

vocabulary chp 5

Key vocabulary		
accumulation	drive	psyche
analysis	enactment	psychodynamic
ancestors	energy	recall
ancient	free association	repressed
anxiety	image	self
aware	interpret	symbol
collective	legend	unconscious
completeness	mediate	universal
compromise	motivation	urge
conscious	mysticism	wholeness
defence mechanism	myth	wisdom
disguised	neurosis	

6.1 A 1

Noun	Verb	Adjective	Psychology meaning	Psychology synonym
accommodation	<u>accommodate</u>	accommodating, accommodated	(v) adaptation of the mind to receive new information	(v) adjust, assimilate
accumulation	<u>accumulate</u>	accumulated	(v) build up, develop, collect	(v) acquire
acquisition	<u>acquire</u>	acquired	(v) to achieve new skills, get through experience or effort	(v) gain, master
cognition	–	<u>cognitive</u>	(adj) related to thought, understanding, intelligence, knowledge	(adj) thought processes, reasoning
construction	<u>construct</u>	constructive	(v) to build up understanding	(v) create, formulate, imagine
culture	acculturate	<u>cultural</u>	(adj) related to social groups and shared traditions (v) to adapt to a culture	(adj) collective, communal
development	<u>develop</u>	developed, developing	(v) to gain understanding, knowledge or skill	(v) evolve, mature
experimentation	<u>experiment</u>	experimental	(v) to try out different theories	(n) test
<u>mentor</u>	mentor	mentored	(n) an experienced person who teaches a novice (v) to teach	(n) teacher, guide, master
<u>peer</u>	peer	–	(n) a person belonging to the same group as another	(n) equal, companion, co-learner
–	approximate	<u>proximal</u>	(adj) the stage that follows the current one (v) to get close to	(adj) nearest, subsequent
<u>schema</u> (pl. schemata)	scheme	schematic	(n) organized information (v) to plan, design	(n) concepts, mental structure(s)
stable	stabilize	<u>stable</u>	(adj) staying the same, unchanging	(adj) fixed, firm
<u>zone</u>	zone	–	(n) a stage in the learning process	(v) area

6.1 A 5

1/2/3/4 See table below.

5	one syllable	peer, zone
	Oo	mentor, schema stable
	oO	acquire, construct
	Ooo	cognitive, cultural, proximal
	oOo	experiment
	oOoo	accommodate, accumulate, experiment
	ooooOo	experimentation

6.1 B 1-3

Model answers:

- 1 The photograph shows a child playing with shapes and trying to match them with their corresponding holes. It illustrates Piaget's theory of the child as a scientist, interacting with its environment. Piaget's model of cognitive development (evolving our thought processes), explains learning as a process of experimentation (testing theories).
- 2 Diagram 1
 - This diagram illustrates a schema with the central concept of 'shapes' and the variable concepts of 'star', 'square', 'oval', 'diamond' and 'circle'. According to Piaget, we construct (formulate) new schemata (mental structures) when our current, stable (fixed), ideas are challenged by unexpected information. The mind accommodates (adjusts and/or assimilates new objects) the new information within existing schemata.
- Diagram 2
 - This diagram illustrates Vygotsky's Zone (area) of Proximal (subsequent) Development (evolution). Vygotsky maintained that learning was culturally (socially) dependent and that knowledge can be acquired (gained) from peers (co-learners) who act as mentors (guides) to their companions.
- 3 Both pictures illustrate learning in a social context. The child is acquiring language by interacting with his/her parent. The apprentice has a mentor who is more experienced, taking her into the zone of proximal development Apprentices also learn from their peers.

6.1 C

Model answers:

- 1 Cognitive skills are developed through experimentation.
- 2 Cultural information is necessary for the development of linguistic skills.
- 3 Children need a mentor to help them understand new ideas.
- 4 The human brain accommodates new information.
- 5 Children accumulate/acquire knowledge by interacting with their environment.

