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Building Teacher's Pedagogical Competence and Teaching
Improvement through
Lesson Study

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Abstract

Teachers' competence in managing the classroom becomes
a significant factor in the students'

comprehension, and further, in developing their competence. This study was aimed to observe and give the evidence of the use lesson study in helping the teacher to have the other's perspective, especially in the process of teaching to strengthen their strategies and classroom management. By applying action research through plan, do, and reflective phases, lesson study was able to foster significant teaching skill to develop the quality of teaching and learning. The average of teachers' pedagogical competence for Language Testing Administration (LTA) was 3.33 and 2.84 for Genre Based Writing (GBW) from three cycles. The improvement of teachers' pedagogical competence was based on their decision in adjusting the material and approach to implement a meaningful learning. It proved that students' motivation could be optimally stimulated in joining the classroom. However, the students' perception of teachers' pedagogical competence was also increasing. It was believed that it was a part of teaching improvement. Therefore, it is recommended to implement lesson study for improving the quality of learning especially for its process.

Keywords: lesson study, pedagogical competence, teaching improvement

¹ Unoriginal text: 189 words
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Building Teacher's Pedagogical Competence

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Introduction

One of the efforts to develop the quality of learning is by improving teachers' professionalism. It is very important because teachers have a crucial factor to determine the quality of education system. Teachers should have the competencies affecting the students' achievements and performances. To meet the demand, teachers should also be able to answer the students' need in their learning.

According to the Minister of National Education Regulation No.16 of 2007, there are four competencies of teachers' academic qualifications through teacher education; pedagogical, personal, professional, and social competencies. Those competencies are aimed to actualize the need in improving the quality of education in widely scope.

According to Ryegard, et.al (2010), pedagogical competence refers to educational and teaching qualifications. One of the qualifications, the teachers should have the ability to manage and run the process of teaching and learning in the classroom. The flow of interaction, teachers' performance, the ability to design a lesson plan, the appropriateness in choosing the method and media of learning also become the indicators of

pedagogical competence (The Law No. 14 of 2005).

In practical domain, pedagogical competence needs to be built through practices in classroom setting that faces real problems and students with various characteristics.

However, some teachers may not have fortunate condition in executing the jobs. The condition can be in several forms; the minimum source in designing a lesson plan, the lower competence of the students, the lack of facilities, and so on. By the time, it requires the willingness to take part in discussions and/or collaboration between the teachers to share ideas in fulfilling the goal to make his teaching is effective. Lesson study could be arranged to answer the problems. It emphasizes on the improvement of teaching and learning process focusing on the teachers' pedagogical competence through others' point of view that may dig one's strength and potential (Lewis,

2002). It also focuses on students' learning and progress developed by their teachers considering their pedagogic techniques to improve a particular aspect of teaching and learning (The National Strategies, Secondary, 2009). In conducting lesson study, the teachers collaborate to investigate the teaching and learning process based on the collegial principle and mutual learning to build learning community (Hendayana, et.al, 2006). They collaboratively planning, teaching, observing, and analyzing the teaching and learning process in the classroom (Dudley, 2011). Hurd, and Musso (2005) also mention that the cycle of lesson study is focused on professional development of teachers' planning, observing, and revising. It is also in line with Hollingsworth and Oliver (2005) state that a collaborative process of lesson planning, implementation, evaluation, and refinement are engaged by small groups of teachers. They begin their lesson study by reading and discussing the different instructions (Tomlinson, 1999). Through discussion, the

teachers collaboratively could share their experience and knowledge to clarify the goal of that learning so that they can design, and create multiple pathways for improving their teaching (Cerbin and Kopp, 2006). It also enables them to bring their ideas about effective teaching in order to evaluate the research lesson, the students, and their own understanding about

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teaching and Learning (Lewis, 2002). Lesson study offers a different way of thinking about teaching and learning. It is more oriented toward students learning, so that the teachers need to know how to stimulate and sustain the students' motivation to learn in order to teach them effectively.

