II. RESEARCH METHODOLOGY RELATED TO INVESTIGATIONS ON THE CURRENT TEACHING OF QUESTION TAGS AT THE MALAGASY *LYCEES*:

INTRODUCTION TO PART II:

This second part which has been entitled: "Research Methodology Related to the Current Teaching of Question Tags at the Malagasy *Lycées*" is mainly based on some practical investigations concerning the reality and above all the difficulties encounterd by the teachers and students in class. Besides, incorporating several techinques in data-gathering will allow the opportunity of greater credibility and greater possibility of interpretation. For this reason, this research methodology will be divided into four parts, namely the analysis of the current syllabuses as far as question tags are concerned, investigation through questionnaires, investigation through interviews and classroom observations.

2.1   THE CURRENT *LYCEE* SYLLABUSES AND QUESTION TAGS:

The current *lycée* syllabuses include the "*Seconde*", "*Premières*" and "*Teminales*" syllabuses. We will deal with these three levels one after the other.

2.1.1   The current "*Seconde*" syllabus:

The current "*Seconde*" syllabus in force is based on the Order N° 1617/96 – MEN of 02-04-96 fixing the "*Onzième*", "*Sixième*", and "*Seconde*" syllabuses (See Appendix 2). It was applied starting from 1996-1997 and is still in force up to now.

In the UNIT 3 concerning "OPINIONS" of this "*Seconde*" syllabus appears the title "question tags" (See Appendix 3) in the section devoted to structure. Consequently, as the law suggests it, "question tags" should be taught to the *Seconde lycée* students. In this Unit, "question tags" are associated with the "asking for agreement" function[60] . It is not then surprising if Malagasy teachers of English do not teach the other functions of question tags to their students in C*lasse de Seconde.*

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[60] The example used here is: « He's a good player, isn't he? »

Hence, these students will only use question tags to ask for agreement and not for something else.

2.1.2   The current "*Premières*" syllabus:

The current "*Premières*" syllabus is enforced by the Order N° 5238/97 - MINESEB of 10-O6-97 fixing the "*Dizième", "Sixième*" and "*Premières* A-C-D" syllabuses (See Appendix 4). It was applied starting from 1997-1998 and is still in force up to now.

In the UNIT 1 entitled "SOCIALIZING" of this "*Premières* A-C-D" syllabus, the title "Question tags" can be seen at the beginning of the Reinforcement section (See Appendix 5). As a result, teachers should deal with "question tags" in their *Premières* A-C-D classes. In this Unit, "question tags" are associated with the "starting a conversation" function[61] . However, the same syllabus indicates on Page 89 (See Appendix 6) that if the teacher judges it necessary, he/she can resort to the "Reinforcement Section" in order to deepen the teaching of the grammatical points included in this section. In other words, the contents of the reinforcement section can be omitted. So, the teacher has the choice on whether to deal with the titles or not in class, without neglecting the students' difficulties.

2.1.3   The current "*Terminales*" syllabus:

The current "*Terminales*" syllabus in force is based on the Order N° 2532/98 – MinESEB of 07-04-98 fixing the "*Neuvième", "Quatrième"* and "*Terminales* A-C-D" syllabuses (See Appendix 7). It was applied starting from 1998-1999 and is still in force up to now.

The title "question tag" does not appear anywhere in this "*Terminales*" syllabus. This does not mean that *Terminale* classes should no more deal with the structure as they are supposed to have tackled it in their previous classes. Moreover, the first part of this dissertation has demonstrated the fact that question tags are not only a specific grammar point, but combined with the appropriate intonation, they can also underlie various meanings. The following section will focus on the relationship between the *lycée* current syllabuses and the various functions of question tags with their meaningful intonation that do not appear in the syllabuses.

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[61] The examples used here are : "It's a nice day, isn't it?" and "It's a terrible day, isn't it?"

2.1.4 <u>**Studies on the relationship between the current *lycée* syllabuses and the functions of question tags with their appropriate intonation:**</u>

Apart from "asking for agreement" and "starting a conversation", as indicated by the *Seconde* and P*remière lycée* syllabuses, question tags can involve many other unwritten specific functions. This section aims at showing that even if it is not explicitly written in black and white in the official syllabuses, the teaching of question tags is sometimes implied in these *lycée* syllabuses. In other words, we will try to make a connection between the current syllabuses and the specific meanings conferred by question tags or more precisely question tag functions[62]. It is worth noticing that the function of a question tag, which is composed of a statement and a tag, depends on the statement tense and modality used by the speaker and the intonation allotted to the tag or final ending as shown in the table below:

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[62] Question tag functions therefore refer to the practical use of question tags in everyday life that should be taught to lycée students.

STATEMENT	FUNCTIONS WITH A RISING TAG ↗	FUNCTIONS WITH A FALLING TAG ↘	CLASSES	UNIT/TITLE IN THE SYLLABUS
Statement	Tag: *Asking a real question* Can I? / can we?: *asking for permission*	Tag : *Asking for agreement*	*Seconde*	Unit 1: Socializing (questions: Yes/no and Wh) Unit 3: Opinions
			Premières	Unit 1: Socializing (starting a conversation)
			Terminales	Unit 1: Opinions and arguments Unit 7: The outside world (Yes/no questions)
Imperative or Statement + will/won't	will/won't you?: *Making a request (kindly)*	will/won't you?: *Making a request (less kindly)*	*Seconde*	Unit 2: Requests
			Premières	Unit 1: Socializing (making requests)
			Terminales	Unit 13: Requests and invitations

STATEMENT	FUNCTIONS WITH A RISING TAG ↗	FUNCTIONS WITH A FALLING TAG ↘	CLASSES	UNIT/TITLE IN THE SYLLABUS
Let me...	shall I? : *Making an offer or a suggestion*	shall I? :*Making an offer or a suggestion (expecting the listener to agree)*	*Seconde*	Unit 2: Requests (offering to do things)
			Premières	Unit 1: Socializing (offering to do things)
			Terminales	Unit 13: Requests and invitations
Let us ...	shall we?: *Making an offer or a suggestion*	shall we?: *Making an offer or a suggestion (expecting the listener to agree)*	*Seconde*	Unit 2: Requests (offering to do things)
			Premières	Unit 1: Socializing (offering to do things)
			Terminales	Unit 13: Requests and invitations

STATEMENT	FUNCTIONS WITH A RISING TAG ↗	FUNCTIONS WITH A FALLING TAG ↘	CLASSES	UNIT/TITLE IN THE SYLLABUS
Statement + Should/ Shouldn't	should/shouldn't I/we?: *Asking for advice or suggestion*		*Seconde*	Unit 4: Advice
			Premières	Unit 4: Opinions(advising and persuading)
			Terminales	Unit 3: Families (discussing problems and giving advice)
Statement + would/ wouldn't or Statement + can/ couldn't	would/wouldn't you? Or can/couldn't you?: *Inviting people or making a kindly request or making a suggestion*	I would/wouldn't you? Or can/couldn't you*?: Inviting people or making a request or making a suggestion (expecting the listener to agree)*	*Seconde*	Unit 2: Requests Unit 10: Invitations
			Premières	Unit 1: Socializing (making requests)
			Terminales	Unit 13: Requests and invitations

Table 6: EXAMPLES OF FUNCTIONS THAT CAN BE ASSOCIATED WITH QUESTION TAGS IN THE LYCÉE SYLLABUSES (RAJAONARISOA, 2012)

The previous table has illustrated some functions conferred by question tags and that are included in the *lycée* syllabuses (as indicated in the unit/title column). Therefore, only the falling tag is used when asking for agreement. In other words, if the teacher decides to include the rising intonation in his/her teaching of question tags, precisions should be made on the fact it is not for asking for agreement anymore but for asking a real question. The previous table has also demonstrated us that it is possible, if not crucial, to incorporate "question tags" in the syllabus of every *lycée* level (*Seconde, Première, Terminale*) taking into account of the diverse functions of this mere grammatical point.

The methodology applied so far is based on the analysis of the existing *lycée* syllabuses and their possible interpretations. From now on, our study will focus on classroom realities or more precisely the real facts that the teacher and the students face in class as far as the teaching of question tags is concerned. The next chapter will account for an investigation through questionnaires.

2.2 INVESTIGATION THROUGH QUESTIONNAIRES:

Two different questionnaires have been designed for the collection of plausible and various data. The first questionnaire is meant for teachers of English, the other one for *lycée* students.

2.2.1 Questionnaire 1 meant for teachers:

It is worth mentioning that this first questionnaire has been the subject of a pre-test before its publication in the *lycées*. Indeed, a first version of it has been administered to some colleague teachers, who consented to answer it truthfully and to bring comments for improvement, in order to banish ambiguity. Hence, the questionnaire for teachers of English has been corrected and re-written in two versions: in English (cf Appendix 8-A) and in Malagasy (cf Appendix 8-B).

2.2.1.1 Identification of the respondents:

The first questionnaire was addressed to any *lycée* teachers of English, without considering the sex, age, experience, origin. In all, 60 copies of this questionnaire have

been printed and spread to various educational establishments in Madagascar. Fortunately, the response rate of this first questionnaire is rather high as the majority or more precisely 44 questionnaires were answered and given back. The respondents include teachers of English working at some public *lycées* of the capital[63], the *Lycée* of Ivato, the "Institution Sainte Famille Mahamasina", the "Institution Saint Michel Itaosy", the *Lycée* of Ambohimanarina, the "*Lycée* des Séraphins Itaosy", the "*Lycée* Arcade Itaosy", the "*Lycée* Privé Martin Luther Sabotsy Namehana", the "*Lycée* Success School", the "*Lycée Privé* Oriom Bemasoandro", the *Lycée* of Manjakandriana, the *Lycée* Philbert Tsiranana of Majunga, the *Lycée* F.J.K.M. of Majunga, the *Lycée* Techinque of Majunga, the *Lycée* of Antanamalandy, the *Lycée* of Maintirano. 4 out of the 44 respondents did not reveal their identity and then the place where they teach.

2.2.1.2   Format of the questionnaire:

Questionnaire 1 is of a self-administered type. In other words, the role of the questioner is limited to the delivery of the questionnaire to the respondents. Therefore, the questionnaire could be completed at the respondent's convenience. For this reason, this first questionnaire is preceded by an introductory part. As a matter of course, a special note has been written there, promising to keep the identity and other personal information about the respondents confidential. Indeed, the questionnaire includes a place where the respondents can put their address in case we have any doubts or confusion in the course of our survey. The questionnaire introduction also explains briefly the rationale of the questionnaire, gives the definition of the key words such as "tag" or "question tags", and finally, describes the instructions on how to complete the questionnaire itself. Purposely, the real title of the present dissertation is not included in the introductory part of this questionnaire in order to let the respondents feel free when responding to the questions.

The questionnaire comprises 11 questions in all (See Appendix 8). Two different question formats are used in the questionnaire: open and closed format questions. Open format questions are those that ask for unprompted opinions i.e. as there are no predetermined set of optional answers, the respondent is free to provide answers reflecting his/her opinion. Closed format questions, as opposed to that,

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[63] They are : Lycée Moderne Ampefiloha, Lycée J. J. Rabearivelo, Lycée Andohalo, Lycée Jules Ferry

shows several different options from which the respondent has to choose the right one.

2.2.1.3 <u>Objectives of the questionnaire:</u>

With reference to the official syllabus (as it has been discussed in the previous section), question tags should be taught in *Seconde* (Unit 3: Opinions) and in *Première* (Unit 1: Socializing). The purpose of the first and the second questions is to check whether the teachers of English at the *lycées* actually follow the syllabus or not. The third question will tell us how the teacher tackles his/her teaching of "question tags".

Question n°4 aims at finding out whether the teachers use didactic materials when teaching question tags. Moreover, the answers to this fourth question will highlight, on one hand the different types of didactic materials used by the teachers to teach question tags if there are any; and on the other hand, the reasons why teachers do not use such materials if there are some. As a matter of course, the lack of didactic materials is among the problems we intend to solve in our research work.

