Hacettepe University Graduate School of Social Sciences

Department of Linguistics

PRAGMATIC AND CONVERSATIONAL FUNCTIONS OF TAG QUESTIONS IN TURKISH: COMPARISON BETWEEN NATURAL SPEECH AND CLASSROOM SETTING

Arif YILDIZLI

A Master's Thesis

Ankara, 2017

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Arif Yıldızlı tarafından hazırlanan 'Türkçede Eklenti Sorularının Edimbilimsel ve Konuşmaya ait Özellikleri: Sınıf Ortamı ve Doğal Ortam Karşılaştırması'' başlıklı bu çalışma, 17.11.2017 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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☐ **Serbest Seçenek/Yazarın Seçimi**

15/12/2017



Arif YILDIZLI

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Bu çalışmadaki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi, görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu, kullandığım verilerde herhangi bir tahrifat yapmadığımı, yararlandığım kaynaklara bilimsel normlara uygun olarak atıfta bulunduğumu, tezimin kaynak gösterilen durumlar dışında özgün olduğunu, Yard. Doç. Dr. Zeynep Doyuran danışmanlığında tarafımdan üretildiğini ve Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Yönergesine göre yazıldığını beyan ederim.

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ÖZET

YILDIZLI, Arif. *Türkçede Eklenti Sorularının Edimbilimsel ve Konuşmaya ait Özellikleri: Sınıf Ortamı ve Doğal Ortam Karşılaştırması,* Yüksek LisansTezi, Ankara, 2017.

Bağlayıcı bir tümce ve soru kısmından oluşan eklenti soruları, edimbilimsel bir araç olarak dilin kullanıcıları tarafından kullanılmaktadır. Sözdizimsel özelliklerinin yanı sıra günlük dilde dil konuşucuları istenilen anlamı vermek için eklenti sorularının edimbilimsel özelliklerinden faydalanmaktadırlar. Bu çalışmanın amacı Türkçedeki eklenti sorularının edimbilimsel özelliklerini, veri üzerinden doğal dilde ve sınıf ortamında kullanılan dilde belirlemek ve konuşma işlevlerini kapsamlı bir şekilde sınıflandırmaktır. Eklenti sorularının bu çalışma çerçevesinde belirlenen işlevleri nitel ve nicel olarak verilmiştir. Çalışmanın bir diğer amacı, eklenti sorularının edimbilimsel işlevlerinin, bakışımsız (asimetrik) ilişkilerin bulunduğu ortamda nasıl kullanıldığını incelemektir. Böylece toplumdilbilimsel etkenlerden biri olan, konuşucunun konumu ve çevrenin, eklenti sorusu kullanımına ne gibi etkilerde bulunduğu ortaya çıkartılabilir. Bu amaç doğrultusunda bakışımsız bir ilişkinin gözlemlenebileceği, sınıf ortamı incelenmiştir. Çalışmanın başka bir amacı da eklenti sorularının işlevler ve konuşma sırası özellikleri arasındaki ilişkiyi belirlemektir. Konuşma sırası bir konuşmada kimin konuştuğu ile ilgilidir. Biri konuşurken konuşmayı bitirip sözü bir diğer konuşmacıya vermesi, konuşma sırasının değiştiğini işaret eder. Bu geçişlerin eklenti sorularıyla yapılıp yapılmadığı, bu çalışmada incelenmiştir. Tüm bu amaçlar doğrultusunda, ilk olarak ODTÜ Ulusal Sözlü Derleminden ve araştırmacının ses kayıtlarından alınan konuşmalardaki eklenti soruları belirlenip, edimbilimsel özellikleri sınıflandırılmıştır. Daha sonra Ankara'da bulunan özel bir dil kursundaki sınıflardan alınan kayıtlar içindeki eklenti sorularının, sınıf ortamının özellikleri ve öğretmen-öğrenci arasındaki güç dengesi göz önünde bulundurularak, edimbilimsel özellikleri belirlenmiştir. Son olarak günlük dilde ve sınıf ortamında eklenti sorularının konuşma sırası özellikleri belirlenmiştir. Türkçede eklenti sorularının sekiz adet edimbilimsel işlevi belirlenmiş olup diğer dillerde yapılan araştırmalardan ve bulgulardan farklı olarak iki adet yeni işlev belirlenmiştir. Sınıf ortamında bu işlevlerin altıya indiği ve işlevler arasında güç dengesinden dolayı

farklılıklar gözlemlenmiştir. Ayrıca sınıf ortamında bulunan eklenti sorularının bir kısmı doğal dilde bulunan eklenti sorularından farklılık göstermektedir. Bunun nedeni olarak sınıf ortamında öğretmen ve öğrenci arasında bulunan güç dengesi gösterilebilir. Doğal dilde kullanılan eklenti sorularının büyük bir kısmı konuşma sırasını diğer konuşucuya vermektedir. Sınıf ortamında da konuşma sırasını diğer konuşmacılara veren eklenti soruları gözlemlenmiştir. Konuşma sırası ile eklenti sorularının edimbilimsel işlevleri arasında doğrudan bir bağlantı gözlemlenmiştir.

Anahtar Sözcükler

Eklenti Sorusu, Edimbilim, Konuşma Sırası, Doğal Dil, Sınıf Ortamı

ABSTRACT

YILDIZLI, Arif. *Pragmatic and Conversational Functions of Tag Questions in Turkish: Comparison between Natural Speech and Classroom Setting*, A Master's Thesis, Ankara, 2017.

Involving an anchor and a tag, tag questions serve as pragmatic tools in a language. Apart from their syntactic features, in a more general sense, in natural speech speakers take advantage of their pragmatic properties to convey the intended meaning. The aim of this study is to develop a comprehensive description of tag questions and a classification of their conversational functions based on a dataset. These functions have been provided both qualitatively and quantitatively in the course of the study. This study also aims at investigating the use of tag questions in a different conversational setting in which asymmetric relationship between speakers is apparent. Hence, the effect of setting and speaker status (asymmetric relationship) which are major sociolinguistic variables, can be discussed to find out what kind of effect they have on the use of tag questions in Turkish. To this aim, classroom speech where status and asymmetry between speakers are clear, has been analysed. Another aim of the current study is to explore how different functions of tag questions construct turn-yielding in conversations according to the position of tag questions in the sentence. Turn in conversation is about who is speaking in a conversation. When somebody gives the turn to another speaker by stopping talking, the turn changes. These turn changes have been examined in this study to find out whether they are done with the help of tag questions or not. To this end, TQs have been identified in the conversations which have been extracted from METU Spoken Corpus and recordings done by the researchers. These tag questions have been classified according to their pragmatic functions. After the classification of tag questions in natural speech, the functions of tag questions which have been found in the conversations recorded in a private language academy in Ankara have been identified by considering asymmetric relationship between teacher and student. Lastly, in natural speech and classroom discourse, the turn features of tag questions have been identified. In Turkish natural

speech, eight functions of tag questions two of which are different from the functions that have been specified in other languages, have been found. In classroom discourse, six functions two of which are totally different from Turkish natural speech have been observed due to asymmetric relationship between teacher and student. Majority of tag questions in Turkish natural speech give the turn to other speakers in a conversation. Likewise, some tag questions which give the turn to other speakers have been observed in classroom discourse. Between the turn features of TQs and pragmatic functions of TQs, a direct relationship has been observed.

Keywords

Tag Questions, Pragmatics, Turn-yelding, Natural Speech, Classroom Discourse

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LIST OF ABBREVIATIONS

TQ	: Tag Question
SPSing	: Simple Present Singular
NEG	: Negation
AUX	: Auxiliary
DAT	: Dative
GEN	: Genitive
PL	: Plural
POS	: Positive
NPI	: Negative Polarity Item
Q	: Question
INF	: Infinitive
COP	: Copular
NTPP	: Next Turn Proof Procedure
CA	: Conversation Analysis
TRP	: Transition Relevance Place
TCU	: Turn Constructional Unit
DCPTQ	: Declarative Constant Polarity Tag Question
IRF	: Initiation Responce Feedback
SUB	: Subjenctive
CAUS	: Causative
EV	: Evidential
PF	: Perfective
CON	: Conversion

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CHAPTER I: INTRODUCTION

1.1. THEORETICAL BACKGROUND

Tag Questions (hereafter abbreviated as TQ) are "subordinate interrogative clauses consisting of the operator of a receding (often main) clause, typically with reverse polarity (if the preceding clause operator is affirmative, the tag-clause operator is negative, and vice versa), followed by a pronoun whose antecedent is the subject of the preceding clause." (Algeo: 2006) The term TQ goes back to Jespersen (1924). In the literature, TQs are commonly described as a sentence consisting of two parts namely: an anchor and a tag. The anchor is the preceding clause and tag is the added part to form a question. Although different terms have been adopted for the preceding part such as host clause (Cattell:1973), matrix clause (Quirk et al.:1985), stem clause (Mc Gregor: 1995), the most prevalent one is anchor coming from Huddleston and Pullum (2002). The term anchor specifically means that the tag is anchored in a preceding clause. (Axelsson:2011) Widespread in a number of languages as they are, TQs have mostly been examined in English.

(1) He is coming, isn't he?

anchor + tag = Tag Question

Example (1) shows anchor and TQ relationship in English. The first part coming before TQ part is called as anchor by most researchers while the second part is called as TQ part. (Holmes:1983, Huddleston and Pullum:2002, Algeo: 2006, Tottie and Hoffmann:2006) Thus, TQ construction consists of two clauses which have a relationship to each other. (Axelsson:2011) This twofold relationship can be found in any language. In addition, the anchor determines the TQ part in terms of auxiliary and pronominalization. It should be noted that TQ and its anchor must have a relationship to each other. They, in a sense, complement each other in terms of grammar.

Two types of TQ constructions are observed in languages; variant and invariant TQs. Variant TQs display a strong relationship between the anchor and tag part. The features an anchor has affect the features of tag part. In variant TQs, auxiliary, pronoun and polarity change according to its anchor. Invariant TQs are fixed words or phrases which are added to anchor. Some languages have limited features in regard to TQs. In French *n'est-ce pas,* In Spanish *no es verdad* and Italian *non e'vero* and lastly in Arabic *alaysa kathaleka* have been stereotyped which go almost with every sentence. (Al- Nabtiti: 2012). These instances in most of the languages are called as invariant TQ construction. It is observed that in terms of polarity of TQs, English indicates a complex phenomenon unlike many other languages. This feature of TQ in English has been claimed to discourage second language learners of English from using them in their speeches. (Al-Nabtiti: 2012)

This study sets out to analyse TQs in Turkish natural speech and classroom discourse. The major aim is to classify their discourse functions in various discourse contexts. The data used are recordings of conversation in several settings such as home, office, cafe and classroom where there is assumed to be asymmetric relationship between the participants because it is believed that pragmatic functions of TQs are affected by setting and conversational status. (Tottie and Hoffmann: 2006, Tomaselli and Gatt :2015) Since this study adopts a functional pragmatic approach, this study aims to describe the various functions of TQs in various domains with symmetrical and symmetrical relationship. Throughout the study, it has been observed pragmatic functions of TQs affect turn taking in conversation. Therefore, the perspective of CA has been adopted in addition to functional approach. While examining pragmatic functions that TQs have in conversations, it has been observed that TQs have turn construction function along with their epistemic and affective functions. They serve as TCUs and to relate utterances on the interpersonal dimension. Consequently conversation analytic perspective is adopted in addition to pragmatic orientation of this study. It is because CA is concerned with explaining the sequential organisation of discourse and TQs have specific functions in conversation and it is presumed that they affect the pragmatic meaning of TQs. Furthermore, this study is based on a data-driven approach and it is empiric in nature. From this perspective CA analysis is considered to be a good starting point fort his study.

1.2. FEATURES OF TAG QUESTIONS

1.2.1. Features of Tag Questions in English

1.2.1.1. Grammatical Features of Tag Questions in English

To form a TQ construction in English, a speaker has to take a lot of aspect into consideration. First and foremost, one of the most important aspect is polarity. Except for some marginal TQs, the anchor and the tag should have contrasting polarity. (+ - or - +) Defining TQ constructions includes their polarity relationship with the anchor. Since a great deal of research has been conducted in English, the definition of TQs inevitably includes polarity features. In English, there are four types of TQs in regard of their polarity; reverse (+ -), reverse (- +), same (+ +), same (- -).

Additionally, the mood of the anchor can also change in English. The mood might be declarative, interrogative, imperative and exclamative. According to Mc Gregor (1995, 1997) four types of polarity relationship can be found in declarative and imperative moods but in interrogative mood only the same (+ +) relationship can be observed and in exclamative mood only reverse polarity (+ -) can be found.
Thus, Axelsson (2011) points out that TQs may be declarative (Example 2), imperative (Example 3), Exclamative (Example 4) and Interrogative (Example 5).

(2) It's interesting, isn't it? (Declarative Mood)
(3) Open the door, will you? (Imperative Mood)
(4) How nice he is, isn't he? (Exclamative Mood)
(5) Are you coming, are you? (Interrogative Mood)

Auxiliaries play a pivotal role in constructing TQs. The auxiliary in the tag must match with the auxiliary in the anchor. In addition, tense of the anchor and tag should also be in accordance with each other. Last but not least, TQs always demand pronominalization. That is to say, tag uses a pronoun replacing the subject in the anchor.

Table 1. Main types of variable tag questions in English (McGregor 1995,1997*)*

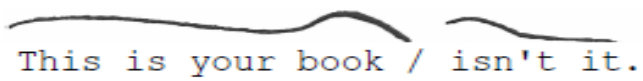
Mood of stem	Polarity	Example
Declarative	Reverse + –	You're going, aren't you?
	Reverse – +	You aren't going, are you?
	Same + +	You're going, are you?
	Same – –	You aren't going, aren't you?
Interrogative	Same + +	Are you going, are you?
Imperative	Reverse + –	Come here, won't you?
	Reverse – +	Don't come here, will you?
	Same + +	Come here, will you?
	Same – –	Don't come here, won't you?
Exclamative	Reverse + –	What a bank balance, isn't it?

Different studies of several linguists who based their studies on corpus have revealed that reversed polarity TQs are more common than constant polarity TQs. (Algeo:2001, Roesle:2001, Tottie and Hoffmann:2006) In addition to this naming, Brasoveanu et al (2014) has indicated another term for constant polarity by giving reduplicative TQs. For polarity relationship of TQs two terms are used. One of them is reversed-constant polarity and the other one is reverse- reduplicative tags.

1.2.1.2. Intonational Features of Tag Questions in English

The elaborate analysis of TQs in regard of intonation has been made by Ladd (1981). In his analysis he divides TQs into two; nuclear and postnuclear tags. "Nuclear tags have a separate nucleus or nuclear pitch accent, generally preceded in the rhythm of the sentence by a noticeable pause or intonational boundary." (Ladd:1981) This intonation, and an ad hoc notation for it, are shown in 6:

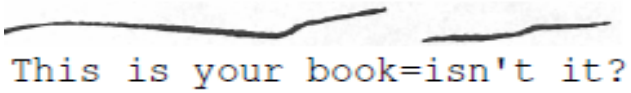
(6)



Postnuclear tags, by contrast, have no separate nucleus, the pitch contour on the tag merely continuing the nuclear contour begun at the preceding nucleus in the main sentence; generally, too, there is noticeably less of a pause or boundary before the tag.

This pattern and an ad hoc notation are shown in 7:

(7)



He further adds that "TQs with nuclear tags seem to state or assert a speaker's assumption, with the tag signalling something like a hedge." (Ladd: 1981) In the postnuclear tags, on the other hand, the speaker is checking or reconfirming an assumption; compared to the nuclear tags, real doubt or uncertainty is conveyed.

In spite of his discussion and ending in two types of TQ in terms of intonation, many researchers only checked rising and falling intonation patterns without adressing his distinction. Only rising or falling intonation patterns are enough to differentiate the pragmatic functions.

1.2.1.3. Pragmatic Features of Tag Questions in English

In the examination of TQs, pragmatics is vital. Bublitz (1979) states the role of pragmatics in the interpretation of TQs in the following extract:

> " Only a grammatical theory which either includes a pragmatic component or is completed by a pragmatic theory has the explanatory power."

To this end a great deal of classification has been made in the literature by several researchers many of whom concentrate on English. Holmes (1982), Roesle (2001), Algeo (2006), and Tottie and Hoffman (2006) are among these researchers.

Studying from corpus Holmes (1982) has distinguished two main macro categories for TQs. Epistemic modal tags and affective tags. Under affective tags, there are three sub-categories; facilitative tags, softening tags and challenging tags. She based her study on politeness theory and concluded that facilitative tags are positive politeness devices while

softening tags are negative politeness devices. (Axelsson: 2011) The overall classification of Holmes can be outlined as follows:

Epistemic Modal Function: Rising Intonation

Express genuine speaker uncertainty rather than politeness.

(8) (Husband searching in newspaper for information says to wife)
Fay Weldon's lecture is at eight isn't it? (Axelsson:2011)

Affective Function: Falling Intonation

Facilitative

Hedges which serve as positive politeness devices. They invite the addressee to contribute to the discourse.

(9) (Host addressing a guest at her dinner party)
You've got a new job Tom, haven't you? (Axelsson: 2011)

Softening

Negative politeness devices, used to attenuate the force of negatively affective utterances, such as directives and criticism.

(10) (Older brother to younger brother who has just stepped on the cat's bowl and spilled her milk all over the floor)
That was a really dumb thing to do, wasn't it? (Axelsson:2011)

Challenging

Confrontational strategies [which] may pressure a reluctant addressee to reply or aggressively boost the force of a negative speech act.

(11) (Superintendent A criticising Detective Constable B)
A: Now you er fully understand that, don't you?
B: Yes, Sir, indeed, yeah. (Axelsson:2011)

After Holmes, Roesle (2001) categorised TQs using Longman Spoken American Corpus and British National Corpus. She comes up with the categories below:

Informational tags

Genuine request for information.

(12) There doesn't happen to be a pen in there, does there? (Axelsson: 2011)

Confirmatory tags

The speaker is not 100 per cent sure of the proposition s/he is putting forward and thus seeks information.

(13) Katherine: I haven't se I've read the book I didn't see.
Patrick: Well I think you did see it, didn't you? No?
Katherine: No, well I can't remember. (Axelsson: 2011)

Involving tags

The speaker is sure of the truth of his proposition. A means of drawing the adressee into the discourse.

(14) This is quite nice an anorak, isn't it? (Axelsson: 2011)

Punctuational tags

Functions as a form of emphasis and underlines the proposition.

(15) I said we're gonna have to start still doing what we said, erm, getting the Money beforehand I think. You know it's ridiculous, isn't it? Well you don't bleeding know whether them other people turned up do you? Did your mum take it to let you know? (Axelsson:2011)

Peremptory tags

The tag follows a universal truth and intended to end dialogue.

(16) Orgady: When is the end of month?
Unknown: At the end of the month, innit? (Axelsson:2011)

Aggressive tags

They are used as insulting and provocative.

(17) (…) when I wanted the bugger last time I couldn't see it, could I? (Axelsson:2011)

Hoping/fearing tags

The speaker either hopes or fears that the proposition may be true.

(18) I didn't offend you, did I? (Axelsson: 2011)

Conspiratory tags

They are used by the speakers to appear more convincing to a third party.

(19) Well, we went and had lunch didn't we darling? (Axelsson:2011)

Algeo (2006) was mainly interested in potential differences between American and English TQ construction. He also observed impolite use of TQs. He distinguishes five types of TQs.

Informational tags

Genuine request for information.

(20) Q: You don't have to wear any sort of glasses or anything, do you?
A: Well, I wear glasses for reading sometimes. (Axelsson:2011)

Confirmatory tags

A more frequent use of tag questions is not to seek information but to draw the person addressed into the conversation.

(21) Q: But you don't have Swindon on your little map, do you?
A: No, I don't have Swindon on my map. (Axelsson:2011)

Punctuational tags

Some tags are used merely to point up what the speaker has said [and] are the vocal equivalent of an exclamation point or of underlining for emphasis.

(22) You classicists, you' ve probably not done Old English, have you? Course you haven't. (Axelsson:2011)

Peremptory tags

A peremptory tag immediately follows a statement of obvious or universal truth, with which it is practically impossible to disagree. The speaker considers the conversation about it at an end.

(23) I wasn't born yesterday, was I? (Axelsson: 2011)

Aggressive tags

Insult and provocative.

(24) A: I rang you up this morning, but you didn't answer.

Q: Well, I was having a bath, wasn't I? (Axelsson:2011)

Lastly Tottie and Hoffmann (2006) in their joint research compared again British and American English in terms of TQs. They naturally used corpus for their studies. In their research, they also tried to explain the differences between American and British English taking sociocultural and demographic influences into account. They have found six types of TQs.

Informational tags

Genuine request for information.

(25) Stuart: You're getting paid for this, are you?
Mark: Twenty five quid. (Axelsson:2011)

Confirmatory tags

Speaker is not sure of what s/he says, wants confirmation.

(26) A: I'm gonna try to go walking for a little bit. I don't need a jacket, do I?
B: No, it's still pleasant. (Axelsson:2011)

Facilitating tags

Speaker is sure of the truth of what s/he says but wants to involve the listener.

(27) Teacher: Right it's two, isn't it?
Pupil: Mm. (Axelsson: 2011)

Attitudinal tags

Emphasizes what the speaker says, does not expect involvement or reply.

(28) Larna: yeah she'll be in trouble, won't she, she often gets her own drinks anyway, she sort of like, she's at that age she can, it's only when they get out there together.
Pauline: mh. (Axelsson: 2011)

Peremptory tags

Follows statement of generally acknowledged truth, is intended to close off debate.

(29) Kathleen: How old's your mum and dad?
Unknown: (laugs)
Kathleen: He don't know neither.
Unknown: They're in their forties anyway I think.
Enid: That's what I said.
Kathleen: Well we come to that conclusion, didn't we?
Unknown: Me dad's think me dad's forty seven. Me mum's about forty three, forty four. (Axelsson:2011)

Aggressive tags

Functions as insult or provocation.

(30) Ernest: …, well I put, I thought you were staying to tea so I put six eggs on.

Arthur: oh aye, yeah, alright.

Peggy: you put what?

Ernest: put six eggs on didn't I? anyhow, I'm putting, I'm putting, I'm putting two on. (Axelsson:2011)

All these different findings from different datasets reveal the fact that based on purpose of the research and approach, pragmatic functions can change in a language. What is important in TQ studies is that with different dataset, pragmatic functions differ even

within a language. These remarks show that in English there are two major categories; epistemic and affective functions. Epistemic functions have been observed in these studies by Holmes (1983), Roesle (2001), Algeo (1988, 2006), Tottie and Hoffmann (2006). Yet, affective functions in each studies regarding TQs vary. Having found peremptory tags, Tottie and Hoffmann (2006) have put forward a different TQ function, which contributes the literature. Therefore, it is acknowledged that pragmatic functions of TQs change across languages and within a language.

