Teachers Service Commission
Model Question Set-1
Open Competitive Written Examination

Level: Secondary

Date : 2079-12-24

Full Marks: 100

Pass Marks: 40

Time: 3hrs

Attempt all questions

Section A: (Pedagogy)

1. Do you think there is any relationship between language teaching and testing? What are the difficulties of testing listening skill of students? Construct any 3 test items that can be applied for testing listening skill for secondary level. 3+3+4=10

2. What connection do you see between reading and writing skills in language pedagogy? Mention some of the major activities that can be used to foster secondary level students' written language. 4+6=10

3. What are the objective of teaching pronunciation in language classroom? Highlight some of the major activities for teaching pronunciation to the secondary level of students. 4+6=10

4. Discuss the importance of planning in language pedagogy. What are the best ways of applying subject specific annual plan in English language pedagogy? And also display a sample of plan. 3+4+3=10

5. What do you mean by supplementary material? Make a list of some useful supplementary materials for language teaching. Explain how dictionary can be an effective supplementary material in language teaching. 3+2+5=10

Section-B (Content)

6. What is the relationship between linguistics and language teaching? Mention the implication of linguistics in language teaching. 5+5=10

7. Why do we need to incorporate literature in language teaching? Do these two notions of teaching literature and language teaching have any relationship? Mention some of the major strategies of teaching literature in language classroom. 3+3+4=10

8. What are the different form of teachers' professional networking? How does the teachers' professional networking help the teachers being professional English language teacher? 4+6=10

9. What is the purpose of academic reading skill? How do you develop the academic reading skills in students? 4+6=10

10. What are the differences between teacher research and research on teaching? Suggest some of the practical ways of conducting classroom research. 5+5=10

Thank you!

Answer 1.

Traditionally, it was believed that teaching and testing are completely different areas and no more expertise in testing was required for getting involved in teaching profession. But now we have come to realize that teaching and testing arc so closely interrelated that it is quite impossible to be concerned with only one activity, ignoring the other. Teaching and testing go simultaneously and the special knowledge on test construction administration, scoring and interpretation of test result is required on the part of the teacher to develop a good test and achieve the beneficial backwash effect on teaching and learning the language. It is really impossible to work either in the field of teaching or testing alone without being concerned with other. Language testing almost never takes place in isolation nor does language teaching.

Testing in a broad sense is always an inherent part of teaching. So, in many classroom situations, teaching and testing are hardly separated. According to Heaton (1988), just as it is necessary for the doctor to diagnose the patient's illness, it is equally necessary for the teacher to diagnose the students' weaknesses and difficulties. Unless, teacher identifies the student's problems he/she cannot provide any assistance to the student. Hence, a good test can be used as a valuable language teaching asset for testing learners' ability in second language learning.

There are various factors that influence the testing and the testing listening can be considered as the difficult activities to be done for the students as;

a. Lack of teacher's knowledge on conducting the test items practically for listening

b. If the teachers don't follow the test specification grid the testing of listening can be difficult

c. Due to the large classroom context

d. Lack of authentic materials for testing the language skills

e. Due to students' linguistics exposures

f. Due to the difficult concept of language in the audio text

g. Due to unfamiliar accent to the students it can be difficult.

The following three test items can be constructed for administering the listening test for the students of secondary level as,

1. Listen the audio clips and math the words in column A with the words in column B. 2

A	B
Universal	difficult
Rapidly	international
Drew near	quickly
Complicated	came close

2. Listen the audio and put the given picture in the correct order 3

3. Listen the story and write true or false against the following statements

1.The lion was clever than the rabbit

2. The lion though that there was another lion into the well.

3. All the other animals were quite disappointed with the action of rabbit.

4. The lion was very cruel to other animal and they had to obey whatever he used to order

In nutshell, we cannot separate teaching and testing in language teaching learning process. These types of listening tests items administering for students will provide obviously great beneficial washback effect in students' learning. Teacher can evaluate students' learning instantly using such language testing tools for testing listening skills.

