

The CLO Review Material



ED314-A

Teaching Methodology

SECTION 1: THE BASIC UNDERSTANDING

Terminology

 **Your Task:** Please explain the following terms or phrases.

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|--|---|---|
| <ul style="list-style-type: none">▪ Formative Assessment▪ Summative Assessment▪ Collaborative Learning▪ Lesson Planning▪ Classroom Rapport▪ Approach▪ Method▪ Technique▪ Task▪ Procedure▪ Teaching Philosophy▪ Course Syllabus▪ Curriculum▪ Communicative Language Teaching – CLT | <ul style="list-style-type: none">▪ Community Language Learning – CLL▪ PPP Method – Presentation, Practice, Production▪ Grammar Translation – GT▪ Direct Method▪ Audiolingualism▪ Task-based Learning▪ Suggestopedia▪ Total Physical Response - TPR▪ Silent Way▪ The Lexical Approach▪ Language Level▪ Teaching Aids▪ Pedagogy▪ Learning Objective | <ul style="list-style-type: none">▪ Course Learning Outcome – CLO▪ Teacher-centre Approach▪ Student-centre Approach▪ Deductive Approach▪ Inductive Approach▪ Feedback▪ Problem-based Learning – PBL▪ ESA – Engage, Study, Activate<ul style="list-style-type: none">▪ Immediate Correction▪ Peer Correction▪ Self-assessment▪ Information Gap Activities▪ Warm-Up Activities |
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THE COURSE LEARNING OUTCOMES

Comprehensive Questions

 **Your Task:** Answer all the following question completely.

1. What is the relationship between teachers, students, and course syllabus? Demonstrate your explanation with supporting details.
2. What are the principles for teaching speaking skills? Demonstrate your explanation with details.
3. When and how to treat the students' mistakes? Demonstrate your answer with details.
4. What are the subcomponents of curriculum? Briefly explain each one.
5. What does the term 'schemas' mean? How can it assist your teaching? Demonstrate your explanation with details.
6. What makes the learners different? Demonstrate your explanation with details.
7. Would you believe in 'learner-centered' teaching or 'teacher-fronting'? Explain.
8. What are the characteristics of CLT? Briefly explain its significance.
9. What are the characteristics of PPP? Briefly explain your answer with evidence.
10. What are the characteristics of TBL? Illustrate your answer with details & evidences.
11. Among the methods and approaches you have learned, which one do you believe in? Why? Explain your answer with details.
12. Why is error correction important, and how should it be handled?
13. Describe how a teacher can develop learner autonomy.
14. Describe the role of motivation in language learning and differentiate between intrinsic and extrinsic motivation with classroom examples.
15. What is the importance of needs analysis in syllabus design?

Case Study Analyses

1. Analytical Question 1:

Communicative Language Teaching (CLT) has been widely used in modern language teaching, focusing on communication and fluency. However, there are critics who argue that CLT neglects grammar instruction.

Analyze the strengths and weaknesses of CLT in promoting language proficiency. How can teachers address the potential gap in grammar teaching within a CLT framework?

2. Analytical Question 2:

Task-Based Language Teaching (TBLT) involves the use of authentic tasks that students might encounter in real life. However, designing tasks that are both pedagogically valuable and engaging for students can be challenging.

Critically assess the potential challenges of implementing TBLT in the classroom, and propose strategies that teachers can use to overcome these challenges while maintaining student engagement and learning effectiveness.

3. Analytical Question 3:

The Audio-Lingual Method (ALM) is known for its emphasis on repetitive drills and pattern practice. Although it has been effective in teaching pronunciation and listening skills, some critics claim it does not address higher-level cognitive skills like critical thinking or creativity in language use.

Evaluate the effectiveness of the Audio-Lingual Method in fostering overall language competence. Can it be integrated into more communicative teaching methods? Provide an example of how this integration might look in a lesson plan.

4. Analytical Question 4:

The Silent Way method emphasizes minimal teacher talk and active student involvement in discovering language patterns. However, its

reliance on silence and the use of cues and charts has been critiqued for potentially leaving students without enough guidance.

Discuss the role of the teacher in the Silent Way approach. How does the teacher's limited verbal interaction support or hinder language acquisition, and how can this method be adapted to better meet the needs of different learners?

5. Analytical Question 5:

The Lexical Approach argues that language acquisition is driven by the learning of chunks of language, such as collocations and fixed expressions, rather than focusing primarily on grammar rules.

