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

تعليمات وتوجيهات مُهمة للمترشح(ة)

1. يتضمن الموضوع وضعيات اختبارية مكوّنة من 50 سؤالاً، من السؤال Q21 إلى السؤال Q70 ؛
2. لكل سؤال خمس اختيارات لأجوبة مقترحة (A, B, C, D ,E) واحد منها فقط هو الجواب الصحيح؛
3. تخصص **ورقة إجابة واحدة** لكل مترشح (ة). **لا يمكن تعويض ورقة الإجابة أو تغييرها**؛
4. في ورقة الإجابة (**Feuille Réponse**)، يظلل المترشح(ة) الخانة المقابلة للجواب الصحيح كما يأتي: ■ باستعمال قلم حبر جاف (أزرق أو أسود) ؛
5. لا يسمح **مطلقاً** بالتشطيب أو باستعمال المُبَيِّض (**Blanco**) في ورقة الإجابة (**Feuille Réponse**)؛
6. يمنع منعا كليا حيازة الهاتف المحمول وأي حامل لمعطيات رقمية أو مستندات ورقية داخل قاعة الإجراء؛
7. يعتبر ملغيا كل جواب لا يحترم القواعد المذكورة أعلاه؛
8. تمنح **نقطة واحدة (1) أو نقطتان (2)** عن كل جواب صحيح حسب سلم التنقيط، وصفر **(0)** في حالة عدم الإجابة؛
9. يعتمد تنقيط سالب عن كل إجابة خاطئة أو ملغاة.

wadifa-info.com
نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 1/18

A. CHOOSE THE CORRECT OPTION. (20 pts; 1 pt each)

Q21	Unlike socio-constructivists such as Vygotsky, Piaget maintains that cognitive development happens internally without much reliance on other people. For children to develop their mental schemas, they interact with their environment through _____.
A	assimilation and accommodation
B	stimulus and response
C	positive and negative reinforcement
D	learning and acquisition
E	None of the above

Q22	Nadia is a secondary school teacher. In one of her writing classes, she observes that one of her students is struggling with writing his paragraph. He mainly faces difficulties with the structure of the paragraph. The teacher starts by reminding him of the components of a paragraph. Then, she talks about what a topic sentence is and the kind of information it contains. She also provides her students with two examples of topic sentences. In this situation, what the teacher is doing can be referred to as _____.
A	a graphic organizer
B	comprehensible input
C	scaffolding
D	the zone pf proximal development
E	None of the above

Q23	Before designing a whole unit on the theme of '*Environment*', Amal first looked at the curriculum and examined the learners' target competencies. Based on these expected outcomes, she collected a set of engaging activities, a video on fast food, and a reading text comparing diets in different countries. She also added food-related vocabulary, and countable and uncountable nouns. Amal's approach to planning can be described as _____ .
A	forward design
B	backward design
C	washback effect
D	top-down planning
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 2/18

Q24	During a class visitation, the supervisor notices that the teacher is presenting and practicing too many vocabulary items related to the theme of '*food and health*'. The supervisor suggests teaching new vocabulary over several sessions rather than presenting it all at once in order to minimize the cognitive load. In this case, the supervisor is referring to the concept of _____.
A	subordinate practice
B	delayed practice
C	controlled practice
D	spaced practice
E	None of the above

Q25	In a vocabulary lesson, the teacher mainly relies on the use of verbal explanations to present the target items. The supervisor advises him to chunk vocabulary, vary the presentation techniques, and keep the flow of the lesson smooth. The strategy is referred to as _____.
A	recycling
B	pacing
C	individualizing
D	tutoring
E	None of the above

Q26	During a speaking lesson on eating habits, Zohair asked his students to describe traditional dishes they usually have with their families. One student replied: "*On Saturday, my family prepares Tangia, and we eat it together.*" This highlighted how students may use culturally-specific words with no direct equivalent in English. This phenomenon is best described as _____.
A	code switching
B	positive transfer
C	negative interference
D	style shifting
E	None of the above

Q27	Instead of relying on her own verbal explanations and demonstrations of how to write a paragraph, Malika uses two tools. First, she uses videos in which a teacher talks about the structure and the components of a paragraph. She also uses an app in which the students play a 'drag and drop' game: They drag the different parts of a paragraph to the right position to construct a coherent text. In Malika's classes, technology is playing the role of _____.
A	providing feedback on performance
B	regulating performance
C	mediating instruction
D	designing instruction materials
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 3/18

Q28	In teaching grammar, the teacher uses a lot of visuals, audio materials and provides the learners with different options and practice/use opportunities. She also resorts to aspects of students' culture such as names of people and places in her teaching. This approach adheres to the principles of _____.
A	implicit instruction
B	Universal Grammar
C	Universal Design for Learning
D	localizing instruction.
E	None of the above.

