مباراة الدخول الى مسالك التكوين بمركز تكوين مفتشي التعليم
مسلك تكوين المفتشين التربويين للتعليم الثانوي التاهيلي من الدرجة الأولى
دورة 28 - 29 نونبر 2020

اختبار في ديداكتيك مادة التخصص
تخصص: اللغة الانجليزية

مدة الإنجاز ساعتان — المعامل 2

Based on your experience as a language teacher, react to the following questions in both TOPICS, giving concrete examples from your classroom practice.

Topic 1

Learner autonomy has been a major area of interest in foreign language education for some 30 years. Much has been written about what learner autonomy is, the rationale for promoting it, and its implications for teaching and learning. Teachers' voices have, however, been largely absent from such analyses, and little is actually known about what learner autonomy means to language teachers. This is a significant gap if we consider the influence that teachers' attitudes and belief systems have on how they teach, and on how they seek to promote learner autonomy.

A. How can learner autonomy improve the quality of language learning, allow learners to make the best use of learning opportunities in and out of the classroom, and prepare individuals for life-long learning? (6 pts)

B. Nowadays, a number of teachers across the country deliver teaching on-site and distance learning; however, to succeed in this operation, students need to be autonomous learners in the first place. How can you make use of Information Technology to develop and enhance learner autonomy among your students? (6 pts)

C. Devise a scheme whereby you explain how you can foster learner autonomy for teaching and learning of the unit components in one of the textbooks you currently use. (8 pts)

Topic 2

Among the major barriers to wider practice of formative assessment is the tension between classroom-based assessments of student learning, national, regional and school-based evaluations. Too often, information gathered in classrooms is seen as irrelevant to the business of policy making, which, may hold particular consequences for low or underperforming schools.

Based on the issues raised in the statement above, describe the types of tensions that exist; then analyse the current situation of assessment in Moroccan ELT relying on concrete examples from your teaching experience. (20 pts)

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