

DO TEACHER QUESTIONS FUNCTION AS ASSESSMENT FOR LEARNING?

by Hieronimus Canggung Darong

Submission date: 23-Sep-2021 09:33AM (UTC+0700)

Submission ID: 1655230923

File name: 27._Hieronimus_Do_Teacher_Question.docx (125.52K)

Word count: 10062

Character count: 59293

DO TEACHER QUESTIONS FUNCTION AS ASSESSMENT FOR LEARNING?

¹
Hieronimus Canggung Darong

Universitas Katolik Indonesia Santu Paulus, Ruteng, Indonesia

hieronimusdarong@gmail.com

Erna Mena Niman

Universitas Katolik Indonesia Santu Paulus, Ruteng, Indonesia

ernaniman79@gmail.com

Abstract

This study wants to challenge the robust idea of previous findings revealing that employing a particular question type would necessarily functions as Assessment for Learning (AFL). Besides, this study extends previous research focusing on typology and examines the syntactical forms of questioning in its practice. To gather data, six Indonesian English teachers were observed and audio-recorded, thus, transcribed and analysed following the principle of Conversation Analysis (CA). Except referential type functioning as a teaching technique and a discourse marker choice to discursively extend the classroom talk, the result of analysis corroborates previous studies in that they provide diagnostic information from which a better further action was taken place as highlighted in the AFL. Yet, this might occur as questioning types are syntactically constructed following classroom discourse moves. Thus, the examination of questionings functioning as Assessment for Learning (AFL), aside from types, the syntactical form and classroom discourse moves are important to cope with.

Key-words: Assessment for Learning; question type; syntactical form

Introduction

Questioning and Assessment for Learning (AFL) are inseparably related. Following the pattern of IRF/E as claimed by (Ganapathy, Ai, Tan, & Phan, 2020; Laeli & Setiawan, 2019; Lee, Mak, & Burns, 2015; Nassaji, 2016), teacher questioning is widely acknowledged as crucial technique in classroom discourse and is used evaluate the specific learning goals (Black & Wiliam, 2009; Gattullo, 2000; Jiang, 2014; Milawati, 2017; Widiastuti & Saukah, 2017). Focusing on feedback activity, teachers utilize questions to make their students more active resulting from meaning negotiation process both through explicit and implicit. Besides, it might be functioned to stimulate learners

DO TEACHER QUESTIONS FUNCTION AS ASSESSMENT FOR LEARNING?

ORIGINALITY REPORT

13%

SIMILARITY INDEX

13%

INTERNET SOURCES

3%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	pubs2.ascee.org Internet Source	5%
2	ijicc.net Internet Source	2%
3	www.univ-setif2.dz Internet Source	1%
4	www.tandfonline.com Internet Source	1%
5	jeltl.org Internet Source	1%
6	Christine J. Lyon, Leslie Nabors Oláh, Meghan W. Brenneman. "A Formative Assessment Observation Protocol to Measure Implementation: Evaluating the Scoring Inference", Educational Assessment, 2020 Publication	<1%
7	journals.sagepub.com Internet Source	<1%

8	link.springer.com Internet Source	<1 %
9	Submitted to Queensland University of Technology Student Paper	<1 %
10	ir.kabarak.ac.ke Internet Source	<1 %
11	www.researchgate.net Internet Source	<1 %
12	www.spec2000.net Internet Source	<1 %
13	Submitted to University of Adelaide Student Paper	<1 %
14	ojs.ub.gu.se Internet Source	<1 %
15	www.academpublisher.com Internet Source	<1 %
16	Submitted to University of Dammam Student Paper	<1 %
17	j-humansciences.com Internet Source	<1 %
18	wrap.warwick.ac.uk Internet Source	<1 %
19	www.lpofai.edu.au	

Internet Source

<1 %

20

www.zhaw.ch

Internet Source

<1 %

21

Jorine A. Vermeulen, Anton Béguin, Theo J. H. M. Eggen. "Task beliefs and the voluntary use of the empty number line in third-grade subtraction and addition", *Educational Studies in Mathematics*, 2021

Publication

<1 %

22

Margaret Heritage. "Getting the Emphasis Right: Formative Assessment through Professional Learning", *Educational Assessment*, 2020

Publication

<1 %

23

Sizwe Blessing. "Assessment for Learning as a Driver for Active Learning and Learner Participation in Mathematics", *International Journal of Educational Methodology*, 2021

Publication

<1 %

24

bspace.buid.ac.ae

Internet Source

<1 %

25

epubs.scu.edu.au

Internet Source

<1 %

26

hdl.handle.net

Internet Source

<1 %

27	indonesian-efl-journal.org Internet Source	<1 %
28	irep.ntu.ac.uk Internet Source	<1 %
29	learn-ap-southeast-2-prod-fleet01-xythos.content.blackboardcdn.com Internet Source	<1 %
30	mspace.lib.umanitoba.ca Internet Source	<1 %
31	researchcommons.waikato.ac.nz Internet Source	<1 %
32	www.ejmanager.com Internet Source	<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On