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«GUIDED DISCOVERY» AS A MODERN LEARNING THEORY

There are different approaches of the introduction of new language to students. In general, they fall within deductive and inductive classification. There has been a long standing debate on which approach is more effective. This article examines the concept of *Guided Discovery*, which combines the best from each approach, and provides a practical framework for its introduction.

Deductive Vs Inductive

In order to understand the concept of *Guided Discovery* one should examine two traditional approaches to the introduction of new language. The methods are generally divided into *deductive and inductive*, which in their turn, derive from the deductive and inductive ways of reasoning. To elaborate:

- Deductive: Teacher explains the rule (1), students apply this rule in practice tasks (2).

- Inductive: Students are exposed to the language in use (1), the rules are worked out by students in the process of discovery (2).

As expected, both methods have their own advantages as well as weaknesses. A *deductive method* is often associated with an excessive control over the classroom and failure to develop analytical skills of learners. It may also undermine creative and independent way of thinking.

Some disadvantages of an *inductive method* are that it may lead to a misleading conclusion or misunderstanding of the rule. For teachers it is generally more demanding in terms of time and effort.

Guided Discovery

The analyses of classic methods of an introduction of new language shows that a new approach that combines the best from each approach is needed. Here comes «*Guided Discovery*» that is somewhat in between the two theories. Strictly speaking, it is a modified version of inductive approach, where students are firstly exposed to the language in use (1), then they observe and analyze the language through guided questions (2), discover the rule (3), and finally apply the self-discovered rule in practice tasks (4). Yet, this method is energy- and time-consuming. However, it is successfully addresses the disadvantages of both inductive and deductive approaches. It makes learning more effective, since learner better memorizes the information that he has discovered and analyzed on his own. It develops the analytical skills and enhances creative thinking. It is guided by the teacher, who helps students to avoid misinterpretation of the rules.

Guided Discovery in practice

The strengths of this approach do significantly outweighs its weaknesses. Thus, the introduction of this method would improve learners' ability to analyze, compare, cooperate and generate knowledge. Under supervision of experienced teacher students would not be caught in a trap, where learners know basic rules but are unable to use the language in a real life. Here is a sample of how to use Guided Discovery in practice:

Step 1 : Exposure to language though illustrations, audio materials, or real life examples.

The teacher demonstrates the use of language in practice. He/she may present the language in a proper context, it can be done through listening or reading texts, watching films, or looking at illustrations. Context should facilitate a solid understanding of the topic. Basically, «all new learning involves transfer of information based on previous learning.»

For example students are shown a list of words(1):

| | |
|--------------|--------------|
| An apple | A pineapple |
| A lime | An avocado |
| A watermelon | A peach |
| An orange | A grapefruit |
| A pear | An apricot |

At this point teacher might ask the learners to match the words with the pictures. (2) Also, he might ask which of them is not usually classified as a fruit.

After a discussion the teacher simply calls students' attention that there are two different articles (a/an) which introduce each fruit. (3)

Step 2: Examination and analysis of the language guided by the teacher

The teacher points out the logical sequences, the similarities and differences of the language. It can be done through questions, analogies, puzzles. Students take a part in the process of creation and examining of the rules by themselves. At this point it is very important to guide them in order to avoid reaching a wrong conclusion or misunderstanding the rule.

In the example mentioned earlier, the teacher might ask to divide the fruits into two categories – a) with article «a» b) with article «an». (1) After that it might be useful to compare and contrast the words and try to state the consequence. (2)

Step 3: Statement of the rule

After careful listening to the students' hypotheses, guesses and thoughts, the teacher summarizes the possible answers and states the rule.

- Use «an» before vowel sounds, such as /a/, /e/, /i/

An apple, an apricot

- Use «a» before consonant sounds, such as /l/, /d/, /f/

A lime, a pear

Step 4: Application of the rule in practice

A traditional method of memorizing the rule. Students are given a range of tasks to exercise the new rule. The learners should not only fill in the grammar exercises in written form, but are also advised to be engaged in natural oral conversations using the new rules.

Summary

The method of «Guided Discovery» is associated with modern progressive learning methods. It combines the best features of the traditional methods of deductive and inductive learning, whilst closer aligned to the later. It helps the learners to learn the language faster, to develop analytical skills and the ability to think independently. This article considers this approach as the most effective at all levels of language learning.

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USAGE OF MACHINE TRANSLATION SYSTEMS

In order to grasp effectively the mechanism of MT systems, their methods of usage of dictionaries and grammar analysis together with the synthesis of structures in the output language one should translate in practice several texts (preferably different in functional styles and idea) using one of the MT systems. The usage of the PROMT XP MT system is more appropriate because it is one the latest versions of the PROMT family systems and it is also objectively the best of all available systems.

Let us take as an example the beginning of the Declaration of Independence of the USA. Here we will find the translation of the text written in official style of the late XVIII century made by the program PROMT XP. Here is the original text: