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Name:	Grade/20
Group:	
Teacher: Mr. Karim AYADI	

First Term Exam of Applied Linguistics

Say if the following statements are true or false. (Correct the false ones) 1 pt for each correct answer. Uncorrected false statements will not be considered.

1. *The applied linguist* considers context as extra linguistic.

False :The formalist/structuralist/Chomskian... considers context as extra linguistic.

2. *Post-structural linguistics* views the formalist perspective of data collection as a non- sense invention of sentences.

True

3. The '*ideal speaker- hearer*' is a pragmaticist principle where normative devices had to be discovered.

False:is a structuralist/formalist.....

4. *The grammarians* are concerned with rules of use which are exemplified in utterances, whereas the discourse analysts are concerned with rules of actual use which describe how sentences interrelate.

False: The grammarians are concerned with rules of USAGE which are exemplified in sentences Whereas.....how UTTERANCES interrelate

5. In *post structuralist linguistics*, the sentence is the upper unit of language.

False: In post structuralist linguistics, the UTTERANCE is the upper unit of language.

6. *The sentence* is a stretch of words preceded or followed by a pause, hesitaion, slips of the tongue, interruptions, laughter facial expressions ect..

False: The UTTERANCE is

7. *Robert Lado* and his co-workers have come to bring about a new approach based on contrasting the formal devices of only two languages.

False: contrasting the formal devices of two languages or MORE.

8. *Constrastive Analysis* rests on the assumption that predicting the differences between L1 and L2 will not help determine what sort of difficulty will be faced by the foreign language learner.

False:WILL HELP.....

...9. The formal similarities between the native language and the target one will be inevitably leading to errors according to Contrastive Analysis.

False:will be inevitably leading to ERROR FREE.....

10 Buteau (1970) deduced that the French sentences that can be equated literally with their English equivalents are the easiest to be learnt.

False:are NOT NECESSARILY the easiest to be learnt.

11. *Contrastive Analysis* came into being in an era dominated by Behaviourist Psychology.

True

12. *Approximative system* (Nemser, 1971) is a term that refers to learner's produced properties that exist in L1 and L2.

False: NEITHER in L1 NOR in L2.

13. *Negative Transfer* refers to the condition where the learner gives correct responses based on the similarity between L1 and L2.

False:the learner gives INCORRECT responses based on the DIFFERENCE between L1 and L2.

14. *Avoidance or Ignorance* is a strategy and a trick used by the EFL learner as an attempt to cease learning new tasks.

False:an attempt to SURPASS his/her LEARNING DISABILITY.

15. *Error Analysis* has come to approve the principal of CA in that predicting the errors based on interference is the only way to detect what sort of difficulty the learner faces.

False:is the NOT ONLY way to detect.....

16. *Covert errors* are by no means ungrammatical at the level of the sentence in contrast; Overt errors are grammatically well structured, but are not comprehensible and interpretable within the context of communication.

False: **OVERT** errors are by no means ungrammatical at the level of the sentence in contrast; **COVERT** errors are grammatically well structured.....

17. *Induced errors* "result more from the influence of L1 on L2.

False: *Induced errors* "result more from the CLASSROOM SITUATION.

18. *Local errors* can make communication problematic in the sense that comprehension between different interlocutors can be hindered

False: GLOBAL ERRORS.....

19. By definition, '*Domain*' is identical to '*Covert*' errors while '*Extent*' is identical to '*Overt*' ones.

True

20. *Overgeneralization* is one of the aspects of Interlanguage.

False:one of the aspects of INTRALANGUAGE.

Larbi Ben M'hidi University- Oum El Bouaghi
Faculty of Letters and Languages
Department of English
Level: Master Two – Didactics-
Culture in the Foreign Language Class Subject

Model Answer of the CFLC Exam

Activity One (5pts)

Write true or false next to each statement. Correct the wrong statements.

