English Language Schooling, Linguistic Realities, and the Native Speaker of English.

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Abstract:

The study approaches the educational backgrounds on native English students' and their practicing for their language in the most frequent activities, how they could enhance their linguistic capacity, and how they are affected by other languages, could they improve the level of their native language through academic learning, and the most appropriate strategies for language practices and identifications as native English speakers.

Aim:

The study basically intends to identify the linguistic profile for the participants and their native language influence while practicing their daily activities. It also concentrates on the improvements of linguistic features of English language and how the native speakers could be affected by that change.

Method:

The study uses quantitative and qualitative approach. The researcher implemented an interview with the participants to identify their linguistic background and the realities from the history of English. He also performed a questionnaire to get the answers for the research` inquiries. The questionnaire was constituted according to the respondent` age, tongues learner felt they knew best where they had learned English.

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Dr. Ahmad Ali Abdel Sater Abdel Aal

مجلة وادي النيل للدراسات والبحوث الإنسانية والاجتماعية والتربوية (مجلة علمية محكمة)

Results:

The results indicate the impact of native language for English native speakers; they basically use English in their daily activities and other additional practices. This obviously means that they could be fluent in their language and learn the most needed linguistic elements for their language.

Recommendations:

the researcher recommends that researchers discuss the link between the strategy of the teacher and the linguistic improvement of the learner. The instructor's ability to manage the classroom condition may improve understanding into how the learner gets capacity in his language.

Key words:

linguistics, English, language schooling, linguistic proficiency.

الملخص العربي:

تتناول الدراسة الخلفيات اللغوية للمتحدثين الأصليين للغة الإنجليزية وممارستهم للغة الأم في الأنشطة اليومية، وإمكانية تعزيز المهارات اللغوية وتطويرها من خلال توظيفها في جميع الأنشطة الثقافية واليومية، كما يتناول الباحث تأثير اللغات الأجنبية الأخرى في المتحدثين الأصليين للغة الإنجليزية والاستراتيجيات المناسبة لتطوير مهاراتهم اللغوية في اللغة الأم.

الهدف: تستهدف الدراسة تحديد مدى المعرفة اللغوية للمشاركين واستخدامهم للغة الأم في أثناء التحدث بصفة يومية، ويركز الباحث على تحسين المهارات اللغوية لدى المتحدثين الأصليين للغة الإنجليزية.

المنهجية: تستخدم الدراسة المنهج الكمي والنوعي؛ فقد أجرى الباحث مقابلة مع المشاركين للتعرف على خلفياتهم اللغوية ومدى استخدامهم للغة الإنجليزية، كما أجرى استبيانًا للإجابة عن أسئلة البحث، وصمم الباحث أسئلة الاستبيان وفقًا للمرحلة العمرية للمشاركين واللغة الأكثر استخدامًا في حياتهم اليومية.

النتائج: تشير النتائج إلى تأثير اللغة الأم في المتحدثين الأصليين للغة الإنجليزية؛ فهم يستخدمون لغتهم الأم (الإنجليزية) بشكل أساسي في أنشطتهم اليومية وغيرها من الأنشطة الترفيهية؛ ما يعني أنهم يجيدونها ويتعلمون العناصر اللغوية المطلوبة لها.

التوصيات: يوصي الباحث بمناقشة العلاقة بين استراتيجية التعلم ومستوى اللغة لدى المتعلمين؛ فقد تسهم إستراتيجية المعلم داخل الفصل في تحسين مستوى المُتعلم وقدراته على استخدام اللغة الأم بصورة أفضل.

الكلمات المفتاحية: اللغويات، اللغة الإنجليزية، تعليم اللغة، الكفاءة اللغوية.

Background & Introduction:

The history of English illustrates the language's capacity to change, make, regulate diverse conditions and impact the world's linguistic aspect in addition. By nineteenth century, individuals expected to be more motivated toward language learning to get cultures from other societies, which was generally in English. As such, they learned English through making a comprehension of English into their native language. The objective of learning language is to get capacity with a language for its piece, great position from the psychological demand and scholastic progress. In this manner, teaching

English ought to be considered as a very important language.[1]

Therefore, there is a great necessity to examine the linguistic structure for English, for example, stressing on precision, having practice on sentence structures, deductive procedure for showing up, examining and making as the factual element, vocabulary is also basic for the studying content; and the technique for learning foreign language. All those elements depend upon the standards the language applied, and that is to display that language learned depends upon the prescriptive view—master of commonly related pieces of language for concentration. The following figure represents the most common linguistic elements of English language: (Fig. 1)

