خاص بكتابة الامتحان	امتحان الكفاءة المهنية لولوج الدرجة الأولى من إطار أستاذ التعليم الثانوي التأهيلي دورة 2023 الموضوع	المملكة المغربية وزارة التربية الوطنية والتعليم الأولي والرياضة المركز الوطني للتقويم والامتحانات
رقم الامتحان	F.8	

الاسم العائلي والشخصي : .....

تاريخ وسكان الازدياد : .....

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خاص بكتابة الامتحان	النقطة النهائية على 16 بالأرقام ..... والحروف ..... (على المصحح التأكد من أن النقطة النهائية هي على 16)	الاختبار : علوم التربية وديداكتيك مادة التخصص المكون : الديداكتيك التخصص : اللغة الانجليزية
الصفحة : 1 على 16	اسم المصحح وتوقيعه :	ورقة الإجابة

TASK ONE: Choose the correct answer. Write only the corresponding letter in the space provided. (20 pts; 1 pt each)

1. Rachid is teaching a reading lesson. He targets a variety of reading strategies in today's lesson. Which of the following tasks is most appropriate to demonstrate scanning? | 1 | ... |
   - **A.** Asking students to match given titles to the right paragraph.
   - **B.** Underlining and highlighting dates and figures in the text.
   - **C.** Extracting the adjectives which indicate the writer's attitude towards the issue discussed.
   - **D.** Asking students to use their dictionaries and identify the meaning of words from the context.

2. In a listening lesson, the teacher asks her Common Core students to listen and put the pictures in the order in which the events occur in a story. Besides teaching listening skills, this task can also be used to teach other things. Which of the following is **unlikely** to be appropriate with this listening task? | 2 | ... |
   - **A.** It can be used at the practice stage of a grammar lesson about the past perfect.
   - **B.** It can be used to teach vocabulary items such as *before* and *after*.
   - **C.** It can be used to practice listening for details.
   - **D.** It can be used to introduce 'turn-taking' as a skill.

3. To cater for the diversity of learners' preferences and styles during the Use/Experimentation stage of a grammar lesson about 'wh-words', the teacher uses different activities. Which of the following would best cater for the needs of visual learners? | 3 | ... |
   - **A.** Moving around the classroom and asking each other questions about likes and dislikes
   - **B.** Making a poster about their houses and responding to others' questions about it
   - **C.** Doing a running dictation activity in which students work in groups and run to the board to match answers with questions
   - **D.** Listening to a dialog between an interviewer and an interviewee and writing down 4 questions and their answers

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4. A person who has instrumental motivation to learn a language is doing this because he/she wants to

A. communicate with his/her friends from around the world.
B. have better chances to win business deals and address others in conferences.
C. get closer to some of his/her family members who are living and working abroad.
D. develop a better attitude towards other cultures and the social practices of their people.

4 | ...

5. Lisa has an inadequate understanding of how to apply the audiolingual method in her teaching. If you were to suggest a lesson procedure which follows this method, which of the following would be the most appropriate?

5 | ...

A. Students listen to the teacher reading aloud a conversation which includes 'Do you mind ...?' and perform the actions which are required of them such as opening a window when they hear 'Do you mind opening the window?'
B. Students listen to a conversation which includes the target construction and answer two comprehension questions about it. Then, the teacher invites them to underline sentences with 'Do you mind...?' before they do a practice exercise.
C. The teacher invites her students to read a conversation in which a person makes requests using 'Do you mind ...?' She then gives explicit presentation of how this expression is used and puts students into pairs asking them to prepare and perform conversations which include this expression.
D. The teacher asks students to listen to a conversation which includes 'Do you mind ...?' construction and rehearse it. Then the teacher writes two sentences from the dialog on the board and underlines 'Do you mind...?' Finally, they replace the phrases after 'Do you mind ...?' with their own phrases.

6. During a class in which the students shared their end of unit projects about 'Pollution in my area', the teacher took notes of the mistakes which students made during their presentations. He also conducted an analysis of the presentations. Using the collected data, the teacher conducted a follow-up class in which he re-visited mainly the use of the present simple and the present perfect. Besides their communicative function, the project presentations served as a means of

6 | ...

A. criterion-referenced assessment.
B. summative assessment.
C. formative assessment.
D. norm-referenced assessment.

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7. Arinass is a novice English teacher. The most common assessment tool in her class is administering a written quiz, usually with gap-filling, matching or sentence re-writing grammar/vocabulary exercises. After a training workshop about alternative assessment, Arinass decides to opt for poster description as a tool to assess the mastery of certain grammatical items. However, the students got very low grades and they complained a lot. In this case, the students obtained very low grades most likely because the assessment tool lacks _____.

7	...

A. content validity.
B. construct validity.
C. face validity.
D. authenticity.

8. The Universal Design for Learning (UDL) is a framework to curriculum and materials development which has an effect on teaching/learning. UDL assumes that lessons should provide learners with diverse means of learning in order to cater for their needs. Which of the following practices does **NOT** align with the principles of UDL?