Table 2. Pragmatic Functions of TQs in English

Macro Category	*Holmes (1983)*	*Roesle (2001)*	*Algeo (2001)*	*Tottie and Hoffman (2006)*
Epistemic	Modal Function	Informational Confirmatory	Informational Confirmatory	Informational Confirmatory
Affective	Facilitative Softening Challenging	Involving Punctuational Peremptory Aggressive Hoping/Fearing Conspiratory	Punctuational Peremptory Aggressive	Facilitating Attitudinal Peremptory Aggressive

Table 2 gives the summary of major and extensive TQ studies from the perspective of pragmatic approach. In English, with time and different instruments and perspectives, TQ functions have expanded. Studies assert that different functions have been found depending on the data that is used. To illustrate, hoping/fearing and conspiratory tags are observed by Roesle, however the same functions have not been observed by Tottie and Hoffmann in a later research. Holmes (1983) based her study on corpus material. She also presented distributional data. She has found canonical TQs from 43,000 word corpus with spoken New Zealand English. The conversations in the corpus range from informal conversations to more formal speech situations. She discussed TQs in terms of solidarity. She has found out that women were found to use more tags to Express solidarity. Roesle (2001) has used British English and American English corpus material. She used data from the Longman Spoken American Corpus (LSAC) and the spoken part of the BNC. She has found out that TQs are five times as frequent in BrE as in AmE. Algeo (2006) was mainly interested in differences between BrE and AmE in terms of TQ functions. He put forward that there are impolite uses of TQs in BrE. He suggested that there may be functional differences between BrE and AmE. However, he has never tested his assumptions by using a corpus data. Tottie and Hoffmann (2006) has used Longman Spoken American Corpus and the spoken demographic part of BNC in order to compare TQ functions between BrE and AmE. The functional system of Tottie and Hoffmann (2006) is based on spoken data only. In their study, they have categorised TQs into six.

1.2.2. Features of Tag Questions in Turkish

1.2.2.1. Grammatical Features of TQs in Turkish

A canonical TQ is constructed with ' değil mi?' and 'öyle mi?' in Turkish (Göksel and Kerslake: 2005) following an anchor like most of the languages. The first phrase 'değil mi?' is a combination of negative particle (değil) and question marker (mI). The second way to form TQ is 'öyle mi' a combination of demonstrative adverbial (öyle) and question marker (mI). Both forms can be tagged to affirmative or negative predicates which are verbal or nominal. (Göksel and Kerslake:2005).

(31) Tiyatro-ya git-me-den önce yer ayır-t-ma-mış-tı-n, değil mi?
Theatre-Dat go-Sub-Conv before reserve-Caus-Neg-Ev/Pf-P.Cop-2Sg not Q
"You hadn't reserved seats before going to the theatre, had you?"

(32) Esra Handan-ın abla-sı-ymış, öyle mi?
Esra Handan-Gen elder.sister-3Sg.Poss-Ev.Cop thus Q
"So Esra is Handan's elder sister, is that right?"

Tag questions are placed under yes/no questions by Göksel and Kerslake (2005). It has been thought that tag questions are a type of yes/no question. (Kornfilt:1997, Göksel and Kerslake:2005, Özgen: 2010) It is claimed that their main function is to ask confirmation which demans a 'yes' answer. However, researchers (Holmes: 1983, Algeo:2001, Roesle:2001, Tottie and Hoffmann: 2006) have proved that if a pragmatic approach has been applied in TQ studies, more functions other than informational and confirmatory, can be found in a language. Observations of Göksel and Kerslake (2005) can give insights about different functions of TQs in Turkish.

Questions with değil mi are unmarked TQs which correspond to 'isn't it' or 'can you' in English. This question type is used when the speaker seeks corroboration of a statement that s/he believes to be true. Tag questions with *öyle mi* follow a much more tentative assertion, embodying information newly acquired by the speaker, or information that contradicts the speaker's previous assumption. *Öyle mi* can also be used with the discourse connective *demek* 'so', which expresses an inference. (Göksel and Kerslake: 2005)

1.2.2.2. Intonational Features of TQs in Turkish

'Değil mi' is mostly used as 'di mi? 'which can be considered as a phonological reduction and is used in informal registers. (Göksel and Kerslake: 2005) and 'öyle mi?' is occasionally pronounced as 'ö:le mi?' without saying the phoneme 'y' hence 'ö' is prolonged.

A sentence containing a tag question has two intonational phrases, sometimes separated by a pause before *değil*. The first intonational phrase has a slight rise followed by a fall (the pattern for statements), and the second one, consisting just of the tag question, has a high rise followed by a fall. (Göksel and Kerslake:2005)



(33) Tiyatro-ya git-me-den önce yer ayır-t-mak lazım, değil mi?

Theatre-Dat go-Sub-Conv before reserve-Caus.-Inf.- necessary not Q

"It’s necessary to reserve seats before going to the theatre, isn’t it?"

Before the TQ part, the intonation slightly rises and falls immediately. The speakers stop for a short time before they use a TQ. The same pattern is observed on TQ part. In general, there is a high-fall intonation on TQ part.

1.2.2.3. Pragmatic Features of TQs in Turkish

Kornfilt (1997) proposes that TQ with a negative copula 'değil mi' is used to invite the speakers to say 'yes'. In spite of the expectation to say 'yes', speakers can also say 'no' to that question.

(34) Ahmet dün sinema-ya git-ti, degil mi?

Ahmet yesterday cinema-Dat. go-Past, Neg.Cop. -Q

"Ahmet went to the movies yesterday, didn't he?"

Example (34) is the question which is asked to get a 'yes' answer for Kornfilt (1997). Yet, he also states that the answer of this questions can be both affirmative and negative. As of pragmatic functions, Kornfilt (1997) implies that TQs in Turkish serve as confirmatory

tags. Since the speaker expects an affirmative answer, it is assumed that s/he is sure of the proposition that s/he put forwards. What it does is expecting an involvement from other speakers in the conversation.

In Turkish, two pragmatic functions of TQs (değil mi and öyle mi) are made clear by Kornfilt (1997) and Göksel and Kerslake (2005). Göksel and Kerslake (2005) consider 'değil mi' as unmarked questions which correspond to 'isn't it' or 'can you' in English. This type of questions is merely used by the speakers to seek for confirmation of a statement that s/he believes to be true. This statement of Göksel and Kerslake (2005) is different from confirmatory function of TQs which has been found by Holmes (1983), Algeo (2001) and Tottie and Hoffmann (2006). In the literature, confirmatory function is used when the speaker is not one hundred percent sure of his/her proposition and asks for verification. However, Göksel and Kerslake (2005) state that speakers are aware of the truth of their proposition but they still ask for confirmation. It serves as a kind of involving tag which involves another speaker to the conversation. This confirmatory function which has been specified by Göksel and Kerslake (2005) is similar to Roesle (2001)'s confirmatory tag. Roesle (2001) divides confirmatory tags in two parts. Speakers can use confirmatory tags when they are not one hundred percent of their proposition and they seek for confirmation. Yet, speakers can also use a confirmatory tag when they are sure of what they say. In this case, rather than seeking for confirmation, speakers want other speakers to involve in the ongoing conversation. Hence, Göksel and Kerslake's (2005) confirmatory function is similar to the second function of Roesle's (2001) confirmatory tag.

Another pragmatic function of TQs in Turkish is inference of speakers according to Göksel and Kerslake (2005). This specific function is attributed to 'öyle mi'. Turkish speakers use 'öyle mi' with a discourse connective 'demek' which means 'so'. When the speaker learns something new which contradicts his/her previous assumption, s/he uses 'öyle mi' with 'demek' to make an inference. With this 'öyle mi' and 'demek' combination, the speakers voice their surprise at something they newly acquire.

(35) (Demek) Cemal bugün okul-a git-me-di, **öyle mi**?
So Cemal today school-Dat go-Neg-Past thus Q
"So Cemal didn’t go to school today then?"

Confirmatory function of TQs in Turkish is given by Kornfilt (1997) in the literature. Later, Göksel and Kerslake (2005) have presented the same function in their book. In addition to this functions, Göksel and Kerslake (2005) propose an additional function which is used to make inference. Therefore, confirmatory and inference tags are two main pragmatic functions which have been determined in the literature in regard to Turkish. (Kornfilt:1997, Göksel and Kerslake: 2005).

1.3. AIM AND SCOPE

In terms of discourse functions, it is difficult to determine the range of functions TQs display. Moreover, they should be studied cross-linguistically in order to examine the generalizability of the functions of TQs. In literature, empirical data have focused on English TQs and their pragmatic classifications. Therefore, examining the invariant TQs in Turkish and arriving at a classification that is comparable with other languages are needed.

The primary aim of the present research is to develop a comprehensive description of TQ and a classification of TQs' conversational functions based on a corpus from different conversation settings and to uncover their communicative functions because depending on discourse context, TQ in the same form might have different functions.

This study also aims at investigating the use of TQs in a different conversational setting in which asymmetric relationship between speakers is apparent. Hence, the effect of setting and asymmetric relationship which are major sociolinguistic variables, can be discussed to find out what kind of effect they have on the use of TQs in Turkish. Among various settings, classroom has been chosen deliberately since it is claimed that (Lakoff:1973) pragmatic functions of TQs are related with sociolinguistic variables like asymmetries in the conversational status in terms of speaker role. Asymmetry can be both conversational or social and in a setting like classroom participants are assumed to have asymmetrical relationship.

TQs have another function which is important in terms of CA. They are used as Turn Constructional Units in different conversational settings. (Sacks: 1974) Hence, another aim of the current study is to explore how different functions of TQs construct turn-

yielding in conversations. In other words, many linguists (Sacks et al: 1974, Selting: 1998) propose that TQs also serve as ‘turn-constructional unit’. Therefore, it is aimed to find out whether or not they serve in Turkish as ‘turn-constructional unit’. By examining this turn-construction feature, TQs' relation with the function can be also found out.

These are the primary research questions of the study:

1) What are the pragmatic functions of TQs in natural speech in Turkish?

2) What are the pragmatic functions of TQs in classroom speech where status and asymmetrical relationship are apparent?

3) Are there any similarities and/or differences between natural speech and classroom speech in regard to use of TQ? If so, what are they?

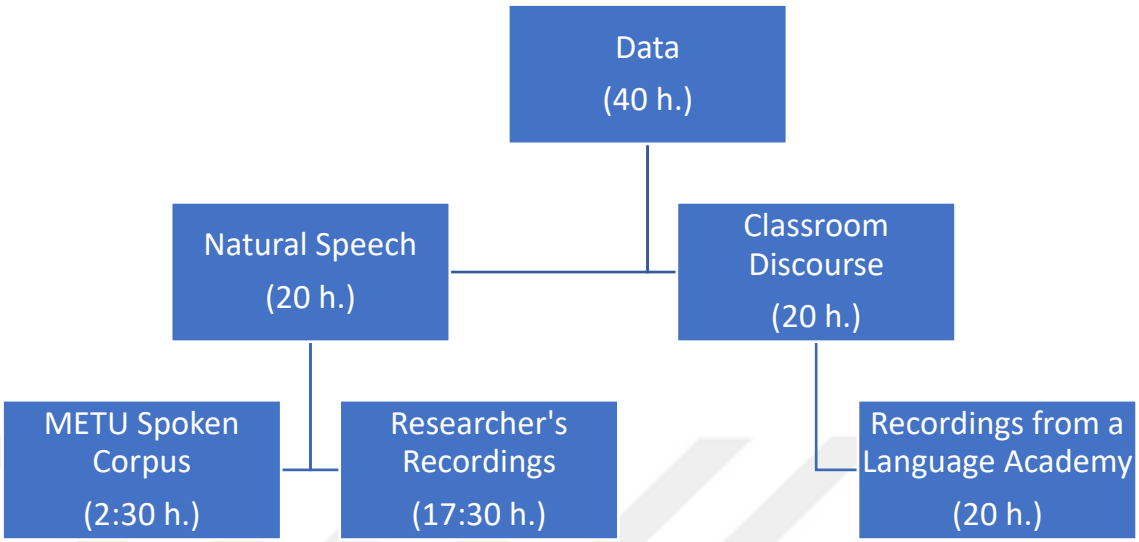
4) Do TQs serve as turn-constructional unit in conversation? Is there any relationship between pragmatic functions of TQs and conversational turns in speech?

1.4. METHOD

1.4.1 Data Collection

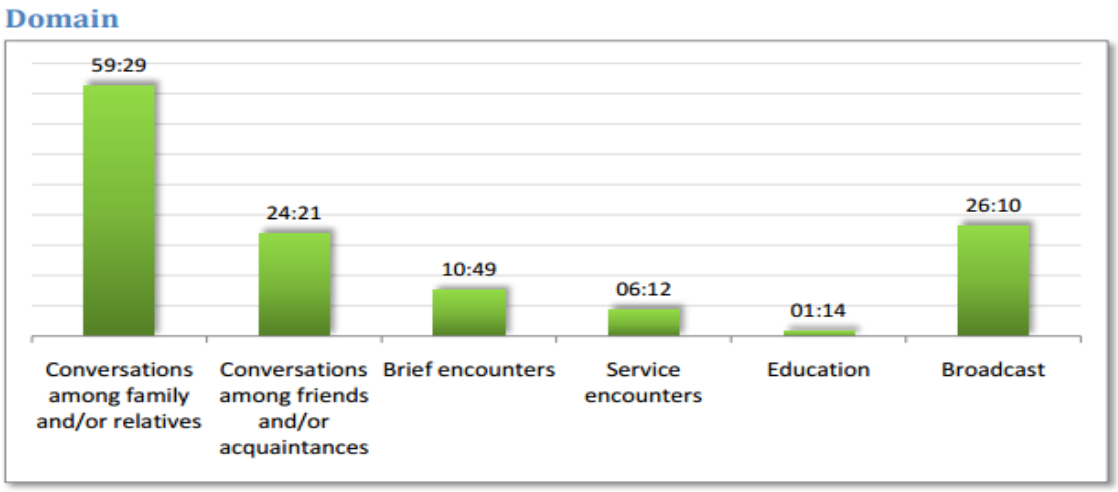
For pragmatic features to be determined mainly two sources have been used. For natural speech in Turkish, METU Spoken Corpus and recordings of natural speech have been used. METU Spoken Corpus displays a wide range of domains from conversations among family to brief encounters. The natural speech in Turkish is observed in these domains so a general classification of TQs is made based on the speech in these domains. Additional 17 hours 30 minutes have been recorded by the researchers in order to include more data. For the classroom discourse, as there has been no corpus the researcher has compiled a corpus from a private language academy in Ankara, Turkey. The medium of instruction in the classes of this language academy is Turkish as students prepare for the university exam. Therefore, TQs in Turkish have been examined in classroom discourse.

Figure 1. The data in the study



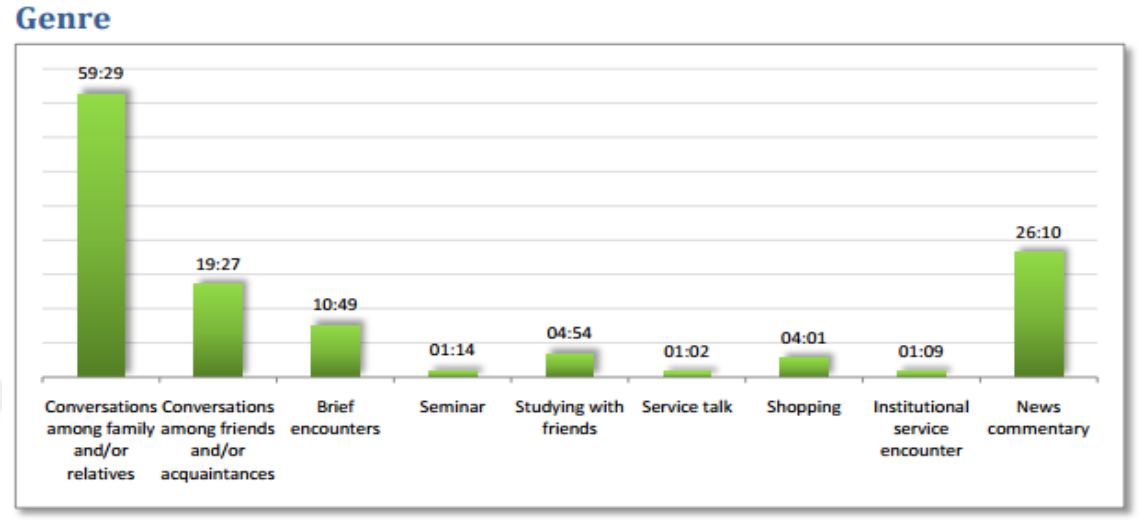
These two main corpus for two settings are the main data in this study. It would be necessary to give a detailed information about METU Spoken Corpus and recordings. METU Spoken Corpus includes a selection from radio archive recordings done by volunteers in 2009 in various locations such as Erzurum, Çanakkale, Ankara, Mersin, Afyonkarahisar and Hatay in Turkey. Communication durations of this corpus is shown below:

Figure 2. Distribution of communication durations to different domains (in minutes:seconds)



Corpus includes different range of speech types. The genre of corpus is provided:

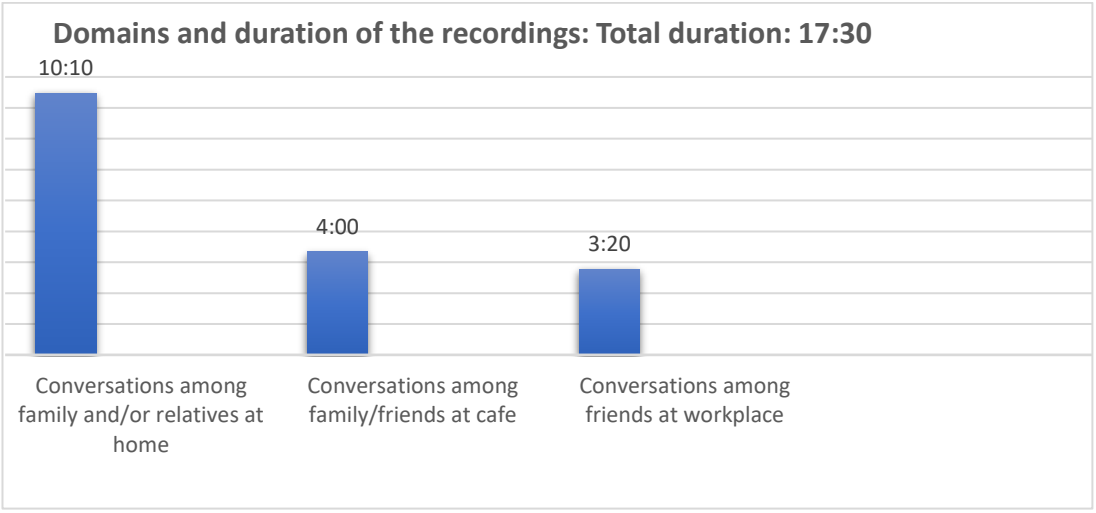
Figure 3. Distribution of the total duration of communications from different domains (mins:secs***)***



The speakers' age also differs. There are 48 male and 26 female speakers in corpus.

Likewise, the recordings include a total of 17.30 hours from different domains which reflect natural speech in Turkish. The recordings are composed of conversations among family, relatives and friends at home, cafe and workplace. The recordings have been made in Kırıkkale and Ankara. The domains and duration of conversations to the domains are given below:

Figure 4. Distribution of the total duration of conversations from different domains in the recordings.



Conversations among family, relatives and friends at home, cafe and workplace reflect natural speech in Turkish. Since the people in the conversations are friends or family, asymmetric relationship is not observed among them. TQs which have been found in these conversations, are the base for a pragmatic classification of TQs in Turkish.

The sample from natural speech is 20 hours long. In this sample, a total of 25.525 words have been found. In 25.525 words, 672 TQ construction have been identified. In classroom discourse, from 27.850 words 856 TQ construction have been extracted. Distribution of TQs per dataset is presented in Table 3:

Table 3. Distribution of TQs per dataset

	Natural Speech	Classroom Discourse
Length (h)	20	20
Word	25.525	27.850
TQ Frequency	672	856

In natural speech, 672 TQ construction have been found and 856 TQ construction have been found in classroom discourse. Although the length of natural speech and classroom discourse is same, the words which have been uttered are different. In classroom discourse, more words are uttered. This difference can be attributed to long teacher talking time. In classroom discourse, the teachers' talk can turn into a monologue, which results in more uttered word.

Further recordings have been done by the researcher to provide more data to the study through digital audio recorder. The researcher has been observer into the conversation during the collection process with the recorder situated in a place where the participants can see. The recordings have been done at home or in informal settings (i.e speech between two friends), work place, classroom discourse. Collecting the data from these settings help determining the use of pragmatic functions according to changing status.

Eight pragmatic functions which have been found in Turkish natural speech form 672 TQ instances while six pragmatic functions in classroom discourse compose 856 TQ instances in classroom discourse. The most used TQ construction in natural speech is attitudinal tag. In classroom discourse, the most prevalent TQ is informational tags with 234 instances.

1.4.2. Data Analysis

In the study, firstly, a formal definition of TQs have been provided and TQs in other languages have been presented. After a brief discussion on TQs in other languages, formal features of TQs in Turkish have been shown in order to see some similarities and/or differences. The first step in this study is to choose the most suitable corpus in accordance with the aim of the study. METU Spoken Corpus and researcher's recordings form two main corpora here. The second step is to find all the occurrences of the TQs from these corpora. In the METU Spoken Corpus TQs in Turkish (such as 'değil mi','öyle mi', 'tamam mı') have been found by lexical searches and the conversations in which they are used have been given. The same procedure has been applied to the recordings with one difference. Recordings have been listened and the conversations with TQs have been given. Third step is discarding the uses that are no interest. By this, it is meant that, for instance 'değil mi' does not merely serve as TQ in Turkish. It can be used by the speakers to ask a rhetorical question on its own without an anchor in the conversation giving the turn the other speaker. Likewise, 'değil' is a negative polarity item in Turkish. It is quite prevalent in Turkish conversations. Such uses are not concern of this study so these occurrences have been excluded in the frame of this study. These uses from two main corpora have been analysed to draw conclusions for each setting. Drawing conclusions means finding pragmatic function of TQs. Determining pragmatic functions does not only depend on speculations about speaker intentions. Although functional analysis inevitably involves subjectivity, the degree of this subjectivity is reduced with the help of 'next turn proof procedure' (NTPP). NTPP is the idea of observing how "speakers display in their sequentially 'next' turns an understanding of what the 'prior' turn was about. (Hutchby&Wooffitt:1999) This same procedure has been applied to both natural speech and classroom discourse. Following this analysis of pragmatic functions of TQs in these

two settings, comparison has been made between these settings taking sociolinguistic variables like status and environment in which they are used into account. This comparison leads to better understanding about how these sociolinguistic factors affect the functions of TQs. Last but not least, as stated before TQs may serve as turn-constructional unit. From the corpus, TQs according to different positions in the sentence have been analysed whether they give the turn to other interlocutor. Under the influence of CA principles, TQs conversational features have also been described in this thesis.

The two main settings here are natural speech and classroom discourse. The motivation behind this choice should be explained well enough. In previous lines, sociolinguistic factors have been mentioned. Natural speech mainly involves conversations among family and friends, daily encounters, studying with friends, shopping dialogues and so on. All these instances have something in common. Participants in such settings are not assigned a specific role, which makes their status symmetric. In other words, asymmetric relationship is not observed in these settings. On the contrary, in classroom discourse teachers are supposed to hold more power in conversation since they take initiative and orientate the conversation.

Analysing natural speech requires a proper transcription. Transcription necessitates specific conventions which was first developed by Gail Jefferson (2004). Alpaslan (2002) has also studied pragmatic annotations for natural speech. In the present study, the conversations have been annotated with the help of transcription conventions which have been showed by Alpaslan (2002) and Jefferson (2004).