As for the next six questions (questions n°5 to 10), not only will their answers emphasize the relationship between question tags and the English pronunciation, but these questions will also deal particularly with the two main points of our dissertation namely "question tags" and "their intonations". Besides, the ninth and tenth questions specially treat the teachers' knowledge about the different messages conveyed by the use of meaningful intonations through question tags. One of the main problems being treated in this present study is that the students are able to form "question tags", yet they do not know exactly how and where to use this structure when they communicate (a questionnaire for the pupils will justify this assertion). So, in order to ascertain the origin of this problem, we need to make sure that the teachers of English themselves master the accurate intonations through question tags. Hence, to a certain extent, the fifth, sixth, seventh, eighth, ninth, and tenth questions are meant to assess the teachers' knowledge about "question tags" and "the English intonation".

Due to the fact that the public examination is only written, the teachers may not feel the need to teach meaningful intonations of question tags. Question n°11 will reveal their opinion concerning the teaching of the English intonation and pronunciation while taking into account that the examination is only written.

2.2.1.4 Questionnaire 1 results and their interpretations:

The results of the questionnaire will be expressed by graphic representations which will be followed by interpretations.

■ *Question n•1: "Do you teach question tags to your students?"*
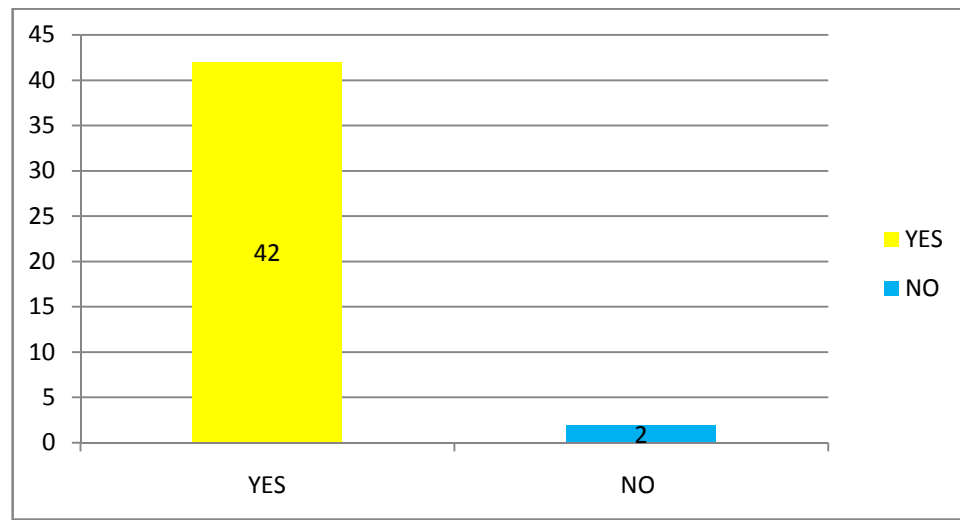
Graph 1 : result of question n°1 / questionnaire 1 (RAJAONARISOA, 2012)

42 out of the 44 teachers that we have questioned affirm that they teach "question tags", only 02 do not. These 2 teachers who do not teach this structure, our topic subject, will be excluded from this survey through a questionnaire. From now on, therefore, the sample study will be composed of 42 teachers of English instead of 44.

■ *Question n•2: "If <Yes>, in which form have you taught question tags?"*
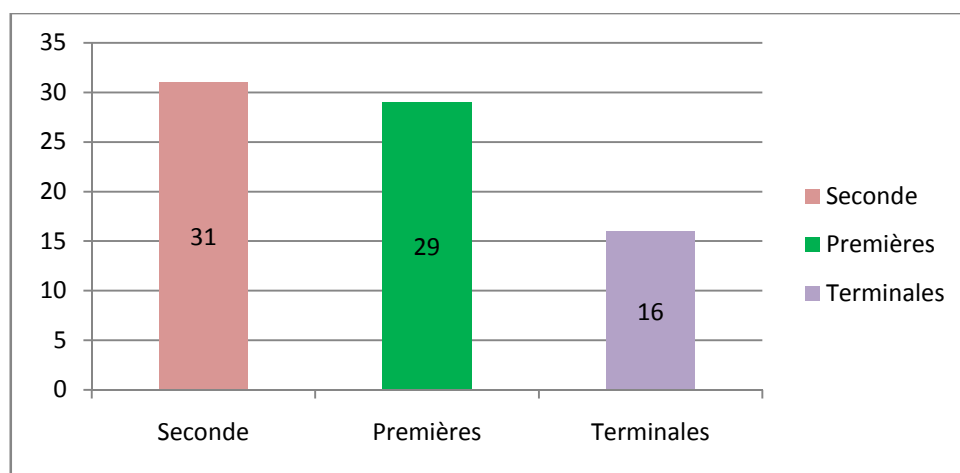
Graph 2: result of question n°2 / questionnaire 1 (RAJAONARISOA, 2012)

Question n°2 is specifically meant to evaluate the degree of implementation of the syllabus at the *lycées*.

31 respondents or 73.8 % of the teachers who answered the questionnaire teach "question tags" to *Seconde*; 29 or 69% of them do so to *Première*. Therefore, the majority of the *lycée* teachers follow the syllabus. However, even though only question tag reinforcement is supposed to be done with *Première* students, more than half of their teachers find it necessary to repeat the teaching of the structure. It implies that Première students do not master question tags yet, even if they have dealt with them in *Seconde*. In the same sort of way, 16 respondents still teach question tags to their *Terminale* students, yet the grammatical structure cannot be seen anywhere in the *Terminale* syllable.

■ *Question n•3: "How do you implement your lesson about question tags?"*
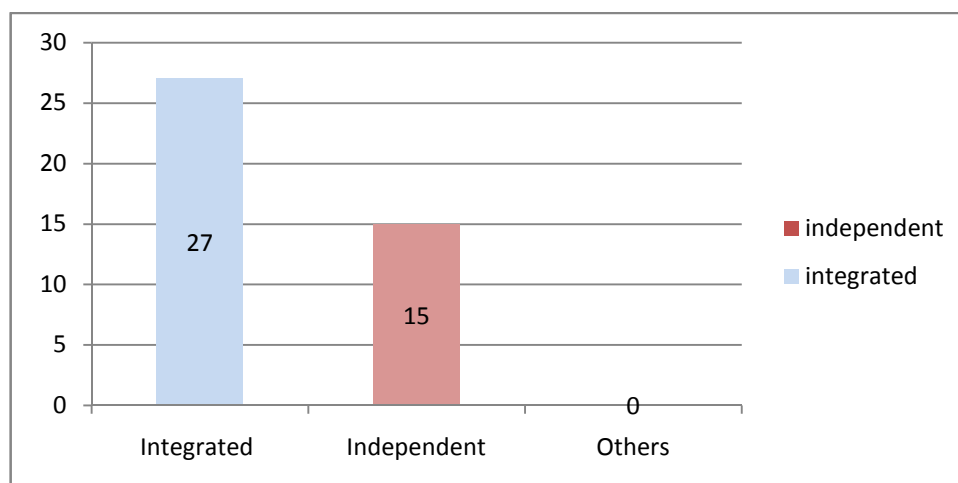
Graph 3: result of question n°3 / questionnaire 1 (RAJAONARISOA, 2012)

27 or 64.3% of the respondents claim to integrate their teaching of question tags with functions or with vocabulary or with language skills[64] whereas the rest treats question tags as an independent grammar lesson. Hence, it can be drawn that the majority of the teachers thinks a question tag does not only consist in a grammatical structure in itself, but there is something more to be exploited behind that.

[64] Language skills include reading, writing, speaking or listening

■ *Question n•4: "Do you use any didactic materials when teaching question tags?"*
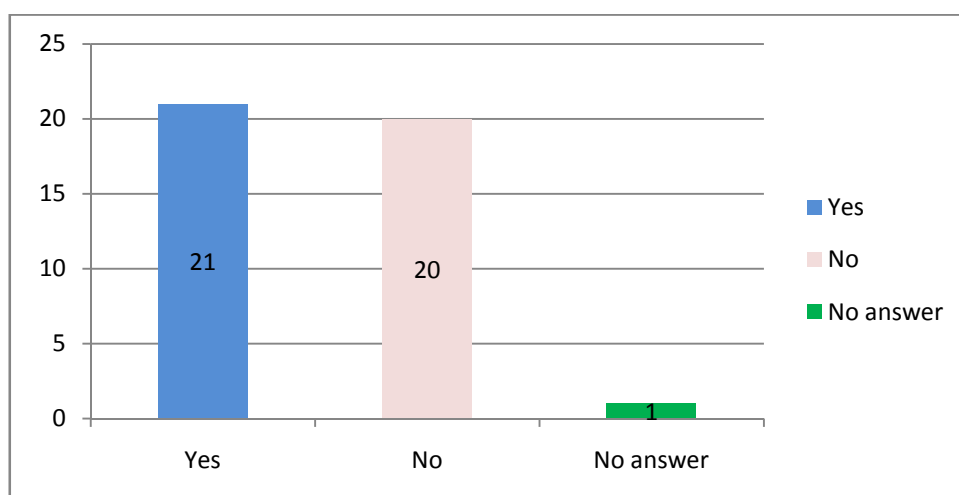
Graph 4: result of question n°4 / questionnaire 1 (RAJAONARISOA, 2012)

As shown by the graph above, 21 respondents assert that they resort to didactic materials when teaching question tags. 20 or almost half of the teachers do not use such materials; whereas one of them has decided to remain silent about the subject. The following figure reveals the different kinds of didactic materials related to question tags which are used by the teachers in order of preference.

➢ *Question n•4- a: "If <Yes>, what kind of didactic material do you use when teaching question tags?"*
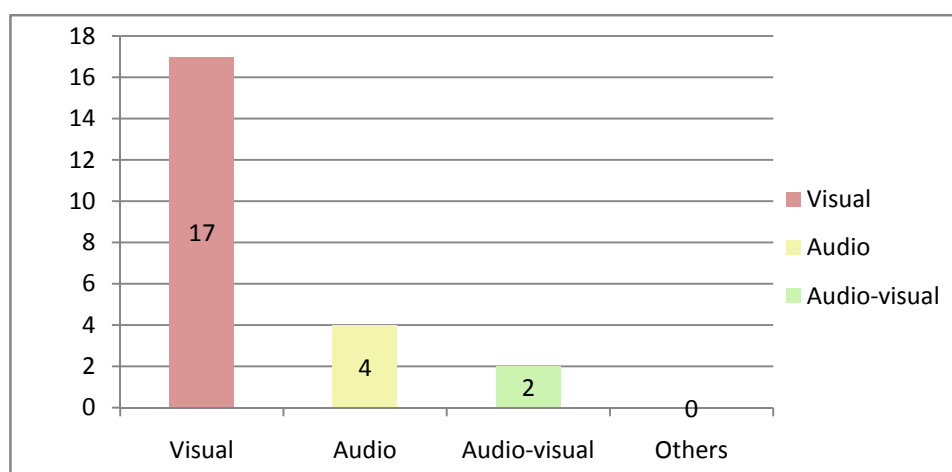
Graph 5: result of question n°4 a / questionnaire 1 (RAJAONARISOA, 2012)

The prevailing didactic materials used by the teachers here are of the visual type such as pictures or drawings or texts or dialogues. This preference can be explained by the fact that these visual materials are easy to reach and are not

very expensive. As opposed to that, only 4 teachers resort to audio aids (including radio, cassette player, C.D. player, etc) in their teaching of question tags, while only 2 teachers use other materials like television, computer, software or internet. Consequently, the graph has informed us that few are the teachers who use audio-visual materials. The reason for this choice is that this method of teaching is new and then rather unknown by the average teachers. Nevertheless, these 2 teachers' choice of didactic materials coincides with the main subject being discussed in the present research work which is particularly based on the implementation of computer programs to teach question tags. Hence, the result of this question is paving our way by indicating us the next research methodology to be performed. This approach through a questionnaire will, therefore, be supplemented with some interviews. That is why we have asked for the questionnaire respondents' addresses.