2. What connection do you see between reading and writing skills in language pedagogy? Mention some of the major activities that can be used to foster secondary level students' written language. 4+6=10

Answer:

While observing the nature and function of both language skills, we can find the quite deep relationship between reading and writing skills. Since reading is a receptive skills of language it provides a lot of exposure to the students for writing as productive skills. The both language skills involve the cognitive process as learners have to activate their memory, interact with the text, remember the word formation process, and pay close attention towards the linguistics components while reading. And when the learners are asked to write based on reading they practice the same as a part of memory and reflect the same style of language for developing their writing. In fact the cognitive abilities are closely related and share common functions. For example, students need to pay close attention to speech sounds as well as recognize and manipulate speech sounds in words. Learners demonstrate this ability in reading while decoding words whereas in writing, this ability is revealed through spelling. When students are reading a text, they often hold a complete sentence in working memory and then reread the preceding sentence to enhance their understanding. During writing while composing phrases, sentences and paragraphs, writers are using verbal working memory. This is the concrete exam that we can say reading skill can promote the writing skills in language learning.

While teaching writing skills to the students of the secondary level we can apply the following major activities to foster their writing skills;

Controlled writing activity: This type of writing activity involves copying the texts. Students are given a set of question where some clues or options are written. However, the students have to be specific in their writing for selecting the options within texts. Some of the activities that can be applied under this writing are;

a. Copying sentences/paragraph
b. Identification of topic sentences
c. Expanding sentences with modifiers
d. Combining sentences
e. Rewriting the text
f. Filling the blanks in paragraph
g. Completing sentences
h. Rearranging sentences/ordering

For

> Fill in the blanks with a, an, or the where necessary.
> - He is………………..European.
> - I went to………….church to see prayer.
> - That is……….book I like most.
> -

example:

Guided writing Activity: It has an outline of writing. Students are given some freedom to choose their own words and sentences. In this type of writing activities teacher can provide some clues where the learners are expected to develop some readable texts based on the clues and their ideas. Some activities;

a. Writing a dialogues
b. Developing readable story
c. Developing skeleton
d. Using dictation
e. Elaborating
f. Transcribing
g. Giving models
h. Paraphrasing
i. Parallel writing

Write a readable story with the help of clues given below. Give a title and write a moral too. (120-150words)

a turtle lived in a pond...... friendly with two swans..... met on the edge of the pond.... one year..... no rains .... pond began to dry. The swans worried for tortoise..... made a plan........swans held the two ends of a stick..... tortoise would hang on..... ferry to safety....... warned the tortoise to keep mouth shut and not to talk........ the swans flew off.... the turtle hanging....... people wondered and appreciate...... the turtle was excited....... wanted to respond to the people........ opened his mouth....... fell to the ground.......... died at once

Para-orthographic Writing Activity: This types of writing activity dispay the linguistic information via representation of charts, graphs, table etc. The following activities can be given for the students as;

a. Interpreting the diagram
b. Completing the given table
c. Read the given table and display its statistical data

Interpret the following pie chart using the icons and label provided in the figure below:

A Sample of Para-Orthographic Writing
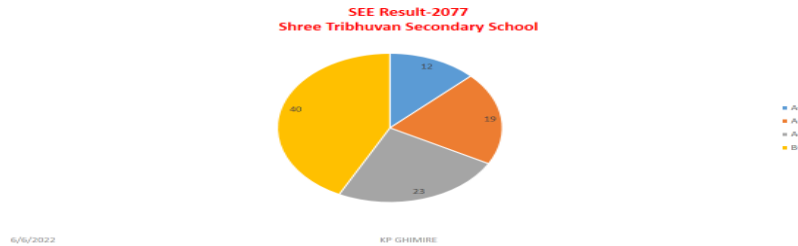
Free Writing activity: In this type of writing activity, teacher gives topic to the students and they have to express their thoughts, ideas, and opinions. It develops their creativity.

a. Writing newspaper article
b. Describing picture
c. Writing advertisement
d. Writing Application for a job
e. Writing letter of congratulation
f.   writing invitation
g. Writing reports
h. Writing essays
i. writing news article
j. writing reports

Eg: *Write an essay on "Role of Youth in Nation Building" in about 200 words.*

Answer: Teaching pronunciation is the most important aspect of teaching language. This is quite challenging task for some teachers in second or foreign language teaching context like Nepal. The main objectives of teaching pronunciation for the students of the secondary level are;

- To familiarize the sound patterns in spoken language
- To develop the ability to identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context
- To develop self-confidence in the use of English language for social setting
- To develop speech-monitoring abilities for use outside of the classroom
- To discover students' strengths and weaknesses with certain sound patterns due to the influence of their native language
- To listen and speak naturally, using contractions and reductions

While teaching pronunciation, an ELT teacher has to consider the following techniques for classroom teaching;

• **Through Modeling:** Modeling is an amazing technique for teaching pronunciation which helps the English language learners to have better pronunciation. In this activity, first teacher pronounces the words/phrases that are quite difficult for the students in terms of their production and he/she asks the learners to follow the same with the teacher. When they listen teacher's pronunciation, and repeat them, they will have correct pronunciation. For example: "Melancholic' word is quite difficult for the students. Hence, first of all, the teacher pronounces and students follow it…

• **Through phonetics symbols:** Phonetics symbols are the most powerful keys to recognize the individual sounds and apply them accurately for the production of sounds. In this activity, teacher displays the required phonetic symbols and asks them to identify it.

