

B.A IN ENGLISH AND ENGLISH LANGUAGE TEACHING - LEVEL 6  
FINAL EXAMINATION - October 2017  
PSYCHOLOGY OF LEARNING - ESU 4201  
DURATION - THREE HOURS (03 hours)



DATE: 27. 10. 2017 TIME: 1.30 pm. - 4.30pm.

ANSWER ALL QUESTIONS IN PART (I) and THREE FROM PART (II).

**PART - I**

1. Explain briefly the use of educational psychology to a teacher in “defining learning objectives.”
2. Discuss briefly two (02) favourable and unfavourable environmental conditions that affect child’s total development.
3. What is meant by the “Zone of Proximal Development” (ZPD) in accordance with Vygotsky’s theory?
4. Explain three (03) strategies that a teacher could use to facilitate in “transfer of learning”.
5. Explain briefly with two (02) examples how emotions affect human behaviour.
6. In line with Bandura’s theory, explain four (04) steps of observational learning.
7. Discuss two (02) techniques that a teacher could use to facilitate perceptions of the students in teaching – learning process.
8. State two (02) factors that influence on cognitive development of children as explained by Piaget.

(40 marks)

**PART - II**

9. i) Illustrate the Information Processing Model and explain its functions with suitable examples.

(06 marks)

- ii) Explain the concept of perception and attention in relation to the Information Processing Model of learning.

(06 marks)

- iii) Discuss at least four (04) roles of the teacher in facilitating students’ learning with respect to the Information Processing Model .

(08 marks)

10. i) Compare two (02) differences between children and adolescents under the following aspects:
- a) Physical development
  - b) Cognitive development
  - c) Social development
- (06 marks)**
- (ii) Citing suitable examples, discuss at least four (04) roles of the teachers and parents in helping children and adolescents to develop the above three aspects.
- (14 marks)**
11. Select any two (02) theories of learning in relation to behavioural approach to learning.
- a) Explain the main principles of each theory with specific examples.
- (08 marks)**
- b) Discuss how a secondary school teacher could use the principles of above theories in teaching-learning process.
- (12 marks)**
12. (i) Explain key characteristics of the concrete operational stage and formal operational stage of children.
- (06 marks)**
- (ii) Highlight with examples the specific characteristics that are visible in the above two stages.
- (06 marks)**
- (iii) Explain with examples how a teacher could organize teaching – learning experiences to promote cognitive development of the above two stages.
- (08 marks)**
13. Write short notes on any two (02) of the following.
- (i) Gagne’s Structural Model of learning.
  - (ii) Interrelationship between maturity and learning in child development.
  - (iii) Interdependence of heredity and environment .
  - (iv) Bruner’s theory of cognitive development.
- (20 marks)**

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