



ENTRANCE EXAM GUIDE TO THE CeRMEF

Entrance Requirements for Middle School and High School

1. ABOUT THIS GUIDE

1. 1. General information

The aim of this guide is to offer a detailed and clear idea about the organization of the entrance exam to the CeRMEF. It aims at implementing the decree of December 2011 about setting up the regional centers for the professions of education and training in the CeRMEF. This decree also sheds light on bridging the gap between education at university on the one hand, and training for employment on the other hand. This guide contains useful information about the application procedures, exam preparation as well as it includes suggestions on how to prepare for the written examination and selection interviews.

1. 2. Required candidate key competencies

The choice of the teaching career requires some key competencies that the applicants should possess. These competencies are decisive in choosing the appropriate candidates as they reflect the profile of the teacher. Some of these competencies relate to the language and communicative skills of the applicants and others focus on their personal traits. In order to evaluate if the candidates master these competencies and skills, an evaluation grid composed of a set of criteria is adopted and used to evaluate the applicants through the different stages of the entrance exam namely the pre-selection stage, the written exam and the oral interview.

2. SELECTION PROCEDURE

2. 1. Application requirements

Ascertain first you apply in due time and submit the required application documents. An application form should be accurately, neatly and thoroughly filled in with all the needed information, such as your university and your six-semester grades. These marks will however be subjected to verification of facts compared to the original certificates. Faulty application forms will be rejected.

You will find more details and all the necessary information on the Ministry's website or in the training center where you are to submit your application. Make sure whether you have to submit the original documents or only the certified ones. In addition to the filled application form, other documents are also required; such documents as a recent copy of a birth certificate, a certified copy of the national identity card, a certified copy of the obtained university degree and a certified copy of university reportstating the grades obtained in the examinations of the six semesters.

2. 2. Preliminary Selection

The selection of candidates is based on the overall average mark obtained in the six semesters, but there **will be no pre-selection for the applicants holding their BA degrees from the university education stream.**

To apply for the teacher job in the CeRMEF, you must be:

- Motivated for the teaching career,
- At least a Bachelor of Arts degree holder in English or in possession of an equivalent and accredited university degree
- Aware of the important educational trends as well as issues,
- Familiar with the communication theories, techniques and skills,
- Proficient in English and have the necessary teaching competencies, (the applicants for the Middle/Junior High school having a good mastery of the French language is a plus),
- Knowledgeable of the Moroccan educational system.

NB: For further information, the applicants should contact the nearest training center or check the official website of the Ministry of National Education and Higher Education.

2. 3. Requirement considerations

Applicants should:

- Be Moroccan,
- Hold a University education stream degree,
- Hold General Arts bachelor degree or an equivalent degree,
- Not be older than 45 years,
- Abide by working in the public schools for eight years according to the current laws,
- Accept the school appointed to after the graduation exam.

NB: Consider the recent Ministry of Education announcement concerning the documents and the current laws.

3. ENTRANCE EXAMINATION

3. 1. Written examination

The purpose of entrance examination is to determine if the candidates are adequately prepared for the CeRMEF courses. The examination is intended to measure the extent to which their knowledge, skills and competencies will enable them to be effective prospective teachers. It, therefore, consists of two interrelated modes of assessment: written and oral.

3. 1. 1. Written exam requirements

As the number of candidates always outnumbers that of the vacant places and that the entry to the CeRMEF is highly competitive, selection is based on eligible applicants' merit rating related to the university six semesters overall average marks. If your application is successful, you will be summoned to sit for a written exam. This exam consists of two (2) parts: a general topic about education and a second subject about English proficiency through a reading text, language and writing.

3. 1. 2. General topic about education

The first written test is in a general topic about educational issues related to teaching and learning. The test duration is four (4) hours. The coefficient is one (1).

3. 1. 3. Comprehension and text analysis

The second subject pertains to reading comprehension, language and writing. This test duration is also four (4) hours and the coefficient is one (1). The purpose is to measure your linguistic competency and mastery of the areas of the English language. It encompasses comprehension and vocabulary, language and writing.

Both written tests have the same coefficient (1) and they represent 50% of the whole exam. The other 50% is for the oral examination.

NB: A folder containing all the previous entrance exams, from 2002 thru 2011, is attached to this document.