As Alpaslan (2002) stated every line in the conversations is numbered. In order to protect the identity of the speakers, letters such as A, B, C are used and written in the left-hand margin. Audible breath out is marked with hhh- whereas breath in is marked with .hhh. A dot in brackets has been used to show a short pause. The length of silence is indicated by (0.0). A hyphen (wo-) is used to show cut-off. Double parenthesis shows transcriber's description. If two people start talking at the same time a double opening square bracket is used. If one person begins when someone else is already speaking, a single opening square bracket has been used. A closing square bracket in both lines is used if one person finishes while the other continues speaking. For latching which means that is someone starts speaking immediately another has finished, an equal sign is used at the end of the

first component and the beginning of the second. After the lenghtened sound a colon is used. The more colons mean longer sound. A falling tone in intonation is marked with a downward arrow, whereas a rising tone is indicated by an upward arrow. Underlining the letter immediately before the colon indicates a drop in pitch. Arrow heads with their points inwards have been used to show that the speaker has increased speed in his/her turn.

1.5. LIMITATIONS OF THE STUDY

Some of the interpretations in this study are often to alternative recordings and the results in the present study may not be absolutely replicable. These types of studies may depend on subjective analysis but by using Next Turn Proof Procedure the level of subjectivity has been reduced.

In pragmatic and conversational studies sociolinguistic variables such as asymmetric relationship and setting are important element in determining uses of a particular item. Sociolinguistic variables are diverse with so many factors. Age, gender, status, setting, social status are some vital sociolinguistic variables affecting the use of language. (Lakoff: 1975, Tottie and Hoffmann: 2006) Thus, other sociolinguistic factors are not focused in this study.

1.6. OUTLINE OF THE THESIS

Chapter 2 whose title is ‘Literature Review’ gives a general background to TQ studies in the literature. In addition, some basic information on Pragmatics, Conversation Analysis, features of spoken and classroom language and previous work on TQs can be found in chapter 2. Chapter 3, respectively deals with analysis, categorisation and frequency of TQs in Turkish Natural Speech and Classroom Discourse, Turn Features of TQs in both domains. Lastly, the findings are summarized and discussed in Chapter 4.

CHAPTER II: LITERATURE REVIEW

2.1. PRAGMATICS

Since 1960s, with the impact of Chomsky and his remarks on syntax, syntactic structure in language and seek for ideal grammar through formal syntactic research have become an important element in linguistics. Isolated sentences have been analysed from the perspective of syntax without paying attention to neither semantics nor the use of these sentences as utterances in the speech. However, in the history of science, we have always witnessed that for any kind of formulation or idea, there is always a counter movement criticising the earlier set of ideas. Therefore, we can trace the study of modern pragmatics to late 1960s. What this movement highly deemed was language use or utterance meaning rather than only sentence meaning. The study of pragmatics can be dated back to 1930's with the studies of Morris (1946) and Carnap (1942). Both of them emphasized the context-dependency of signs in language. The forerunner figures of this movement include J. L. Austin (1962), J.R Searle (1969,1975,1976) and H.P Grice (1957,1968,1981) all of whom made a huge contribution to this field. For these researchers, language users' behaviours and performance are far more important than only isolated sentence structures. Jacobson's (1960) and Hymes (1972) functionalism, Sacks (1972,1974,1976) and Goffmann's (1976,1981) sociolinguistic studies help pragmatics improve rapidly. Now, in modern linguistics, pragmatics covers the topics of speech acts, implicit meaning, genres of language use, contextual use of language, styles, discourse and so forth. As seen, pragmatics tries to cover all the topics which may concern the language itself in its all domains. For these reasons, it is becoming almost impossible to conduct a research without touching on the pragmatic aspect. While in the early days of pragmatics, its conceptual frame and tenets have been determined, now its methodology has been outlined. One striking fact about pragmatics is that it cannot be separated from other disciplines like sociology, psychology, anthropology since all of them have an impact on the way of people use language. After this brief background information about pragmatics, different definitions of it are needed so as to give the current study's approach.

Before considering pragmatics in linguistics, Bublitz et al (2011) tries to understand the nature of the word ‘pragmatic’ in other areas of life. He asserts that

> "*People who act pragmatically or take a pragmatic perspective generally have a preference for a practical, matter of fact and realistic rather than a theoretical, speculative and idealistic way of approaching imminent problems and handling everyday affairs."*

Later, he adds that this can apply to linguistics. Pragmatics is more concerned with the real life use of utterances in language and linguistics.

A basic definition of pragmatics is offered by Levinson (1983) as ‘’pragmatics is the study of language from a functional perspective.’’ This kind of definition emphasizes the importance of principle of language use, description of language is not concerned in this definition. Leech (1983) states the importance of meaning in pragmatics. He claims that ‘’meaning in pragmatics is defined relative to a speaker or user of the language.’’(1983) The Levinson’s functional definition of Pragmatics is also shared by Leech (1983). He asserts that ‘’grammatical explanations are primarily formal; pragmatic explanations are primarily functional.’’ (1983) The aspect of functionality has been stressed here again by Levinson. Crystal (1997) asserts that ‘pragmatics is about the speakers’ use of language in different situations.’ What Crystal attaches importance to is that the use of sentences by speakers in specific contexts matters for Pragmatics. Another definition is made by Verschueren (1999) in an attempt to understand the nature of pragmatics. He defines pragmatics as ‘’ the study of linguistic phenomena from the point of view of their usage properties and processes.’’ (1999) Taking into these definitions of pragmatics into consideration, it might be proposed that pragmatics is the use of language in real situations by the speakers.

Many linguists such as Malinowski (1923), Carnap (1942), Levinson (1983), Leech (1983) and Verschuren (1999) pay attention to the concept of context which is a crucial concept in pragmatic studies. Malinowski is considered to use the term ‘context of situation’ for the first time in 1923:

> '' Exactly as in the reality of spoken or written languages, a Word without linguistic context is a mere figment and stands for nothing by itself, so in the reality of a spoken living tongue, the utterance has no meaning except in the context of situation.'' (Malinowski 1923, p.307)

Context is the situation which affect the use of language and behaviour of people. Context is so diverse. It can be a place having an effect on the use of language such as school, church or work place. It can also be the relationship between two speakers like employer-employee or teacher-student. Context has a profound effect on the use of language since people tailor their speech in certain contexts. While a speaker talk in a certain way to achieve the intended meaning, the same speaker may use a different language structure to achieve the same meaning in another context. For this reason, pragmatics gives importance to context. Without it, the aim of the speaker cannot clearly be understood. (Verschueren: 1999)

In pragmatics, context also means that the relation of one utterance with prior or succeeding utterances. Sometimes as listener or reader, one has to make logical connections between utterances or sentences in order to understand what this utterance or sentence may mean. Actually this is the main tenet of pragmatics. It is unwise to examine isolated sentences because without a whole picture, we cannot understand the message which is the most important aim in a language.

After all these important aspects of pragmatics, a detailed definition might be as follows; Pragmatics is the branch of linguistics that studies how utterances are used by speakers of a language so as to communicate meaning in specific contexts. Having this definiton, some tenets of pragmatics such as context, language use, communication and meaning are emphasized. (Levinson: 1983)

In this part, functional definitions of pragmatics and context-dependency in pragmatics have been mostly given because in the frame of this study functional pragmatic analyses and context play an important role. Having looked at definitions with regard to these aspects, it is assumed that the nature of this study may be understood in a better way.

2.2. CONVERSATION ANALYSIS

Conversation Analysis (hereafter abbreviated as CA) studies date back to 1960s when Harvey Sacks started his seminars about analysis of conversation. He asserted that people are not interested in observations on conversation since these observations seem unimportant. He expressed his opinion as follows:

> *''One commonly tends to avoid making 'obvious' observations because it is not obvious what thereafter is to be done with them.'' (Sacks: 1987)*

After the death of Sacks in 1975, CA studies were continued with the contribution of Schegloff, Jefferson, Pomerantz, Goldberg, Terasaki and Lerner who were all trained by Sacks himself. In CA studies' early periods, two main novel methods have been introduced. These are 'mass of data' and 'transcription' of conversations. Even now, these two notions are indispensable for CA studies. Compling data gives insight into the study of conversations as a whole or part. Transcription, on the other hand, indicates some productional aspects of speech in conversation.

Crystal (1999) defines CA as 'a method of studying the sequential structure and coherence of conversations in their everyday sense.' The main approach in CA is recordings of real conversations and analysing them with the help of peculiar CA techniques. CA can be defined as a field focuses mainly on problem of meaning and context in conversation. CA links meaning, context and setting with the concept of sequence. The flow of conversation is thought as sequence in dialogue by CA and is considered as an important part in conversation. The most important tenet in CA is how participants orient interaction in their conversation.

CA theory involves three important aspects which have been claimed by pioneers in that field as Heritage (1998) remarks:

(1) In constructing their talk, participants normally address themselves to preceding talk and, most commonly, the immediately preceding talk (Sacks 1987 [1973], 1992 [1964-72]; Schegloff and Sacks 1973; Schegloff 1984). In this simple and direct sense, their talk is context-shaped.

(2) In doing some current action, participants normally project (empirically) and require (normatively) that some 'next action' (or one of a range of possible 'next actions') should be done by a subsequent participant (Schegloff 1972). They thus create (or maintain or renew) a context for the next person's talk.

(3) By producing their next actions, participants show an understanding of a prior action and do so at a multiplicity of levels for example, by an 'acceptance', someone can show an understanding that the prior turn was complete, that it was addressed to them, that it was an action of a 4 particular type (e.g., an invitation), and so on. These understandings are (tacitly) confirmed or can become the objects of repair at any third turn in an on-going sequence (Schegloff 1992). Through this process they become 'mutual understandings' created through a sequential 'architecture of intersubjectivity' (Heritage 1984).

From these remarks, one can easily conclude that in a conversation predecing and following units of a statement is crucial to interpret and make sense of the whole conversation. Not only observers or listeners of a conversation but also participants in these conversations need to grasp the preceding and following units. This implies the importance of sequential notion in conversation.

If in a conversation sequential relationship is important and the interpretation of an element highly depends on the interpretation of other units, turns in conversations become vital. Conversation is not a monotonous speech. There are at least two participants so they must actively take part in conversation. During a conversation in order for speakers to involve in the conversation they have to take turns. A turn is defined as continuing until speaker stops talking and another speaker starts talking. (Axelsson: 2011) One speaker's turn ends when other speakers start their turn. Even a short feedback can complete a turn. Turns are actually the units what make a conversation. Therefore, the analysis of turn-taking organization in conversation gives a better understanding of CA studies.

One of the first studies on turn-taking for conversation belongs to Sacks et al. (1974) 'A Simplest Systematics for the Organization of Turn-taking for Conversation'. In this paper, the importance of turn-taking and the way it is applied in the conversation are dealt in detail. Since this is one of the first studies on turn-taking, it may lack many theoretical aspects later proposed by researchers in the field. Sacks starts this paper with the 'need'

of turn-taking in conversation. That is to say, why would we expect turn-taking in a conversation? He proposes that in a conversation, there must be context-free and context-sensitive status; turn-taking can ensure both. In addition, 'turn-taking appears to have an appropriate sort of general abstractness and local particularization potential.' (Sacks: 1974). Sacks lists 14 facts in a conversation. In this list, we can also find important insights about turn-taking. We can extract some assumptions about turn-taking from this list below:

(1) Transitions (from one turn to a next) with no gap and no overlap are common.

(2) Turn order is not fixed, but varies

(3) Turn size is not fixed, but varies

(4) Relative distribution of turns is not specified in advance

(5) Various 'turn-constructional units' are employed.

These features can be formally thought as the inherent features of turns in a conversation. By these features, it can be understood that turn-taking is pivotal in conversations.

Sacks bases turn-taking system for conversation on two main components; Turn-conversational Component and Turn-allocation Component. Turn-conversational Component is the unit-type which speaker uses to construct a turn. It can be sentential, clausal, phrasal or lexical. Turn- allocation component are in two groups; those in which next turn is allocated by current speaker's selecting next speaker and those in which a next-turn is allocated by self-selection.

Examining turns also help us analyse the turns and conversation objectively since Sacks (1974) proposes that 'the turn-taking system has, by-product of its design, a proof procedure for the analysis of turns. If speaker B takes the turn, for him/her to go on conversation s/he needs to understand the prior turn's talk. Therefore, rather than speculation of analysis, researcher has a chance to assert the understanding of participants. This proof procedure technique is also at work here for an objective evaluation of the conversations in this study.

After Sacks, his notions have been elaborated by different researchers. One of the most influential study in this regard belongs to Margret Selting (2000). Sacks' ideas have been applied to CA studies by his followers for years. However, Selting has tried to approach this issue from a different angle. She mainly focuses on Transition Relevance Place (TRP). She thinks that seperating the notions of TCU and TRP is important in CA studies. She describes TCU as 'the smallest interactionally relevant complete linguistic unit, in a given context, which is constructed with syntactic and prosodic resources within their semantic, pragmatic, activity-type-specific, and sequential conversational context.' For her, every TCU ends in a TRP unless particular linguistic and interactional resources are used to project and postpone thr TRP to the end of a larger multi-unit turn. Her introductory remarks on these two things important since TCU and TRP are related but different things. Every TCU has TRP before giving the turn to other speaker or speakers in a conversation. She proposes further that we have to distinguish TCUs which do not end in TRPs from those that do. Therefore, it can be claimed that not every TCUs ends with TRP. Although speakers use TCU, it doesn't mean that s/he gives turn to other speakers. TRPs are actually possible completion points of costructions. These TRPs can be at the end of the TCUs or other possible completion units. Selting (2000) mentions about the problem of analyzing TCU. She put forwards that more complex TCUs such as compound TCUs, large projects and big packages are difficult to examine. TCUs in these examples is hard to determine. This situation can be more intricate when syntactically continued but prosodically independent constructions are seen. Should we rely on syntactic or prosodic features of a sentence in order to find TCU? She gives the example of story-telling. She tries to find TCU in a story telling. What is a TCU in a story telling; every clause, every component of the story or the entire projected story? She has two solutions which is only one is opted for this problem. The first solution is regarding the story as a single TCU which is organized into smaller units. Yet, this poses a problem. If we accept that this is the proper solution we should also accept that TCU is not about syntax and prosody. In the story, we have smaller linguistic units such as phrases and sentences but with this solution we neglect these units and treat the whole story as a one TCU. At this point second solution proposes itself.

In the second solution, it is found that TCUs consist of possible syntactic constructions. Therefore, we should treat every syntactically possible unit as a TCU. In this solution, TCUs and TRPs are distinguished. Selting asserts that non-final TCUs in the turn often, but not always, project turn-holding; final TCUs project turn-yielding. This solution and view is actually a syntax-based approach to the concept of turn. After this discussion Selting expresses that she wants to make amendment to the second solution. Apart from syntactic constructions, other factors like prosodic, lexical, semantic, pragmatic devices should also be taken into account while analysing turns. Throughout her study she has tried to show the importance of interplay between syntax and prosody in determining TCUs.

In this particular study, it is also aimed at finding the role of TQs as turn taking devices. Furthermore, the pragmatic features of TQs and their turn taking effects have been examined in detail.

2.3. FEATURES OF SPOKEN LANGUAGE AND CLASSROOM LANGUAGE

2.3.1. Spoken Language

In the first part of the current study, the data comes from spoken language from which an overall classification has been drawn. Since spoken language reflects a lot of domains in a language, we can find natural instances and uses of TQs without difficulty. This is the main reason of analysing spoken language to find out main functions. The features of spoken language are given below to give better insights about it.

Leech (1982) put forwards that spoken language “pre-dates written language” and goes on with the idea that “many languages spoken today have no written form” (ibid.: 133). Concerning individuals, spoken language is the first to be learnt too “since children learn to speak before they learn to write” (ibid.: 133). By this, Leech (1982) demonstrates that for human, spoken form of the language precedes the written form. It is like a part of our body.

Leech (1982) also emphasizes that spoken language is much more common than written language. That is to say, people speak more than they write. Therefore, it makes spoken language an important phenomenon.

There is a huge difference between formal language use and spoken language which is mainly informal type of speech. These differences can be seen at word level, sentence level and discourse level. Both daily speech and formal speech are related to different domains. Every domain has its own characteristics. For instance, home domain where speakers are free to say what they think immediately requires informal and daily speech whereas education domain requires a formal speech. You may not use the same word in both domains. Speakers tailor their speech according to these different domains. Daily speech involves informal language use. Speakers can abbreviate the words or use slang or they can use ellipsis, very short answers and so on. These are some basic differences between daily/informal speech and formal speech.

2.3.2. Classroom Language

Sociolinguistic studies have revealed that language is used in different domains and the same language is tailored domain to domain. Domains restrict the use of language. That is why people are told to be more careful the way they talk in a church for religious domain is highly formal. Just like these different domains, classroom language or setting has its own language use. Under the educational domain, classroom discourse has interesting and intricating language patterns. For this reason, it attracts the attention of so many linguists. Another motivation for researchers to get involve in the search of classroom language is that the aim to develop learning especially language learning. (Van Lier: 1988, Chang:1999,) By examining the structures of the language patterns used in classroom, reseearchers have tried to find ways to improve the learning process. For these purposes under the umbrella of Discourse Analysis, this specific genre has emerged.

The emergence of this particular field goes back to 1990s. Nunan (1993) defines classroom discourse as ‘the distinctive type of discourse that occurs in classroom.’ Although it is a superficial definition, if the progress is taken into account, it may have paved the way for the further analysis on classrom language and discourse. It is a

distinctive language use because it is certain that language in classroom differs from the one that used in daily life or in any other domain. This is due to the nature of language between teacher and students. Teachers generally change their language use in teaching process.

Chang (1999) divided classroom discourse into four as follows; IRF (Initiation-Response-Feedback), Instruction, Probing Questions and Argumentation. IRF is the traditional idea concerning classroom discourse. Teacher initiate the conversation with a question then student gives an answer and teacher evaluates the response of the student. It goes on like that throughout the lesson. In instruction, teacher gives the instruction or just inform the students. Here students donot take part in the conversation in an active way. They may just use physical response. Probing question means that teacher asks open-ended, referential questions in order to lead the students to think further and longer. In argumentation, teachers ask the students to justify their answers. Argumentation may be both in question and statement form.

After these definitions of the field and preliminary works, researches in classrooms in order to find the nature of classroom talk and its relation with efficient learning have flourished. In accordance with this, Behnam (2009) has stressed the importance of observation in classroom. To be able to analyze, one must have recordings about a particular class which s/he is studying. After extensive analysis you can come up with any result you are looking for.

However, classroom data has its own distinctive characteristic features. Van Lier (1988) lists some important features of classroom data as follows:

1. Actions occur in the context of a classroom. Actions are related to each other. What is said and done is influenced by what happened before, and influences what happens next.
2. Most of the teacher's actions are preplanned.
3. When actions are done in a similar way, they change into routines in which all participants know what is going to happen next.
4. The teacher makes learners do a lot of thinking by asking tough questions. The teacher hopes that language used in cognitive work results in language development.

The fourth statement made by Van Lier becomes more important than the others in this study. Since TQs in Turkish are seen as a mere form of questions, indeed they are so in certain contexts and situations, it is thought that in classrooms in Turkey they are used especially by teachers. Teachers can use a tag to provoke a student or to lead him/her to think. Likewise, it can be used by a student to demand information from teacher. Therefore, in the nature of classroom discourse it is not surprising to see a number of TQs by teacher and student.

Important differences between classroom conversations and conversations out of classroom have been revealed by Pica and Long (1989). Having conducted their research, they came up with such differences; there was less negotiation in the classroom because of the teacher's authority. In addition, in classroom discourse referential questions are asked mainly by teachers. These are general principles at work in the classroom, which may help understand the analysis here.

2.4. PREVIOUS WORK ON TAG QUESTIONS

Robin Lakoff (1973,1975) can be considered to be the first researcher to address the use of TQs. She has approached TQs from the perspective of gender differences. In her researches and writings, she has emphasized that women tend to use tag questions more than men do because of the reason that they are much more emotional and weak compared to men. Hence, women are inclined to use more TQs as a sign of weakness. Similarly, they use tag questions as a hedge and using TQs they seem to look uncertain speakers in conversations. Yet, other researchers have proved that this assumption is wrong. Using TQs mainly differs from status to status. In a doctor patient conversation, the doctors use more TQs even if they are women. (Cemeron et al.:1989) The use has nothing to do with gender but asymmetric relationship between speakers.

By using corpus, Holmes (1982) has made a functional classification of tags in the frame of politeness theory. This classification has formed the basic functions in the literature. Although different functions are being added to the list, Holmes' classification can be considered as a milestone in pragmatic functions of tag questions. Again Holmes (1984) showed that men and women use tags differently and women use tags more than men to

convey solidarity. Holmes (1995) distinguished two basic functional category for tags; epistemic modal tags and affective tags to which later have been attributed a lot. In a sense, it can be said that she paved the way for the future pragmatic analysis of TQs. Her two main categories still exist and different functions are added each day by different researchers from different languages.

Algeo (1988, 1990, 2006) was mainly concerned with differences between American English and British English regarding TQ use. Algeo has tried to show the frequency of TQs and their functions change in British and American English. Like Holmes, he also observed that impolite use of TQ is more common in British English. Algeo described five main pragmatic functions; informational, confirmatory, punctuational, peremptory and aggressive tags. Furthermore, Algeo was also interested in the impolite use of TQs.

TQs and conversational status are two concepts which researchers attribute great importance in their studies. There is a logical and decent reason for this; many sociolinguists tend to propose that there is a certain bond between TQs and their use in different settings, hence different conversational status deeply affects the use of them. When conversation setting changes, certain linguistic uses can also change accordingly. This close relation was examined by Cameron, McAlinden, and O'Leary (1989). They gathered their data from three broadcast settings; a medical call-in radio show, educational TV, and a general discussion TV show. The first setting's participants are doctor-patient, the second's participants are teacher-student, and the third's participants are presenter-audience. Notable enough, especially in the first two domains there is an asymmetric relationship between participants. No suprise that these relationships affect the use of TQs by those who have different social roles. Cameron et al.'s findings cover that female and male speakers occupying higher status used mostly affective TQs, while the speakers with lower status used none in that way.

There are a group of researches which solely dwell on qualitative analysis of TQs. (Bazanella and Ursola: 1995, Heritage:1997) This mostly stems from the lack of available corpus for researchers. Since compiling data is a tiresome and onerous process, researchers just record limited data and work on this data. Another factor is that some

linguists ignore quantitative data claiming it has nothing to do with use of them and concentrate on how native speakers exploit certain pragmatic functions. Bazzanella and Fornara (1995) in that sense produced quantitative findings on TQs use in work interviews. They turned a blind eye on the frequency of TQs in conversations, rather they tried to compile some functions of TQs in this specific domain.

Based on Algeo's model, Roesle (2001) investigated TQs with the aid of corpus BrE and AmE. She has used Longman Spoken American Corpus and the spoken part of British National Corpus. She ends up with adding some different categories to Algeo's classification. Among these different categories, there are involving, hoping/fearing and conspiratory tags. These different functions are added from different conversations in English. In this way, Roesle has contributed and modified Algeo's system on TQs. Roesle has expanded confirmatory tags into two categories whose names are confirmatory tags and involving tags. Her confirmatory tags involve the instances where the speaker is not 100 percent sure of what s/he says and looks for information. On the other hand, involving tags involve the instances where the speaker is sure of the truth of his/her proposition. In involving tags, the aim of the speaker is not verification of a proposition rather the aim is drawing the other speaker into conversation.

