An Innovative Educational Research

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Problem- Childrenfind English as a difficult language.

Introduction

I.

I have been working in nani prathmik, school since 5/07/2010 as an English teacher. In my school there are 12 teachers and 400 students. In the village the maximum number of villagers belonging to rabari caste and have labouring as their main occupation. In the school while teaching, I found that students avoided the language "English" considering it to be a tough language. They couldn't read and understand it. The vocabulary was too poor. It was a major problem and I always used to think about it and discussed it with my wife who is also an English teacher in the Vidyamandir school,Palanpur.

As it is widely known that there are four basics to learn any language. These are Listening, Speaking, Reading and Writing (L, S, R and W). So to make student listen and speak better, better opportunities and environment shall be provided.

Reading is based on identification of alphabets and identification of alphabets means capturing of images of alphabets in the student eye. This is known as eye scanning. So when reading is based on identification of alphabets then why shouldn't to learn those letters which are frequently used in language in spite of by hearting the old used order. And why the old alphabetic order should be followed! Only because it was the order in which our fathers and their fathers were taught.

About our research

Our research is based on the alphabets of English. Any language have four basics-

- 1. Listening
- 2. Speaking
- 3. Reading
- 4. Writing

What's listening?

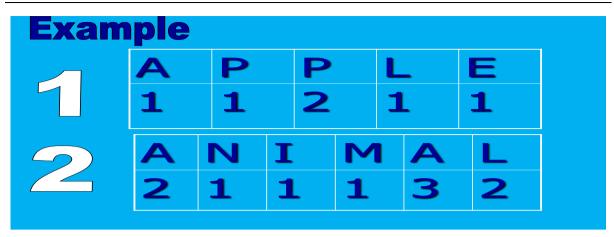
Paying attention o an adviceor a request. **What is speaking**? Ability to communicate in a particular language. What is reading? To explain whatever you recognize. What is writting? To draw something

It has been proved in a research that 40% of listening, 35% of speaking, 16% of reading and 9% of writing help the student in learning. So it is clear that 91% of help a student get is from listening, speaking and reading. Usually a child first listens then he tries to speak and then he starts reading. So first he will listen then will speak but for reading he will have to recognize the alphabets which mean reading is based on recognization.

So if reading is based on recognization then "why most frequent letters shall not be taught first. why 'A' should always be given first place and 'Z' as the last?"

The question is "Why A should always be given first place and Z as the last?" How our research began?

Our research included 2600 words in which there were set of 100 words starting from each alphabet of English. From them the word of daily use and loan words were selected first. Counting was made to know the most frequent alphabet and its frequency was recorded.

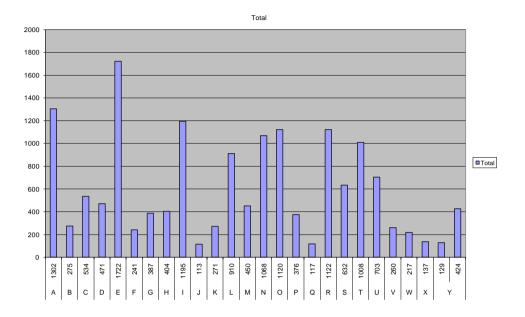


There were total 15,588 alphabets in 2600 words. Before the result we assumed that most frequent alphabets will be the vowels but it was totally not so.

The first five letters were E, A, I, R, O which were represented through a table following the other alphabets. Also their frequency was noted down. The letter 'E' was the most occurring letter and occurred 1722 times.

Table no.-1 The table showing the numbers of alphabets in 15,588 alphabets(2600 words).

No	Alphabets	Out of 15,588
1	E	1722
2	Α	1302
3	I	1195
4	R	1122
5	0	1120
6	Ν	1068
7	Т	1008
8	L	910
9	U	703
10	S	632
11	С	534
12	D	471
13	Μ	450
14	Y	424
15	Н	404
16	G	387
17	Р	376
18	В	275
19	K	271
20	V	260
21	F	241
22	W	217
23	X	137
24	Z	129
25	Q	117
26	J	113
		Total- 15,588 alphabets



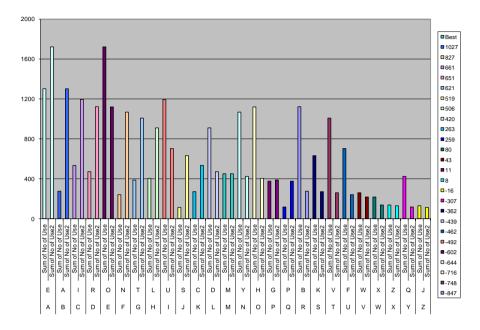
The second table shows the comparison of new and old order of alphabets. In the table we observed the difference between two letters carried. The letter 'E' was used 1722 times and letter 'A' 1302 times. The difference was of 420.

