مباراة ولوج المراكز الجهوية لمهن التربية والتكوين لتوظيف أساتذة التعليم الثانوي من الدرجة الثانية
دورة 2023
الموضوع

المملكة المغربية
وزارة التربية الوطنية والتعليم الأولي والرياضة
المركز الوطني للتقويم والامتحانات

الاختبار	اختبار في ديداكتيك مادة أو مواد التخصص	مدة الإنجاز:	ساعتان
التخصص	اللغة الانجليزية	المعامل	12

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EXAM INSTRUCTIONS

Read the following instructions carefully before you start the exam.

- Make sure you get **the right number of pages** mentioned on the first page.
- The exam consists of **60 QUESTIONS (FROM Q1 TO Q60)**.
- The exam is made of **ONE SECTION scored out of 60 points.**
- Each question is scored either **1** or **0**.
- This exam consists of multiple-choice questions ***ONLY***.
- Every single question has four options **(A, B, C** or **D)**. ***Only*** one option is correct.
- You must answer on a separate ***ANSWER SHEET***.
- Every candidate has the right to ***ONE*** answer sheet ***ONLY***.
- Only a ***black*** or ***blue*** pen is allowed to mark the answer you choose for each question.
- ***Cross*** ☒ or ***shade*** ■ the right letter on the answer sheet.
- Crossing out answers and/or using a correction pen is ***NOT ACCEPTED***.
- ***NO DOCUMENT, ELECTRONIC DEVICE,*** or ***COMMUNICATION WITH ANYONE IS ALLOWED. EVIDENCE OF CHEATING*** during the test administration will automatically ***DISQUALIFY*** the candidate.

PROF: NORTI MOUNIR

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

Q1	The term _____ refers to lists of content to be taught through a course of study.
A	Curriculum
B	Method
C	Syllabus
D	Approach

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Q2	Which of the following is an example of an active learning activity in EFL?
A	Participating in a group discussion about a topic.
B	Listening to a teacher's explanation.
C	Replicating a dialogue.
D	Completing a grammar worksheet individually.

Q3	In one of the methods below, the learners' native language is substantially employed in class. Which method is this?
A	The Direct method
B	The Grammar-Translation method
C	The Audio-Lingual Method
D	Total Physical Response

Q4	What is the main purpose of a curriculum in EFL?
A	To keep students busy with different types of activities.
B	To create a strict daily schedule for teachers and learners.
C	To help students enhance their knowledge of grammar.
D	To provide a framework for teaching and learning.

Q5	Which of the following is ***NOT*** typically a component of a well-structured EFL curriculum?
A	Learning goals and outcomes
B	Assessment strategies
C	Educational philosophy
D	Detailed lesson plans

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Q6	Which of the following is *NOT* a feature of Learner-Centered Instruction?
A	Having learners solve problems.
B	Explaining language items to students.
C	Encouraging learners to inquire.
D	Encouraging learners to cooperate and collaborate.

Q7	Within _____, use is emphasized over form, and functional syllabus is adopted.
A	the Learner-Centered Approach
B	the Audio-Lingual Method
C	Competency-Based Education
D	the Communicative Approach

Q8	The initial focus in this method is on accurate pronunciation so that learners can achieve a native like fluency in the long run.
A	Suggestopedia
B	The Silent Way
C	The Audio-Lingual Method
D	The Direct Method

Q9	Which of the following is *NOT* a characteristic of active learning in EFL?
A	Significant reliance on the teacher's explanation
B	Enhanced critical thinking and problem-solving skills
C	Improved language retention and acquisition
D	Developed communication and speaking skills

Q10	What is the primary focus of the Direct Method in EFL teaching?
A	Using the target language as the only means of instruction.
B	Employing authentic materials for language instruction.
C	Teaching grammar and vocabulary through translation.
D	Emphasizing vocabulary retention over grammar instruction.

