

University of Abou-Bekr Belkaid, Tlemcen

Faculty of Letters and Languages

Department of English

Doctorate Admission Exam in 'Methodology'

Ready-made research, or what methodologically speaking is called plagiarism, has dirtied several so-called scholastic and scientific research pieces of work. What are the different ways to avoid 'falling into the trap' of plagiarism?

Correction Model

Research Defined

Importance of web-retrieved documents as a research support

Plagiarism Defined

Techniques to avoid plagiarism

- Quoting
- Paraphrasing
- Summarizing
- Referencing

Conclusion

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Correction model

Didactics and Assessment in English Language Education

Globally the essay should contain the following points:

Needs analysis; fixing the objectives; designing courses; teaching; assessing (teachers need to take into consideration learners' individual capacities in the process of assessment)

The following points may appear as supporting details

- Relationship between teaching and assessing
- Importance of assessment in language teaching
- Choice of learning activity as well as choice in the assessment process (how the student will demonstrate understanding).
- The learning tasks always consider the students' strengths/weaknesses. (Visual learners will have visual cues, auditory learners will have auditory cues etc)
- Groupings of students may vary, some may work better independently and others may work in various group settings.
- Multiple intelligence needs to be taken into consideration as are the students' learning and thinking styles .
- Lessons need to be authentic to ensure that all students can make connections.
- Lessons and assessments are adapted to meet the needs of all students.
- Opportunities for children to think for themselves will be evident.

This thinking process may enhance the development of quality learning

- Teachers can assess the following: completion of tasks, the ability to work with and listen to others, participation levels, respects self and others, ability to discuss, explain, make connections, debate, support opinions, infer, reason, re-tell, describe, report, predict etc.
- Assessment in an EFL context should also contain descriptors for both social skills and knowledge skills.

Conclusion

- Teachers must pull individuals together to help students move along the learning continuum (go beyond the accumulation of passive knowledge of the language)
 - Teachers can attempt to answer the following questions in deciding about the teaching/ assessment process
1. How is content differentiated? (variety of materials, choice, varied presentation formats etc.)
 2. How is assessment differentiated? (students have many options to demonstrate their new knowledge)
 3. How is the process differentiated? (choice and variety of tasks that consider learning styles, strengths, and needs, flexible groupings etc.)
- Although differentiating can be challenging at times, stick with it, since results will encourage quality teaching.