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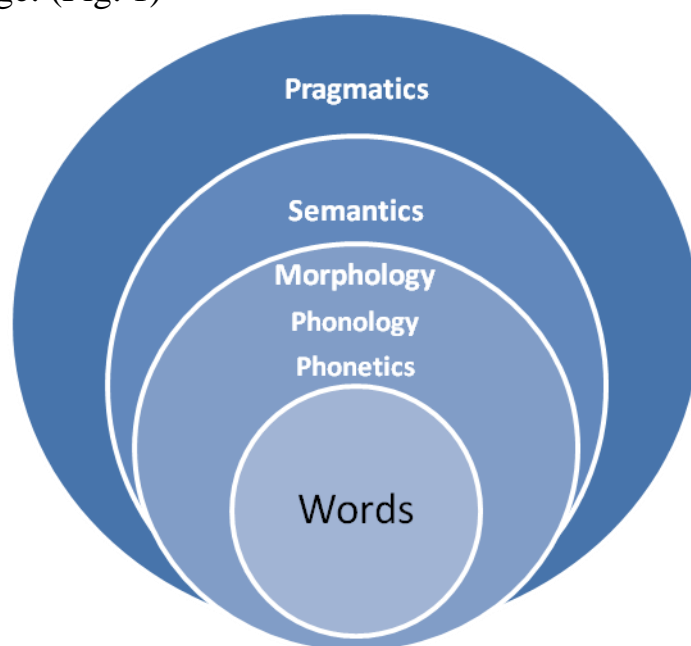
[1] Crystal, D. "The English language: A guided tour of the language". London: Penguin Books. (2002).

The recent study examines the properties of language schooling regarding the linguistic realities and native speakers of English. The researcher observers how learner could communicate in their language and the proper use of linguistic aspects of that language. Native English speakers may experience many aspects which help them in learning better language and practicing language more in their daily lives or schools. The researcher here concentrates mainly on the challenges and opportunities for acquiring that language linguistics and how this may affect the use of language especially for English native speakers.

Significance of the Study:

The main significance of the study lies in providing basic standards to language instructors with an effective strategy to discover the linguistic profile of their learner and change their teaching manner according to their particular classroom setting. The study concentrates on procedures which may be focused on by instructors as there is an interaction between the aptitudes of learner and what the strategy of learning. The study also focuses on literature reviews which ensure its topic and correlates with its objectives. The researcher is basically interested in evaluating the knowledge of the participants regarding their linguistic profile of English language. Besides, there is a significant objective to encourage language instructors to focus on their native language characteristics and deficiencies of the learner in practicing English in daily life or in their schools.

Problem of the Study:

The linguistic perspective of English language in basically affects the way of teaching. Changes in language showing learning procedure, for example, it reflects the improvement

of phonetic theories. Since the seventeenth century, the improvement of historical origin began to affect the language preparing.[2] It is appeared by the need of the comprehensive network in applying a language and the base to change the perspective on what language is. Moreover, the hypotheses of language bearing develop according to this progress. Therefore, there is really a great interest in identifying the linguistic aspects of English language and how it may affect the English native speakers; these aspects include the following parts: (Table 1)

Narrative stance	The aspect of grammar concerned with the construction of sentences.
Semantic field	Those distinctive features of a person's language which mark them out as an individual.
Prosodic lectures	A grouping of words with related or similar meanings.
Syntax	The aspects of speech (stress intimation) that help to convey meaning.

Questions of the Study:

The researcher concentrates mainly on answering some specific inquiries:

1- What are the different forms of linguistic aspects concerning English language schooling?

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[2] Evans, S. "Hong Kong English and the professional world". World Englishes 30 (3). 293–316. (2011).

2- What are the difficulties faces English native speakers regarding the linguistic aspects?

3- How to identify the most appropriate approaches in English language schooling and their linguistic items for English native speakers?

Literature Review:

In this division, the researcher discusses the most relative literature reviews which emphasis his subject. English schooling and linguistic aspects for native English speakers is a topic which discussed by many researchers in different perspectives. They generally examined the challenges, methodologies, or facts about English linguistics. However, the researcher here focuses on the most common features of that subject, beside the challenges and strategies for best English language schooling. The researcher considers the linguists aspects of the language as very significant tool to enhance the learner knowledge of language, as it could indicate the actual level of language understanding. Here in the following lines, the researcher could provide some of literature studies that handled this topic.

By reviewing the history, English has shown a significant capacity to grow and change, and this ability for development and change is one of the properties behind its usage and spread. Culpeper (2005) observes that "English is constantly changing, and all parts of the language have been affected. These changes have occurred for a variety of reasons" (p.19). "Thus, it can be argued that the ability to grow, change and deal with various circumstances and conditions over time gives English an additional advantage of becoming the most influential world's major language". This pertinent fact is acknowledged by Cook (2003) who reports that "whereas, in the past, English was but one international language among

others, it is now increasingly in a category of its own" (p.25). "The current international status enjoyed by English is an unprecedented notion that did not happen over a night. In fact, the period of the seventeenth century was a decisive point in introducing English as an international language with Britain venturing into colonization."[3]