> *Question n°4- b: "If <No>, choose one or more of the following answers showing why you have not used any didactic materials when teaching question tags"*

The following graph gives the reasons why 20 of the questionnaire respondents do not exploit didactic materials to teach question tags.
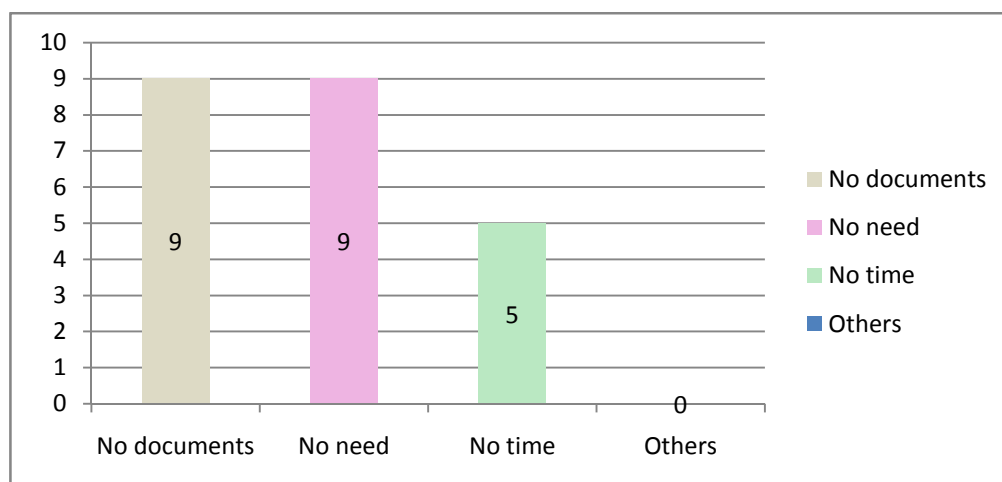
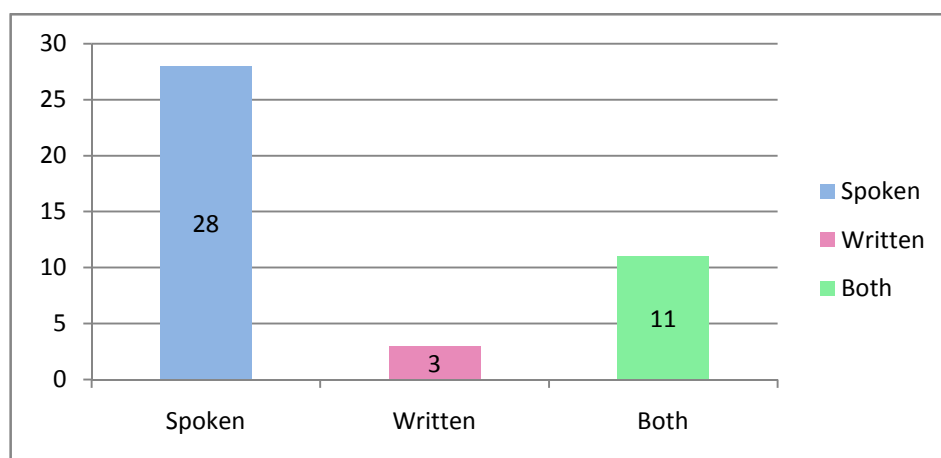**Graph 6: result of question n°4 b / questionnaire 1 (RAJAONARISOA, 2012)**

In general, teachers decide not to use didactic materials with question tags because either they cannot find any or they do not feel the need to do so in their teaching. Some of the teachers who cannot find any aids related to question tags

have added a comment that they are willing to use such materials in case they are provided with them. As for the teachers who do not feel the need of using didactic materials in their teaching, it can be assumed that they are among those who deal with question tags as an independent grammar lesson.

Five other respondents answered that time constraints do not allow them to exploit didactic materials related to question tags in class. A respondent has made a comment that: "*question tags are but little, unimportant grammar structures that do not need much consideration*". In other words, according to this teacher, question tags are not worth teaching, or teachers should not allot time to the teaching of question tags. Hence, this participant is one of the two who do not teach question tags to his/her students.

The following results focus on the teachers' knowledge about question tags.

■ *Question n•5: "Question tags" are mainly used in ……….. "*

Graph 7: result of question n°5 / questionnaire 1 (RAJAONARISOA, 2012)

28 out the 42 respondents believe that question tags are mainly used in spoken English; whereas 3 others think the contrary that the structure is mostly used in written language. The rest i.e. 11 teachers affirm that question tags can be used both in spoken and written language.

■ *Question n°6: "As far as you are concerned, which of the following grammar points should the students master before dealing with question tags?"*
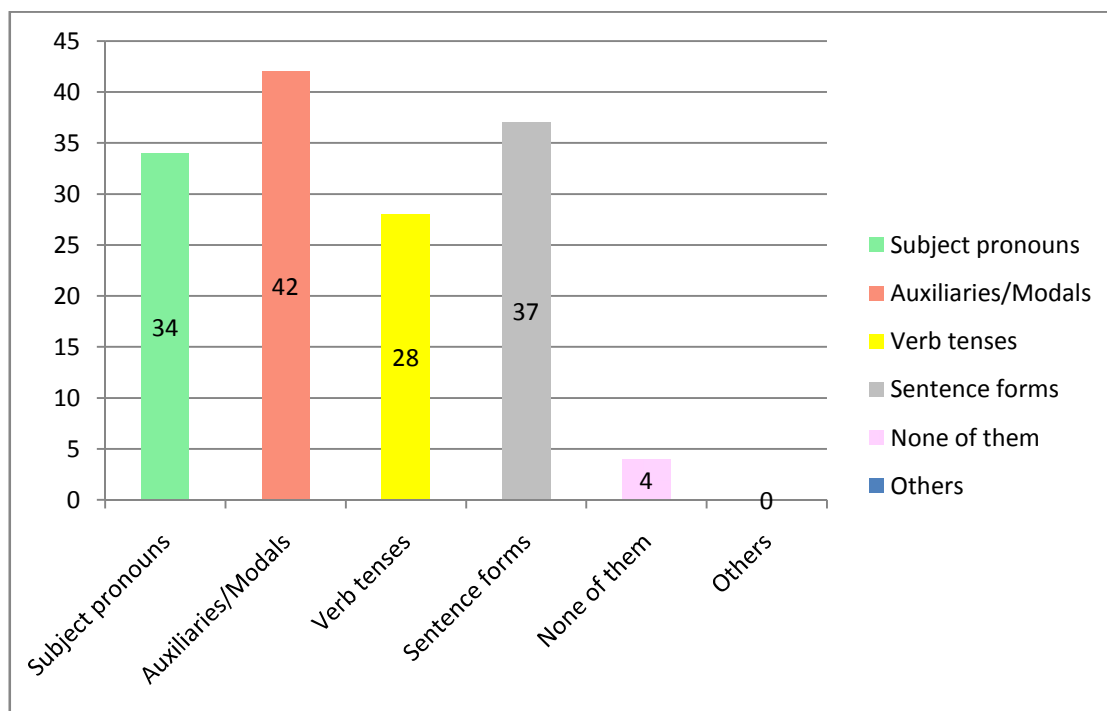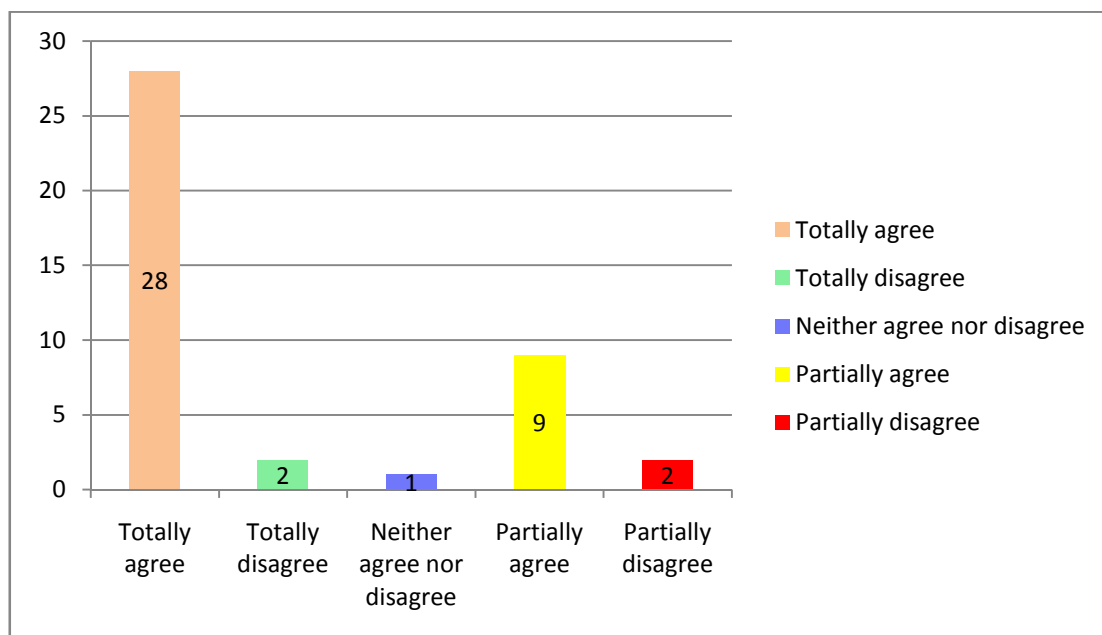

Graph 8: result of question n°6 / questionnaire 1 (RAJAONARISOA, 2012)

The result of this question highlights the requisite grammar structures that the students have to master before tackling question tags.

In the first place, the students' mastery of auxiliaries and modals is very much recommended by the unanimous respondents before introducing question tags. Then, in order of importance, the students should know sentence forms (affirmative / interrogative/ negative/ interro-negative forms), the subject pronoun uses, and then the verb tenses. 4 teachers believe, however, that the students do not need to know these structures at all to be able to make question tags. In other words, none of the mentioned grammatical points is prior to understanding question tags.

■ *Question n•7: "It is essential to teach the pronunciation of the question tags to the students. What is your opinion about that?"*

Graph 9: result of question n°7 / questionnaire 1 (RAJAONARISOA, 2012)

According to the graph, 28 out of the 42 respondents totally agreed on the fact that it is essential to teach the pronunciation of the question tags to the students. The result of this question coincides with that of question n°5. As a matter of fact, the 28 teachers who answered that question tags are mainly used in spoken language also think that their pronunciation should be taught to the students.

■ *Question n•8: "Which part(s) of the English pronunciation should be stressed when teaching question tags?"*

The result of this eighth question brings more details concerning the teachers' knowledge about the relationship between the four elements of the English pronunciation and question tags.
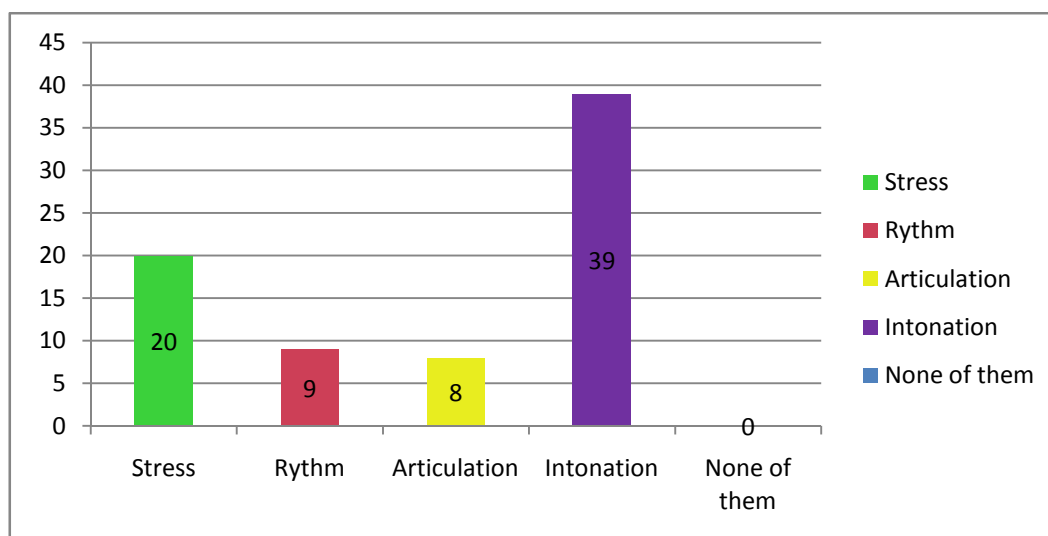
Graph 10: result of question n°8 / questionnaire 1 (RAJAONARISOA, 2012)

Figure 10 shows that 39 teachers (i.e. 93% of the respondents) have selected "intonation" as the most important part of the English pronunciation that should be stressed when teaching question tags. This choice hints that in general teachers of English are aware of the links between question tags and the English language intonation. 20 respondents also think that "stress" should be emphasized when teaching question tags.

