

Model Answers-1st TERM EXAM

Part One (14 pts): Read the following statements carefully, then mark true statements “T” and false ones “F”. Justify your answer if the statement is false (not correcting the original statement or providing a false or irrelevant statement= 00 points).

1/ Piaget defined accommodation as the cognitive process of fitting new information into existing cognitive schemas, perceptions, and understanding. **F** Piaget defined assimilation as the cognitive process of fitting new information into existing cognitive schemas, perceptions, and understanding.

2/ According to Vygotsky, a child’s mind at birth is a blank slate. All types of knowledge and operations are learned through experience. **F** According to Vygotsky, certain mental functions are innate (attention, sensation, perception, and memorization) are innate.

3/ In longitudinal language sampling, the child is visited at random intervals for a reasonable length of time with the purpose of collecting a representative sample. **F** In longitudinal language sampling, the child is visited at predetermined intervals for a reasonable length of time with the purpose of collecting a representative sample.

4/ According to Sachs et al. (1981), impersonal sources of language such as television or radio alone are not sufficient for a child’s proper linguistic development. **T**

5/ ‘Conservation’, according to Piaget, involves understanding that the quantity of certain things remains the same in spite of changes in their appearance. **T**

6/ A key difference between cognitivism and constructivism is that reality according to cognitivists is mind-independent. Constructivists, on the other hand, posit that reality exists separately from consciousness. **F** A key difference between cognitivism and constructivism is that reality according to cognitivists is mind-independent. Constructivists contend that what we know of the world stems from our own interpretations of our experiences. Humans create meaning as opposed to acquiring it.

7/ Children enter school with the ability to understand and produce hundreds or even a few thousand words. Many more are learned at school. **T**

8/ According to Thorndike’s Law of Effect, a behavior that is followed by pleasant consequences is likely to be repeated, and a behavior that is followed by unpleasant consequences is less likely to be repeated. **T**

9/ Constructivists believe that development of cognition precedes the acquisition of the sign systems used to express mental content. **F** Cognitive constructivists believe that development of cognition precedes the acquisition of the sign systems used to express mental content.

10/ The way we categorically perceive speech is unique to each language. Languages carve up sounds and different languages carve them up differently. **T**

11/ Connectionists claim that rule-like behavior implies rule-governed behavior. **F**

Connectionists claim that rule-like behavior does not imply rule-governed behavior.

12/ Negative punishment involves adding something undesirable to increase the probability of a behavior being repeated. **F**

Negative punishment involves taking something good or desirable away to reduce the occurrence of a particular behavior.

13/ Empiricism holds that organisms are born with basically no knowledge and anything learned is gained through interactions and associations with the environment. **T**

14/ Vygotsky theorized that language and thought exist in the human being as two separate systems. **F**
For Vygotsky, thought and language are initially separate systems from the beginning of life, merging at around three years of age.

Part Two (6 pts): Identify and explain three primary distinctions between **Behaviorism** and **Innatism**.

1. Behaviorists believe that children are born as blank slates and that language is acquired from the environment. Innatists, on the other hand, contend that all human languages are fundamentally innate.
2. Behaviorism gives major importance to the environment as the source of everything the child needs to learn. The child is given minor importance. For Chomsky, however, the environment makes only a basic contribution and the child, or rather, the child's biological endowment, will do the rest.
3. Behaviorists ignore biological and internal factors. Innatists, on the other hand, acknowledge the important role played by the child's brain in the process of first language acquisition.