8	...

A. Learners choose the way they want to show that they have understood a grammar lesson.
B. Pairs of students collaborate to do a reading task before they discuss their answers one another.
C. Using a video, a discussion, and a poster during the pre-reading stage of a lesson.
D. Writing comprehension questions on the board for students to answer instead of those on student book.

9. In her grammar lessons, Meriem always follows the PPP approach using only the exercises she has in student book. She observed that some of her students are usually disengaged in the grammar lesson. After inquiring about this, she discovered that these students are excellent in sciences, mainly in math. Which of the following teaching practices is more likely to cater for the needs of these students (who are more logical or mathematical in their learning style) in their language class?

9	...

A. Students listen to the teacher's explanation of how the past perfect and the simple past are used.
B. In small groups, students write a story and share it with the whole class.
C. Students read a story, sequence the pictures and draw a timeline on which they write the verbs in the simple past and past participle.
D. Individually, students complete rules with '*ed*' or '*had + past participle*'. They also do a gap-filling exercise and give examples of their own.

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10. In her writing lessons, Mouna starts the lesson by asking a set of questions about the topic. Students discuss the questions in small groups and they share their ideas with the class. In the following step, the teacher helps the students to outline their writing and to decide what ideas to include and what to drop out. Next, they work individually and respond to the writing task as required.
Which of the following stages are missing in the writing lesson? (*Choose only the set in which all the stages are missing.*)

A. Editing - Drafting - Revising
B. Outlining - Drafting - Editing.
C. Drafting - Brainstorming - Outlining
D. Revising - Editing - Publishing.

10 | ...

11. In one of the books used to teach English in Morocco, the following competencies are stated at the beginning of a unit:

By the end of this lesson, you will be able to:

a. *talk about days of the week and daily activities using time expressions: morning, afternoon, etc.*
b. *ask and answer questions about routines with "when" and "what time".*
c. *discuss daily schedules with classmates using "before" and "after".*
d. *recognize and use real world English vocabulary items: gonna, wanna, hang out with friends.*
e. *explore unique school habits from countries around the world.*

From a standards-based framework to curriculum development, which of the following areas is **NOT** covered in this unit?

A. Communication B. Comparisons C. Connections D. Culture

11 | ...

12. Using the same target competencies in the previous question (11), which of the following Bloom's levels of learning objectives can be targeted in the competency in (**e**) (*explore unique school habits from countries around the world.*)?

A. Understanding
B. Analyzing
C. Evaluating
D. All of them (A, B and C)

12 | ...

13. In teaching Culture, Patrick Moran (2001) offers a framework that encompasses 5 dimensions to understanding Culture: Products, Practices, Persons, Communities, and Perspectives. Mohamed attempts to apply such a framework in teaching a unit about "Celebrations". He asks his students about the stories behind the celebration of Valentine. Which of the following dimensions does Mohamed emphasize?

A. Products B. Persons C. Perspectives D. Practices

13 | ...

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14. Vygotsky suggests that each learner has his/her own zone of proximal development (ZPD). He defines this zone as the area or difference between a person's actual independent level of learning and problem solving and their potential level of development of higher-level thinking. Which of the following teacher practices is **NOT** related to this educational theory?

14 ...

A. During a writing task, the teacher works with a group of students as a member of the group and supports them.
B. The teacher divides the class into groups of equal ability and assigns a writing task which they are required to do autonomously as a group. She intervenes only when necessary.
C. The teacher assigns a writing task and asks the students to work individually, aiming to develop learner autonomy and to be able to write independently.
D. The teacher divides the class into groups of mixed ability and asks them to work together on the writing task.

15. After gaining better experience in their language classes and also through other classes, Saad's students can identify and speak about their learning preferences. For instance, one of the students, Sfia, could identify patterns and make connections between information that is received. She can also speak about these connections. We can, therefore, say that Sfia has developed _____ learning strategies.

15 ...

A. metacognitive B. cognitive C. social D. affective

16. A variety of language teaching methods emerged in the 20th century in response to the increasing demand of teaching/learning English. Among these methods, the audio-lingual method stood as a dominant one, and it is still practiced in many language programs today. Which of the following concepts is closely linked to this method?

16 ...

A. communication B. standards C. reinforcement D. needs analysis

17. In their implementation of a new language program in schools, educational authorities usually undertake a set of procedures including needs analysis, setting goals, developing teaching materials, teacher training, evaluation, etc. All these procedures fall within the scope of _____.

17 ...

A. course design. C. syllabus design.
B. curriculum development. D. materials development.

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18. In a speaking lesson plan, the teacher states the following objective:
'By the end of the lesson, learners will be able to use expressions of politeness such as 'Could you...?' and 'Do you mind if ...?' through a role-play activity.
Which of the following aspects is missing in this objective?

18 ...

