

University of Larbi Ben M'hidi OEB
Faculty of Letters and foreign languages
Department of English

Level: M2 Group 1 & 2

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First Term exam in TC

Task 1

What and when to introduce cultural topics in EFL classes are decisions influenced by various factors, with the proficiency level and age of students playing pivotal roles. Just as a mosaic creates a complete picture from individual pieces, Kachru's model provides educators with a framework to piece together the intricate cultural elements relevant to their diverse EFL learners. Moreover, understanding Kachru's model is crucial for educators seeking to navigate the cultural landscape in EFL classrooms.

a. Explain what Kachru's model is and how it contributes to the understanding of which aspects of culture are relevant for EFL learners.

Definition..... 1pt

Inner circle.....1pt

Outer circle.....1pt

Expanding circle.....1Pt

Explaining the relationship between the circles and what culture content to teach (culture sensitivity and blueprint)1pt

b. How can the language proficiency level and age of students influence the decision of when to introduce culture in EFL classes?

1 Language proficiency:

beginner (Expressions, words, Big C culture).....1pt

intermediate (Idioms, expressions big c + introduction to small c culture).....1pt

advanced (ideologies, and critical discourse small c culture)..... 1pt

Age

primary school (Native Culture).....0.75

middle school (Intercultural approach).....0.75

secondary school (third space).....0.75

When to teach culture (At the beginning).....0.5

Task 2

Sysoyev and Donelson (2002) point out that discussions about the significance and potential inclusion of cultural components in the SL/FL curriculum took place during the first decades of the 20th century.

a. How was culture (as an element) regarded in the different methods and approaches of EFL classes? Taking into account the shift caused by the communicative competence5.5 pts GTM (Literary texts) DM (Everyday lifestyle) audio-lingual method (small c elements) designer methods (everyday lifestyle)..... 2.5

All of the above regarded culture as separable, non-significant and taught culture either unintentionally or non-systematically..... 1.5

Communicative competence caused a shift to the upcoming methods and approaches which affected how culture was viewed, since then culture is set to be taught systematically and in a non-separate manner.....1.5

b. Mention three strategies used to teach culture and explain their implementation process; particularly, when, how and for what they can be applied. 4.5pts

Strategy 1, how, when, for what.....1.5

Strategy 2, how, when, for what.....1.5

Strategy 3, how, when, for what.....1.5

Best of luck