

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Larbi Ben M'hidi University – Oum El Bouaghi

Department of English

Educational Psychology Exam / Semester II / Master 1 - DLE

Family name, First name: , **group:**

Enrollment number: **Date:** May 21st, 2023

Choose the option that corresponds to the right answer (there is only one right option for each statement). Use the table at the end (p.4) to report your answers.

1. Leah was able to achieve interactivity in her classroom and guide her students to write creatively as compared to Ellen who faced many difficulties at the beginning because

- a) Leah had a course on educational psychology in college and Ellen did not
- b) They both studied the course but Leah was more aware of the principles of educational psychology and applied them in her teaching**
- c) Leah was more intentional in her teaching and had better skills of transmitting information

2. Effective instruction requires the teacher to have knowledge about the subject matter and master the teaching skills. Concerning knowledge,

- a) It is enough to have more knowledge than the students to be able to teach them effectively**
- b) You need to be very knowledgeable in the subject matter and cover it from different perspectives
- c) The more knowledge you have, the better teacher you become

3. According to Jean Piaget,

- a) Children are born with all the schemes they need to interact with their environment
- b) Children are born with some schemes, not all. They acquire the rest through modifying existing schemes in light of new information or new experiences**
- c) Children's learning begins when they start thinking and relating to their environment

4. The major accomplishment of the preoperational stage is

- a) The ability to use symbols to represent objects in the world. Thinking remains egocentric and centered**
- b) The ability to use symbols to represent objects in the world. Improvement in the ability to think logically
- c) Abstract and symbolic thinking is possible

5. Schemes are patterns of thought and behavior used to learn about the world.

- a) They are used by young children to explore their environment
- b) Older children and adults also use schemes in dealing with objects in the world
- c) None of the above
- d) Both

6. Educational psychology is significant for teachers because it equips them with

- a) A variety of teaching techniques and strategies
- b) The knowledge/wisdom to solve the daily problems of teaching and to make informed decisions
- c) The knowledge of how to improve the teaching process and promote educational success through applying psychological science
- d) a & c
- e) a & b
- f) b & c

7. Patricia Wing's students failed the pendulum test because

- a) The students were smart and good at other subjects, but not in science
- b) They were not provided with enough weights and strings
- c) They had not reached a developmental stage that enables them to solve problems involving many factors at the same time
- d) None of the above
- e) b & c
- f) a & b

8. Assimilation is

- a) The process of understanding a new object or event in terms of an existing scheme
- b) Modifying an existing scheme in light of new information or a new experience
- c) Interpreting new information in terms of the child's current knowledge
- d) All of the above
- e) a & b
- f) a & c
- g) b & c

9. Adaptation is the process of

- a) Adjusting schemes in response to the environment by means of assimilation and accommodation
- b) Understanding a new object or event in terms of an existing scheme
- c) Restoring balance between what is understood and what is encountered
- d) None of the above

10. Centration in preoperational thinking refers to

- a) The ability to change direction in one's thinking to return to a starting point
- b) The belief that everyone sees the world exactly as one does
- c) Arranging things in a logical progression
- d) Paying attention to only one aspect of a situation

11. Language learning styles

- a) Are easily identifiable among individuals as everyone has one single and apparent style in terms of sensory preferences, personality types, desired degree of generality, and biological differences
- b) Generally operate on a continuum or on multiple, intersecting continua: for example, a person might be more extraverted than introverted, or equally visual and auditory but with lesser kinesthetic and tactile involvement
- c) Are specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning
- d) a & b e) a & c f) b & c

12. Intuitive-random students

- a) Like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning
- b) Are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines
- c) They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency
- d) Think in abstract, futuristic, large-scale, and nonsequential ways
- e) a, b & c f) a & c g) a & d h) c & d

13. Language learning cognitive strategies

- a) Help learners link one L2 item or concept with another but do not necessarily involve deep understanding
- b) Help the learner work with others and understand the target culture/language
- c) Enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas, etc.
- d) a & c
- e) None of the above
- f) All of the above

14. Foreign language teachers are expected to

- a) Enhance students' intrinsic motivation to learn academic materials, but at the same time, they should not hesitate to also use extrinsic incentives if these are needed
- b) Provide extrinsic incentives for students to learn
- c) Provide intrinsic incentives for students to learn
- b) b & c

15. A person with an internal locus of control believes that success or failure is

- a) The result of his or her own efforts or abilities
- b) The result of other factors, such as task difficulty or other people's actions
- c) The belief that one's behavior makes a difference
- d) a & b e) a & c f) b & c

Tick (x) the right option for each statement

Options					Options								
Number of statement	A	B	C	D	Number of statement	A	B	C	D	E	F	G	H
1					6								
2					7								
3					8								
4					9								
5					10								
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1.5pt