

مقرر

لوزير التربية الوطنية والتعليم الأولي والرياضة

رقم 031.24 صادر في 02 غشت 2024 (بتحديد البرامج الرسمية للاختبارات

الكتابية والشفوية لمباراة ولوج سلك تأهيل أطر التدريس بالمراكز الجهوية لمهن التربية والتكوين

- مسلك أساتذة التعليم الثانوي الإعدادي ومسلك أساتذة التعليم الثانوي التأهيلي -

- تخصص اللغة الإنجليزية -

وزير التربية الوطنية والتعليم الأولي والرياضة،

بناء على المرسوم رقم 2-11-672 صادر في 27 من محرم 1433 (23 ديسمبر 2011) في شأن إحداث وتنظيم المراكز

الجهوية لمهن التربية والتكوين، كما وقع تغييره وتتميمه؛

قرر ما يلي:

#### المادة 1

يحدد هذا المقرر البرامج الرسمية للاختبارات الكتابية والشفوية لمباراة ولوج سلك تأهيل أطر التدريس بالمراكز الجهوية لمهن التربية والتكوين: مسلك أساتذة التعليم الثانوي الإعدادي ومسلك أساتذة التعليم الثانوي التأهيلي، تخصص اللغة الإنجليزية.

#### المادة 2

يحدد البرنامج الرسمي للاختبار الكتابي الخاص بمواد التخصص، طبقا للملحق رقم 1 المرفق بهذا المقرر.

#### المادة 3

يحدد البرنامج الرسمي للاختبار الكتابي في ديدكتيك المواد، طبقا للملحق رقم 2 المرفق بهذا المقرر.

#### المادة 4

يحدد البرنامج الرسمي للاختبار الكتابي في علوم التربية، طبقا للملحق رقم 3 المرفق بهذا المقرر.

#### المادة 5

يحدد البرنامج الرسمي للاختبار الشفوي، طبقا للملحق رقم 4 المرفق بهذا المقرر

#### المادة 6

يعمل بهذا المقرر ابتداء من تاريخ توقيعه.

وحرر بالرباط، في:

وزير التربية الوطنية والتعليم الأولي  
والرياضة  
شكيب بنموسى



الملحق رقم 1: البرنامج الرسمي للاختبار الكتابي في مادة أو مواد التخصص

مباريات ولوج المراكز الجهوية لمهن التربية والتكوين

Cycle	Spécialité	Épreuve
Enseignement secondaire	Langue anglaise	Spécialité de la discipline

Section A: reading proficiency

Sub-section 1: reading comprehension and précis

N°	Éléments du programme	Précisions et commentaires
1	- Summarizing and Paraphrasing;	
2	- Reading a variety of reading materials for different purposes;	
3	- Recognizing the rhetorical organization of different types of reading texts;	
4	- Using context to deal with unfamiliar vocabulary;	
5	- Identifying point of view, tone and purpose of different reading passages.	

Section B: writing

Sub-section 1: paragraph writing

N°	Éléments du programme	Précisions et commentaires
1	- Sentence types and structures : simple, compound, complex sentences.	
2	- Paragraph structure: topic sentence, supporting sentence, concluding sentence.	

Sub-section 2: composition

N°	Éléments du programme	Précisions et commentaires
1	- The structure of different types of writing: narrative, descriptive, expository, argumentative;	
2	- The mechanics of writing: punctuation, spelling, capitalisation	
3	- Argumentation strategies : cohesive devices	
4	- Patterns of organization: definition, classification, comparison and contrast;	
5	- Unity, cohesion and coherence;	



## Section C: grammar

### Sub-section 1: sentence grammar

N°	Éléments du programme	Précisions et commentaires
1	<ul style="list-style-type: none"><li>- Articles, determiners and quantifiers;</li><li>- Prepositions;</li><li>- Adjectives and adverbs;</li><li>- Modals;</li></ul>	
2	<ul style="list-style-type: none"><li>- Verb forms</li><li>- Tense, aspect, agreement, mood, voice and negation;</li></ul>	
3	<ul style="list-style-type: none"><li>- Relative pronouns and clauses;</li><li>- Time clauses;</li><li>- Conditionals and wishes;</li><li>- Passive voice;</li><li>- Reported speech;</li><li>- Types and structures of phrases and clauses;</li><li>- Functions of phrases and clauses;</li><li>- Analyzing and forming compound and/or complex sentences;</li></ul>	

## Section D: cultural awareness

### Sub-section 1: British culture and society

N°	Éléments du programme	Précisions et commentaires
1	<ul style="list-style-type: none"><li>- Leisure &amp; private life;</li><li>- Education;</li><li>- Social Life.</li></ul>	