■ *Question n•9: "Intonation adds something to the meaning of the question tag. In other words, the meaning of the question tag changes according to the intonation of the speaker. True or false?"*
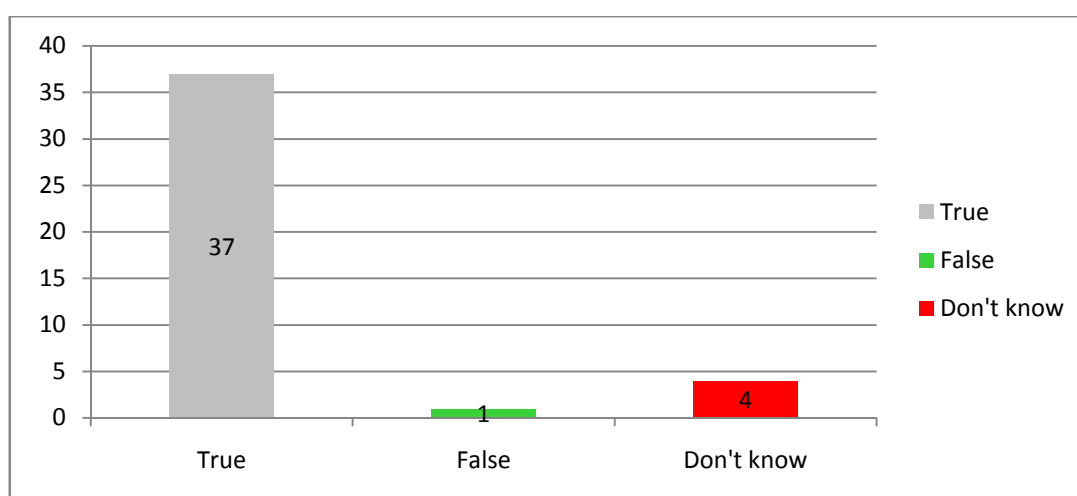
Graph 11: result of question n°9 / questionnaire 1 (RAJAONARISOA, 2012)

Question n°9 ascertains whether the respondents recognize the truthfulness of the statement that intonation adds something to the meaning of question tags. Only one teacher disagreed with it and 4 others claimed to have no idea about it. Consequently, the rest, i.e. 37 respondents, agreed on the fact that combined with the appropriate intonation, question tags can convey various meanings.

■ *Question n•10: "According to you, which functions can be associated with question tags?"*

This question is checking whether teachers know the different functions of question tags.
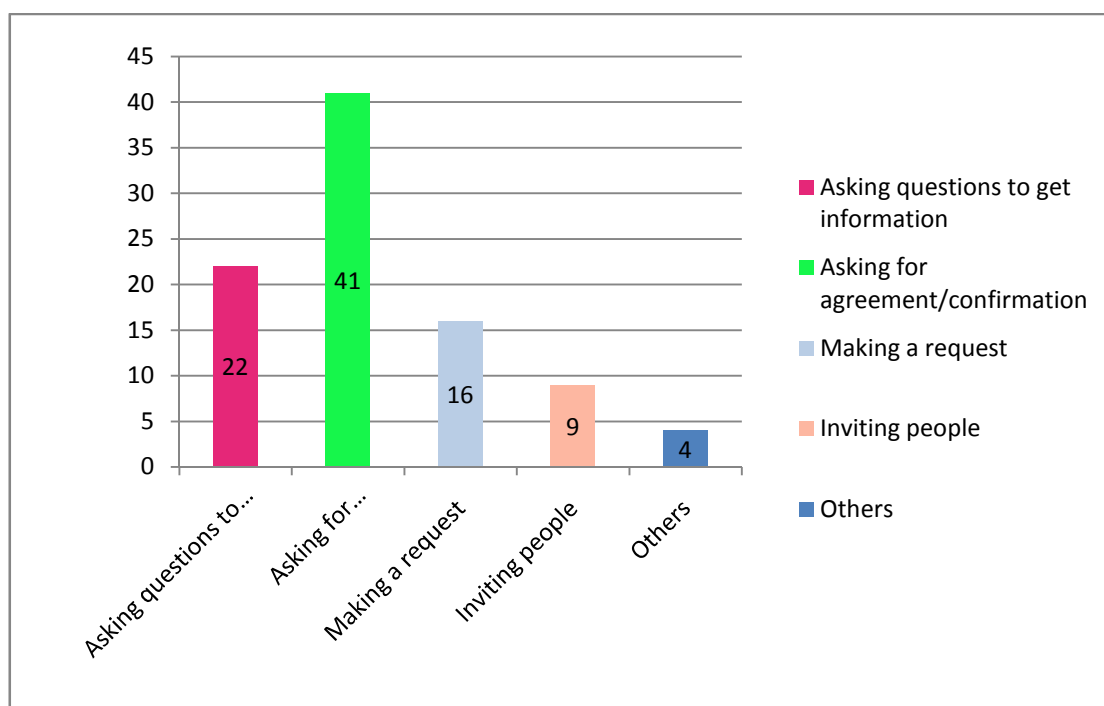
Graph 12: result of question n°10 / questionnaire 1 (RAJAONARISOA, 2012)

All but one of the teachers opted for the fact that question tags are used when asking for agreement or confirmation. In addition, 22 of the respondents teach to their students that question tags are real questions used to get information. Besides, 16 teachers make a request with question tags, while 9 others resort to the structure to invite people. Four other respondents added that question tags can express irony or can be used when making an offer and asking for advice. It can be drawn from these answers that teachers mainly make their students aware of the two basic functions of question tags that are "asking a real question" and "asking for agreement".

■ *Question n°11: "Considering the official examination at the end of the lycée (bacc), is it necessary to spend time teaching question tags with their accurate intonation and pronunciation?"*
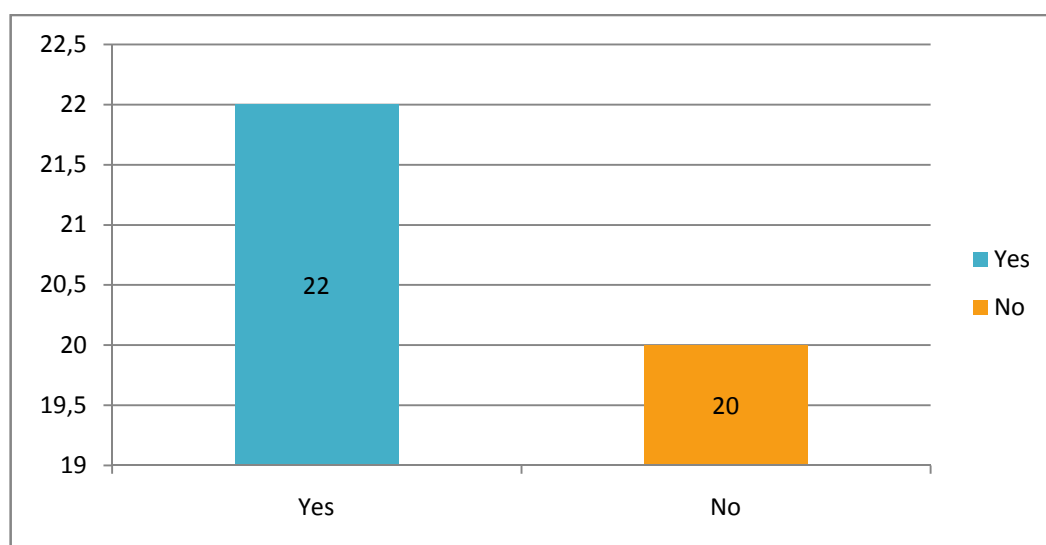
Graph 13: result of question n°11 / questionnaire 1 (RAJAONARISOA, 2012)

The last question of this questionnaire for teachers tries to determine the reason why teachers do not teach question tag intonations to their students. As the students will have to sit for a written official exam (the *bacc*) at the end of the *lycée*, the teacher may not feel the need to teach the spoken aspect of question tags but only the written structures. Figure 13 above informs us that 20 out of the 42 respondents confessed that it is not necessary to spend time teaching "question tags" with their accurate intonation and pronunciation. These teachers, therefore, teach English for the sake of preparing their students to face the *bac*, a written exam. Nevertheless, the general objective of the teaching of English to *lycée* pupils is that the learners will be able to communicate in the target language. Communication includes the mastery of the four skills: reading, writing, listening and speaking. Consequently, even if "Intonation" or/and "pronunciation" do not appear explicitly in the syllabus, they are implied in it.

By means of this questionnaire, we have attempted to gather as much information as possible from teachers concerning their way of dealing with question tags in class. The results of the same questionnaire will lead us to select some teachers (as we already have their address) who can potentially give us further help to deepen and carry on this research work.

However, as far as the teaching and learning of a subject is concerned, apart from the teacher, the learner also plays an important role in the process. Therefore, these two protagonists should be treated equally. For this reason, a second questionnaire has been designed for *lycée* students.

2.2.2 <u>Questionnaire 2 meant for students:</u>

Similarly to the first questionnaire, questionnaire 2 has originally been administered to a few test questionnaire takers. Then, it has been observed and reviewed with the test takers. Indeed, the questioner and the test takers have discussed all points that were in any way confusing and so worked together to solve the problems. Hence, a new question has been produced and printed.

2.2.2.1 <u>Identification of the respondents:</u>

The respondents of this second questionnaire are *lycée* students and must belong to either of the three levels that are *Seconde, Première* and *Terminale.* No other specific filtering points were required of the students to be able to respond to this questionnaire.

In all, 50 copies of this questionnaire meant for *lycée* students have been printed and filled in. It is worth mentioning that in order to vary the results of the questionnaire and for the sake of obtaining significant data, the 50 participants were chosen at random and questioned. Therefore, the respondents who make up the survey sample are students from different educational establishments of the capital. Hence, it is probable that they are taught by different teachers. Nevertheless, to ensure that the participants would respond honestly, we promised to protect their privacy. Besides, in order to ensure that this questionnaire is a sound research tool, we managed to make it free of bias by choosing unknown respondents at random.

2.2.2.2 <u>Format of the questionnaire:</u>

Unlike Questionnaire 1, the second questionnaire which is meant for *lycée* students is an interview-administered questionnaire. It is the case when the questioner asks directly the questions to the participant and completes himself/herself the questionnaire according to the respondent's answers. The advantage of this method of administration is that it allows immediate clarification of ambiguity.

Questionnaire 2 consists of 19 questions in all (See Appendix 9). Some of them are open format questions and there are several closed format questions, too. Multiple choice questions are of closed type, whereas words like "others" or "comment" at the end of the question always give the respondents the opportunity to answer freely or give their own ideas and opinions (open format).

2.2.2.3 <u>Objectives of the questionnaire:</u>

As it has been stated previously, confidentiality is necessary to ensure that the participants will respond honestly. However, question n°1 inquires about the respondent's level, the only personal information being required from the participant, in order to have a well-defined survey sample.