It means that 'E' was used 420 times more than the letter 'A'. Then why shall letter 'A' take first place always?

No.	Old System	No. of use	Different	New Systems	No. of us
1	A	15 02	+420	E	1722
2	B	275	+1027	A	1302
3	с	534	+6 61	I	1195
4	D	471	+651	R	1122
5	E	1722	-602	0	1120
6	7	241	+827	N	1065
7	G	387	+621	T	1008
8	H	404	+506	L	910
9	I	1195	-492	U	703
10	J	118	+591	8	632
11	K	271	+2.63	C	534
12	L	910	-439	D	471
13	М	450	Best	М	450
14	N	10.65	-844	Y	424
15	0	1120	-716	H	404
16	P	376	+11	G	387
17	•	117	+259	P	376
13	R	11 22	-347	B	275
19	8	d 32	-3.62	K	271
20	т	10.08	-743	v	260
21	U	703	-462	F	2.41
22	V	2.60	+43	W	217
23	w	217	+30	x	137
24	x	137	+06	Z	129
25	Y	424	-307	•	117
26	z	129	-16	J	113

•We give first place to "E" in the order of alphabets, because "E" has used 420 times more than "A".

•In place of "B" we put "A" because "A" has used 1027 times more than "B".



Then we made third table which showing which alphabet used second most time and which are the least used in 100 words starting from an alphabet. Like out of hundred words of the letter "A", "A" is used for 122 times and second most used letter is "E" that is 46 times and "j, Q" are used for only 1 time from 100 words of the letter "A".

Table no. 3 -The table showing the alphabets which got second and the last order in use, from the hundred spellings of each alphabet.

No.	Alphabets	100 words	Second used alphabets	Numbers	Last used alphabets	Numbers
1	Α	122	E	46	J,Q	1
2	В	108	E	51	P,Q,Z	0
3	С	116	Α	53	J,Q	0
4	D	105	E	69	J,Q,X	0
5	E	158	Ν	68	Z	0
6	F	103	Α	68	J,P,Q	0
7	G	107	E	53	Z,X,Q	0
8	Н	104	E	45	J,Q,X	0
9	I	141	N	94	Q	0
10	J	102	E,U	48	Q	0
11	K	115	E	66	Q	0
12	L	111	E	57	J,Z	0
13	М	118	E	54	Z	0
14	N	124	E	89	Q,J,F	0
15	0	124	E	88	Q	0
16	Р	106	E	65	Q,X	0
17	Q	100	I	73	J,W	0
18	R	125	E	85	J,Z	0
19	S	103	E	54	J,Q,Z	0
20	Т	125	E	68	J,Q	0
21	U	118	Ν	91	J	0
22	V	104	Ι	116	J,Q	0
23	W	102	Α	73	J,Q,Z	0
24	X	104	Α	72	J,W	0
25	Y	109	N	69	J,X	0
26	Z	104	Α	84	J,V	0

The forth table shows the comparison of frequencies of the alphabets.

A B C D E F G H I J K L A 122 50 53 30 30 30 66 68 277 40 33 30 90 86 6 12 25 1 13 14 10 16 13 14 17 16 22 26 1 13 14 10 16 13 3 11 17 16 12 16 5 6 8 6 7 10 10 10 0 0 2 14 22 14 22 14 15 7 15 1 1 10 10 0 0 2 14 14 14 15 12 14 15 14 15 14 15 14 15 14 15 14 15 14 15 14 15 14 15	Tab	ole no.	4													
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35 33 58 39 45 125 37 52 56 32 48 47 43 38 1122 19 21 24 18 21 26 103 18 23 26 20 26 18 19 632 29 44 32 29 46 30 32 125 46 50 37 39 20 24 1008 22 17 13 20 110 28 13 20 118 19 9 12 25 18 703 1 11 32 2 4 3 7 3 6 104 4 2 1 0 260 1 8 11 2 0 5 6 4 12 2 102 0 17 3 217 1 1 5 0 1 1 2<	3	9	7	106	9	7	20	15	30	3	2	26	6	21	376	
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29 44 32 29 46 30 32 125 46 50 37 39 20 24 1008 22 17 13 20 110 28 13 20 118 19 9 12 25 18 703 1 11 32 2 4 3 7 3 6 104 4 2 1 0 260 1 8 11 2 0 5 6 4 12 2 10 17 3 217 1 1 5 0 1 1 2 10 1 3 1 104 0 2 137 15 10 7 12 9 12 10 12 11 11 6 53 109 4 424	35	33	58	39	45	125	37	52	56	32	48	47	43	38	1122	
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22 17 13 20 110 28 13 20 118 19 9 12 25 18 703 1 11 32 2 4 3 7 3 6 104 4 2 1 0 260 1 8 11 2 0 5 6 4 12 2 102 0 17 3 217 1 1 5 0 1 1 2 1 1 3 1 104 0 2 137 15 10 7 12 9 12 10 12 11 11 6 53 109 4 424					46					50	37	39	20	24		
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The fifth table shows the number of main letter and rest of the letters of hundred words of each alphabet are recorded. In this "E" was the most used alphabet where as J, Q and Z were the least used.

