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MoSCoW PRIORITIZATION: A TEACHING TECHNIQUE TO EMPOWER STUDENT – TEACHERS

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Abstract

Education is the key to eliminating gender inequality, to reducing poverty, to create, a sustainable planet, and to scatter knowledge on this earth to live peacefully. Education is the transformation of norms and values which have passed from one generation to the other. Collapsing any nation does not require use of atomic bombs or the use of long range missiles. But it requires lowering the quality of education and allowing cheating in the exams by the Students. By this we should know that Teachers are the builders of Nation i.e. if the Teacher Education system is strong, the Nation should be strong. Keeping in this view I tried to bring out the methodological implications followed by Teacher Educators in English Language Teaching for B Ed students to build our Nation strong. The sample consists of five Teacher Training Colleges like Institute of Advanced Studies in Education, S. V University, Tirupati; Siddhartha College of Education, kavali affiliated to Vikrama Simhapuri University; K. S. R & K. R. K College of Education Tenali, affiliated to Acharya Nagarjuna University; Y.V Rao Siddhartha College of Education, Vijayawada, affiliated to Krishna University, Acharya College of Education Visakhapatnam, affiliated to Andhra University, Visakhapatnam.

Keywords: communication, intricately, ideological, elegance, psychological, Methodological implications, collapsing, cheating.

Introduction

MoSCoW (Must Have, Should Have, Could Have, Won't Have) is a four- step method. It is a prioritization technique used in Management, Business analysis, Project Management and Software development to reach common understanding with stakeholders on the importance they place on the delivery of each requirement. This method allows to categorize the list of

requirements, ideas or features into Must Have, should Have, Could Have and eliminating items in the won't category.

Review of Literature:

MoSCoW method is invented by Dai Clegg. He used this method at Oracle in 1994 within the framework of the so-called Dynamic Systems Development Method (DSDM). It is based on the

expert opinion of the team and this is a technique to complete the work in quick and easy. Now we are applying this technique in teaching to enhance/empower Student – Teachers Communicative skill in teaching and learning English.

Objectives:

The study has been done by keeping the following objectives in view to enhance English language teaching in B Ed colleges:

- To study the Teacher Educators' methods of teaching, materials and development of competencies in student- teachers.
- To find out Teacher Educators priority towards English language teaching.

Sample Study

Sample of the study consists of 10 Teacher Educators working in affiliated colleges under Sri Venkateswara University Tirupati; Vikrama Simhapuri University Nellore; Acharya Nagarjuna University, Guntur; Krishna University, Machilipatnam and Andhra University, Visakhapatnam. The sample includes opinions of ten Teacher- Educators, who have been teaching classes for three Methodologies like Mathematics- English, Biological Science – English, Social Science-English.

Tools used for study:

In the present study, quantitative data is collected by using Annexure, which is consisted of close-ended questions, with Teacher Educators. An analysis of the data and its interpretations was conducted to find out a better understanding of English Language teaching situation in the Colleges of Education.

Teaching Techniques of Teacher Educators:

Teachers know that the techniques are indispensable, because it trains the students in certain patterns that will be needed for literature. It encourages flexibility, agility, strength, and endurance. There are numerous kinds of teaching techniques used by the teachers in teaching English are Translation, Grouping, Checking, Listening to Music, Discussion, Presentation, Answering Question, Correcting, Reading Aloud, Drilling, Questioning, Repetition, and Describing pictures etc.

The following three techniques which are mentioned below, to understand the contribution that teacher education can make to the quality and effectiveness, wider personal development of student- teachers, enhance the LSRW skills by the Teacher Educators:

1. Task Oriented Techniques
2. Knowledge Oriented Techniques
3. Skill Oriented Techniques

1. Task Oriented Techniques: It refers to the knowledge of planning and delivering instruction and evaluating learning. These can motivate students and help them to focus special attention. Organize information for better understanding and remembering, Monitor and assess learning, Task oriented techniques includes Teaching tasks, Training tasks, The Administrative and Organizational tasks, Inter- personal and social tasks.

a. Teaching Tasks: Enable the students to listen and understand English when someone speaks. Enable the students to speak simple and correct English to read and understand the content. To develop the interest in extensive reading and Library work .Which included classroom interaction, conducting pair- work, taking student's feedback, conducting internal Tests and corrections with remedial teaching.

b. Training Tasks: The term training is the act of illuminating a special behavior or skill. Training is not exactly similar to education, which is a procedure of learning something systematically in an organization that springs up a sense of reasoning and decision making in student- teachers. It also enhances student- teacher's motivation according to the context, Micro-Teaching practice, conducting workshops, Organizing Seminars and observation during teaching practice.

c. The Administrative and Organizational Tasks: It includes maintain class registers, student's performance record, involved writing Reports and organizing meetings. Teacher addresses the students on moral principles, social and environment issues and maintains the Teacher's Diary regularly with the lesson plan. It also includes a Teacher has to reach the class on time for teaching.

d. The Inter- personal and Social Tasks: It includes the ability to form social and emotional relationship with other people. The key-points of interpersonal skills are: verbal communication, non-verbal communication, listening skill, problem solving, assertiveness, negotiation and decision making, co- operation and good communication with Colleagues, amicable relation with the students.