Questions n°2 and n°3 aim at finding out whether the respondents have dealt with question tags before. The classes chosen by the students will help us to establish a correspondence between their experience about question tags and their knowledge about the structure in question. The fourth and fifth questions are intended to reveal the respondents' opinions and general impression about the lessons and exercises on question tags that have delivered to them. In other words, the answers of these two questions will show the students' judgements concerning the teaching of the subject.

Questions n°6 to n°10 are meant to assess the respondents' real knowledge about question tags. In other words, these questions are tests that evaluate the respondents' knowledge. The tenth question seeks to determine the frequency of the students' use of question tags when they write or speak in English. As for question n° 11, the latter will help us in detecting the main difficulties encountered by the respondents as far as question tags and grammar in general are concerned. Besides, the main objective of questions n° 12, n°13 and n°14 is to determine whether *lycée* students are aware of question tag intonations or not.

The next 3 questions inquire about the respondents' computer literacy. The sixteenth question is asking about the reasons why students need computers in their daily lives. Finally, the last 2 questions that are questions n°18 and n°19 concern Computer-Assisted Language Learning. Question n° 19 is especially meant to speculate about the respondents' interest in C.A.L.L. progams, and therefore to check whether there are respondents who could be the potential subjects to our subsequent experimentations on implementing a C.A.L.L. progam.

2.2.2.4 **Questionnaire 2 results and their interpretations:**

The result of questionnaire 2 will be shown by graphic representations and some tables.

■ *Question n•1: "In which class are you now?"*
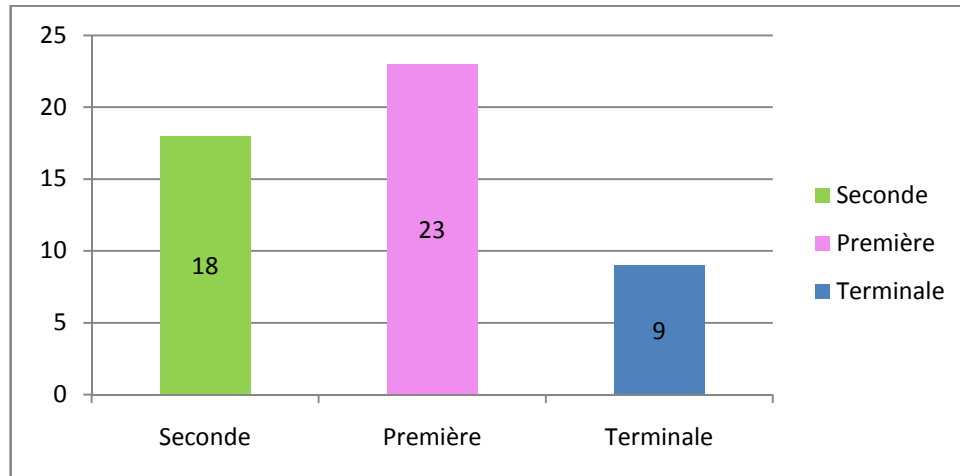
Graph 14: result of question n°1 / questionnaire 2 (RAJAONARISOA, 2012)

Figure 14 indicates the total number of the students that make up the survey sample. In all, 50 *lycée* students were questioned. 18 of them are in *Seconde*, 23 in *Première*, and the rest (i.e. 9 of them) are now in *Terminale*. It is worth mentioning that all of these respondents study in the capital i.e. in Antananarivo. Besides, in order to vary our data collection, the respondents were chosen at random; and therefore, they do not belong to the same school.

■ *Question n•2: "Have you ever done question tags at school?"*
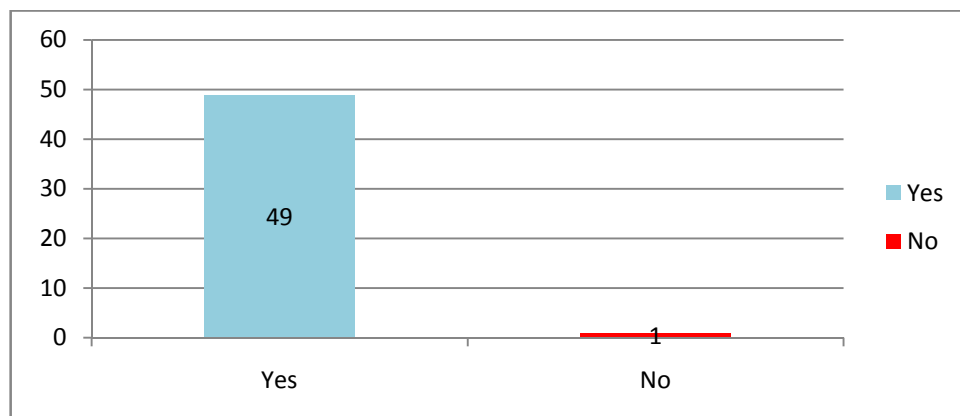
Graph 15: result of question n°2 / questionnaire 2 (RAJAONARISOA, 2012)

The result of question n°2 informs us that among the 50 respondents, one student asserts that he/she has never heard of "question tags" before. For the sake of time being, this student will not be asked questions related to question tags (question n°3 to question n°14). Hence, for the next twelve questions, 49 *lycée* students will make up the survey sample.

■ *Question n•3: "If <Yes>, in which class did you learn question tags?"*
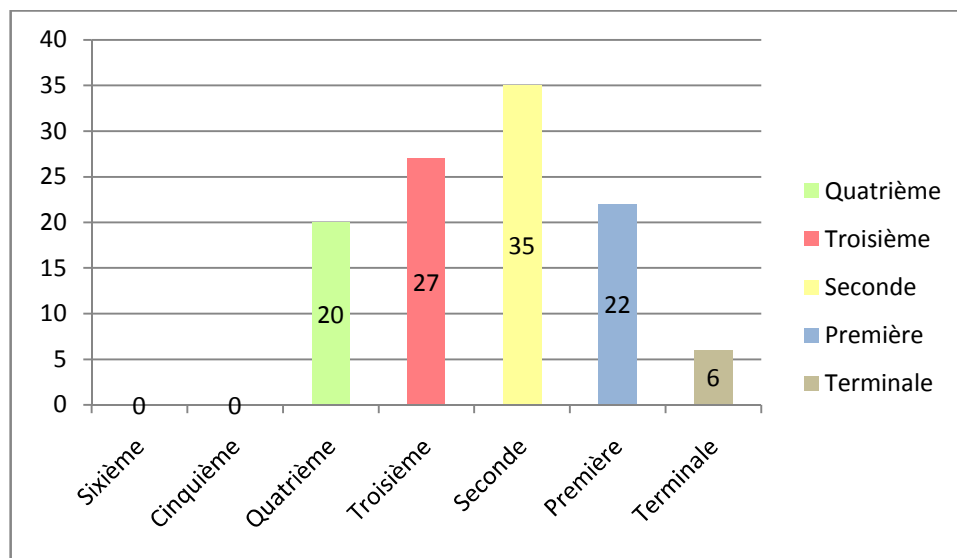
Graph 16: result of question n°3 / questionnaire 2 (RAJAONARISOA, 2012)

Figure 16 indicates the classes in which the respondents have dealt with question tags. Before *lycée*, some students have met the structure. However, 35 out of 49 respondents did question tags in *Seconde*, 22 in *Première* and only 6 in *Terminale*. This downward trend can be explained by the fact the only question tag reinforcement is suggested by the *Première* official syllabus, whereas the structure does not appear in the *Terminale* syllabus at all. It is worth noticing that the school year was not finished yet at the time we conducted the investigation.

■ *Question n•4: "How did you find the lesson on question tags?"*

By this question, the respondents are asked to impart their feelings or opinions or their general impression about the lesson on question tags. Question n°4 is divided into two parts according to the pair of adjectives used in the options (easy / difficult and boring / interesting).

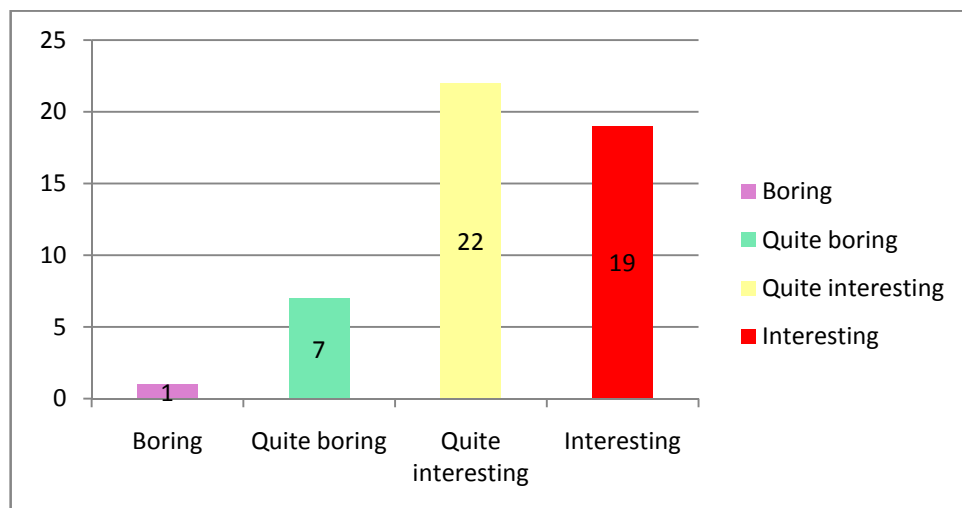➢ *Question n•4-a: " Easy, quite easy, quite difficult and difficult"*
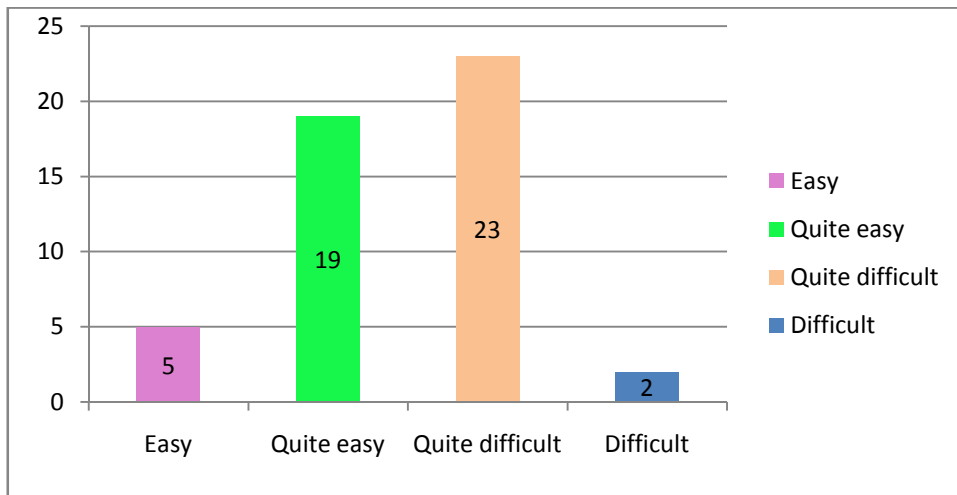
Graph 17: result of question n°4 a / questionnaire 2 (RAJAONARISOA, 2012)

The preceding graph tells us that the majority of the respondents found the lesson on question tags they have received "quite difficult". This judgement implies that either the teaching was not very efficient or the respondents are low-level students.

➢ *Question n•4-b: "Boring, quite boring, quite interesting and interesting"*

The following figure illustrates the respondents' interest and disinterest in the teaching of question tags that has been delivered to them:

Graph 18: result of question n°4 b / questionnaire 2 (RAJAONARISOA, 2012)

According to figure 18, even though the lesson on question tags was not very easy to understand, many of the students found it interesting in general.

■ *Question n•5: "How did you find the exercises on question tags?"*

      This question is meant to communicate the respondents' judgement about the exercises on question tags that have been assigned to them.

