Capability of Adaptive System in Teaching Tourism Terms

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ABSTRACT

This work presents new strategies of teaching tourism terms as an adaptive system in language teaching classrooms. The basic reason for learning tourism terms that all people have in common is communication - communication in any mode. It is a two-sided process, which requires the ability to understand each other, to be able to code a message that someone wants to convey to someone else in a way, which will be comprehensible to the receiver and also appropriate to a concrete situation and status of all participants. To adapt means to make or undergo modifications in function and structure so as to be fit for a new use, a new environment or a new situation. The adaptive system approach to tourism terms is still in its infancy, but it is already possible to hazard an interim estimate of its significance.

Keywords: Language, tourism terms, adaptive system, learning, new use, modification, approach, learners, memory.

New words have to be introduced in such a way as to capture the students' attention and place the words in their memories. Students need to be aware of techniques for memorizing large amounts of new vocabulary in order to progress in their language learning. Vocabulary learning can often be seen as a laborious process of memorizing lists of unrelated terms.

However, there are many others much more successful and interesting ways to learn and teach vocabulary in the language learning classroom. If vocabulary is taught in an uninteresting way such as by drilling, simple repetition and learning lists, then the words are likely to be forgotten.[1] Teachers need to teach vocabulary so that the words are learned in a memorable way, in order for them to stick in the memory of the student. Indeed, learners need to retain large amounts of vocabulary in their long-term memory.

Adaptive learning, also known as adaptive teaching, is an educational method which uses computer algorithm to orchestrate the interaction with the learner and deliver customized resources and learning activities to address the unique needs of each learner. Computers adapt the presentation of educational material according to students' learning needs, as indicated by their responses to questions, tasks and experiences. The technology encompasses aspects derived from various fields of study including computer science, AI, psychometrics, education, psychology, and brain science.

Adaptive learning was implemented in late 2012 by World School Council – London in several kinds of educational systems such as adaptive hypermedia, intelligent tutoring systems, computerized adaptive testing, and computer-based pedagogical agents.

The adaptive system approach to vocabulary is still in its infancy, but it is already possible to hazard an interim estimate of its significance. Language as well as other adaptive systems, better studied in other branches of science, is capable of obtaining information from the extra-linguistic world and with the help of feedback makes use of it for self-

optimization. If the variation proves useful, it remains in the tourism terms. The process may be observed by its results that are by studying new tourism terms or neologisms. New tourism terms constantly come into being, requiring new words to name them. Sometimes a new name is introduced for a thing or notion that continues to exist, and the older name ceases to be used. The number of words in a language is therefore not constant, the increase, as a rule, more than makes up for the leak-out.

Being an adaptive system, the tourism terms is constantly adjusting itself to the changing requirements and conditions of human communication and cultural and other needs. This process of self-regulation of the lexical system is a result of overcoming contradictions between the state of the system and the demands it has to meet. The speaker chooses from the existing stock of words such tourism terms that in his/her opinion can adequately express his/her thought and feeling. Failing to find the expression he needs; he coins a new one. It is important to stress that the development is not confined to coining new words on the existing patterns but in adapting the very structure of the system to its changing functions.

The adaptive system approach to tourism terms is still in its infancy, but it is already possible to give an interim estimate of its significance. The process may be observed by its results that are by studying new tourism terms or neologisms. New notions constantly come into being, requiring new words to name them. New words and expressions or neologisms are created for new things irrespective of their scale of importance. They may be all important and concern some social relationships such as a new form of state (People's Republic), or the thing may be quite insignificant and short-lived, like fashions in dancing, clothing, hairdo or footwear (roll neck). In every case either the old words are appropriately changed in meaning or new words are borrowed, or more often coined out of the existing language material either according to the patterns and ways already productive in the language at a given stage of its development or creating new ones.

Thus, a neologism is a newly coined terms or phrase or a new meaning for an existing tourism term, or a word borrowed from another language.

There is a considerable difference of opinion as to the type of system involved, although the majority of linguists nowadays agree that the tourism terms should be studied as a system. Our present state of knowledge is however, insufficient to present the whole of the tourism terms as one articulated system, so we deal with it as if it were a set of interrelated systems.

By a lexico-grammatical group we understand a class of tourism terms which have a common lexico-grammatical meaning, common paradigm, the same substituting elements and possible characteristic set of suffixes rendering the lexico-grammatical meaning. These groups are subsets of the parts of speech, several lexico-grammatical groups constitute one part of speech.

Most adaptive learning systems of the tourism terms today have these four elements. The terms change and so do their scope. But you will almost always find all four elements.

These elements are:

The expert - a graphical model of the "ideal" state, of everything the person could learn using this system.

The learner - a model of the learner's current state, which shows how likely the learner is to know each of the nodes in the expert graph.

The tutor -the algorithms that determine what content to show and when. The expert model and the learner model inform the tutor. The tutor seeks to optimize content for relevance, challenge, and efficiency.

The interface - which is how to display the learning experience to the learner. In many adaptive learning experience, the interface changes based on the learner model and the tutor's goals.

Organizing the lesson for language learners, which teaches tourism terms as an adaptive system requires implementing different techniques of teaching tourism terms in systematic way. Thus help learner to memorize new tourism terms deeply. While

teaching tourism terms as an adaptive system we have group words into following groups, thus makes to learn easy: One type of traditional lexical grouping is word families. The words are grouped here according to the root-morpheme, according to the common suffix or prefix.

Thematic and ideographic groups. The basis of thematic grouping is not only linguistic (that is terms belong to the same part of speech) but also extra linguistic (that means that the words are associated because the things they name occur together and are closely connected in reality.

All the elements of thematic groups remain within the limits of the same part of speech. When grammatical meaning is not taken into consideration we obtain the so-called ideographic groups. Words are classed here according to their signification that is the system of logical notions are united into one ideographic group as they are all connected with a notion.

Different types of non-semantic groupings. The simplest non-semantic grouping is the alphabetical organization of written tourism terms. It is of great practical value as it is the most universal way of searching for the necessary term, but its theoretical value is almost null because no property of the term can be predicted from the letter the tourism terms begin with.

As for the pedagogical implications, teachers make the language learners aware of the effective learning strategies and especially help them to become more responsible to meet their learning goals. As a result, teachers will be able to help students become better language learners by training them in using the right ways or appropriate strategies that suit their level. Both objectives and goals can be achieved when students are well trained in strategies and systems used. Later they will likely become more independent with exposure to the target language. Since the language learning strategies are considered as other good tools for language learners, it is expected that this study will be able to support the language teachers' pedagogical viewpoints and give valuable up-to-date information on how the students process information and select the most suitable tourism terms learning systems to enhance their language learning.

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