المملكة المغربية وزارة التربية الوطنية والتعليم الأولي والرياضة المركز الوطني للتقويم والامتحانات	امتحان الكفاءة المهنية لولوج الدرجة الأولى من إطار أستاذة التعليم الثانوي التأهيلي دورة يناير 2022 الموضوع	خاص بكتابة الامتحان رقم الامتحان .....
الإسم الشخصي والعائلي : ..... تاريخ ومكان الازدياد :		

التخصص: اللغة الانجليزية	المادة : اختبار في ديداكتيك مادة التخصص	مدة الإنجاز: 3 ساعات	المعامل 1

التخصص : اللغة الانجليزية المادة : اختبار في ديداكتيك مادة التخصص	النقطة النهائية على 20 بالأرقام ..... والحروف ..... (على المصحح التأكد من أن النقطة النهائية هي على 20) إسم المصحح وتوقيعه :	خاص بكتابة الامتحان
ورقة الإجابة		الصفحة : 1 على 16

TASK ONE: Choose the correct answer. Write only the corresponding letter in the space provided. (32 pts; 1 pt each)

1. Meriem, an English teacher, adopts the standards-based framework in her classroom. While teaching a unit on 'Sustainable Development', she wants to target the 'Connections' area of the 5 Cs. Which of the following activities would best serve her objective?
   - A. Asking students to interview the local council about the causes of deforestation in their area.
   - B. Asking students to make a comparison between the effects of pollution and those of deforestation.
   - C. Asking students to interview their geography teacher about social inclusion and environmental protection.
   - D. Asking students to carry out a research about the situation of natural resources in their area.

   1 ...

2. In a listening lesson, after the students answered a couple of questions, the teacher asked them to talk about the difficulty of the listening task and the strategies they used to get the right answers. Which strategies is the teacher targeting?
   - A. Affective strategies
   - B. Cognitive strategies
   - C. Social strategies
   - D. Metacognitive strategies

   2 ...

3. After attending a workshop on 'Multiple Intelligences and Language Learning', the teacher wants to design some classroom activities that foster Visual-spatial intelligence. Which of the following activities would best serve this purpose?
   - A. Setting up a mingle activity where students move around the classroom and interview each other about their family
   - B. Having students think of as many round things as possible (such as the sun, balloons, a tomato ...), and encourage creative answers through a brainstorming activity
   - C. Having students make rapid drawings to capture key points being discussed in a class lesson and create a pictionary
   - D. Asking students about what they like to eat for lunch and have them act out the answers in a mime game

   3 ...

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4. Maria is a highly motivated student in the English class. When her English teacher asked her about what makes her interested in learning the language, she said: "I really love the American culture and I wish I could live there one day." This is an instance of
   A. integrative motivation.
   B. instrumental motivation.
   C. social motivation.
   D. attitude motivation.

4	...

5. Lisa is an American English teacher in Vietnam. From the first day in class, she insisted on using only English with her students and she doesn't allow any use of L1. She gives little importance to grammar and structures. On the other hand, she focuses a lot on oral and listening skills and targets more frequently used words. Lisa is adopting
   A. the Natural Approach.
   B. the Audio-lingual Method.
   C. Communicative Language Teaching.
   D. the Direct Method.

5	...

6. Following the unit on "Celebrations", Anass asked his students to work in groups and prepare a presentation about national and religious celebrations in Morocco. During the presentations, Anass scored students' performance and allocated 20% of the term grade to this assessment. In this case, Anass is considering the presentations as a form of
   A. criterion-referenced assessment.
   B. summative assessment.
   C. norm-referenced assessment.
   D. formative assessment.

6	...

7. Mouad is a novice English teacher. He is fascinated by Maslow's hierarchy of needs theory. He wants to focus on the third tier of the hierarchy that stresses the importance of love and belonging. Which of the following practices best serves his objective?
   A. Creating a sense of team by engaging students in team-building and bonding activities
   B. Encouraging students to participate in competitions and extra- curricular activities and events
   C. Giving opportunities to students who are very good at a subject to help their classmates with their work
   D. Monitoring the environment of the class to identify and prevent bullying

7	...

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8. Leila embraces the social constructivist view to teaching reading comprehension. She uses a number of reading strategies in her reading classes. Which of the following strategies ***CANNOT*** be used to support her view?
   A. Setting tasks that allow students to read in areas of interest to them and for purposes which are important to them without monitoring the activity.
   B. Setting reading tasks that allow peers to collaborate to do the reading tasks and become more effective decoders and users of text.
   C. Using visual cues, discussion questions, or a link to students' own lives to establish the context and purpose of the reading activity.
   D. Setting tasks where students work in groups to write reading comprehension questions for other groups to answer.

8 ...

9. One of the theories that have influenced language teaching is behaviorism. This theory has several implications for language learning and teaching. Which of the following activities/practices ***DOES NOT*** reflect the principles of the behaviorist theory?
   A. The teacher regularly reads texts aloud and then asks the students to read aloud.
   B. The teacher checks students' homework regularly and reports the ones who don't do their homework to the administration.
   C. The teacher regularly takes students to the language lab to do listening activities.
   D. The teacher activates students' background knowledge through a brainstorming activity before doing a listening activity.

9 ...

10. During yesterday's lesson, the teacher wanted to teach the word "tiger" to her four-year-old students. As she held up the picture, making use of what they already know, students shouted: "This is a big cat". So, to understand the animal, they referred to their already established schema. They tried to fit the new input in what they already know. This process is called

    A. assimilation. B. accommodation. C. internalization. D. equilibrium.

10 ...

11. In today's lesson, Ali teaches the simple present tense to his common core students. To make sure that students have grasped the different forms of the tense, he orally provides them with sentences in the positive form and asks them to provide the negative form.
    Example: Teacher: He gets up early on Monday.
    Students: He does not get up early on Monday.
    What type of drill is it?
    A. Inflection drill
    B. Replacement drill
    C. Transformation drill
    D. Restoration drill

11 ...

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12. In his spiral curriculum theory, Jerome Bruner (1960) holds that any subject can be taught to any child at any stage of cognitive development if the course content is revisited iteratively. Which of the following ***IS NOT*** a principle of the spiral curriculum?

A. Students revisit the same topic at regular intervals
B. The complexity of the topic increases with each revisit
C. The teacher connects the new learning to what students already know
D. Testing should be repetitive and cyclical

12 ...

13. Teacher Allam has grown fed up with the adopted textbook. She says that it is outdated and does not appeal to students' needs. She decided then to start adapting the textbook and supplementing it with her own materials. However, as she proceeded, she discovered that some of the materials, activities and tasks are too hard for her students and far challenge their competence. With reference to Stephan Krashen's theory, which hypothesis has not been considered while adapting the textbook?

A. The affective filter hypothesis
B. The acquisition-learning hypothesis
C. The input hypothesis
D. The monitor hypothesis

13 ...

14. In her English class, Rachida has students discuss personal experiences, read and discuss the messages in dialogues and texts, and analyze idiomatic expressions and their meaning. Which of the following competences is Rachida trying to make her students develop?

A. The sociocultural competence
B. The linguistic competence
C. The discourse competence
D. The strategic competence

14 ...

15. In his English class, Saad noticed that some of his students are analytical and are good at problem solving. They are focused and have a long attention span. They prefer competitive learning tasks. In their analysis of the learning input, they tend to see the parts that make up the whole. What kind of learners are they?

A. Field dependent learners
B. Field independent learners
C. Reflective learners
D. Impulsive learners

15 ...

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16. In a vocabulary lesson in one of the Moroccan textbooks, Mustapha wants to teach the underlined word in the context of the sentence below.

"In general, I **concur** with your opinion about brain drain but I disagree on one or two points."

Which of the following techniques should the teacher use?

A. Antonymy B. Synonymy C. Definition D. Example

16 ...

17. The teacher noticed that her 11-year-old student has started to think and analyze rules logically when provided with clear and explicit examples. However, he still finds it hard to figure out hypothetical and abstract matters and issues. According to Piaget's stages of cognitive development, at which stage is the student now?

17 ...

A. Sensory motor stage B. Preoperational stage
C. Concrete operational stage D. Formal operational stage

18. According to Bruce W. Tuckman, teams proceed through four stages before they accomplish a shared common goal. Which is the right order of these stages as they naturally occur?

A. Forming, storming, norming and performing.
B. Storming, forming, norming and performing.
C. Forming, performing, storming, and norming
D. Storming, norming, forming, and performing.

18 ...

19. In a classroom visit, the supervisor noticed that students mispronounce the word 'vehicle'. When asked about that, the teacher said that this is one example of students' mispronunciations which are due to the influence of French. Such errors are

A. induced.
B. developmental.
C. interlingual.
D. intralingual.

19 ...

20. In Task-based Language Teaching (TBLT) approach, the planning of learning materials and teaching sessions are based around doing a task. Lessons are designed to help learners to complete a task such as writing a letter, making a reservation or planning a trip, etc. In TBLT, the language content is defined, not by a grammar syllabus, but by what learners need to complete the task. The goal is for students to use language in a more authentic way instead of using prescribed vocabulary or grammatical structures. Which of the following ***IS NOT*** a characteristic of TBLT?

A. The task aims at a communicative outcome.
B. The task targets the four skills.
C. The task is goal directed.
D. The task focuses mainly on meaning.

20 ...

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21. The Silent Way is a language teaching method devised by Caleb Gattegno in the 1970s. It is based on the premise that the teacher should be silent as much as possible in the classroom, and the learner should be encouraged to produce as much language as possible. Which of the following ***IS NOT*** a basic tenet of the Silent Way?

A. Learning is facilitated if the learner discovers rather than remembers or repeats.
B. Learning is facilitated by accompanying physical objects.
C. Problem-solving is central to learning.
D. Syllabus is developed according to the daily use of language.

21 ...

22. Competency-Based Language Teaching (CBLT) is a language teaching approach based on the principles of Competency-Based Education. CBLT focuses on what "learners are expected to do with the language" (Richards & Rodgers, 2001, p.141). This approach emerged in the United States in the 1970s and can be described as "defining educational goals in terms of precise measurable descriptions of the knowledge, skills, and behaviors students should possess at the end of a course of study" (Richards & Rodgers, 2001, p.141). Which of the following practices ***IS NOT*** a feature of a competency-based classroom?

A. It uses personalized instructional strategies.
B. It provides a flexible time frame to students for learning.
C. It ranks students based on how other students perform a task.
D. It uses multiple pedagogies and activities for teaching and learning.

22 ...

23. Differentiated instruction is an approach to language teaching through which teachers enhance learning by matching students' characteristics to instruction and assessment. Teachers can differentiate at the level of ***content***, ***process*** and ***product***. In his English class, Yassine wants to differentiate at the level of process. Which of the following activities ***CANNOT*** be used to differentiate at the level of ***process***?

A. Allowing auditory learners to give an oral report.
B. Providing textbooks for visual and word learners.
C. Allowing auditory learners to listen to audio books.
D. Giving kinesthetic learners the opportunity to complete an interactive assignment online.

23 ...

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24. Assia has just given her students the following writing task: ***"Write an email about your favorite sport."*** When she reflected upon the writing prompt, she noticed that some important elements are missing. Which of the following set of elements is missing in the writing prompt?

A. Situation - Format - Audience
B. Situation - Audience - Purpose
C. Topic - Situation - Audience
D. Format - Topic - Audience

24 ...

25. Bloom's taxonomy is a system that classifies cognitive skills and educational learning objectives. Created by psychologist Benjamin Bloom in 1956, this model arranges six levels of thinking into a hierarchy, from the lowest to the highest level. Hassan is targeting the '***Evaluating***' level of thinking in his lesson today. Which of the following activities best serves his objective?

A. Students categorize causes and effects of pollution.
B. Students infer the meaning of compound words.
C. Students give examples of natural disasters in the text.
D. Students debate pros and cons of the death penalty.

25 ...

26. Sara is doing a reading activity about brain drain. As a pre-reading activity, she asks her students the following questions:

- Is there anyone in your family who went abroad after graduating?
- Where did he/she go?
- Why did he/she go there?

26 ...

Which of the following reading strategies is Sara targeting in this activity?

A. Making connections
B. Using context clues
C. Thinking aloud
D. Visualizing

27. In a listening lesson, Khalid is opting for a bottom-up approach to teaching listening. Which of the following activities ***DOES NOT*** serve his objective?

A. Analyzing the intonation
B. Using a dictogloss activity
C. Evaluating the speakers' attitude
D. Analyzing body language

27 ...

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28. In a grammar lesson, Lina wants to teach 'be going to' for the first time. She wants to focus on the meaning of the target structure. She has prepared a number of activities to use in her lesson. Which of the following activities ***CANNOT*** be used to teach the meaning of the target structure?

A. Showing some tickets for the following weekend
B. Asking students about their plans for next vacation
C. Asking students to draw a timeline of 'be going to'
D. Demonstrating the structure by saying "I'm going to close the door" and closing it

28 ...

29. Student: "He goed to the beach yesterday"
Teacher: Do we say "he goed?" What's the past simple form of the verb "go"?
In this situation, the teacher's feedback is
A. direct. B. metalinguistic. C. a recast. D. coded.

29 ...

30. Teacher Hassan noticed that one of his students asks questions a lot in the classroom. Whenever he encounters new input, he asks the teacher about that or turns around to ask one of his classmates. It seems that he uses questioning as a learning strategy.
What type of learning strategy is it?
A. Memory B. Affective C. Metacognitive D. Social

30 ...

31. At the end of today's lesson about giving directions, the teacher asked students to draw a map of their neighborhood and answer questions from their classmates about the location of different places such as the pharmacy and the shopping center.
This activity is
A. mechanical B. guided C. communicative D. controlled

31 ...

32. In a vocabulary lesson , the teacher explained the word "fish" to her students for the first time and to extend her explanations more, she used pictures to introduce different types of fish such as salmon, eel, goldfish and whale. These words are
A. hyponyms of the word fish.
B. hypernyms of the word fish.
C. homonyms of the word fish.
D. synonyms of the word fish.

32 ...

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TASK TWO: (6 pts; 1 pt each)

Blended learning, also known as hybrid learning, is a method of teaching that integrates technology and digital media with traditional face-to-face instruction, giving students more flexibility to customize their learning experiences. Look at the activities in the chart and suggest ways to use them in a face-to-face classroom and in a blended learning context.

Activity	Face-to-face instruction	Blended learning
A project work activity	1.....	2.....
Language practice conversations	3.....	4.....
Assessment	5.....	6.....

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TASK THREE: (4 pts; 1 pt each)

No single textbook can cater for the needs of all learners. Every textbook can be said to be deficient in one way or another. Added to that, every teaching-learning context has certain specificities that differentiate it from other contexts. For these reasons, It is necessary for the teacher to adapt the textbook from one time to another to make it better suit their learners. Give four textbook adaptation strategies and provide at least one example of how you can use this strategy to adapt the textbook.

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TASK FOUR: **(4 pts)**

Teacher Anassi adopts the process approach to teaching writing. Last week, she taught her second year Bac students how to write an article about the causes and effects of pollution. After the prewriting and the drafting stages, she wanted her students to revise their article before moving to the editing stage. She had already designed a checklist for editing writings but she didn't have one for the revision stage.

Suggest a checklist that the teacher could adopt at this stage of the lesson.

Revising Checklist

Revise the first draft with the help of the following questions.

- Are there any irrelevant sentences in the article?
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

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TASK FIVE: **(4 pts; 1 pt each)**

The following is an activity in one of the Moroccan 2nd year Bac textbooks targeting the study skills. While planning this lesson, what techniques and strategies will you train your students on? How will you train them on using these strategies to study vocabulary effectively? Mention four techniques.



1. .....
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2. .....
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3. .....
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4. .....
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TASK SIX: (6 pts)

Use the following prompt and the lesson plan template to devise a lesson plan for the following project work lesson bearing in mind that the three main stages of a project are: planning, implementation and evaluation.

Project Work: Collecting and presenting data

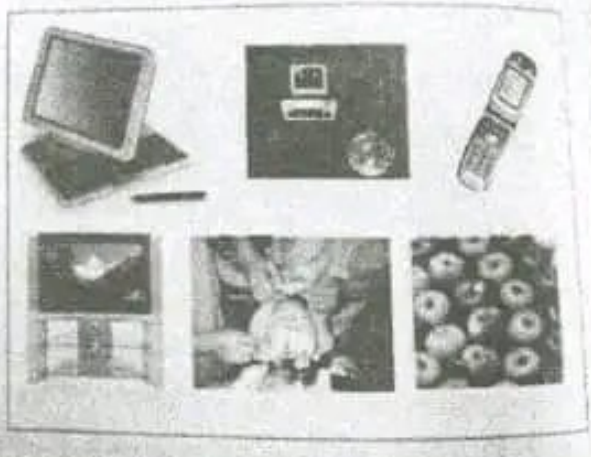
You are required to do a project in a small group to produce a PowerPoint presentation, a video or a portfolio. It is up to you to choose the appropriate means to present your project.

A. Search for data.

- Your search should be based on all available sources such as: books, magazines, encyclopaedias, newspapers, internet, videos, etc.

B. In a small group, choose one of the following topics related to technology for your project.

1. Mobile phone
2. Tablet PC
3. Internet
4. TV
5. Plastic surgery
6. Genetically modified food
7. Cloning



C. Introduce the topic you have chosen.

- What is the topic? What are the reasons for choosing it?
- Use pictures, video or PowerPoint presentation to support your introduction.

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