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رقم الامتحان		

الاسم الخصي والعائلي : .....

تاريخ ومكان الازدياد : .....

الاختبار: علوم التربية وديداكتيك مادة التخصص	المكون : الديداكتيك	التخصص : اللغة الانجليزية	مدة انجاز الاختبار:	ثلاث ساعات	معامل الاختبار:	1

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 12	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. In her 7th grade class, Ilham is doing an extensive reading activity. Before asking the students to read the story, she reads it aloud for them. She asks the students to close their eyes, listen and think about how the characters look like and what they are doing at the moment. What reading strategy is Ilham training her students on?

A. Making connections B. Visualizing
C. Predicting D. Activating schema

1	...

2. Hassan is teaching a writing lesson to his students. At this stage, he asks them to read what they have written again, check the content and the organization of the paragraph and take out or add any details if necessary.
Which stage of the writing process is it?

A. Outlining B. Drafting C. Revising D. Editing

2	...

3. In his English class, Rida provides the learners with authentic written or spoken texts in the classroom. Students are given activities which encourage them to notice *adjective noun collocations* in a text. After noticing the target items, learners are asked to carry out tasks that involve them in using the chunks. In this lesson, the teacher is opting for _____.

A. the structural approach. B. the functional approach
C. the lexical approach D. the notional approach

3	...

4. Mrs. Nadi is teaching a speaking lesson to her students. She is training them on how to make sure that what's being said is understood. She told them that when there is misunderstanding, words or groups of words can be repeated by either the speaker or the listener. She makes her students practice conversations in which they seek or ask for clarification or correction from the speaker. The speaking sub-skill Mrs. Nadi is targeting is _____.

A. appropriacy. B. repairing. C. turn-taking. D. initiating.

4	...

5. A common practice in the new textbook for the seventh grade is the self-assessment component at the end of every unit. What is the primary purpose of self-assessment?

A. To rank students based on their performance
B. To identify areas for improvement and set learning goals
C. To evaluate the effectiveness of the teaching materials
D. To replace traditional testing methods

5	...

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6. In teaching grammar, Loubna gives students a text containing examples of the target tense: the past tense. The teacher asks the learners to work out the rules. Later, she speaks about them explicitly. Then she makes them practice and use the target language in different situations. This model is often referred to as _____.

A. the prescriptive approach. B. content-based learning.
C. the deductive approach. D. guided discovery.

6 ...

7. Nadia is talking about a problematic lesson to a colleague.
Nadia: "Well, I was doing this listening lesson and I didn't want it to be too hard for students. So I told them just to listen and try to understand what they could. But my students just complained and said they couldn't understand the words in the conversation. So they just gave up."
How could Nadia have improved her lesson?

7 ...

A. Pre-teaching all the vocabulary items in the conversation
B. Repeating the listening track many times
C. Giving students as many comprehension questions as possible
D. Planning the lesson around a specific listening skill

8. Said is teaching 8th grade this year. At the beginning of the year, he administered a test to measure his students' ability in English regardless of any prior training they may have had in that language.
What type of test is this?

8 ...

A. Proficiency test B. Achievement test C. Placement test D. Diagnostic test

9. Lamia is teaching young learners. She has noticed that her students find it hard to understand instructions, do activities or perform tasks. Her supervisor advised her to model activities.
Which of the following best describes the concept of modeling in teaching?

9 ...

A. Presenting a physical representation of a vocabulary item
B. Speaking about the procedure to follow in doing a project
C. Providing students with an example of how to do a role play
D. Facilitating student engagement through hands-on activities

10. Ahmed is teaching a grammar lesson about the present simple for daily routines. At the use/ production stage, he gives the students the following instructions: *"Prepare 6 questions using the present simple, then move around in the classroom and use the questions on the worksheet to find someone who does each activity, then write their name in front of the questions and finally report to the whole class."* After he finishes giving instructions, some students say that they don't remember all the things they have to do. What should the teacher do in such a situation to help learners with the task?

10 ...

A. Use a model answer to help students produce the language
B. Break the task down into small steps
C. Give constructive feedback to all students
D. Review the present simple with the whole class

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11. Amal has just taught colors to her 5th grade students. At the end of the lesson, she is using flashcards to review them. She showed Adil a flashcard and asked him about the color.

Teacher: Adil, what color is this?
Adil: I don't know.
Teacher: Pur ...
Adil: Purple.

11 ...

The teacher's strategy in helping Adil is called _____.

A. echoing. B. reformulating. C. prompting. D. demonstrating.

12. Vygotsky argues that culture and social learning determine the cognitive development of children. Accordingly, learning varies from one culture to another and is by no means a universal process. Which of the following is **NOT** an aspect of Vygotsky's theory of learning?

12 ...

A. Zone of proximal development B. More knowledgeable other
C. Scaffolding D. Equilibrium

13. Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than in the first language of the learners. In CLIL classes, tasks are designed to allow students to learn the new language as they learn the subject content.
Which of the following is **NOT** a principle of CLIL?

13 ...

A. Language serves to communicate meaning
B. Language is learnt mainly through acquisition and use
C. The main focus is on the content of the subject
D. The main focus is on the target language

14. In his flipped classroom, Mr. Karimi often gives his students access to learning materials, usually through watching online videos and reading texts about a topic at home. Classroom time is spent with students on guided or unguided practice, peer discussions, presentations, and debates. Which of the following is a core principle of flipped instruction?

A. Students can read, listen to, and review the materials at their own pace as needed.
B. The main teacher role in a flipped classroom is an information provider.
C. Class time is used to explain the basics of a new topic or idea to the students.
D. The focus is on the whole class and no more time for one-on-one help during class.