➢ *Question n•5-a: "Easy, quite easy, quite difficult and difficult"*
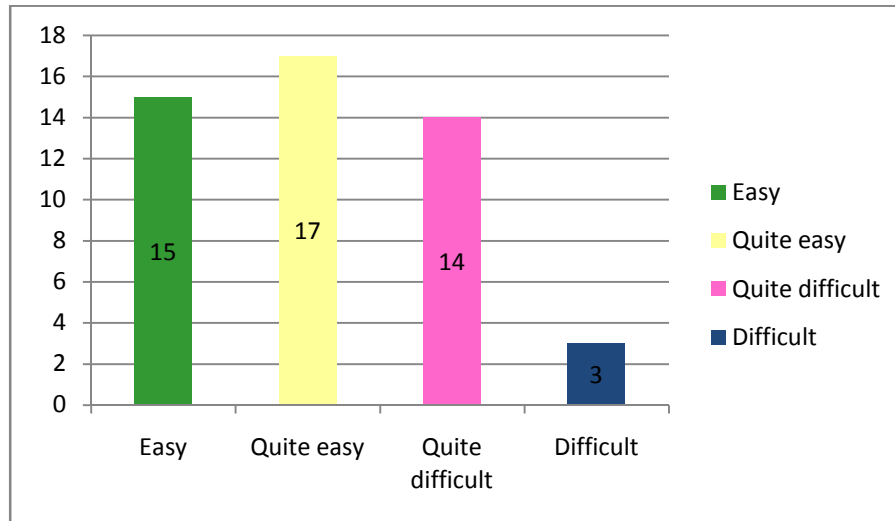
Graph 19: result of question n°5 a / questionnaire 2 (RAJAONARISOA, 2012)

      The graph above reports that only 3 out the 49 respondents encountered difficulty when making a practice on question tags.

➢ *Question n•5-b: "Boring, quite boring, quite interesting and interesting"*

      The following graph shows the respondents' interest in the exercises on question tags:
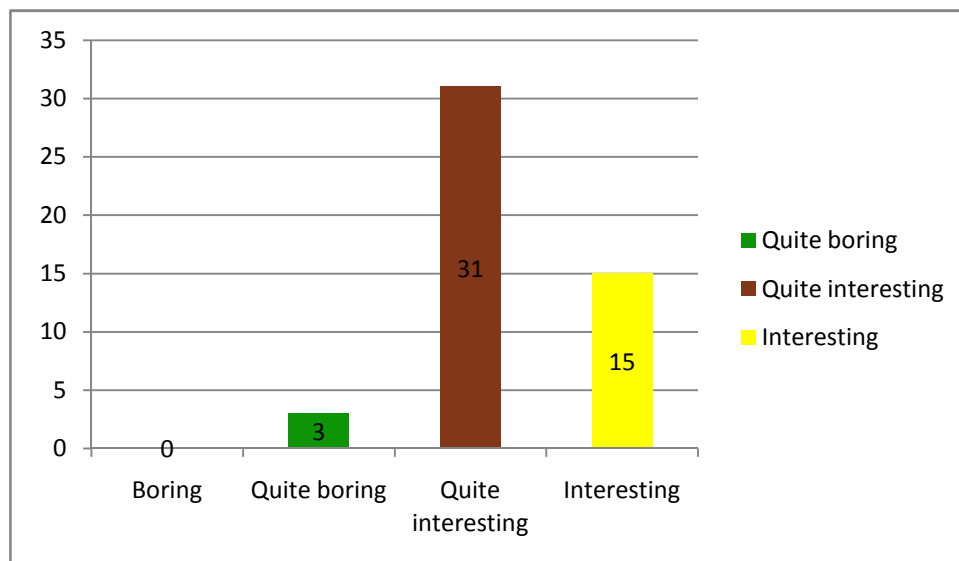
Graph 20: result of question n°5 b / questionnaire 2 (RAJAONARISOA, 2012)

Almost all the participants confessed that they appreciated the exercises they had done on question tags. It can be concluded therefore that though it was not very easy for the students to cope with the lesson on question tags, the structure itself interests them. So, they made an effort to understand the lesson and to do the exercises.

■ *Question n°6: "What is question tag?"*

The sixth question clarifies the main idea that the respondents have concerning "question tags". This is the first question that really tests the participants' knowledge as far as question tag is concerned.
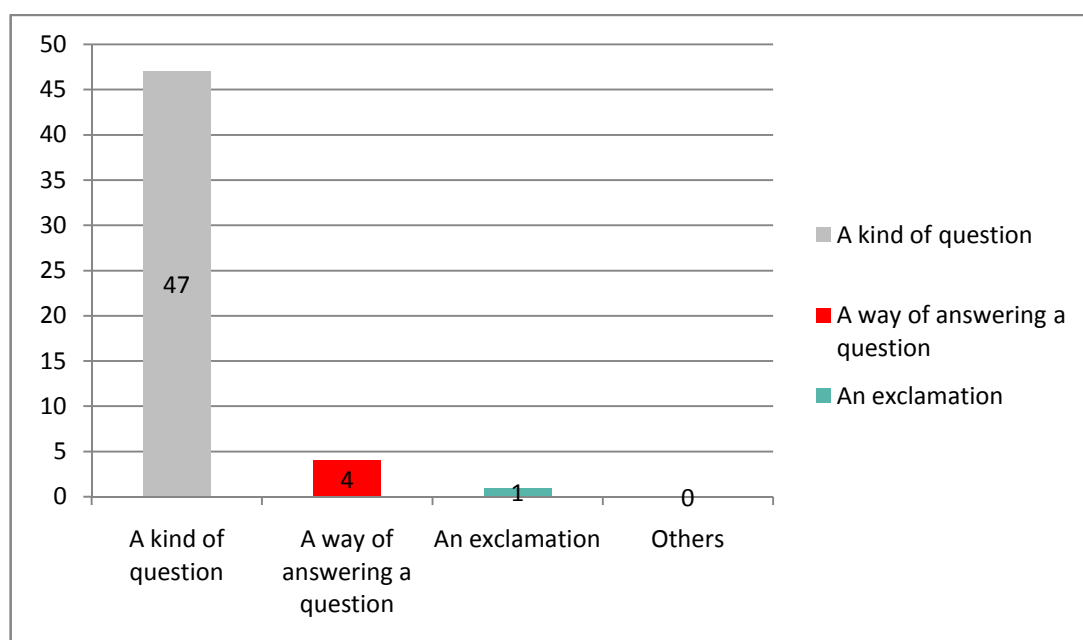
Graph 21: result of question n°6 / questionnaire 2 (RAJAONARISOA, 2012)

47 out of the 49 respondents could discern that a question tag is a kind of question. 4 students believe it is a way of answering a question whereas one of them considers it as an exclamation.

■ *Question n°7: "Which of the followings is a correct question tag?"*

This question incites the respondents to identify which of the given options are question tags. Option D and option F are the expected answers.

Option	Sentence	Number of students having chosen the option
A	What's your name?	1
B	Are you M. Franklins?	5
C	I am M. Franklins.	1
D	You are M. Franklins, aren't you?	41
E	You are M. Franklins, are you?	36
F	You aren't M. Franklins, are you?	45
G	You aren't M. Franklins, aren't you?	31
H	M. Franklins!	1

Table 7: result of question n°7 / questionnaire 2
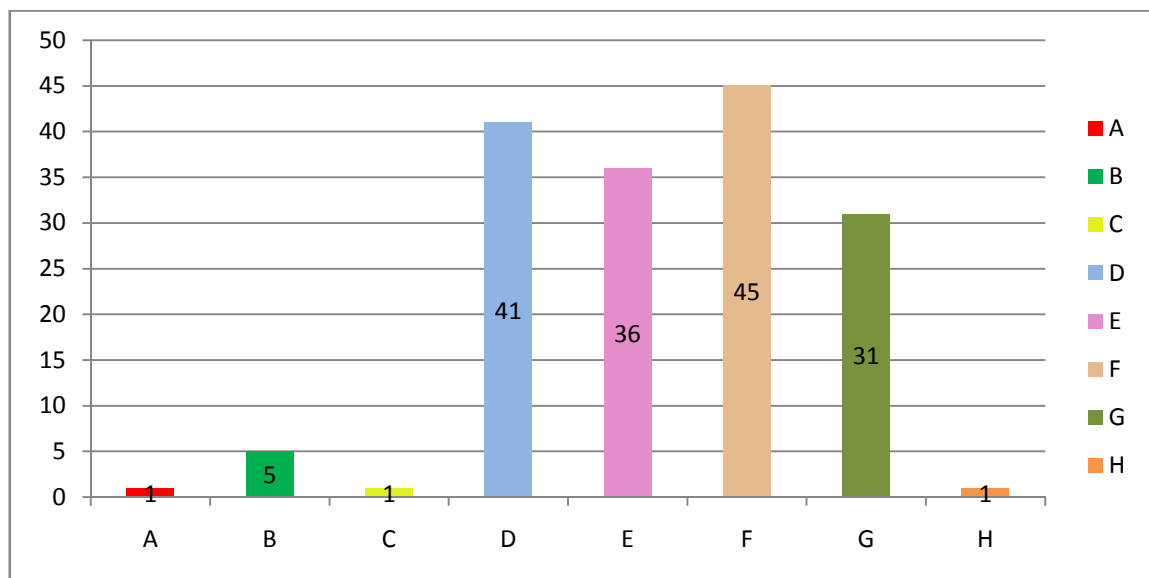
Graph 22: result of question n°7 / questionnaire 2 (RAJAONARISOA, 2012)

As shown by table 7 and the graph above, in general, the majority of the respondents could identify the correct question tags among the given alternatives. However, many of them have also designated Option E and G as correct. As a matter of course, these 2 options are not really question tags, but are called "unbalanced tag questions" as they do not follow the "positive-negative" and "negative-positive" rules applied in question tags. Consequently, either these respondents were not careful enough when answering the question, or they do not know the general rules for question tags, or their teachers have initiated them into "unbalanced tag questions".