Concerning again the main differences between TQs in British and American English, Tottie and Hoffmann (2006) analyzed canonical TQs by using large-scale corpus. Extracts from British National Corpus and Longman Spoken American Corpus have been examined by them to outline main differences involving frequency of uses, polarity relationships and pragmatic functions. They have concluded that 'there are nine times as many TQs in British English as in similar types of American English'. Negative-positive TQs are more frequent in American English than in British English. Americans prefer DO-tags while British prefer HAVE-tags. They end their study by stating that pragmatically there are substantial differences between American and British English.

Ditte Kimps (2007) was interested in declarative constant polarity tag questions (DCPTQs) structures like 'He's fully fit, is he?' Kimps argues that DCPTQs which have been regarded as erratic exception to the system of reverse polarity tag questions are subtypes of constant polarity tag questions. Kimps postulated that declarative constant polarity tag questions are not a marginal or deviant phenomenon in present day English and DCPTQ exhibits a low degree of commitment towards the truth of the proposition by the speaker and a high degree of responsibility towards the hearer. (Kimps:2007)

A dissertation has been prepared by Karin Axelsson (2011). Axelsson analyzedTQs in fiction dialogue. Her primary aim was to compare TQs in British English fiction dialogue and TQs in spoken conversation. She arrived at the conclusion that declarative TQs are underrepresented in fiction dialogue, while imperative TQs are overrepresented. She also noted further pragmatic differences between fiction and spoken language in terms of TQs. Furthermore, at some point of her dissertation she also analyses the place of TQs. The place of tags can give hints about the turns in conversations. Naturally, she has dealt with turn-taking effects of tag questions in that dissertation.

TQs are mostly studied in European languages. However, to measure the commonality and universality of TQs, a notable study has been carried out by Marianne Mithun (2012). Having provided the reader with background information about TQs in her study, she compares TQs in English and Mohawk which is relatively an unknown language. Her study was crucial in determining universal aspect of TQs. She narrowed her study on conversations in Mohawk. The particle 'wahi' or 'wahe' (dialectical difference) is attached to an anchor to create TQs in this language. She concludes her study as follows:

> *"English and Mohawk tag constructions share a functional core, a mingling of epistemic and interactive functions."*

In her research, many parallelisms have been showed. In both languages, TQs serve epistemic and interactive functions. On the other hand, there are also some differences especially in prosody. Rising and falling patterns on TQs are different in English and Mohawk. The Aggressive or Antagonistic use of English TQs has not been observed in Mohawk in her study. In Mohawk, TQs play an important role in discourse-structure.

They can highlight the establishment of a setting or topic especially in narratives. Since Mohawk is a different language from English, her study is innovative in this field. Rather than giving quantitative data, she would rather opt for giving qualitative data and some intonation patterns of the conversations.

TQs are also studied in dissertations. Imad Al-Nabtiti (2012) analyzed TQs in relation to second language teaching in Arabic. With the help of many tests, he measured the competence of Arabics who learn English as second language. For its intricate structure, in English he proposes that students have great difficulty in learning and using TQs. Having evaluated the results, Nabtiti put forward that indeed Arabic-speaking ESL learners cannot use TQs in their speech. Therefore, they pose a real obstacle for foreign-learners of English

A more pragma-syntactic approach to TQs comes from Brasoveanu et al. (2014) The main concern of this study is the negativity of sentences with different types of negative operators in TQ constructions. In this experimental work, the participants were given a minimal context and asked to choose one TQ out of two. One of the TQs involves a negative tag and the other one involves a positive tag. The study's main aim was to find out the factors influencing the negativity of a sentence and they tested it by using q-tag test. Actually, TQs have been used as a tool to conduct the study. Be that as it may, it gives the impression that TQs are important elements in sentential negativity. They concluded that n-words and De-items have paramount impact on negativity.

Demirezen (2014) has approached the issue from the perspective of language teaching. His main concern was to explore perception and production of English TQs by Turkish teachers and students of English by means of error hunt. He asserts that Turkish teachers all failed in the production of correct intonation patterns of TQs.

A more recent study regarding TQs comes from Tomaselli and Gatt (2015). In their joint research, they deal with pragmatic functions of TQs in Italian.They narrow their focus on Italian conversations. They try to come up with a classification of TQs' discourse functions. The data of their study include the recordings of experimental game settings, a reality TV show, and TV and radio talk shows. At the end of their study, they have seven main functions of TQs some of which do not conform to the functions in the literature. In this sense, they provide a set of different functions coming from another language. Thus, they cross-linguistically contribute to TQ studies. What made their study important is they not only investigate these functions in conversation but also they aim at exploring the relationship between these functions and the conversational settings they are used. While they take the settings into account they also consider participants' roles and asymmetrical relationships between participants. This clearly shows that the use of TQs in specific settings might depend on speakers' different roles so different roles may lead these speakers to exploit certain functions of TQs. After giving qualitative data and determine main seven functions, they give quantitative data of their study as they have access to a wide range of corpus programmes. Their quantitative data include use of TQs in different conversational setting, frequency of tag questions, frequency and proportions of TQs as a function of speaker role and so on. They conclude that the use of TQs and distribution of them can be affected by setting and conversational status. They arrive at the conclusion that they as a function 'confirm speaker assumption' tend to occur utterance finally and to elicit turn changes. This study might be accepted as a pioneer for the current study since it deals with TQs in their social variables. Like Tomaselli and Gatt (2015), the aim of current study is to examine the instances of TQs in the social variables. The study concerns with the TQs in different social domains and classroom discourse in search for possible different uses of TQs.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

In data analysis part, first epistemic function of tags which is an important and basic category has been provided. Both qualitative and quantitative analysis have been made available. After giving specific examples of tags from Turkish conversation, quantitative data is given respectively.

3.1. ANALYSIS BASED ON TURKISH NATURAL SPEECH

3.1.1. Epistemic Functions

In the literature, many linguists such as Holmes (1983), Roesle (2001), Algeo (2006), Tottie and Hoffmann (2006) have studied TQs from the perspectives of pragmatic approach and they have identified pragmatic functions of TQs in English. They have found out that epistemic functions of TQs in English are informational and confirmatory tags. These functions form one of the macro categories which is called as epistemic modal TQs. The main function of epistemic TQs is demanding verification of an assumption. Mithun (2012) has showed that epistemic functions have been preserved in Mohawk. Tomaselli and Gatt (2015) have observed the same epistemic functions in Italian. In Turkish, having showed informational and confirmatory tags, Göksel and Kerslake (2005) have asserted Turkish holds epistemic TQs. Hence, informational and confirmatory tags which fall into category of epistemic tags, have easily been observed in a number of languages.

3.1.1.1. Informational Tags

Informational tags are mainly used to ask a real question by the speaker. The speaker clearly wants to learn something only the other participant knows. Therefore, so as to learn this information, informational tags are used. In the data of this study, informational tags are plentiful. In their daily lives, Turkish speakers exploit the function of obtaining information. When they use this function, they expect other speaker or speakers to give answer so informational tags give the turn to other participants of conversation.

Conversation 1

A: .hhh- Ben de epeyden beri Nisa diyorum kıza. (.) Gerçi son zamanda ben de sıkılmaya başladım. Ondan sonra şe:y kısa isim istiyordum ben. Kısa. Öyle uzunsa beş harfli bile (.) istemiyorum. Sevmi:yorum.=

(0.4)

B: =Hımmm:

A: O ilk halleri ((looking at the photo)) Bak bu da benim doğum. Hastanede daha doğurmadan [resmim. (-)

B: [Ayy! Bir adı var sadece ↑***di mi?***

(0.3)

A: İki adı va::r. Biri de (.) Gül.

In this conversation, two neighbours are talking about speaker A's new-born baby. Speaker B wonders whether or not the baby has two names. Naturally she has no idea, hence so as to be informed, she asks a question wth TQ 'di mi'. Here TQ demonstrates itself as an informational tag as the sole aim of the speaker is to find out information that she doesn't know before.

Conversation 2

A: hhh- Şimdi (.) TC. kimlik numarası: ve >öncelikli olarak ev adresinizi< yazar mısınız?

B: ↑ Tama:m.

A: İçinde değerli bir eşyanız yok ↑ ***değil mi***?

B: hhh- Yok. (0.3) Kitap filan var. ((cough))

B: hhh- Cep telefonu yazmaya gerek var mı?

7 0.6

8 A: Yazarsanız (.) iyi olur. =

9 B: ((picks up the pen)) = [[Hımm tamam.

10 A: [[Teşekkür ederim.

This conversation is occurring between a woman who wants to visit her friend working in a ministry and security guard of that building. In order to go inside, one must leave his/her bag at security desk in Turkey. While speaker B is doing that, the security guard asks the question involving TQ. He simply wants to learn if there is any valuable belonging in the bag. If there was, he would ask her to take it out. The function of this TQ is again informational since the speaker who uses it can not know the details about one's bag, therefore he wants to elicit the information.

Conversation 3

1 A: Ben de (.) gitmeyeyim okula [o zaman.

2 B: [Yok kızım git daha bir ay va:r. =

3 A: =Ben ↑ za:ten hiç gitmeyecektim.

4 B: Dersiniz (.) olmayacakmış haftaya ↑***öyle mi?*** [[Sizin miydi o?

5 A: [[Yok yok bizim ↑değil.

In conversation 3, two university students are talking about their classes. It is nearly the end of semester and they are discussing over attending the classes. Despite the fact that there is still time for the end of the sessions, speaker A decides not to attend the classes any more. Speaker B disagrees and he directs a question by using TQ 'öyle mi'. He knows that there will be no classes next week but he is not sure about for whom the classes won't be. To learn this, he asks the question with TQ and clearly TQ serves as informational tag here.

3.1.1.2. Confirmatory Tags

During conversations, speakers are not sure of what they are saying. They may hear something or read something which they don't remember exactly or they might not be sure of the truth of information or action. In that case, just to confirm the thing they use confirmatory tags. The motivation to use such tags is to confirm something that speakers are not totally sure.

Conversation 4

1 A: ↑ Ne zaman geldin se:n?

2 (0.4)

3 B: Ankara'dan Cuma sabahı burdaydım da hani gezdik. (.) Topkapı Sarayı'nı filan

4 gezdik [hep beraber.

5 A: [Ha:: ben de gidemedim daha.=

6 B: = Ha ha. (Laughing remark)

7 A: İstanbuldayım. (0.3) İki yıldır İstanbul'dayım daha gidemedim. (.) Kardeşimi

8 görmüştün ↑***di mi?***

9 B: hhh- Görmüştüm.

Speaker B is visiting his friend who has been living in İstanbul for two years. They are talking about İstanbul and Topkapı Palace. At some point in the dialogue, speaker A uses a TQ. Since they have been friends, he thinks that his friend may have seen his brother but he is not one hundred percent sure. To assure, he asks a question with the help of TQ. Upon this question, speaker B confirms that he has seen his brother. Between informational and confirmatory tags there is a major difference. In former, speaker does not have any idea about something while in the latter speaker has some idea but still he is not sure. In this conversation, the speaker assumes that his friend may have seen his

brother due to the fact that they are friend but still as he is not sure, he asks a further question by using confirmatory tag.

Conversation 5

1 A: ↑ Geldiler, (0.4) gel bakalım: açalım kapıyı. (.) ↑ Oo:: iyi akşamlar.

2 (0.4)

3 B: İyi akşamla::r. Gelmişken (.) bir şey diyeceğim. Hafta içi evde siz değilsiniz

4 ***↑di mi?***

5 (0.5)

6 A: Hafta içi mi? >Hafta içi bizde evde kimse yok. < (.)

This conversation is taking place between a resident and a doorman. Speaker A and her family are waiting for someone. When the door is knocked, they think their expected guess has arrived. But it is doorman. He is there to take the garbage. He finds the opportunity to ask a question. He asks if the residents are in this flat at home on weekdays. He is the doorman of that apartment so he should know a great deal of information about it. He partly knows that they are not at home on weekdays because of their jobs but he still wants to be sure. That is why he uses a confirmatory tag question.

Conversation 6

1 A: Hı:: (.) Bende MSN'e giriyorsun. (.) hhh-

2 B: Seninki var. (.) Şimdi de seninkini vereyim burda.

3 B: [Seninki hangisi? (-)

4 (0.7)

5 C: [BadegülEren

6 B: ↓ E hadi istersen ve:r.

7 C: [[Eren. Kayıtlı mı gmaillerinizde?

8 *B: [[*Sen nadir (0.3) giriyorsun ↑***di mi?***

Here speakers discuss about a particular computer programme. They exchange their e-mail and MSN adresses to chat later. While they are doing this, speaker B questions her friend that he rarely uses that programme. Since they are friends, she actually knows that he rarely uses MSN, yet again she is not one hundred percent sure about that. Just to confirm she asks the question with TQ.

3.1.2. Affective Functions

Apart from epistemic functions many of which can be observed in almost every language, there is a substantial other function called as affective functions. As its name implies, these functions are directly related to the mood and emotional state of people. Furthermore, they convey the pragmatic functions in a more clear way. It should also be noted that this function is various and it is inclined to change more language to language. Whereas epistemic functions can be considered as universal to almost every language, affective functions consideably change. As of English, as noted above, the functions of TQ are established, but in Turkish such an attempt has not been tried. Judging on this study, it can be put forward that English and Turkish have some overlapping affective functions, however affective functions in Turkish are various and a few functions are added to the list. Affective functions of TQ in Turkish have been provided below

3.1.2.1. Attitudinal Tags

Attitudinal tags are used when speakers do not expect a reply or involvement from the other party. The speakers think that what they say is important. The important thing is that as they do not expect anything from the other participant, they continue their speech without stopping. Sometimes it can even turn into a monologue. Hence, when attitudinal tags are used, turn does not change, the current speaker goes on speaking. When this is compared to the informational tags, it can be thought that while informational tags give the turn to the other speakers, attitudinal tags do not.

Conversation 7

1 A: Kimse bana sahip olamaz (.) O yüzde:n de sevgilim yok işte.=

2 0.3

3 B: = Kendine sahip çıkıyorsun [yani. (-)

4 A: [Ba:k kendine sahip çıkmak demek başka bişey

5 ↑***tamam mı***? Kendine sahip çıkmak davranışlarını kontrol etmekle ilgili bir şey

6 ↑***tamam mı?*** (.) >Ayrıca hiç komik değilsi:n.<

In this conversation, two friends are talking about relationships and speaker A asserts that she does not want to have a boyfriend because she doesn't want to be controlled by just one person. Her friend, in a rather sarcastic way, makes a comment. That makes her angry and she is trying to defend herself. By doing this, she uses TQ 'tamam mı' in Turkish. As noticed, she is not waiting for a response she just continues her sentence. She emphasizes what she thinks. So attitudinal function of TQ is at work in this conversation.

Conversation 8

1 A: Sana ↑ evlilik teklifi etcekmiş.

2 0.6

3 B: ↑ Evlilik mi? (0.5) Nerden (.) çıkarıyor bunları anlamıyorum ↑ki. =

4 A: = Vallahi uygun bir fırsatta edicekmiş.

5 B: ↑Ay::: olmaz ya. (.) Napmalı bence uygun (.)ortamı yaratmayayım o zaman da
6 teklif edemez ***di mi*** hı? (0.4) Uf:: Ne yapmak lazım acaba? Biraz fikir verir misin?

This conversation is about someone's potential proposal to a girl. Speaker A lets Speaker B know that one of their common friend is going to make a marriage proposal to her. But she doesn't want this to happen. She suddenly becomes tense and anxious. She is seeking for possible dissuasive plans. In the course of her speech, she uses TQ 'di mi'. As seen she

is not looking for an answer. She just refers to her idea about not creating a proper environment for him to make proposal.

Conversation 9

1 A: Nası:l güzel bir kız **değil mi** lan? (.) Ben zaten sarışınları aca:yip seviyorum.

2 (.) Kilosu da iyi. =

3 B: =Hakkaten öyle (.) sevgilisi var mı acaba?

4 (0.4)

5 A: Yoksa bile sana mı bakcak hırto.

Two friends are having a conversation about the beauty of a girl. Speaker A expresses his thoughts and he describes her as his ideal type. While asserting, he uses 'değil mi'. After he uses this TQ, he continues making comments about the girl. Therefore, he is not waiting for a reaction from his friend he just goes on. He takes advantage of attitudinal function of TQ.

From the examples provided, it can be understood that attitudinal tags do not give the turn to the other speakers. They are just used to highlight speakers' ideas on something.

3.1.2.2. Conspiratory Tags

It is mentioned that Roesle (2001) has found this function in her study. The main motivation behind this function is that speakers use this type of TQ to look more convincing to a third party. While two people are talking, the third one appears during the conversation and by using this function, in a way, the third participant is assured about a certain thing which changes topic to topic. (Roesle:2001) Conspiratory tags are used because the speaker would want to change the topic immediately when a third party appears. The aim of using this tag would be concealing the things a speaker is uttering at the time of conversation.

Conversation 10

((in a school bus))

1 A: ↑ Aa:: (0.5) biz: de tam sınavlardan bahsediyorduk Hasan, ↑***di mi*** Ayşe?

2 (0.6)

3 B: Evet ya: (.) çok (0.3) zor dersler var bu sene.

In a school bus, two friends are probably gossiping about someone. Just before the bus leaves the person about whom they are talking gets on. Maybe out of panic, Speaker A feels the necessity to show Hasan that they are speaking about the exams. By using 'di mi', she asks a question but this is not a real question. The main aim is to appear convincing to the third party and hiding the details of their conversation. As noted, in this function the turn is given to another party. Therefore, this function serves as turn-taking device in conversations.

Conversation 11

1 A: Ya: (0.2) patron dedi ki bu belgeleri bitirmemiz lazım. =

2 B: = Ne kadar süremiz varmış?

3 A: hhh- Bir hafta (.) dedi.

((the boss shows up))

4 B: ((looking at their boss)) (0.4) Ay:: biz de tam akşamki maçı konuşuyoduk,

5 ***di mi*** Semih Bey?

In a work place, two colleagues are having a dialogue about a duty their boss assigned to them earlier. Just as they are growlingly talking, their boss appears and suddenly speaker B asks his colleague a question with the help of 'di mi'. He is trying to prove that they are not talking about boss himself or work. The main aim is that speaker B wants his boss not to know about the content of their speech as it might pose some problems. Again the turn is now on the part of other speaker.

Conversation 12

((In a campus))

1 A: ↑Ya:: bu sınavları bi (.) kontro:l etseydik.

2 (0.3)

3 B: Evet ya: benim notum çok [düşük.

((they see the professor))

4 B: [aa:. hocam biz de tam derste verdiğiniz notlardan

5 (.) bahsediyoduk ↑***di mi*** Burcu:?

In this conversation, two university students are talking about the possibility to examine their exam results. While they are discussing this, coincidentally they come across their professor. To let him know that they do not talk about exams, speaker B asks a question by using 'di mi'. Speaker B exploits the function of conspiratory tag because, in a way, she tries to conceal what they are speaking from their professor.

3.1.2.3. Fearing Tags

Roesle (2001) pointed out this function of TQ in her study. She has mainly identified as hoping and fearing tags together. However, in the data here, hoping tags have not been observed. Only fearing tags have been identified. Fearing tags are used when a speaker fears that the proposition may be true. When fearing tags are used, the turn changes because the one using this tag expects an answer from other speaker.

Conversation 13

((in the kitchen))

1 A: ↑ Kızım (0.3) bu makarnanın hali ne soğuk suya koymadın ↑ inşallah ***di mi:?=***

2 B: = Su >ılık anne ılık. <

The conversation is taking place between mother and daughter in the kitchen. The daughter is cooking and her mother steps into the kitchen to check if everything is alright. Then she fears that her daughter may have put pasta in cold water which is undesirable in the process. With fear, the mother directs her question by using TQ. She hopes that her daughter hadn't put the pasta into cold water.

Conversation 14

((Speaker A bumps into a table))

1 B: Ay::: acımadı ↑ ***di mi?***

2 (0.4)

3 A: Hayır hayır. (.) İyiyim. Endişe etmeyin.

This dialogue is between two colleagues in a work place. Speaker A accidentally bumps into a table. Upon this, speaker B is worried and asks whether it hurt or not. By asking, she uses TQ and makes it clear that she fears about this incident.

Conversation 15

((In a university – exam week))

1 A: hhh- Gece hiçbir şey yapmadım. (0.6) Sınava da ça [lışmadım.

2 0.4

3 B: [Hiçbir şey

4 ↑ yapmadın mı? >Ama Ayça Hoca'nın ödevini yaptın ***di mi*** herhalde? < =

5 A: = ↓Ha:yır yapmadım.

6 B:↑ Nasıl yapmadın ya::? (.) Sınav yerine geçicekti o.

Two university students are talking in a cafe. Since it is exam week, the topic is exams and homework. Speaker A complains of not doing anything the other night for the exams. Speaker B is surprised because there is an important assignment for them to do. It is important because instead of exam the instructor assigns them a paper. Speaker B is aware

of this and he fears that speaker A did not do this assignment. To express his fear, he uses TQ.

3.1.2.4. Mocking Tags

In the previous studies about TQ in other languages, mocking function is yet to be observed. As of pragmatic function, it has not been listed. But in this study, it is commonly observed. The main idea behind it is when speakers want to tease the other participants of conversation, they can use TQ. It can be considered as a sarcastic way of talking. To be able to understand this function the context must be well understood. Otherwise, it could be very easy to misinterpret that function.

Conversation 16

((two high school students are talking in the classroom))

1 A: .hhh Şimdi: (0.3) sen bu testi bir günde bitireceksin, ***öyle mi?***

2 (0.4)

3 B: ↑ Evet [no::lmuş?] (.) Yapamam mı?

4 A: [Kesin yaparsın.] ((laughes))

Two students are having a conversation about the lessons. Speaker B claims that he can finish a long test in a day and he is one of the weakest student in the class. Because of this, speaker A does not believe that he can finish the test in just one day. In a rather sarcastic way, he asks the question with TQ to express his disbelief and tease.

Conversation 17

1 A: Ya:: sen merak etme: bende diyorum ↑ olay. Hep [sini halledicem.

2 0.7

3 B: [Ya:: hepsini

4 halledersin zaten (.) mükemmel bir insansın, ***di mi*** ya:?

Two friends are having a problem because of speaker A. To comfort speaker B, speaker A says that he will fix all the problems. But speaker B thinks that it is not possible for him to fix the problems. Just to let him know, he says he is perfect but, of course, he is doing irony. To ridicule him, he uses TQ 'di mi' in this situation.

Conversation 18

((a mother and daughter are talking in the living room))

1 A: Baban da (.) telefonda konuşmayı ↑çok sever, (.) ***di mi?***

2 B: ↑Ya:: evet. ((laughs))

A mother and her daughter are gossiping about her husband/father. They list some of his negative sides. Then the daughter says that her teacher wants to talk with her father on the phone to inform him about her performance in the classroom. When she mentions about this, her mother teases with her husband by using TQ. It is not an actual question, it is just used to mock.

3.1.2.5. Aggressive Tags

Aggressive Tags show the anger of the speaker. It always goes hand in hand with reprimand and sometimes even shouting. The rise of the tone is higher when compared with other functions. Especially in informal situations, this function is frequently exploited.

