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# NATIVIZATION OF ENGLISH LANGUAGE IN A BILINGUAL SETTING AMONG PRIMARY LEVEL LEARNERS

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Abstract

A study was made to explore the nativization of English Language among the Bilingual primary level learners during the academic year 2018-19. In the process of acquisition of English as a second language, the learners of this study exhibited disoriented learning behaviors. The population of the study consisted of children studying in 4th and 5th standard from private English medium school from Thanjavur semi-urban and rural areas. A cross-sectional multi-staged stratified randomized cluster sampling study was conducted using a six-level screening approach and the learners were subjected to specific tests for LSRW skills. Standard Raven's Progressive Matrices were used to screen the intelligence level of the children.

The results revealed that around 70 percent of the learners hailing from rural areas faced difficulties in second language acquisition. Whereas the learners hailing from semi-urban localities responded moderately well in language acquisition. A statistical Analysis employing SPSS for the Chi-square test estimation was carried out. The Study concluded that more cognitive exercises and activities must be given to progress in the Psycho-social development and academic achievement of slow learners.

Keywords: *Bilingual, Nativization, Language Acquisition, cognate words, Psycho-social development.*

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Introduction: The Word 'Nativization' refers to the process when a language gains native speakers. This happens incredibly where a second language used by adult parents becomes the native language of their children. The linguists and creolists consider this aspect as a subject of interest where the second language is a pidgin. This often results in Indianization of English among the bilingual learners who have the regional mother tongue but have acquired the second language as a native language. Thus they are the local users of the language with distinctive accents, grammatical usages and items of vocabulary, such developments are linked with their formal languages. This has a major impact on their behavioral patterns in the learning environment. t is the way the learner responds to situations concerning people, society and object.

When the nativization of Language occurs in a bilingual setting among primary level learners, the learners tend to exhibit behavioral problems. Behavioral problems are nothing but a deviation from the accepted pattern of behavior on the part of an individual when he or she is subjected to varying social and cultural environment in society. Consequently, they display disorientation in the learning environment. Child problem behavior typically refers to two major classes of behavior: externalizing and internalizing ( Achenbach, 2001) Externalising behavior expressed outward towards others has an impact on the learners' environment which often makes it most disrupting resulting in aggression, conduct problems and hyperactivity. Internalizing behavior is a child's self-focussed expressions of distress that goes unnoticed because it is less visible and it ends up in depression, anxiety, somatization (Campbell, 2002). A study was made to explore the nativization of English Language among the Bilingual primary level learners during the academic year 2018-19. In the process of acquisition of English as a second language, the learners of this study exhibited disoriented learning behaviors.

Materials and Methods

The study was conducted to know the learning behavioral patterns of the primary level learners in bilingual setting while nativization of English language occurs in them. The population of the study consisted of children studying in 4$^{th}$ and 5th standard from private English medium schools from Thanjavur semi-urban and rural areas.

The present study was a cross-sectional study conducted to assess the prevalence of disoriented learning behavioral patterns among primary and upper primary school children. Standard Progressive Matrices is the tool developed by J. C. Raven (1998), is used to screen children for intellectual disabilities. The tool comprises of 60 problems divided into 5 sets of each (A, B, C, D, and E), that include finishing a pattern or figure with a portion absent by selecting the apt portion that is absent from among six or eight alternatives. Learners were categorized centered on percentiles according to the order mentioned below: Intellectually below average, intellectually average and intellectually above average or intellectually superior. The Disoriented learning behavioral patterns Screening Test - Junior (DST–J) was employed which is used to identify disoriented learning behavioral patterns in children aged between 6.6-11.5 years and these children were considered as younger children under the study. This tool consists of 12 subtests *viz.*, rapid naming, bead threading, one-minute reading, postural stability, phonemic segmentation, rhymes, two-minute spelling, backward digit span, nonsense passage reading, one-minute writing, verbal fluency, semantic fluency and non-verbal reasoning, which were administered using specified procedures. The scoring for each subtest was done based on the procedures given in the tool, and children were categorized on the at-risk indices (ARI) on each test as high risk, mild risk, below average, average and above average. Based on the result of

each subtest, for all 12 subtests together the final at risk quotient (ARQ) was obtained and children were categorized as below:

| Category | Range |
|---|---|
| Normal | <0.6 |
| Mild Risk | 0.6-0.8 |
| High Risk | 0.9 and above |