Q29	When speakers don't understand each other, they try to get more clarifications by asking further questions such as '*do you mean...?*', '*Are you talking about...?*' etc, or by clarifying things as in '*what I mean is ...*'. These strategies indicate that the speakers are _____.
A	negotiating meaning
B	negotiating output
C	focusing on forms
D	focusing on form
E	None of the above

Q30	In the classroom, the teacher always observes her students' performance. When the flow of a student's conversation is interrupted by some misunderstanding, the teacher intervenes and provides him/her with some strategies to deal with the breakdown by questioning, repeating, asking for clarification, rephrasing etc. This teacher is providing learners with _____ .
A	pragmatic strategies
B	compensation strategies
C	cognitive strategies
D	social strategies
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 4/18

Q31	In her teaching of the past simple questions, the teacher uses a conversation. First, students read the text for comprehension. Then, the teacher guides them to notice and extract questions before they focus on them and work out the rule to form yes-no questions in the simple past. This type of instruction is referred to as _____.
A	implicit instruction
B	deductive instruction
C	explicit instruction
D	positive evidence
E	None of the above

Q32	In her reading comprehension test, Sara prepared a text which includes cultural references such as *skyscrapers*, *trams*, *shopping malls*, *parks* and *museums* and information about activities which people do with these facilities or in these places. If Sara's students perform poorly in this test, not because of language or lack of vocabulary, but because the test is testing aspects of a culture which students are not familiar with, we might describe Sara's test as lacking _____.
A	authenticity
B	construct validity
C	transparency
D	reliability
E	None of the above

Q33	In his classes, Mourad uses English starting from the first day. He does his best to provide his learners with simple and comprehensible input and to obtain from them the maximum language output they can produce. Mourad's classes focus a lot on reading and listening and give little importance to structures. This teacher's approach goes under the umbrella of _____.
A	Total Physical Response
B	the Audio-lingual Method
C	Suggestopedia
D	The Silent Way
E	None of the above

Q34	Before starting a new unit on '*My Summer*', Brahim asks his students to complete a KWL chart with what they know, what they want to know and what they expect to know about the theme of the unit. The technique the teacher is using is grounded in _____.
A	multiple intelligences theory
B	Krashen's Input Hypothesis
C	Skinner's operant conditioning theory
D	Ausubel's meaningful learning theory
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 5/18

Q35	After covering the first unit, Mustapha wants to check if students have learned the target vocabulary and structures. For this reason, the teacher asks his students to work in pairs and prepare a poster about places to see in their town. During the presentations, Mustapha uses a checklist with items to observe and score students' performance. He later provides students with feedback based on each pair's checklist and scheduled a class for remediation. The poster session's grade is taken into account in students' final grade. In this procedure, the teacher is adopting _____.
A	Criterion-referenced assessment
B	Performance-based assessment
C	Formative-assessment
D	All of the above
E	None of the above

Q36	Behaviorism is a learning theory that has impacted language teaching. Some language teaching methods demonstrate the principles of behaviorism. Which of the following teaching practices draws from this theory?
A	Whenever a student performs well, the teacher sticks a small star on his/her arm. He also writes his/her name on a decorated paper on the wall of the classroom.
B	The teacher usually provides learners with feedback only after they have finished their comment on the topic of the text. Only major errors are dealt with while those which don't affect meaning are ignored.
C	As soon as you get into this teacher's classroom, you notice that there is a lot of physical action and movement. The teacher would ask his students to act out almost everything before he focuses on its pronunciation.
D	In this teacher's practice, the students are not forced to produce language from the beginning. They are given a period in which they just listen to the teacher or read materials before they start using some simple language.
E	None of the above

Q37	Which of the following best describes this statement? '*Learners use English for social communication in school and community contexts.*'
A	This is the objective of today's lesson.
B	This is a language standard.
C	This is the objective of a unit.
D	This is a performance indicator.
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 6/18

Q38	Universal Design for Learning (UDL) has been one of the most influencing perspectives in education in the recent years. Which of the following is **CORRECT** for UDL?
A	UDL is an approach to language teaching, similar to Project-based Language Teaching.`
B	UDL is a lesson procedure which is composed of three stages.
C	UDL is an approach to the design of teaching materials.
D	UDL is a language teaching method.
E	None of the above