Critically evaluate the strengths and limitations of the Lexical Approach in fostering long-term language fluency. How does this approach align with or diverge from more traditional grammar-based methods?

End of Paper

*Issued by: FoAHFL
Updated on: September 20, 2025*

The CLO Review Material



ED314-B

Classroom Management

SECTION 1: THE BASIC UNDERSTANDING

Terminology

 **Your Task:** Please explain the following terms or phrases.

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| <ul style="list-style-type: none">▪ Classroom Management▪ The Physical Environment▪ The Psycho-social Environment▪ Discipline▪ Positive Reinforcement▪ Negative Reinforcement▪ Punishment▪ Behaviorism▪ Classroom Rules▪ Classroom Routines▪ Classroom Rapport▪ Student Engagement▪ Proactive Classroom Management | <ul style="list-style-type: none">▪ Teacher Talking Time – T TT▪ Student Talking Time (STT)▪ Teacher-Student Relationship▪ Scaffolding▪ Classroom Climate▪ Nonverbal Communication▪ Time-out▪ Classroom Seating Arrangement▪ Intrinsic Motivation▪ Extrinsic Motivation▪ Self-regulation▪ Classroom Procedures▪ Instructional Strategies | <ul style="list-style-type: none">▪ Cooperative Learning▪ Active Listening▪ Classroom Management Plan▪ Behavioral Contract▪ Engagement Strategies▪ Teacher Reflection▪ Instructional Scaffolding▪ Classroom Observation▪ Teacher Expectations▪ Self-monitoring▪ Modeling▪ Proximity Control▪ Reflective Practice |
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THE COURSE LEARNING OUTCOMES

Comprehensive Questions

☞ Your Task: Answer all the following question completely.

1. Why do teachers need to build rapport? What are the strategies in building rapport? Briefly explain your answer with details.
2. When and how to treat the students' mistakes? Demonstrate your answer with details.
3. Define the term 'Classroom Management.' Demonstrate your answer with details.
4. What are the six considerations for good classroom arrangement? Explain. And explain how seating arrangements can affect classroom management.
5. What are the features of a good psychosocial classroom environment? Explain.
6. What are the things that teachers should manage in the classroom? Explain.
7. What role does positive reinforcement play in classroom management?
8. Why classroom rules and routines? Briefly explain with evidence.
9. Describe how scaffolding supports student learning and classroom management.
10. How do teacher expectations influence student behavior and performance?
11. What is the significance of teacher-student relationships in classroom management?
12. Describe effective techniques for managing transitions between activities.
13. How can teachers encourage student self-regulation in language learning classrooms?
14. Discuss the role of motivation in classroom management.

15. How can teachers use formative assessment to support classroom management?
16. What strategies can be employed to manage off-task behavior?
17. What is the purpose of behavioral contracts, and how can they be used effectively?
18. Describe how technology can support classroom management in TEFL.

Case Study Analyses

Case Study 1:

Scenario:

In a TEFL classroom with mixed-level learners, the teacher implements group work to encourage communication and collaboration. However, over several lessons, the teacher notices that some students consistently dominate the discussions while quieter or less confident students rarely contribute. This has led to frustration among quieter students, who feel sidelined, and some are disengaging from the activities. The imbalance is negatively affecting both language practice and group cohesion, which compromises the overall learning environment.

Questions:

1. What classroom management strategies can the teacher use to encourage equitable participation?
2. How can the teacher modify the classroom environment to support more balanced interactions?

Case Study 2:

Scenario:

A TEFL teacher working with adolescent learners encounters a student who frequently disrupts lessons by talking out of turn, making jokes, and distracting peers. Despite repeated verbal warnings, the disruptive behavior continues, leading to decreased focus among classmates and undermining the teacher's authority. The student seems unaware of the impact of their behavior and shows resistance to typical disciplinary

measures. The teacher suspects underlying factors such as boredom or lack of engagement might contribute to this behavior.

Questions:

1. What proactive steps can the teacher take to prevent further disruptions?
2. What disciplinary and support strategies would be appropriate in this case?

Case Study 3:**Scenario:**

In a culturally diverse TEFL classroom, students come from various countries with distinct cultural norms about authority, communication, and classroom behavior. Some students are used to strict teacher-centered environments, while others come from more collaborative, student-centered cultures. This has led to misunderstandings, such as some students perceiving the teacher's firm enforcement of rules as harsh, while others feel confused by the flexible, discussion-based activities. Tensions have occasionally escalated into conflicts between students due to different communication styles and expectations.

