

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
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Educational Psychology Exam / Semester II / Master 1 - DLE

Answer the following questions in no more than the space provided.

1. Educational psychology is defined by the American Psychological Association as “a branch of psychology dealing with the application of psychological principles and theories to a broad spectrum of teaching, training, and learning issues in educational settings.” Explain the benefits that teachers gain from this discipline in dealing with the daily problems of teaching. (10 pts.)

Educational psychology promotes teaching by providing teachers with the knowledge and strategies to solve the daily problems and make the right educational decisions with reference to the study of learners, learning, and teaching. In other words, educational psychology offers insights on learners' aspects of development (cognitive, social, moral, etc.) so teachers can tailor their instruction, materials, feedback and assessment based on the learners' developmental stages and capabilities. Furthermore, educational psychology equips teachers with the strategies to deal with learners from different backgrounds and with varying levels of cognitive abilities and learning styles, strategies and preferences. Regarding learning, the discipline elucidates so many principles, theories and strategies of learning and information processing. Understanding how learning takes places would contribute substantially to effective teaching. Finally, educational psychology studies also the teaching process and focuses on the conditions that will lead to the success of the process like motivation, differentiated instruction, intentionality, etc.).

2. The Myers-Briggs Type Indicator (MBTI) has received a wider recognition than the 'Big Five' model in measuring personality types and learning styles. Discuss. (10 pts.)

The use of the term *indicator* in the title of the MBTI, instead of the more common 'test' or 'inventory,' is not a mere stylistic issue. It is related to the fact that the dimensions of the MBTI do not refer to traditional scales ranging from positive to negative (e.g., like those in the 'Big Five' model). Rather, they indicate various aspects of one's psychological set-up and, depending on their combinations, every type can have positive or negative effects in a specific life domain. This value-neutral approach is very similar to what we find with learning styles, where scholars also emphasize that the various style dimensions carry no value judgment and that an individual can be successful in every style position, only in a different way. In fact, partly because of this similarity, the MBTI has often been used in L2 studies as a *learning style* measure.