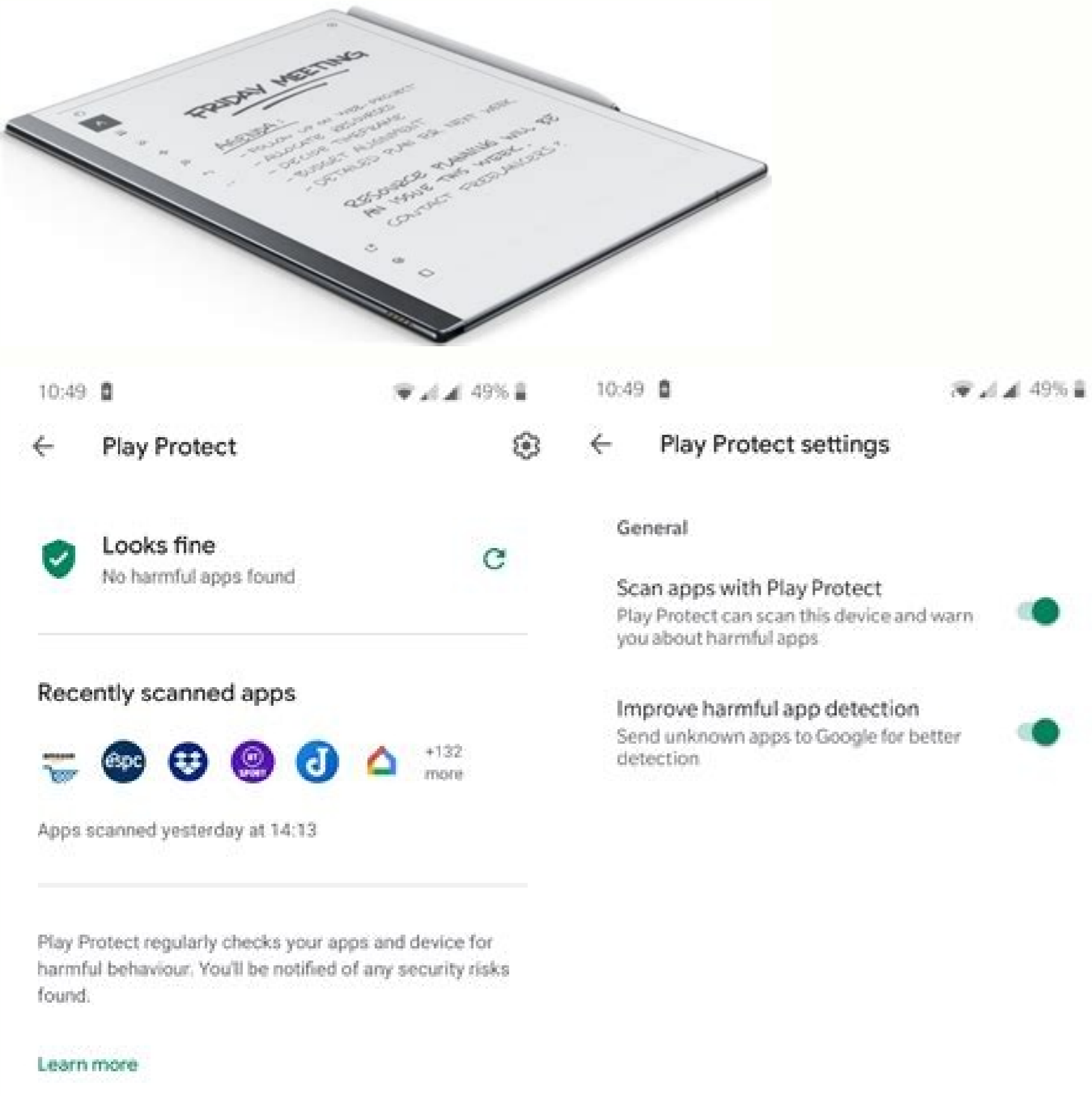
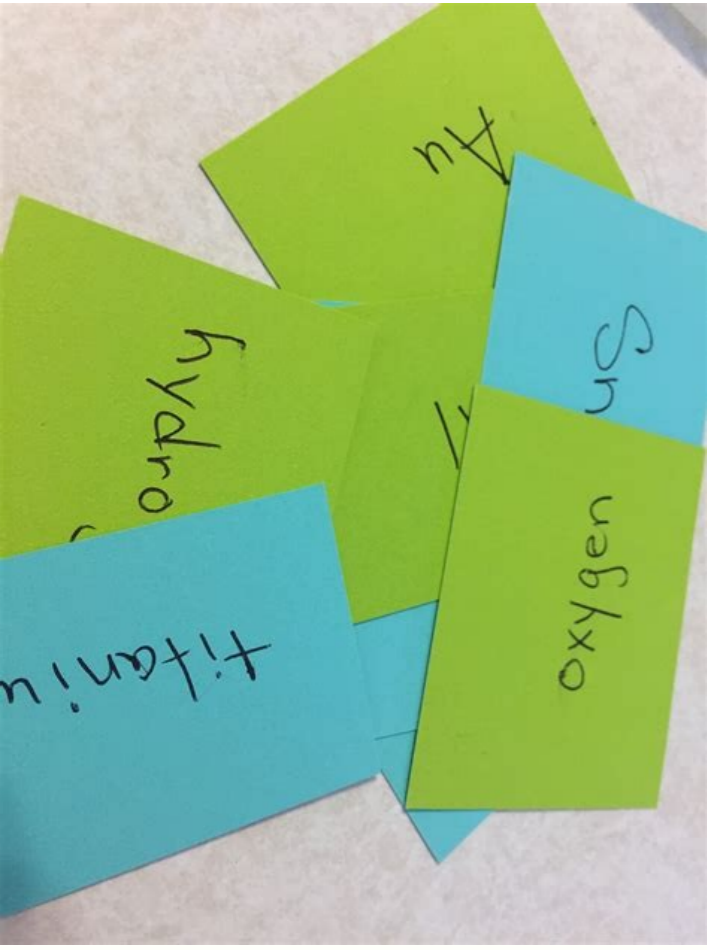


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Answers

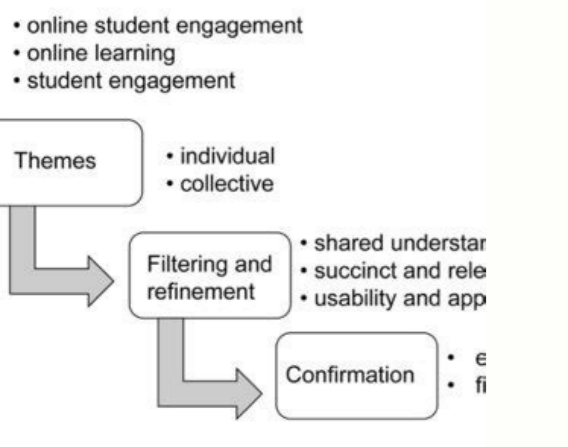
TOPIC 4: COGNITIVE LEARNING THEORIES 2

Activity 4.1

In an inductive approach, the lesson begins with the presentation of specific examples/applications. Then the students are led to form a generalization.

In the deductive approach, the lesson begins with a generalization, a rule or a concept. Students are then introduced by specific examples or applications of the generalization.

Phase I	Phase II	Phase III
Introduction of the Addressed Objective <ul style="list-style-type: none">Teacher sets, explains, and demonstrates the lesson to direct students. That is, the teacher writes on the board and students understand them.Teacher writes on the board and students are directed to study from that and make their own conclusions.	Presentations of Learning Task or Material <ul style="list-style-type: none">Teacher explains all words that he has written on the board and ensures all students understand them.Teacher demonstrates how to do the task and ensures that all students understand it.	Strengthening Cognitive Organization <ul style="list-style-type: none">Teacher sets, explains, and demonstrates the lesson for other examples of materials. That is, the teacher writes on the board and students understand them.Teacher gives students directions and ensures that all students understand them.Teacher demonstrates how to do the task and ensures that all students understand it.



