Choose the correct answer. (60 pts; 1 pt each)

Q1	Which of the following ***BEST*** characterizes the Task-Based Language Teaching approach?
A	Emphasizing grammar accuracy tasks
√B	Prioritizing real-world tasks
C	Making use of vocabulary retainment tasks
D	Emphasizing reading and writing tasks
E	None of the above

Q2	In the context of planning of learning, a contingency plan is _____.
A	a detailed teaching plan adopted by teachers
√B	a plan designed for curriculum implementation
C	a plan designed for alternative actions
D	a weekly logbook of lesson reflections
E	None of the above

Q3	The term 'learner autonomy' in language education refers to_____.
√A	learners choosing what to learn without guidance
B	learners having full control over assessment design
C	learners being encouraged to monitor their own learning
D	learners completing tasks without peer or teacher support
E	None of the above

Q4	Which of the following is ***NOT*** an element of formative assessment?
A	Immediate feedback
B	Diagnostic purpose
C	Planning future instruction
D	Ongoing assessment
√E	None of the above

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Q5	Which of the following classroom strategies is *LEAST* effective in addressing students with ADHD?
A	Delivering instructions in a clear, concise manner
B	Incorporating movement breaks or kinesthetic elements
√C	Providing extended written exercises that reinforce routines
D	Structuring tasks into manageable, focused steps
E	None of the above

Q6	In the context of Universal Design for Learning (UDL), which of the following best reflects the principle of providing multiple means of engagement?
A	Requiring all students to complete the same task to ensure fairness
B	Limiting sensory input to avoid overstimulation
√C	Incorporating options that tap into learners' interests, preferences, and autonomy
D	Streamlining instruction to minimize classroom time
E	None of the above

Q7	Which theoretical perspective views language development as fundamentally shaped by interaction with more knowledgeable individuals within a cultural context?
A	Behaviorist theory
√B	Cognitive constructivist theory
C	Interactionist theory
D	Vygotskian perspective
E	None of the above

Q8	Which of the following accurately defines the main purpose of a diagnostic test in the context of secondary education?
A	To determine a student's final achievement level
B	To assign grades based on classroom performance
√C	To monitor learning progress through ongoing feedback
D	To assess overall learning of a course content
E	None of the above

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Q9	Which of the following best supports critical thinking in a speaking activity?
A	Rehearsing scripted conversations to improve fluency
B	Simulating a predictable interaction at an airport check-in desk
✓C	Engaging in a structured debate on a current societal issue
D	Transcribing comprehension questions from a coursebook
E	None of the above

Q10	When a teacher asks learners to infer the meaning of unfamiliar words in a text, which of the following cognitive processes is primarily being employed?
A	Decoding vocabulary through morphological analysis
✓B	Top-down processing that draws on contextual understanding
C	Segmenting text into phonological units for pronunciation accuracy
D	Scanning the text to locate discrete factual details
E	None of the above

Q11	Which of the following best reflects the principles of a learner-centered classroom?
A	Delivering content based on pre-established lesson objectives
B	Encouraging occasional group work while maintaining centralized control
C	Following the textbook closely to ensure complete content coverage
D	Emphasizing teacher authority as the primary source of knowledge and feedback
✓E	None of the above

Q12	The primary aim of scaffolding in teaching is to _____.
A	minimize mental effort by reducing task demands permanently
B	encourage sustained dependence on external guidance
✓C	support learners incrementally to help them perform tasks
D	simplify learning activities in ways that limit cognitive challenge
E	None of the above

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Q13	Identify the task that most clearly reflects an integrated skills approach in language instruction.
A	Listening to a dialogue and composing a written response
B	Listening to a short lecture and completing a comprehension quiz
✓C	Reading a short article and identifying the main ideas in each paragraph
D	Watching a video and noting down unfamiliar vocabulary
E	None of the above

Q14	Which of the following does *NOT* represent a core principle of effective feedback in language instruction?
A	Timeliness that enables learners to reflect and revise promptly
B	Feedback that is specific and directly linked to learning objectives
C	Constructive input that highlights strengths and guides improvement
D	Clarity that ensures the message is easily understood and actionable
E	None of the above

Q15	The primary didactic justification for using authentic material in language teaching is that they _____.
A	present content that is generally more accessible than simplified textbook texts
✓B	provide exposure to certain language aspects as they are used in real-life contexts
C	allow instructors to minimize lesson preparation and adaptation
D	replace the need for structured skill-focused practice activities
E	None of the above

Q16	Which classroom practice best promotes the development of metacognitive strategies in language learning?
✓A	Encouraging learners to compare how they approached a task and reflect on the process adopted
B	Assigning learners a choice of reading materials to enhance motivation and foster autonomy
C	Asking learners to analyze sentence patterns and apply them in controlled practice tasks
D	Encouraging learners to track their vocabulary acquisition using a digital flashcard app
E	None of the above