Conversation 19

1 A: ↑ Bak .hhh ben öğretmen (.) olmayacağım ↑ ***tamam mı?*** (0.4) [Bunu düşünme
2 bile.
3 B: [Ama::n sen
4 bilirsin. =
5 (0.3)
6 A: = Söyleyip duruyorsu [nuz.
7 (0.4)
8 B: [Senin sorunun ne?

A mother and daughter are discussing on the breakfast table. The daughter is in the last year of high school when is the time for being accepted to university. Her parents dictate that she should be a teacher. She refuses though. To end the discussion once and for all, she shouts and uses TQ 'tamam mı', in this way she expresses her anger.

Conversation 20

1 A: ↑Yani:: bu odayı bu kadar dağıtmayı nasıl: becerdin bilemiyorum çocuğum.(.)

2 İnsan olan [böyle yapmaz] ↑ ***değil mi?***

3 (0.6)

4 B: ↓ [Tamam anne ya:: toplarım.]

After a son messes up his room, his mother comes into the room and she becomes angry. She reprimands her son at the same time she uses TQ with a rising intonation. It is quite clear that she does not intend to ask a question but to rebuke her son.

Conversation 21

1 A: hhh- Sana ↑ yüz kere söyledim telefonunu kapatma diye ↑ ***di mi?***

2 B: >Anne (.) me:trodaydım. <

3 A: İyi. (0.3) Gecikme çok.

4 B: ↑Tamam tamam.

The mother rebukes her daughter upon turning off her mobile phone. Being angry about this, the mother uses TQ to express her anger.

3.1.2.6. Justification Tags

Justification tags are merely used to be approved. The speaker reflects his/her own idea and s/he thinks that that particular idea is totally true and s/he wants the speaker to agree with him/her. The speaker waits a participation but a positive participation. In other words, the speaker is waiting for approval.

Conversation 22

1 A: ↑ Harbi Brad Pitt'in kötü bi (.) filmi yok. Şö:yle bir düşünüyorum. (.) Türk

2 filmleri, Ben Koe Black'tan ↑ tut Snatch'e kadar hepsi.

3 (0.4)

4 B: Babil'i çok beğenmiştim. =

5 A: = Babil de iyi evet.

6 (0.3)

7 B: .hhh Kate Blenchet'i çok beğeniyorum [ben.

8 A: [Güzel.

9 B: Mesela orda (0.3) şey çok güzeldi ***di mi?*** (.) Hani üç tane farklı hi

10 [kayeyi] sonda kesiştirmesi.

11 A: [Evet evet.]

Two speakers are exchanging ideas about movies. They are listing the movies they like. Speaker B talks about a part she enjoyed, she is sure that this part of the movie was excellent and she waits for agreement from the other speaker.

Conversation 23

1 A: Pantolonu (0.3) mavi almıştık. Aynı beden aldık. (.) ↑Va:y be süper oldun.

2 Çok yakışıklı oldun ↑ ***di mi?***

3 B: Çok mu siya:h oldu ya:? =

4 A: = ↑ Olsun nolcak ki. hhh-

Two friends are invited to a wedding ceremony. They are preparing themselves for this party. Speaker A thinks that the blue pants look good on her. She uses TQ to be approved by the other speaker. In response, speaker B doesn’t agree with the thing speaker A said.

Conversation 24

1 A: Şimdi:: hhh- televizyonu (.) şuraya çeksek (.) göremeyiz, ***di mi?***

2 (0.4)

3 B: Evet, bence şuraya koyalım.

4 A: >Tamamdır.<

In the conversation, two relatives are cleaning the house. They are redecorating the living room. They have decided to change the place of TV. Speaker A suggests a place but then she understands that if they put the TV the place she said, it wouldn't be possible to watch it. When she expresses her opinion, she uses TQ for waiting for approval.

Table 4. Overall Pragmatic Functions, Instances and Frequency of TQs in Turkish Natural Speech (n: 672)

	Number of utterances in the study	**Pragmatic Functions / Instances**	**Frequency in the data**
Epistemic Functions	**190**	Informational Tags (100) Confirmatory Tags (90)	**% 15** **%13**
Affective Functions	**482**	Attitudinal Tags (140) Conspiratory Tags (25) Fearing Tags (40) Mocking Tags (80) Aggressive Tags (110) Justification Tags (87)	**%21** **%4** **%6** **%12** **%16** **%13**

Overall in daily speech, two main functions, epistemological and affective functions have been preserved in the frame of this study. Two epistemological functions show a parallelism with other studies concerning English. However, affective functions, as expected, show some deviations. The two major categories have been preserved in the present study. The number of utterances and their frequency are also given. The frequency is given as percentages. By taking a closer look at Table 4, it can be claimed that the percentages of TQs are more or less evenly distributed in Turkish natural speech. There is not a significant difference among the use of TQs. The highest percentage belongs to attitudinal tags with 21 percent. Turkish speakers resort to attitudinal tags more to show the importance of their utterances. With the percent of 16, aggressive tags follow attitudinal tags. Therefore, Turkish speakers take advantage of aggressive tags in their daily lives. Just after aggressive tags, with the percent of 15, informational tags come. The first three tags are attitudinal, aggressive and informational tags. Turkish speakers use affective tags in their conversations more than epistemological tags. Confirmatory and justification tags share the same percentage with 13. It should be noted that conspiratory and fearing tags are not plentiful in the data, which means that in Turkish they are not used much by Turkish speakers.

Figure 5. Percentages of Distribution of TQ Functions by Dataset in Turkish Natural Speech.

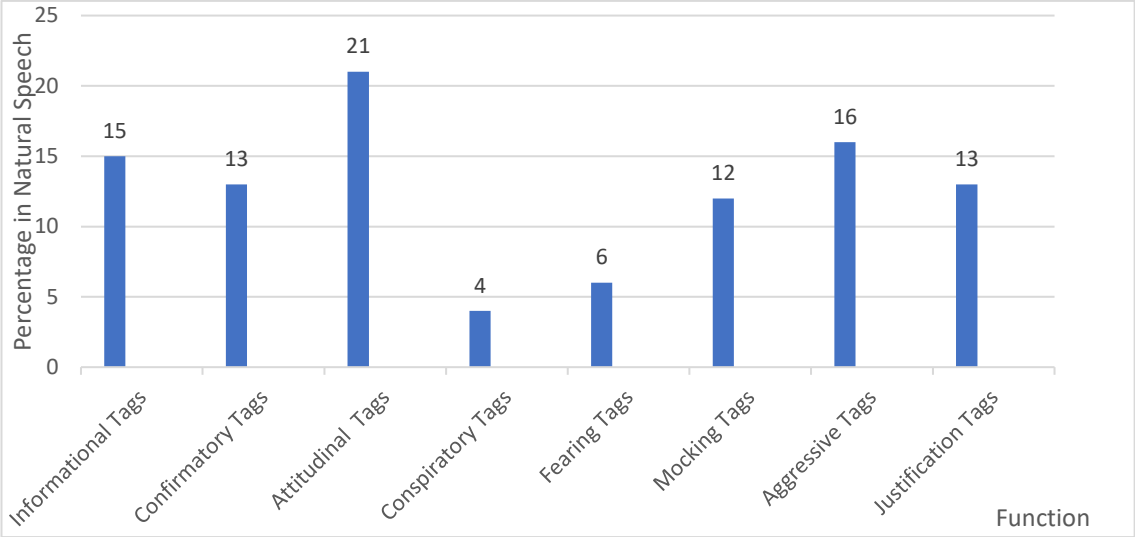


Figure 5 shows that attitudinal tags are used by the speakers with 21 percent implying that the speakers feel the necessity to continue their sentences by thinking that their remarks are important. Aggressive and informational tags follow attitudinal tags.

3.1.3 Discussion

Natural Speech definitely gives insights into the patterns and pragmatic use of a language. Especially with the context, pragmatic features can be easily identified. In the first domain, namely natural speech, natural conversations are gathered with their context. In the dialogues, TQs are identified and their pragmatic functions have been established. These specific functions can be attributed as the general pragmatic functions of TQs in Turkish.

Before the analysis, it has been stressed that TQs in Turkish need to be analyzed since it has not been studied thoroughly before. Examining TQs in detail and categorizing it according to pragmatic features will make the results available to the general literature. By this, it is meant that functions in Turkish and any other language can be compared to show differences and similarities.

Previous studies have revealed that almost in every language TQs hold the same epistemic functions. Two epistemic functions of question tags have also been observed in Turkish. The speakers of Turkish exploit these two epistemic functions in their conversations; informational and confirmatory. Turkish shows no deviation in this sense.

The common tag question phrase is ‘di mi’, ‘değil mi’, ‘öyle mi and ‘tamam mı’. As this domain is informal and the conversations are taking place between people whose status is almost equal to each other, it is not surprising to witness that a rather informal version ‘di mi’ is used. In written language, it is written as ‘değil mi’ but in informal speech, it generally takes the form of ‘di mi’ which is easier and faster to say.

Whereas epistemic functions are preserved in Turkish, the same situation is not valid for affective functions. Affective functions embrace a number of functions, many of which are directly connected to the culture. Different societies can reflect their emotional state in different ways. (Mithun:2012) That is why affective functions vary. Even for the same

language, because of different data, various functions can be found. Some functions such as attitudinal and fearing have been observed in Turkish; however, some different functions have also been observed. Mocking and justification tags are striking examples to show these different functions.

It should be reminded that intonational patterns of TQs are also crucial in interpreting the pragmatic features. Although a full analysis is needed to be able to assert intonational patterns with some tools such as Praat, based on the data here, it can be put forward that in epistemological functions speakers do not change the stress much, on the contrary in affective functions, speakers tend to lenghten TQ or put more stress on question tag part.

3.2. ANALYSIS BASED ON CLASSROOM DISCOURSE

Tottie and Hoffmann (2006), Tomaselli and Gatt (2015) and Stenstrom et al (2002) claim that sociolinguistic variables like age, gender and speakers' interactional roles are the main determiners of TQ use. Depending on these variables, TQ use changes. Especially, Tomaselli and Gatt (2015) have stressed social status and asymmetry in conversations and their effect on the use of TQs. Having showed asymmetry in their study, Tomaselli and Gatt (2015) have proved that in a conversation in which speakers share different roles, the use of TQs and their functions vary. In light of these remarks, analysis in classroom discourse is divided into two parts. These two parts are 'TQs only used by teachers' and 'TQs used by teachers and students'. In the data of the study, it has been observed that some functions of TQs are only exploited by the teachers while some others are used by both teachers and students. However, there is no specific function that is used only by students in the frame of this study. In the first part, TQs which are used only by teachers have been presented since teachers who have power in the classroom use different TQ constructions from students. The TQs which are used by both teachers and students follow the first part in the analysis.

3.2.1. TQs Used Only by Teachers

3.2.1.1. Attitudinal Tags

Like in daily speech, teachers highly take advantage of attitudinal function of TQs. This is because teachers usually highlight the importance of their statements to ensure that students can benefit from these remarks. Hence, this function is used to empower learning in the classroom.

Conversation 25

((The teacher presents Present Perfect Continuos in the classroom))

1 T: Ya:ni (.) Present Perfect Continuos'ta hem past hem present he:m de future var

2 ↑ ***tamam mı*** arkadaşlar? Şimdi devam edebiliriz.

In conversation 25, teacher teaches the tenses in English and since there is no real correspondence in Turkish for Present Perfect and Present Perfect Continuous, teacher spends more time to make the students understand this concept. The teacher indicates a particular point in Present Perfect Continuous. She let the students know that if they see a sentence with present perfect continuous, they should be able to understand that it involves three times (past, present, future). By using TQ 'tamam mı' the teacher emphasizes the importance of her statement about Present Perfect Continuous so she uses the attitudinal function.

Conversation 26

1 T: Ya:ni kısacası ↑kesin bir zaman varsa (0.3) Simple Past'ı tercih ediyorsunuz

2 arkadaşlar, ↑ ***tamam mı?***

In conversation 26, again the teacher teaches tenses and compares Simple Past and Present Perfect. The teacher indicates that if there is a certain time element in a sentence they should use Simple Past tense. After this information, she uses the tag 'tamam mı'.

With the help of ‘tamam mı’, she emphasizes this important information about Simple Past.

Conversation 27

((The teacher is delivering a speech about how to read a paragraph efficiently))

1 T: ↑ Arkadaşlar (.) paragraf çözerken önce >hızlı bir şekilde < okuyun daha sonra
2 detay için bakın,↑ ***tamam mı?***

The teacher is giving tips the students to read a paragraph and do the exercises related to it. She advises them to read twice, in the first reading they should read fast to grasp the main idea and as of second reading they can look for details. After she completes her statement, she uses the tag ‘tamam mı’ just to highlight the importance of this strategy about reading.

3.2.1.2 Motivating Tags

In the classroom, teachers have a special and important roles. They are not only teachers but also a life coach. Teachers have to motivate the students throughout the learning process since motivation is a key notion in learning. Therefore, as expected, these tags are only used by teachers in the classroom in the active lecture process.

Conversation 28

1 T: Eve:t arkadaşlar konuyu bitirdik (.) biraz test çözelim. Hepsini doğru yapcaz
2 şimdi ↑ ***di mi?***

Teacher finishes teaching a particular topic in the classroom. After they have finished, to consolidate the learning content, the teacher decides to apply a test. Before they begin to solve that test related to subject, the teacher encourages them to do it. In a way, the teacher motivates the students in order to let them know they are capable of doing after intensive learning process.

Conversation 29

1 T: Şimdi:: size bir prepositions kağıdı dağıtıcam, (.) ordan baya: bir şey

2 öğrenmenizi isticem sizden. Sonra da sınavdan doksan alcaz ↑ ***di mi?***

In the course about YDS exam, teacher hands out a worksheet for the students to learn them by heart. Generally for Turkish students, reciting words and such formations like prepositions posits problems. They are reluctant to do so. To motivate the students to learn these prepositions, the teacher uses the tag ‘di mi’ by proposing that they will get 90 from exam. The teacher again takes advantage of the function of motivating.

Conversation 30

1 T: hhh- Eve::t arkadaşlar bugünlük bu kadar yeter. (.) Yarın (0.3) ikinci

2 dergilerinizi getirin ordan başlayalım. Onu da muhteşem şekilde anlayacaksınız,

3 ↑ ***tamam mı?***

Having closed the session, the teacher reminds the students that they need to bring their second module for tomorrow’s class. After this, the teacher stresses that they are going to understand the upcoming topic as clear as they understand the previous one. By using ‘tamam mı’ with a raising tone the teacher tries to motivate the students for the next session.

3.2.1.3. Aggressive Tags

The context of aggressive tags and their use have already been explained in the course of this study. When it is considered carefully, it is naturally expected to witness the use of agressive tags in the classroom by teachers. Up till now, agressive tags are used by the people who are in some ways superior to their adressees. Since in the classroom teacher is in charge of everything, it is observed that aggressive tags, from time to time, are used in the classroom discourse.

Conversation 31

1 T: .hhh Geçen hafta ↑ hiçbiriniz gelmediğiniz için dersi yapamamıştık

2 ***de:ğil mi*** arkadaşlar?

In the conversation above, the teacher is a little bit angry for the students in the class did not come the previous week. As the teacher falls behind her schedule, she needs to be fast to reach the desired lesson plan. At the beginning of the class, the teacher, in an aggressive stand, reprimands the students. She uses the aggressive tag and while she is using she puts a different tone on TQ. She puts emphasis on the part of 'değil mi'.

Conversation 32

1 T: Arkadaşlar ↑ ödevleri kontrol etmemi istemiyorsunuz. (.) .hhh Yapmadınız

2 ödevleri, ↓ ***değil mi?*** Bu kaçıncı oldu?

In conversation 32, the teacher would like to check the homework she assigned to students in previous session. However, students don't want her to check it because most of them didn't do homework for some reasons. Upon understanding the situation, the teacher, in a way, reprimands them by using a question tag. In that situation, teacher puts more stress on the part of question tag. She expresses her anger by using tag question.

Conversation 33

1 T: Arkadaşlar ↑ şu gürültüyü bir kesin diye kaç kere dedim size↑ ***di mi***? (.) Ha:la
2 ısrarla devam ediyorsunuz.

Conversation 33 shows the use of aggressive tag by the teacher. In a teenager classroom, the teacher has hard times managing the classroom due to noise. In order for the teacher to continue, she needs to make them be silent. To this end, by raising her voice tone she utters the sentence in conversation 33 to rebuke them. In the sentence, although there is a question tag, it doesn't serve as a real question marker. It's aggressive tag and does not expect involvement or reply from other participants. Once again, in the classroom the teacher takes advantage of that aggressive function.

3.2.1.4. Threatening Tags

Another function mainly used by teachers in the classroom is threatening. In this case, teachers may use this tag just to deter students from doing some certain things. Here teachers emphasizes that if the students do not do required things, they will definitely face the outcome of the action. This is why this tag serves as threatening tags.

Conversation 34

1 T: hhh- Ödev konusunda hassas (.) olduğumu söylememe bile gerek yok **diğil mi**
2 arkadaşlar?

On the first day of the class, the teacher is just delivering a speech about the outline of the course. Among many things, he mentions about homework. He stresses the crucial role of homework in teaching, then he utters the sentence in conversation 34. He states that he cares much about homework and he gives implicitly the impression that when they fail to do their homework, they have to take the consequences.

Conversation 35

1 T: Şimdi:: .hhh arkadaşlar (.) siz bana ödevinizi yapmadığınızı söylüyorsunuz, ↑
öyle 2 mi? (.) Peki: sonucuna da katlanacaksınız o zaman.

In conversation 35, after the students told teacher they hadn't done their homework, the teacher reacts in a rather angry way and he decides to threaten the class members by letting them know there will be an outcome for their action. By using tag question, he exploits the function of threatening.

Conversation 36

1 T: Arkadaşlar ↑ bu soruları evde yaparken (.) cevap anahtarına bakmıyorsunuz

2 **değil mi?** (.) ↑ Yoksa rehberliğe söylemek zorunda kalırım.

The teacher of the course threatens the students not to cheat at home while they are dealing with their homework and questions. By doing this, he uses tag question 'değil mi'. The students in this classroom are highschool students who are in their last year. In the last year of high school, students in Turkey take exams in order to be accepted by universities.

In private courses, they have different courses and teachers. There should be a teacher serving as counseling and this teacher is responsible for their process and university choices. They are like coaches. So the teacher of the course threatens students by informing the counselling service about their actions should they fail to do what the teacher wants. Therefore, here threatening function is exploited once again by the teacher in the classroom.

After the first part of the analysis which has dwelled on the TQs used by teachers, TQ constructions that are used by teachers and students have been given in the following part. As teachers and students exploit these functions, the power imbalance is not observed in these functions.

3.2.2 TQs Used by Both Teachers and Students

3.2.2.1. Informational Tags

In order to obtain information, mostly students take advantage of this function in the classroom. But sometimes it has been observed that teachers also uses informational function of TQs to get information from students.

Conversation 37

1 S: Hoca::m (0.4) bugün kimse gelmedi o yüzden (.) quizi yapmazsınız heralde,

2 **değil mi?**

In conversation 37, the teacher has informed the students that they will have a quiz on that day but apparently students are not in the classroom. Most probably they don't want to have this quiz so they have decided not to come. There are only two students, therefore one of the students asks the teacher whether he will apply the quiz or not. Since they have no idea what the teacher will do about this situation, they merely ask a real question by using question tag. They exploit the informational function of TQ.

Conversation 38

1 S: Hoca:m biz sizi çok sevdik, (.) bundan sonra hep siz geleceksiniz derslerimize

2 **değil mi?**

The situation in conversation 38 is that normally the students in the classroom have another teacher but he is unable to come that day. Another teacher is substituting for him. At the end of classroom, one of the students asks that question thinking that he is their new teacher. As they don't have any knowledge about what is going to happen in regard of new situation, they want to learn it. Hence, they ask a real question by using question tag.

Conversation 39

1 T: .hhh Konuya başlamadan önce ödevlere bir bakalım (.) Ödevi yaptınız **değil**

2 **mi** ↑arkadaşlar?

The teacher takes advantage of the informational function of tag question. In the previous lesson, she assigns homework to the students. Before she starts, she would like to check the homework. In order for her to do this, she asks that question. Her aim is to know if they did their homework.

3.2.2.2. Confirmatory Tags

Another function both used by teacher and students is confirmatory function of tag questions. Both students and teachers may not be sure about something and ask TQs to get confirmation.

Conversation 40

1 S: Hoca:m, (0.3) vestige'in anlamına iz demiştiniz, **değil mi?**

The student asks the meaning of 'vestige'in Turkish. Actually at some point during the course, the teacher said the meaning of it. The student who asked this question may not have heared it or he may have forgotten it. He is not so sure about it but he has some knowlege about it. Just to confirm it, he asks by using question tag and he exploits the confirmatory function.

Conversation 41

1 T: Arkadaşlar ↑ bu haftaya olan (.) hikaye sınavının gününe cumartesi

2 demiştik **değil mi? (.)** Tam hatırlayamadım da.

In conversation 41, the teacher cannot clearly remember the day they have decided for a quiz. He asks the students when exactly they have this quiz. He remembers saying something, yet he wants confirmation by using question tag 'değil mi'.

Conversation 42

1 S: hhh- Hoca:m ↑ istek yaparken (.) might'ı da kullanıyorduk, **değil mi?**

Teacher teaches modals in that lesson and mostly Turkish students have difficulty in learning modals. A confused student asks the question by using tag question. Actually he knows something about this topic but he is not sure about using might as request. Therefore, he directs the question to teacher in order to confirm what he may know. Once again confirmatory function of tag question is used here by the student.

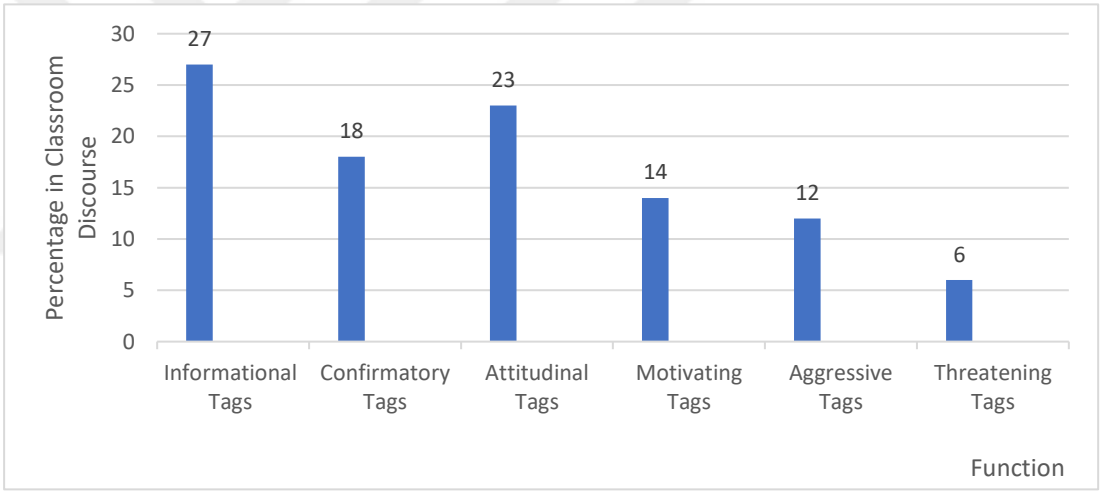
Table 5. Overall Pragmatic Functions, Instances and Frequency of TQs in Classroom Discourse. (n: 856)

	Number of Utterances in Study	**Pragmatic Functions/ Instances**	**Frequency in the Data**
TQs used only by teachers	**572**	Attitudinal Tags (200) Motivating Tags (120) Aggressive Tags (100) Threatening Tags (52)	**%23** **%14** **%12** **%6**
TQs used by both teachers and students	**284**	Informational Tags (234) Confirmatory Tags (150)	**%27** **%18**

Table 5 makes it clear that that more TQs are used in the classroom both by teachers and students compared to natural speech. It may stem from the peculiar features of classroom discourse. The highest percentage is 27 with informational tags. One can easily expect such a high percentage because of the fact that classroom is the most ideal place to use informational tags. Students use informational tags to get a real answer about the things they don't know. Next to informational tags, there are attitudinal (23%) and confirmatory (18%) tags. Attitudinal tags are mostly used by teachers to indicate that the things they say in the classroom are important and they highlight the importance of these remarks.