■ *Question n•8: "According to you, when do we use question tags?"*

Question n°8 enquires about what the participants knows about question tag functions.
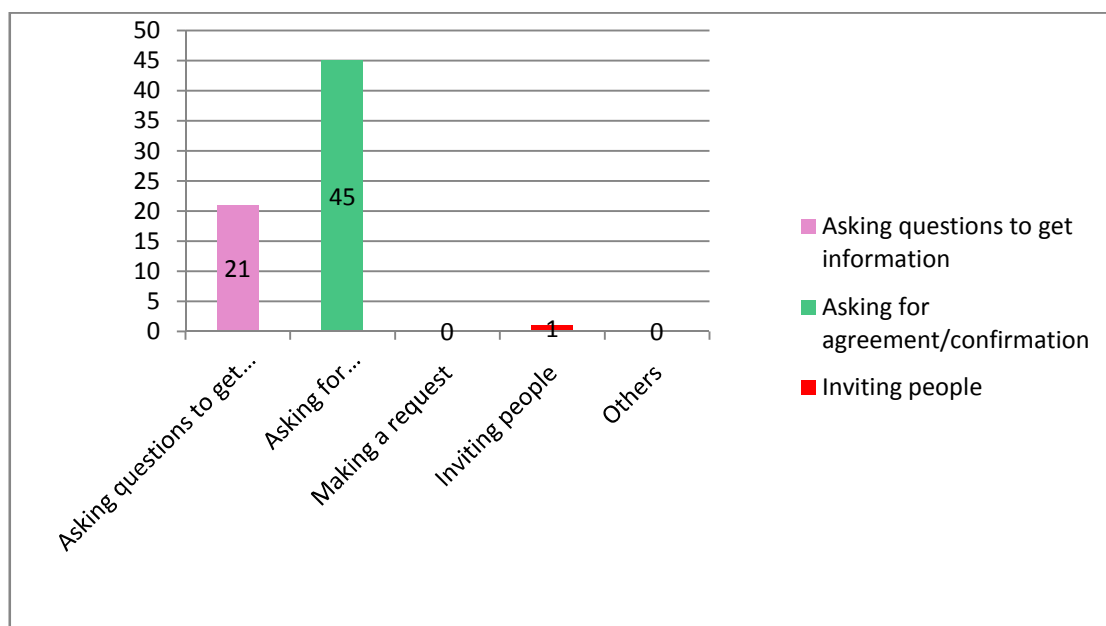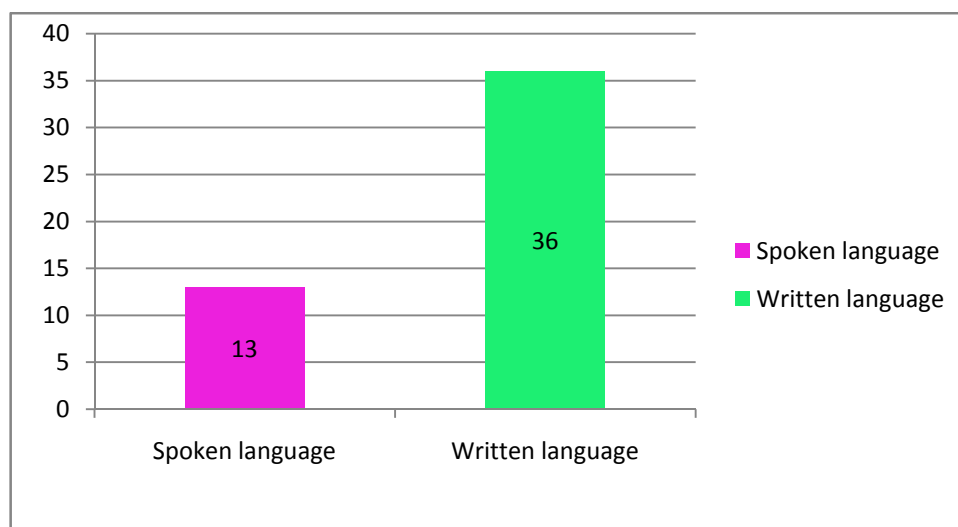

Graph 23: result of question n°8 / questionnaire 2 (RAJAONARISOA, 2012)

45 of the respondents answered that question tags are used when asking for agreement or confirmation; whereas 21 have chosen asking questions to get information. The students are, then, aware of the two main functions of question tags in general. This result confirms the fact that as the majority of the teachers knows the main functions that can be associated with question tags (see figure 12: result of question n°10 / questionnaire 1), it is logical that they would convey these functions to their students.

■ *Question n•9: "According to you, "question tags" are mainly used in spoken or written language?"*

This question seeks to find out whether the participants realise the fact that question tags are mainly used in spoken rather than written language.

Graph 24: result of question n°9 / questionnaire 2 (RAJAONARISOA, 2012)

The graph shows that the majority of the respondents have opted for using question tags in written language. This can be explained by the fact that the students lack oral practice in class and are used to doing written exercises instead.

■ *Question n•10: "How often do you use question tags?"*
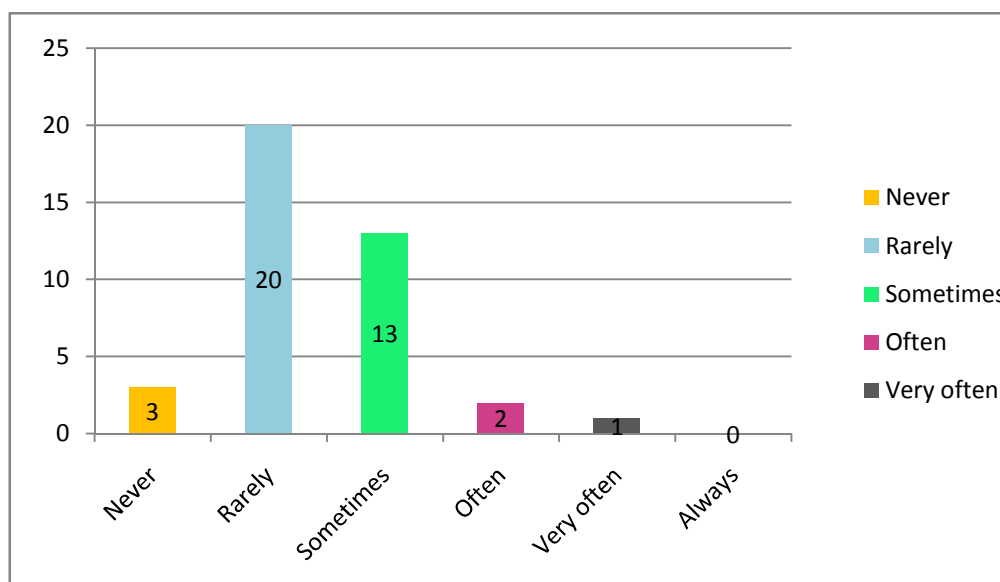
Graph 25: result of question n°10 / questionnaire 2 (RAJAONARISOA, 2012)

Figure 25 accounts for the frequency of the participants' use of question tags in English. It shows that 20 of them use the structure "rarely", while 13 "sometimes". Only 3 respondents gave positive answers such as "often" and "very often". As a

conclusion, the students know how to form question tags and when to use them, yet they do not use the structure in everyday life.

■ *Question n•11: " As far as you are concerned, which of the following grammar points are difficult?"*

Question n°11 was designed to discover the main obstacles encountered by the respondents as far as question tags and grammar in general are concerned.
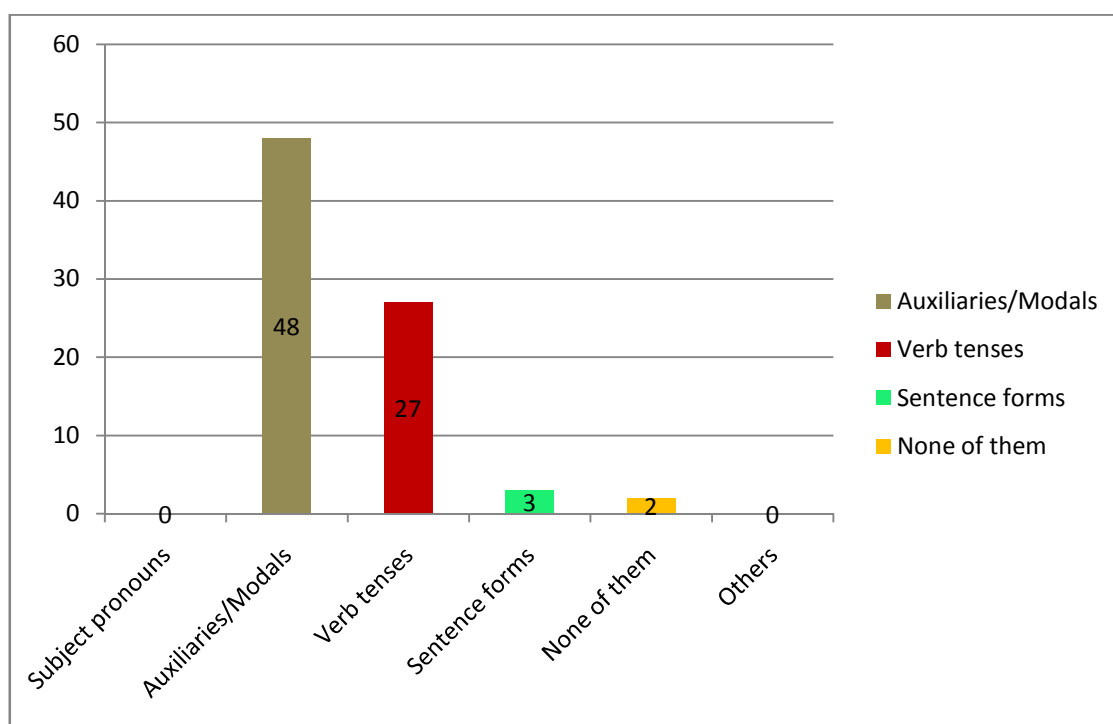
Graph 26: result of question n°11 / questionnaire 2 (RAJAONARISOA, 2012)

The respondents' difficulties lie largely in verb conjugations or more precisely auxiliaries, modals and verb tenses. Therefore, the students should be well initiated in these grammar points before dealing with question tags.

■ *Question n•12: "Did your teacher tell you something about the intonation of question tags?"*
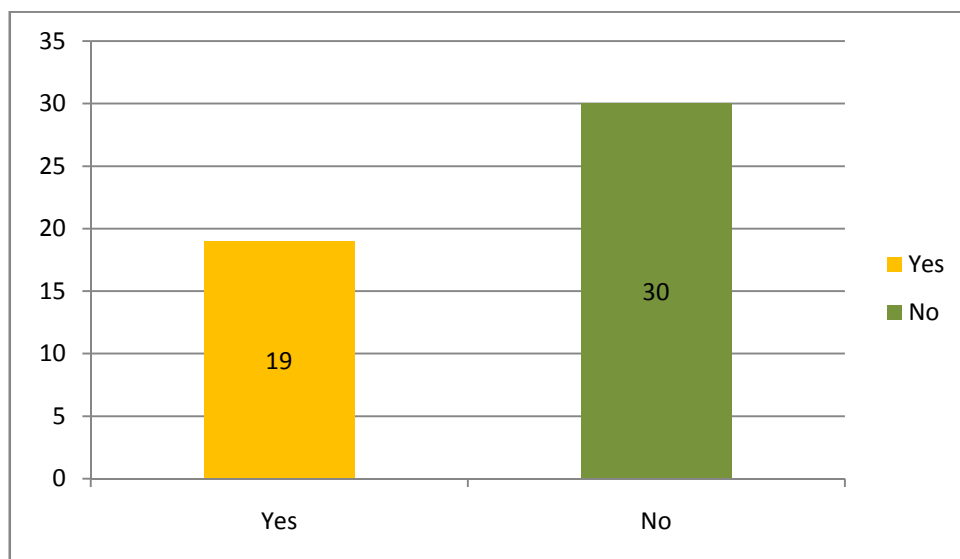
Graph 27: result of question n°12 / questionnaire 2 (RAJAONARISOA, 2012)

The twelfth question checks whether the students have been taught about question tag intonation or not. Surprisingly, more than half of the respondents affirm that their teacher did not include question tag intonation in their teaching.

■ *Question n•13: "If <Yes>, what (explain briefly)?*

Question 13 is an open format question which invites the participant to give his/her own definition of question tag intonation. Only the 19 students who have learnt about it would respond to this question. It belongs to the questioner to assess whether the given answer is "correct" or "wrong".
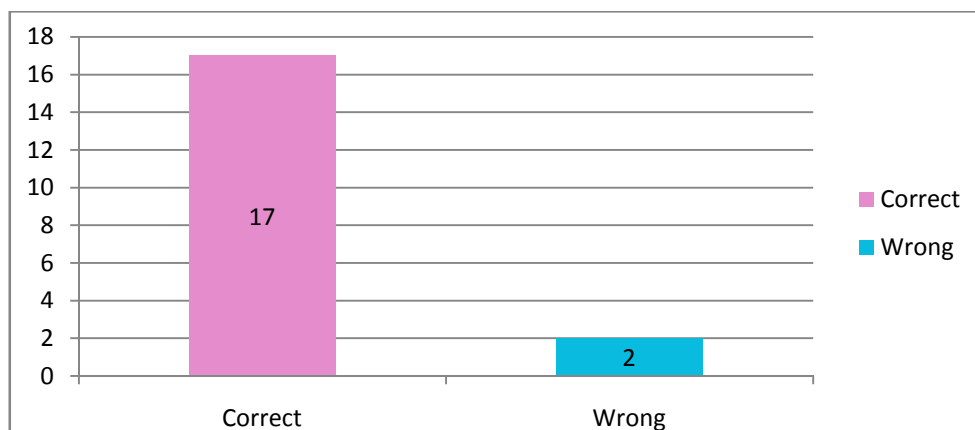
Graph 28: result of question n°13 / questionnaire 2 (RAJAONARISOA, 2012)

The result of question n°13 reveals that out of the 19 students who pretended to know about question tag intonation, 17 of them could explain that the rising intonation is used for a real question, while the falling one is used to ask for agreement.