1. One of the characteristics of the non-essentialism paradigm is that Has an onion - skin relationship with large continental, ethnic, or racial cultures **FALSE (0.5pt)**
One of the characteristics of the **essentialism paradigm (0.5pt).**
2. Cortazzi and Jin (1999) viewed the term culture as the framework of assumptions, ideas, and beliefs that are used to interpret other people's actions, words, and patterns of thinking **TRUE (1pt)**
3. 'Social conventions' as one theme of culture is categorised under big cultural C **FALSE (0.5pt)**
'Social conventions' as one theme of culture is categorised under **small cultural c. (0.5pt)**
4. Baumann' s (1996) study is mainly about the connection between language, race, and culture **FALSE (0.5pt)**
Baumann' s (1996) study is mainly about **the community that has been formed by 60,000 people variously identifying as South Asian, Afro-Caribbean, Irish, English, in addition to others from different cultures and religions. Despite the fact that these social groupings belong to different cultures – and different religious affiliations as Sikhs, Christians, Hindus, and Muslims, etc – they could form their own community and their own culture based on shared interests and needs. (0.5pt)**
5. Because of the changing patterns in the ownership of English, it is hard to argue that language, particularly English can be understood with reference to a particular and discrete culture **TRUE (1pt)**

Activity Two (5pts)

Answer briefly the following questions

1. The main critiques of EFL textbooks that mirror the target cultures? **(0.5 pt for each critique)**
-They could affect young learners' identity negatively.
-They embody Western cultural dominance that gives importance to Western societies

- Textbooks are indirect bearers of Western cultural constructions that may be imposed on learners and teachers.
 - The target cultures could also be “irrelevant or uninteresting” to learners of English.
 - They might present cultural conflicts with the learners’ local culture.
2. How can social media and other online tools develop learners’ intercultural competence?
0.5 pt for each statement)
- Internet enables the exchange of views and opinions between large and diverse groups of people that would otherwise hardly cross paths and interact.
 - Social media allow learners to develop attitudes that help them deal with their emotions when faced with ambiguity and uncertainty.
 - The activities may also enhance their propensity to co-operate with individuals from other cultural affiliations.
 - Help them gain skills for listening to people in order to understand their meanings and intentions.
 - Develop communicative awareness, including awareness of the fact that other peoples’ languages may express shared ideas in a unique way or may express unique ideas that seem difficult to access through one’s own language(s).

Activity Three (5pts)

- How is culture being defined in these quotes? **(2.5 pt for each quote)**

Trager (1962) stated that: [Culture is] the system of learned and shared behavior [according to] which the members of society behave and interact. . . . And they can only do these things in terms of their own particular culture, because they know no other way. (p. 135)

- The student has to explain the key terms of this quote.
- The student has to explain the quote above according to the traditional view of culture.

[Culture] is not a monolithic or a static phenomenon; on the contrary, dynamism is one of its main features . . . culture is a sphere of knowledge (Ramírez, 2007) in which the frameworks of assumptions, ideas and beliefs that can be used to interpret people’s actions, patterns of thinking and human artifacts (art, literature, etc.) lie at the core. (Álvarez & Bonilla, 2009, p.

- The student has to fully explain the key terms of this quote.
- The student has to fully explain the meaning of this quote.
- The student has to make reference to challenging the integrity of nationalized cultures, and shifting to intercultural perspectives.

Activity Four (5pts)

Kramersch (1998) illustrated that:

The way in which people use the spoken, written, or visual medium itself creates meanings that are understandable to the group they belong to, for example, through a speaker's tone of voice, accent, conversational style, gestures and facial expressions. Through all its verbal and non-verbal aspects, language embodies cultural reality (p.3).

Discuss with examples this claim

- The student has to explain the key terms of this quote
- The student has to fully discuss the essential relationship between language and culture BY MAKING REFERENCE to the quote above.
- The student has to provide RELEVANT examples- at least two examples-
- N.B. Correct language has been taken into consideration when assessing the students' exam paper.

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People's Democratic Republic of Algeria
Correction Model of Educational Psychology Exam

1. Improvise two scenarios where you can apply Rodger's « Whole school Approach » hints when dealing with the problem behaviours. Choose three problem behaviours. (Use the technical terms you learned in class) **5pts**

The Good Scenario

Teacher: Laura, Would you read line 3 in paragraph 1.