Idule II	o. 5	_		_	_	_						
А	A 0	B 1027	C 768	D 831	E -420	F 1061	G 915	H -898	I 107	J 1189	К 1031	L 392
в	-1027	0	-259	-196	-420	34	-112	-129	-920	162	4	-635
c	-768	259	-239	63	-1447	293	147	130	-661	421	262	-376
D	-831	196	-63	0	-1251	230	84	67	-724	358	200	-439
E	420	1447	1188	1251	0	1481	1335	1318	527	1609	1451	812
F	-1061	34	-293	-230	-1481	0	-146	-168	-954	128	-30	-669
G	-915	112	-147	-84	-1335	146	0	-17	-808	274	116	-523
н	-898	129	-130	-67	-1318	163	17	0	-791	291	133	-506
	-107	920	661	724	-527	954	808	791	0	1082	924	285
J	-1189	-162	-421	-358	-1609	-128	-274	-291	-1082	0	-158	-797
к	-1031	-4	-263	-200	-1451	30	-116	-133	-924	158	0	-638
L	-392	635	376	439	-812	669	523	506	-285	797	639	0
м	-852	175	-84	-21	-1272	209	63	46	-745	337	179	-460
N	-234	793	534	597	-654	827	681	664	-127	955	797	158
0	-182	845	586	649	-602	879	733	716	-75	1007	849	210
Р	-926	101	158	-95	-1346	135	-11	-28	-819	263	105	-534
Q	-1185	By se	eeina v	ertically		5 588	letters			4	-154	-793
R	-180			1027 tir						1009	851	212
s	-670									519	362	-276
т	-294			768 time						895	733	98
U	-599			831 time						590	432	-207
v	-1042			Horizonta						147	-11	-650
w	-1085	•``A" is	s used	1027 tim	es mor	e than	the let	ter "B'	.	104	-54	-693
x	-1165	•``A" is	s used	768 time	s more	than t	he lett	er "C".		24	-134	-773
Y	-876	•"A" is	s used	831 time	s more	than t	he lett	er "D".		311	153	-486
z	-1176									16	-142	-781
м	N											
1	IN	0	Р	Q R	S	т	U	v	w	x	Y	z
852	234	0 182		Q R 1185 180	S 670	T 294	U 599	V 1042	W 1085	X 1165	Y 876	Z 1173
852 -175					670							
	234	182	926	1185 180	670 -357	294	599	1042	1085	1165	876	1173
-175 84 21	234 -793	182 -845	926 -101 158 95	1185 180 158 -847 417 -588 354 -651	670 -357 -98 -161	294 -733 -474 -537	599 -428 -169 -232	1042 15 274 211	1085 58 317 254	1165 138 397 334	876 -149 110 47	1173 146 405 342
-175 84	234 -793 -534	182 -845 -586	926 -101 158 95	1185 180 158 -847 417 -588	670 -357 -98 -161	294 -733 -474	599 -428 -169	1042 15 274	1085 58 317	1165 138 397	876 -149 110	1173 146 405
-175 84 21 1272 -209	234 -793 -534 -597 654 -827	182 -845 -586 -649 602 -879	926 -101 158 95 1346 -135	1185 180 158 -847 417 -588 354 -651 1608 600 124 -881	670 -357 -98 -161 1090 -391	294 -733 -474 -537 714 -767	599 -428 -169 -232 1019 -462	1042 15 274 211 1462 -19	1085 58 317 254 1505 24	1165 138 397 334 1585 104	876 -149 110 47 1298 -183	1173 146 405 342 1593 112
-175 84 21 1272	234 -793 -534 -597 654	182 -845 -586 -649 602 -879 -733	926 -101 158 95 1346 -135 11	1185 180 158 -847 417 -588 354 -651 1608 600 124 -881 -270 -735	670 -357 -98 -161 1090 -391 -245	294 -733 -474 -537 714 -767 -621	599 -428 -169 -232 1019 -462 -316	1042 15 274 211 1462 -19 127	1085 58 317 254 1505 24 170	1165 138 397 334 1585 104 250	876 -149 110 47 1298 -183 -37	1173 146 405 342 1593 112 258
