



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

تعليمات وتوجيهات مهمة للمترشح(ة)

1. يتضمن الموضوع وضعيات اختبارية مكونة 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)، يظل المترشح(ة) الخانة المقابلة للجواب الصحيح كما يأتي: ■ باستعمال قلم حبر جاف (أزرق أو أسود) ؛
5. لا يسمح مطلقاً بالتنشيط أو باستعمال المَبَيِّض (Blanco) في ورقة الإجابة (Feuille Réponse)؛
6. يمنع منعاً كلياً حيازة الهاتف المحمول وأي حامل لمعطيات رقمية أو مستندات ورقية داخل قاعة الإجراء؛
7. يعتبر ملغياً 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.



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

Q21

During an observed lesson with Common Core learners, Mr. Idrissi begins with a listening model of simple question-answer exchanges:
 "What's your name?" – "My name is Sara." ; "Where are you from?" – "I'm from Morocco."
 He asks the class to repeat chorally, then individually, rewarding accurate pronunciation with praise. Errors are immediately corrected and re-drilled until responses are accurate and fluent.
 Which learning theory best explains the rationale behind Mr. Idriss's approach?

- A Social Learning theory
- B Cognitivism
- C Behaviorism
- D Nativism
- E None of the above

Q22

During a project-based lesson, learners collaborate in small groups to design a short tourism brochure for their city. The teacher circulates, asking guiding questions and providing vocabulary prompts when needed. As groups progress, she gradually withdraws support, allowing them to complete the task independently.
 Which learning theory most **strongly** underpins this teaching practice?

- A Social Constructivism
- B Cognitivism
- C Behaviorism
- D Humanism
- E None of the above

Q23

Laila uses multiple assessment types such as projects, presentations, and portfolios to assess students' progress. Which of the following is a challenge in this type of assessment?

- A It doesn't allow the assessment of what students can do in language.
- B It is not used to assess vocabulary and grammar.
- C It is not used for summative purposes.
- D It requires much time and effort to grade.
- E None of the above



Q24

In her class, Amal conducts a speaking-focused lesson centered on everyday preferences. She begins by modeling short dialogues such as: "Do you like apples?" - "Yes, I do." She then prompts substitution drills ("bananas," "strawberries," etc) while monitoring pronunciation and accuracy. The entire exchange takes place in English, with no use of the learners' first language. Amal provides immediate corrective feedback on form and intonation. Toward the end, she briefly encourages pair practice using the same dialogue patterns. Which method is she primarily using?

- A The Direct Method
- B Suggestopedia
- C Situational Language Teaching
- D Total Physical Response
- E None of the above

Q25

During pair-work speaking activities, Souad walks around listening carefully to students' talk. When students make errors, she notes them down and discusses them at the end of the session, without naming specific students. What type of feedback strategy is Souad using?

- A Immediate corrective feedback
- B Delayed collective feedback
- C Metalinguistic feedback
- D Recast as a way to give feedback
- E None of the above

Q26

When Amina scaffolds a learner's speaking task by first providing sentence starters and then gradually withdrawing them, she is applying the principles of _____.

- A Vygotsky's Zone of Proximal Development
- B Piaget's Cognitive Development Theory
- C Krashen's Input Hypothesis
- D Bloom's Taxonomy of Cognitive Domains
- E None of the above

Q27

Before introducing her vocabulary lesson, Sara invites learners to fill in a graphic organizer with the strategies they use to learn, memorize and use vocabulary. In this task, learners are involved in _____.

- A a cognitive process
- B a vocabulary retrieval process
- C a metacognitive process
- D an information transfer process
- E None of the above



Q28

In a reading lesson, Othman changes a text about what Indian kids do in their free time with a text talking about how Moroccan teenagers spend their free time. This approach to materials adaptation is referred to as _____.

- A extension
- B reorganisation
- C simplification
- D localisation
- E None of the above

Q29

In planning his lessons, Bilal aligns his lesson outcomes and objectives with national language standards before designing activities and assessments. This process represents _____.