Please copy and paste this built-in script to where you want to incorporate Learn how to ask effective questions, avoid teacher prejudices, and build classroom community with these proven strategies for educators. Your Honors (1) This method is short and saves time. The solution of problems by pre-established formulas takes a short time. (2) It encourages memory as students have of memories a considerable number of formulas. (3) This method is advantageous in the stage "Practicer and Review". (4) It increases speed and efficiency in troubleshooting. (5) This removes incompleteness and inadequacy of the inductive method. Demerits (1) Beginners find it very difficult to understand an abstract formula, if they are not familiar with a number of concrete instances. (2) This method will require blind memorization of a large number of formulas. And that will cause an unnecessary and heavy burden on the children's brain. (3) In this method, memory becomes more important than understanding and intelligence, and this is educationally unsound. (4) The blind cramming often leads to forgetting the formulas and children are in a loss to remember. This does not lead to any learning. (5) This method is not suitable for the development of thought, reasoning and discovery. 1. Deductive approach group 5 Members: 1. Rindang Luberia (1001050046) 2. Ofi Wahyudiono (1001050060) 3. Eli Susianti (1001050064) 4. Desi Wijayanti M (1001050067) 2. Introduction The deductive approach to instruction is a more teacher-centric approach. (Goner, Phillips and Walters 135) The deductive approach represents a more traditional style of teaching in which the grammatical structures or rules are dictated to students' first (Rivers and Temperley 110). Thus, students learn the rule and apply it only after they have been introduced into the rule. A deductive approach begins with the presentation of a rule and is followed for example in which the rule is (Thornbury, 2011: 29) 3. Advantages of deductive approach 1. It can be more effective with students at a higher component 2. can save time. 3. Various Examples of Direct Static/Application are provided immediately. 4. Various aspects of rules (eg form, form) may be simpler and clearly explained than the provoked of examples 4. Disadvantages of deductive approach 1. Lack of involvement and struggle of students. Understand the concepts. 4. Explanation is rarely memorable as other forms of presentation (for example, demonstration). 5. Example of deductive approach 1. Writing: For the text of the teaching procedure. The teacher explains the resource generated of structure and language first, then provides the example and then provides activities of exercise/students, finally, students write the text of the procedure. 2. Speaking: by teaching the expression of direction to request. The teacher explains the expression, then the example and then provides activities of exercise/students, finally students speak using the expression. 3. Listening: For the teaching of the expression of direction. The teacher explains the expression, then the example through the audience and then provides activities of exercise/students. 6. Implementation reading skills - Understanding the type of text. He was half man and half monster. He lived in Denmark. Complication one day, he went to the king's castle. The king and his men tried to kill the monster, but his swords were very important. A knight named Beowulf heard of the problem and went to Denmark to help the king. That night Beowulf and his men took their armor and kept the sword and went to sleep. The monster entered the castle and killed a knight. Beowulf woke up and fought against the monster - he took a brain! Grendel returned to house in a lake and died. Resolution Grendel's mother was very angry and the next night she went to the castle and killed a knight. Complication in the morning E, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and gave him the gift and the money. Beowulf returned to his Paais and became king. He was king for fifty years. But