-175 84 21 1272 -209	234 -793 -534 -597 654 -827	182 -845 -586 -649 602 -879	926 -101 158 95 1346 -135	1185 180 158 -847 417 -588 354 -651 1608 600 124 -881	670 -357 -98 -161 1090 -391 -245	294 -733 -474 -537 714 -767	599 -428 -169 -232 1019 -462	1042 15 274 211 1462 -19	1085 58 317 254 1505 24	1165 138 397 334 1585 104	876 -149 110 47 1298 -183	1173 146 405 342 1593 112
-175 84 21 1272 -209 -63 -46 745	234 -793 -534 -597 654 -827 -681 -664 127	182 -845 -586 -649 602 -879 -733 -716 75	926 -101 158 95 1346 -135 11 28 819	1185 180 158 -847 417 -588 354 -651 1608 600 124 -881 -270 -735 287 -718 1076 73	670 -357 -98 -161 1090 -391 -245 -228 563	294 -733 -474 -537 714 -767 -621 -604 187	599 -428 -169 -232 1019 -462 -316 -259 492	1042 15 274 211 1462 -19 127 144 938	1085 58 317 254 1505 24 170 187 908	1165 138 397 334 1585 104 250 267 1058	876 -149 110 47 1298 -183 -37 -20 771	1173 146 405 342 1593 112 258 275 1066
-175 84 21 1272 -209 -63 -46 745 -337	234 -793 -534 -597 654 -827 -681 -664 127 -955	182 -845 -586 -649 602 -879 -733 -716 75 -1007	926 -101 158 95 1346 -135 11 28 819 -263	1185 180 158 -847 417 -588 354 -651 1608 600 124 -881 -270 -735 287 -718 1076 73 -4 -1005	670 -357 -98 -161 1090 -391 -245 -228 563 9 -519	294 -733 -474 -537 714 -767 -621 -604 187 -895	599 -428 -169 -232 1019 -462 -316 -259 492 -590	1042 15 274 211 1462 -19 127 144 938 -147	1085 58 317 254 1505 24 170 187 908 -104	1165 138 397 334 1585 104 250 267 1058 -24	876 -149 110 47 1298 -183 -37 -20 771 -311	1173 146 405 342 1593 112 258 275 1066 -16
-175 84 21 1272 -209 -63 -46 745 -337 -179	234 -793 -534 -597 654 -827 -681 -664 127 -955 -795	182 -845 -586 -649 -602 -733 -716 -75 -1007 -849	926 -101 158 95 1346 -135 11 28 819 -263 -105	1185 180 158 -847 417 -588 354 -651 1608 600 124 -881 -270 -735 287 -718 1076 73 -4 -1009 154 -851	670 -357 -98 -161 1090 -391 -245 -228 563 9 -519 -362	294 -733 -474 -537 714 -767 -621 -604 187 -895 -737	599 -428 -169 -232 1019 -462 -316 -259 492 -590 -432	1042 15 274 211 1462 -19 127 144 938 -147 11	1085 58 317 254 1505 24 170 187 908 -104 154	1165 138 397 334 1585 104 250 267 1058 -24 134	876 -149 110 47 1298 -183 -37 -20 771 -311 -153	1173 146 405 342 1593 112 258 275 1066 -16 -142
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In this way the new order of alphabets was ready. But for reading the language, the students have to read the words. So we took 12 alphabets from the beginning of the new order and distributed these alphabets in three groups namely A, B and C taking four letters in each.