Q39	The teacher wants his students to read mainly for entertainment without worrying too much about understanding every word in the text. His focus is on enjoying the language, while the students can also implicitly and unconsciously put into use some of the strategies they practiced in their regular reading classes. Which of the following types of reading serves the teacher's purpose?
A	Intensive reading
B	Jigsaw reading
C	Critical reading
D	Extensive reading
E	None of the above

Q40	In her vocabulary classes, Mehdi presented a set of vocabulary items, including the idiomatic expression '*get your act together*'. In her next class she asked the students to write a formal e-mail about their qualities in order to apply to a language program abroad. Surprisingly one of the students, wrote the sentence '*I like to get my act together early before any appointment.*' By using this expression in this student's email, we can understand that probably the teacher ignored teaching the expression's _____.
A	meaning
B	register
C	connotation
D	collocates
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 7/18

Q45	Which of the following best shows that the teacher is trying to develop students' metacognitive awareness about their reading comprehension strategies?
A	The teacher starts the lesson by asking students to read the text and answer comprehension questions, mainly targeting reading for the gist and details.
B	While they are reading the text, the teacher asks students to underline the phrases which the writer uses to indicate that he has a negative attitude towards young people's use of social media.
C	Before reading a text, the teacher presents a few words and asks the students to use them in sentences of their own.
D	The teacher asks the students to read the text and underline any words they don't know. They are then allowed to use a dictionary to look them up.
E	None of the above

Q46	Choose the correct set of words to complete the following text: "... In this model, the teacher creates purposeful tasks, provides just-in-time _____, and sets up conditions for extended and _____ student talk, while _____, closely and intervening only with timely _____ or corrective feedback. Over time, this approach not only strengthens language proficiency but also builds learner confidence, autonomy, and motivation."
A	strategies - controlled - withdrawing - questions
B	practice - receptive - demonstrating - tasks
C	scaffolding - interactive - monitoring - prompts
D	practice - controlled - presenting - reviews
E	None of the above

Q47	To allow students to get meaning from a reading text, the teachers can follow the RIEA cycle: Retrieve (or Identify) - Interpret - Evaluate - Apply. In a reading comprehension class, which of the following students' statements matches the '*Interpret*' level of RIEA?
A	This story is mainly about how to learn language with the help of apps.
B	I think the last app is the best to try; it includes a lot of fun games.
C	From the text, I understand that apps can help us with speaking, listening and writing.
D	I want to try some of the apps which the text suggests. I think they will help me.
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 8/18

Q48	Which of the following teaching practices does NOT adhere to the principles of communicative language teaching?
A	Jamila begins her class with a short dialogue between two people and has students repeat it several times until they can say it accurately and confidently. Afterward, they practice similar sentence patterns through drills and substitutions.
B	Malika's lessons revolve around classroom tasks. For example, learners collect information about their favorite music or local traditions, then prepare a short report or poster to present. She guides them through planning, doing, and reviewing their work.
C	In Tilila's class, students learn English by studying a range of topics related to different subject areas such as science, history, or the environment. For example, while studying a unit on ecosystems, they read short texts, discuss how animals adapt to their habitats, and write short reports which they share and present together.
D	In Lina's class, students often work in pairs to exchange opinions, solve small problems, or complete short information-gap activities. She encourages them to focus on expressing their ideas clearly, even if their grammar isn't perfect.
E	None of the above

Q49	This is a task from Spotlight 2. Which of the following is this task likely to target? 3. What is the moral of the story? Tick the best option(s) ☐ Stay the same, stay safe! ☐ It's good to be different. ☐ Don't fear change, embrace it! Other: _____
A	To develop high-order thinking skills
B	To developing empathy in students
C	To develop students' use of the imperative form
D	To develop students' ability to skim a text
E	None of the above

Q50	Which of the following *IS NOT* a principle of the new middle school curriculum in Morocco?
A	It uses a context-based approach to the teaching of language components.
B	It integrates all language skills and components in the lesson.
C	It integrates principles of assessment for learning within the teaching materials.
D	It adheres to the principles of norm-referenced assessment
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 9/18

Q51	In her teaching practices, Nadine rarely goes beyond the presentation stage. She doesn't engage students in any practice. Consequently, she observes that her students easily forget the form and use of the structures she presents. By providing learners with extended practice opportunities, the teacher will help them _____ .
A	retain what they have learned in their working memory
B	move the structure from the working memory to the long-term memory
C	retrieve the structure from the long-term memory
D	memorize what is in the working memory in their short-term memory
E	None of the above

Q52	The following teachers describe how they teach writing. Which of them focuses on the stage of *'revision'* in their practice?
A	After my students brainstorm and outline their ideas, they start writing the first draft. When they finish, I ask them to work in pairs and check each other's writing for spelling and punctuation mistakes.
B	I ask my students to start writing their paragraph immediately without thinking much about ideas. When they finish their first draft, we write one of their products on the board and students correct spelling, punctuation and grammar mistakes.
C	In my classes students always write by following a given model such as an email or a small invitation note. We first start by reading the model and identifying its components. Then, students write a similar text. Finally, students reflect on their texts and refine aspects of language.
D	I always ask my students to make notes of what they want to write first. Then, they write their texts. When they finish their first draft, I ask them to re-write their text and make any corrections at the level of sentence structure and mechanics.
E	None of the above

Q53	Which of the following is a competency to target in teaching *speaking* to young learners?
A	Clarification and repair strategies
B	The use of follow-ups
C	Lexical range
D	All of the above
E	None of the above

Q54	Which of the following is correct about 'performance indicators?
A	They give clear targets for students.
B	They help teachers to track progress.
C	They enhance equity and fairness in assessment.
D	All of the above
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 10/18

Q55	Choose the correct set of words to complete the following text: "Teachers should focus on developing the target forms within --------, rather than in isolation. When judging --------, use the year-level scope as the reference point: do not penalize students for attempting language beyond their level if the ---------- remains clear. ---------- vocabulary and structures regularly through DEAR reading.
A	texts - learning - structure - test
B	tasks - performance - message - recycle
C	structures - mistakes - idea - practice
D	meaning - students - sentence - use
E	None of the above

Q56	In this reading activity, which of the following of Bloom's taxonomy of cognitive objectives is the teacher targeting? The teacher asks students read a text and identify the strategies which Titrit uses to manage her time and face the problem of procrastination. In groups, students outline and share the key ideas in the text, and decide about the two most effective strategies based on Titrit's daily activities. The teacher asks them to work in pairs and design a one-week schedule of how they will manage their time, using some of the strategies in Titrit's story.
A	Knowledge - Synthesis - Evaluation - Application
B	knowledge - Evaluation - Synthesis
C	Synthesis - Application - Evaluation
D	Synthesis - Evaluation
E	None of the above

Q57	Among the components of Spotlight textbook is '*Global Citizenship*'. Which of the following is likely to appear in a lesson on this component?
A	Students read a text about how teens make the world a better place through their innovative business ideas.
B	Students read short texts about the lives of nomads in different parts of the world and how they survive the effects of climate change.
C	Students work in groups and design a poster in which they describe their city and include how they can make it an ecologically better place.
D	All of the above
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 11/18

Q58	Semantic mapping is a technique that is often used in language classes. Which of the following is NOT an appropriate practice in the use of this technique?
A	The teacher uses semantic mapping as a device to introduce and review vocabulary items.
B	The teacher uses this technique to assess the students' prior knowledge or schema availability on the topic of a reading text.
C	The teacher uses the technique as a device to assess students' learning on an individual basis.
D	The teacher uses it as a technique through which students demonstrate comprehension in reading.
E	None of the above

Q59	Hammou is a teacher who is enthusiastic about using technology in his language classes. In his lesson on '*expressing interest*', the teacher does not only ask students to read a conversation and notice how people express interests, but also uses an AI app to turn the written conversation into video which includes, besides the image and sound, different helpful contextual clues. What level of technology integration can best describe Hammou's practice?
A	Substitution
B	Augmentation
C	Modification
D	Redefinition
E	None of the above

Q60	Teachers should train their learners to vary their reading speed based on the purpose of reading. Which two of the following reading strategies require reading the text *quickly* without worrying about understanding every word?
A	inferencing - skimming
B	summarizing -
C	- skimming
D	making predictions - reading the text to fill out a form
E	None of the above

Q61	In their teaching of listening to *young learners*, teachers often adopt different techniques and strategies. Which of the following techniques is NOT a useful strategy for this category of learners?
A	Listening to a story and drawing an image
B	Listening and filling in a chart
C	Listening and circling items (such as the right picture)
D	Listening and performing and action
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 12/18

Q62	In one of the *Spotlight2* tasks, learners are asked to read a list of table manners associated with pictures. Then, learners work in groups and decide which table manners are similar to those in Morocco and which are different. They are also asked to decide which manners are most surprising for them. By being involved in this task and similar ones, which aspect of culture will learners most likely develop?
A	Products - Perspectives
B	Practices - Products
C	Perspectives - Practices
D	Practices - Products - Perspectives
E	None of the above

Q63	A syllabus designer prepares a course intended to follow a task-based language teaching framework. Which of the following activities would be least consistent with this approach?
A	Planning a group trip with a set budget
B	Conducting a role-play to book a hotel room
C	Writing an email to request information
D	Using a song to learn irregular verbs
E	None of the above

Q64	In a reading lesson, a student with dyslexia struggles to decode long words and often loses track of meaning. The teacher considers strategies to support comprehension while keeping the learner engaged without the need to provide low-level graded texts. Which strategy is most appropriate for this student?
A	Assigning repeated phonics drills to strengthen decoding fluency
B	Replacing reading with oral retelling activities to bypass decoding
C	Enhancing comprehension through extended schema and visual support
D	Simplifying texts by reducing length and lexical difficulty
E	None of the above

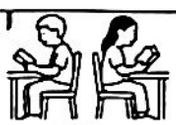
wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 13/18

Q65	Which skill does the following listening task from Spotlight 2 target? **LISTENING** 1. Listen to the conversation. Circle the main topic A. Favorite food for breakfast and lunch B. Making plans to eat together C. Healthy eating habits
A	Listening for details
B	Listening for the gist
C	
D	predicting
E	None of the above

Q66	In her last assessment, Mrs Jones uses paragraph writing as a test to assess students' performance. However, after scoring the paragraphs holistically, the teacher finds it difficult to discriminate between different performances, especially the students who are close to each other. For instance, she couldn't see any clear difference between a student who obtained a score of 9/20 and one who obtained 11/20. What might be the reason behind the teacher's failure to discriminate between different performances?
A	She didn't use a discrete item test like multiple choice and gap-filling.
B	She didn't test what students studied in their previous classes.
C	She didn't prepare clear performance indicators and descriptions.
D	She used writing, which is not a reliable instrument to test performance.
E	none of the above

Q67	Moroccan students participate in international assessments such as PISA and PIRLS. The results of these tests _____.
A	allow countries to get educational and financial aid if needed
B	help curriculum designers and materials writers to prepare better curricula
C	help in ranking students who participate in these studies nationally
D	are used to rank students who participate in these studies internationally
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 14/18

Q68	Which of the following seating arrangements is better suitable for students when they are doing an *information-gap* activity?
A	
B	
C	
D	
E	None of the above

Q69	Which 21st century skill is less likely to be developed through working on these projects? *Unit Project - Choose One!* Option 1 : Draw a map of your school. Label all the places Option 2: Write your school schedule. Write the activities you do and where you do them. Option 3: Make a video to introduce your school. Tell people about the places in your school and activities people do there
A	Digital literacy skills.
B	team work skills
C	Communication
D	Creativity
E	None of the above

wadifa-info.com نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 15/18

Q70	Which of the following practices is more likely to match the learning style of an *impulsive learner*?
A	Nadia gives her students four short reading passages and asks them to work individually and fill in a chart with key details such as the person's name, job and interests before they join others and share their ideas. Each student works independently, reading the texts and highlighting the required details.
B	The teacher starts her lesson with a short reading passage and asks students to discuss the main ideas in small groups before answering comprehension questions about key details. Learners rely on peer interaction and share understanding to make sense of the text.
C	Lahcen gives students quick and simple problem-solving tasks and encourages them to respond immediately with their first ideas or answers. He wants his students to be spontaneous and creative risk-takers. He later used follow-up discussion later to refine students' language.
D	Her lessons often involve pair and group activities such as role plays and collaborative tasks. Students learn by interacting and exchanging ideas, and the teacher frequently encourages cooperation and teamwork.
E	None of the above

wadifa-info.com
نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 16/18

END OF EXAM

wadifa-info.com
نماذج المباريات من موقع وظيفة إنفو
Source: www.wadifa-info.com/fr/modele-concours/3870 - Wadifa Info - page 17/18

Wadifa Info

www.wadifa-info.com

Le sujet suivant à préparer — **النموذج التالي للتحضير**

نموذج مباراة التعليم - مسلك تأهيل أساتذة التعليم الثانوي الإعدادي والتأهيلي، تخصص اللغة العربية -

Modèle : Concours de l'enseignement – qualification des professeurs du secondaire – spécialité langue arabe –

www.wadifa-info.com/fr/modele-concours/1319

Chaîne WhatsApp — **قناة واتساب**

المباريات الجديدة والنتائج كل يوم

Nouveaux concours et résultats chaque jour

www.wadifa-info.com/wa

Chaîne YouTube — **قناة يوتيوب**

امتحانات تجريبية بالتصحيح، بالدارجة

Examens blancs corrigés, expliqués en darija

youtube.com/@wadifainfo

Envoyer à un ami — **أرسل النموذج لصديق**

شارك هذا النموذج على واتساب مع من يحضّر معك

Partagez ce sujet sur WhatsApp

wa.me