According to Keller (2000), one of approaches to stimulate and sustain the students' motivation of learning is through attention, relevance, confidence, and satisfaction (ARCS) model of motivation. It provides guidance for analyzing the motivational characteristics of a group of learners and designing motivational strategies based on the analysis of attention, relevance, confidence, and satisfaction. It enables the teachers to effectively and efficiently stimulate students' motivation. Motivational design theory asserts that instructional material should be configured with the strategies 2 increasing the attention, relevance, confidence and satisfaction of the students for an instructional design 3 ensuring the continuity of learning motivation (Malik, 2014). However, the amount of students in a classroom might cause the teacher to have less opportunity in grasping the students' responses. The

disadvantage condition can be supported by teacher's colleague through collaborative discussion in informing the classroom situation. This support can be used by the teacher to adjust the strategy in the refinement of the next lesson plan. By knowing the students who are attentive, eager to join the classroom, and also those who are confidence, the teacher can maximize the classroom atmosphere to pursue the learning goals in an interesting way. Further, the responses of the students sometimes contribute to neither advantage nor disadvantage of the classroom delivery, and teacher should be aware to this factor to maintain the quality of his/her teaching.

Method

This research was conducted in the classes of Language Testing Administration (LTA) and Genre-based Writing (GBW). The subject of the study was the fourth semester students of English Education Department of Muhammadiyah University of Semarang in the academic year of ⁴ 2015/2016. There were 11 students took part for this research.

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To achieve the objectives of the study, the ⁵ research was conducted by using an action research based on a research lesson/lesson study (Lewis, 2002). There were three cycles consisted of plan, do, and see. The following figure is the cycles of research lesson based on Hurd and Musso (2005).

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1. STUDY

Study curriculum and standards

Consider long-term goals for
student learning and development

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⁵ Unoriginal text: 8 words
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4. REFLECT

Share data

What was learned about student learning? What are
implications for this unit and
more broadly?

What learnings and new questions do we want to carry
forward in our work?

2. PLAN

Select research lesson anticipate students thinking

Plan data collection and lesson

3. DO RESEARCH LESSON

One team member teaches, others
collect data

Figure 1. Lesson Study Cycles (Adapted from Hurd and Musso, 2005)

The following is the procedures of the research referring to the cycles of lesson study.

Planning. The first stage of lesson study is planning. In this stage, there are some activities done:

a. Forming a lesson study group and establishing the procedures. The lesson study group focused on the study of lesson, discusses the roles, the responsibilities, and also commitments to do a lesson study. In this phase, they discussed about what they want students to know and to do.

b. Identifying the goals of learning. It focused on the exploring of the effectiveness of various strategies used by the teacher in conducting teaching and learning process. Through the use of various strategies, it enabled the students to reach the competence of the certain subject.

c. Planning a lesson based on the goals. Determining the goal of learning needed to be focused on so that the learning strategies also could be adjusted.

d. Analyzing students' problems of learning based on need analysis. It identified the students' problems and

obstacles for comprehending the materials so that the use of appropriate strategies of learning was expected to overcome those problems.

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e. Determining and designing a lesson plan. It was begun through brainstorming a list of lessons taught in the previous meeting. The teacher designed how to motivate the students to learn and involve them in meaningful learning.

f. Designing a handout based on students' background knowledge and students' need.

Knowing students' background knowledge is important to determine the material given to the students. Simplifying the material in order to be easier to understand must be done by the teacher so that the goal of learning could be achieved.

Doing. There are some activities done in this stage, they are:

a. Implementing teaching and learning process refers to lesson plan designed based on the observers' comments.

The success of teaching and learning process was basically not only determined by the teacher, but also the team planned the lesson collaboratively. It implemented the lesson representing the best thinking of the group.

b. Observing the teaching and learning process by focusing on students' attitude during the class.

c. Writing students' activities during teaching and learning process based on the observation sheet.

Seeing. In the stage of seeing, all participants in lesson study do some activities, such as:

a. Discussing collaboratively with the other teachers to discuss the weaknesses and strengths of learning model implemented during teaching and learning process. The appropriate of using learning model indicated the success of teaching. It was chosen based on the students' learning characteristic and need.

b. Reflecting to the process of teaching and learning in the class. It reflected the lesson plan used by the teacher when implementing the teaching, the collected data, and the goals.

c. Conveying the findings of students' activities and attitude during teaching and learning process. It included the students' strengths and weaknesses of learning the material.

d. Watching the video of teaching and learning process to know the students' attitude and response in the class. It was important for the teacher to know what the students know and do not know about the material. The students' attitude and response became the indicator whether the teaching and learning process could be accepted.

e. Reflecting teaching and learning process to be repaired in the next cycle. Adjustments and refinements of teaching and learning process were needed to improve the quality of teaching based the observers' finding during the research lesson.

