can lull ***them*** into a false sense of security.'

Beth Marshall, an English professor, said, 'The type of student we're getting now is very different from what we were seeing 10 years ago and it is often worrying to find out how little students know. There are as many as 800 commonly misspelled words, particularly pairs of words that are pronounced similarly but spelled differently and that have different meanings – for example, "faze" and "phase", and "pray" and "prey".'

(87) Grasp (line 4) is closest in meaning to:

a) ability
b) use
c) understanding
d) skill

(88) We can infer from the style of the text that this article was printed in a…

a) newspaper.
b) dictionary.
c) novel.
d) guidebook.

(89) Kathy Rooney carried out research to see…

a) if students could spell certain words.
b) how widespread the use of computers is.
c) if academics were in touch with their students.
d) how dictionaries can help students.

(90)*them* (line 22) refers to:

a) spellcheckers
b) computers
c) people
d) dictionaries

(91) According to Beth Marshall, students today…

a) spell 800 words incorrectly on average.
b) like using spellcheckers.
c) mispronounce and misspell words.
d) are not as knowledgeable as they were in the past.

(92) Choose the best title for the article.

a) Standards of spelling and grammar
b) Dictionaries of the future
c) Students don't know their 'there' from their 'they're'
d) Automatic tools

Section 12 (93 to 100)

Write a review of a film you have seen for a local English-language newspaper. Include information about the plot, the acting, the cinematography and anything else you think is relevant. Write 200–220 words.

……...
……
……
……
……

ANSWER KEY FOR PLACEMENT TEST

Section 1: Each correct answer is worth 1 mark.

(1) b
(2) b
(3) c
(4) d
(5) d
(6) c
(7) c
(8) a
(9) b
(10) d
(11) b
(12) b

Section 2: Each correct answer is worth 1 mark.

(13) a
(14) a
(15) c
(16) b
(17) a
(18) d
(19) b
(20) a

Section 3: Each correct answer is worth 1 mark.

(21) c
(22) b
(23) b
(24) b
(25) c

Section 4 Writing (26 – 33): Use the marking criteria provided on page 3 of the Answer Key to give a **total score of 8 marks**.

Section 5: Each correct answer is worth 1 mark.

(34) c
(35) c
(36) a
(37) a
(38) c
(39) b
(40) d
(41) c
(42) a
(43) b
(44) a
(45) c

Section 6: Each correct answer is worth 1 mark.

(46) d
(47) a
(48) a
(49) c
(50) b
(51) c
(52) a
(53) b

Section 7: Each correct answer is worth 1 mark.

(54) c
(55) c
(56) b
(57) a
(58) c

Section 8 Writing (59 – 66): Use the marking criteria on page 3 of the Answer Key to give a **total score of 8 marks**.

Section 9: Each correct answer is worth 1 mark.

(67) b
(68) a
(69) c
(70) d

(71) d
(72) c
(73) a
(74) b
(75) c
(76) b
(77) b
(78) a

Section 10: Each correct answer is worth 1 mark.

(79) a
(80) a
(81) c
(82) c
(83) d
(84) b
(85) d
(86) a

Section 11: Each correct answer is worth 1 mark.

(87) c
(88) a
(89) d
(90) c
(91) d
(92) c

Section 12 Writing (93-100): Use the marking criteria below to give a **total score of 8 marks.**

Marking writing sections 4, 8 and 12 of the New Inside Out FULL PLACEMENT TEST

Use the marking criteria below to give a total score of 8 marks for each writing section. While the same scale is used to assess the students' performance for all three writing tasks, a greater degree of sophistication, range and accuracy is required as the test progresses.

MARKING CRITERIA

8 Complete, accurate and appropriate.
7 No more than one omission, mainly accurate, rarely inappropriate.
5–6 No more than one omission, minor inaccuracies, sometimes inappropriate.
3–4 Several omissions, noticeable inaccuracies, often inappropriate.
1–2 Many omissions, mainly inaccurate, mostly inappropriate.
0 Too little or too incomprehensible to mark.