Table-1: Priority of Tasks to teach student-teachers

S.no	Priority of Tasks	No of Teacher Educators	Percentage
1	Teaching Tasks	10	40%
2	Training Tasks	10	40%
3	Administrative and Organizational Tasks	02	8%
4.	Inter-personal and Social Tasks	03	12%
Total		25	100

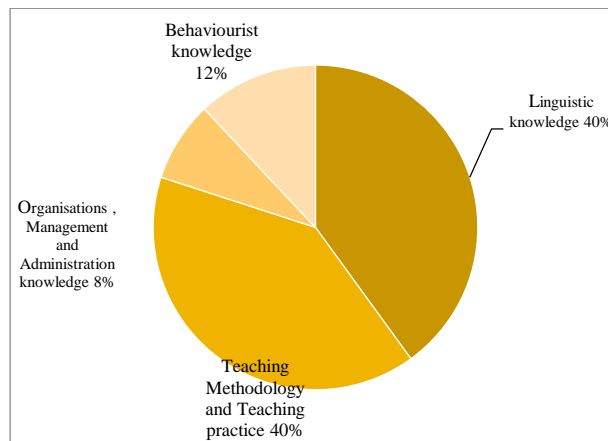
Source: Data Collected

Responses of Teacher Educators

- The above table reveals that, 40% of the Teacher Educators given priority to the teaching tasks and the same percentage to the Training tasks. Because Teaching Tasks are complex process involved in teaching which includes pre-teaching, instructional teaching and post- teaching.
- In the Training Tasks, Teacher Educators demonstrate various aspects of teaching English, conduct Micro – teaching classes, and guide the Student – teachers to develop the skill of teaching. Besides, Teacher- Educators must supervise during teaching practice of student –teachers.
- 08% of the Teacher Educators preferred Administrative and organizational tasks because a Teacher has to teach as well as maintain class registers, performance records etc.
- 12% of the Teacher Educators given priority to the Inter-personal and Social tasks because these are

important being an interactive process maintain good rapport between the Teacher and the student.

• **Figure-1: Priority of Tasks to teach student-Teachers**



Source: Data Collected

2. Knowledge Oriented Techniques:

These techniques include linguistic knowledge, Teaching Methodology and Teaching practice, Management and administration knowledge, Behaviorist knowledge.

a. Linguistic Knowledge: Linguistics helps teachers to convey the origin of words and languages, their historical applications, and their modern day relevance. Combined, this approach to teaching language helps students gain a better, more in-depth understanding of their assignments and work product expectations, which covers Grammar and Phonetics too.

b. Teaching Methodology and Practice: The teaching practice is a vital aspect of teacher training programme. It serves as an opportunity to be exposed to the realities of teaching and performance of professional activities. Student – teachers need to bring more new ideas rather than just a model of interrogate with their lecturers and supervisors.

a. Knowledge about Organizations, Management and Administration: It involves understand and aware of the activities of different institutions and organizations, its benefit and enrich them professionally.

d. Behaviourist knowledge: Behaviourists believe that if teachers provide positive reinforcement, or

rewards, whenever students perform a desired behavior, they will learn to perform the behavior on their own. The same concept applies to punishments. Behaviorists think people to act in response to internally or externally generated physical stimuli and to understand the student behavior for psychology and to study social life, causes and consequences of human behavior.

Table 2: Priority of Knowledge to teach Student- Teachers

S.No	Priority of Knowledge	No of Teacher Educators	Percentage
1.	Linguistic Knowledge	8	32%
2.	Teaching Methodology and Teaching Practice	10	40%
3.	Organizations Management and Administration Knowledge	5	20%
4.	Behaviorist Knowledge	2	8%
Total		25	100

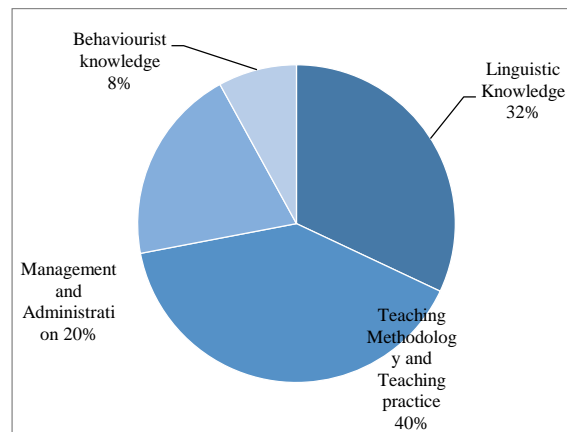
Source: Data Collected

Responses of Teacher Educators

- The above table indicates that 32% of the Teacher Educators opt linguistic Knowledge, because setting the mind of the students to receive, changing the classroom management, giving clear description of the task; maintain silence, time for thinking and necessary feedback.
- 40% of the Teacher Educators specified, Teaching Methodology and Teaching Practice contemporary thinking in language teaching and practices to be adopted for teaching in a classroom.
- Knowledge of Organizations, Management and Administration given 20%, showed that the Teacher Educators were considerably aware of its need in Teacher Education and given preference.
- 8% of knowledge with other areas such as Literature, Psychology and Sociology was considered more

essential in dealing with the content section for the Teacher – Educators.