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Q17	In a reading lesson, the use of a KWL (Know–Want to Know–Learned) chart primarily serves to _____.
A	scaffold the activation of prior knowledge while fostering goal-setting and post-task reflection
B	develop syntactic awareness by focusing learners' attention on sentence structures
C	replace traditional pre-reading activities by directly moving into comprehension tasks
D	diagnose learners' spelling difficulties and inform targeted word-level instruction
E	None of the above

Q18	Which of the following is an essential feature of inclusive education?
✓A	Differentiating content, instruction, and assessment to meet learner variability
B	Grouping learners based on comparable ability levels to streamline instruction
C	Delivering individualized instruction to each learner in isolation from peers
D	Minimizing reliance on assistive tools to promote independence and uniformity
E	None of the above

Q19	In a listening lesson where learners are asked to identify main ideas and supporting details, the activity is primarily designed to develop which of the following?
A	Sensitivity to phonological contrasts and suprasegmental features of speech
B	Discourse-level processing skills associated with constructing meaning from spoken input
C	Awareness of morphosyntactic patterns to support grammatical accuracy in oral production
✓D	Cognitive strategies for navigating extended written texts and retaining key information
E	None of the above

Q20	Which of the following classroom practices is ***NOT*** aligned with the principles of Standards-Based Instruction (SBI)?
A	Designing instruction around clearly articulated learning outcomes
B	Encouraging learner creativity while maintaining alignment with learning goals
C	Ensuring coherence between assessment tools and proficiency benchmarks
D	Embedding relevant descriptors into instructional planning and delivery
E	None of the above

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Q21	In the context of instructional design, the backward design model starts with _____.
A	selecting instructional resources that align with student interests and syllabus coverage
B	organizing the physical environment to facilitate classroom management and group work
C	articulating desired learning outcomes after planning assessment tools
D	planning assessment procedures after finalizing content delivery methods
E	None of the above

Q22	Which of the following teacher behaviors does ***NOT*** reflect ethical assessment practice?
A	Designing assessments that align with the learning outcomes and performance criteria
B	Applying grading rubrics consistently while allowing for documented accommodations
✓C	Providing timely, constructive feedback to support student reflection and improvement
D	Using multiple forms of evidence to make fair judgments about learner achievement
E	None of the above

Q23	A learner demonstrates persistent difficulty with speaking fluency. Which of the following activities is most likely to support meaningful improvement in this subskill?
✓A	Engaging in timed storytelling tasks with limited preparation time
B	Employing tasks that target sentence patterns
C	Reading conversational dialogues aloud multiple times
D	Targeting vocabulary development through word definitions
E	None of the above

Q24	Which of the following lists correctly represents the six levels of Bloom's revised taxonomy in order from lowest to highest?
A	Remembering, Understanding, Applying, Evaluating, Analyzing, Creating
✓B	Understanding, Remembering, Applying, Analyzing, Evaluating, Creating
C	Recalling, Comprehending, Practicing, Analyzing, Synthesizing, Evaluating
✓D	Remembering, Understanding, Applying, Analyzing, Evaluating, Creating
E	None of the above

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Q25	Which of the following classroom practices ***DOES NOT*** develop cross-cultural awareness in learners?
A	Exploring how social norms vary across countries through guided class discussions
B	Interpreting literary texts that highlight cultural values from different societies
C	Examining culturally specific idiomatic expressions and their contextual meanings
✓D	Comparing students' assumptions about everyday behaviors in multiple cultures
E	None of the above

Q26	What is the ***PRIMARY*** function of sentence starters in writing tasks?
A	To encourage repetition of controlled sentence structures
B	To provide fixed templates to limit language errors
C	To replace direct instruction in syntactic forms
D	To offer language prompts to guide written responses
E	None of the above

Q27	A principle of effective speaking instruction involves the following classroom practice.
A	Emphasizing the repetition of pre-written dialogues to reinforce target structures
✓B	Integrating tasks that require verbal negotiation and information exchange
C	Prioritizing structured note-taking to support later spoken production
D	Modeling pronunciation and intonation patterns through teacher-led input
E	None of the above

Q28	A teacher's rubric for oral presentations includes: "voice projection," "pronunciation," "fluency," and "engagement." The primary function of this tool is to _____.
A	provide a checklist of speaking topics for student reference
✓B	offer structured criteria for evaluating students' spoken performance
C	sequence presentation tasks to structure students' performance over time
D	support sentence-level accuracy through targeted oral production exercises
E	None of the above

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Q29	In vocabulary instruction, what does the lexical approach primarily emphasize?
A	Presenting vocabulary in the form of a list for memorization and testing
B	Designing vocabulary lessons around thematic word sets and topic-based categories
C	Teaching fixed expressions and word groupings as building blocks for language use
✓D	Using bilingual glossaries and matching tasks to support vocabulary retention
E	None of the above