14 ...

15. Being aware of social emotional learning, Khadija is trying to help her students to develop their abilities to understand one's own emotions, thoughts, and values and how they shape one's personality. Which of the following skills is the teacher fostering?

A. Self-Management B. Social Awareness
C. Self-Awareness D. Relationship Skills

15 ...

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16. In speaking activities, Fatima always encourages her students to use synonyms, use other words or paraphrase to express an idea when they are stuck or don't know a word or to ask checking questions. One of the ways to draw learners to this feature of authentic communication is to show them recordings of TV interviews and talk shows. The teacher is trying to foster _____.

A. socio-linguistic competence. B. strategic competence.
C. discourse competence. D. grammatical competence.

16 ...

17. In teaching vocabulary, Mohamed always prioritizes words that sound like French to allow his students to tap into their background knowledge and mobilize their vocabulary repertoire from French to speed up their English vocabulary intake. In this case , the teacher is building on ___.

A. homonyms B. homophones C. cognates D. connotations

17 ...

18. Sara is an EFL teacher working with students who have just started learning English and are struggling with basic vocabulary. She has decided to use some scaffolding techniques to support her students in acquiring new vocabulary. Which of the following best supports her objective?

A. Give the students a dictionary to look up and learn words independently.
B. Provide students with a list of 20 new words to memorize every week.
C. Introduce new words gradually and use visuals and context for understanding.
D. Avoid introducing new vocabulary until the student becomes more proficient.

18 ...

19. Hassan teaches English to a diverse class of young learners, each with different strengths and learning styles. He wants to enhance his students' vocabulary retention through multiple intelligences. What strategy can he use to help kinesthetic learners?

A. Asking students to write the target vocabulary 10 times in their notebooks
B. Incorporating activities such as cards, spinners and scrabble in lessons
C. Encouraging students to read silently to develop vocabulary retention
D. Using songs in English with a focus on new words and phrases

19 ...

20. To practice new language items with her students, the teacher, Aicha, uses drilling as a technique. She provides a model to her students and asks them to repeat orally following different patterns. She uses the following drill in one of her lessons:

Aicha: My brother likes listening to pop music.
Students: My brother likes listening to pop music.
Aicha: sister - rock.
Students: My sister likes listening to rock music.
Aicha: mother – romantic.
Students: My mother likes listening to romantic music.

20 ...

What type of language drill is this?

A. Expansion drill B. Transformation drill
C. Substitution drill D. Repetition drill

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TASK TWO: (3 pts; 1 pt each)

Read the quote and complete the chart with techniques/strategies of how to implement UDL principles.

"To be as inclusive of all students as possible, the English Spotlight 1 team grounded design in Universal Design for Learning (UDL) principles. UDL is an instructional approach that recognizes the diverse learning styles, needs, and strengths all learners have. It focuses on adapting instruction to meet diverse needs rather than categorizing students with labels. UDL emphasizes three core principles, which also align with key principles and practices in English language teaching and learning. The three principles of UDL are … providing multiple means of **engagement**, providing multiple means of **representation**, and providing multiple means of **action and expression**."

English Spotlight 1: Teacher's guide, p 04

UDL principles	Examples of techniques/strategies
1. Engagement	• …… • …… • …… • ……
2. Representation	• …… • …… • …… • ……
3. Action and expression	• …… • …… • …… • ……

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TASK THREE: (4 pts)

ChatGPT has recently leapt onto the scene as an AI (artificial intelligence) web-based tool. It is already disrupting all sectors. In education, the camps are divided between those who want to ban ChatGPT because they see it as a way for students to cheat and those who see it as a tool to enhance learning.

1. What do you think about the use of ChatGPT in education? (1 pt)

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2. Give three examples of different uses of ChatGPT by the English teacher. (3 pts; 1 pt each)

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TASK FOUR: (6 pts; 1.5 pts each stage)

Games are not just fun; they also provide students with multiple opportunities to practice new language and recycle language they have previously learned. Games can also challenge students in positive ways. **Complete the following chart. (The stages are not related to the same lesson)**

Lesson stage	Game name	Procedures to use the game
1. Warm up	.....	.....
2. Presentation	.....	.....
3. Practice	.....	.....
4. Use	.....	.....

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TASK FIVE: (6 pts)

1. Teaching reading in English to ESL/EFL students typically involves a choice by the teacher as to how to balance the use of *intensive* and *extensive* reading.

Complete the chart comparing both types of reading using the given criteria. (4 pts; 0.5 each)

Criteria	Extensive	Intensive
Purpose	....	....
Difficulty level	....	....
Amount of reading	....	....
Speed	....	....

2. How can students benefit from extensive reading classes? (2 pts; 1 pt each)

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TASK SIX: (3 pts)

One of the basic principles of the new English curriculum in Moroccan middle school is integrated skills, or learning everything together.

1. What does skill integration in language teaching mean? (Give examples) (1 pt)

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2. Give four advantages of integrating skills in teaching English as a foreign language.(2 pts; 0.5 pts each)

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TASK SEVEN: (6 pts)

Use the following input text and the template provided to design an *INTEGRATED* lesson plan for a middle school class. (The lesson should be delivered in 55 minutes)

Input text: Listen to the conversation and answer the questions.

Wissal: Do you live in a house or an apartment?
Rachid: I live in an apartment.
Wissal: How many bedrooms are there?
Rachid: There are two bedrooms.
Wissal: Is there a garden?
Rachid: Yes, there is. I love all the flowers.
Wissal: Is there a study?
Rachid: No, there isn't. I do my homework in my bedroom.

Timing	Stage	Procedures and Activities	Mode of Work	Materials

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