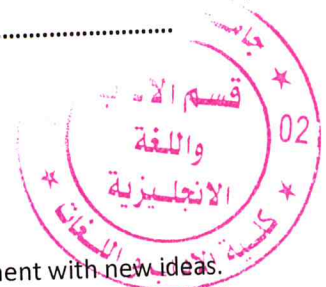


Full Name:(in capital letters).....

Group:

S5 Examination in Didactics**Activity 1 (10 points) : CIRCLE the correct answer – CHOOSE ONLY ONE**

1. Which of the following statements about learning styles is FALSE?
 - a. Activists are people who learn by involving themselves fully in an experience.
 - b. **Theorists are people who put emphasis on actions and avoid learning abstractions.**
 - c. Pragmatists need to see how learning into practice in the real word, they need to experiment with new ideas.
 - d. Reflectors learn by observing and think about what happened, they need to stand back and watch from side-lines.
2. Say which of the following statement is TRUE
 - a. A facilitator manages in a unconscious way.
 - b. **A trainer transfers knowledge.**
 - c. An animator does not interact with learners at all.
 - d. A lecturer develops skills.
3. Which of these represents the Behaviourist theory in L1 acquisition/learning
 - a. children acquire/learn L1 through reading at an early stage
 - b. children acquire/learn L1 through paying attention to their parents' errors
 - c. **children acquire/learn L1 by imitating adults' speech**
 - d. children acquire/learn L1 through correcting themselves
4. Which of these DOES NOT represent the difference between acquisition and learning
 - a. learning is a conscious while acquisition is unconscious
 - b. learning generally happens inside the classroom while acquisition generally happens in a natural way
 - c. learning focuses on learning grammar and vocabulary while acquisition happens through interaction
 - d. **learning is possible at all ages while acquisition is possible only with children and not possible for teenagers/adults**
5. Identify the TRUE statement about the Imitation theory in Behaviourism
 - a. Parents have to imitate their children by using "baby-talk"
 - b. **Children imitate what they hear around them**
 - c. Children and parents have to imitate each other
 - d. Imitation happens only in the two first years of a child
6. Identify the FALSE statement about the Reinforcement theory in Behaviourism
 - a. Parents' correction of children's speech error is what causes them to produce correct utterances
 - b. Rewarding correct utterances is important
 - c. Parents' correction of children's speech errors includes pronunciation, grammar and vocabulary
 - d. **Parents should make a list of the child's speech errors and show it to the child to reinforce it**
7. Behaviourism fails to explain all of the followings EXCEPT
 - a. **How repetition is what eventually leads to acquisition**
 - b. How all children who are exposed to a language acquire it
 - c. How children acquire a language really fast and well
 - d. How children across all cultures acquire language similarly
8. According to the Mentalist (Nativist) theory
 - a. Children are born with a language in their brain
 - b. **Language acquisition is tied to an inborn trait**
 - c. The language acquisition device (LAD) is located in the left hemisphere of the brain
 - d. There is no critical age in the acquisition of a language
9. Evidence for innateness in language acquisition include all the followings EXCEPT
 - a. The systematic nature of children's errors
 - b. Children learn a language fast
 - c. **Language acquisition is found across all species**
 - d. Intelligence is not necessary for language acquisition for a child
10. Factors that can make Second Language learning difficult for adults include all the followings EXCEPT
 - a. Fear and embarrassment
 - b. Lack of motivation
 - c. Not enough natural input
 - d. **The language acquisition device (LAD) is disabled after the age of five**





Activity 2 (10 points) : Answer the following questions (DO NOT EXCEED the given lines for each)

Do people learn a language in the same way?

No, people do not learn a language in the same way. Factors such as age, language background, environment, and individual learning styles all play a role in determining the way in which a person learns a language. Some people may be naturally inclined towards language learning, while others may find it more difficult. Additionally, some people may learn a language more quickly through immersion in a foreign culture, while others may prefer a structured learning environment with language classes and textbooks. Ultimately, the way in which a person learns a language is unique to them and is influenced by a variety of individual and environmental factors.

What does it mean to be a multi-style teacher?

Being a multi-style teacher means being able to adapt to the diverse learning needs and styles of students in a classroom. A multi-style teacher is able to recognize and accommodate different learning preferences, such as visual, auditory, or kinesthetic learners, and use a variety of teaching methods to cater to each student's needs. This approach helps to ensure that all students are able to learn and retain information effectively, regardless of their individual learning styles. A multi-style teacher is flexible, adaptable, and able to switch teaching methods as needed to meet the needs of different students. This approach to teaching helps create a more inclusive and dynamic learning environment for students.

What is the difference between learning/acquiring L2 in EFL setting and in an ESL setting?

The difference between learning a second language (L2) in an English as a Foreign Language (EFL) setting and an English as a Second Language (ESL) setting lies in the context in which the language is learned. In an EFL setting, English is typically taught as a subject in a foreign country where it is not widely spoken and is used mainly for international communication. In this context, students typically have limited opportunities to use the language outside of the classroom. In contrast, in an ESL setting, English is the dominant language and is taught to non-native speakers who are living in an English-speaking country. In this context, students have more opportunities to use and practice the language in everyday life. Thus, the learning experience and outcomes in an EFL and ESL setting can be different, as the context and language use opportunities can greatly impact language acquisition.