### Sub-section 2: culture & society in the USA

N°	Éléments du programme	Précisions et commentaires
1	<ul style="list-style-type: none"><li>- Leisure &amp; private life;</li><li>- Education;</li><li>- Social Life.</li></ul>	

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## Section E: language awareness

### Sub-section 1: linguistics

N°	Éléments du programme	Précisions et commentaires
1	Morphology: inflection and derivation, word formation,	
2	Syntax: Phrase structure, syntactic analysis;	
3	Pragmatics : Basic concepts related to pragmatics and its relation to EFL	





الملحق رقم 2: البرنامج الرسمي للاختبار الكتابي في ديدكتيك مادة أو مواد التخصص

مباريات ولوج المراكز الجهوية لمهن التربية والتكوين

Cycle	Spécialité	Épreuve
Enseignement secondaire	Langue Anglaise	Didactique de la discipline

Section A : Field of Didactics and Basic Concepts

N°	Éléments du programme	Précisions et commentaires
1	<b>Field of didactics</b> - Pedagogy and didactics - Fields of investigation of didactics - Place of didactics in sciences of education - Current trends in didactics	
2	<b>Basic concepts</b> didactic contract, representation / conception, level of formulation of a concept, hindering objective, socio-cognitive conflict, problem situation, conceptual frame, didactic model, didactic transposition	

Section B : Curriculum and Didactic Resources in EFL

N°	Éléments du programme	Précisions et commentaires
1	<b>Curriculum</b> - Notion of curriculum - Determinants of the subject's curriculum	
2	<b>Didactic resources</b> - Definition, typology, operationalization - Pedagogical tools - Pedagogical uses of ICT	



## Section C : Approaches and Methods

### Sub-section 1: Objectives-based Approach (OBA)

N°	Éléments du programme	Précisions et commentaires
1	<b>Key concepts of OBA</b> -goal, objective, purpose, intention, specific objective, general objective	
2	<b>Fundamentals of OBA</b> - Characteristics and principles of OBA - Types of taxonomy - Formulation of objectives - Evaluation criteria and indicators of success - Methodological framework of the implementation of OBA - Advantages and limits of the objectives-based approach	

### Sub-section 2 : Competency-based Approach (CBA)

N°	Éléments du programme	Précisions et commentaires
1	<b>Basic concepts</b> - Competence, capacity, skill, subject content - knowledge, know-how, interpersonal skills, problem situation - Different types of problem situation	
2	<b>Fundamentals of CBA</b> - Competency-based approach and learning theories - Disciplinary skills and transversal skills - Different ways of implementing CBA - Methodological framework for implementing CBA - Difference between OBP and CBA	

### Sub-section 3 : Active Learning

N°	Éléments du programme	Précisions et commentaires
1	- Fundamental notions of active learning - Different approaches promoting active learning - Active learning: documentary approach; project-based approach; problem-solving	





الملحق رقم 3: البرنامج الرسمي للاختبار الكتابي في علوم التربية

مباريات ولوج المراكز الجهوية لمهن التربية والتكوين		
Cycle	Spécialité	Épreuve
Enseignement secondaire	Langue Anglaise	Sciences de l'éducation

Section A: Learning Psychology

N°	Éléments du programme	Précisions et commentaires
1	<p><b>Psychological development of children and adolescents</b></p> <ul style="list-style-type: none"> <li>- Factors of psychological development</li> <li>- Aspects of psychological development: affective development, cognitive development, psychomotor development, moral and social development</li> </ul>	
2	<p><b>Psycho-pedagogy</b></p> <ul style="list-style-type: none"> <li>- Principles of teaching and learning</li> <li>- Learning theories: Behaviorism; Constructivism; Social constructivism; Cognitivism</li> <li>- Contribution of neuro-science</li> </ul>	



## Section B: Sociology of Education

N°	Éléments du programme	Précisions et Commentaires
1	<p><b>Sociology of the Moroccan school</b></p> <ul style="list-style-type: none"> <li>- School socialization and social actors</li> <li>- Interaction of the school with its socio-cultural environment</li> <li>- Interaction within the school</li> <li>- Education in rural and peri-urban areas</li> <li>- Teaching girls and gender approach in education</li> <li>- Inclusive education - education of students with disabilities</li> </ul>	
2	<p><b>Group dynamics</b></p> <ul style="list-style-type: none"> <li>- Notion of group in a class</li> <li>- Group management</li> <li>- Sociometrics</li> <li>- Management of conflicts within a group</li> <li>- communication and facilitation techniques in a group</li> </ul>	







مباريات ولوج المراكز الجهوية لمهن التربية والتكوين

<b>Cycle</b>	<b>Spécialité</b>	<b>Épreuve</b>
Enseignement secondaire	Langue Anglaise	Orale