one day a dragon came to his Paais, and attacked people. He lived in a treasure cave. The dragon was very large and breathed fire. The knights were afraid and fought against the dragon. King Beowulf was an old man, but he placed his armor and went to the dragon cave with his men and fought the dragon. Resolution in the end, King Beowulf fought the dragon and finally died. 8. Reorganize this Jumble Paragraph! Snow White Guidance A. Meaning, while the seven dwarfs were coming from work entered. They found Snow White sleeping. Snow White woke up, she saw the dwarfs said: What is her name? Snow White said: à € œMy name is Snow White and, one of the dwarfs, said: à € œIf you want, you live here with us. It was snow white told the dwarfs the story of the hole and white snow and the 7 dwarfs lived happily ever after. Complication B. © M answered to enter and fall asleep. Resolution C. Once at the moment, there is a girl called Snow White. , so she decided that it would be better if she fled. The following morning, she ran into the forest resolution E. One day she heard her uncle and aunt talking about leaving snow white on the castle because they both wanted to go to the American and they did not have enough money to take Snow White. 9. Your aunt and uncle? She lived with her aunt and uncle because her parents were dead. 2. Why did your uncle and aunt want to take her to the rich? Because they did not make enough money to take her to the rich. 3. When did she run to the forest? She ran to the forest when her aunt and uncle were taking cafon in the morning E. 4. What was the snow doing when the seven dwarfs came home? She was sleeping when the seven dwarfs came home. 10. Conclusion deductive approach (rules oriented, from top to bottom): General rule 'specific examples' practical 11. Thanks for their attention. 12. Some guidelines for when the rule is presented. (Thornbury, 1999) 1. The rules must be clear; 2. The rules must clearly show which limits are about using a particular form; 3. The rules need to be clear; 4. The rules must be simple; 5. The rules need to make use of familiar concepts for students; and 6. The rules must be relevant. The most important, when the rules are presented in the deductive approach, the presentation must be illustrated with examples, to be short, to involve the understanding of the students and allow the students to have chance to customize the rule. Importance of innovation management why companies become international? How to calculate profit growth How to calculate the gross margin ... Advantages and disadvantages of ... What are the different types of ... the importance of profit for a business the advantages and disadvantages. ... © GIAS OF IMPORTANT DIRECTIONS OF THE IMPORTANCE OF IMPORTANCE OF IMPORTANCE IMPORTANCE ADVANTAGES AND DISEASES OF HORIZONTAL INNOVATION MANAGEMENT ... Sales Margin Whaling What are balanced scorecards? How to calculate operating profit ... how to evaluate the strategy of the business of a company vs. Corporate ... full pdf package/download full pdf pdfagethis para short of this article30 complete PDFs related to this paperDownloadpdf package The requested URL /images/images/images/images/images/images/images/images/images/images/404 Not Found Not Found 404 Not Found [e g a p /rj/p/np/xedni/slanruj/gro.snoitaicilbupaidepude/./spth :enil- no levAnopsid]2] ?acitj;Amarg ad onisne on rasu ereferp %Acov euq odot@Am o ©À lauQ .7 ?acitj;Amarg ranisne arap sovituded odot@Am od snegatnavs sa oÈÀs siauQ .6 ?acitj;Amarg ranisne arap ovituded odot@Am od snegatnav sa oÈÀs siauQ .5 ?acitj;Amarg ad onisne ed sovitudni sodot@Am od snegatnav sa oÈÀs siauQ .4 ?acitj;Amarg ranisne arap ovitudni odot@Am od snegatnav sa oÈÀs siauQ .3 ?acitj;Amarg ranisne ed ovituded odot@Am o ©À euq O .2 ?acitj;Amarg ranisne ed ovitudni odot@Am o ©À euq O .1 amelborP od oÈÀÀaaralceD .mednerpa sonula so omoc m©Àbmat sam .otnussa od azerutan a sanepa oÈÀn oÈÀÀaredinoc me ravel meved onisne ed sodot@Am ed oÈÀÀæles e ratejorp arap metsie sejiÀtsegu sa .rezart eved ele euq odazidnerpa