• **Through minimal pairs:** English language teachers can teach pronunciation of the students using minimal pairs. In this activity, teachers brings some identical sounds words in terms of their sounds and ask the students to practice some of the identical pairs having similar pronunciation with different meanings to identify their contextual uses. For example. shout, sought.

• **Through rhyming words:** This is quite interesting activity for teaching pronunciation in which English language teacher provides some words with similar ending sounds and asks them to identify their sounds. Eg. Prank, drank. Hence, students learn and gather many similar words for better learning.

• **Tongue twisters:** Tongue twister is really an interesting activity that can be used for improving students' particular difficult sounds. In this activity, teacher plays some games after bringing the several words with the same initial letters and sound and asks them to practice for those who are having problem in certain sounds like; 'she sells seashells by the seashore' when some students have problem with "s' sounds..

• **Through IPA chart/speech organs:** This activity allows students to use the sounds practically and improve their mistakes observing the chart or speech organs. Here, teacher displays the organ of speech or the IPA chart and describes which parts of the organ plays vital role in the production of sounds. For example teacher displays two sounds '/f/ /v/' : labiodental sounds and ask them to practice how the connection of lower lip with upper teeth produce these sounds practically.

Answer 4

Planning is important in language pedagogy as it helps teachers to set clear learning objectives, make effective use of time, personalize learning, facilitate collaboration, and assess student learning. As teachers, we should know that planning in pedagogy is, in essence, about helping students to learn. All successful teachers need to be able to know the importance and benefits of proper planning in language teaching. The following list informs us about the importance of planning

- It helps the teacher think about content, materials, sequencing and activities
- It informs teachers that they cover all the necessary topics and activities within the allocated time frame.
- It enables teachers to personalize their teaching to suit the needs of individual students or groups
- It provides a framework and overall shape of teaching learning
- It allows teachers to share ideas, resources, and teaching strategies to improve the quality of English language teaching and learning.
- It helps teachers to identify and develop appropriate assessment strategies to measure student progress and achievement.

An annual plan is that plan which is prepared for one academic year. It is prepared at the beginning of every academic year in collaboration with teachers and head teacher. Both teachers and head teacher should agree and sign in annual plan after detail discussion and launch for effective implementation. If should be designed in collaborative way in consultation with concerned stakeholders such as the head teacher, other teaching staff, and experts. Many schools prepare it for effective teaching and learning. Generally, the following aspects should be considered while preparing annual plan for teaching.

➢ Chapters contained in a particular subject or chapterization is necessary to include
➢ Chapter wise goals and objectives are required
➢ Chapter wise resource materials are needed
➢ Chapter wise teaching and learning activities are to be included
➢ Student assessment processes/techniques
➢ Cross-curricular activities, and so on.

Shree Gyanodaya Secondary School, Kalanki, Kathmandu
Yearly-Work Plan– 2080

Grade: X Teachers: KP Ghimire   **HOD: KP Ghimire**
Date: 05-01-2080

Topic	Objective	Activities	Materials	Periods	Evaluation	Term
	At the end of unit the students will be able to use the language for the following purposes:					
Neither does, so does, Question Tags (Weathers, Parsa Wildlife Reserve)	-agreeing, disagreeing, confirming	Personal Letter, Brochure Making (Project)	Sample of Brochure	9	Prepare a sample of brochure	I
Tense (Past Simple, Perfect) (Courage of a Blind Girl)	-talking about the past events	Presentation	A video of Drama	7	Perform a Drama	I

Teacher's Signature   Head Teacher

………………   ……………

Supplementary materials are simply known as the additional resources used for language teaching that are more useful in English language teaching. As language teachers, we often feel that the prescribed textbooks may not be sufficient to achieve a variety of objectives set in the curriculum. Teachers, therefore, should select and use certain supplementary materials based on learners' learning styles and needs. Supplementary materials, according to Spratt, Pulverness and Williams (2005), include "skills development materials; grammar, vocabulary and phonology practice materials; collection of communicative activities; and teacher's resource materials" (p. 114). It is not always possible for a textbook writer to produce an ideal textbook, which can fulfill the needs of all the students. To fulfill the needs of the students and objectives of the lesson, a teacher has to select and use the appropriate supplementary materials for the language classroom.

