

Cultivating Cultural Awareness in College English Teaching

HOU Qinglong^{[a],*}

^[a]School of Foreign Languages and Literature, Shandong Normal University, Jinan, China.

*Corresponding author.

Received 14 October 2016; accepted 2 December 2016
Published online 26 January 2017

Abstract

This paper studies how to effectively cultivate college students' cultural awareness in college English teaching and learning in the attempt to effectively promote the target culture learning in a non-native context like China through adopting various ways. This study is carried out through a sociocultural test among college English teachers and learners, with the expectation to get an objective view of the current status of culture instruction in college English teaching in China.

Key words: Culture; Cultural awareness; College English teaching

Hou, Q. L. (2017). Cultivating Cultural Awareness in College English Teaching. *Canadian Social Science*, 13(1), 54-61. Available from: <http://www.cscanada.net/index.php/css/article/view/9207>
DOI: <http://dx.doi.org/10.3968/9207>

INTRODUCTION

Cultural awareness, or cross-cultural awareness, is considered to be one of the most difficult dimensions to attain. Hanvey (1976) defines it as the thing "to have some knowledge of world conditions, and to comprehend and accept the consequences of the basic human capacity for creating unique cultures—with the resultant profound differences in outlook and practice manifested among societies." As is known, language is an inseparable part of culture. It cannot exist apart from culture. Nowadays, effectively teaching and learning the target culture is becoming a hot subject in foreign language education.

We can find that scholars both abroad and at home to emphasize the theoretical study and discussion. The problem of applying these theories into foreign language teaching and learning still remains unsolved. In this essay, how to effectively cultivate college students' cultural awareness in the educational practice is to be discussed in order to offer foreign language teachers suggestions for pedagogy.

1. PREVIOUS RESEARCHES ON CULTIVATION OF CULTURAL AWARENESS

Flewelling (1993, p.339) claimed that "it was through reading that students learned of the civilization associated with the target language". At that time, the primary educational aim of foreign language teaching was cross-cultural understanding, suggested as a challenge and reform in foreign language education. During the 1980s, a lot of influential works were finished and published. Stern's *Fundamental Concepts of Language Teaching* (1983) has greatly influenced current second or foreign language pedagogy in both theory and practice.

In China, Luo Changpei, linguist firstly devoted to study in this area, published his monograph named *Language and Culture* (1957). From 1980s, a tide of cultural linguistics was set off. The representative works were Xing Fuyi's *Cultural Linguistics* (1990) and Gu Jiazuo and Lu Sheng's *Language and Culture* (1991). Among works upon the teaching of foreign cultures, the most authoritative is *Applied Linguistics* (1988) by Gui Shichun. Efforts have been made to integrate culture elements into language classes. However, despite the blossoming development in the culture teaching in college English teaching of China, there seems a big discrepancy between the theoretical researches and the actual practice.

2. RESEARCH METHODOLOGY, INSTRUMENTS AND SUBJECTS

In order to get more information about the present status of teaching and learning English as a foreign language in terms of the development of cultivating college students' cultural awareness, the researcher conducted a study among teachers and college students in four universities. Data was collected through a test and two questionnaires.

2.1 Methodology

Test and questionnaires were used in this study. "A Sociocultural Test" was applied to get the learner participants' achievements in the testing of culture. Meanwhile, each participant was asked to offer his or her score of "College English Test Band Four (CET4)", which was considered as their achievements in the testing of language. A comparison was made between these two types of achievements to show the contradiction and relevance between the teaching and testing of language and that of culture.

2.2 Instruments: "A Sociocultural Test"

The researcher selects "A Sociocultural Test" by Wang Zhenya inasmuch as it is of great authority in testing college students' sociocultural competence. With such a test, the researcher expects to know about the achievements and problems in the teaching and learning of culture in college English education.