Q11	One of the approaches in second language education advocates the combination of various methods, techniques, and principles based on what is most effective for the learners and the specific teaching context. Which among the following is ***NOT*** the approach in question?
A	Post Method Pedagogy
B	Task-Based Language Teaching
C	The Eclectic Approach
D	The Pragmatic Principled Eclectic Approach

Q12	The following activity is an illustration of which approach to second language teaching? **Situation:** A group of friends is planning a trip to France. They need to develop a budget, book their flights and accommodations, and create a sightseeing itinerary. **Task:** The teacher divides the students into small groups and gives each group a copy of the situation. The students then work together to research the cost of flights and accommodations in France and to develop a sightseeing itinerary that meets their interests and budget. The students then present their findings to the class.
A	Inquiry-based Learning
B	Discovery Learning
C	Case-based Learning
D	The Direct Method

Q13	Discovery Learning aligns with which of the following learning theories?
A	Behaviorism
B	Cognitivism
C	Constructivism
D	Social constructivism

14	The introduction of the theory of Communicative Competence has shaped subsequent second language teaching practice. Targeting coherence and cohesion in learners' language production promotes their
A	strategic competence.
B	discourse competence.
C	sociocultural competence.
D	interactional competence.

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Q15	Which of the following pertains more to the field of pedagogy than to that of didactics?
A	Lesson planning
B	Teaching methods and techniques
C	Educational philosophy
D	Assessment of learning

Q16	Task-Based Language Instruction views language as
A	a system of structures.
B	a set of fixed phrases and collocations.
C	a set of habits and patterns.
D	a means of achieving real-world goals.

Q17	Competency-Based Learning does ***NOT***
A	take into account learners' effort in assessment.
B	adopt a performance-based model in assessment.
C	ensure learners are aware of what is expected of them.
D	target real-world applications of knowledge and skills.

Q18	While assigning tasks to her sudents, teacher Najibi usually offers her students the possibility to choose an activity among others and to join the groups that fit their profile. This is an example of
A	learner-centeredness.
B	extrovert learning.
C	introvert learning.
D	time-management.

Q19	Teacher Nadir realizes that one of her students does not feel comfortable working in groups and that she rather prefers to work on her own. Which of the following decisions would ***NOT*** be appropriate to be undertaken by the teacher?
A	Talk to the student about the skillset she will develop by working in groups.
B	Encourage the student to take part in collaborative work gradually.
C	Allow the student to work individually from time to time.
D	Disregard the student's discomfort and assign her to one of the groups.

Q20	Which of the following does *NOT* refer to who the autonomous learner is?
A	The one who constructs knowledge from direct experience.
B	The one who does not seek guidance when needed.
C	The one who manages and monitors their own learning.
D	The one who takes responsibility for their own learning.

Q21	A mixed-ability class is also referred to as
A	a collaborative class.
B	a heterogeneous class.
C	a learner-centered class.
D	an interactive class.

Q22	In EFL, it is usually recommended that learners work on receptive tasks before productive ones. Which of the following is *NOT* the reason for this order?
A	Learners need to comprehend before they can produce language.
B	Carrying out productive tasks first ensues inaccurate output.
C	Receptive tasks take less time than productive ones.
D	Learners get overwhelmed if asked to produce at early stages.

23	Teacher Ibrahimi, a middle school EFL teacher, consistently ensures he restrains the number of grammar forms he targets in every grammar lesson. Which of the following theories the teacher is adhering to?
A	Cognitivism
B	Structuralism
C	Multiple Intelligences
D	Socioculturalism

Q24	Which of the following is *NOT* a component of self-regulated learning?
A	Adjusting the learning strategies.
B	Monitoring learning progress.
C	Relying on external motivation.
D	Setting learning goals.

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Q25	Group-work enhances students' learning but some EFL teachers complain about some students' disengagement and reliance on other group members to carry out tasks. What should these teachers do to overcome the problem?
A	Arrange students according to their levels and interests.
B	Select the same type of activities for every group work.
C	Encourage the advanced learners to carry out the task.
D	Ensure task distribution among all the group members.

Q26	Jalil wants to explain "a double-decker bus" to his students. How can he ***BEST*** do that?
A	By showing the students a picture of the double-decker.
B	By having students listen to the sound of a double-decker bus.
C	By explaining orally what a double-decker bus is.
D	By showing the students a video of the double-decker bus.