Some of the major supplementary materials that can be used mostly by Nepali English teachers can be as follow;

a. Dictionary
b. Grammar books
c. Newspaper
d. Songs and lyrics
e. Audio-visual materials
f. Literary texts
g. Online texts
h. Useful apps
i. Language games and activities

Dictionary can be valuable supplementary materials in language teaching because it provides students with a wealth of information about words and their usage. When using dictionaries in language teaching, it's important to teach students how to use them effectively. This includes teaching about how to look up words, how to use the pronunciation guide, and how to interpret the different types of information provided in the dictionary.

Dictionary can be used as supplementary materials practically as following;

An Activity of using dictionary in classroom

a. Warm up activity:

Teacher asks: What is a dictionary?

What different things do you find in a dictionary?

b. Procedure:

➤ Teacher brings a learners' monolingual dictionary if possible, Oxford Learners' Dictionary in the classroom.

➤ Teacher forms groups of four students out of the whole students in the class.

➢ Teachers distributes a reading texts into the groups of students and asks them to identify at least 4 difficult words in this reading text.

➢ Teacher writes the list of those words on the board and instructs them to identify the different aspects of those words with the dictionary as (pronunciation, parts of speech, meaning, synonyms, antonyms, and example sentence)

➢ Now he/she provides separate 4 words like **melancholy, solitude, remedy and peculiar** to each group.

➢ Teacher informs each group that they will share their finding and all the group will make classroom discussion on it.

➢ Along with the words teacher provides a table and tells them to complete the all required information on it. **(See Table)**

➢ All the group share their findings and listen the feedback of your teacher.

Table

Word- melancholy	
Pronunciation	
Parts of Speech	
Meaning	
Synonyms	
Antonyms	
Example sentences	

Answer 5

Linguistics and language teaching are two separate disciplines, but they arc related in the subject matter. Linguistics and language teaching are closely related fields, as both are concerned with the study and use of language. Linguistics is the scientific study of language and its structure, while language teaching focuses on the practical application of language knowledge to facilitate communication and language learning. Linguistics is needed in English language teaching because it helps teachers explain the English components and structures to the students. Every language has a system or linguistic rules that can be learned in terms of phonology, morphology, syntax, and semantics. And these area of studies during language learning can be incomplete if someone has no strong theoretical knowledge. They both have something to offer each other for their meaningful living. So, linguistic and language teaching are interactional and interrelated. They have reciprocal relationship. Linguistics provides a theoretical foundation for language teaching by investigating how language is structured, how it functions, and how it is acquired and used by speakers. This knowledge helps language teachers to develop effective teaching methods and materials that take into account the linguistic needs and abilities of their students. In turn, language teaching provides valuable feedback to linguistics by highlighting areas of language use that require further investigation, such as the challenges faced by language learners, common errors, and differences between written and spoken language. They study the same subject matter, language, from different perspectives. Therefore, we can conclude about the relationship between them as a relative concept thin as absolute.

Implication of linguistics in language teaching:

In order to be an effective teacher, a teacher should be like a trained linguist working with students because language teachers often have an insufficient command over the language. Only the trained linguist knows how to guide to the students learning from native speakers' perspective and how to teach the forms of language.

There are many approaches, methods, and techniques which are fully based on one or another linguistics theory. For example, audio-linguicism is fully based on structural linguistic. This method puts forward the teaching techniques such as drilling, pattern practice, memorization, repetition and reinforcement which are necessary to maximize active language production correctly on the part of students. Teachers can highly be benefited by this kind of insights from: structural linguistics.

The concept of competence originally comes from Chomsky's: linguistics theory. Similarly, the theory of communicative competence was for the first time introduced by Dell Hymes (1971). These theories focus to the grammatical knowledge and the ability to use their structures in context appropriately and situational. This is what todays secondary level English curriculum focuses. In its application in the classroom, the teacher may teach language functions in such a way how in different situations the same sentence can perform the function of statement, command, request, and so on and vice-versa. The techniques of teaching this functional aspect of language can be obtained by this kind of linguistic theories.

Many language learning theories are proposed on the basis of certain linguistic theories. The knowledge of these learning theories lies at the heart of understanding what language is, what language learners can learn, how they learn and what they learn ultimately? This helps teachers to teach and evaluate their students in better ways. Language descriptions provide the inputs to the construction of teaching materials and to design the teaching activities to apply in the-classroom successfully.

In conclusion, linguistics and language teaching are two independent fields which are also interacting with each other in many respects.

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7. Why do we need to incorporate literature in language teaching? Do these two notions of teaching literature and language teaching have any relationship? Mention some of the major strategies of teaching literature in language classroom. 3+3+4=10

Answer:

We have to incorporate literature in the ELT classroom because literary texts provides rich linguistic input, effective stimuli for students to express themselves in other languages and a potential source of learner motivation. Literary texts provide opportunities for multi-sensorial classroom experiences and can appeal to learners with different learning styles. Literary texts offer a rich source of linguistic input and can help learners to practise the four skills - speaking, listening, reading and writing - in addition to exemplifying grammatical structures and presenting new vocabulary. Literary texts help learners to use their imagination, enhance their empathy for others and lead them to develop their own creativity. Willmott (1979) says, literature work is an organization for all reading ages of language to which linguistic awareness must be applied to understand and appreciate.

Literature and language teaching are closely related as literature is a powerful tool for language learning and teaching. Literature can provide learners with authentic examples of language use and expose them to a wide range of vocabulary, grammar, and cultural contexts. It can also help learners develop critical thinking skills, as they analyze and interpret literary texts. In language teaching, literature can be used as a means of promoting language skills such as reading comprehension, writing, and speaking. For example, teachers can use literary texts to teach vocabulary, grammar, and syntax, or to model different styles of writing or speaking. In turn, language teaching can also help learners appreciate and understand literature more deeply. By improving their language skills, learners can engage with literary texts more effectively and gain a greater appreciation of the tones of language use in literature

The following **strategies** should be adopted to adapt in accordance with the modern trends and traditions of teaching and learning literature. They are:

❖ Involving learners rather than informing them in literature class
❖ Interpretation and appreciation of the text rather than extracting specific information
❖ Generating discussion, control and critical thinking in literature class
❖ Reading literary text not for specific information to obtain but to analyze in terms of what it might mean symbolically or philosophically;

❖ Adopting literary texts not merely as ends itself but as a methodo1ogy of language teaching;

❖ Literature should be used as a rich and robust springboard for language development

❖ Focus on individualization and customization of learning

❖ Incorporate multiple perspectives and experiences in teaching literature

❖ Utilize the pre-literary activities, interpretation activities, and synthetic activities dealing with literary genres.

8. What are the different form of teachers' professional networking? How does the teachers' professional networking help the teachers being professional English language teacher? 4+6=10

Principally, there are two ways of building teachers' networks.

• **Face to face:** (in person)

• **Online:** (virtually)

Besides these, there are other different forms of building teachers' networking as follow;

a. **Attending conferences:** It is a great way for teachers to network where these events typically feature keynote speakers, workshops, and opportunities for teachers to exchange ideas and best practices.

b. **Becoming member of organization:** Joining professional organizations (NELTA) can provide teachers with networking opportunities, as well as access to resources, professional development opportunities, and advocacy efforts.

c. **Creating platform via Social media:** Social media provide opportunities for teachers to connect with other professionals in their field, share ideas and resources, and participate in online discussions.

d. **Collaborative works:** Collaborating with colleagues on projects such as lesson plans, curriculum development, or research can also provide networking opportunities and allow teachers to learn from one another.

Professional networking provides teachers with access to resources, knowledge, and support that can help them improve their practice. Teachers' professional networking can help the English language teachers for being professional teachers as below;

Professional opportunities: Teachers' networking events, conferences, and online forums offer professional development opportunities that can help teachers improve their knowledge and skills. Teachers can attend workshops, listen to keynote speakers, and participate in discussions that focus on teaching English language skills.

Becoming resourceful: Through professional networks, teachers can access abundant resources, including lesson plans, activities, assessment tools, and research articles. This can help teachers to improve their teaching practice, develop new teaching strategies, and incorporate the latest technology and teaching methodologies into their classrooms.

Support and mentorship: Professional networking can also provide teachers with emotional support and mentorship from other professionals who understand the challenges of teaching English

language learners. This support can help teachers to stay motivated, overcome obstacles, and improve their practice over time.

Knowledge sharing: Professional networking provides opportunities for teachers to exchange knowledge and expertise with other professionals in their field. Teachers can learn from each other, share best practices, and gain new insights into teaching English language learners.

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9. What is the purpose of academic reading skill? What are the ways of developing the academic reading skills in students? 4+6=10

Answer:

Reading in an academic context is different from everyday reading. It differs from reading comics, novels or any magazines. Reading strategically is the understanding topic, finding research materials, and developing ideas. Academic reading in language learning needs to focus the following purposes:

➢ To comprehend the meaning of unfamiliar words and word groups; relations within the sentence/complex sentences.

➢ To develop skills of reading like note taking, highlighting main points, summarizing, paraphrasing, making inferences, building vocabulary etc. for abstracting information.

➢ To identify the text structure, relations between the parts of a text through lexical and grammatical cohesion.

➢ To developing effective reading techniques like getting meaning from the context, getting general information, taking specific information, reading for special purpose, etc.

➢ To develop reading efficiently such as surveying the text, chapter/article, paragraphs, skimming for gist/general impression; scanning to locate specifically required information

➢ To develop creative mind and critical thinking skills through reading, like evaluation, interpreting, criticizing, comparing, contrasting etc.

There are several different ways to develop academic reading skills. Here are some effective strategies developed by F.P. Robinson in 1946 as follow which is known as SQ3R strategy. SQ3R stands for Survey, Question, Read, Recite and Review. This is presented as below;

Survey – This is the first stage of academic reading. At this stage the readers use the preview techniques, that is, they look at the titles, subtitles, introduction, headings, subheadings, words in special print, visuals, first and last paragraphs, conclusion, and questions, if there are any, just to have a picture of the selection.

Question – This is the next stage of reading where the reader raises questions i.e. the text features previewed in the first step are turned into questions with expectations to find the answers during the reading step, which is the next one.

Read – It is at this stage where the actual reading takes place, to provide answers to the questions made in the preceding stage.

Recite – At this stage the reader closes or covers the reading material, recalls and verbalizes, in their own words, the main points of the selection, key concepts, and summarizes the purpose for

reading from the particular text. This can be done by saying things out loud to themselves, or by writing those ideas on a paper.

Review – This is the final stage of academic reading. The reader goes over the material to check if something has been missed out in the previous steps, or there are still comprehension gaps of concepts, key words, and so on. It is a way of relearning things and keeping them in memory for better comprehension skills.

Teacher research and research on teaching are the two notions used interchangeably in academic field. However, observing these two dimensions minutely, they are completely different in nature in educational research field. Every single teacher should have clear concept with these two different aspects of research. Teacher research is generally considered as the research studies conducted by the teachers in his/her classroom by oneself for providing the actual ground reality in concern. That's why most of the classroom research works conducted by the practitioner teachers from own classroom is known as teacher research. In other hand, research on teaching generally considered the research studies conducted by the various professional researchers or scholars for the purpose of providing possible information and problems of teaching. Teacher research is mostly carried out being based on the contextual practices of classroom which is not bounded by the research methodology or research design. However, the research on teaching highly focuses the research paradigm, methodology and design. The major difference between these two researches can be presented as below:

Teacher Research	Research on Teaching
Highly focused in classroom issues	Less focus on classroom issues
It does not follow methodology properly	It consistently follows particular research methodology
It is done for improving problems	Issue is raised and way forwards are given
Carried out by the teachers	Carried out by the professional university professors
Teacher applies own theory	Particular theory is used

Practical ways of conducting classroom research:

a.   Firstly, ELT teachers are necessarily be guided for the overall process of classroom research and maintain the documents of everyday classroom teaching

b.   Identifying the classroom as the best research site and the evidences of our everyday classroom as critical incidents or some of the exemplary activities for data collecting resources

c.   Recognizing the researchable issue on ELT; whether the area is researchable issue or not

d. Sharing the practical ideas with the peers and colleagues about the problems of classroom teaching issue; they carry research individually or collaboratively

e. Exchanging the programs with the school-university partnership for reading and researching for ELT teachers

f. Formulating the research question and the aim of the research for ELT teaching

g. Teacher research are necessarily need to be connecting with the practical application of materials and its effectiveness, methodologies and its impacts..

h. Using the appropriate planning for conducting teacher research

i. Adopting the plan into practical action for generating trustable result

j. Teacher can observe the action and its consequences changes the behavior of students

k. They can make refection and be guided with the research and publish the research finding as academic research

Thank U!

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