6.1 D

Model answers:

1 Cognitive skills are developed through <u>experimentation</u> .	c Trial and error is a means of evolving new thought processes.
2 <u>Cultural</u> information is necessary for the development of linguistic skills.	e Language is acquired in the context of a community.
3 Children need <u>a mentor</u> to help them understand new ideas.	f A guide is an important part of children's learning processes.
4 The human brain <u>accommodates</u> new information.	a Fresh knowledge causes the brain to adjust its cognitive structures.
5 Children <u>acquire</u> knowledge by interacting with their environment.	b By testing different theories, children gain a new understanding of their surroundings.

6.2 A

Model answer:

- 1/2 Common sense suggests that people learn what is most useful for their immediate survival. Piaget's model of cognitive development did not take cultural influences into account. Vygotsky thought they were fundamental to learning.
- 3 This question is still under debate. Some theorists (e.g., Whorf and Sapir) maintained that language was essential to the development of thought. Vygotsky believed that thought existed simultaneously, but separately from language. Piaget claimed that thought developed first and that language labels were associated later.

6.2

Answers

- 1 a He was born in Russia. – Vygotsky
- b He trained as a biologist. – Piaget
- c He was born in Switzerland. – Piaget
- d He was a psychologist. – Vygotsky
- e He investigated the relationship between language and thought. – Vygotsky
- f He is famous for his research into cognitive development. – Piaget

6.2 F

Subject	Verb	Object/complement	Prepositional/adverbial phrases
This <u>article</u> ,	<u>will outline</u> <u>highlight</u> <u>illustrate</u>	their <u>approaches</u> to cognitive development the main <u>differences</u> between their theories how they have affected modern classroom practice.	
<u>Vygotsky</u>	<u>describes</u>	<u>language</u>	Importantly, as a <i>cultural tool</i> , a means of passing on the accumulated knowledge of a society from generation to generation.
<u>learning</u>	<u>is</u>	<u>domain dependent</u> .	In other words,
Piaget's <u>paradigm</u>	largely ignores	the <u>importance</u> of social interaction on the cognitive development of the child and, the <u>role</u> of language in this process.	Unlike Vygotsky, however, consequently,
Vygotsky's <u>emphasis</u> on the importance of social interaction in language acquisition	<u>has had</u>	a profound <u>effect</u> on language teaching methods for both children and adults.	Just as significantly,

6.3 A

Model answers (paragraph numbers in brackets):

Word	Part of speech	Similar meaning
model (1)	n	paradigm (5)
language (1, 2)	n	linguistic (2)
tool (2)	n	means (2)
domain (3)	n	context (5)
support (4)	n	guidance (4) scaffolding (4, 6)
structure (5)	n	schema (5)
major (6)	adj	significant (1)
focus (6)	n	emphasis (6)

6.3 B

Model answers:

Vygotsky's model/paradigm of cognitive development suggests that language is a tool/means for passing the traditions of a culture from one generation to the next. He saw cognition as domain/context dependent. There is a major/significant difference between Vygotsky and Piaget, whose focus/emphasis was more on the ability of the child to create a mental structure/schema through experimentation and without support/guidance/scaffolding.

6.3 C

Word	Base and meaning	Effect of affix	Meaning in text
social (2)	society (n, C) – living in a group	~al = adjective ending	shared experiences communicated through language
linguistic (2)	lingua 1. (n, Latin) – tongue 2. language	~istic = adjective ending	related to understanding language
importantly (2)	important (adj) – to be significant	~ly = adverb	a key point
generation (2)	generate (v) – to produce	~ation = noun ending	a group of people of the same age
scaffolding (4)	scaffold 1. (n, U) – support 2. (v, T) – support	~ing = noun ending	providing an organized framework for learning
idealized (5)	ideal 1. (n, C) – ideological principles 2. (adj,) – perfect	~ed = past perfect = adjective ending	imaginary, unreal
predetermined (5)	determine (v) – decide, limit, fix, establish	pre~ = in advance ~ed = past perfect adjective ending	stages of learning that are fixed by developmental processes
scientist (5)	science (n, C/U) – the rational study of physical phenomena through observation and experimentation	~ist = noun ending	a person who studies the material world