Confirmatory tags are also used by both students and teachers. Having been compared with natural speech percentages, it is seen that in the first three uses, there are two epistemic TQ functions in classroom discourse while in natural speech there are two affective functions in the first three TQ uses. This difference between two domains can be caused by the characteristic of classroom discoure in which asymmetric relationship between student and teacher occurs. Another important finding about classroom discourse is the use of motivating tags (14%) during the lessons. This is because of teachers' role in the classroom. Teachers see themselves as a source of motivation in the classroom so they use motivating tags in the classroom. Aggressive (12%) and threatening (6%) tags come respectively in the classroom discourse.

Figure 6. Percentages of distribution of TQ functions by dataset in classroom discourse.



It turns out that informational, attitudinal and confirmatory tags are the most prevalent TQs in the classroom discourse. This could be attributed to the fact that in the classroom teachers and students use informational and confirmatory tags in order to get information and verification in the conversation. In addition, teachers highlight the importance of their proposition for they have pedagogical aims in the classroom.

3.2.3. Discussion

The second domain in this study is classroom discourse and before the study, the assumption was that in classroom, different functions would be found due to its specific features. Since there is an asymmetrical relationship between students and teachers, different functions would be observable. In parallel to this view, two different functions which have not been observed in natural speech have been identified in this domain. These are motivating and threatening tags. Both of them are used only by teachers. In the classroom, generally teachers are motivators. In the data, only teachers take advantage of this function. However it should be kept in mind that students can also use motivating tags to encourage their peers in the classroom. But this time the recipient is another student in the class. The same situation can be thought for threatening tags. Normally it is expected to be used only by teachers to students but in some cases it can be used by students to students or even students to teachers in extreme situations. Yet, in the data here these instances have not been observed.

The use of tags only by the teachers and both by the teachers and students shows that there is an asymmetric relationship in classroom discourse. Also it is kind of formal environment. Because of these reasons two main categories namely epistemological and affective functions are found in this setting. As it is an educational context, it is not surprising to find epistemological functions. Yet, it can be expected that epistemological functions are used only by students since they are there to learn but teachers also use epistemological functions in the classroom.

While teachers are using attitudinal function of TQs, they don’t expect an involvement from students. They just highlight the importance of what they say and they continue their speech. They don’t give turn to students in the conversation. This is also at work in threatening and aggressive tags.

3.3. TURN FEATURES OF TAG QUESTIONS IN TURKISH

Some researchers (Sacks:1974) purport that speakers can use Tag Questions as TCU. To investigate this assumption in Turkish, the pragmatic functions, which have been found in this study above, have been closely examined. The main aim here is to shed light on the fact that whether speakers of Turkish use TQ as a TCU that gives the turn the other participant in the conversation or not.

3.3.1. Turn Features of Tag Questions in Turkish Natural Speech

3.3.1.1. Informational Tags

Conversation 1

1	A: ↑ Lütfen (.) bir sıra oluşturun ha:n	[fendi.
2	(0.5)	
3	B:	[↑Tamam oluşturcam. Yeni
4	kartları buradan alıyorduk, ↓**değil mi?**	
5	A: Evet (.) ama biraz beklemeniz gerekebilir.=	
6	B: = Tamam sorun değil o.	

Two people have a conversation in a public building. The woman is there to get a card about her profession. However, she is not at the right place. She is talking to the man who is in charge there. The woman is asking a question to learn where she needs to buy her new card. She asks this question by pointing at an office. Therefore, we can understand that she asks this question to get information. She forms her question with a tag question serving as informational tag. Since tag questions are only meaningful with their anchor, we can think that preceding sentence and tag together form tag question and TCU. It can be claimed that here informational tag forms TCU because the speaker who

uses it stops talking and waiting for a response from other participant and other speaker starts talking. Here informational tag serves as TCU.

Conversation 2

1 A: .hhh Bu:gün (0.3) Beşiktaş'ın defans oyuncusu sakatlandı, ↓**değil mi?**

2 B: Hayır. (.) Aslında o orta saha oyuncusu a:ma (.) bugün defansta

3 oynadı.

4 0.4

5 A: Futbolcuların mevkilerini çok bilmiyorum ya:. (.) ↑ Sadece izliyorum

6 işte.

This conversation is between two friends. They are making comments about a football match. Speaker A sometimes watches football matches so his knowledge is limited about football and footballers. He wonders the position of a footballer who got injured during the match. He asks his question with 'değil mi'. By using this tag question he asks an informational question. After finishing this sentence with TQ, he waits for the reply. His friend takes the turn and starts talking so TQ here serves as TCU and it has a turn-yielding function.

3.3.1.2. Confirmatory Tags

Conversation 3

1 A: hhh- Bir şey sorcam sana ya. (.) Hoca geçen hafta demişti ya: hani (.)

2 ödevleri gönderin diye. Bir hafta vermişti ona ***di mi?***

3 B: Evet bir hafta. (.) [[Sonra da suncaksınız ödevleri demişti.

4 A: [[Tamam ↑çok sağ ol. (0.2) Emin olamadım

5 da bir soruyum dedim.

In this conversation, it is clearly understoodthat the speaker is not one hundred percent of his proposition. He makes it clear in his sentence himself. He asks his question to his friend about due of their homework. He knows something about this but he can't be sure about it. At this point, he asks his question by using a tag. Confirmatory function of tag question is at play here. When we look at the turn feature of this tag in this conversation, we can assert that after a speaker uses confirmatory tag, s/he stops and waits for an answer. They conclude their turn with a tag question so this confirmatory feature of a tag question gives the turn to other party in the conversation.

Conversation 4

1	A: (.) Bizim bir sekreter vardı ya hani. (.) Sarışı:n, kırk yaşlarında. Onun	
2	ismi Hale'ydi ***di mi?***	
3	B: Evet. .hhh Aslında iyi çalışıyordu ama: ↑ çok yalancıydı.=	
4	A: = Katılıyorum. Her şey çok çalışma	[değil işte.
5	(0.4)	
6	B:	[Şu anki de iyi bence ama.

Two business partners are having a conversation about their previous secretary. One of them claims she was hardworking but liar. The other one agrees with him. Speaker A asks a question with a question tag. He was not totally sure about what he is putting forward. He waits for a confirmation from his friend. This confirmatory tag gives the turn to other participant in the conversation. Immediately after this question with a tag question finishes, the other party starts talking. Therefore, it can be claimed that confirmatory function gives the turn in a conversation.

3.3.1.3. Attitudinal Tags

Conversation 5

1 A: hhh- Tarihimizde bu tür olaylar çok vardır. (.) Onlardan ders
2 çıkarmamız gerek, ↑***değil mi?*** (0.3) Eğer çıkarmazsak bu tarz olayları ↑
3 yine yaşarız.
4 B: Ha:klısın ama bazıları bunu anlayamıyor işte.=
5 (0.6)
6 A: =Maa:lesef. Bunu insanlara öğretmeliyiz ama.

Two friends are exchanging some ideas about a sad incident in Turkey. Speaker A states that in Turkish history there are a lot of incidents like this one. He has the opinion that Turkish people have to learn from the incidents in their history to prepare themselves for the outcomes of the incident. While he is saying this sentence, he uses a tag question with the aim of highlighting his proposition. After he uses this tag question, he continues speaking. He doesn't give turn to other party. Hence, attitudinal tag doesn't give the turn in a conversation.

Conversation 6

1 A: Konu arabalardan açılmışken şunu söylemem lazım (.) en iyi araba ↑
2 Mercedes'tir, ***di mi***? (.) >Sanki uçuyorsun sürerken.< ↑Ba:yılı
3 [yorum.
4 (0.5)
5 B: [↑Mercedes mi? (.) BMW ile karşılaştırmam. (.) BMW'nin motoru
6 acayip güçlü.
7 A: .hhh Zevkler farklı işte. hhh-

In a cafe, a group of friends is talking about cars. One of them tells the others that his favorite car brand is Mercedes.Then he lists his reasons. He uses a tag question just to show the importance of what he thinks. He doesn't expect involvement from other participants. Therefore, in the question where an attitudinal tag question occurs doesn't give the turn.

3.3.1.4. Conspiratory Tags

Conversation 7

1 A: .hhh ↑ Hi::ç güzel oynayamıyor. (.) Gösteride ne yapcaz ço:k merak
2 ediyorum.=

3 (0.4)

4 B: = Evet ama başka oynayacak ↑yok mecbur oynayacak.

5 A: Aynen, yapacak bir şey yok.

((Speaker C comes.))

6 C: Hadi: çalışmaya devam ediyoruz, (0.3) ne [[konuşuyorsunuz?

7 (0.6)

8 A: [[Hareketler hakkında

9 konuşuyoruz, ↑***di mi?***

((Speaker A points at Speaker B)

10 (0.4)

11 B: Eve:t geliyoruz şimdi.

At a university, the members of a dance club are preparing for their next show. In break time, two friends secretly talk about the performance of another member of the club. They mention about how bad she dances. When she appears, they suddenly change the topic. They are trying to persuade her to believe that they are talking about movements in a

dance type. To this end, speaker A asks a question by using a tag question. This is not a real question, though. Here, conspiratory function of the tag proposes itself. After the use of this tag, speaker B takes the floor and continues the conversation. Therefore, conspiratory function of a tag question gives the turn to other participants in a conversation.

Conversation 8

1	A: .hhh Hadi annemi ikna ettin diyeli::m ↑ babamı nasıl ikna ediceksin?	
2	(0.4)	
3	B: Bilmiyorum (.) ama halletmeye çalışcam işte. =	
4	A:= Bence izin vermicekler gitmene.	
5	C: ↑ Ne konuşuyosunuz fısır fısır?	
6	(0.6)	
7	A: >Sınavlar hakkında konuşuyoruz, <	[[↑***di mi*** Ayşe?
8	B:	[[Evet anne:.

Speaker A and B, two sisters, are having a conversation on Speaker's A plan. Speaker A wants to take a trip with her friends. Yet, their family don't seem to let her go. Speaker A will try her best to persuade them to let her go. At this point, speaker C, their mother, appears and enquires about what they are talking about. By using a question tag, speaker A tries to conceal their topic of conversation. The conspiratory function of this tag question gives the turn to the other speaker.

3.3.1.5. Fearing Tags

Conversation 9

((In a parking area))

1 A: ↑ Biraz daha gelebilirsin geriye aslında.

2 (0.5)

3 B: Tama:m. (.) Denicem.

((The car slightly crashes into the wall))

4 B: ↑ Of:::! Bir şey olmadı [arabaya, ↑***di mi?***

5 A: [Yok yok. Sıkıntı yo:k. Gel hadi:.

In a parking zone, two friends are trying to park a car. One of them gets outside to give directions for the other. As a result, the car crashes into a tree. Upon this incident, speaker B fears that something bad happened to car. S/he expresses her/his fear by using a tag question. When s/he uses fearing tag question, s/he waits for an answer from the other party. Therefore, the turn is given to the other speaker. This conversation shows that fearing tag has given the turn to the other speaker in the conversation.

Conversation 10

((At a workplace))

1 A: ↑ Hocam (.) ↑ şu zımbayı alır mısınız?

((the stapler falls on someone's foot))

2 (0.6)

3 A: Ay::: hocam, bir şey olmadı, ↑ ***değil mi?*** (0.2) Ço:k özür dilerim

4 hemen bıraktım.

5 B: >Yok yok hocam bir şey olmadı. < (.) Önemli değil.

At a private university in Turkey, two instructors are having a conversation. One of them wants to pass the stapler to the other one in their office. While he is doing that, he accidentally drops it to the other one's foot. He uses the tag question to express his fear and he gives the turn to other participant to wait for his/her answer.

3.3.1.6. Mocking Tags

Conversation 11

1	A:	↑ Anne (.) biraz paraya ihtiyacım olcak sanırım. (.)
2		Ne diyosun [bu konuda? ((smiles))
3	B:	[Oğlum daha ↑dün verdim. (.) Ne kadar savurgan oldun sen.
4		(0.5)
5		A: Anne:: kitap aldım.=
6		B: =Zaten o kadar çalışkansın ki tüm paranı kitaplara harcıyosun, ***di mi?***
7		A: Anne:: (.) deme öyle.

This conversation is taking place between a son and a mother. Son asks for money, but his mother refuses to give him the money he wants. After his son claims that he spent the money on a book, in a sarcastic way, his mother asks a question by using a tag question. Apparently, the mocking functions of TQ is exploited here by the speaker B. Immediately after the tag question, the other speaker starts to speak. Therefore, mocking tag gives the turn to the other speaker.

Conversation 12

1 A: hhh- Eğer araba alacaksan Hyundai alacaksın. (.) Hem ucuz hem

2 ekonomik.=

3 (0.4)

4 B: =Zaten Mehmet de arabadan çok anlar ya, ↑***di mi?*** **=**

5 C: = Fikrini söylüyor işte >saygı duy< ↑ lan.

6 A: Dediği arabayı alınca pişman olcak zaten. Boşve::r

A group of friends is talking about cars. One of them is planning to buy a car. Speaker A shares his opinion with the rest. Speaker B thinks that speaker A knows nothing about cars so he uses a question tag whose function is mocking. After he uses question tag, he looks at his friends and another speaker starts talking. It can be understood that mocking tag used here gives the turn to other speaker.

3.3.1.7. Aggressive Tags

Conversation 13

1 A: ↑ Sana diyorum ki mesaj yazarken ↑ bakma telefonuma.

2 (0.4)

3 B: Devlet sırrı mı yazıyorsun [[tatlım?

4 A: [[He: devlet sırrı yazıyom. (.) Ben aynısını

5 yapsam hoşuna gitmez, ↑ ***di mi***? Niye ısrarla yapmaya devam

6 ediyorsun anlamıyorum.=

7 B: =Tamam ya:: uzatma.

Two friends are sitting in a cafe here. One of them is texting while her friend is looking at what she is typing. Upon this, she gets angry and she starts to criticise his behaviour. While she is criticising, she uses a tag question to express her anger. Here she exploits the aggressive function of TQ. After she uses this function, she goes on without anticipating any response from Speaker B. Therefore, in aggressive TQ, the speaker does not expect answer. Agressive Tag does not give the turn to other speaker.

Conversation 14

A: ↑ Şimdi arkadaşlar, (.) söylediğinizi anlıyorum ↑ama bu öğrenciler için iyi olmayacak.

(0.6)

B: Sizin dediğinizi (.) yapamayız hocam.=

A: = Niçin?

(0.5)

B: Zor olur.

A: Açıklamanız bu mu? =

B: = Evet.

A: Arkadaşlar bunu sadece ben dedim diye reddediyorsunu ↑***di mi?*** Yani en azından (.) dürüst olun ve bunu söyleyin anlarım.

B: >Bununla alakası yok hocam. <

At a private university in Turkey, there is a meeting which is held at the end of the first semester. The instructors are discussing how the first semester has passed. While they are exchanging ideas, they slightly argue. Speaker A gets angry at some point and he uses a tag question in his criticism. He uses agressive tag here, however he doesn't expect an answer so aggressive tag doesn't give turn to another speaker in the conversation.

3.3.1.8. Justification Tags

Conversation 15

1	A: hhh- Ben İskender Pala'nın romanlarını okurken sıkılıyorum. ↑
2	Herkes çok seviyor ama ben okuyamıyorum.
3	(0.7)
4	B: Edebiyat sevmiyorsan (.) pek ilgini çekmeyebilir aslında.=
5	A: = Aslında severim. (.) Pek sürükleyici gelmiyor bana. Sevdiğin
6	konular ilginç gelir aslında insana***, di mi?***
7	B: Eve:t ama sen bi istisnasın sanırım.

Justification Tags are the tags which are mainly used in order to expect an agreement from other speakers in the conversation. In this tag, speakers present their opinion on something before the tag and by using tag they stress the importance of what they think and expect justification from other participants. The topic of the conversation is a novel whose author is İskender Pala. Speaker A asserts that he finds his novels boring. When he uses the tag question, he expresses his opinion and he expects affirmation from speaker B. While he is doing that, he gives the turn to speaker B. Thus, justification tag gives the turn to other speaker or speakers in the conversation.

Conversation 16

1 A: .hhh Haberleri izleyemiyorum artık. =

2 B: =Neden?

3 (0.3)

4 A: ↑Hep siyaset var. (.) Herkes birbirini [suçluyor.

5 B: [Ama siyasetin doğasında

6 suçlamak vardır, ***di mi***?

7 A: Belki. (.) Yine de ben artık ↑nefret ediyorum siyasetten. ((cough))

Speaker A expresses his concern about the quality of the news in Turkey. Speaker B also shares his opinion with speaker A. Matter-of-factly, he explains that in politics politicians tend to accuse each other. This is the nature of politics. After he expresses his opinion, he uses a tag question to highlight his idea and expect an affirmative answer from the other speaker. Justification Tag is used by this speaker thereby. This justification tag gives the turn to other speaker in this conversation.

Table 6. Turn Features of TQs in Turkish Natural Speech

Function of TQ	**Turn Feature**	**Turn Constructional Unit**
Informational Tag	It gives the turn	YES
Confirmatory Tag	It gives the turn	YES
Attitudinal Tag	It doesn't give the turn	NO
Conspiratory Tag	It gives the turn	YES
Fearing Tag	It gives the turn	YES
Mocking Tag	It gives the turn	YES
Aggressive Tag	It doesn't give the turn	NO
Justification Tag	It gives the turn	YES

Table 7. TQ function and turn change in Turkish natural speech.

Function	Turn	No turn
Informational Tags	99	1
Confirmatory Tags	88	2
Attitudinal Tags	1	139
Conspiratory Tags	25	0
Fearing Tags	40	0
Mocking Tags	78	2
Aggressive Tags	3	107
Justification Tags	87	0

Table 7 shows that how many times TQs give the turn. Informational, confirmatory, conspiratory, fearing, mocking and justfication tags give the turn in speech to other participants whereas attitudinal and aggressive tags do not give it to other speakers in the conversation. Ninety nine informational tags give the turn to other participants. Only one informational tag does not give the turn. However, this does not affect the general characteristics of turn-taking feature of informational tags. There is a direct relationship between TQ feature and turn-taking. Attitudinal and aggressive tags do not give the turn since one of them expresses the importance of utterance and the other one expresses the anger. In these two situations, speakers do not halt and expect others to speak. They just carry on speaking. The other functions give the turn because they all have an aim. They expect a reply or participation from other speakers for different reasons.

3.3.2. Turn Features of TQs in Classroom Discourse

3.3.2.1. Informational Tags

Conversation 17

1 S: ↑ Hocam, (0.3) reading'te inference sorularında (.) direkt parçaya

2 bakıyoruz, ***değil mi?***

3 T: ↑ Hayı::r. (.) Parçadan anladığını yapacaksın.

4 (0.5)

5 S: .hhh O baya:: zor oluyor hocam.=

6 T: = Parçayı anlarsan çok zor değil.

In a reading session in a classroom, a student asks a question about inference questions in reading. This is the second week of reading session so they haven't covered a wide range of topics. The student comes across this type of question and directs his question to the teacher by using a TQ. The aim of the student is to get a genuine information from the teacher. Hence, the pragmatic function of TQ here is informational. After using TQ,

the student stops talking and waits for answer. Therefore, informational tags in classroom discourse gives the turn to other speaker.

Conversation 18

1 T: hhh- Sorularınızı alabiliri:m arkadaşlar.

2 (0.7)

3 S: ↑ Hocam, (.) present perfect aslında(.) past, ***değil mi***? =

4 T: = Eve:t olay gerçekleşiyor orda.

At the end of a lesson, the teacher takes the questions from his/her students. One of them asks a question about present perfect. Her aim is to seek for an answer because she doesn't know the answer of this question. She exploits the informational function of TQ. The teacher takes the floor to answer her student's question. Therefore, informatinal tag here gives the turn once more.

3.3.2.2. Confirmatory Tags

Conversation 19

1 S: Hoca:m (0.3) however, but anlamındaydı ↑ ama öncesinde de

2 virgül (.) kullanılıyordu, ***değil mi?***

3 (0.4)

4 T: Hayır. (.) But'tan ↑ önce virgül kullanırsın. However'dan önce nokta
5 vardır.

6 S: Hım:: ((nods)) tamam hocam anladım.

In this conversation between a student and her teacher, the student is sure of the meaning of ‘however’, but she is not sure about the punctuation. In order to confirm her proposition, she consults the teacher. This confirmatory function of TQ here, gives the turn to teacher. The teacher needs to clarify the situation for her student. Therefore, she immediately takes the turn after TQ.

Conversation 20

1 T: Eve::t arkadaşlar. (.) Bitirmek üzereyiz. Bir ↑sorusu olan var mı?

2 S: ↑Hocam, speaking üzerine birşeyler yapcaktık, ***di mi***? =

3 (0.5)

4 T: =Tabi: fakat daha sonra.

In the first lesson, the teacher gave an outline on this course and he stated that there would also be speaking practice. Remembering this information, the student inquires about this. The student does remember something but since some time have passed after the teacher said this, the student wants confirmation. Upon this confirmatory tag, the teacher takes the turn to confirm the student’s answer. Hence, confirmatory tag, in the setting of classroom, gives the turn in the conversation.

3.3.2.3. Attitudinal Tags

Conversation 21

1 S: hhh- Hoca:m bitirebilir miyiz ↑artık? Ço:k yorulduk.

2 T: ↑Hayır arkadaşlar bunu bitirmem gerek. (.) Bu konu önemli

3 arkadaşlar, ***di mi?*** Şimdi:: bi grup çalışması yapcaz. (.) >Herkes grup

4 olsun hemen! <

Attitudinal Tags are used to highlight the importance of one's proposition. Here, the teacher thinks that this topic is so important that he has to continue the lesson even if the break time draws closer. TQ highlights the importance of this topic. The teacher goes on speaking after he uses TQ because he doesn't expect involvement from students. It can easily be understood that attitudinal tag doesn't give the turn.

Conversation 22

1 T: ↑Arkadaşlar bu konu önemli. (.) Sınavlarda ↑ hep çıkan bir konu hhh-
2 önemlidir, ***di mi***? Bu yüzden biraz fazla vakit ayırcaz.