■ *Question n•14: "Intonation adds something to the meaning of the question tag. In other words, the meaning of the question tag changes according to the intonation of the speaker. True or false?"*
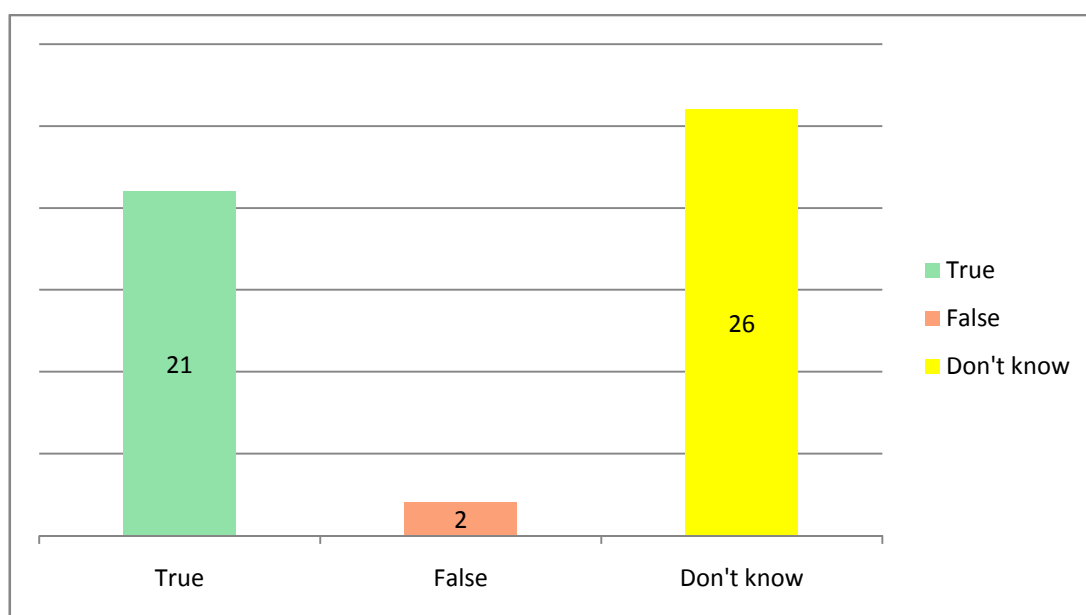
Graph 29: result of question n°14 / questionnaire 2 (RAJAONARISOA, 2012)

This question is asking about the respondents' knowledge about the role of question tag intonation. 26 of them preferred to remain quiet about the subject. 21 respondents, however, answered "true" and are therefore aware of the role of question tag intonation. Question n°14 is the last one that is related to question tags and their intonation. From now on therefore, the sample survey will be composed of 50 respondents (instead of 49), including the one student who was not questioned about question tags.

■ *Question n•15: "Do you know how to handle a computer?"*
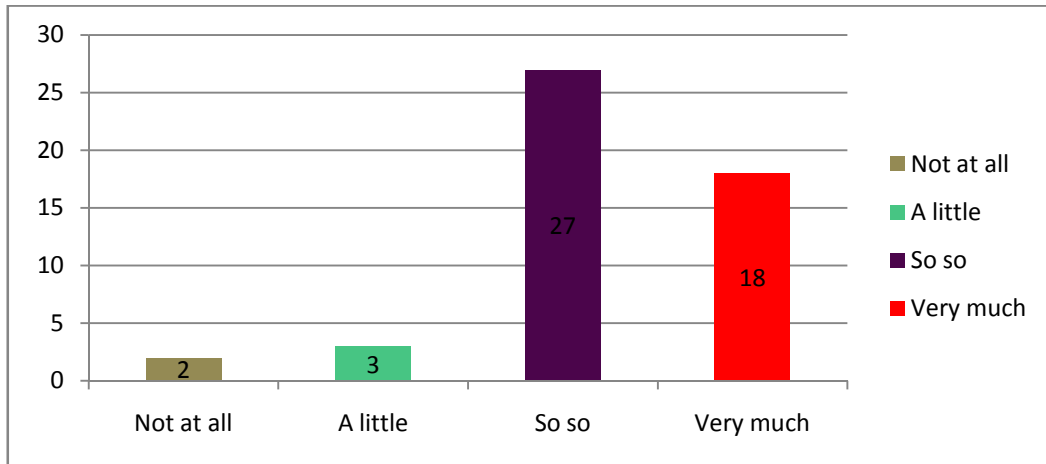
Graph 30: result of question n°15 / questionnaire 2 (RAJAONARISOA, 2012)

The result of question n° 15 reveals the rate of the respondents' computer literacy. As shown in the graph above, 2 students answered that they did not know how to use a computer at all; 3 others said "a little", whereas the rest are quite used to handling the machine as they have opted for "so so" or "very much". All of the respondents live and study in the capital, and this may explain the high computer literacy rate.

■ *Question n•16: "For what reasons do you use a computer?"*

Question n° 16 is intended to know the reasons why the respondents make use of computers. As lycée students compose the respondents, the options have been limited to the youth's points of interest that are "internet", "games" and "studies". In the present case, the questioner instructs the respondents to order these 3 points from the most important to the least important. The result is given by the following table:

	N°1	N°2	N°3
Internet	32	10	6
Games	4	3	41
Studies	12	35	1

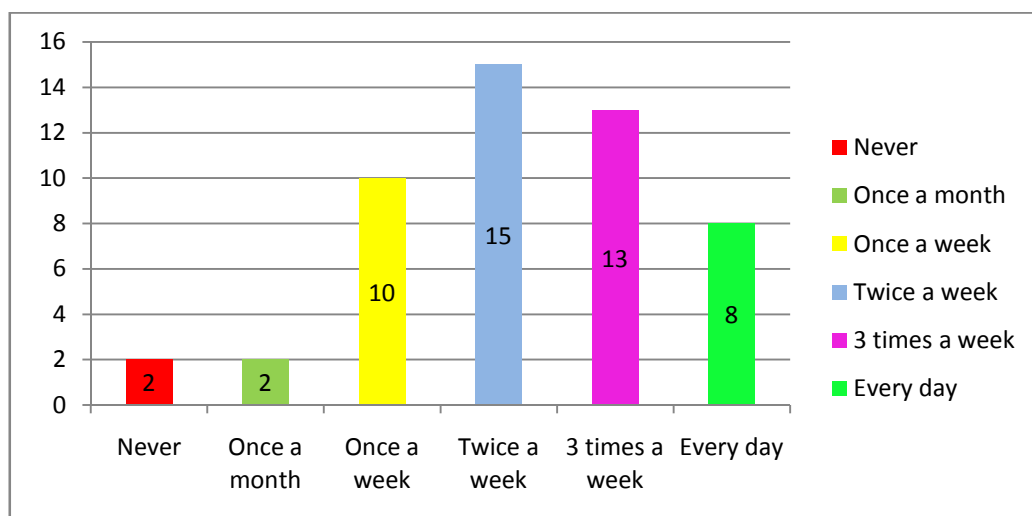**Table 8: result of question n°16 / questionnaire 2 (RAJAONARISOA, 2012)**

For a better understanding, it is preferable to represent the same result in the form of a graph as what have been done to the other questions:
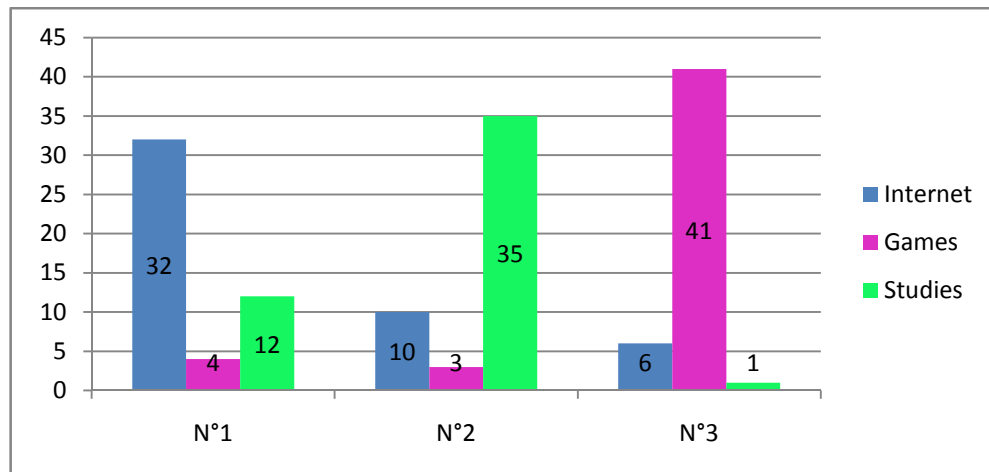
Graph 31: result of question n°16 / questionnaire 2 (RAJAONARISOA, 2012)

According to Figure 31, 32 out the 50 respondents give priority to internet; 35 of them have classified their studies as the second reason for using computers; 41 of them having ranked games as the last reason for using computers. This primacy that secondary school pupils have given to internet is due to the current era of globalization, and more precisely the youth's growing interest in social network like facebook, twitter, etc. Furthermore, it was quite amazing that many respondents declared that they used computers for their studies more than for playing games. This result, however, tells us that Malagasy *lycée* students are not opposed to the idea of using computers in their studies.

■ *Question n°17: "How often do you use a computer?"*

Graph 32: result of question n°17 / questionnaire 2 (RAJAONARISOA, 2012)

The preceding graph communicates the respondents' computer use frequency. The majority of the respondents assert that they use computers once a week at least. Hence, it can be drawn from this result that computer use has become a necessity in the *lycée* students' life.

■ ***Question n°18: "Have you ever heard of Computer-assisted language learning?"***

This question is meant to determine whether the participants are aware of Computer-Assisted Language Learning if so they can be qualified as active computer users.
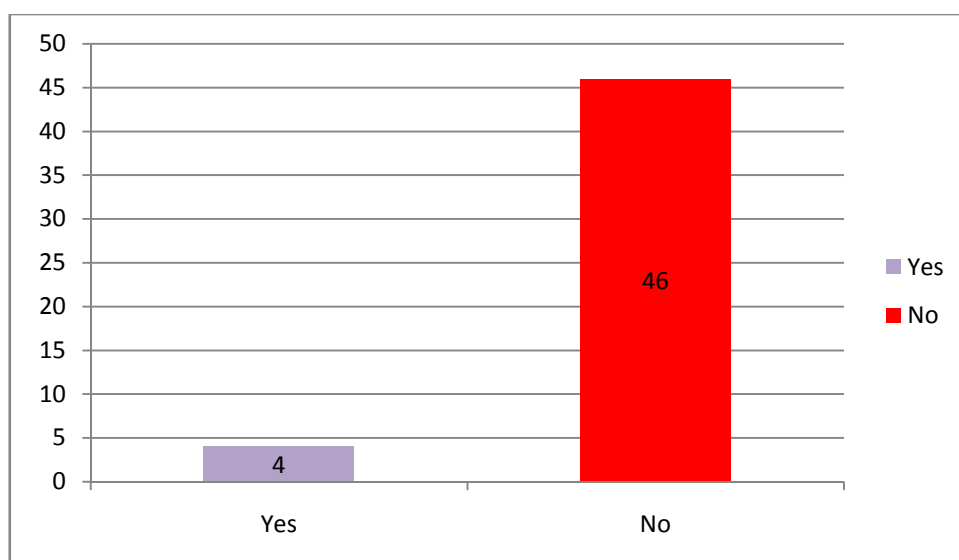
Graph 33: result of question n°18 / questionnaire 2 (RAJAONARISOA, 2012)

As shown by the graph above, 46 out of the 50 respondents have never heard of Computer-Assisted Language Learning.