

Logic Question

by Agis Andriani

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LOGIC QUESTION IN EFL CLASSROOM TEACHING

Agis Andriani

agisandriani110883@gmail.com

Melisa Sri

Junjun M. Ramdani

Universitas Siliwangi Tasikmalaya

Abstract

The teachers' question types have the urgent part to give the effect to the students' participations (Farahian& Rezaee, 2012). As Long and Sato (In Inan&Fidan, 2013) identified, these types of questions are echoic and epistemic influenced by parallel of analytic statements, parallel of metalinguistic truths, and parallel of logical truths where these types are related to logical properties as the reasons (Katz, 1972). These factors arise the presupposition of the teacher in facilitating the students through questions. Finally, the essence of this action is as realization of the teacher's professionalism who focuses on valued student's outcomes, has worthwhile content, integration of knowledge and skills, assessment for professional inquiry, multiple opportunities to learn and apply information, approaches responsive to learning processes, opportunities to new learning with others, knowledgeable expertise, active leadership, and maintaining momentum (Timperley, 2008).

Keywords: logical properties, presupposition, teacher's professionalism

Introduction

The face of professionalism sticking in the teacher' figure reflects the power not only in the classroom interaction, but also in the way of testing the student's ability in language. This professionalism is a realization of a unity between competence and performance (Richard, Jack, C., 2011) of a good language teacher. Barry, Robert A. (2010) says that the concept of a Highly Qualified Teacher in every classroom is a logical and needed and it can be understood by studying the models of instruction that capture and define what it is that effective teachers know and do. To this activity, a set of behaviors of effective teachers incorporate their daily professional practice. These involve a deep understanding of subject matter, learning theory and student differences, planning, classroom instructional strategies, knowing individual students, and assessment of student understanding and proficiency with learning outcomes. They also include a teacher's ability to reflect, collaborate with colleagues and continue ongoing professional development. Therefore, the great creation in teaching learning can be accomplished by engaging those parts simultaneously.

This condition needs a foundation of how a good teaching established. The foundation is supported by teacher knowledge, enthusiasm and responsibility for learning, classroom activity that encourage learning, assessment that encourage learning through experience, and effective feedback that establishes the learning processes in the classroom. Finally, where there is an effective interaction between the teacher and the students creating an environment that respects, encourages, and stimulates learning through experience (Gurney, Philips, 2007, high quality

teacher education and high quality teaching are directly influencing student achievement and consequently the learning outcomes (Nicolae, Marilena, 2014).

Those standards are represented by giving questions. These are as a part of the teacher's talk in the classroom interaction and as the role of the teacher in testing, is laid in the concept of presupposition. This concept is the foundation of how teacher creates his questions by bridging it into the background knowledge among them. This background entails the logical aspects are represented in the choice of words and arranged in the syntactical utterances or sentences. With the result, there are types of the questions and their functions reflected the effort of the teacher to catch the students' attention in gaining to what information learned or delivered. In this case, native-speaker and non-native-speaker teachers, especially teacher learners, may bring different identities to teacher learning and to teaching (Richard, 2011).

Professionalism, Effective Teaching, and Classroom Interaction

Teaching creates a profession which needs a very skillful knowledge and experience. In addition, the professionalism of English teaching views many requirements to fulfill the competence and performance as an ideal language teacher. Therefore, becoming an English language teacher means becoming part of a worldwide community of professionals with shared goals, values, discourse, and practices but one with a self-critical view of its own practices and a commitment to a transformative approach to its own role (Richards, 2011).

Professionalism needs the teacher, as a carrier of culture, to create a new way of life to prepare the future generation (Suleimanova, 2013). It models him to have a positive stereotypes in his professional activities. His stereotypes are fixed image that develop professional knowledge and professional culture as the result (Akhmetova, et.al., 2015). It is also realised in effective teaching. It is an effort of a teacher to handle the classroom condition including the students into a good atmosphere.