3. 1. 3. 1. Comprehension and analysis questions

A reading text of some general concern or in relation with the education field is suggested. There will be a comprehension questions section and a vocabulary section. The testing items/rubrics vary from conventional wh-questions, true/false statements, sentence completion, multiple choice questions, information transfer, inferring propositional meaning, inferring pragmatic meaning, identifying lexical meaning, word references, paraphrasing, summarizing, finding in the text, cloze procedure to synonyms, antonyms, etc.

3. 1. 3. 2. Language

This part also consists of a variety of rubrics related to grammar, structures and functions. Testing items cover a wide range of activities such as gap-filling, multiple choice, sentence transformation, sentence completion, rewriting sentences, word formation, correct form of verb, finding the odd-one-out, matching, prepositions, punctuation, articles, etc.

3. 1. 3. 3. Writing

You will have to choose one topic from the two or three proposed ones and write about it. The essay may be linked to the text itself or may be another new issue. Four main criteria are considered to evaluate your essays:

Pertinence

- Relevance of the ideas to the topic,
- Originality of ideas,
- Creativity.

Coherence and cohesion

- Relation of the ideas to each other,
- Smooth transition and flow of thought,
- Good organization.

Language

- Well-structured sentences,
- Appropriate use of vocabulary,
- Correct use of grammar.

Mechanics

- Spelling,
- Capitalization,
- Punctuation,
- Paragraphs and indentation, etc.

The legible handwriting, layout and general presentation are also considered.

3. 2. Oral examination

3. 2. 1. Oral exam requirements

To take the oral exam, the candidate has first to successfully pass the written examination.

3. 2. 2. The interview organization

- For better organizational purposes, the jury resorts to drawing lots to decide on the day and time as well as the examinees to sit for the interview.
- When you get in the exam room, hand in your identity card and draw lots to take out a text/task number. (Texts differ in content and length.)
- Take the text/task and prepare it for some 15 minutes. (Papers will be provided if you want to jot down some ideas.)
- The text/task you draw will serve as a pretext and springboard for other different additional questions and issues. Therefore, the drawn text/task will be used as a starting point only.

NB: The number of texts and tasks equals the number of applicants. Therefore, no text or task will be used twice.

3. 2. 3. The interview preparation

If selected, you will be required to attend a 50-minute interview. The interview panel consists of teacher trainers and a supervisor, who will to evaluate and consider the following:

- Commitment, motivation and realistic approach to teaching as a career,
- Proficiency and competence in spoken English,
- Subject-related competencies,
- Capacity to understand and comment on the selected text,
- Evidence of arguing and rationality of defending the discussed points,
- Communication skills and maturity of character,
- Familiarity with the important educational trends and issues,
- Knowledge of the Moroccan educational system,
- Personal, social and intellectual qualities.

It always helps to smile, to look relaxed and at ease. Try then to appear confident, avoid irritating physical mannerisms, verbal repetitions and maintain eye contact with the panel. Try also to avoid simple “yes” or “no” response.

If you prepare well you will be able to put across your ideas, aims, motivations, interests and strengths with more honesty and conviction at the interview. Be yourself, show that you are and self-confident and that you are qualified for the teaching career.

3. 2. 4. PowerPoint presentation

A ready-made PowerPoint presentation or any other means on your USB disc to present yourself, to talk about your studies, monograph, motivation and personal statement to become a teacher and any other useful or additional points.

The interviewers will be looking for your delivery skills as you present yourself and your ability to communicate your ideas clearly, using appropriate verbal and non-verbal language .

NB: You may be asked to modify, omit or make any changes in the already prepared 7 to 10 slides presentation.

The short PowerPoint presentation delivery aims at:

- Proving familiarity with ICT,
- Demonstrating the ability to prepare and deliver effective PowerPoint presentations and slide design or any other computer means,
- Integrating ICT in teaching and learning,
- Re-organizing and modifying information as required,
- Switching between presentation and other programs or online resources,
- Testing the oral ability to speak effectively in front of a limited audience,
- Assessing some aspects of public speaking skills (self-confidence, voice quality, eye contact, body gestures, stance, posture, non-verbal communication, interactivity with the jury, etc.)