A. The expected output
B. The linguistic content
C. The communicative task
D. Performance activity

19. Our school has started a new language program. However, entrance to this program is limited only to a number of 25 students. Therefore, entrance is restricted to the students who score higher. No pre-specified mastery of a set of competencies is required. In this case, the school needs to administer _____.

19 ...

A. a norm-referenced test.
B. an achievement test.
C. a diagnostic test.
D. a criterion-referenced test.

20. To cater for differences in their classes, teachers can differentiate instruction at three levels: ***content***, ***process*** and ***product***. Which of the following activities is used to differentiate at the level of ***content***?

20 ...

A. The teacher allows visual learners to match passive sentences to the relevant pictures as a way to practice the target structure.
B. Visual learners can prepare a poster and describe it as a way to show that they can use the presented adjectives to describe places in a communicative way.
C. After a reading lesson, the teacher asks learners to show their understanding of the text either by writing a short text, drawing a picture or sharing their ideas in groups.
D. In a grammar lesson, the teacher starts the lesson by asking students to read a short text. However, because she knows that there are a few auditory individuals in her class, the teacher also presents the same text in audio format.

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F.B

TASK TWO: (4 pts)

The following two competencies appeared as objectives at the beginning of an English language textbook unit:

By the end of this unit, students will learn how to

a. *smile, use eye contact and speak at an appropriate voice when giving a talk or presentation.*
b. *describe different kinds of eco-friendly houses in Morocco and around the world.*

1. Do you think these competencies are worth targeting in a language curriculum? Justify. **(1 pt)**

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2. Suggest one activity which the teacher can use to target each of the two competencies. State how s/he can track or assess their development. **(3 pts, 1 pt each)**

Activities to teach the competencies	**Tracking/assessing the development of the competencies**
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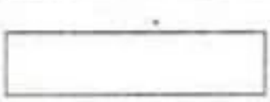
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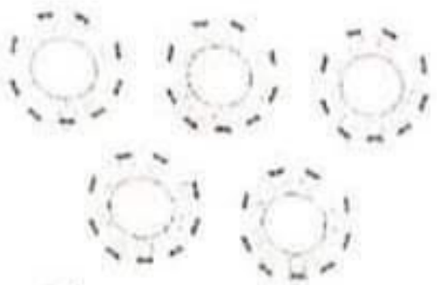
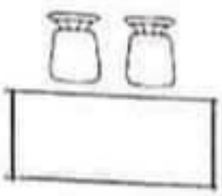
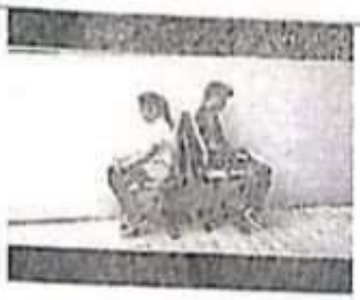
TASK THREE: (4 pts, 1 pt each)

Look at the pictures which reflect different types of seating arrangements and provide examples of activities which are suitable for each arrangement. Justify your choice for the seating arrangement.

Seating arrangement	Example of classroom activity/task with justification
1. 	.....
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2. 	.....
3. 	.....
4. 	.....

TASK FOUR: (4 pts)

A diagnostic test is administered to identify students' strengths and weaknesses before starting a new syllabus. It evaluates students' prior knowledge in order to provide them with the necessary remedial backup.

1. Give and explain 4 principles you follow to design and score a diagnostic test. (2 pts; 0.5 pts each)

a. .....

.....

.....

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b. .....

c. .....

d. .....

2. What procedures do you follow in preparing, administering a diagnostic test and planning for remedial work? (2 pts)

- .....
- .....
- .....

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TASK FIVE: (4 pts)

The following two expressions ***'wanna'*** and ***'canya'*** are targeted in a language lesson. Fill in the cha below with the procedures which you would follow to teach this lesson.

Target items	Procedures of the lesson
Lesson: **Pronunciation** **Target items:** *wanna - canya* **Pronunciation Box** Want to = wanna Do you want to go to the park? Can you = canya Can you hang out? **Objective:** By the end of the lesson.	.....

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TASK SIX: (4 pts; 1 pt each)

It is often recommended that teachers should recycle language items as this is likely to provide learners with more varied and richer opportunities to re-encounter the items they have been introduced to in their language class in more meaningful and authentic contexts.

Elaborate on 4 activities through which you would recycle the vocabulary (of a unit of your choice).

a. .....

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b. .....

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c. .....

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d. .....

TASK SEVEN: (8 pts; 4 pts each)

Universal Design for Learning framework advocates providing learners with diverse and multiple learning opportunities even prior to any teaching, that is during the planning stages of teaching. This would allow different types of learners to experience learning their own way.

Fill in the following chart by planning the practice and use/application stages of a grammar lesson in such a way that at least *3 different types of learners* will find the activities engaging and interesting and they address their own learning preferences/styles.

Lesson: Grammar: 'used to' for past habits. **Objectives:** By the end of the lesson, students will be able to use 'used to' to talk about their past habits in a communicative situation.	
Practice	.....

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	.....
Application/use	.....

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