خاص بكتابة الامتحان	امتحان الكفاءة المهنية لولوج الدرجة الأولى من إطار أستاذة التعليم الثانوي الإعدادي دورة دجنبر 2022 الموضوع	المملكة المغربية وزارة التربية الوطنية والتعليم الأولي والرياضة المركز الوطني للتقويم والامتحانات
رقم الامتحان		
	الاسم الشخصي والعائلي : ..... تاريخ ومكان الازدياد :	

التخصص: اللغة الانجليزية	المادة : اختبار في ديداكتيك مادة التخصص	مدة الإنجاز : 3 ساعات	المعامل 1

التخصص : اللغة الانجليزية المادة : اختبار في ديداكتيك مادة التخصص	النقطة النهائية على 20 بالأرقام ..... والحروف ..... (على المصحح التأكد من أن النقطة النهائية هي على 20) اسم المصحح وتوقيعه :	خاص بكتابة الامتحان
ورقة الإجابة		الصفحة : 1 على 16

TASK ONE: Choose the correct answer. Write only the corresponding letter in the space provided. (33 pts; 1 pt each)

1. Malika is a gifted middle school student. She always scores pretty high on classroom tests. Yet she does not get involved in all classroom activities. Her participation is always determined by the content and topic of the activities and their relevance to her. Malika is

A. an introvert student.
B. a reflective student.
C. an intrinsically motivated student.
D. an unmotivated student.

1	

2. Right now, students in Ahmed's class are discovering the topic they are going to write about. They are working in pairs. The teacher is encouraging them to come up with ideas related to the topic. Which stage of the writing process is it?

A. Drafting
B. Outlining
C. Brainstorming
D. Peer editing

2	

3. Rachid has just found out that his paragraph is full of spelling mistakes and some punctuation marks are missing. He underlines the errors and uses a dictionary to help him make the necessary corrections. He also uses a punctuation guide to help him deal with punctuation problems. What aspect of the paragraph is Rachid handling?

A. Mechanics B. Organization
C. Vocabulary D. Syntax

3	

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4. As her students are reading a short text, Imane is helping them guess the meaning of unfamiliar words. They read carefully the sentence in which a word appears and look at the words that come before or after that word. The students are using

A. chunks.
B. morphology.
C. parts of speech.
D. context clues.

4

5. Students in Meriem's class have just got their scores on an-end-of-the term exam. The highest score was 14 out of 20. At a parent-teacher conference, a student's father expressed satisfaction with his son's performance, thinking that 8 out of 20 was relatively good considering that the best score was 14. But the teacher explained to the father that in this exam he should not compare his son's score to those of other students. This means that the exam was

A. norm-referenced.
B. individualized.
C. diagnostic.
D. criterion-referenced.

5

6. Mrs Saadi has asked her students to prepare, in groups, a presentation on wedding ceremonies in two different cultures. For this presentation they have to use internet resources. Some of her students from different groups explained to her in private that they do not have access to technology and thus cannot do their part of the task. How do you think the teacher can best handle the situation?

A. Insist on those students doing the task no matter what.
B. Ask the administration to allow the students some time to use the school facilities.
C. Lend them her laptop to use at home.
D. Spare those students from doing the task, but insist they do something else instead.

6

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7. A teacher presented the following situation to her students:

"Jane is going away on vacation for 3 weeks. She can't take her dog with her. She badly needs someone to take care of it. Her mother, who lives nearby, hates dogs. Her friend Linda can take care of the dog only for two weeks as she is travelling too. Richard, her cousin, is willing to help but he lives miles away. What do you think Jane should do?"

The teacher's main aim is to

7	

A. develop students problem-solving skills by enabling them to identify a problem.

B. provide a situation in which students will develop their affective skills.

C. help students break down a problem into its constituents.

D. give students an opportunity to use their creative skills.

8. As Mr Wahidi gets into the classroom, he is shocked to see written on the board "*I hate you Wahidi*!" He immediately stands by the door and does not allow any student in. Most of the students are stunned; they look like they do not know what is going on.

