Chapter 6

The Pedagogy of English Teaching–Learning at Primary Level in Rural Government Schools: A Data Mining View

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ABSTRACT

English language is accepted as the global language in all walks of life today. Hence it becomes mandatory for everyone to learn English in order to be successful at the individual as well as social levels. Although Government has taken number of initiatives, it is necessary to mention that our rural schools at the primary level are adversely affected in this aspect, as the children are not properly taken care of in English teaching and learning skills. This paper is based on a survey work done amongst the students, parents and teachers by using data mining techniques like association rule mining measures and other interesting measures to reveal the facts for better implementation.

1. INTRODUCTION

Teaching of English at the primary level is a worldwide inevitability, however despite the utility and application and growing importance, its worth is meekly understood as a result of which it lacks its due importance as it requires. English, being one of the main communication languages in a multilingual country like India. NCERT-\textsuperscript{-}, an apex body for school education in the country was commissioned by

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MHRD during 2009-10 for conducting a study on Teaching of English in Government Schools at the Primary Level in India. As state after state has been introducing teaching of English from class I, the pace at which the progresses are made as well as the materials prepared for the teachers for the class room preparation has raised many concerns as found by Usha(2012)

The outcome of the study has been that the state textbooks at level 1 (classes I & II) focus less on the listening and speaking skills and do not build familiarity with the language. The teaching pedagogy does not link the child’s behavioural aspects both inside and outside the school environment. It is also found that Children do not get opportunity to listen to language or speak in English. They are unable to narrate experiences, exchange ideas and carry out brief conversations in English.

The level of speaking, understanding, and writing skills of a child in rural area in comparison to his or her counterpart in a CBSE or ICSE English mediums school is far from comparison and deplorably worse. Hence, it is required government needs to shift its focus on the qualitative enhancement of the aids to meet the short comings.

Data mining is finding hidden patterns in a large collection of data. Data Mining can be used in educational field to enhance our understanding of learning process to focus on identifying, extracting and evaluating Variables related to the learning process of students as described by Alaa el-Halees (2009).

In this paper it is tried to find out the association of various opinions on shortcomings affecting the pedagogy of English teaching and learning skills in rural areas.

2. BACKGROUND AND RELATED WORK

Educational data mining has emerged as an independent research area in recent years, culminating in 2008 with the establishment of the annual International Conference on Educational Data Mining, and the Journal of Educational Data Mining. Romero and Ventura (2007) provides a comprehensive study of EDM from 1995 to 2005. It describes the need for analyzing the student data which can be used by students, educators and administrators.

Z.N. Khan (2005) found Girls with high socio-economic status were relatively higher achievers in science stream and boys with low socio-economic status were relatively higher achievers in general.

Madhyastha and Tanimoto (2009) investigated the relationship between consistency and student performance with the aim to provide guidelines for scaffolding instruction.

Beck and Mostow (2008) and Pechenizkiy et al. (2008) discovered which types of pedagogical support are most effective, either overall or for different groups of students or in different situations. McQuiggan et al. (2008), found whether students are experiencing poor self-efficiency. Baker (2007) identified students who are off-task. D’Mello et al. (2008) studied on students who are bored or frustrated. Dekker et al. (2009), Romero et al. (2008) and Superby et al. (2006) found shortcomings that predict student shortcoming or non-retention in college courses.

Han and Kamber describes data mining software that allows the users to analyze data from different dimensions and categorize it (2006).

Pandey and Pal (2011) conducted study on the student performance based by selecting 600 students from different colleges of Dr. R. M. L. Awadh University, Faizabad, India. By means of Bayes Classification on category, language and background qualification, it was found that whether new comer students will performer or not.
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