N°	Lesson (Lesson part)	Target grade levels	Component	
1	Vocabulary items related to school	9 <sup>th</sup> grade	<b>Vocabulary</b>	<b>Language Development</b>
2	Vocabulary items related to food and drinks			
3	Vocabulary items related to shopping	10 <sup>th</sup> grade (common core)		
4	Vocabulary items related to environment			
5	Vocabulary items related to travel	11 <sup>th</sup> grade (first year Baccalaureate)		
6	Vocabulary items related to media			
7	Vocabulary items related to cultural issues and values	12 <sup>th</sup> grade (second year Baccalaureate)		
8	Vocabulary items related to citizenship			
9	Verb to be (present)	9 <sup>th</sup> grade	<b>Grammar</b>	
10	Indefinite/ definite articles			
11	Present progressive	10 <sup>th</sup> grade (common core)		
12	Comparative forms			
13	Passive voice (simple past)	11 <sup>th</sup> grade (first year Baccalaureate)		
14	Conditional 1			
15	Past perfect	12 <sup>th</sup> grade (second year Baccalaureate)		
16	Reporting YES/NO questions			



N°	Lesson (Lesson part)	Target grade levels	Component			
17	Eating habits around the world	9 <sup>th</sup> grade	<b>Culture</b>			
18	Celebrations around the world					
19	Bargaining habits across cultures	10 <sup>th</sup> grade (common core)				
20	Recreation activities across cultures					
21	School in other cultures	11 <sup>th</sup> grade (first year Baccalaureate)				
22	Media in other cultures					
23	Women in different cultures	12 <sup>th</sup> grade (second year Baccalaureate)				
24	English idioms					
25	Expressing likes and dislikes	9 <sup>th</sup> grade			<b>Interpersonal Communication</b>	
26	Asking for and telling the time					
27	Expressing opinions/agreeing and disagreeing	10 <sup>th</sup> grade (common core)				
28	Requesting and offering help					
29	Seeking and giving advice	11 <sup>th</sup> grade (first year Baccalaureate)				
30	Expressing possibility					
31	Responding to good and bad news	12 <sup>th</sup> grade (second year Baccalaureate)				
32	Expressing lack of understanding and asking for clarification					
33	Read a text quickly to understand the main idea(s)	9 <sup>th</sup> grade	<b>Reading</b>	<b>Interpretive Communication</b>		
34	Use information in a text to recognize referents					
35	Make predictions about a reading text	10 <sup>th</sup> grade (common core)				
36	Deduce the meaning of unfamiliar words from the context					
37	Identify the main idea of paragraphs or the whole text	11 <sup>th</sup> grade (first year Baccalaureate)				
38	Scan a text for specific information					
39	Distinguish facts from detail	12 <sup>th</sup> grade (second year Baccalaureate)				
40	Read for the author's attitude					



N°	Lesson (Lesson part)	Target grade levels	Component	
41	Identify the general idea of a spoken text	9th grade	<b>Listening</b>	<b>Interpretive Communication</b>
42	Listen to a spoken text for specific information			
43	Identify the participants and their roles	10th grade (common core)		
44	Identify core vocabulary			
45	Distinguish the main idea from supporting details	11th grade (first year Baccalaureate)		
46	Distinguish implicit information from explicit information			
47	Identify speakers' opinions and attitudes	12th grade (second year Baccalaureate)		
48	Respond to referential questions based on an aural text			
49	Write a single paragraph describing a person, a place, or a thing	9th grade	<b>Writing</b>	<b>Presentational Communication</b>
50	Write a simple conversation or dialogue			
51	Produce a short text following a model	10th grade (common core)		
52	Use capitalization and punctuation correctly			
53	Build a paragraph using a topic sentence and supporting details	11th grade (first year Baccalaureate)		
54	Organize a short essay to support or reject a point of view (an idea, an attitude etc...)			
55	Write a descriptive paragraph making use of cohesive devices	12th grade (second year Baccalaureate)		
56	Write a film review			
57	Introduce oneself	9th grade	<b>Speaking</b>	
58	Ask for and provide the required information about eating habits			
59	Talk about self, family, immediate environment, or issues of interest	10th grade (common core)		
60	Make a rehearsed oral presentation about a familiar topic			
61	Respond to direct questions, instructions, suggestions, offers, visual input, etc	11th grade (first year Baccalaureate)		
62	Express personal feelings and emotions			
63	Participate in group discussions using appropriate language functions (clarify, analyze, interpret, ask and respond to questions.	12th grade (second year Baccalaureate)		
64	Use main ideas (or thesis statements) and supporting details to organize and communicate information about brain drain.			