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MASTER CORRECTION IN RESEARCH METHODOLOGY

Question 1 (10 marks)

A study investigates the difference in English grammar performance between university students taught by two different teaching methods.

a) Research Design + Justification

Quasi-experimental : This study is quasi-experimental because intact classes are used without random assignment. According to Cohen et al. (2018, pp. 314–318), quasi-experiments involve manipulation of the independent variable but lack randomization, leading to non-equivalent groups and potential selection bias.

b) Null Hypothesis (H_0):

There is no statistically significant difference in English grammar performance between students taught using Method A and those taught using Method B.

Alternative Hypothesis (H_1):

There is a statistically significant difference in English grammar performance between students taught using Method A and those taught using Method B.

Question 2 (10 marks)

A study compares gender differences in English grammar achievement among students taught using the same method.

a) Research Design + Justification:

Causal-comparative (ex post facto) : This study is causal-comparative because gender is a pre-existing variable that cannot be manipulated. According to Cohen et al. (2018, pp. 305–307), ex post facto research examines differences between groups based on naturally occurring characteristics rather than experimental intervention.

b) Null Hypothesis (H_0):

There is no statistically significant difference in English grammar achievement between male and female students.

Alternative Hypothesis (H_1):

There is a statistically significant difference in English grammar achievement between male and female students.

MASTER CORRECTION IN COURSE DESIGN

In what ways does misalignment within Biggs' constructive alignment framework influence student engagement, behavioral regulation, and the overall effectiveness of classroom practice?

Misalignment within Biggs's constructive alignment framework significantly undermines classroom learning by disrupting the coherence between intended learning outcomes, teaching–learning activities, and assessment tasks. **In terms of student engagement**, unclear or poorly aligned assessment criteria shift learners' attention away from meaningful learning towards task completion and grade acquisition, resulting in surface-level processing rather than deep cognitive engagement, as students tend to focus on what is assessed rather than what is taught (Richards, 2013). **Regarding behavioral regulation**, such misalignment generates ambiguity in expectations, weakening students' capacity for self-regulated learning and often leading to inconsistent participation and off-task behavior, since learners lack a clear instructional roadmap to guide their actions. **Finally, the overall effectiveness of classroom practice** is compromised, as fragmented alignment produces incoherent instruction, reduces learning quality, and prevents the achievement of intended competencies; in contrast, aligned (backward) design ensures pedagogical coherence, strengthens instructional clarity, and enhances both teaching effectiveness and measurable learning outcomes (Richards, 2013).