

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

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| Q1 | The term _____ refers to lists of content to be taught through a course of study. |
| A | Curriculum |
| B | Method |
| <input checked="" type="radio"/> 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. |
| <input checked="" type="radio"/> C | Replicating a dialogue. |
| D | Completing a grammar worksheet individually. |

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| Q3 | In one of the methods below, the learners' native language is substantially employed in class. Which method is this? |
| <input checked="" type="radio"/> A | The Direct method |
| B | The Grammar-Translation method |
| C | The Audio-Lingual Method |
| D | Total Physical Response |

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| 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. |
| <input checked="" type="radio"/> D | To provide a framework for teaching and learning. |

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| Q5 | Which of the following is <u>NOT</u> typically a component of a well-structured EFL curriculum? |
| A | Learning goals and outcomes |
| B | Assessment strategies |
| <input checked="" type="radio"/> C | Educational philosophy |
| D | Detailed lesson plans |

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| Q6 | Which of the following is <u>NOT</u> 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. |

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| 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 |

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| 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 |

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| Q9 | Which of the following is <u>NOT</u> 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 |

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| 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. |

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| 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 <u>NOT</u> 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.

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| 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?

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| 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

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| 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 |
| <input checked="" type="radio"/> C | Educational philosophy |
| D | Assessment of learning |

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| 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. |
| <input checked="" type="radio"/> D | a means of achieving real-world goals. |

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| Q17 | Competency-Based Learning does <u>NOT</u> |
| 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. |
| <input checked="" type="radio"/> D | target real-world applications of knowledge and skills. |

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| Q18 | While assigning tasks to her students, 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 |
| <input checked="" type="radio"/> A | learner-centeredness. |
| B | extrovert learning. |
| C | introvert learning. |
| D | time-management. |

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| 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 <u>NOT</u> be appropriate to be undertaken by the teacher? |
| <input checked="" type="radio"/> 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 ensures inaccurate output.
- C ☒ Receptive tasks take less time than productive ones.
- D Learners get overwhelmed if asked to produce at early stages.

23 Teacher Ibrahim, 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 <u>BEST</u> 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 <u>NOT</u> 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 <u>NOT</u> 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |

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| 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. |

- 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

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 NOT 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

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| 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 |

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| 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. |

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

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| 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. |

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| 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 <input checked="" type="radio"/> | Honesty |
| B | Approachability |
| C | Integrity |
| D | Student evaluation |

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| Q56 | Teacher Eiyadi, a high school EFL teacher, maintains healthy bonds with his colleagues at work. In doing so, he upholds principles of |
| A <input checked="" type="radio"/> | social ethics. |
| B | interpersonal ethics. |
| C | professional ethics. |
| D | personal ethics. |

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| Q57 | Which of the following is <u>NOT</u> a task for pair work? |
| A <input checked="" type="radio"/> | Information gap activities |
| B | Role-plays |
| C | Peer editing |
| D | Jigsaw reading |

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| Q58 | What is <u>NOT</u> the purpose of negative reinforcement? |
| A | To decrease a behavior. |
| B <input checked="" type="radio"/> | To increase a behavior. |
| C | To reject a behavior. |
| D | To suppress a behavior. |

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| 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 <input checked="" type="radio"/> | Students are active while the teacher is mainly a monitor. |

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| 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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