New order Group A (E, A, I and R) Group B (O, N, T and L) Group C (U, S, C and D) After distribution four more groups were made **Group AB Group BC Group AC Group ABC** New order of alphabets Group AB (E, A, I, R, O, N, T and L) Group BC (O, N, T, L, U, S, C and D) Group AC (E, A, I, R, U, S, C and D) Group ABC (E, A, I, R, O, N, T, L, U, S, C and D) Old order Group ABC (A, B, C, D, E, F, G and H) Group BC (E, F, G, H, I, J, K and L) Group AC (A, B, C, D, I, J, K and L)

Group ABC (A, B, C, D, E, F, G and H) Group BC (E, F, G, H, I, J, K and L) Group AC (A, B, C, D, I, J, K and L) Group ABC (A, B, C, D, E, F, G, H, I, J, K and L) We did the same for the old order and we made words from the group of old and new order and did comparative study and found that "A group" of the old order of alphabet made 19. The difference was of 8 words. Like this the second "B group" of four words of old alphabet made 7 words but the new one made 18 words. The

difference was of 11 words. The third group of old order made three words but the new one made 6 words. The difference was of 3 words. "AB" group of the old order made 114 words but the new order made 493 words. The difference was of 379

AB group of the old order made 114 words but the new order made 493 words. The difference was of 379 words. The "BC" group of old order made 47 words but the new one made 189 words. The difference was of 142 words. The "AC" group of old order made 71 words but the new one made 503 words. The difference was of 432 words.

The last group "ABC" of old alphabet made 503 words but the same of new order surprising made 6,952 words. The difference was of 6,444 words.

The table is showing the difference between the number of words of the new and old orders' group of Alphabets								
Groups	Words made of the old order of Alphabets	Difference	Words made of the new Order of Alphabets					
	a,b,c,d		e,a,l,r					
Group A	11 Words	+8	19 Words					
Group B	e,f,g,h		o,n,t,l					
	7 Words	+11	18 Words					
Group C	l,j,k,l		u,s,c,d					
	3 Words	+3	6 Words					
Group AB	a,b,c,d,e,f,g,h		e,a,I,r,o,n,t,l					
	114 Words	+379	493 Words					
Group BC	e,f,g,h,I,j,k,l		o.n.t.l.u.s.c.d					
	47 Words	+142	189 Words					
Group AC	a,b,c,d,I,j,k,I		e,a,I,r,u,s,c,d					
	71 Words	+432	503 Words					
Group ABC	a,b,c,d,e,f,g,h,I,j,k,I		e,a,I,r,o,n,t,I,u,s,c,d					
	509 Words	+6443	6952 Words					

Then why should students taught by old order? And why shouldn't we make them learn the words with alphabets?

After making them learn, the first four alphabets we should make them recognize and read the words made from those alphabets.

But still we wanted reading easier. Another concept strike in our mind that why shouldn't we make students learn small letters first instead of capital letters?

Old order Group A (A, B, C and D) Group B (E, F, G and H) Group C (I, J, K and L) Because in every sentence small letters are more frequent than capital ones. For example "India is my Country". This sentence is made by 16 alphabet and four words in which we can see that only 1 letter is capital and 15 letters are small letters.

It means when the students are going to read they have to recognize the small letters more. Then why shouldn't we give them an opportunity to recognize the letters by making them learn the small letters. So when he identifies the capital letter, what field of success does he achieve?

He will find such an environment in which he will identify the first letter of the words and the rest remain as a drawing. So if we make them learn the small letter first the process of identification and consideration of alphabets will learn to read fast.

Result of innovative experiment-

The students of my school are taught English through this method and positive result are the outcome every time. We used flash cards of alphabets and made them read English magazine to identify the letters and again we got positive result.

In the year 2011- There were 49 students in the class 5th in which there were 30 boys and 19 girls. The students were distributed in two groups equally. One group was taught through the old whereas the other through new order till 15days.

The course book of class 5th was given to read to the students of both the groups. The reading capability of the students, of the group which taught in new order, was far better than that of the students of the other group. Later I introduced the research to our school's cluster and to all the teacher training workplace at tan Tehsils. So that other school can give benefits to their students by adoption of this method.

In the year 2012- The teachers of other Tehsils and districts were suggested to adopt this method of teaching. It was also represented in Palanpur District Institute of education and training (DIET).

In the year 2013- The research was represented in the half yearly edition of a book of Banaskantha DIET. Mrs.Hiteshwari represented this research to her director of institute in which she worked and getting inspired and surprised by the research it was added in the syllabus of the school. To make aware of the concept and the book, a seminar was also organised by the institution.

From the year 2014 to the present time in 2015 this book is taught in "The Vidyamandir Trust" and I too teach through this method in my school. The result is as hoped, very positive. Major findings-

- We proved that the new order of alphabets is more useful in reading than old order.
- The students learn more words by the new order of alphabet as compared to the older ones.
- The students learn reading with a greater speed by using the new order.
- Using the new order helps the student to grasp more words and thus it improves vocabulary.
- Identification of small letter is more important than capital letter for fast reading.

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