What do you think Mr Wahidi could have done instead?

8	

A. Examine the handwriting so as to find out the "guilty" student(s).

B. Bring in someone from the administration to see what is written on the board and ask them to punish all the trouble makers in his class.

C. Ignore or pretend to ignore the writing but try later to figure out why a student would write such a thing.

D. Have the students' parents come to the school and see what happened so that any subsequent measure taken will be justified.

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9. This is a recommendation that a supervisor has shared with middle school teachers in his area to help them improve the quality of learning:

"Focus on what students can do with the language in real life situations."

This recommendation reflects the principles of

9 .

A. a structural approach to language teaching.

B. a competency-based approach to language teaching.

C. a behaviorist approach to language teaching.

D. a cognitive approach to language teaching.

10. One of the aims of project work is to help students develop their time management skills. Loubna has set this as the main goal of a project that will take students 3 weeks to complete. How can she organize the project so that it achieves its goal?

A. Ask the students' parents to keep a record of the dates in which the project starts and finishes.

B. Ask students to report on the work progress at their convenience.

10

C. Allow students to use their phones to communicate their progress to each other.

D. Help students create an action plan with due dates for different tasks in the project.

11. Heather's students took a discrete point test. Their scores were unexpectedly very high. Heather asked another teacher to score the test again.

The results of her colleague's scoring can help her know about

11 .

A. the reliability of the test.

B. the face validity of the test.

C. the comprehensiveness of the test.

D. the facility index of the items.

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12. A group of textbook designers are evaluating the material that has been used in middle schools for four years now. A section of the evaluation sheet handed to teachers asks the following questions:

-Does the material encourage group interaction?

-Does the material encourage students to learn independently?

-Is the material well organized and structured?

12	

What aspect of the material do these questions address most?

A. The instructional design **B.** The technical design

C. The syllabus **D.** Learner's psychology

13. Aziz is an active, extrovert middle school student. Yet, he is still struggling with word order (he says 'house small' instead of 'small house'). His teacher is having hard time correcting his mistakes. Such a mistake is due to

A. fossilization. **B.** lateralization.

C. overgeneralization . **D.** interference.

13	

14. Nassira, a middle school teacher, is planning her next week lesson. She says that the main challenge in this lesson is pacing.

Which of the following questions best reflects this challenge?

14	

A. How can I move from one activity to another without interruption?

B. How can I adapt my teaching to the different learning styles in my class?

C. How can I ensure student-student interaction in this lesson?

D. How can I control the flow of my lesson within the allotted time?

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15. Hamid has devoted half of the class period to a task in which the students are writing about the qualities of a good friend. As they write, Hamid walks around, reads what each student is writing but does not comment on or point to mistakes in grammar, spelling or punctuation. Hamid is ignoring such mistakes because the students are

15

A. brainstorming. B. proofreading.
C. drafting. D. revising.

16. Mr Labib thinks that knowing the alphabet is in itself of little use to the learners. Instead, he teaches them phonics on almost a daily basis. How can phonics knowledge help Mr Labib's students?

16

A. They can read texts with more ease.
B. They can use it in editing.
C. They can understand phonetic symbols.
D. They can cope easily with dictation.

17. Rahma is preparing her students for the visit of a representative of the American Consulate. Some are putting up their projects on the wall. Others are rehearsing a scene from a short play. Othmane is the student who will greet the guest. He is quite confident as he thinks it is the easiest thing to do. As he practices the greeting, Rahma hears him say, "Hey! How is it going?" She immediately stopped Othmane and explained in a firm way that this is not an appropriate greeting. What does Rahma's reaction reflect?

17

A. Cultural assimilation. B. Pragmatic awareness.
C. Status conflict. D. Cultural integration.

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18. As his students are working in small groups describing different pictures, Mr Ziad goes from one group to another, watching how well they are responding to the task. What Mr Ziad is doing is an example of

A. formal formative assessment.
B. formal summative assessment.
C. informal formative assessment.
D. informal summative assessment.

18 |

19. After her students have listened to a conversation twice and answered a few factual questions, Mr Qarachi asks them to listen to the conversation a third time and say whether the speakers are angry, happy or scared. Mr Qarachi is training his students to

A. make inferences.
B. recognize social functions .
C. pronounce words correctly.
D. parse utterances.

19 |

20. A medical school uses an admission test as part of its entry requirements. It administers such a test to select the students who have the range of academic qualifications and behavioral attributes considered important for a career in medicine. Which of the following assessments best describes the test?

A. Summative **B.** Placement
C. Aptitude **D.** Achievement

20 |

21. In planning her lessons, Fatima always begins with the end in mind. She maps out where she is and where she wants to drive her students in terms of her objectives. How would you characterize Fatima's approach to lesson planning?

A. Reflective **B.** Backward **C.** Forward **D.** Central

21 |

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22. On the eve of each new school year, Mohamed engages his students in developing a code of conduct charter. Such a Dos-and-Don'ts list delineates the rules and norms that need to be applied and respected in the classroom on a shared responsibility basis to ensure a safer and more effective learning environment that benefits all. Which of the following roles best describes what the teacher is doing?

22	

A. Facilitator **B.** Manager **C.** Monitor **D.** Resource

23. Sara observes that Ahmed, a ninth grader, is struggling to process the spoken language and his disengagement and disconnect become manifest. However, Sara learns that when she poses questions that have to do with, say, drawing a portrait of a character in a story or drawing the story setting, Ahmed does well and outperforms his peers. Which of the following learning styles does Ahmed demonstrate best?

23	

A. Auditory **B.** Tactile **C.** Logical **D.** Kinesthetic

24. Students in Mr Sabri's classroom are going to discuss the pros and cons of social media. Each student is supposed to take a stand on the issue and defend it. Which of the following soft skills is the teacher fostering?

24	

A. Team work **B.** Critical thinking
C. Data analysis **D.** Creativity

25. In trying to teach grammar, Youssef brings a comprehensible and relevant input, designs a set of comprehension questions to allow his students to read for meaning. He then develops tasks to enable them to observe the target grammatical patterns, make hypotheses and experiment with them. Which of the following methods best describes such a process?

25	

A. Inquiry-based method **B.** Audio-lingual method
C. Direct method **D.** Grammar- translation method

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26. Fatima, a middle school teacher, follows the prescribed textbook to the letter. Given that the textbook is more than 15 years old, with some irrelevant and obsolete material, the students get bored and disinterested. That worries Fatima deeply and drives her to seek training for professional development to hone her practices. Which training theme can best help Fatima offer a more relevant and appealing content?

26 .

A. Textbook adaptation
B. Curriculum design
C. Syllabus analysis
D. Learning styles

27. In a post lesson discussion, a supervisor took Ahmed, a middle school teacher, through Kolb's Experiential Learning Cycle to get him to reflect on what helped and hurt students' learning, provide evidence for the best moment in his lesson, draw general takeaways, and work out an action plan for improvement. Which of the following four concepts **IS NOT** part of Kolb's Experiential Cycle?

27 .

A. Abstract Conceptualization
B. Active Experimentation
C. Reflective Observation
D. Positive Feedback

28. Aicha benefited from a training on Social and Emotional Learning (SEL) and planned to implement such a framework in her teaching. She was convinced that a holistic approach to learning that goes beyond academic content can change students' learning experiences and prepare them for life. Which of the following concepts **IS NOT** part of Social and Emotional Learning?

28 .

A. Self-awareness
B. Social awareness
C. Language awareness.
D. Accountable decision-making

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29. Mastering the use of cohesive devices and organizational patterns is an example of _____ that allows foreign language learners to foster communicative competence.

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

29 .

30. Najat is trying to integrate higher-order thinking skills in her reading comprehension lessons. She has developed the following questions about a text on social media. Which of the following questions best fosters higher-order thinking skills?

30

A. Where is Kamal from?
B. What social media platform is he most addicted to?
C. What are his parents upset about?
D. What's Kamal's attitude to social media?

31. In teaching students to write a film review, Mr. Sabri prepared a model film review encompassing major elements required in such writings. He developed tasks that would allow the students to read for meaning, observe and analyze both the form and content. Then, Mr.Sabri assigned a writing task where students were supposed to go through a process of producing a film review that matched the same model taught. Which of the following approaches best explains the teacher's practice?

A. Interactive approach B. Process approach
C. Genre approach D. Creative approach

31 .

32. Driss, a middle school teacher, administrated the last global test at the end of the second term, but the results were disappointing. His students were frustrated because the test focused only on the content covered during the last two weeks of class and wasn't representative of what has been covered during the whole term. Which of the following assessment principles has the teacher missed out?

32

A. Clarity B. Validity C. Practicality D. Objectivity

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33. Rania teaches in a middle school in Meknes. Yesterday she came across a Chinese recipe which she thought was ideal for reviewing some vocabulary items related to food in a different culture together with some action verbs such as chop, slice.... When she checked the meaning of an unfamiliar word from the recipe, she found out that it was the name of some kind of Chinese alcoholic beverage used to season food. She used the phrase "rose water" and dropped the inappropriate Chinese word. What Rania did is an example of

33	

A. omitting. B. reducing.

C. substituting. D. shortening.

TASK TWO: (4 pts; 1 pt each)

Within the social constructivism framework, classroom practice should provide opportunities for students to engage in active and interactive learning. Provide two classroom activities and explain how they are engaging and interactive.

Classroom activities (2pts; 1 pt each)	How they are engaging and interactive (2pts; 1 pt each)
1..... .... 2.....	1..... .... 2..... ....

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TASK THREE: (6 pts; 1,5 pts each)

The following are four instances of disruptive classroom behaviors that teachers may encounter in their classrooms. Suggest possible preventive management strategies.

Disruptive behavior	Preventive strategies
Texting	.....
Bullying	.....
Cheating on tests	.....
Making noise	.....

TASK FOUR: (2 pts; 1 pt each)

Based on your professional experience, give two tasks/activities and the seating arrangements that best suit them.

Tasks/Activities	Appropriate seating arrangements
1.	.....
2.	.....

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TASK FIVE: (4 pts, 2 pts each)

The following are two professional development tools. Explain how they can boost your teaching skills.

1. Demo lessons.....

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2. Action research.....

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TASK SIX: (4 pts)

Upon close examination of his students' homework, Mr Elmahi found out that most of them are struggling with the use of the past simple. Yet, they seemed to have understood it well last week and were even able to complete the rule.

A. Why do you think the students have a problem with the past simple? (Give two possible reasons) **(2 pts; 1 pt each)**

1. .....
.....
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2. .....
.....
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.....

B. Imagine you had the same problem. How would you handle it? Specify the procedure. **(2 pts)**

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TASK SEVEN: (7 pts)

Use the following conversation to teach comparatives. Design a lesson plan.

Interviewer: Do people today have a healthy diet?

Dr Stone: No, they don't. Most people eat a lot of fast food and that's not good for us! Our grandparents' diet was healthier than our diet today.

Interviewer: What kind of food is healthy?

Dr Stone: Fish, a little meat and lots of fruit and vegetables. They are better for us than fast food.

Interviewer: But is healthy food more expensive than fast food?

Dr Stone: No! It's cheaper, and it's often more delicious than fast food.

Objective(s): . . . . . .

. . . . . .

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Stages	*Procedures and Activities*	*Timing*	*Mode of Work*	*Materials*

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