Figure -2: Priority of Knowledge to teach Student- Teachers



Source: Data Collected

3. Skill Oriented Techniques: Linguistic skills provide all round development of communicative competence in English. Teaching skills are creating lesson plans, instructing students, working with administrators and interacting with parents. These skills improve the student’s knowledge and critical thinking.

a. Linguistic skills: Measure the capacity of individuals to understand and express themselves, both in written and oral form and involved accuracy and fluency and communicative competence. Both productive (Speaking, Writing) and receptive (Listening and Reading) skills are necessary for correct expression.

b. Teaching Skills: Teachers, skilled at communication need classroom management, and create a positive learning environment. Motivate the students to do their best. Well versed in the subject area. Teacher should have patience, creativity, communication with collaboration and self- discipline.

a. Management and Organizational Skills: Effective classroom management requires awareness, patience, good timing .subject area is important, being able to communicate with society in a good way. Students have been to understand the context, involve them in organizing Seminars and camps like Blood donation, meetings with prominent personalities.

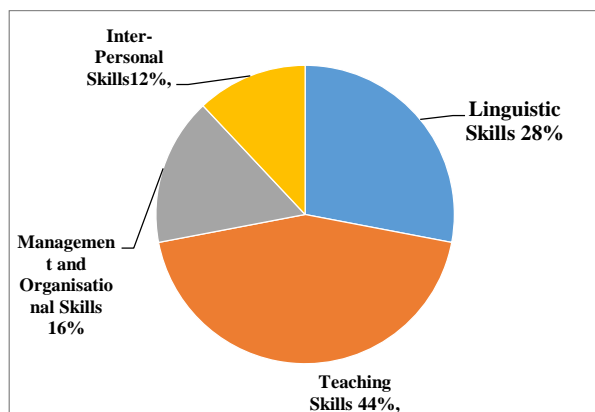
b. Inter- personal skills: These skills involved co-operation with positive attitude and need to be up to-date. Other skills included building the confidence among the students- communicative skills and skill of diagnostic and remedial teaching.

Table-3: Priority of Skills to teach Student- Teachers

S.No	Priority of Skills	No. of Teacher Educators	Percentage
1	Linguistic skills	7	28%
2	Teaching skills	11	44%
3	Management and Organizational skills	4	16%
4	Inter- personal skills	3	12%
Total		25	100

Source: Data Collected

Figure-3: Priority of skills to teach student-Teachers



Source: Data Collected

Responses of Teacher Educators:

The above table explains that 28% of the Teacher Educators opt linguistic skills because; it set the mind of the students to receive the content clearly. And giving clear description of the task, time for thinking and necessary feedback.

- 44% of the Teacher Educators given priority to Teaching skills stressed on the importance of Teacher- Educator’s confidence, fluency, in the subject and management of the classroom.

- 16% of the Teacher Educators preferred Management and Organizational skills need in Teacher Education necessary in teaching – learning process.
- 12% of the Teacher Educators nominated Inter- personal skills, handling students, initiating proper responses and relating to colleagues from other subjects.

Conclusion

Teacher -Educators focused on three types of teaching techniques namely, Priority of tasks, Knowledge oriented tasks and Skill oriented tasks. Among these, Teacher Educators gave 40% of priority both the Teaching and Training tasks.32% given linguistic knowledge and 44% for teaching skills. Because patience, communication skills, creative thinking ability, leadership skill, team work and time management skills are very important for a teacher. Teacher- Educators gave 28% for linguistic skills (LSRW), 20% for Management and Administration Knowledge, 12% for Inter- personal skills. Apart from Teacher Educators have to participate in more workshops and Refresher courses to equipping students with advanced skill-set, and knowledge of integrating Information and Communication Technology with rented or own effectively into classroom teaching.

By observing all this selection of Teacher – Educators prioritization is MOSCOW prioritization in Teaching. Teaching Tasks and Training Tasks under Must have, Linguistic knowledge, Teaching Methodology and Practice under Should have, Linguistic skills and Teaching skills under Could have, Administrative and Inter personal Tasks , Administrative and Behaviorist knowledge, Management and Inter- personal skills under won’t have priority; even these are important skills to learn as future teachers.

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Annexure-1

1. Name of the Teacher Educator:

2. Name of the College of Education:

3. To which task do you give priority to teach student- teachers? []

- A. Teaching tasks
- B. Training tasks
- C. Administrative and organizational tasks
- D. Inter- personal and Social tasks

4. To which priority of knowledge do you give to teach student-teachers? []

- A. Linguistic knowledge
- B. Educational theory, Teaching Methodology and practice
- C. Management and Administration knowledge
- D. Behaviorist knowledge

5. To which priority of skill do you give to teach student- teachers? []

- A. Linguistic skills
- B. teaching skills
- C. Management and Organizational skills
- D. d Inter- personal skills

Please tick mark (√) in the above boxes.