Questions:

1. How can the teacher manage cultural diversity effectively to minimize conflict?
2. What classroom management approaches promote inclusivity in such diverse settings?

End of Paper



*Issued by: FoAHFL
Updated on: September 20, 2025*

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ED318

Testing and Evaluation in TEFL

SECTION 1: THE BASIC UNDERSTANDING

Terminology

 **Your Task:** Please explain the following terms or phrases.

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|-----------------------------------|--------------------------------------|-------------------------|
| ▪ Achievement test | ▪ Correlation coefficient | ▪ Test administration |
| ▪ Placement test | ▪ Pearson product-moment correlation | ▪ Testing purpose |
| ▪ Proficiency test | ▪ Correlational analysis | ▪ Language proficiency |
| ▪ Diagnostic test | ▪ Standard deviation | ▪ Score interpretation |
| ▪ Norm-referenced test (NRT) | ▪ Variance | ▪ Item analysis |
| ▪ Criterion-referenced test (CRT) | ▪ Distractors | ▪ Classroom assessment |
| ▪ Productive response items | ▪ Mean score | ▪ Summative assessment |
| ▪ Task-based assessment | ▪ Median score | ▪ Formative assessment |
| ▪ Reliability | ▪ Mode | ▪ Item difficulty index |
| ▪ Validity | ▪ Standard error of measurement | |
| ▪ Percentile ranking | | |

THE COURSE LEARNING OUTCOMES

Comprehensive Questions

☞ Your Task: Answer all the following question completely.

1. What is the difference between Criterion-Referenced Tests (CRTs) and Norm-Referenced Tests (NRTs) in terms of how scores are interpreted?
2. When is the most appropriate time to administer an Achievement Test to measure a student's learning progress?
3. How does a Placement Test differ from an Achievement Test in terms of its purpose and focus?
4. What type of test is designed to compare an individual's overall performance with that of others at different institutions, and what decision-making process does it inform?
5. What is the primary purpose of an Achievement Test, and how does it help evaluate a student's progress by the end of a course or program?
6. What is the key difference between productive response items and receptive response items in testing formats?
7. How do matching items in tests function, and what kind of information do they present to students?
8. What is the role of task tests in assessing student abilities, and what types of tasks might be included in such tests?
9. What are distractors in a multiple-choice test, and why are they important in measuring a student's understanding?
10. What is the significance of the correlation coefficient, and how does it indicate the relationship between two variables?
11. In what ways can measurement errors arise during a test administration, and how might these errors affect the performance of students?

12. What is the role of a teacher in facilitating a placement decision for a student, and how can tests help identify appropriate levels of language proficiency?
13. How does the use of multiple-choice tests impact the assessment of productive skills such as writing and speaking, and what are the limitations?
14. Why is it important to ensure that test results represent meaningful variance, and how does this relate to the overall testing purpose?
15. What is the role of correlation analysis in testing, and how does it help determine the degree to which two sets of numbers are related?

Case Study Analyses

1. SHORT RESPONSES AND TASK

Look at the item analysis of the Test A bellow and estimate the difficulty level for each of the items. (The sign (+) refers to the correct answer. The letters refer to the distractor selected by students.)

ITEM ANALYSIS (TEST)

Item Student	1	2	3	4	5	6	7	8	9	10	Score
Mary	+	+	+	+	+	+	+	+	+	+	100
Bunnaro	+	+	+	D	+	+	+	+	+	+	90
Inna	+	+	+	+	+	+	D	+	A	+	80
Seila	+	+	+	+	+	A	+	+	+	B	80
Dari	+	+	B	+	A	C	+	+	+	+	70
Sokheng	B	+	+	+	+	A	+	A	+	+	70
Sambath	+	+	+	+	+	D	A	B	+	+	70
Yort	+	+	+	+	+	C	B	D	B	+	60
Vannara	C	+	+	+	+	A	B	+	C	D	50
Thoeurn	A	+	+	+	B	C	A	+	A	A	40

- A. Which item is the most difficult? Why?
- B. Which item is the easiest? Why?
- C. Calculate the discriminating power of item 1 above

- D. Does each of the items discriminate well among the various levels of students? Why?
- E. Would you revise or throw out any items? Why?

2. Problem-solving questions

3. Write formula of Correlation Coefficient and calculate it. (25 marks)

Students	Scores	
	Test X	Test Y
Dary	44	42
Nara	54	52
Sokha	63	62
Lina	75	72
Vechka	80	82
Tola	90	92

End of Paper



Issued by: FoAHFL
Updated on: September 20, 2025

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ED320

Educational Psychology

SECTION 1: THE BASIC UNDERSTANDING

Terminology

 **Your Task:** Please explain the following terms or phrases.

▪ Nature	▪ Misattribution of arousal	▪ Mental retardation
▪ Nurture	▪ Logico-mathematical Intelligence	▪ Rationalization
▪ Personality	▪ Tend-and-befriend response	▪ Somatology
▪ Educational Psychology	▪ Stress	▪ Physiognomy
▪ Emotional Intelligence	▪ Fight-or-flight response	▪ Self-report approach
▪ Intrapersonal intelligence	▪ Daily hassles	▪ Authoritarianism
▪ Cognitive appraisal	▪ Posttraumatic stress disorder (PTSD)	▪ Regulatory focus
▪ Personality traits		▪ Structuralism
▪ Gifted or talented		▪ Self-consciousness
▪ Mental retardation		▪ Extraversion
▪ Individualism		▪ Neuroticism
		▪ Subconscious

THE COURSE LEARNING OUTCOMES

Comprehensive Questions

 **Your Task:** Answer all the following question completely.

- 1) How does emotional intelligence influence students' learning?
- 2) What are the two factors in the Two-Factor Theory of Emotion?

- 3) What are the four factors that intelligence focuses on in brain processes?
- 4) What are the three domains of Bloom's Taxonomy? Elaborate.
- 5) What are the potential positive and negative outcomes of providing accelerated classes to children identified as "gifted" in school?
- 6) How can teachers improve students' creativity through psychological awareness?
- 7) What is Educational Psychology?
- 8) Why do educators need to be familiar with psychology?
- 9) Explain the process by which sensation leads to perception from stimuli.
- 10) What do the temporal, frontal, occipital, and parietal lobes do? Explain each one briefly.
- 11) What is neuroplasticity?
- 12) What does Developmental Psychology refer to?

Case Study Analyses

Read the case carefully. Discuss with your group. Identify the problem, connect it to Educational Psychology, and explain your answers using evidence from the case.

Case Study 1: Motivation and Learning

Case: Dara's Motivation

Scenario:

Dara is a first-year university student who usually studies hard and completes his homework on time. He wants to get good grades and make his parents proud. However, he received low marks on two recent tests. He began to think, "Maybe I am not good at this subject." After that, Dara stopped studying regularly and became quiet in class.

His teacher noticed the change. Instead of criticizing him, the teacher gave him smaller tasks that he could complete successfully. The teacher also gave him positive feedback and encouraged him to focus on improving step by step. After some time, Dara became more confident and started participating in class again.

Questions

1. Why did Dara lose his motivation to study?
2. How did his low-test scores affect his learning?
3. What did the teacher do to help Dara?
4. What could Dara do to improve his motivation?

Case Study 2: Intelligence and Individual Differences

Case: Sokha and Lina

Scenario:

Sokha and Lina are classmates, but they learn in different ways. Sokha understands lessons quickly when the teacher explains them and when he can discuss ideas with classmates. Lina needs more time when listening to a long lecture, but she understands lessons better when she reads, looks at pictures, and practices.

During one class, the teacher gives only a lecture. Sokha participates actively, while Lina seems confused and does not answer questions. The teacher first thinks that Lina is a weak student. Later, the teacher uses pictures, group discussions, reading, and practical activities. Lina becomes more active and shows a much better understanding of the lesson.

Questions

1. Why do Sokha and Lina learn differently?
2. Does Lina's difficulty with lectures mean she has low intelligence? Why?
3. How did different teaching activities help Lina?
4. What should teachers consider when students have different abilities and learning needs?

Case Study 3: Emotional Intelligence

Case: Vannak and His Group

Scenario:

Vannak is working with three classmates on a presentation. During a group discussion, his classmates disagree with his idea. Vannak becomes angry and says, “You never listen to me!” He leaves the group and refuses to talk to them.

Later, Vannak thinks about the situation and realizes that he was angry because he felt that his ideas were not respected. His teacher explains the importance of emotional intelligence and controlling emotions before reacting. In the next group discussion, Vannak listens to his classmates, stays calm, and asks them to explain their ideas. The group is then able to discuss the problem peacefully.

Questions

1. What caused Vannak to become angry?
2. What did Vannak do differently after understanding his emotions?
3. Which emotional intelligence skills did Vannak use?
4. How can emotional intelligence help students in group work?

End of Paper



Issued by: FoAHFL
Updated on: September 20, 2025