Q27	Which of the following tasks is ***NOT*** receptive?
A	Categorizing
B	Summarizing
C	Verifying
D	Identifying

Q28	Which of the teacher practices below is teacher-centered?
A	The mode of interaction is usually student-student.
B	The teacher supplements on the coursebook.
C	The teacher's concern is to cover the course content.
D	The teacher provides on-demand support.

Q29	The 5 Cs in Standards-Based Language Teaching refer to Communication, Cultures, Connections, Comparisons, and Communities. An EFL teacher would like to teach listening with a focus on understanding different cultures. Which of the following would ***NOT*** serve this purpose?
A	Using authentic audio materials from diverse cultural sources.
B	Encouraging students to explore multicultural media.
C	Employing listening materials that are related to other subjects, such as science.
D	Integrating cross-cultural discussions and dialogues into the lesson.

Q30	Which of the following is an example of a synchronous ICT tool for teaching English?
A	A language learning app.
B	Real-time video conferencing.
C	A forum where students post comments at their convenience.
D	An email exchange between students.

Q31	In Blended Learning, how are ICT tools typically integrated?
A	They complement face-to-face instruction.
B	They are used exclusively for homework assignments.
C	They completely replace traditional classroom instruction.
D	They are used for training teachers and trainees.

Q32	Promoting extensive reading involves having learners
A	read a substantial number of texts.
B	analyze the language used in texts.
C	Read texts at a slow pace.
D	look up unfamiliar words in a dictionary.

Q33	Tasks fostering learners' metacognitive skills involve tasks that encourage learners to
A	develop learning strategies.
B	analyze information.
C	solve problems.
D	ask open-ended questions.

Q34	Having students engage with primary learning materials (videos, audio-recordings, or readings) at home, and then come to class for more active and interactive learning activities on the same learning materials is widely known as
A	flipped strategy.
B	flipped instruction.
C	flipped skill.
D	flipped technique.

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Q35	Which of the following is an example of an inclusive practice that the teacher can use to help introverted learners learn English?
A	Offering them time to think before answering questions.
B	Requiring them to give presentations in front of the class.
C	Pairing them with extroverted learners for all class activities.
D	Avoiding calling on them in class.

Q36	Which of the following is ***NOT*** a speaking subskill?
A	Producing correct intonation and stress.
B	Making use of discourse markers.
C	Using pitch and intensity appropriately.
D	Identifying main idea and details.

Q37	The teacher noticed one of the students is struggling to learn in class. He seems withdrawn and having difficulty concentrating and completing tasks. The teacher suspects he may be facing personal issues that are impacting his learning. She decides to offer him guidance on how to manage his emotions, build positive relationships, and make responsible decisions. This teacher is therefore
A	offering help through individualized extra sessions.
B	providing help through differentiated instruction.
C	collaborating with parents and other professionals.
D	offering social-emotional learning instruction.

Q38	Which of the following is ***NOT*** a writing subskill?
A	Using appropriate text structure according to the targeted format.
B	Completing a dialogue.
C	Transferring information from text to chart.
D	Writing an email.

Q39	In teaching speaking, the teacher can target three aspects: speaking as interaction, speaking as performance, as well as _____.
A	speaking as demonstration
B	speaking as transaction
C	speaking as expression
D	speaking as description

Q40	Teacher Rayhani intends to supplement the course book with additional materials to teach reading. Which of the following should be the ***FIRST*** significant criterion he needs to consider when selecting reading passages?
A	Length, richness, and complexity of the reading passage
B	Relevance to the projected learning outcomes
C	Appeal to learners' needs and interests
D	Alignment with the learners' language proficiency level

Q41	Which of the following is an example of a summative assessment in EFL?
A	Quizzes at the end of each unit
B	Debates at the end of each unit
C	An exam at the end of the semester
D	Assignments at the end of the session

Q42	Which of the following is an example of performance-based assessment?
A	Rewriting sentences
B	Matching exercises
C	Public speaking
D	Gap-filling exercises

Q43	The diagnostic test is an assessment instrument that provides the teacher with data about the proficiency levels of students. Which of the following is the stage that immediately follows the gathering of this data?
A	Setting remedial instruction goals
B	Evaluating student progress
C	Delivering the remedial instruction
D	Devising a remedial instruction plan

Q44	When a particular test shapes how teachers approach their instruction in terms of content, format, and focus, this is referred to as the _____ effect.
A	washback
B	validity
C	practicality
D	reliability

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Q45	Believing that cognitive abilities have a significant impact on his learning, Amine invests in developing the following strategies: goal setting, prioritizing, planning, organizing, managing time, and practicing self-regulation. The cognitive ability Amine makes use of is
A	perception.
B	social cognition.
C	logic and reasoning.
D	executive function.