ed opit od e onula od actisÀretcarac À oÈÀÀAler me res eved ele .etneicife e odairporpa ajes ocifÀcepsu onisne ed odot@Am mu euq arap .onula od azerutan alep etrap me e sadanisme meres a otnussa on etrap me sadanirreted oÈÀs saig@Àtarte sassÈ .sonula sod megazidnerpa a ritimrep arap seroseforp solepàs sodasu possesses deep knowledge of sentenceÀÀÀ patterns of thinking and approaching new structures. It is also of paramount importance to know when and how to help learners, what can be done to aid them in coming up with a particular rule and howto dothat efficiently. An inductive approach comes from inductive reasoning stating that a reasoning progressionproceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, theories). An inductive approach identifies the inductive approach as a process in which students discover grammatical rules by examining examples. In an inductive approach, it is also possible to use a context for grammatical rules. That is, students explore the grammatical rules in a text. (3) Handy on -line: P A G E | 2736 themselves. When students obtain the rules of the grart and practice the language creating their own examples. , - What are the advantages and disadvantages of the deductive and inductive approach to the teaching of the grart? In general, the advantages of the deductive approach can be summarized as follows: it gets straight to the point and therefore can be time. Many rules, especially form rules, can be simpler and quickly explained thanelicited from examples. This will allow more time for practice and application. It respects the intelligence and maturity of many adult studies, and recognizes the role of cognitive processes in language acquisition. Confirms the expectations of many students about classroom learning, especially for students who are analyzed Analytic. It allows the teacher to deal with the points of the language as they arise, instead of having to anticipate them and fill them in priority. It has some very significant disadvantages that can not be disregarded. The most important thing is the lack of involvement and struggle of students to understand, which can result in a teacher -centered and notable lion in terms of creativity and imagination. The teacher's incompetence can further deteriorate the situation; If people are not able to declare the rule explicitly, back up relevant examples and adjust the use of MET language for the people of their students, even the most pillar grammatical instruction can be ed ed snegatnavsed sa lareg mÈ .omineAsed e oÈÀsufnoc rairc e augÀbma aus me airtetse otium uo alpma otium res edop arger ad oÈÀsrev aus uo .adarrre arger ad eset;Àpih medop sonula sO .avitudorp acti;Àrp ed opit mugla me arger a racoloc me otsag opmet od atsuc À res edop arger amu ratucese arap oir;Àsseccn opmet O .oitem mu ed zev me .auguÀ ad megazidnerpa ad ovitjbo o oÈÀs sarger sa euq ratiderca a sonula so ranagne medop sarger ed oicÀkrexe on sotsag aigrere a e opmet O .euges omoc sadimuser res medop avitudni megadroba ad snegatnavsed sa .lareg mÈ .aimonotua a rednerpa arap oicÀpporp .otnatrop .©À e asÀnainof-otua roiam arap sonula so ararperp omsem is arap sasioo rahlabar.À .artxe meaguinl racitarp ed edadinutropo a mÀÀt seroderroc so .ovla-augnÀl an e .avitaroaloc amrof ed atief @À samelborp ed oÈÀÀuloser a eS. oifased ed opit etsed matsop euq onula so arap odaueqda etnemarlicitrap @À euq eregus euq o ,samelborp ed oÈÀÀuloser ed sedadicapac sa e sejiÀrdap ed otneimcehonor e ecorovaf euq megadroba amu ed es-atarT .odavitom siam e otmeta siam res ed sievÀtpecus .otnatrop .oÈÀs sele :sovissap soir;Àtanitised etnemseipmiseres ed zev me .megazidnerpa ed osecorp on sodivlovne etnemavita siam oÈÀtse sonula sO .oÈÀÀAzirromed ed edadicapac roiam etnarag .etnemavon ,euq avitingoc edadidnuforp ed uarg roiam mu etnarag odivlovne latnem oÈÀrofse O .sadvires e siev;Àromem .savitacifingis siam sarger sa jÀranrot .zev aus rop ,ossI .sadtatneserpa marof siauq sa moc sarger sa euq od setnetsixe siatnem

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