

Feedback Studio - Google Chrome
 ev.turnitin.com/app/carta/en_us/?s=1&u=1075857187&lang=en_us&o=1961053177

Agis Andriani | Logic Question

14 of 22

Match Overview

19%

1	arizona.pure.elsevier.c...	1%
2	litu.tu.ac.th	1%
3	'Men, Masculinities an...	1%
4	Brian P. Godor. 'The Ma...	1%
5	Submitted to University...	1%
6	ejournals.ukm.my	1%
7	etheses.dur.ac.uk	1%

Page: 1 of 8 | Word Count: 3263 | Text-Only Report | High Resolution On

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).

Feedback Studio - Google Chrome
 ev.turnitin.com/app/carta/en_us/?s=1&u=1075857187&lang=en_us&o=1961053177

Agis Andriani | Logic Question

14 of 22

Match Overview

19%

9	scholarworks.waldenu...	1%
10	www.openaccess.hace...	1%
11	'Presupposition', Brill, ...	1%
12	Hatab, Lawrence J. 'C...	1%
13	Mitescu, Mihaela. 'A Sy...	1%
14	Submitted to University...	1%
15	eprints.undip.ac.id	1%

Page: 1 of 8 | Word Count: 3263 | Text-Only Report | High Resolution On

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).

Feedback Studio - Google Chrome
 ev.turnitin.com/app/carta/en_us/?s=1&u=1075857187&lang=en_us&o=1961053177

turnitin Agis Andriani | Logic Question 14 of 22

Match Overview

19%

16 eprints.walisongo.ac.id 1% >
 Internet Source

17 plato75.ncl.ac.uk 1% >
 Internet Source

18 www.degruyter.com 1% >
 Internet Source

19 www.hltmag.co.uk 1% >
 Internet Source

20 Submitted to University... 1% >
 Student Paper

21 ZuoJun Xiong, Jeremy ... 1% >
 Publication

22 Submitted to Birzeit Un... 1% >
 Student Paper

23 era.library.ualberta.ca 1% >
 Internet Source

Page: 1 of 8 Word Count: 3263 Text-Only Report High Resolution On

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).

Feedback Studio - Google Chrome
 ev.turnitin.com/app/carta/en_us/?s=1&u=1075857187&lang=en_us&o=1961053177

turnitin Agis Andriani | Logic Question 14 of 22

Match Overview

19%

25 turcomat.org 1% >
 Internet Source

26 webfiles.birs.ca 1% >
 Internet Source

27 www.imsc.res.in 1% >
 Internet Source

28 Submitted to Miami Un... 1% >
 Student Paper

29 digitalscholarship.unlv... 1% >
 Internet Source

30 i-scholar.in 1% >
 Internet Source

31 library.iated.org 1% >
 Internet Source

Page: 1 of 8 Word Count: 3263 Text-Only Report High Resolution On

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).