3 (0.6)

4 S: Hoca:m ne kadar süre?

5 T: .hhh İki hafta filan.

Introducing the new topic, the teacher emphasizes the importance of this topic because the questions from this topic are always asked. While she is sharing her opinion on this topic, she uses a question tag. By the use of this question tag, she highlights the importance of what she says just before TQ. As it is clear, TQ here serves as attitudinal tag. Attitudinal tag, in this context, does not expect involvement from other speakers so it doesn't give the turn to other speakers in the conversation.

3.3.2.4. Motivating Tags

Conversation 23

1 S: Hoca:m (.) sınav günü yaklaştı ↑nap [caz biz?

2 T: [Hi::ç merak etmeyin. (.) Çok
3 çalıştınız hepiniz başaracaksınız, ***değil mi***? .hhh O yüzden (.) sakinleşin
4 ve çalışmaya devam edin.

5 (0.4)

6 S: .hhh Tamam hocam ↓teşekkürler.

With the approaching of university entrance exam in Turkey, the students' anxiety reaches at its highest level. One of the students expresses how they feel in the classroom. Upon hearing this, the teacher shows his sympathy and decides to comfort them. He starts to motivate them and he uses a TQ. The TQ used here is motivating tag. The teacher uses this motivation tag just to give some encouragement and motivation to his students. After he uses this TQ, he doesn't wait an answer from his students, he goes on talking so motivating tag doesn't give the turn.

Conversation 24

1 T: >Bu kelimenin anlamını öğrenince bu soruyu kolaylıkla çözeceksiniz
2 <, ***değil mi***? ↑Hadi bakalım sözlüklerinize bakın.

3 (0.5)

4 S: İngilizce Türkçe sözlük mü↑ hocam?=

5 T:= Hayı:r. İngilizce-İngilizce.

The teacher hands out a test about a topic. While the students are dealing with the questions, a student asks the meaning of a word. Instead of giving the meaning, she motivates them to find the meaning in their monolingual dicitonaries. To motivate them she uses a TQ. This motivating tag doesn't give the turn in the conversation.

3.3.2.5. Aggressive Tags

Conversation 25

1 S: Hoca:m hhh- nolur bunu ödev vermeyin ya.

2 (0.5)

3 T: Çocukla:r ödev olmadan öğrenemezsiniz, ***di mi***? Herşey (.) kolay

4 olsun istiyorsunuz ya. (.) Daha da fazla ödev vercem.

5 S: ↑ >Tamam hocam özür dilerim. <

The most irritating thing for a teacher in a classroom would be the problem about homework. If the students are negligent about the homework that is assigned to them, the teacher can react in an aggressive way. Here, students didn't do their homework, therefore, the teacher got angry. He used a TQ to express his anger without waiting for an answer. Agressive tags do not wait involvement from other speakers.

Conversation 26

((A student goes out of classroom in the middle of lesson))

1 T: Arkadaşla:r siz neden izin almıyorsunuz dışarı çıkarken? hhh- Burda

2 öğretmen var, ***di mi***? Yaptığınız çok yanlış.

((Students murmur silently))

In this conversation, the teacher becomes aggressive since a student leaves the class during a lesson without the permission of his/her teacher. The teacher immediately stops his speech on a subject related to topic and lectures about the misbehaviour of that student. He shouts a bit and shows his agression by using a tag question. However, he doesn't expect any answer and goes on speaking.

3.3.2.6. Threatening Tags

Conversation 27

1 S: ↑ Hoca:m (.) eğer sınavda kopya çeken birine tanık olursanız hhh-

2 nolur? =

3 (0.6)

4 T: = Hoş bir şey olmaz arkadaşlar, ***di mi***? (0.3) Ağır sonuçları olabilir

5 bunun.

Some teachers would rather intimidate students thinking that this will have an encouraging effect on the part of students. In conversation 29, the teacher forewarns his students about what might happen should he see them cheating. In a way, he tries to threaten them with the use of a TQ. No student interrupts him so it can be said that threatening tags do not expect involvement.

Conversation 28

((two students talk to each other in the lesson))

1 T: ↑ Çocukla::r çok konuşuyorsunuz. (.) .hhh Bakın ailenizle bir bardak
2 çay içmemi istemezsiniz ↑ ***di mi?*** > O yüzden sakin olun, dersi dinleyin.<

Upon hearing a loud chat between two students, the teacher threatens them with talking to their parents and continues speaking on the subject without anticipation for answer. Once again, it can be said that threatening tags don't expect involvement.

Table 8. Turn Features of TQs used in classroom discourse

Function of TQ	**Turn Feature**	**Turn Constructional Unit**
TQs used only by teachers		
Attitudinal Tags	It doesn't give the turn	NO
Motivating Tags	It doesn't give the turn	NO
Aggressive Tags	It doesn't give the turn	NO
Threatening Tags	It doesn't give the turn	NO
TQs used by teachers and students		
Informational Tags	It gives the turn	YES
Confirmatory Tags	It gives the turn	YES

A similar pattern with regard to turn allocation of TQs is observed from the table. Informational and confirmatory tags like in natural speech, give the turn to other speakers in the conversation since they seek immediate verification from the other parties. On the other hand, attitudinal, motivating, aggressive and threatening tags do not give the turn as they do not need an answer from the other participants in the conversation. The speakers using these TQs are inclined to continue their speech.

Table 9. TQ function and turn change in classroom discourse

Function	Turn	No turn
Informational Tags	234	0
Confirmatory Tags	149	1
Attitudinal Tags	2	198
Motivating Tags	2	118
Aggressive Tags	3	97
Threatening Tags	2	50

In classroom discourse, informational and confirmatory tags give the turn. A parallelism can be observed here between natural speech and classroom discourse. Like in natural speech, informational and confirmatory tags don't give the turn since they expect involvement from other participants. Attitudinal, motivating, aggressive and threatening tags do not give the turn because the speakers using them don't wait involvement from other speakers. They continue their speech for different reasons. For instance, if a teacher uses motivating tags, s/he doesn't wait for students' comments. S/he goes on speaking. Likewise, if a teacher uses aggresive tag, s/he doesn't stop talking. For these reasons, they don't give the turn the students in the classroom discourse.

3.3.3. Discussion

It has been claimed that tag questions can be used as a TCU. (Sacks:1974) That is to say, they can be used by the speakers as the devices which give the turn to other speakers in the conversation. TQs are generally examined with the grammar-based and pragmatic approach. Although it has been hinted that TQs can be used as TCU, studies on TQs are mainly about their formal, pragmatic and intonational aspects. It has been aimed in this study that after pragmatic functions to be determined, turn features can be analysed.

In natural speech, eight pragmatic functions two of which are epistemological have been found. These eight functions have been exploited in different settings by the speakers. According to their positions in the sentences, these TQs can give the turn to other speakers. Among these eight functions, six of them give the turn to other speakers in the conversation while two of them do not. Informational, Confirmatory, Conspiratory, Fearing. Mocking and Justification Tags give the turn in the conversation. The common point among them is the question tag is situated at the end of the sentence. When it is at the end of the sentence, it gives the turn. However, if another sentence follows the sentence with TQ, it does not give the turn to other speaker.

One thing must be highlighted here, TQs always form TRP (Transition Relevance Place). TRP is the place where a speaker can take the floor and start his/her sentence. But in the sentences here, the speakers exploiting functions which don’t give the turn, don’t stop talking and hold their turn. Therefore, when they are used at the end of one’s turn, TQs serve as TCU.

The same analysis has been applied to the conversations taken from classroom discourse. Whether or not pragmatic functions of TQs are related to the turn taking in the conversation in classroom discourse, conversations have been analysed. It has been found out that TQs used only by the teachers (attitudinal, motivating, aggressive and threatening tags) don't form TCU. When teachers use them, they don't wait for involvement from students. However, informational and confirmatory tags which have been used by both teachers and students give the turn to other speakers. They form TCU in the conversations. Informational and confirmatory tags are also used by teachers so it can not be claimed that turn features is related to who uses them in the classroom. Rather, the

functions of TQs is the main determinant in the turn features of TQs. Since informational and confirmatory tags like in natural speech demand an immediate response from speakers they give the turn.

The parallelism can be drawn between natural speech and classroom discourse with regard to turn features. In natural speech, attitudinal and agressive tags which have also been observed in classroom discourse do not give the turn to other speakers. Likewise, in classroom discourse these same functions do not give the turn. In classroom discourse, informational and confirmatory functions give the turn. Informational and confirmatory functions are also observed in natural speech and they do not give the turn to other speakers either. In light of these findings, it can be claimed that pragmatic functions of TQs determine the turn features of TQs. That is, asymmetric relationship has no effect on the turn features of TQs.

CHAPTER IV: CONCLUSION

This study has presented an analysis of the pragmatic functions of TQs in Turkish natural speech and classroom discourse. In addition to the analysis of pragmatic functions of TQs, the study has examined turn features of TQs in Turkish natural speech and classroom discourse. The analysis relied on corpora which represent Turkish natural speech from different settings (home, workplace, cafe) and classroom discourse that is recorded in a language academy in Turkey. While analysing, this study has used certain techniques from Conversation Analysis to identify functions of TQs and their turn features.

The summary of findings will be presented through the research questions of the study.

1) What are the pragmatic functions of TQs in natural speech in Turkish?

After an extensive analysis from METU Spoken Corpus and researcher's recordings, eight functions of TQs have been identified in the frame of this study. These functions are; Informational Tags, Confirmatory Tags, Attitudinal Tags, Conspiratory Tags, Fearing Tags, Mocking Tags, Aggressive Tags, Justification Tags. Informational and Confirmatory Tags fall under the category of epistemic functions while the others fall under affective functions. These functions can be seen as a separate table below:

Table 10. Overall Pragmatic Functions of TQs in Turkish Natural Speech

Epistemic Functions	Informational Tags Confirmatory Tags
Affective Functions	Attitudinal Tags Conspiratory Tags Fearing Tags Mocking Tags Aggressive Tags Justification Tags

2) What are the pragmatic functions of TQs in classroom speech where status and asymmetrical relationship are apparent?

Overall six functions have been observed in the classroom discourse. These are, Informational, Confirmatory, Attitudinal, Motivating, Aggressive and Threatening Tags. It should be emphasized that two different functions (Motivating and Threatening) appear in the classroom discourse due to the asymmetric relationship between teacher and student. Motivating and Threatening tags have not been observed in the studies for English. The six functions are presented as a table below:

Table 11. Pragmatic Functions of TQs in Classroom Discourse

Epistemic Functions	Informational Tags Confirmatory Tags
Affective Functions	Attitudinal Tags Motivating Tags Aggressive Tags Threatening Tags

3) Are there any similarities and/or differences between natural speech and classroom speech in regard to use of TQ? If so, what are they?

In both data sets, namely natural speech and classroom speech, certain similarities have been observed. As for epistemic functions, informational and confirmatory tags are both at play in these two domains. In everyday language and in classroom discourse these epistemic functions have been exploited by the speakers. Similarly, it is found that attitudinal tags are used in these domains. In daily language and classroom discourse, people use this tag to emphasize the importance of their remarks. Likewise, in both domains people tend to use aggressive tags in order to show their anger. What is different is that in classroom discourse, two different functions have been identified; motivating and threatening tags. It is assumed that these two functions are exploited by the teacher

mainly due to asymmetric relationship. Although there can be exceptions, teachers are the main authority in the classroom. Because of their role, they can motivate or threaten their pupils by using tag questions. In daily life, this use has not been observed since the relationship between speakers in daily language is more or less equal.

4) Do TQs serve as turn-constructional unit in conversation? Is there any relationship between pragmatic functions of TQs and conversational turns in speech?

It can be claimed that not all TQs serve as turn-costructional unit in conversation. That is to say, turn-costruction and pragmatic functions of TQs are directly related to one another. The same TQ can function as turn-constructional unit while it can't when it is used as a different aim by the speakers. For instance, once TQ 'değil mi' is used as informational tag in one context it gives the turn to other speakers in a conversation, however the same TQ 'değil mi' can be used as aggressive tag and in that case, it doesn't give the turn so it doesn't serve as turn-costructional unit. For better grasp, table 12 which shows overall turn features of TQs in both domain, can be examined. Based on the dataset and examples provided above, it can be proposed that there is a direct relationship between the pragmatic functions of TQs and conversational turns. Some certain pragmatic functions easily give turn to the other speakers in a conversation while some others do not. This stems from the fact that some pragmatic functions demand immediate response from the other speakers involved in the conversation.

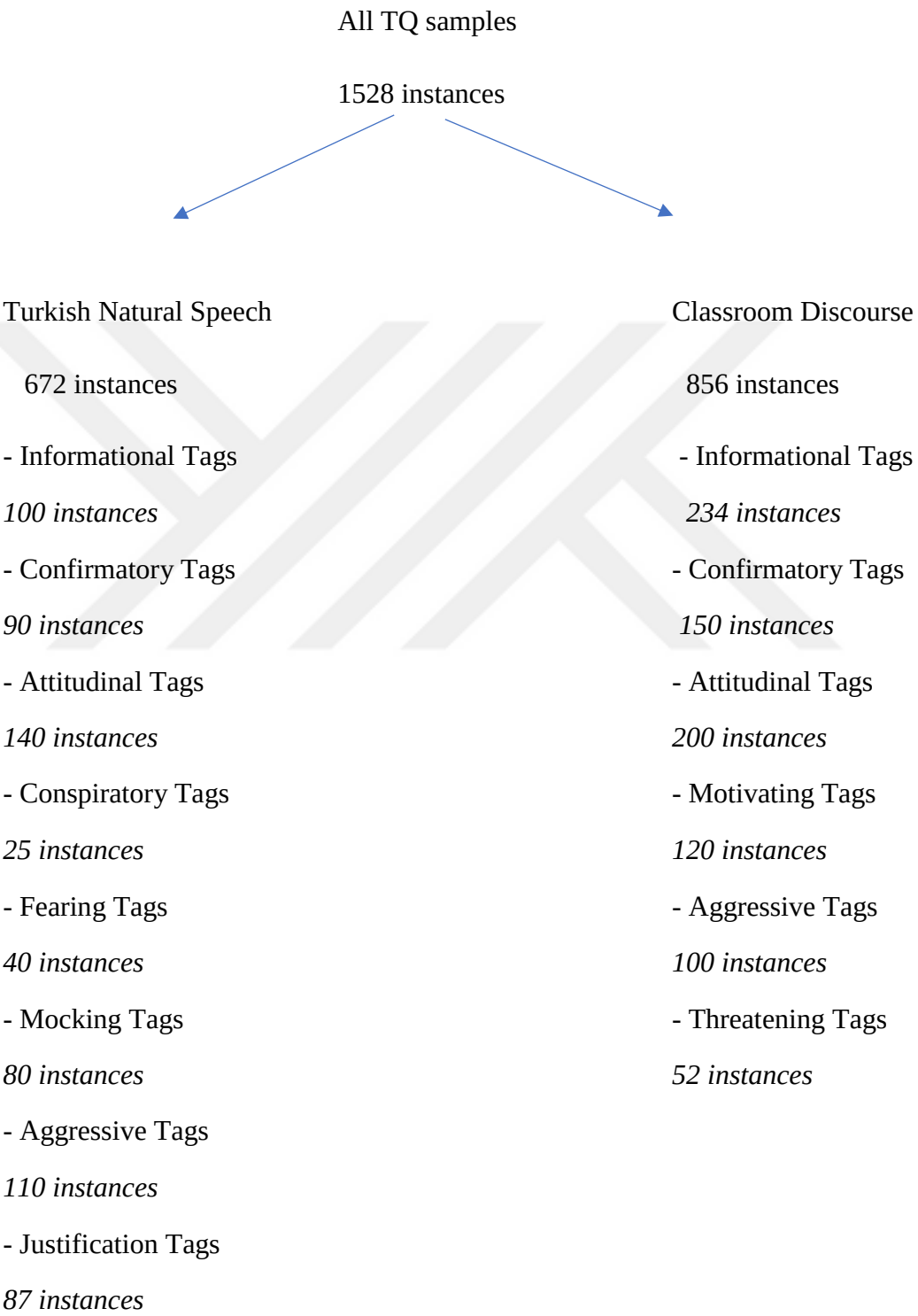
Table 12. Overall Pragmatic Functions and Turn-Features of Tag Questions in Turkish natural speech and classroom discourse

	Natural Speech	**Classroom Discourse**
Turn	Informational Tags Confirmatory Tags Conspiratory Tags Fearing Tags Mocking Tags Justification Tags	Informational Tags Confirmatory Tags
No Turn	Attitudinal Tags Aggressive Tags	Attitudinal Tags Motivating Tags Aggressive Tags Threatening Tags

Table 12 shows the pragmatic functions of TQs in natural speech and classroom discourse and their turn features. This table is regarded as the summary of this thesis. Eight functions in natural speech and six functions in classroom discourse are observed in the study. Six functions of TQs in natural speech require immediate involvement from other speakers in the conversation while two functions do not. In classroom discourse, two functions gve the turn whereas four functions do not. It is easy to see the overall functions and make comparison between natural speech and classroom discourse from this table.

All the TQs found in the corpus and recordings and the pragmatic functions which have been specified in the frame of this study are presented below:

Figure 7. All TQ samples and their pragmatic functions



Eight pragmatic functions which have been found in Turkish natural speech form 672 TQ instances while six pragmatic functions in classroom discourse compose 856 TQ instances in classroom discourse. The most used TQ construction in natural speech is attitudinal tag. In classroom discourse, the most prevalent TQ is informational tags with 234 instances.

The results that emerge from this analysis have revealed that the pragmatic functions which have been identified in this study have a degree of overlap with those identified in previous literature. Holmes (1983) has identified modal function which seeks for information in her study. This modal function serves as informational tag. In the present study, this modal function is also observed in Turkish natural speech. Roesle (2001), Algeo (2006) and Tottie and Hoffmann (2006) expanded Holmes's (1983) modal function in informational and confirmatory tags. These two epistemic functions are used by Turkish speakers to demand verification of an assumption. This shows that epistemic functions which have been identified in English are also specified in Turkish. The same epistemic functions have also been found in Italian (Bazzanella: 1994, Tomaselli and Gatt: 2015). It can be proposed that since informational and confirmatory tags are observed in Turkish, Turkish shows a similarity in this respect. The studies on TQs from pragmatic perspective indicate that there isn't a conformity in affective functions of TQs. (Holmes:1983, Roesle:2001, Algeo:2006, Tottie and Hoffmann: 2006, Tomaselli and Gatt: 2015) The present study has identified six affective functions of TQs. Among these functions, attitudinal, conspiratory, fearing and aggressive tags overlap with the functions which are already identified in English. Attitudinal tags have been found by Roesle (2001). Roesle named this function as punctuational tags. Algeo (2001) also found the same function in his study and he adopted Roesle's term and decided not to change the name of punctuational tags. Having found punctuational tags in their study, Tottie and Hoffmann (2006) changed its name by naming this function, which emphazises what speaker says, as attitudinal tags. As they highlight the attitude of the speakers, the term, attitudinal tag, is used in the frame of this study. Moreover, Holmes (1983) identified challenging tag whose name was changed by Roesle (2001), Algeo (2001), Tottie and Hoffmann (2006) as aggressive tags. It is found in this study that aggressive tags are also

used by Turkish speakers to express their anger in some situations. Other overlapping tags with the previous literature are fearing and conspiratory tags in this study. It is notable that only Roesle (2001) has identified these two tags in her study. Unlike her, Holmes (1983), Algeo (2001) and Tottie and Hoffmann (2006) have not observed fearing and conspiratory tags in their study. Roesle (2001) found hoping and fearing tags together but in the data of this study only fearing tags have been identified. Fearing and conspiratory tags are used by Turkish speakers in the same way British speakers use in Roesle's study.

In spite of overlapping functions, there are also functions which have not been proposed in English. Tomaselli and Gatt (2015) and Marianne Mithun (2012) have also demonstrated that in Italian and Mohawk different functions have been identified than English. Tomaselli and Gatt (2015) have identified 'check hearer understanding', 'prompt agreement', 'request permission' as different functions from English. These functions have not been specified in English by Holmes (1983), Roesle (2001), Algeo (2001) and Tottie and Hoffmann (2006). Likewise, Mithun (2012) has identified in Mohawk that TQs are used to indicate the function of 'joint plans' which is not observed in English. These findings suggest that the more research is done in different languages other than English, the more diversity can appear in the literature. In the present study, there are two TQ functions which have not been found in English, Italian and Mohawk. These two functions are mocking and justification functions. Mocking tags are mainly used to tease other participants in a sarcastic way in a conversation. Justification tags are used to indicate the expectation that other participants should agree with what has been said by the speaker. These two functions have been observed in Turkish natural speech. The difference of TQ functions between Turkish and other languages is not only about the different TQ functions which have been found in the frame of this study. The functions determined in English are not observed in Turkish. Holmes' (1983) facilitative and softening tags, Roesle's (2001) involving, peremptory and hoping tags, Tottie and Hoffmann's (2006) facilitating tags have not been found in the current study.

The data of the present study has also permitted a comparison of TQ functions between Turkish natural speech and classroom discourse. Some researchers (Cameron et al: 1989, Tottie and Hoffmann: 2006 and Tomaselli and Gatt: 2015) put forward that asymmetric

relationship between speakers affects the use of TQs. Tomaselli and Gatt (2015) indicated that interlocutors in a leadership role use most TQs. In their research, speakers who hold higher conversational status tend to use TQs to check understanding and move the conversation forward. Cameron et al (1989) had found the same result in their study. They also gathered data from different conversational settings including teacher-student conversation. They concluded that teachers who hold higher status, which causes asymmetric relationship use more affective tag questions. Similarly, in the present study, students were found to use only epistemic functions of TQs (informational and confirmatory tags). Teachers, on the other hand, used affective functions (attitudinal, motivating, threatening and aggressive tags) as well as epistemic ones. The pragmatic functions of TQs in classroom discourse differ in that two affective functions used in the classroom are not observed in Turkish natural speech. Motivating and threatening tags are used by teachers in the classroom to motivate the students and threaten them in certain situations. These two different functions are found in classroom discourse because of the fact that teacher and student interaction is asymmetric. Conspiratory, fearing, mocking and justification tags that have been observed in Turkish natural speech are not used by teachers or students in classroom discourse. The main differences between Turkish natural speech and classroom discourse can be attributed to the fact that in natural speech, the relationship between participants in a conversation is symmetric. That is to say, their status is more or less equal to each other. However, in the classroom, there is an asymmetry between interlocutors in terms of conversational status.

The data of the study has also revealed that there is a direct relation between pragmatic function of TQs and turn taking. There are various units from which turns at talk are constructed. (Yılmaz: 2004) Sacks (1974) has proposed that TQs are used as turn taking devices within Conversation Analysis. Sacks (1974) asserted that TQs are the generally available exit technique for a turn. Based on this remark, Axelsson (2011) and Tomaselli and Gatt (2015) have analyzed TQs as TCUs. Axelsson (2011) has analysed turn positions of TQs in conversation and fiction. Tomaselli and Gatt (2015) stated in their study that there is a relationship between turn changes and function.