Child behavior was measured through the Teacher Report Form (Achenbach, 2001) which is a widely used method of assessing a child's behavior and identifying problem behavior in children. The school-age version (TRF/6-18) for children aged 6 to 18 years was used for the study. The teachers were asked to complete the profile of these 100 disoriented learning behavioral children and questionnaire was given wherein they had to answer questions on a 3 point Likert-type scale. The behavioral problems were then scored as per the norms are given in the questionnaire. From each standard, one section was selected and all the children who were present on the day of intelligence assessment were considered as samples for the study (360). The children whose intelligence was found to be below average (70) were kept out of the study as they were having other problems along with reading and writing problems. Children with an average intelligence with at risk of disoriented learning behavioral patterns needed to be identified, hence, children having 'Average intelligence' and 'Above average intelligence' was retained as samples for further study (290 children). This study comprised of 87 urban and 203 rural children. These children were assessed using the Achenbach child behavioral checklist.

Statistical Analysis

Frequency, the percentage was calculated for the nominal variables and descriptive statistics was calculated for the quantitative variables. Further statistical analysis was carried using a $\chi 2$ test. The level of significance was set at 5%. All p-values less than 0.05 were treated as significant.

Table 1. Classification of children with disoriented learning behaviors (N=290)

| Category | N (%) | Mean | SD |
|---|---|---|---|
| Normal (<0.6) | 69 (24) | 0.42 | 0.113 |
| Mild Risk (0.6 – 0.8) | 134 (46) | 0.78 | 0.067 |
| High Risk (>0.9) | 87 (30) | 1.8 | 0.845 |
| Total | 290 | 1.16 | 0.67 |

Table 2. Chi-square homogeneity results in disoriented learning behavior

| Category | *P*-value |
|---|---|
| Normal (<0.6) | 0.013 |
| Mild Risk (0.6 – 0.8) | 0.098 |

| | |
|---|---|
| High Risk (>0.9) | 0.002 |

Results and Discussion

The number of children classified with at-risk quotient (ARQ) and prevalence of disoriented learning behavior is depicted in Table 1. It is clear from the table that, around 30 per cent of children were found to be at high risk of issues in the acquisition of language skills, 46 percent of learners were found to be in mild risk of disorientation in learning behaviour and 24 percent of children were in normal category of having no risk in the issues concerning the acquisition of learning skills. The slow learners perform badly in school. This is a wrong notion. The most disadvantaged learners of the age 15, performed better in the PISA maths test than the 25 percent wealthiest Australian students as reported by Teacher Magazine (Australia), 12th November 2018. The study concluded that the students under high risk of language acquisition could prove to be well capable of extra-curricular and problem-solving skills.

Research by NHS Digital recommends that mental illness is predominant in the school-aged population; one in eight (12.8%) 5 to 19-year-olds had a mental disorder when evaluated in 2017. Importance upon using a range of sources to make knowledgeable decisions generates a culture that reassures young people to be proactive in their learning. Since mobile gadgets are small in size and also portable, comfortable and user-friendly, EFL learners can access almost anything at any place of the things such as sound, voice, images, videos, papers, and books etc., (Prensky, 2004). The moderate population of learners at mild risk could be transformed into better performers in second language acquisition if a range of sources supported by interactive visual thinking strategies (augmented reality or virtual reality) are implemented in the teaching curriculum.

An exclusive 2D barcode handheld augmented reality supported learning system called HELLO (handheld English language learning organization), to improve students' English level was designed by the researchers (Liu, Tan & Chu, 2007). The normal category of learners prone to lower risk if exposed to augmented reality supplemented learning process can achieve higher results in the learning outcome. The remediation for obstacles in second language acquisition for all categories of learners could be achieved by AERO (Augmented English Reality orientation). This is well supported by the study made by researchers (Franceschini et al., 2013). According to their study, twelve hours of action video games improve the reading skills, spatial and temporal attention also improved during action video game training and attentional improvement can directly translate into better reading abilities.

Conclusion

After a careful analysis of the results of the study, learner facilitated software was developed as the outcome of this study called AERO (Augmented English Reality Orientation).

This is similar to the previous study of Dunleavy, Dede and Mitchell (2009) who configured an AR-based simulation (called Alien Contact!) on mobile devices to assist the learning methodologies of the subjects such as math, language, arts, and scientific literacy skills to middle and high school students in the USA. The study concludes that by the diligent use of the advancement in digital learning technology would yield fruitful results promoting Higher Order Thinking Skills (HOTS).

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