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Faculty of Letters and foreign languages
Department of English

Level: M2 DID

First Semester Exam in CFLC

1. True or false (correct the false statements)

1. The boundaries of culture are strictly defined by geographical regions, and linguistic differences within those regions have no bearing on cultural identity."

...False 0.5.....language is interrelated with culture, and thus, any linguistic differences would entail cultural differences ..1 pt

2. The Sapir-Whorf hypothesis suggests that language is merely a passive medium for transmitting cultural information and has no influence on thought processes.

False 0.5 pt Language is an active medium for transmitting cultural info and has a direct influence on thought 1pt

3. "Cultural norms are the shared rules that guide behavior in specific situations."

True 1pt

4. "The relationship between language and culture is independent; one does not influence the other."

False 0.5 pt Language and culture are interrelated and influence one another 1pt

2. Circle the correct answer(s), a false circle negates a correct one

1. The concept of "cultural appropriation" in language teaching refers to:

A. The respectful adoption and appreciation of cultural elements in an educational context.

B. The exchange of cultural ideas without the involvement of power dynamics.

C. The unacknowledged or inappropriate adoption of cultural elements by another group, often leading to misrepresentation.

D. The blending of cultural elements to create new forms of expression in language education.

2. Which of the following best reflects the concept of "culture shock" as it relates to language learning?

A. The excitement and fascination experienced when a learner first masters the grammar of the target language.

B. The emotional and psychological disorientation that occurs when a learner is exposed to a new cultural environment and language.

C. The sense of pride learners feel when they master the cultural norms of the target culture.

D. The immediate rejection of the target culture in favor of maintaining one's own cultural identity.

3. What is one key way language influences culture?

A. By determining the climate of a region

B. By shaping how people perceive and categorize the world

C. By defining the biological characteristics of a population

D. By regulating laws and governance

4. When teaching culture through literature in a second language classroom, the primary educational goal is to:

- A. Teach students to memorize cultural references without understanding their deeper meanings.
- B. Use literature as a tool for exploring cultural values, norms, and perspectives while improving language skills.
- C. Encourage students to critique and reject the cultural messages in the literature.
- D. Focus solely on the literary style and form of the target culture, disregarding its social context.

5. In teaching language through "authentic materials" such as films, music, and advertisements, teachers are primarily aiming to:

- A. Teach students the language in an abstract, decontextualized manner that focuses solely on grammar.
- B. Expose students to real-life examples of language use, helping them understand how cultural values and language interact in everyday communication.
- C. Limit the scope of cultural understanding to a few well-defined facts, avoiding too much complexity.
- D. Provide students with fictional, idealized representations of the target culture to avoid misunderstanding.

3 Answer the following question:

How does the age of a student influence which culture to teach, and why is it important to tailor cultural content based on the student's developmental/educational stage?

...At the primary school level: native culture, big c elements (respect the cognitive abilities of the child and their enculturation process), follow the mono-cultural approach, use simple strategies with direct linguistic aims.

middle school: the intercultural approach (both the native and the target culture), small c elements, the use of more complex strategies and integrating abstract concepts.

at the secondary school level: Cross cultural approach, multiculturalism, introducing different cultures, teaching students critical cultural responsive content

note: the answer does not have to be word by word but the gist has to be there.