Laura: I can't the passage is boring. (Attempt to drive the teacher to the secondary issue) **(1pt)**

Collective
laughter

Teacher: May be it is, Jhon, you have got good prounciation, read what laura thinks to be boring. Thanks! (a shift to another student to keep attantion on the primary issue). **(1pt)**

Jhon: Thank you sir! I will for sure. (the reading is accomplished)

Teacher: Maya and Margarat, would keep quite and solve the task.

Maya: But we were talking about the work.

Teacher: May be you were, but I want you to face the front and listen. Thanks!
(Class is about to finish)

Teacher: (Class is about to finish) Laura, you can see me after class. (Time your invitation effectively). **(1pt)**

The bad Scenario:

Teacher: Laura, Would you read line 3 in paragraph 1.

Laura: I can't the passage is boring. (Attempt to drive the teacher to the secondary issue) **(1pt)**

Collective
laughter

Teacher: How dare you? I will make you regret saying this.

Laura: I will see what you can do. (Laura succeeds to drive the teacher to the secondary issue)

Teacher: Yes, We will see how this would weigh on your GPA.(Never make threats).

Maya: I do not care! **(1pt)**

Teacher: get out of here! (the teacher does not try to re-establish relationship).**(1pt)**

NB

Scoring here depends on the way each student presents the scenarios if they are well formed and well thought of.

2. Explain the types of ability grouping and which type you think should be applied the best? **(3 pts)**

1. **Within Class Grouping:** A teacher set up group works based on students level of achievement with the same course assignments. (1pt)

2. **Between Class grouping** The administration of the school divides the students by grouping the gifted the students with other classes where the level of achievement is higher than their first classes (1pt)

NB: The part of ‘which type you think should be applied the best?’ is omitted.

3. **Within Grade Grouping:** This is about grouping students according to their scores in mid term and final term examinations. (1pt)

3. According to Peerson 2001, what is the difference between the abusive and the neglectful families? 3pts

Neglectful mothers were younger when they had their children (1pt), had less education (1pt), and had higher levels of depression and parenting stress than the mothers of children who had been abused.(1pt)

4. Why the selected Item test is said to be more objective than the constructed test format? 3 pts

The selected Item test is said to be more objective than the constructed test format because in the latter, data regarding student knowledge and ability may be further obscured by subjective scoring methods (1.5 pts) that reduce the repeatability and generalizability of the results. (1.5 pts)

5. How can unidividual therapy help undermine the effect of Adjustment Disorder? 2pts

Individual therapy can include efforts to aid the child in reinterpreting the stress event. That is, a cognitive– behavioral approach (1pt) would assist the child in developing new ways to think about the stress event. (1pt)

6. How did the *DSM-IV-TR*, and the AAMR approach the concept of mental retardation in quite different spirits? 4 pts

DSM-IV-TR definition is typically interpreted such that adaptive behavior deficits are considered to be permanent characteristics of an individual, and they are not expected to change over time (2pts) . By contrast, the AAMR definition includes broader terms and is accompanied by a guiding principle that acknowledges an individual’s adaptive behavior could change over time. (2pts).

People's Democratic Republic of Algeria
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Name :

group :

First Semester Exam in CBFL

Discuss **TWO** of the following topics in a well-developed paragraph

1-Littlejohn (1992.p325) states : “the development of a more highly structured textbooks leads to the deskilling of teachers”.

2-Sheldon (1998.p245) explains: “course book assessment is fundamentally a subjective, rule-of-thumb-activity, and that no neat formula, grid or system will ever provide a definite yardstick”.

3-It is argued that authentic materials support a creative approach to teaching

4- Candlin and Breen (1979.p175) point out: “there can be no such thing as ideal or universally applicable language teaching materials (.....) unless they are adapted and situationalised in some specific way”.

Model Answer

Each question is scored 10 points, 5 for content and 5 for form

Possible content

1-Reference should be made to the disadvantages of using a textbook focusing on teachers` uncritical use of the textbook. In other words, using a textbook can cause the lowering and reduction of the level of cognitive skills involved in teaching which results in a level of teaching in which the teachers` decision are largely based on the textbook. .

2- Sheldon argues that any textbook evaluation checklist requires adaptation before being submitted to the personal requirements of individual teachers. Thus, it is advised to look at the evaluation process from a more subjective view ,i.e.,any procedure should be modified to suit personal circumstances.

3- Reference should be made to the advantages of using authentic materials to support a creative approach to teaching.In other words, teachers who opt for authentic materials are said to be creative and reflective not relying on the materials from the textbooks. Selecting

authentic texts and designing authentic tasks is a sign of effective teachers who have an eclectic, innovative approach towards their work.

4-Reference should be made to the importance of textbook adaptation because whatever the merits of a particular textbook, change is to be brought in a way or another since textbooks can neither satisfy all the individual needs of learners, nor suit all the teaching learning situations. In other words, since there is no such “ideal” textbook, adapting the teaching materials is a useful way to make the textbook more suitable to the particular learners and the teaching situation in general .

University of Larbi Ben Mhidi, Oum El Bouaghi
Department of English
1st Term Exam in Presentation Skills and Strategies
Second Year Master "Didactics"

1. Which of the following represent a good presenter's language: 2pts

a: dynamic b: very formal c: many linkers **d: adjectives**

2. Is it true or false? Correct the statement, if it is wrong. 0.5pts

a: a poster is a journal article put on display.

False It displays main points of a topic, in other words it is an illustrated abstract.

3. In two words how do you use your voice effectively? 3pts

a: Stressing words b: ...Making pauses

4. Add two Software Platforms for Electronic Posters and presentations: 3pts

a: Power Point b: ...In design, Latex, scribus, illustrator, CorelDraw, c: ...Freehand,
omnigraffle, inkscape, postergerenius

5. Mark the statements with the closely related principles 3pts

Principles

a: Primacy

b: Composite

c: Complexity

d: Regency

e: Recency:

Statements

E : your audience is knowledgeable and favourable toward your topic

A : Your listeners are hostile toward your central idea

C : progressing from the simple to the more elaborate

6. Choose the appropriate answer. A scientist conclude his presentation by: 3pts

- a. Suggesting implications for the field of knowledge
- b. Commenting on findings
- c. Suggesting general hypotheses
- d. Noting implications
- e. Significance of the findings or contribution of the study

7. Which of the following principles is efficient when you face a specialised audience? 2pts

a: a rhetorical question c: an anecdote
b: an interesting fact d: a problem to think about

Why?

8. How much time is allotted for designing a slide presentation? 0.5pts

...20 TO 150 HOURS

9. What do audiences want from presentation delivery? Suggest three in the space provided 3pts

a...-Interest and passion from the speaker -A sense of experience -Friendly accessible, -smooth technical delivery
and -use of technology. -A sense of how much a talk has progressed.

التمرين الأول: 9 نقاط

1- ترميز البيانات يدويا: يمكن اختيار ترميز رقمي أو أبجدي أو مختلط:

- المتغير (V1): السنة الثالثة (ليسانس) ← الرمز هو الرقم 1، ماستر 1 ← 2، ماستر 2 ← 3
 المتغير (V2): أعزب ← الرمز هو الرقم 1، متزوج ← 2، مطلق ← 3، أرمل ← 4
 المتغير (V3): حسن ← الرمز هو الرقم 1، مقبول ← 2، جيد ← 3، ممتاز ← 4
 المتغير (V4): بطيء ← الرمز هو الرقم 1، ساكن ← 2، سريع ← 3، سريع جدا ← 4

2- صياغة الترميز في برنامج Excel:

V2: =if (B2="أعزب",1,if(B2="متزوج",2,if(B2="مطلق",3,4)))

V3: =if (C2="حسن",1,if(C2="مقبول",2,if(C2="جيد",3,4)))

3- حساب الارتباط بين (V3) و (V4): نقوم باستخدام معامل سبيرمان لأن المتغيرين رتبيين:

المتغير (V4): ساكن ← بطيء ← سريع ← سريع جدا
 (V4): ساكن، بطيء، بطيء، بطيء، سريع، سريع، سريع جدا
 1 3 5,5 7

أ- ترتيب تصاعدي أو تنازلي: المتغير (V3): مقبول ← حسن ← جيد ← ممتاز
 ب- ترتيب القيم: (V3): مقبول، حسن، حسن، جيد، جيد، ممتاز
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ج- قيم الرتب:

د- حساب الارتباط:

معامل التحديد والتفسير	حساب الارتباط والتفسير	d ²	d	رتب Y	رتب X	Y (V3)	X (V4)
$R^2 = (-0,223)^2 = 0,05$ التفسير: V4 يفسر 5% من التغير في V3	$R_s = 1 - [(6 \cdot \sum d^2) / (n(n^2 - 1))] = 1 - [411 / 336] = -0,223$ التفسير: العلاقة بين V3 و V4 هي علاقة عكسية ضعيفة	0	0	5,5	5,5	جيد	سريع
		36	6	1	7	مقبول	سريع جدا
		4	-2	3	1	حسن	ساكن
		16	-4	7	3	ممتاز	بطيء
		6,25	-2,5	5,5	3	جيد	بطيء
		0	0	3	3	حسن	بطيء
		6,25	2,5	3	5,5	حسن	سريع
		68,5				المجموع	

التمرين الثاني: 3 نقاط

- الشروط هي :- التوزيع الطبيعي (A) - التجانس (B) - الاستقلالية (C)

التمرين الثالث: 8 نقاط

(B) اختبار التوزيع الطبيعي يستعمل للتأكد من أن المتغير يتبع التوزيع الطبيعي أم لا. النتائج توضح أن المتغيرين (male) و (female) يتبعان التوزيع الطبيعي لأن قيمة (sig) لكل منهما أكبر من مستوى الدلالة (0.05)

(C) اختبار التباين الأحادي يستعمل لاختبار وجود فروق بين متوسطات العينات. النتائج في جدول (ANOVA) توضح أن قيمة (sig) أصغر من مستوى الدلالة (0.05) مما يعني وجود فروق ذات دلالة إحصائية بين متوسطات العينات. نقوم بمقارنة العينات في جدول (Multiple comparisons) نجد فروق ذات دلالة إحصائية بين المجموعة (small) و (medium) وبين (small) و (high).

(D) اختبار ألفا كرونباخ لثبات واتساق الاستبيان ومحاوَره. النتائج توضح أن معامل ألفا كرونباخ يساوي (0,577) أقل من (0,7) وبالتالي المحاور الخمسة للاستبيان قليلة الاتساق.

(E) اختبار بيرسون للارتباط الخطي يقيس شدة ونوع العلاقة بين متغيرين. النتائج توضح أن معامل بيرسون يساوي (0.882) يعني وجود علاقة طردية قوية بين متغير (age) ومتغير (cholesterol)

الحل النموذجي لامتحان الدورة العادية مقياس أخلاقيات الأعمال والفساد

الجواب الأول: (10 نقاط)

1. حسب حجم الفساد:

"تم التبليغ عن اختفاء 25 محرك طائرة من ورشة الخطوط الجوية الجزائرية. مما يعني خسارة تفوق 60 مليار سنتيم تكبدتها شركة الخطوط الجوية. فساد كبير: هو الفساد الذي ينتج عنه خسائر مالية ومادية كبيرة جدا وغالبا ما يكون له علاقة بفساد مسؤولين كبار في الدولة أو أشخاص نافذين في السلطة.

2. حسب درجة التنظيم:

"تأسس بنك الخليفة عام 1988 كأول بنك خاص جزائري، كون بعد ذلك امبراطورية اقتصادية شملت العديد من الشركات سميت بمجمع الخليفة. تم اعلان الإفلاس عام 2003، وتم توجيه تهم فساد لصاحب المجمع والعديد من الأطراف ذات العلاقة في مؤسسات حكومية وخاصة، وأشخاص ذوي نفوذ.

فساد شامل: هو مهب واسع النطاق للأموال والممتلكات الحكومية عن طريق صفقات وهمية أو تسديد أثمان سلع صورية.... يشترك فيه غالباً مسؤولين كبار في الدولة أو أشخاص نافذين في السلطة وهيئات ومؤسسات، وهو الفساد الأعلى درجة في التنظيم.

3. حسب مظهر الفساد:

"دفع مقاول مبلغا من المال مقابل معلومات من مناقصة حكومية، حيث قام العامل بتجميعها وتقديمها له في شكل ملف الكتروني".

أ. الرشوة: وهي قيام المقاول بدفع مبلغ من المال لموظف بحكم وظيفته للموافقة على أمر غير قانوني وغير شرعي.

ب. إقضاء أسرار وظيفية: قام الموظف بإقضاء أسرار وظيفية للمقاول.

"سنة 2006، تم الإبلاغ عن اختفاء أكثر من 150 طردا بريديا من مركز الطرود البريدية، كانت من بينها وثائق رسمية لوزارة الخارجية. وبعد التحقيقات تم إنهاء مهام رئيس المركز وكل العمال المتورطين مع إحالهم إلى القضاء".

اختلاس: هو الاستيلاء على شيء ذو قيمة اقتصادية من قبل من يتولى إدارة هذا الشيء أو المحافظة عليه.

الجواب الثاني: (10 نقاط)

1. تعتمد المقاييس الموضوعية للفساد على البيانات والمعلومات التي تمتلكها الأجهزة المعنية والأجهزة الأمنية مثل جهاز الشرطة، البرلمان، أجهزة المحاسبة الحكومية. أذكر عيوب هذا النوع من المقاييس:

- مرتبطة بفعالية الشرطة والأجهزة الحكومية الأخرى، فإذا دخلت هذه الأجهزة في نطاق الفساد، يكون من الصعب كشف درجة الفساد في البلد وحجم انتشاره؛

- تفتقد الصحافة في الكثير من الدول التي تعاني من الفساد (خاصة في الوطن العربي والدول الإفريقية) إلى الإمكانية والاستقلالية اللازمة لمعالجة هذه الأمور، خاصة إذا تعلق الأمر بالفساد السياسي الذي تتورط فيه أطراف نافذة في الدولة؛

- تظل إمكانية توفير هذه المؤشرات بدرجة استعداد الأجهزة الرقابية لإتاحة هذه المعطيات بصورة نظامية.

2. كيف يمكن تسخير الجانب السياسي لمكافحة الفساد؟ (أذكر ثلاثة عناصر مهمة برأيك)

- إقامة نظام حكم يتمتع بالديمقراطية الحقيقية ويقوم على مبادئ الحكم الراشد من تداول سلمي على السلطة،

- تطبيق القانون، المشركلة الشعبية، المساءلة، الرقابة، الزاهاة والشفافية، البناء المؤسسي.

- الإرادة السياسية القوية: تعتبر توفر الإرادة السياسية الصادقة، القوية والجادة عنصرا مهما وأساسيا لمكافحة الفساد والوقاية منه.

- إنشاء هيئات ومؤسسات متخصصة في مكافحة الفساد: مع الحرص على توفير الظروف والإطار القانوني المناسب لعملها، منحها الاستقلالية التامة، توفير الموارد الكافية لها، وإعطائها الصلاحيات الواسعة.

3. من هو وسيط الجمهورية؟ وما هي صلاحيات وحدود سلطته في الجزائر؟

هو هيئة طعن غير قضائية تساهم في حماية حقوق المواطنين وحرياتهم في قانونية سير المؤسسات والإدارات العمومية.

- يخول لوسيط الجمهورية صلاحيات المتابعة والرقابة العامة التي تسمح بتقدير حسن علاقة الإدارة بالمواطن، وفي هذا الصدد يمكن لأي شخص

طبيعي استنفذ كل طرق الطعن ويرى أنه وقع ضحية غبن بسبب خلل في تسير مرفق عمومي أن يخطر وسيط الجمهورية، الذي يهتم أساسا

بالنظر في شكاوى المواطنين والموظفين وغيرها من التظلمات التي يتقدمون بها في حالة تعسف السلطة التنفيذية اتجاههم، كما يقدم الحلول

للمشاكل المطروحة عليه ويقوم برفع هذه التظلمات إلى رئيس الجمهورية مقترحا التوصيات الملائمة في مختلف القضايا المطروحة الكفيلة

بتحسين سير المرفق المعني أو تنظيمه.