

"INTEGRATION OF PRAGMALINGUISTICS, FUNCTIONAL TRANSLATION STUDIES AND LANGUAGE TEACHING PROCESSES"

Machine Learning
Computers with the ability to
learn without being explicitly
programed

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Deep Learning

Network capable of
adapting itself to new
data



Section 1: Cognitology and cultural linguistics in modern linguistics.

Section 2: Literary criticism and society.

Section 3: Problems of comparative typology and translation studies, modern problems of philology.

Section 4: Integration of communicative technologies in language learning.





Promotion of Cooperative Learning Through Tar Activities

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A typical total physical response activity might contain instructions such as "Walk to the door", "Open the door", "Sit down" and "Give Maria your dictionary". The students are required to carry out the instructions by physically performing the activities. Given a supportive classroom environment, there is little doubt that such activities can be both motivating and fun, and it is also likely that with even a fairly limited amount of repetition basic instructions such as these could be assimilated by the learners, even if they were unable to reproduce them accurately themselves.

The total physical response method encouraged the students to learn cooperatively as students who understood the new words worked as models for the learners who were semantically struggling with the vocabulary; in that sense, the students who did not understand the meaning at the same level as other students did, had the opportunity of getting the meaning from their group mates' response through a cooperative interaction. The activities that we applied were focused on "play" (which is the essence of total physical response), generating an ambience of cooperation in the learning process. We found that when some students were acting out the commands, the other students followed those actions that the first ones were doing, and for the next command all the children wanted to be the first ones in acting, so the activity somehow became a *competitive interaction*.

For example: put your left hand in the air - put it down - put your right hand in the air - put it down - put both hands in the air - put them down - put your left foot in the air - put it down - put your right foot in the air - put it down - put both feet in the air ! Students try jumping in the air or attempt a handstand on their desks! Another funny sequence of basic total physical response is: - clap your hands - clap your hands three times - clap them five times - clap your hands 80 times! - turn around - turn around twice then clap once - jump once - jump seven times - turn around, jump once and clap twice - turn three times, jump five times and clap twice! Students really struggle hard to remember this last one, but if you do it step by step and repeat often, they can do it eventually.

We noticed that this situation happened within the topics that were more understandable for the children, for instance "body parts"; on the other hand when the topic was harder to understand as "Prepositions of place" they needed more *cooperative interaction*. Therefore, during the lesson "Prepositions of place" teacher asked to the participants to be in front of the class in order to follow some commands in which they had to situate in a place around the desk, for instance:

Teacher says: "Ok, let's jump!"

At the beginning of the lesson most students did not follow the command at the same time that the others students did. Nevertheless, the students who did not want to attend at the beginning turned back and found support from the physical representation of their peers and began to move as they did.

In addition, during the lesson three "Daily Routines" we can see how the teacher gave a command and the children did not follow the movement.

„ Get up your place! “

“Now, take a shower!”



“Clean your teeth!”

“Then get on your clothes!”

“Go to the kitchen!”

“Now, make a breakfast!”

“You can eat your breakfast!”

Then, a student said the command to his peers and after that all the students were able to do the physical representation. To conclude with this finding we found that the total physical response method increased the cooperation and self-confidence of students regardless of their quickness to understand meaning, because as the commands were repeated three or four times the students were ready to do it without being afraid of making mistakes; consequently, students not only memorized the words but also they internalized the order of the routines, it happened within lesson “Daily routines” in which the participants followed the routine and associated the sequence of the commands, in that sense students were involved in a cooperative learning.

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