Kyriacou (2009) states that effective teaching can be defined as teaching that successfully achieve the learning by pupils intended by the teacher. In essence, the teacher must have a clear idea of what learning is to be fostered, and the second, a learning experience is set up and delivered that achieves this. In line with, Barry (2010) supports that a variety of instructional planning activities, teaching strategies, and materials were found to be common in the repertoires of effective teachers. This framework is related to the activities performed in the classroom interaction. The interaction mirrors how professionalism to be professional identity which is a continuous process of interpretation and reinterpretation prompted by professional experiences and contextual factors (Rus, et. al, 2013). Therefore, the professional identity of the teachers can be considered the nucleus of pedagogic awareness, of educational professionalism (Voinea & Palasan, 2014). These professionalism criteria are focused on valued student outcomes, worthwhile content, integration of knowledge and skills, assessment for professional inquiry, multiple opportunities to learn and apply information, approaches responsive to learning processes, opportunities to process new learning with others, knowledgeable expertise, active leadership, and maintaining momentum (Timperley, 2008).

Logic Questions by the Presupposition Concept

If the competence of the teacher is mapped, it will be a complex network of knowledge lined dynamically. These lines connect many ideas into an interaction called teaching. When this process gets the essence, of course in the view of question answer activities, the teacher guides the students

by implicitly deliver what he means by using the certain intention in his questions. Those questions will be answered by students in the various responses. To determine whether the responses are suitable or not, it will be back into what it is called teacher's presuppositions in his questions.

Presupposition is like the background knowledge of someone about something asked or said. If the teacher asks the students, logical analyses of presupposition are mainly inspired by empirical linguistic phenomena, and not by purely logical considerations. (Groenendijk & Stokhof, in Benthem & Meulen, 1994). It means that this condition describes how the preposition lies in the concept of the teacher question which is related to what has been known or studied. It may be changed because of the new supported information which entails its idea.

The performance of presupposition can be contextual and semantic. A contextual presupposition is in utterances and ¹¹ semantic presupposition is in sentence. Semantic presupposition content is determined by the grammatical structure of a sentence type, whereas the content of the contextual presupposition is determined by features of the context. Moreover, this difference should not be obscured by the fact that both kinds of presupposition are conditions whose satisfaction normally requires a relation between something linguistic and the world (Katz & Langendoen, 1976).

Types and Functions of Teacher's Questions in Classroom

The teacher should have a better opportunity in teaching. This factor activates the teacher to have ¹²ore attention on the students. For this content knowledge action, he has to understand learners needs, diagnose learners' learning problems, plan suitable instructional goals for lessons, select and design learning tasks, evaluate students' learning, design and adapt tests, evaluate and choose published materials, adapt commercial materials, and make use of authentic material (Richards, 2011).

To ask the students the questions, the teacher should have language proficiency factors. These raise the ability in English. For these duties, he should comprehend text accurately, provide good language models, maintain use of the target language in the classroom, maintain fluent use of the target, give explanations and instructions in target language, provide examples of words and grammatical structures and give accurate explanations, use appropriate classroom, select target language resources, monitor his or her own speech and writing accuracy, give correct feedback on learner language, provide input at an appropriate level of difficulty, and provide language-enrichment experiences for learners (Richards, 2011). Nevertheless, the most important thing is that what to ask to the students should be based on the concept.

¹ Concepts are abstract categories containing organized information about a group of objects, symbols, or events that share specific characteristics; individual concept sare referenced by specific names. A number of verbs used to designate cognitive skills are considered to represent categorization of concepts. For example, the verbs recognize, classify, categorize, identify, compare, contrast, differentiate, judge, and diagnose can denote concept categorization. An important consideration when writing items for testing concepts is the example for which the questions are based (Slack, et.al, 2014). Although questions should be followed by answers regardless of context, the nature of questions may be different in each institutional context depending on the goal of interaction. For example, in the beginning level foreign language classes with children, the goal of interaction is to make students familiar with certain communicative expressions or forms in thetarget language. Therefore, teachers often produce "known-answer"

questions that are deployed in order to test whether the students remember the expressions or forms (Hosoda, 2014).

According to Vanderveeken, asking a question is a special kind of directive. It is request, which means that unlike other directives, it allows for the option of refusal. Furthermore, it has a specific kind of content. It asks for some future speech acts of the hearer which gives the speaker a correct answer to her question. Notice that the 'intuitive' notion of question-as-content appears here, too, not as the (propositional) content of the act of asking a question, but embedded, as the paraphrase given just above suggests (Groenendijk & Stokhof, in Benthem & Meulen, 1994). At last, asking a question can be seen as a process of information exchange, which can be quite complex (Pelis & Majer, 2014). Therefore, teachers' questions can build students' language skill.

Types of teachers' questions play an important role in teaching since they affect students' participation in the process of negotiation of meaning (Farahian & Rezaee, 2012). They should be asked to test a student's preparation by finding out if students did their homework, arising interest by bringing them into the lesson by motivating, developing insight which can cause them to see new relationships, developing ideals, attitudes and appreciations by asking questions that cause students to get more than knowledge in the classroom, strengthening learning to review and summarizing what is taught, stimulating critical thinking by developing a questioning attitude, testing achievement of objectives (Lewis, 2014). These types of questions are good when they are purposeful, clear, brief, natural, thought-provoking, limited in scope and adapted to the level of class. Moreover, the good questions are also supported by the principles in question. These principles are that an answer to a question is a sentence, or statement. And then, the possible answers to a question form an exhaustive set of mutually exclusive possibilities. In short, to know the meaning of a question is to know what could be an answer to that question. (Groenendijk & Stokhof, in Benthem & Meulen, 1994). At last, by asking questions, an agent can modify the range of options from which a decision is made (Xiong & Seligman, 2011).

Nevertheless, the other sides of question are that questions are parallel of linguistic truths categorized into parallel of analytical statements (redundant prediction), parallels of metalinguistic truth (semantic consideration), and parallel of logical truth (universal prediction) (Katz, 1972). These can be implemented into two kind of questions. These kinds of questions, as based on Long and Sat (Inan, Banu & Dilek Fidan, 2013), are echoic and epistemic. These types of question involve logic as the question concerning the essence of language which saying and talking in a particular meaning, conceived in a distinctive sense. The proposition is a particular kind of talking-in distinction from talk in the sense of commanding, demanding, asking, praising, proposing, scolding. Therefore, the inner structure of logic are analysis, assembly, regulation, and form consideration (Heidegger, 2009).

Analysis intakes the proposition which ensures that a certain logic question should be proposed by factual idea entailing one another. Assembly is the indicator of how propositions building the logic question support the concept of fact deliver in an information. The information can be received and agreed if there is a logical proposition. Regulation is the consideration which is like the judgments and symbolized by what is represented, what is stated, and determined the reason.

Teacher's Question in the Classroom Discourse

The teacher's questions types and their functions in the EFL classroom exist in classroom discourse. It helps us understand how teachers use a language in classroom (Liu& Le, 2012) and it becomes important when it is related to the professionalism. Because of the professionalism is a development which needs more time, the teachers are chosen by the reason that educating them to ¹³in effectively their lesson is a significant challenge in teaching (Derri, et. al, 2014). They attribute a significantly higher importance to external affective and cognitive guidance because they are in a transition in the field of professional practices (Mitescu, 2014). Their lack of knowledge regarding professional development can be compensated through a required course specifically designed to familiarized the teacher trainees with the concept of professional development (Buyukyavuz, 2013).

Doing this talk appears in the activities including giving test or assessing the students. Test is related to teacher's evaluation systems that play an important role in teachers' professional development (Devaux, et. al, 2013). In addition, assessment is as one of evaluation parts. As the contextual knowledge, different teaching contexts hence present different notions of the process of language teaching (Zeichner and Grant (1981) in Richards, 2011). In this case, they are given the chance to be autonomy. This gives them the space to be self-determined and allowed them to try out the different ways of learning. They can choose their own learning path to develop themselves professionally, experience more ownership, and have a more direct impact on their changes in practice (Neve, et al., 2015). Besides, the essay type questions can be the reference to the students' achievement, although the learning strategies also effect the students' achievement (Gayef, et. al, 2014).

This talk also considers the spoken or written text in the certain context. Its focus is on words and utterances above the level of sentences and its main aim is to look at the ways in which words and phrases function in context (Walsh, 2011). The use of questions are related to how teacher interact with the students. In addition, their teaching skills are shown by several factors required to handle their teaching learning process. Those factors, regularly done, are opening the lesson, introducing and explaining tasks, setting up learning arrangements, checking students' understanding, guiding student practice, monitoring students' language use, making transitions from one task to another and, ending the lesson (Richards, 2011). Those activities will create a many intentions delivered in the kinds of question which aims to gain the students' attention and motivation.

Conclusion

The teacher is like a judge which has the great impact on the final decision. This decision is for the students' destinations to have achievement. One way to reach this aim is by creating a good atmosphere in communication. This communication is by asking questions to them. In asking question, there are several requirements that should be allowed by the teacher. Those requirements make the guidance to determine the students' participation or their comprehension to indicate their competence.

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