3. 2. 5. Taking the interview

After the PowerPoint presentation, you join the jury to answer questions pertaining to different educational domains such as your knowledge about the field of education as well as your expectations and what you can bring to this field in addition to the suggested reading list about teaching and learning and other varied issues.

The jury will consider four main areas during the interview. Each area is composed of different components and indicators, and is allotted a mark from 0 to 5.

Area: Language and communication

Components and indicators:

- Language correctness and well-structured sentences
- Appropriate choice of lexis
- Pronunciation, intonation and good articulation and tone
- Regularity of the rhythm of speech
- Use of gestures
- Use of body language and facial expressions
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- Reaction to interviewers
- Listening
- Smooth flow of ideas and links
- Ways of expressing oneself and explaining one's ideas
- Respecting speech acts (turn taking, asking for clarification...)
- Arguing and defending one's opinion in a logical way....
- Clarity and appropriateness
-

Area: Methodology

Components and indicators:

- Ways of approaching and dealing with the topic
- Organization of ideas
- Methodology
- Clarity of ideas
- Transition from one idea to the other
- Coherence and relevance of ideas
- Harmony of ideas
-

Area: Content knowledge

Components and indicators:

- Familiarity with the subject
- General knowledge in the field of education, teaching and learning
- References
- Citations
- Information and communication technologies
- Showing critical mind of readings
- Pertinence of the information
- ...

Area: Personal aspects

Components and indicators:

- Self-confidence
- Feeling at ease
- Open mindedness and flexibility
- Expressing oneself
- Ability to face others
- Ability to deal with difficulties
- Determined personality...
- ...

3. 2. 6. Weightage of the oral entrance test marks

- Introducing yourself, your letter of motivation through the PowerPoint presentation will be devoted 20%.
- Preparing the text/task and proving readiness to teach and a strong motivation will be devoted 50%.
- Personal aspects, skills, and further elaboration on linguistic and communicative competencies will be devoted 30%.

4. READING LIST

We intend by the webliography mentioned below to help you well prepare for both the written and oral exams. Therefore, a large reading list of books, documents and articles pertaining to education, teaching and learning will be considerably accounted for by the jury and maximize your chances of success. Your familiarity with the White Book, the Official Guidelines and the National Charter for Education and Training will also be of great help. You can download them at www.gov.ma.

TEACHING and LEARNING

This list of books is about teaching and learning in general, methods and approaches, theories of learning, language acquisition, teaching skills, teaching aspects of language, lesson planning, classroom management, group dynamics, teachers and learners' roles, etc.

*Choose any **two (2)** books to read. Reading any other two (2) books of your own choice is welcome. Think of the references.*

- Douglas Brown H. (2000). **Principles of Language Learning and Teaching**. 4th edition. Longman.
http://www.scribd.com/Stanislas_Bira_6579/d/29480563-Principles-of-Language-Learning-and-Teaching
- Jack C. Richards. (2006) .**Communicative Language Teaching Today**. CUP.
<http://www.scribd.com/doc/24906420/Jack-C-Richards-Communicative-Language-Teaching-Today>
- Jack C. Richards and Rodgers, T.S. (2001). **Approaches and Methods in Language Teaching**, 2nd ed. CUP.
<http://www.scribd.com/doc/14386148/Approaches-and-Methods-in-Language-Teaching0521312558>
- Jack C. Richards, Willy A. Renandya.(Eds.). (2002). **Methodology in Language Teaching: An Anthology of Current Practice**. Cambridge.
<http://www.scribd.com/doc/82386122/Methodology-in-Language-Teaching-an-Anthology-of-Current-Practice>
- James Scrivener, (2005) **Learning Teaching: A Guidebook for English Language Teachers**. Second Edition. MacMillan.
<http://www.scribd.com/doc/46433826/Learning-Teaching-by-James-Scrivener>
- Janet Moyles.(Ed.). (2007). **Beginning Teaching: Beginning Learning in Primer Education**. 3rd Edition. OUP.
www.scribd.com/doc/80430093/Beginning-Teaching-Beginning-Learning-3rd-Ed
- Jeremy Harmer.(1998). **How to Teach English: An Introduction to the Practice of English Language Teaching**. Longman.