Q30	An EFL teacher usually limits the number of new vocabulary items introduced in a lesson to avoid cognitive overload. This decision is primarily based on _____.
A	Habit Formation Theory
✓B	Working Memory Theory
C	Social Interaction Theory
D	Learner-centered Theory
E	None of the above

Q31	Which among the following is ***NOT*** a purpose of using realia in the EFL classroom?
✓A	Encouraging communication through exposure to real-world interaction
B	Complementing textbook content with physical, contextualized input
C	Creating a more visually and experientially engaging learning environment
D	Supporting learners' retention by linking language to tangible objects
E	None of the above

Q32	Which of the following best illustrates an accommodation rather than a modification in instruction?
A	Reducing the complexity of test items to match a learner's language level
B	Adjusting learning goals to reflect significantly altered curriculum outcomes
C	Allowing additional time for completing classroom assessments or tasks
D	Removing specific language structures from a learner's instructional program
E	None of the above

Q33	What is the ***PRIMARY*** function of a rubric in classroom assessment?
✓A	Record student learning progress based on observable traits
B	Describe performance levels across specific evaluation criteria
C	Provide formative insights through flexible instructional dialogue
D	Distribute points across multiple sections of a task or project
E	None of the above

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Q34	Reflecting on the theme of the text and questioning its relevance vis-à-vis the local culture would most likely occur during a lesson stage involving _____.
A	predicting what the reading passage might be about
B	skimming for main ideas contained in the reading passage
C	scanning the reading passage to locate specific details quickly
✓D	debating a central idea presented in the reading passage
E	None of the above

Q35	An effective approach to enhance long-term retention of vocabulary involves _____.
✓A	integrating new vocabulary into extended learner-generated output
B	keeping a personal glossary with word meanings and related forms
C	completing matching tasks that link words to brief explanations
D	reviewing target words before completing a text-based activity
E	None of the above

Q36	A teacher asks students to explore environmental issues in their community, consult local data sources, work in teams, and present proposed solutions in a school-wide exhibition. This instructional approach best reflects _____.
A	Project-based Learning
B	Task-based Learning
✓C	Problem-based Learning
D	Discovery Learning
E	None of the above

Q37	During an EFL collaborative group task, some learners code-switch to their mother tongue. How should the teacher respond to support learning goals?
A	End the task, reinforce expectations, and review group work procedures
B	Apply immediate consequences to discourage use of non-target language
C	Ignore the switch as long as task completion remains on schedule
✓D	Prompt students subtly to re-engage in the target language
E	None of the above

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Q38	During an end-of-unit writing assessment, a teacher evaluates all students using vague criteria such as "good structure" and "clear ideas" without sharing a rubric beforehand or explaining how marks would be assigned. Which principle of sound assessment is most clearly being violated in this scenario?
A	Validity
B	Reliability
C	Fairness
D	Transparency
✓E	None of the above

Q39	During the "Clarify" phase of an ECRIF-based lesson, the teacher typically _____.
✓A	displays sample sentences and elicits learner observations about structure
B	assigns a brief discussion task using expressions introduced earlier
C	has learners brainstorm related words from a prior lesson
D	gives students time to scan a dialogue for general understanding
E	None of the above

Q40	When designing speaking activities for mixed-ability classes, it is ***BEST*** to _____.
A	design a challenging task and allow learners to interpret it in their own way
B	prioritize choral repetition and fixed scripts to reduce variation in performance
C	assign a uniform discussion prompt and rotate speakers to ensure fairness
✓D	design tasks that vary in cognitive demand and give learners choice in how to respond
E	None of the above

Q41	Which of the following is ***NOT*** consistent with widely accepted principles of effective lesson planning?
A	Sequencing activities to build on existing learner understanding
B	Selecting materials based on ease of classroom management
✓C	Stating learning objectives in terms of what students will do
D	Including strategies to assess learners' progress throughout the lesson
E	None of the above

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Q42	According to the "Affective Filter" hypothesis in second language acquisition theory, _____.
A	emotional support should replace structured exposure to input
B	input becomes comprehensible only when learners are explicitly corrected
C	regular exposure to structured drills reduces anxiety and ensures retention
✓D	favorable emotional conditions can make language input more accessible
E	None of the above

Q43	In a testing context requiring standardization, which of the following practices ensures reliability of the scores?
A	Administering the test in different time slots with varying testing conditions
B	Using different scoring rubrics for different student groups based on proficiency
C	Allowing some students only to ask clarification questions during the test
✓D	Varying test items or task types between classes covering the same instructional content
E	None of the above

Q44	An EFL teacher starts a lesson by showing a humorous music video. Then, learners analyze specific sentence patterns from the lyrics. Finally, they write their own short dialogues using those patterns in creative contexts. This instructional sequence best aligns with _____.
A	The SIOP model
✓B	The PPP model
✓C	The ESA model
D	The ECRIF model
E	None of the above

Q45	An EFL teacher encourages her learners to locate and evaluate information across multiple sources, engage with peers online, and regularly update their knowledge based on emerging content. This instructional design reflects the core tenets of _____.
A	Behaviorism
B	Connectivism
✓C	Experiential learning
D	Humanistic theory
E	None of the above

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Q46	A language teaching framework that emphasizes performance in real-world situations, integrates knowledge with action, and measures learners against clear benchmarks is best described as _____.
✓A	competency-based
B	content-based
C	task-based
D	outcome-based
E	None of the above

Q47	A classroom task that requires learners to plan a class trip by gathering information, discussing options, and presenting a proposal is best categorized as a _____.
A	display task
B	closed task
C	pedagogic task
✓D	mechanical task
E	None of the above

Q48	During the production stage of a lesson, a teacher asks learners to read aloud the scripted dialogues they have written. This practice is _____.
A	highly communicative, as it involves real-time interaction
B	primarily mechanical, as it lacks spontaneous language use
C	a form of grammar drilling with no oral value
✓D	a test of reading fluency rather than speaking skill
E	None of the above

Q49	In a reading lesson focused on comprehension, the teacher asks her students to take turns reading the text aloud. This practice is flawed primarily because _____.
A	it turns reading into a group discussion
B	it encourages excessive silent reading
C	it emphasizes decoding graphemes
D	it develops critical reading skills too early
✓E	None of the above

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Q50	While monitoring a listening task, the teacher notices that several learners are struggling. The most appropriate immediate response is to _____.
A	pause the task and assign a written summary
B	continue the activity and provide answers later
C	maintain the pace to challenge the proficient ones
√D	replay the audio with guiding questions
E	None of the above

Q51	Which of the following is *NOT* a feature of differentiated instruction?
A	Offering students varied ways to demonstrate understanding
B	Grouping students by ability across all classroom activities
C	Adjusting tasks based on learners' readiness and interests
D	Modifying learning materials to match student profiles
√E	None of the above

Q52	Which classroom practice best reflects the role of teacher affect in promoting student learning?
√A	Creating a supportive atmosphere that fosters emotional security
B	Emphasizing student learning over syllabus coverage
C	Sharing personal opinions frequently to express emotional investment
D	Focusing exclusively on content mastery during instruction
E	None of the above

Q53	The CEFR descriptor "Can understand short, simple texts on familiar matters" corresponds most accurately to level _____.
A	A1
B	A1+
C	A2
D	B1
E	None of the above

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Q54	A "jigsaw reading" activity is most effective for _____.
A	practicing decoding strategies collaboratively
B	promoting collaborative meaning construction through interaction
C	reinforcing individual fluency through timed silent reading
D	assessing comprehension through standardized question formats
E	None of the above

Q55	A teacher asks students to interview each other about their weekend activities and then report their partner's answers to the class. This activity is *PRIMARILY* designed to _____.
A	practice note-taking and transcription accuracy
B	reinforce spelling and punctuation rules in written work
C	assess students' memory through peer-recall exercises
✓D	develop listening comprehension and oral fluency
E	None of the above

Q56	Extensive reading is characterized by _____.
✓A	reading large amounts of self-selected material
B	reading short passages repeatedly for precise analysis
C	analyzing literary style in challenging texts
D	summarizing short texts to extract key vocabulary
E	None of the above

Q57	A student says, "I goed to the market yesterday," and does not recognize the mistake. This is best described as _____.
A	an error
B	a lapse
C	a slip
✓D	a mistake
E	None of the above

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الموضوع
الاختبار: اختبار في ديداكتيك مادة أو مواد التخصص التخصص: اللغة الإنجليزية

Q58	The primary aim of using concept maps in designing vocabulary lessons is to _____.
A	test students' recall of word definitions
B	organize newly learned words by theme or function
C	reinforce isolated word memorization without context
✓D	facilitate exploration of relationships among lexical items
E	None of the above

Q59	An IEP (Individualized Education Plan) is *NOT* designed for _____.
✓A	students aiming at improving standardized test scores
B	students in the same grade regardless of learning differences
C	students enrolled in accelerated or gifted programs
D	students with formally identified educational needs
E	None of the above

Q60	The Teaching at the Right Level (TARL) approach primarily aims to_____.
A	group students by age to ensure grade-level coverage
B	emphasize classroom routines with rigid grouping
✓C	assess learners' proficiency and group them by learning level
D	focus exclusively on mid-performing learners for efficiency
E	None of the above

THE END

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