The subject of the study was the fourth semester students taking the subjects of Language Testing Administration and Genre-based Writing. The data were got from questionnaire, observation, and video recording. The data were analyzed descriptively to find out the quality of teaching and learning process and know the improvement of students learning.

Finding and Discussion

A number of tables are used to present the result of the study covering teachers' pedagogical competence, students' motivation of learning, and students' perception of teachers.

Teachers' Pedagogical Competence

According to Ryegard, et.al (2010), pedagogical competence refers to educational and teaching qualifications. It emphasizes on the quality of teaching. The quality of teaching could be assessed

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from the ability and willingness to take part in discussions of teaching. There are three areas of assessment used to assess pedagogical competence; teaching skills, theoretical knowledge, and approach characterized by willingness and the ability to develop.

Related to teaching skills, the teachers' pedagogical competence can be elaborated into the following criteria; the preparation which covers the lesson plan, media, students setting, and material. From the presentation, it can be seen from the way the teacher is explaining, confirming the students' response, simplifying the materials, stimulating the students to be attentive and being involved in the process of learning, and also giving the students opportunity to ask some questions related to the material. From the learning methods, the teachers are observed from the way they set the students in learning condition, knowing the students' difficulties, anxiety, and strength to maximize the learning atmosphere. Teacher's characteristics are needed to support the teaching and

learning process emphasizing on the way the teacher stimulate the students to be active during the class, being assertive to the learning situation, and also having the initiative for creating the interesting learning. The closing covers the teacher's ability to conclude the material conveyed, giving evaluation and feedback to the students.

The following is the observation result of teachers' pedagogical competence done by the observers of lesson study during teaching and learning process in the classroom.

Table 1 The Teachers' Pedagogical Competence

No.	Components	Language Testing
-----	------------	------------------

	Administration	
--	----------------	--

	Genre based Writing	
--	---------------------	--

	Cycle I	
--	---------	--

	Cycle II	
--	----------	--

	Cycle III	
--	-----------	--

	Cycle I	
--	---------	--

	Cycle II	
--	----------	--

	Cycl	
--	------	--

	III	
--	-----	--

	1.	
--	----	--

	Preparation	
--	-------------	--

	3.10	
--	------	--

	3.57	
--	------	--

	3.73	
--	------	--

	2.85	
--	------	--

	3.30	
--	------	--

	3.50	
--	------	--

2.

Presentation/Conveying material

2.50

3.05

3.09

1.50

2.46

3.09

3

Learning method

3.05

3.60

3.63

2.50

2.97

3.28

4

Teacher's characteristic

3.60

3.70

3.73

2.70

3.10

3.30

5

Closing

2.45

3.60

3.60

1.85

3.13

3.13

Average

2.94

3.50

3.56

2.28

2.99

3.26

e

Table 1 showed there was a significant improvement on the average of LTA and GBW. In cycle I of LTA, the average of teacher's pedagogical competence was 2.94. From the fifth components above, the highest score was lied on teacher's characteristics (3.60) followed by the preparation (3.10). From the observation result, it showed that the teacher of LTA was discipline,

assertive, responsible, and able to establish good communication with the students. The average of pedagogical competence in cycle II was 3.50. Besides the teacher's characteristic having the highest score (3.70), the learning methods and closing were the second one in this cycle (3.60). It meant that the teacher had the ability to identify the students' difficulties of learning enabling the use of the appropriate learning model used for teaching and maximize the learning atmosphere. In cycle III, the highest component was on teacher's preparation and characteristic (3.73). Next, the learning model used by the teacher also showed the improvement with the average of 3.63. It happened when the teacher were able to cope with the students' problems of learning. The teacher did not only focus on the certain student but also all students in the class.

In the course of GBW, the average of the first cycle was 2.28. In this cycle, it was known that the lowest observations in terms of presentation/conveying material (1.50). The teacher did not show the ability to use certain techniques to convey the material taught in order to be easily understood. The observers found that the teacher only focused on giving the video without considering whether or not the material was appropriate. The skill of writing that must be achieved by the students was not conveyed yet. The use of video emphasized on pronunciation and dictation. Consequently, many students did not understand how to write the text of news item. Based on the weakness of cycle I, the observers advised the teacher to focus on students' writing. The way the students wrote the text must be considered. Giving guided writing to them was an alternative way to be given to them

so that they could develop the existing idea. The average of the teacher in conveying material in cycle II improved to 2.46. Even though it was not significant, but there was an improvement. It also happened in cycle III where there was an improvement of teacher's presentation (3.09). The teacher had given some guided writings to the students enabled them to practice how to write the simple text.

The implementation of lesson study on subjects of LTA and GBW enabled the teacher to take part in discussion with the other teachers collaboratively to improve the quality of learning. In the stage of planning, the teacher designed the teaching and learning process and simulated in front of the observers to get comments. The problems encountered during the implementation of learning in the classroom were actively discussed in the phase of see. The students who were passive during teaching and learning process were easily found during the class. The tendency to avoid questions from the teacher was another part of students' problems learning found during lesson study. To overcome those problems, lesson study was held so that each observer could provide feedback and share the experience of teaching to the teacher. The teacher was given the opportunity to design of teaching used to overcome learning problems in the classroom. The students were stimulated to actively take part in teaching and learning process and get motivation for joining the class.

Students' Motivation of Learning

Teachers' pedagogical competence covers some components in teaching and learning process widely. It is not only how to manage the class by creating good interaction between students and teacher but also promoting and sustaining the students' motivation in joining the class. It was based on the result of the

research referring to the aspects of motivation for joining the classroom. The students' motivation covered attention, relevance, confidence, and satisfaction (Keller, 2014). The following is the result of students' motivation in joining the class.

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Table 2 The Students' Motivation of Learning
No. Aspects Language Testing
Administration Genre based Writing

Cycle I

Cycle II

Cycle III

Cycle I

Cycle II

Cycle III

1.

Attention

2.81

3.15

3.52

3.05

3.24

3.51

2.

Relevance

2.46

3.08

3.15

2.90

3.03

3.12

3.

Confidence

2.09

2.86

3.63

2.93

3.22

3.40

4.

Satisfaction

2.73

2.81

3.23

2.99

3.13

3.51

Average

2.52

3.00

3.33

3.00

3.15

3.38

Attention. Based on Table 1, the average of students' motivation to join the class of Language Testing Administration (LTA) and Genre-based Writing (GBW) showed the improvement. It was seen from the aspect of attention shown by the students during teaching and

learning process in the classroom of LTA from the cycle I (2.81), cycle II (3.15), and cycle III (3.52) and GBW with the average of cycle I was 3.05, cycle II was 3.24, and cycle III was 3.51 which those were the highest among others. According to Keller (2014), grabbing the students' attention covers active participation, variability, humor, incongruity and conflict, specific examples, and inquiry.

During teaching and learning process in the classroom, the 6 students joining LTA class seemed happy, showed their curiosity by asking both the teachers and their friends related to the materials that they did not understand yet, and had a responsibility to complete the task given by the teachers well. For stimulating the students' attention, the teachers collaboratively and intensively discussed with the others (as observers) in the stage of planning. Based on the observers' comments, the teachers needed to change the way the teachers performed in the class, the communicative competence used to the students (even by interspersing some humors to the students), and the simplified materials supported with appropriate illustration and media made the students easier in comprehending the materials needing a high concentration.

In GBW class, the students' attention was quite high when the teacher showed some videos related to the material. However, their ability in comprehending News Item Text was still low. It could be seen when the teacher asked them about the generic structure of the text, nobody could answer the question well. Only 20% of them dared to convey their opinions even though they were still doubt to do it. While the other students did not give any responses and preferred to keep silent or busy for doing something to answer that question. Giving some specific examples related to the text of news item through video and

guided writing eventually helped their understanding about it.

Relevance. Keller (2014) mentions that there are six majors strategies of relevance; experience, present worth, future usefulness, needs matching, modeling, and choice.

The aspect of relevance,

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in simple words, could be seen from the students' ability in comprehending the materials based on their willingness, the appropriateness of learning model, associating the material with daily life, and the useful of the material for them. Based on the data, it proved that there was a significant improvement from the cycle I, II, and III for the subject of LTA and GBW. In LTA, the average of relevance in cycle I was 2.46. It improved to the cycle II with the average of 3.08, and cycle III was 3.15. In learning LTA, The students were demanded to master various assessments to support their skills. The demand of designing the tests covering four language skills; listening, speaking, reading, and writing were not easy for them. They frequently did some mistakes in choosing the diction and grammar used in a sentence. Their difficulties were caused by the low of their background knowledge, and also unsupported of learning environment. The other factor was the limited number of students taking the subject causing the limited competitiveness among them. The students also had low motivation to improve their skill even though they studied English department.

Meanwhile, the average of relevance in GBW for cycle I was 2.90, the cycle II improved 3.03, and the cycle III was 3.12. The students' ability in

associating what they got with their daily life showed the improvement. They could find out some sources supporting their understanding about news item text. The ability for analyzing and creating the simple text based on the generic structure also improved well. The teacher could present the material from the easiest step to follow until they were able to create their own text in a simple one.

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Confidence. The students' confidence for joining the classes of LTA and GBW could be seen from their belief to comprehend the materials, their success of learning, and their performances during teaching and learning process. The students' confidence could be pursued by the teachers' effort in helping students understand the materials, providing objectives and prerequisites, allowing for success, growing the learners, giving feedback, and controlling the students (Keller, 2014). In cycle I of LTA, the average of students' confidence was 2.09. It improved to 2.86 in cycle II, and significantly improved in cycle III in the average of 3.63. The improvement of students' confidence was caused by the teacher's effort to provide some treatments in term of how to compose/create some questions based on four language skills. The supported illustrations enabled them easier in understanding the material so that they were more confident to show their designing simple tests in front of the others. The better understanding of the materials, the use of correct grammar, and the ability to construct some words into some sentences became the factors determining their confidence.

For the class of GBW, there was also an improvement from the first cycle to the third cycle. In cycle I, the average of students' confidence was 2.93. It improved in cycle II with the average of 3.22, and 3.40 in the third

cycle. In this aspect, the students' ability in writing news item text showed an improvement. The treatment offered through guided writing made them more confident to write. The ability to construct their own sentences was a part of their effort to create the text well. The communicative competence used by the teacher to trigger their ability in writing also became the big factor determining the students' confidence to perform their writing. Satisfaction. Satisfaction could be seen from the students' learning performance, happy to get the teachers' praise, willing to help the others, the class attendance, the desire to learn and success, and so on. Based on Table 1, it proved that there was a significant improvement in LTA and GBW classes. The average of students' satisfaction of LTA in cycle I was 2.73. In cycle II, it

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improved to 2.81, and in cycle III, the improvement was 3.29. Generally, the students were satisfied with their learning performance of designing the simple various tests when the teacher appreciated their learning. It fostered them to be more confident in front of the others and stimulated them to perform better in another opportunity. Those efforts also caused them to attend the class regularly so that they could participate actively in teaching and learning process.

Meanwhile in GBW class, the students' satisfaction also occurred from the cycle I, cycle II, and cycle III. In cycle I, the average of students' satisfaction was 2.99. It improved in cycle II with the average of 3.13, and in cycle III, there was also an improvement of their satisfaction of 3.51. The students' satisfaction of GBW caused them to

develop their performance in writing by exploring and/or developing their simple text supported with their arguments.

Students' Perception of Teacher

According to The National Strategies, Secondary, lesson study is a professional learning process focusing on the students' learning and progress caused by the development of teacher's pedagogic techniques designed to improve a particular aspect of teaching and learning. Lesson study involves groups of teachers' collaboratively planning, teaching, observing, and analyzing teaching and learning process of the classroom (Dudley, 2011). Through the steps intensively discussed with the others, the teachers could develop and improve their teaching-on what actually happens between teachers and students in the classroom ⁷ (Hurd and Musso, 2005). In the lesson study cycle, the teachers discuss together to formulate goals for students learning, students long-term goals, improve the appropriate lessons for students, deepen the students subject knowledge, plan lesson collaboratively, anticipate students thinking, study students learning and behavior, and build strategies of powerful instruction (Lewis, 2002).

Based on the activity of lesson study conducted by the collaborative teachers from plan, do, and see in which the main goal was to improve the quality of teaching and learning, below is the result of students' perception of teachers conducting teaching and learning process in the classroom.

Table 3 The Result of Students' Perception of Teachers

No.	Course		Cycle I		
Criteria	Cycle II	Criteria	Cycle III	Criteria	

1.	Language	Testing		
	Administration (LTA)			
2.	Genre-based	Writing		
	(GBW)			
2.38	poor	2.94	good	3.08
	good			
2.42	poor	2.61	good	2.94
	good			

From the table, it could be seen that 8 students' perception of teachers in teaching LTA and GBW improved for every cycle. In cycle I of LTA, the average of students' perception of teacher was 2.38 (poor). The teacher's ability for creating the interactive learning was still low. The observers also found that the teacher used conventional teaching during the class. The teacher only explained the materials without involving the students to be active in the classroom. Consequently, the students felt bored during the class and got difficulties for comprehending the material.

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Based on the findings in cycle I, the observers advised the teacher to involve the students in group discussion. Giving some illustrations supporting the students' comprehension must be emphasized to the next cycle. Simplifying the materials and giving the opportunity to design various tests in groups as the first stage for creating their own were focused in this cycle. The use of appropriate learning

strategy helped the students to comprehend the material easily. It was proved with the average of students' perception of teacher in cycle II improved to 2.94 with the category of good. It also proved that the teacher's effort to use different learning strategy helped the students to comprehend the concept of learning.

Meanwhile in cycle III, the students' perception average of teacher was 3.08 (good). The teacher had stimulated the students to be active in teaching and learning process by giving some questions demanding them to answer it based on their own knowledge. The teacher did not let the students to avoid the questions because it was given to all students. It enabled them to discuss and think actively the answer of questions.

Similar condition happened on GBW class. The average of students' perception of teacher in cycle I was 2.42 with the category of poor. The teacher did not teach the students how to write the text of news item through some steps of writing. But the learning process was emphasized on pronunciation and dictation. The condition made the students incapable to write the text. They felt confused to start to write because the teacher only showed the video without guiding them to write the simple text of news item based on the generic structure and language features used.

In the stage of see, the observers gave some comments to the teacher's performance of teaching. The use of guided writing needed to be focused on in order to make easier for developing the idea in a text. In fact, this similar condition also happened in this cycle. The teacher did not apply the use of guided writing in GBW class based on the observers' advice. The media optimized in this cycle was still video in it did not help much to the students for

writing. As a result, the average of students' perception to the teacher was 2.61.

In the third cycle, there was an improvement of the students' perception average of teacher as much as 2.94 with the category good. In this cycle, the students were given the opportunity to learn to write their own sentences that they arranged based on guided writing given. The condition was quite effective to help them in finding the ideas which they would develop in accordance with the information or the knowledge that they had. The students had an ability to create their own simple text of news item without the use of guided writing as being given in the previous cycle.

Conclusion

From the explanation above, there are some points that can be concluded; first, lesson study improved the teachers' pedagogical competence focused on teaching skill to develop the quality of teaching and learning process through collaborative discussion. The average of the observation on LTA in cycle I is 2.94. It improves to 3.50 in cycle II, and 3.56 in cycle III. Meanwhile in cycle I of GBW, the average of the observation is 2.28. The improvement of teacher's pedagogical competence happens in cycle II with the average of 2.99. It also improves

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in cycle III with the average of 3.26. Those assessments are based on the aspects of preparation, presentation/conveying material, choosing learning model,

teacher's characteristic, and closing.

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Second, the students' motivation for joining the teaching and learning process is based on the teachers' effort to improve the quality of learning covering attention, relevance, confidence, and satisfaction (Keller, 2000). The average of students' motivation for joining LTA in cycle I is

2.52. It improves in cycle II with the average of 3.00.

While the improvement also happens in cycle III with the average of 3.33 (good). The students' motivation average for joining GBW class in cycle I is 3.00. It improves in cycle II and cycle III with the average of each is 3.15 and 3.33.

Third, lesson study proves the teachers' ability to improve the quality of teaching and learning process. It gives many unforgettable experiences of learning to the students during the class. Based on the students' perception to the teacher of LTA, the average of cycle I is 2.38, cycle II improves to 2.94, and the improvement also happens in cycle III with the average of

3.08. Similar condition also happens in GBW class with the average of cycle I is 2.42, cycle II is

2.61, and cycle III improves to 2.94. The improvement is caused by the reflection of learning for each cycle intensively based on the observers' comments so that the problems or obstacles faced during teaching and learning process can be overcome.