Q46	Which of the following is the most effective self-regulation strategy for struggling language learners?
A	Accepting their mistakes and celebrating small victories along the way.
B	Comparing themselves to other successful learners.
C	Focusing on their mistakes and working towards their eradication.
D	Setting high goals and striving to achieve them at all costs.

Q47	How can teachers plan effective reading lessons?
A	Plan reading the passage as a first task.
B	Design tasks for the different stages of reading.
C	Select lengthy texts as a homework activity.
D	Adopt reading and comprehension exercises.

Q48	Which of the following is <u>NOT</u> an impact of family issues on learners?
A	Disruption of their ability to plan and manage tasks.
B	Lowering of their intrinsic motivation and engagement.
C	Inhibition of their cognitive development.
D	Disruption of their ability to concentrate.

Q49	What are the following called? - Learners can write clear and simple texts on familiar topics related to their work, study, leisure, and immediate environment. - Learners can use a variety of sentence structures and tenses, and they can organize their writing in a logical way.
A	Standards
B	Outcomes
C	Competencies
D	Descriptors

Q50	A _____ is a type of negative feedback which involves rephrasing an incorrect or incomplete utterance produced by the student by changing one or more components.
A	clarification request
B	confirmation check
C	metalinguistic clue
D	recast

Q51	According to Willis (1996), in Task-Based Instruction, the teacher helps students learn new language items in a contextualized fashion. This takes place during
A	the post-task phase.
B	the pre-task phase.
C	the task phase.
D	the pre-task, the task, and post-task phases.

Q52	Which of the concepts below refers to the idea of "sitting with" students?
A	Examining
B	Assessing
C	Evaluating
D	Testing

53	Karim is a tenth grader who suffers from speech impairment, but who is smart and hardworking. How should his current teachers address his case and other similar cases?
A	Feel sorry for them and show sympathy.
B	Involve them in tasks according to their profiles.
C	Offer them extended wait time while on task.
D	Assign them the same tasks as their peers.

Q54	The teacher is convinced one of her students cheats on tests. She, nonetheless, has no evidence to support this suspicion. What is the most appropriate course of action to address this situation?
A	To closely observe the student during future tests.
B	To refrain from taking any action.
C	To confront the student about the cheating.
D	To have the student retake the previous tests.

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Q55	Which of the following is related more to the teacher's duties than to the ethics of the profession?
A	Honesty
B	Approachability
C	Integrity
D	Student evaluation

Q56	Teacher Elyadi, a high school EFL teacher, maintains healthy bonds with his colleagues at work. In doing so, he upholds principles of
A	social ethics.
B	interpersonal ethics.
C	professional ethics.
D	personal ethics.

Q57	Which of the following is <u>*NOT*</u> a task for pair work?
A	Information gap activities
B	Role-plays
C	Peer editing
D	Jigsaw reading

Q58	What is <u>*NOT*</u> the purpose of negative reinforcement?
A	To decrease a behavior.
B	To increase a behavior.
C	To reject a behavior.
D	To suppress a behavior.

Q59	Which of the following describes the desired teacher's and learners' roles during a group work activity?
A	The teacher is active while students are passive.
B	The teacher is active while students are mainly passive.
C	The teacher and students are equally active.
D	Students are active while the teacher is mainly a monitor.

Q60	While having her students work in groups, the teacher noticed one of the groups was not engaged at all in accomplishing the assigned task. This happened most likely because the teacher did not
A	assign roles to the group members.
B	set clear instructions to class.
C	intervene during the group formation.
D	give them her attention.

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