- A backward design
- B the PPP model
- C improvised teaching
- D inquiry-based approach
- E None of the above

Q30

In a 1st BAC class, Ali organizes a debate about how to reduce waste in their area. Students are divided into two groups discussing the topic and giving their arguments. At the end, each group prepares a report about the arguments of the other side, deciding which ones are most convincing. Which 21st Century Skill is **NOT** targeted in this activity?

- A Communication
- B Empathy
- C Critical thinking
- D Problem-solving
- E None of the above

Q31

In an advanced English class, Lina shows her students two contrasting articles on the effects of social media on youth. She asks students to evaluate the articles, identify biases, compare arguments, and justify their own stance in a class debate. Students must support their opinions with textual evidence and logic rather than personal preference. Which 21st Century Skill is Lina primarily fostering?

- A Critical thinking
- B Media literacy
- C Collaboration
- D All of the above
- E None of the above



Q32

Leila designs a 20-item multiple-choice test on phrasal verbs. After scoring, she compares each student's score to the class average to identify high and low performers. She uses the results to rank students from highest to lowest achievement and provides grades accordingly. Which type of assessment is illustrated in this practice?

- A Criterion-referenced assessment
- B Norm-referenced assessment
- C Formative assessment
- D Portfolio assessment
- E None of the above

Q33

In a conversation task about technology, Hana observes that one student forgets the word "keyboard." The student says, "It's the thing you use to type on the computer." Hana praises this and notes it as an aspect of communicative competence. Which communication strategy did the student successfully use?

- A Code-switching
- B Approximation
- C Circumlocution
- D Clarification request
- E None of the above

Q34

Hajar notices that her learners' fluency improves when she provides short, slightly above-level podcasts accompanied by visuals. Which theory underpins this strategy?

- A Krashen's Input Hypothesis
- B Piaget's Cognitive Theory
- C Bandura's Social Learning Theory
- D Ausubel's Meaningful Learning Theory
- E None of the above

Q35

While devising tests, Sara avoids tricky questions and ensures the test covers only the items dealt with in class. Her testing practice is guided by the principle of _____.

- A intra-rater reliability
- B content validity
- C face validity
- D construct validity
- E None of the above



Q36

During a post-reading activity, Nawal asks students to discuss the following topic: "Is it acceptable to cheat on classroom exams?" She encourages students to articulate different viewpoints but carefully reminds them to respect each other's opinions, even when disagreeing. Which aspect of ethics and values is Nawal emphasizing in this lesson?

- A Punctuality
- B Tolerance
- C Commitment
- D Impartiality
- E None of the above

Q37

Before class, Samir shares a podcast episode on cultural differences in greetings. Students are required to listen and do the tasks at home. In class, he facilitates a role-play activity where students simulate greetings in different cultural contexts, discuss challenges, and practice negotiation strategies. Class time is spent applying knowledge rather than introducing new content. Which teaching method is evident here?

- A Flipped Classroom
- B Experiential Learning
- C Cooperative Language Learning
- D Content-Based Instruction
- E None of the above

Q38

Following the introduction of a new national exam emphasizing grammar accuracy, teachers in the school begin spending most of their class time on grammar drills and written error correction. This situation best illustrates the testing principle of _____.

- A Positive washback
- B Negative washback
- C Construct validity
- D Lack of practicality
- E None of the above

Q39

In a speaking lesson, Jamila assigns group roles — facilitator, note-taker, and presenter — as learners plan a short campaign on recycling. She observes how well they negotiate ideas, share responsibilities, and reach consensus. Which learner intelligence is most emphasized?

- A Logical-Mathematical Intelligence
- B Intrapersonal Intelligence
- C Interpersonal Intelligence
- D Linguistic Intelligence
- E None of the above



Q40

During a reading class, Amine notices that several students are chatting and not following the group task instructions. He pauses the activity, moves closer to the distracted students, and calmly reminds them of the group norms. He then subtly signals them to rejoin their groups without raising his voice. Which classroom management strategy is Amine primarily demonstrating?

A

Positive reinforcement

B

Visual cues for behavior management

C

Preventive management

D

Proximity control

E

None of the above

B. CHOOSE THE CORRECT OPTION. (60 pts; 2 pts each)

Q41

During a speaking class, Zineb divides students into small groups of four. Each group is assigned a different travel destination and must create a 3-minute promotional presentation for their peers, highlighting attractions, weather, and local cuisine. She provides guidelines for collaboration, recommends internet resources to use, encourages equal participation, and circulates to support weaker speakers. Students are later asked to share with the class and get feedback. What cooperative learning strategy is Zineb **primarily** implementing?

A

Think-Pair-Share

B

Jigsaw technique

C

Group Investigation

D

Team Competition

E

None of the above

Q42

During a mixed-level English class, Hassan asks students to read a short story. He provides advanced readers with a follow-up task to summarize the story in their own words, while lower-level students work with a guided comprehension worksheet containing sentence starters. Throughout the session, he moves around, providing scaffolding according to each learner's level. What approach to differentiation is Hassan using?

A

Differentiation by content

B

Differentiation by process

C

Differentiation by learning style

D

All of the above

E

None of the above



Q43

In one of her lessons, Lina pairs stronger students with weaker ones to collaboratively create a dialogue. Meanwhile, she gives faster learners an optional extension task to write a short monologue using the target language. While monitoring, she gives targeted feedback to both groups. Which differentiation strategy is Lina implementing?

- A Differentiation by learning style
- B Differentiation by interest
- C Differentiation by readiness
- D Differentiation by content
- E None of the above

Q44

Adil uses a flipped-classroom approach. Students watch grammar tutorials at home and apply rules in class through communicative tasks. The main advantage is _____.

- A reducing repetitive misbehavior
- B maximizing in-class active learning time
- C increasing teacher talking time
- D encouraging individual accountability
- E None of the above

Q45

During a high-intermediate English class, Tariq notices that some students are whispering to each other while he explains a complex reading activity. He calmly stops, raises his hand to signal silence, and redirects the class's attention by asking a content-related question that engages multiple students. He then assigns clear roles for group reading and peer discussion. Which classroom management strategy is Tariq **primarily** demonstrating?

- A Preventive management through clear rules and routines
- B Implementing behaviorist reinforcement techniques
- C Ignoring minor disruptions to encourage self-regulation
- D Using proximity and non-verbal cues to maintain focus
- E None of the above

Q46

During a discussion activity, Idder notices students struggling to understand each other's opinions. Instead of giving the correct phrasing, he models clarification strategies by saying, "Sorry, do you mean...?" and "Can you explain that again?" Students begin to mimic these strategies naturally in later turns. Which communication strategy is Idder fostering?

- A Paraphrasing for fluency
- B Discourse analysis
- C Turn-taking
- D Approximation
- E None of the above



Q47

Arinas uses a board game for her intermediate learners to practice question forms. Each student moves a token on a path after correctly forming a question. Incorrect answers require students to step back. The game encourages peer correction and discussion, and Arinas emphasizes enjoyment and collaboration alongside accuracy.

What gamification principle is central to the teacher's approach?

A

Mechanics of movement and progress through challenges

B

Unlockable levels based on mastery

C

Application of adaptive learning pathways

D

Sequential missions with badge rewards

E

None of the above

Q48

In a 1st year BAC English class, Karim introduces the present perfect tense by first eliciting learners' experiences ("Have you ever visited Paris?"). He writes examples on the board, highlights the auxiliary and past participle forms, and contrasts them with the simple past. Learners then are guided to identify the patterns in short texts before producing sentences about their own experiences. Karim circulates, offering corrective feedback on form but allowing meaning-focused errors to persist. Which approach is Karim **primarily** using?

A

Explicit instruction with deductive teaching

B

Task-based learning with incidental grammar focus

C

Implicit communicative approach

D

Inductive, guided discovery approach

E

None of the above

Q49

During a listening lesson, Youssef asks students to play an English podcast on their devices. They pause the audio at intervals and the teacher asks them to submit answers to comprehension questions via an app. Results appear live on the screen, allowing him to correct misunderstandings and give feedback. Which approach best describes Youssef's use of technology?

A

Technology as a passive listening aid replacing teacher explanations

B

Technology as an interactive formative assessment tool integrated with content

C

Technology as a simple playback device without added interaction

D

Technology used to monitor attendance and participation

E

None of the above



Q50

In a 2nd yea BAC English class, Mehdi designs a 45-minute lesson on expressing opinions. He begins with a short warm-up where students vote on simple statements ("I enjoy reading books," "I like watching TV") using hand gestures. Immediately after, he writes a chart with expressions used to give and respond to opinions. Then, he assigns a role-play task asking learners to write a dialogue expressing their opinions about an issue of their choice. As students struggle to generate ideas and structure their dialogues, Mehdi spends much of the time correcting grammar errors. Which of the following can best describe Mehdi's lesson?

- A Overemphasis on communicative fluency
- B Appropriate skill integration
- C The use of appropriate input
- D Excessive use of practice activities
- E None of the above

Q51

Fatima prepares a lesson on past simple verbs for common core learners. She begins by eliciting verbs from students and writing them on the board. Students are asked to categorize verbs into regular and irregular, then they practice in controlled sentence completion exercises. Then, she assigns a short communicative task at the end. Which of the following is **missing** in Fatima's lesson?

- A Sequenced activities
- B Drilling
- C Contextualization
- D Connection to the syllabus
- E None of the above

Q52

In a listening lesson, Jalal plays a recording of a short conversation at a café. He asks students to listen and identify what each speaker orders. He plays the recording twice to make sure students do the task. Which listening sub-skill is **primarily** being developed?

- A Listening for the gist
- B Listening for specific information
- C Listening for inference
- D All of the above
- E None of the above

Q53

In a listening activity, learners are asked to listen to a short announcement, then answer a question about the speaker's attitude. This activity **mainly** targets _____.

- A Top-down processing
- B Bottom-up processing
- C Note-taking skills
- D Dictation practice
- E None of the above



Q54

During a reading lesson, Houssein introduces a storytelling activity. He divides the class into small groups and asks them to write a story. Each group tells their story to the whole class. Throughout, he praises effort and highlights interesting contributions. He also uses a point-based system where groups earn tokens for their creativity. Which type of motivation is boosting engagement in this lesson?

- A Instrumental motivation
- B Intrinsic motivation
- C Extrinsic motivation
- D All of the above
- E None of the above

Q55

During a professional development workshop, Mrs. Monadi demonstrates how to integrate digital storytelling tools into EFL classrooms. She shares lesson plans, models a storytelling activity, and invites teachers to create short stories at home using these tools and share them later on : group. Afterwards, she facilitates a whole-group reflective discussion on challenges faced and strategies to overcome them. Which teacher professional development principle is **primarily** demonstrated?

- A Competitive performance evaluation among teachers
- B Collaborative learning through peer observation
- C Action research and reflective experimentation
- D Collaborative reflection on innovative instructional practices
- E None of the above

Q56

In a reading lesson, Rachid gives students a travel blog. Students are asked to do the following tasks:

1. What is the overall itinerary of the trip?
2. What are the prices and opening times?
3. What are the blogger's feelings about each destination?

Which combination of reading sub-skills is being targeted?

- A Skimming - Inferencing
- B Summarizing - Predicting - Visualizing
- C Skimming - Predicting - Making connections
- D Understanding cohesion - Predicting
- E None of the above



Q57

During an intermediate English class, Karimi notices that one student with ADHD (Attention-Deficit Hyperactivity Disorder) struggles to stay on task during a group storytelling activity. He responds by giving the student a visual checklist with step-by-step instructions. He also allows brief, structured movement breaks. Which approach is Karim using?

- A Multisensory learning
- B Differentiated instruction
- C Gamification for engagement
- D Peer-mediated support
- E None of the above

Q58

In a 1st year BAC class, Nada introduces vocabulary related to environmental issues. She asks students to predict meanings based on word parts. She then invites them to match the words to images. Which aspect of vocabulary knowledge is Nada targeting in this activity?

- A Connotation
- B Register
- C Chunks
- D Form
- E None of the above

Q59

During a writing class, Mr. Jawadi asks students to write a short paragraph describing their last holiday. He first brainstorms ideas on the board, modeling linking words like first, then, finally, and reminds students to include past tense verbs. He circulates while students write, giving prompts and scaffolding sentences when needed. In the end, students peer-review each other's work for sequencing and mechanics before writing their final drafts. Which writing-focused approach is Mr. Jawadi **primarily** using?

- A Product-oriented approach
- B Genre-based approach
- C Process-oriented approach
- D Creative writing
- E None of the above



Q60

Salma gives her Common Core learners a worksheet with jumbled sentences about a typical school day. She instructs them to arrange the sentences into a paragraph, paying attention to linking words. She monitors and provides mini-lessons on sentence connectors in which mistakes are frequent. What writing sub-skill is being **primarily** targeted?

- A Vocabulary range and precision
- B Cohesion and paragraph structure
- C Mechanics of writing
- D Register and tone awareness
- E None of the above

Q61

Before listening to a podcast, the teacher used a mind map to generate ideas about the topic and introduce new vocabulary. Teachers **primarily** use this technique to _____.

- A facilitate comprehension
- B assess students' knowledge about the topic
- C save teaching time
- D break the ice
- E None of the above

Q62

During a speaking activity, Dounia notices that stronger students dominate while weaker ones remain silent. To ensure equal participation and meaningful interaction, she divides the class into pairs and assigns rotating speaking roles (questioner/respondent). What principle is she applying?

- A Free communicative interaction
- B Teacher-centered monitoring
- C Product-focused assessment
- D Structured interaction
- E None of the above.

Q63

During a communicative task, learners record short podcasts introducing their city to tourists. They later listen, evaluate pronunciation, and share reflections. This activity **primarily** develops _____.

- A Discrete-item assessment
- B Controlled oral fluency
- C Integrated skills
- D Form-focused instruction
- E None of the above

**Q64**

After group presentations, Salma gives each group a rubric focusing on clarity, organization, and language use, then allows peer scoring and reflection. This activity promotes_____.

A

Competitive assessment

B

Metacognitive awareness

C

Summative evaluation

D

Teacher-centered evaluation

E

None of the above

Q65

To teach new vocabulary about "culture" Houda shows pictures, elicits words, groups them by theme, and lets learners add personal examples. This sequence supports_____.

A

Contextualized learning

B

Individualized learning

C

Form-focused instruction

D

Implicit instruction

E

None of the above

Q66

Ismail introduces a set of formulaic expressions. After some practice activities, he invites students to work in pairs and use the target expressions in situations which require different levels of formality. This activity is likely to develop students' _____.

A

Grammatical knowledge

B

Word-formation knowledge

C

Syntactic knowledge

D

pragmatic knowledge

E

None of the above

Q67

In his teaching practice, Adil usually tries to push learners to deduce word meanings from context clues in their reading/listening passages. He rarely pre-teaches any vocabulary. Adil's approach to vocabulary teaching is likely to _____.

A

push the teacher to withdraw from teaching

B

teach learners to over-rely on contextual clues

C

foster autonomous learning

D

lead to insufficient vocabulary knowledge

E

None of the above



Q68

After reading an article on renewable energy initiatives, Mohamed suggested four possible follow-up tasks for the reading class. Which task best matches **Evaluation** in Bloom's Taxonomy of cognitive objectives?

A

Extracting and listing renewable energy sources mentioned in the text

B

Considering the adequacy of evidence by noticing strengths and limitations

C

Mapping arguments into main claims and supporting details

D

Designing a leaflet with slogans to promote renewable energies

E

None of the above

Q69

A syllabus designer adopts a competency-based framework, emphasizing measurable outcomes and performance in authentic contexts. Which of the following activities would be least consistent with this framework?

A

Learners conduct a community survey and report findings orally.

B

Students role-play a workplace meeting to practice turn-taking and decision-making.

C

Pairs collaborate on drafting a formal letter of complaint to a local service provider.

D

Learners complete a set of discrete-item drills on irregular verb conjugations.

E

None of the above

Q70

In a writing task, a student with dysgraphia generated strong ideas orally but struggled with handwriting, spelling, and completing writings. The teacher considered ways to support his writing skills without the need to individualize instruction for this learner. Which of the following strategies fulfills this objective?

A

Integrate assistive technology like speech-to-text and predictive typing

B

Use handwriting drills to improve fine-motor skills

C

Replace writing with oral presentations to reduce stress

D

Shorten all written assignments permanently

E

None of the above



END OF EXAM