

1) Constructivism: A Multidisciplinary Approach Constructivism is hardly a new school of----- . Jean Piaget and Lev Vygotsky, names often associated with constructivism, are not by any means new to the scene of language studies. Yet, in a variety of poststructuralist theoretical positions, Constructivism emerged as a prevailing paradigm only in the last part of the twentieth century, and is now almost an orthodoxy

- **thought**

- Philosophy

2) A refreshing characteristic of constructivism is its-----of linguistic, psychological, and sociological paradigms, in contrast to the professional chasms that often divided those disciplines in the previous century. Now, with its emphasis on social interaction and the discovery, or construction, of meaning, the three disciplines have much more common ground.

- **integration**

- separation

3) What is Constructivism? First, it will be helpful to think of-----branches of constructivism: cognitive and social. In the cognitive version of constructivism, emphasis is placed on the importance of learners constructing their own representation of reality. “Learners must individually discover and transform complex information if they are to make it their own, [suggesting] a more active role for students in their own learning than is typical in many classrooms” (Slavin, 2113, p.257-258)

- four

- **two**

4) Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both -----

- sociolinguistics.

- **cognitive and emotional images of realit**

5) The champion of social constructivism is----- (1978), who advocated the view that “children’s thinking and meaning-making is socially constructed and emerges out of their social interactions with their environment” (Kaufman, 2114, p.314).

- **Vygotsky**

- Slavin

6) One of the most popular concepts advanced by Vygotsky was the notion of a----- (ZPD) in every learner: the distance between learners' existing developmental state and their potential development. Put another way, the ZPD describes tasks that a learner has not yet learned but is capable of learning with appropriate stimuli.

- cooperative learning

- **zone of proximal development**

7) The ZPD is an----- because it describes tasks "that a child cannot yet do alone but could do with the assistance of more competent peers or adults" (Slavin

- **important facet of social constructivism**

- purpose of loost a successful communication.

8) Vygotsky's concept of the ZPD----- rather sharply with Piaget's theory of learning in that the former saw a unity of learning and development while the latter saw stages of development setting a precondition, or readiness, for learning (Dunn & Lantolf, 1998

- agree

- **contrasted**

9) Using the schools of thought referred to previously, an extreme behaviorist position would claim that children come into the world with a-----, a clean slate bearing no preconceived notions about the world or about language

- **tabula rasa**

- record

10) At the other constructivist extreme is the position that makes not only the cognitivist claim that children come into this world with very specific innate knowledge, pre dispositions, and biological timetables, but that children learn to function in a language chiefly -----

- only by interaction

- **through interaction and discourse.**

11) refers to one's underlying knowledge of a system, event, or fact. It is the nonobservable ability to do something, to perform something

- **Competence**

- Performance

12) is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, speaking. In reference to language,

- Competence

- **Performance**

13) Comprehension and Production One of the myths that has crept into some foreign language teaching materials is that comprehension (listening, reading) can be equated with competence, while production (speaking, writing) is performance.

- **equated**

- different

14) It is important to recognize that this is not the case: production is of course more-----, but comprehension is as much performance—a “willful act” to use Saussure’s term—as production is

- indirectly observable

- **directly observable**

15) it will be helpful to think of two branches of constructivism: ----- and-----

- **cognitive and social**

- dispositions, and biological

16) Performance is actual ----- -speaking, writing-

- nonobservable

- **production.**

17) the comprehension (listening, reading) of linguistic-----.

- **events.**

- Abstract ideas