The turn feature of TQs is also examined in this study because there would be a direct relationship between pragmatic functions of TQs and turn taking. The result of the study has indicated there is a relationship between pragmatic functions and turn taking. When 'değil mi' is used as informational tag, it gives the turn to other speakers. However, the same TQ 'değil mi' does not give the turn if it is used as attitudinal tag. In Turkish natural speech, informational, confirmatory, conspiratory, fearing, mocking and justification tags form TCU in conversations. Attitudinal and aggressive tags do not form TCU in Turkish natural speech. The same turn features have also been examined in classroom discourse to show if there is a relationship between pragmatic functions and turn taking. In classroom discourse, informational and confirmatory tags give the turn while attitudinal, motivating, aggressive and threatening tags do not give the turn. Thus, the turn feature of TQs in Turkish natural speech and classroom discourse displays a similar fashion. Informational, confirmatory, attitudinal and aggressive tags are found in both Turkish natural speech and classroom discourse and as explained above their turn feature is similar.

The studies about TQs can be so various. It is many-sided and one can approach them with different perspectives. Turkish is suitable for this aim since there has been little research on them. Apart from pragmatic and conversational features of TQs which are the main concerns of the present study, intonational patterns can also be studied. With the help of Praat, the detailed intonational patterns of TQs can be identified. In this way, rising and falling intonations of different TQs serving as different functions can be categorized.

A grammar-based approach can also be adopted in further studies. Especially syntactic position and features may be examined and syntactic positions and its relation between pragmatic functions can be drawn.

Some researchers, (Lakoff: 1975, Tottie and Hoffmann: 2006) directly or indirectly, address the use of TQs by women. The most notable one is Lakoff who has hypothesised that since the women are more sentimental than men they tend to use more TQs in their speeches. Likewise, Holmes (1990) has found out women tend to use more TQs. She also found that women are co-operative conversationalists who show concern for other speakers. In her study, 59 percent of women’s tags were facilitative compared to 35

percent for men. Taking these facts into consideration, a similar comparison can be made in Turkish between the women and men.

In addtition to this, the functions of TQs can be observed in other settings or other sociolinguistic factors can be taken into account while dealing with TQs. Age and gender are two major aspects; (Tottie and Hoffmann:2006) the use of TQs by elderly and younger generations or their use by women and men can be compared.

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APPENDIX 1: English Translations of the Conversations

Conversation 1

A: I have been calling her Nisa for a long time. I have begun to get bored lately though. Then I wanted a short name. Even I didn't want a name with five letters. I don't like it.

A: (-by looking at the photo- that was the first times of her. Look this is my birth in the hospital before delivery.

B: She has only one name, doesn't she?

A: She has two names. The other one is Gül.

Conversation 2

A: Now firstly could you please write down your identity number and your home address?

B: Okay

A: Inside your handbag there isn't any valuable objects, is there?

B: No. there are books and such stuff

B: Is it necessary to write my phone number?

A: It would be better if you write

B: hmmm okay

A: thank you

Conversation 3

A: I don't want to go to school then

B: No, go, there is still one month for it to end.

A:. After all I wouldn't go at all.

B: There won't be classes next week, will there? Are they your classes?

A: No no not ours.

Conversation 4

A: When did you come?

B: I came on friday from Ankara. I was here in the morning. We toured. We have visited Topkapı Palace.

A: Yes, I haven't visited there yet.

A: I am in İstanbul. I have been living in here for two years yet I haven't gone to there yet. You have seen my brother, haven't you?

B: Yes I have

Conversation 5

A: They have come. Let's open the door. Good evening!

B: Good evening, While I am here I want to say something. You are not at home weekday, are you?

A: Weekday? We are not at home weekday.

Conversation 6

A: As of mine, I log in MSN

B:.I have yours. Now I will give yours here

B: What is yours?

C: BadegülEren..

B: Give it to me if you want

C: Eren, is it registered on your e-mails?

B: You rarely log in, do you?

Conversation 7

A:. No one can own me. That's why I don't have a boyfriend.

B: So you are in possession of yourself

A: Look! What you are saying is completely different okay? Being possesion of oneself is about controlling your behaviour okay? By the way you are not funny at all

Conversation 8

A: He will make a proposal to you.

B: Proposal? I don't know where this is coming from?

A: He will do so at a convenient time.

B: No way. What should be done? I think I shouln't create a suitable time. He can't ask then, can he? What should be done? Could you please give me an idea?

Conversation 9

A: What a beautiful girl, isn't she? I love blonde girls after all. Her weight is ideal too.

B: Yes indeed. I wonder she has a boyfriend?

A: Even if she doesn't have, will she pass at you?

Conversation 10

((in a school bus))

A: We are just speaking of exams, aren't we Ayşe?

B: Yes, there are very dificult lessons this year.

Conversation 11

A: The boss said that we need to finish the documents.

B: How much time do we have?

A: A week

((the boss shows up))

B: ((looking at their boss)) We have just been talking about today's match, haven't we Semih Bey?

Conversation 12

((In a campus))

A:. I wish to check the exam results

B: Yes, my mark is very low

((they see the professor))

B:We are just talking about the materials you have given in the class, aren't we Burcu?

Conversation 13

((in the kitchen))

A: What is wrong about this pasta, I hope you didn't put it in cold water, did you?

B: The water is warm, mum!

Conversation 14

((Speaker A bumps into a table))

B: It didn't hurt, did it?

A: No, no. I am okay. Please don't worry.

Conversation 15

((In a university – exam week))

A: I did nothing the whole night. I didn't study the exam

B: You did nothing? But you did the assignment of Ayça Hoca, didn't you?

A: No, I didn't

B: How come? It will be considered as exam.

Conversation 16

((two high school students are talking in the classroom))

A: Now, you will finish this test in a day, won't you?

B: Yes, what? Can't I?

A: Yeah, you definitely do

Conversation 17

A: Don't worry! I said I will put my finger on it. I will handle all of them.

B: Yeah, you can handle all of them anyway you are perfect, aren't you?

Conversation 18

((a mother and daughter are talking in the living room))

A: Your father likes talking on the phone, doesn't he?

B: oo yes!

Conversation 19

A: (Look! I won't become a teacher, okay? Do not even consider this!)

B:(Okay whatever you say)

A: You keep saying it

B: What is wrong with you

Conversation 20

A: How did you manage to mess up your room that much? A decent person wouldn't do that, would he?

B: Okay mum, I will tidy up

Conversation 21

A: I told you a hundred time not to power off your mobile phone

B: Mum I am in metro.

A: Okay. Don't be too late

B: Okay okay

Conversation 22

Speaker A: Really Brad Pitt has no bad film. I am thinking Turkish films from Koe Black to Snatch, all of them.

Speaker B:I really liked Babil

Speaker A: Yes, Babil is good too.

Speaker B: I personally like Kate Blenchet.

Speaker A: Good

Speaker B: (For example it was very good, wasn't it? All three story merges at the end)

Speaker A: Yes yes

Conversation 23

A: We bought the blue pants. The same size. Wow You are so handsome, aren't you?

B: Isn't it too black?

A:Yes it is. So what?

Conversation 24

A: Şimdi: If we move the TV over there, we can't see, can we?

Speaker B: Yes, I think we should place it over there

A: Okay then.

Conversation 25

((The teacher presents Present Perfect Continuos in the classroom))

Teacher: Ya:ni (.) Present Perfect Continuos'ta hem past hem present he:m de future var ***tamam mı*** arkadaşlar? Şimdi devam edebiliriz.

So, in Present Perfect Continuos there is past, present and future, okay friends? Now we can continue.

Conversation 26

A: So, briefly if there is a definite time you prefer to use Simple Past friends, okay?

Conversation 27

((The teacher is delivering a speech about how to read a paragraph efficiently))

A: Friends, while you are dealing with paragraph questions first read it fast then read it to look for details. Okay?

Conversation 28

Teacher: Yes friends, we have finished our subject now let's do a test. We will answer all of it correctly, won't we?

Conversation 29

Teacher: Now I am going to hand out a worksheet about prepositions and I will ask you to learn a number of things from it. Then we will get 90 from exam, won't we?

Conversation 30

Teacher: Yes friends, this is enough for today. Tomorrow bring your second module we will start from it. You will understand it perfectly, okay?

Conversation 31

Teacher: As you didn't come last week, we couldn't have a class, could we?

Conversation 32

Teacher: Friends you don't want me to check your homeworks. You didn't do your homeworks, did you?

Conversation 33

Teacher: Friends, I have told you to be silent many times, haven't I? You stil keep doing it.

Conversation 34

Teacher: There is no need for me to tell you that I am so careful about homework, isn't there, friends?

Conversation 35

Teacher: Now friends, you are telling me you haven't done your homework, aren't you? Then you will bear the consequence.

Conversation 36

Teacher: Friends, you don't look at the answer key while you are doing these exercises at home, do you? Otherwise, I will have to mention this to counselling service.

Conversation 37

S: Hocam, today nobody has come so you won't apply the quiz, will you?

Conversation 38

Student: Hocam, we like you very much, from then on you will teach us won't you?

Conversation 39

Teacher: Before starting the topic lets check the homework. You did your homework, didn't you?

Conversation 40

Student: Hocam, you said that meaning of vestige is ‘iz’, didn’t you?

Conversation 41

Student: Hocam, we use ‘might’ for request, don’t we?

Conversations Used for Turn Features

Conversation 1

A: Please form a line lady.

B: Okay I will. We take the new cards from here, don’t we?

A: Yes but you may wait for a time

B: Okay it is not problem

Conversation 2

A: Today the defender of Beşiktaş got injured, didn’t he?

B: No. Actually he is a midfielder but today he played in defence

0.4

A: I don’t know much about the positions of footballers. I just watch.

Conversation 3

A: I will ask you something. Last week, the teacher said send the homework. He gave one week for the homework, didn’t he?

B: Yes one week. After that he said you would present your homework.

A: Okay thanks very much. I coudn’t be sure and asked you.

Conversation 4

A We had a secretary who is blonde and in her forties. Her name was Hale, wasn’t it?

B: Yes. Actually she worked well but she was liar.

A: I agree. Working hard is not everything.

B: The current one is also good though

Conversation 5

A: We have this kind of incidents in our history. We should draw lessons from them, shouldn't we? If we don't, we will experience such incident again.

B: You are right. However, Some people don't understand this.

A: Unfortunately. We need to teach this to people.

Conversation 6

A: Speaking of cars, I must say this the best car is Mercedes isn't it? You feel like you are flying while you drive. I love it.

B: Mercedes? I cannot compare it with BMW. The engine of BMW is extremely powerful.

A: Tastes are different.

Conversation 7

A: He can't dance well. I wonder what we will do in the show.

B: Yes but there is no one else to dance. He will have to dance.

A: Exactly, there is nothing to do.

((Speaker C comes.))

C: We continue the practice, what are you talking about?

A: We are talking about moves, aren't we?

((Speaker A points at Speaker B)

B: Yes, we are coming right away

Conversation 8

A: Let’s say you convinced my mother, how are you going to convince my father?

B: I don’t know. However, I will try to sort it out.

A: I think they won’t permit you you go.

C: What are you talking about secrectly?

A: We are talking about exams, aren’t we Ayşe?

B: Yes mum.

Conversation 9

((In a parking area))

A: You can actually come a little backwards

B: Okay, I will try.

((The car slightly crashes into the wall))

B: Ouch! Nothing happened to car, didn’t it?

A: No. Nothing is wrong. Come

Conversation 10

((At a workplace))

A: Hocam, could you please take this stapler?

((the stapler falls on someone’s foot))

A: Ouch, hocam nothing happened, didn’t it? I am so sorry, I suddently let it go

B: No, hocam nothing happened. It is not important.

Conversation 11

A: Mum, I quess I will need some money. What do you say about this?

B: Son, I just gave you money yesterday. You became too extravagant

A: Mum, I bought book

B: You are so hardworking that you spend all of your money on books, don't you?

A: Mum, don't say so.

Conversation 12

A: If you will buy a car, you should buy Hyundai. It is both cheap and economic.

B: Anyway, Mehmet makes of cars very well, doesn't he?

C: He is expressing his opinion, respect!

A: When he buys the car that he is talking about, he will regret. Never mind.

Conversation 13

A:I tell you don't look at my mobile phone while I am texting

B: Are you typing state secret honey?

A: Yes, I am typing state secret. If I do the same thing, you wouldn't like, would you? Why do you insist on doing it?

B: Okay, cut it out.

Conversation 14

A:Now, friends I understand whay you are saying but this will do no good to students.

B: We can't do what you suggested.

A: Why?

B: It would be difficult

A: Is that your explanation?

B: Yes.

A: Friends, you reject just because I am suggesting this, don't you? At least be honest and tell it.

B: It has nothing to do with this.

Conversation 15

A: I get bored while I am reading İskender Pala's novels. Everybody likes but I cannot read.

B: Actually, if you don't like literature, it can be uninteresting for you.

A: Actually, I like. They don't seem gripping to me. Basically, the topics you like are interesting to you, aren't they?

B: Yes, but I guess you are an exception.

Conversation 16

A: I can't watch the news any more.

B: Why?

A: There is always politics. Everyone blames each other.

B: But in the nature of politics, there is acuusation, isn't there?

A: Maybe, still I hate politics.

Conversation 17

S: Hocam, we directly look at the text for inference questions, don't we?

T: No. You will do what you understand from the text.

S: It is really difficult.

T: If you understand the text, it is not that difficult.

Conversation 18

T: I can take your questions friends.

S: Hocam, present perfect is actually past, isn't it?

T: Yes, the action already happens.

Conversation 19

S: Hocam, however means but, but a comma is used before it, isn't it?

T: No. You can use a comma before but; there is full stop before however.

S: Hımm okay I get it.)

Conversation 20

T: Yes, friends we are about to finish. Any questions?

S: Hocam, we will do something on speaking, won't we?

T: Of course but later.

Conversation 21

S: Hocam, can we finish? We are very tired.

T: No friends, I need to finish this. This topic is important, isn't it? Now we will make a group work. Everybody, form groups now!

Conversation 22

T: Friends this topic is important. The topic which come up in the exams is important, isn't it? Therefore, we are going to spend a bit more time.

S: How long?

T: Approximately two weeks.

Conversation 23

S: Hocam, the exam day is drawing closer. What are we going to do

T: Don't worry. You all studied hard, you will achieve, won't you? So be calm and keep on studying.

S: Okay, hocam. Thank you.

Conversation 24

T: Once you learn the meaning of this word, you will easily do this question, won't you? Let's look at your dictionaries.

S: English-Turkish dictionary?

T: No. English-English.

Conversation 25

S: Hocam, please don't give another homework.

T: Kids you cannot learn without homework, can you?

S: Okay, I am sorry.

Conversation 26

((A student goes out of classroom in the middle of lesson))

T: Friends why don't you take permission when you go out? There is a teacher, isn't there? The thing you are doing is wrong.

((Students murmur silently))

Conversation 27

S: Hocam what happens if you witness someone copying in an exam?

T: It wouldn't be a nice thing, would it? It can have severe consequences.

Conversation 28

((two students talk to each other in the lesson))

T: Children, you talk too much. Look, you don’t want me to drink a cup of tea with your parents, do you? Calm down, and listen to lecture.

Appendix 2: Pragmatic Annotations Used in the Study

(.) a pause to short to measure is indicated by a dot in brackets.

hhh- audible breath out.

.hhh audible breath in.

(0.0) the length of silence.

Wo- a hyphen is used to show cut off.

(( )) a double brackets shows transcriber's description.

[[double opening square is used to show when two people start at the same time.
[[

[two single opening square are used when one person begins when someone else [is already speaking.

[ ] closing square bracket in both lines is used if one person finishes while the other one continues speaking.

= an equal sign is used when someone starts speaking immediately another has finished.

: a colon is used after lengthened sound.

↓ an arrow downward is used for falling tone.

↑ an upward arrow is used for rising tone.

<u>wo</u> underlining is used for a drop in pitch.

> < in order to show that the speaker has increased speed arrow heads with their points inwards are used

APPENDIX 3: CONSENT FORM

Gönüllü Katılım Formu

Bu çalışma, Hacettepe Üniversitesi İngiliz Dilbilimi Bölümü öğretim görevlisi Yard. Doç. Dr. Zeynep Doyuran danışmanlığında, yüksek lisans öğrencisi Arif Yıldızlı tarafından yürütülmekte olan Yüksek Lisans tezinin bir parçasıdır. Bu çalışma için Hacettepe Üniversitesi Etik Komisyon izni alınmıştır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz **gizli tutulacaktır**; ancak verileriniz yayın amacı ile kullanılabilir. Çalışma bittikten sonra araştırmacıya telefon ya da e-posta yoluyla soru sorabilir, çalışmanın sonucu hakkında bilgi isteyebilirsiniz. Bu belge ise sizi bu çalışma ve çalışmaya katılım koşulları hakkında bilgilendirilmek için hazırlanmıştır.

ÇalışmanınAmacı

Bu çalışma Türkçede Eklenti Sorularının (değil mi?, öyle mi? vb.) edimbilimsel ve konuşma sırası özelliklerini incelemeyi amaçlar. Çalışmada kullanılacak veri, araştırmaya katılanlardan alınacak ses kaydından oluşmaktadır. Alınan ses kayıtları araştırmacı tarafından saklanacak ve sadece akademik ve bilimsel amaçlar için kullanılacaktır.

Katılımcı

- Bu çalışmaya katılmayı kabul ediyorum.
- Çalışmaya gönüllü olarak katılıyorum.
- Çalışma için günlük konuşmalarımın kayıt edilmesine ve daha sonra akademik ve bilimsel üretimlerde kullanılmasını kabul ediyorum.
- Çalışmanın verisinin sadece akademik ve bilimsel amaçlar için kullanılacağı konusunda bilgilendirildim.
- Çalışmanın üretimlerinde kimliğimin gizli kalacağı konusunda bilgilendirildim.

- Çalışmanın verisinin araştırmacı tarafından korunacağı konusunda bilgilendirildim.
- Bu formun bir kopyasının bende kalacağı konusunda bilgilendirildim.
- İstediğim zaman çalışmadan çekilme hakkına sahip olduğum konusunda bilgilendirildim.

Tarih:

Katılımcının:

Adı-soyadı: _____

Adres:_____

Tel: _____

İmzası: _____

Araştırmacı:

Adı, soyadı: Arif Yıldızlı

Adres: Bahçelievler Mahallesi 53. Sokak 37/5 Çankaya ANKARA

Tel: 0554 699 50 15

e-posta: yildizliarif@gmail.com

İmza:

APPENDIX 4: PARENT PERMISSION FORM

VELİ ONAM FORMU

Bu form, danışmanlığını Hacettepe Üniversitesi İngiliz Dilbilimi Bölümü öğretim görevlilerinden Yard. Doç. Dr. Zeynep Doyuran'ın yaptığı, Arif Yıldızlı tarafından yürütülen 'Türkçede Eklenti Sorularının Edimbilimsel Özellikleri' konulu Yüksek Lisans tezi kapsamında gerçekleştirilecek çalışma hakkında öğrenci ve öğrenci velilerine yönelik olarak hazırlanmış bilgilendirme formudur.

Bu çalışma, Türkçede Eklenti Sorularının (değil mi?, öyle mi? vb.) edimbilimsel ve konuşma sırası özelliklerini incelemeyi amaçlar. Çalışmada kullanılacak veri araştırmaya katılanlardan alınacak ses kaydından oluşmaktadır. Alınan ses kayıtları araştırmacı tarafından saklanacak ve sadece akademik ve bilimsel amaçlar için kullanılacaktır. Bu çalışma için Hacettepe Üniversitesi Etik Komisyon İzni alınmıştır. Bu çalışmaya katılmak tamamen **gönüllülük** esasına dayanmaktadır. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgiler **gizli tutulacaktır**;

Velisi olduğunuz öğrenci bu çalışmaya katılmakla;

- Bu çalışmaya katılmayı kabul attiğini,
- Çalışmaya gönüllü olarak katıldığını,
- Çalışma için günlük konuşmalarımın kayıt edilmesine ve daha sonra akademik ve bilimsel üretimlerde kullanılmasını,
- Çalışmanın verisinin sadece akademik ve bilimsel amaçlar için kullanılacağı konusunda bilgilendirildiğini,
- Çalışmanın üretimlerinde kimliğimin gizli kalacağı konusunda bilgilendirildiğini,
- Çalışmanın verisinin araştırmacı tarafından korunacağı konusunda bilgilendirildiğini,
- Bu formun bir kopyasının öğrencide kalacağı konusunda bildiglendirildiğini,
- İstediği zaman çalışmadan çekilme hakkına sahip olduğu konusunda bilgilendirildiğini kabul ettiğini beyan etmektedir.

Yukarıdaki bilgileri eksiksiz olarak okudum ve anladım.

Velisi olduğum oğlum/kızım ……’in bu çalışmaya katılmasına:

□ İzin veriyorum.

□ İzin vermiyorum

Araştırmacının;

Adı, soyadı: Arif Yıldızlı

Adres: Bahçelievler Mahallesi 53. Sokak 37/5 Çankaya ANKARA

Tel: 0554 699 50 15

E-posta: yildizliarif@gmail.com

İmza:

Velinin;

Adı ve Soyadı:

Adres:

Tel:

E-posta:

İmza:

APPENDIX 5: ORİJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLBİLİMİ ANABİLİM DALI BAŞKANLIĞI'NA

Tarih:15/12/2017

Tez Başlığı / Konusu: Türkçede Eklenti Sorularının Edimbilimsel ve Konuşmaya ait Özellikleri: Sınıf Ortamı ve Doğal Ortam Karşılaştırması

Yukarıda başlığı/konusu gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam 105 sayfalık kısmına ilişkin, 07/12/2017tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 9'dur.

Uygulanan filtrelemeler:

1- Kabul/Onay ve Bildirim sayfaları hariç,
2- Kaynakça hariç
3- Alıntılar hariç/dâhil
4- 5 kelimeden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Tez Çalışması Orjinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

15.12.2017

Gereğini saygılarımla arz ederim.

Tarih ve İmza

Adı Soyadı: Arif Yıldızlı
Öğrenci No: N13221577
Anabilim Dalı: İngiliz Dil Bilimi
Programı: İngiliz Dil Bilimi Yüksek Lisans
Statüsü: ☒ Y.Lisans ☐ Doktora ☐ Bütünleşik Dr.

DANIŞMAN ONAYI

UYGUNDUR.

Yard. Doç. Dr. Zeynep Doyuran

APPENDIX 6: ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
THESIS/DISSERTATION ORIGINALITY REPORT

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
TO THE DEPARTMENT OF LINGUISTICS

Date: 15/12/2017

Thesis Title / Topic: Pragmatic and Conversational Functions of Tag Questions in Turkish: Comparison between Natural Speech and Classroom Setting

According to the originality report obtained by myself/my thesis advisor by using the Turnitin plagiarism detection software and by applying the filtering options stated below on 07/12/2017 for the total of 105 pages including the a) Title Page, b) Introduction, c) Main Chapters, and d) Conclusion sections of my thesis entitled as above, the similarity index of my thesis is 9%.

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I declare that I have carefully read Hacettepe University Graduate School of Social Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

15.12.2017
Date and Signature

Name Surname:	Arif Yıldızlı
Student No:	N13221577
Department:	English Linguistics
Program:	English Linguistics MA
Status:	☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED.

Assistant Professor Dr. Zeynep Doyuran

APPENDIX 7: ETİK KURUL ONAYI

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433-2466

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Enstitünüz İngiliz Dilbilimi Anabilim Dalı yüksek lisans programı öğrencilerinden **Arif YILDIZLI'** nın **Yrd. Doç. Dr. Zeynep DOYURAN** danışmanlığında hazırladığı; **"Türkçede Eklenti Sorularının Edimbilimsel Özellikleri"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **11 Temmuz 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı