| خاص بكتابة الامتحان | امتحان الكفاءة المهنية لولوج الدرجة الأولى<br>من إطار أساتذة التعليم الثانوي الإعدادي<br>دورة دجنبر 2020<br>الموضوع ٢ | المركز الوطني للتقويم والامتحانات |
|---|---|---|
| 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<br>المادة : اختبار في ديداكتيك مادة التخصص | النقطة النهائية على 20 بالأرقام ..... والحروف .....<br>(على المصحح التأكد من أن النقطة النهائية هي على 20)<br>إسم المصحح وتوقيعه : ..... | خاص بكتابة الامتحان |
|---|---|---|
| ورقة الإجابة | | الصفحة : 1 على 12 |

**TASK ONE: Choose the best answer. Write only the corresponding letters in the spaces provided. (10 pts; 1 pt each)**

1. _____ refer to an explicit set of requirements to be met by learners before we can say that they have mastered a certain language competency.

A. Benchmarks B. Placements C. Specifications D. Criteria

| 1 | ..... |
|---|---|

2. A _____ is an activity that involves listening to a text, taking notes and reconstructing the text.

A. Dictation B. Dictogloss C. Diction D. Cloze

| 2 | ..... |
|---|---|

3. For Piaget, when the child is interacting with his/her outside environment, cognitive development occurs through the process of _____.

A. stimulus-response B. scaffolding
C. association D. decentering

| 3 | ..... |
|---|---|

4. In her classroom, Janet uses the target language exclusively to maintain a cultural island in the classroom. Grammar is inductively taught and learners are encouraged to make their own generalization about grammar rules. Janet is opting for _____.

A. the Grammar-Translation method B. the Audio-lingual method
C. the Direct Method D. Suggestopedia

| 4 | ..... |
|---|---|

5. An unexpected or unplanned opportunity to teach something as an aside to a lesson's main focus is called _____.

A. an authentic moment B. a critical moment
C. a teachable moment D. a secondary moment

| 5 | ..... |
|---|---|

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لا يكتب أي شيء
في هذا الإطار



6. Mrs. Sanders administered a test to her students after completing two units. A week later, she administered another test to the same students targeting the same skills and knowledge. After the correction, she found out that students' scores were consistent in both tests. This is an indication that Mrs. Sanders' test is _____.

A. valid B. reliable C. practical D. scorable

| 6 | ..... |
|---|---|

7. Learners who analyze new information and link it to previous knowledge with the goal of long-term retention and understanding are engaging in _____.

A. surface learning
B. personalized learning
C. deep learning
D. goal learning

| 7 | ..... |
|---|---|

8. A teaching approach in which students are given an activity to complete using any English they know is called _____.

A. activity acquisition
B. discovery approach
C. total physical response
D. task-based learning

| 8 | ..... |
|---|---|

9. In a reading comprehension activity, Amina wants to train her students on higher order comprehension skills. Which of the following is the most suitable to meet this objective?

A. Asking learners to identify what a pronoun refers to in the text
B. Asking learners to give their opinions about the writer's attitude
C. Asking learners to recall ideas stated in the text
D. Asking learners to match subheadings with the appropriate paragraphs

| 9 | ..... |
|---|---|

10. Reda is teaching his students vocabulary learning strategies. Which of these activities most clearly involves metacognition?

A. Rewriting words from a classroom word wall in alphabetical order
B. Deciding on the most appropriate strategy to learn new words
C. Looking up bolded words from a text in the book glossary
D. Locating synonyms for given words in the thesaurus

| 10 | ..... |
|---|---|

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

Thornbury (2002, p. 34) mentions four criteria which determine the *choice* of words to include in a syllabus. These criteria are: ***usefulness, frequency, learnability and teachability.***

**Explain each of these criteria and provide examples of words which meet each of the criteria in comparison to other words.**

11. ***Usefulness*** .....
.....
.....

12. ***Frequency*** .....
.....
.....

13. ***Learnability*** .....
.....
.....

14. ***Teachability*** .....
.....
.....

**TASK THREE: (5 pts; 1 pt each)**

**Complete the following passage with the missing words. The first letter is given.**

When managing their classroom, good teachers grade their own (15) l..... so that it is appropriate for their learners. They respect their learners' (16) e..... from the course. They also distinguish between useful and unhealthy noise and use the board effectively. Good teachers also give (17) i..... and manage learning activities effectively (set up pair work, etc). They use (18) g..... effectively to facilitate understanding. They also help their learners to develop (19) s..... to deal with new learning situations.

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**TASK FOUR: (6 pts; 2 pts each)**

**During their professional life, teachers have to deal with different discipline problems. Complete the following paragraphs.**

20. There are many reasons for discipline problems. First, .....

.....

.....

.....

.....

.....

.....

21. To prevent discipline problems before they occur, teachers .....

.....

.....

.....

.....

.....

.....

22. When a discipline problem occurs, the teacher .....

.....

.....

.....

.....

.....

.....

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

Maslow's hierarchy of needs is a motivational theory in psychology comprising five levels of human needs. Attaining self-actualisation requires the satisfaction of these needs.

**Identify the unsatisfied need in each situation.**

| Situations | Unsatisfied need |
|---|---|
| Adil walks about 5 km to reach school. He often gets to class late and tired. | 23. . . . . |
| Anita's parents struggle every morning to take her to school. She is often bullied by one of her classmates. | 24. . . . . |
| Sarah wants to participate in school clubs but she is often discarded. This has created a permanent feeling of loneliness for her. | 25. . . . . |
| Amine makes a lot of efforts in class, but the teacher rarely praises him or recognizes his contributions. Consequently, he has developed a feeling of inferiority. | 26. . . . . |

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**TASK SIX: (7 pts)**

Study the following quote and answer the questions below.

According to Larsen-Freeman and Anderson (2011), Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of language teaching. Activities are truly communicative when they have three features in common: **information gap, choice, and feedback.**

**a. Explain in your own words each of these three features of a communicative activity. (1 pt each)**

**27. Information gap:** .....

.....

.....

**28. Choice:** .....

.....

.....

**29. Feedback:** .....

.....

.....

**b. Use the following train schedule to design an information gap activity for your students.**

| Destination | Departure | Arrival | Train Number | Platform Number |
|---|---|---|---|---|
| London | 10:00 am | 12:30 pm | 207 | 15 |
| Oxford | 1:10 pm | 9:45 pm | 1645 | 7 |
| Cambridge | 11:30 am | 6:30 pm | 320 | 2 |
| Leeds | 7:45 am | 1:50 pm | 400 | 18 |
| Manchester | 10:35 pm | 6:15 am | 2152 | 13 |

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| | |
|---|---|
| **Objective (1 pt)** | **30.** ..... |
| **Information gap activity (3 pts)** | **31.** ..... |

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

Howard Gardner claims that individuals have at least eight distinct intelligences that can be developed over a lifetime. His theory of multiple intelligences has been influential in language teaching and learning.

**You want to teach your students the "Present Continuous". Provide examples of classroom activities which can be more appropriate for learners with the following types of intelligences.**

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| Type of intelligence | Classroom activities |
|---|---|
| | 32..... |
| Logical/mathematical | ..... |
| | ..... |
| | ..... |
| Visual/spatial | 33..... |
| | ..... |
| | ..... |
| | ..... |
| Interpersonal | 34..... |
| | ..... |
| | ..... |
| | ..... |
| Bodily/kinesthetic | 35..... |
| | ..... |
| | ..... |
| | ..... |

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

Bloom has come up with his taxonomy of instructional objectives. This taxonomy ranges from lower to higher levels of cognitive thinking. It can be of great help to teachers in designing questions to target different levels of thinking.

**Using the following reading text, match each task to the appropriate thinking level from Bloom's taxonomy.**

# A NEW LIFE



*John*

I've lived here for five years now. I really like it. I came here to work. There are lots of jobs in computers and technology and wages are higher than in my country. People here are very relaxed and open. They often invite you to their homes for a barbecue.

I really don't miss anything about my country. We don't have long, dark, cold winters here – it's basically warm all year round. But if you want snow, you can go to the mountains and ski. I can also watch ice-hockey games, which I love. In fact, it's great for sport here. The only problem is I work long hours, so I don't have time to take advantage of all the opportunities.

Before I came here, I heard crime was bad and that there were problems with healthcare, but I haven't had any problems. Certainly, in the big cities, there are a lot of murders, and walking in the streets is dangerous, but I've never seen anything like that. I leave my door unlocked in my house and no-one has ever stolen anything. As for healthcare, well, it depends if you have medical insurance, because treatment's expensive. Luckily, my company pays for mine and I've found the facilities fantastic – very efficient.

| Thinking level |
|---|
| 36.Comprehension |
| 37. Analysis |
| 38.Synthesis |
| 39.Application |

| | Tasks |
|---|---|
| A | Classify the information which John provided about the new country from the most to the least important. |
| B | Based on the text, outline the main reasons which would push someone to leave their country. |
| C | What was John told about the new country before he emigrated? |
| D | Using the ideas in the text, write an email to a policy maker suggesting ways to make life better in your country. |

| | |
|---|---|
| 36. | ..... |

| | |
|---|---|
| 37. | ..... |

| | |
|---|---|
| 38. | ..... |

| | |
|---|---|
| 39. | ..... |

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

When students make mistakes in speaking activities, teachers use different strategies to correct them. Study the situations in the chart and provide an appropriate correction strategy. Give a ***different strategy*** for each situation.

| Situation | Correction strategy |
|---|---|
| **Student:** My sister usually go to school on foot. | 40. ..... |
| **Student:** I have got a green shorts. | 41. ..... |
| **Student:** Amine is short but Anass is long. | 42. ..... |
| **Student:** Russia is a country big. | 43. ..... |

**TASK TEN: (6 pts; 2 pts each)**

The participants in a teacher training course were asked to teach a listening lesson. After the lesson they wrote a commentary on what happened.

**Read the extracts from the commentaries and discuss them giving your opinion for or against the teacher's practice.**

| Teachers' comments | Discussion and Evaluation |
|---|---|
| **John:** First, I played the listening track. Then I asked the learners a few questions. Most of the students could not answer the questions. | 44. ..... |

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| | |
|---|---|
| Jane: While the students were listening, I tried to help Bob by explaining a few challenging words from the listening text. | 45. ..... |
| Nancy: I first told the students that they would listen to the track twice, but they found it quite difficult. So I ended up playing it three times. | 46. ..... |

**TASK ELEVEN: (6 pts; 1 pt each)**

COVID-19 pandemic has compelled teachers to opt for a combination of in-class teaching and home self-study. Which of the components of the following lesson types would you carry out in class, and which ones should be left for students to do at home (self-study)? Justify your choice.

| Lesson type | In-class tasks (Justify) | Self-study tasks (Justify) |
|---|---|---|
| Grammar | 47. ..... | 48. ..... |

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| | | |
|---|---|---|
| Reading | 49. ..... | 50. ..... |
| Writing | 51. ..... | 52. ..... |

*The content of this exam has been adapted from different sources*

# END OF EXAM

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