<http://www.scribd.com/doc/39989168/How-to-Teach-English-Jeremy-Harmer>

- Jeremy Harmer. (2001). **The Practice of English Language Teaching**. 4th Edition. Pearson Longman. <http://www.scribd.com/nyla%20shahid/d/55982456-The-Practice-of-English-Language-Teaching-4th-Edition>
- Larsen-Freeman, D. (2000). **Techniques and Principles in Language Teaching**. 2nd ed. OUP. <http://www.scribd.com/doc/52575789/techniques-and-principles-in-language-teaching-larsenfreeman>
- Penny-Ur. (2009). **A Course in Language Teaching Practice and Theory**. 17th Edition. CUP. <http://www.scribd.com/doc/50675332/A-Course-in-Language-Teaching>
- Wendy A. Scott and Lisbeth H. Ytreberg. (1990). **Teaching English to Children**. Longman. www.scribd.com/doc/28515464/Teaching-English-to-Children

CLASSROOM MANAGEMENT

*These books are about classroom management, group dynamics, disruptive behaviour, etc. Select **one (1)** from this list to read. You can, of course, read any other book of your own choice. Think of the reference.*

- Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and Bj Stone. (2001). **Classroom Instruction That Works**. 2nd Edition. ASCD Member Book. <http://www.scribd.com/doc/78181865/Classroom-Instruction-That-Works-2nd-Edition>
- Patsy M. Lightbown and Nina Spada. (2006). **How Languages Are Learned**. Third Edition. OUP. www.scribd.com/doc/61875566/How-Languages-Are-Learned-3rd-Edition-Patsy-M-Lightbown-and-Nina-Spada
- Sam Goldstein and Robert B. Brooks. (2007). **Understanding and Managing Children's Classroom Behavior: Creating Sustainable, Resilient Classroom**. 2nd Edition. John Wiley & Sons, Inc. <http://www.scribd.com/doc/25916607/Understanding-and-Managing-Children-s-Classroom-Behavior-Creating-Sustainable-Resilient-Classrooms>
- Vesna Nolic, Hanna Cabaj. (2000). **Am I Teaching Well? Self-Evaluation Strategies for Effective Teachers**. Pippin. www.scribd.com/doc/49185674/Am-I-teaching-well-self-evaluation-strategies-for-effective-teachers

PUBLIC SPEAKING

*Read **one (1)** of these suggested two books. They are about effective communication and public speaking. Reading such books will certainly prove very useful and helpful to prepare mainly for the interview. Reading any other book is welcome. Think of the reference.*

- Grenville Kleiser. (1906). **How to Speak In Public**. Seventh Edition. Funk & Wagnahs Company. www.scribd.com/doc/26613091/Public-Speaking
- Scott S. Smith. (2008). **The Everything Public Speaking Book: Deliver a Winning Presentation Every Time!** Adams Media. www.scribd.com/doc/19136700/The-Everything-Public-Speaking-Book

GRAMMAR

This list is intended to help you reinforce your knowledge about grammar and prepare you for the examination.

- Betty SchramperAzar. (1996).**Basic English Grammar**. Second Edition. Longman.
<http://www.scribd.com/doc/6403353/Basic-English-Grammar>
- Graham Lock. (1996). **Functional English Grammar: An Introduction for Second Language Teachers**. CUP.
www.scribd.com/dvolov/d/38408152-Functional-English-Grammar
- Rawdon Wyatt. (2007). **Check Your English Vocabulary for TOEFL**.3rdEdition. A & C Black London.
<http://pt.scribd.com/doc/87326756/Check-Your-English-Vocabulary-for-TOEFL>
- Richard Walton. (1999).**Advanced English Grammar Practice**. Longman.
<http://www.scribd.com/doc/7222919/Advanced-English-Grammar-Practice>
- Penny-Ur. (2006). **Grammar Practice Activities: A Practical Guide for Teachers**. Cambridge Handbooks for Language Teachers.
<http://www.scribd.com/doc/27251017/Grammar-Practice-Activities-A-Practical-Guide-for-Teachers-Penny-Ur>

- **Consider the ministerial circulars and the exam announcement on the official website: www.gov.ma, on the existing CeRMEF websites and the announcements in the training center you intend to apply to.**
- **Application forms may be downloaded from the Ministry's website or Xeroxed.**