"A Sociocultural Test" includes sixty items, which have been divided into three sections. The first two sections deal with linguistic and non-linguistic behaviors. These are usually called the small c culture. Linguistic behaviors are related with conventional conversation in people's social interaction. Phatic communion patterns, as the typical example of linguistic behavior, appear several times in this test. Non-linguistic behaviors consist of: a) paralinguistic behaviors, b) interpersonal behaviors, c) social behaviors, and d) personal behaviors. Behaviors in interaction among people become the main content under the topic of non-linguistic behaviors. In these two sections, participants are asked to choose appropriateness (A) and inappropriateness (I) to answer each question. The third section is about cultural information about such aspects as history, geography, politics, economics, literature and so on, of the country that the target language is spoken. These are usually called the big C culture. Participants are demanded to choose the best answer to each question from the four choices A, B, C and D.

2.3 Subjects

Subjects of learners (258) are all juniors of college students and subjects of teachers (86) include Chinese English teachers and native English teachers. They are selected randomly to take "A Sociocultural Test" and answer questionnaires. They are from the following universities: Peking University (PKU), Shandong

University (SDU), Shandong University of Science and Technology (SDUST) and Shandong Normal University (SDNU). The learner subjects learn English for almost nine to ten years. The teacher subjects are titled from professors (8) and associate professors (16) to lecturers (23) and instructors (33). The longest period of time for them to teach English is over twenty years, and the shortest is at least three years. Six native English teachers from the United States also take part in this research and provide the researcher with beneficial suggestions. The following table is to show the details of the subjects in the study.

Table 1
Population of Participants

		PKU	SDU	SDUST	SDNU	Total
Teacher participants	Chinese	20	20	20	20	80
	Native	0	6	0	0	6
Learner participants		72	60	60	66	258

3. DATA ANALYSIS AND MAJOR FINDINGS

"A Sociocultural Test" was sent to the learner subjects. After all of these copies were collected, the researcher sifted carefully and 326 copies were proved to be valid and reliable.

Learner subjects' scores of "A Sociocultural Test" and "CET4" were respectively analyzed to find out the maximum, minimum and mean points among them. At the same time, their scores of parts 1, 2 and 3 in "A Sociocultural Test" were counted one by one, and the maximum, minimum and mean points of these three parts were found. A comparison was made between the learner subjects' scores of "A Sociocultural Test" and "CET4", standing for the achievements of language testing and culture testing. The comparison among their scores of the three parts in "A Sociocultural Test" was made in the meantime. With the data analysis and feedback, the researcher had a comprehensive view towards the current status of teaching and learning the target language and culture. The major findings are as follows.

3.1 Major Findings of "A Sociocultural Test"

The comparative analysis of the scores of culture testing achieved in "A Sociocultural Test" and that of language testing in "CET4" offered by the learner subjects is illustrated in the following table. This kind of comparison is hoped to obviously indicate the difference between learners' linguistic competence and cultural competence and their competence on different cultural aspects including the small c culture, the big C culture, verbal behavior and non-verbal behavior.

Table 2
Comparison Between Scores of Culture and Language Testing

	A sociocultural test											CET4			
	Part 1			Part 2			Part 3			Total		Max	Min	Mean	
	Max	Min	Mean	Max	Min	Mean	Max	Min	Mean	Max	Min				Mean
PKU (60)	18	8	13.4	18	9	13.5	15	4	9.5	43	26	36.1 (60.2)	90	60.5	70.0
SDU (60)	17	6	13.1	16	9	13.9	17	7	9.8	46	28	36.9 (61.5)	76	60	69.2
SDUST (60)	17	6	11.8	17	10	13.4	14	5	9.3	41	27	34.5 (57.5)	79	55	64.6
SDNU (60)	17	7	12.4	16	9	12.7	15	3	9.4	43	24	35.2 (58.7)	78	60	68.3

Note. Points in the bracket are converted from 60 points of total to 100 points of total.

According to the data analysis of “A Sociocultural Test” and “CET4”, we can find the following problems existing in college English teaching and learning:

(a) Among all these learner subjects from the four universities, the mean scores of culture testing are lower than that of language testing. It reveals that college students’ cultural competence is weaker than their linguistic competence.

(b) Learner subjects’ scores of the big C culture (See Part 3 in “A Sociocultural Test”) are far lower than that of the small c culture (See Part 1 and 2 in “A Sociocultural Test”). It shows that college students grasp less information about the big C culture than that of the small c culture.

(c) Learner subjects’ scores of verbal behaviors (See Part 2 in “A Sociocultural Test”) are higher than that of non-verbal behaviors (See Part 1 in “A Sociocultural Test”). It illustrates that college students’ ability on verbal communication is stronger than their ability on non-verbal communication.

3.2 Discussions

From the comparison between scores of culture and language testing in Table 2, we know that the teaching and learning of language and culture are not balanced in college English teaching in China. Commonly, cultural aspects concerning with verbal behaviors are laid more emphasis than that relative to non-verbal behaviors in classes. As a result, college students show higher competence in verbal rather than non-verbal communication. Also, it is obvious that college students’ knowledge upon the big C culture is much less than that upon the small c culture. College students are forced to memorize knowledge related to the big C culture, such as words, expressions, and sentence patterns, and so on before examination. However, they cannot always remember this kind of knowledge after examination since the knowledge is rarely used later. As we know, to master knowledge of the big C culture is of great value for college students to understand more about the foreign country

and society. Such knowledge may certainly be beneficial to the college students’ intercultural communication with native people.

With “A Sociocultural Test”, we can be more aware of college students’ cultural levels. Moreover, what they are good or bad at concerning the target culture is clearly revealed in the findings. Thus, the following problem occurs: How can college English teachers effectively cultivate and increase college students’ cultural awareness?

4. PEDAGOGICAL SUGGESTIONS TO CULTURAL AWARENESS CULTIVATION

In order to effectively develop English teaching as a foreign language in a non-native context, like China, some pedagogical suggestions to the cultivation of learners’ cultural awareness and some suggestions for cultural teaching in New College English are provided in this part.

4.1 Improving Teacher’s Cultural Ability Through Self-Development

The making of a teacher is a long process. It entails the prospective teachers’ education, their university education in particular, and the pre-service and in-service training they have received. Normally there are five major education programs that enable people who are not college English teachers to teach English at school levels or in further education.

(a) Undergraduate or graduate foreign language programs which are degree-or diploma-oriented, (in China, for example, bachelor or master of English language and literature);

(b) Similar courses at teacher training colleges, known in China as “normal” universities or colleges;

(c) Non-foreign language programs, which, however, are foreign language-based, and demand a good command of the foreign language; sometimes, in China such programs are referred to as double-degree programs, i.e. one specialty plus a foreign language.

(d) Pre-service training programs, offered by specific institutions either to teachers who are to work at the institution in question, with no particular intention of obtaining certain certificate, or to teachers who have to want to get recognized qualifications guaranteed by examination boards or other bodies (in Britain and many other countries such qualifications are essential);

(e) In-service training programs or post-experience programs, which in turn fall into three subcategories:

- i) Postgraduate courses (e.g. Diplomas, MAs and research degrees) which aim to increase participants' knowledge and understanding of "informing disciplines" such as applied linguistics and psychology while developing the breadth and depth of their language teaching practice. Usually these do not include teaching practice.
- ii) Part-time and intensive courses. Such courses do include teaching practice.
- iii) Institution or system-based programs leading to internal certification of upgrading. These short term training programs, in contrast to the university educational programs, are orientated mainly towards pedagogical theories and practice, with the reinforcement of professional knowledge a subsidiary task.

4.2 Adjusting College Students' Attitude Towards the Native Culture

When cultivating college students' cultural awareness, teachers usually do more work on understanding the target culture rather than guiding them to appreciate the native culture. In fact, to cultivate learners' cultural awareness in the process of college English teaching and learning does not mean to change their value orientations or customs, and even persuade them to mold their personal behaviors on native speakers.

Therefore, college students must be provided with the necessary linguistic, communicative and intercultural skills to express themselves, to portray their own society, and to present their native culture in the target language. It is worthwhile trying to organize various contents of Chinese culture in a consistent framework, provide college students with different theories and concepts, and create an environment for them to ponder on these various theories and concepts and critically evaluate them. In this way, college students may have a comprehensive understanding of Chinese culture. Thus, their appreciation of home culture is raised in college English and culture learning.

4.3 Constructing Cultural Testing and Evaluating System

It is of great necessity to test and evaluate college students' cultural knowledge and ability while identifying the effectiveness of cultivating their cultural awareness. Gao (2001, pp.197-98) proposes to develop systems of teaching methods and techniques to cultivate

college students' cultural awareness, in which "a set of psychological testing and counseling techniques can be adapted for classroom use in the training of cultural awareness and sensitivity." These techniques include "free association," "thematic apperception test," "role construct repertory test," "Q-sort," "fixed-role therapy," "sentence completion techniques," "semantic differential," and many others. Only by connecting the instruction of cultural knowledge with the evaluation of cultural competence can be the cultivation of college students' cultural awareness is successfully promoted.

4.4 Analysis of Cultural Information in New College English

The teaching material the researcher analyzes and uses is New College English (Second Edition), which is edited by Zhejiang University and published by Foreign Language Teaching and Research Press in 2005. Altogether there are 40 units in the 4 books of the teaching material, each of which contains four parts: part one preparation (listening and speaking), part two reading-centered activities, part three further development and part four writings and translation. And these 40 units will be analyzed and classified from the perspective of cultural information and cultural teaching.

4.4.1 Results of Analysis of Cultural Information

According to the classification of cultural contents and cultures themselves, the cultural information in New College English has been analyzed and categorized as is shown in the following two diagrams respectively.

Table 3
Classification of Cultural Contents in New College English

Classification of cultural contents	Number of units	Percentage
Views of value, modes of thinking, lifestyles	3	7.5%
Science and technology	2	5%
Education	2	5%
Success and failure	1	2.5%
Entertainment and sports	4	10%
Economics	3	7.5%
Language and culture	9	22.5%
Stories and legends	2	5%
Life and society	5	12.5%
Other cultural contents	9	22.5%

It is shown in Table 3 that the rich and abundant cultural information the texts reflect is not only about objective culture such as science and technology, education and environmental problems, but also about

subjective culture such as views of value, modes of thinking and lifestyles. Table 4 indicates that besides the culture of target language, there are also language problems which are important for college students to learn so that they can communicate effectively and precisely.

Table 4
Classification of Elements of Cultures and Language in *New College English*

Classification of cultures and language	Number of units	Percentage
Culture of target language (English language)	2	22%
Language	7	78%

4.4.2 Suggestions for Cultural Teaching in New College English

It is shown in Table 3 that 9 units are concerned with

Table 5
Analysis of Marks of Exam in January 2015

Marks of exam on January, 2015		>=90	80-89	70-79	60-69	31-59	<=30	Total
Number of students	School of international exchange	2	26	30	10	0	0	68
	School of communication,	0	35	40	20	3	0	98
Percentage	School of international exchange	2.9%	38.1%	44%	15%	0%	0%	100%
	School of communication	0%	35.7%	40.8%	20.4%	3.1%	0%	100%

Table 6
Analysis of Marks of Exam in July 2015

Marks of exam on July, 2015		>=90	80-89	70-79	60-69	31-59	<=30	Total
Number of students	School of international exchange	5	28	30	5	0	0	68
	School of communication	1	32	39	22	4	0	98
Percentage	School of international exchange	7.4%	41.2%	44%	7.4%	0%	0%	100%
	School of communication	1%	32.6%	40%	22.4%	4%	0%	100%

From the above two tables, it is obvious to find that the marks of the students from School of International Exchange where the above mentioned suggestions have been adopted turned out to be a little higher than marks of students from School of Communication, where the above suggestions have not been adopted.

The above empirical research shows that the above mentioned suggestions for cultural teaching in New College English are effective and should therefore be more effectively implemented for teaching efficiency.

CONCLUSION

It is hoped that these arguments may lay a solid foundation for this study. Yet, more researches are necessary to better the real application of these arguments. It is especially still a big problem of how to find specifically appropriate

subjective culture and language whose percentage is 22.5%. However, the number of texts reflecting objective culture is comparatively not large. Besides, there are few texts reflecting types of objective culture such as arts, architecture and philosophy. In Table 4, the percentage of culture of target language reflected in the texts is only 22%.

The following experiment can help illustrate the importance of culture cultivation in college English teaching.

Data collected:

Subjects: College students, School of International Exchange, Grade 2014
College students, School of Communication, Grade 2014

Duration: From September 2015 to September 2016
of the collected data: statistics of students' marks of two final examinations

contexts and approaches for cultivating college students' cultural awareness and how to systematically combine the cultivation of the learners' cultural awareness with the teaching and learning of the target language. Much evidence shows that intercultural communication is not easy, but that does not mean it is not worthwhile or is to be avoided. We have no choice given. As a matter of fact, gaining cultural awareness in college English teaching and learning can be exciting, enjoyable and rewarding.

REFERENCES

- Flewelling, J. (1993). *Teaching culture in the '90s: Implementing the national core French study syllabus*. *Canadian Modern Language Review*, 49(2), 338-44.
- Gao, Y. H. (2001). *1+1>2 language learning pattern*. Beijing: Beijing University Press.

- Hanvey, R. G. (1976/1979). *Cross-cultural awareness*. In L. F. Luce & E. C. Smith (Eds.), *Toward internationalism—Readings in cross-cultural communication* (pp.13-23). Cambridge, Massachusetts: Newbury House Publishers.
- Luo, C. P. (1957). *Language and culture*. Beijing: The Commercial Press.
- Stern, H. H. (1983). *Fundamental concepts of language teaching*. London: Oxford University Press.
- Wang, Z. Y. (1990). *An analysis on social culture test*. Foreign Language Teaching and Research Press.

APPENDIX

A Sociocultural Test

Part One

Directions: There are 20 questions in this part. Each question has a part underlined which describes a non-verbal behavior in cross-cultural interaction. Read each question and decide whether the underlined part is appropriate or inappropriate. If it is appropriate, write an “A”, or, if it is inappropriate, write an “I” on the “answer sheet”.

- 1) If you are a man in English speaking countries, and a lady comes into the room, you must rise to your feet.
- 2) If you want to go and see one of your American or English friends, you can do it after lunch.
- 3) If you are invited to dinner by one of your English speaking friends, you may bring the hostess some fruit as a present.
- 4) If you are college student or a graduate student and meet during the break in an academic conference an American professor who is a friend of your supervisor's, you can go over and have a talk with him as long as the break permits.
- 5) If you have a question to ask your foreign teacher of English you may say good-bye to him and leave immediately after you have got the answer and expressed your gratitude.
- 6) If when you study at college in an English speaking country you feel ill and therefore cannot attend the class, you'd better go and see the doctor and ask him to write for you a release for sick leave.
- 7) Mary came to Zhang Mei's birthday party and brought her a present wrapped in a nice box. Zhang Mei unwrapped the box in Mary's present and praised the present.
- 8) When you have a conversation with your English teacher who is a native speaker of English, you mustn't have a prolonged eye contact with him.
- 9) If you study as a graduate student in the U.S.A., you should always try to avoid telephoning your American classmates at sometime later than 11 p.m. unless there is an emergency.
- 10) Dr. Smith, over 60, invited Li Bing to his birthday party. Li Bing brought him a china god of longevity as a present.
- 11) Many English houses are known only by a name. If you have difficulty in finding such a house, you may try asking the local shopkeepers.
- 12) At a dinner you can begin to eat when the hostess picks up her own spoon or fork.
- 13) You don't need to tip (给小费) the girl who shows you to your seat in a cinema or theatre in the U.K.
- 14) In the English speaking countries you usually first introduce a man to a woman, not the other way round.
- 15) When you give your hostess the flowers you have brought her, you should remove the wrapping paper first.
- 16) In England you should remember that drugs may not be available without a doctor's prescription.
- 17) It is more polite to type the letters of invitation or acknowledgement than to write them with a pen.
- 18) If you are a male and introduced to an English speaking lady, you do not take the initiative in shaking hands unless she holds out her hand first.
- 19) When you feel ill and want to go and see a doctor, it is a good idea to make an appointment before you go.
- 20) You think that John is a strange American because he takes cold bath and drinks boiled water.

Part Two

Direction: There are 20 questions in this part. Each question has a part underlined which is the product of verbal behavior. Read each question and decide whether the underlined part is appropriate or inappropriate. If it is appropriate, write an “A”, or, if it is inappropriate, write an “I” on the “answer sheet”.

- 1) Li Xiaolan works as a secretary in an American company. One day she worked very late. Her boss said to her, “Thanks a lot. That's a great help.” Li replied, “It's my pleasure.”

- 2) On his way to the school cinema, Li Hong saw Professor Jones walking to the cinema, too. Li said, “You’re going to see the film, aren’t you?”
- 3) On a cold winter day Wang Ping met Professor Briner on his way to the library. Wang said to him, “It’s rather cold. You’d better wear more clothes.”
- 4) Betty is a foreign student in China. She met Fentg Mei and said to her, “I was told that you won the 100-meter race in the all-city track meet this morning. Congratulations.” Feng replied, “Just lucky.”
- 5) Mrs. Brown, in her late forties, came to lecture, wearing a new dress. One of her students said to her, “You look nice and younger wearing this dress.”
- 6) Xu Cheng happened to meet Mr. Jones at the bank when Mr. Jones was drawing money. Xu said jokingly to him, “You’re really a millionaire.”
- 7) Wang Lin called at one of his foreign friends’ house. He was really impressed by the beautiful curtains made by his friend’s wife. He said to her, “Well. I didn’t expect you could make such pretty curtains.”
- 8) Li Ming had something to tell Mr. Smith, the head of the department, so he went to his office, entered it and said to him, “Can I have a word with you, Mr. Smith?”
- 9) Dr. Jones your supervisor, telephoned to invite you to have dinner with his family. You replied, “Thank you. All right. I’ll try to come.”
- 10) In New York Chen Ming called a taxi and said to the driver, “Would you mind taking me to the airport?”
- 11) When you are eating with an English friend, you wish him, “Good appetite!”
- 12) If you do not quite understand a native speaker of English and therefore want him to repeat an utterance, you say, “I beg your pardon, please.”
- 13) When you break a plate in one of your friends’ house, you say, “I’m awfully sorry, but I seem to have broken a plate.”
- 14) The best answer to the invitation “you really must come and see us one of these days” may be “Thank you very much. I love meeting English people.”
- 15) When you want to compliment your young English friend’s new coat, you can say, “I like your new coat.”
- 16) If you want to borrow a typewriter from your English friend, you say, “Is there any chance of borrowing your typewriter?”
- 17) The appropriate answer to the question “Who’s that crossing the street?” is “She’s Mary.”
- 18) If a native speaker of English says to you “That’s a very nice coat you’re wearing.”, you can answer it by saying, “Do you really like it?”
- 19) Mrs. Godwin was about the same age as Li Ming’s grandmother, so intimately Li called her “Grandma”.
- 20) Jack, a foreign student in China, called at your house and asked if you minded him smoking. If you hate the smell of tobacco, you may say, “Would you mind if I said no?”

Part Three

Directions: There are 20 questions in this part. Each question is constituted by an incomplete sentence followed by four choices. Read each sentence, decide which choice best completes the sentence and mark your answer on the “answer sheet”.

- 1) The continental U.S.A. consisted of ____ states.
A. 50 B. 49 C. 48 D. 47
- 2) The National Day of the U.S.A. is the day when ____.
A. the Declaration of Independence was signed B. the British army surrendered to the American Continental Army
C. the American Constitution was signed D. the Continental Congress was held
- 3) ____ is the American writer who won the Nobel Prize of Literature.
A. Francis Fitzgerald B. William Faulkner C. Walt Whitman D. Henry James
- 4) The American Congress consists of ____.
A. the House of Representatives and the Senate B. the Senate and the Cabinet
C. the House of Commons and the House of Lords D. the Senate and the president
- 5) Harvard University is located in ____.
A. New York B. Washington C. Philadelphia D. Boston

- 6) The state of Washington is located in the ____ on the continental U.S.A.
A. northwest B. southwest C. northeast D. southeast
- 7) The American Civil War broke out in ____.
A. 1861 B. 1776 C. 1904 D. 1812
- 8) The Great Gatsby was written by ____.
A. Earnest Hemingway B. Nathaniel Hawthorne C. Francis Fitzgerald D. John Steinbeck
- 9) I Have a Dream was delivered by Martin Luther King in ____.
A. 1961 B. 1963 C. 1964 D. 1968
- 10) 'Lost Generation' refers to the youth, especially writers and artists, in the years following ____.
A. the Vietnam War B. World War I C. World War II D. the Great Depression
- 11) Thomas Jefferson was the ____ president of the U.S.A.
A. second B. third C. fourth D. fifth
- 12) California is a ____ state in the U.S.A.
A. windy B. rainy C. sunny D. snowy
- 13) The Norman Conquest took place in ____.
A. 1688 B. 1066 C. 781 D. 1450
- 14) ____ does not belong to the U.K.
A. Scotland B. Ireland C. The Isle of Man D. The Channel Islands
- 15) The oldest university in the U.K. is ____.
A. Cambridge B. St Andrews C. University of London D. Oxford
- 16) The Largest English dictionary is ____.
A. Webster's New World Dictionary of the American Language
B. Oxford English Dictionary
C. Longman Contemporary English Diction
D. The American Heritage English Dictionary
- 17) The Canterbury Tales was written by ____.
A. Geoffery Chaucer B. William Shakespeare C. Samuel Johnson D. Henry Fielding
- 18) The Parliament of the U.K. comprises ____.
A. the Sovereign, the House of Lords and the House of Commons
B. the House of Lords and the House on Commons
C. the House of Lords and the Senate
D. the Senate and the House of Commons
- 19) In 1620 Mayflower, the ship in which the Pilgrim Fathers sailed, voyaged to ____ in America.
A. Plymouth B. James Town C. Boston D. Philadelphia
- 20) Vanity Fair was written by ____.
A. Jonathan Swift B. Charles Dickens C. Charlotte Bronte D. William Thackeray

Tentative Answers to "A Sociocultural Test"

Part One:

1.A 2.A 3.A 4.A 5.A 6.A 7.A 8.A 9.A 10.I 11.A 12.A 13.I 14.I 15.A 16.A 17.A 18.A 19.A 20.A

Part Two:

1.A 2.I 3.A 4.I 5.I 6.I 7.I 8.I 9.I 10.I 11.I 12.A 13.A 14.I 15.A 16.A 17.I 18.A 19.I 20.I

Part Three:

1.C 2.A 3.B 4.A 5.D 6.A 7.B 8.C 9.B 10.B 11.B 12.C 13.B 14.B 15.D 16.A 17.A 18.B 19.A 20.D