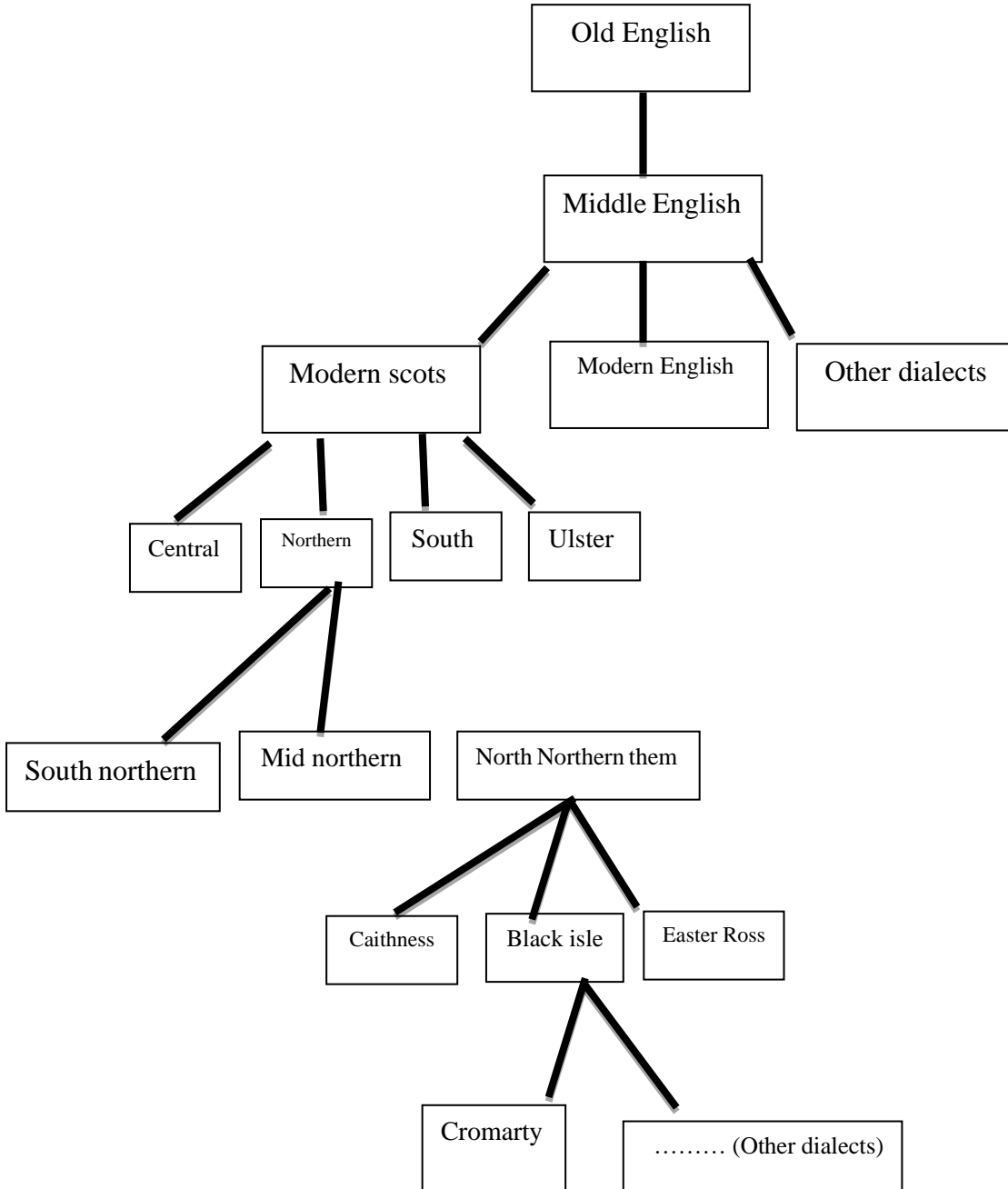The following figure represents the most common history of English language: (Fig. 2)

History of English language and dialects:

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[3] Kachru, B. B. "English as an Asian language". Links & Letters 5. 89–108. (1998).

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                          ┌─────────────────┐
                          │   Old English   │
                          └────────┬────────┘
                                   │
                          ┌────────┴────────┐
                          │ Middle English  │
                          └──┬─────┬──────┬─┘
                             │     │      │
              ┌──────────────┘     │      └──────────────┐
        ┌─────┴───────┐   ┌────────┴───────┐   ┌──────────┴──────┐
        │ Modern scots│   │ Modern English │   │  Other dialects │
        └─┬──┬───┬──┬─┘   └────────────────┘   └─────────────────┘
          │  │   │  │
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 │Central│ │Northern│ │ South  │ │Ulster│
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                      ┌────┴────┐       ┌──────┴────┐    ┌──────┴─────┐
                      │Caithness│       │ Black isle│    │ Easter Ross│
                      └─────────┘       └─────┬─────┘    └────────────┘
                                     ┌────────┴────────┐
                                ┌────┴────┐   ┌─────────┴──────────────┐
                                │ Cromarty│   │……… (Other dialects)    │
                                └─────────┘   └────────────────────────┘
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Additionally, Crystal (2002) states "in due course, there developed other standard varieties of English as a mother tongue, each with its own complex social history" (pp.233-34). "As a remarkable development, the aftermath of colonization and internationalization of English is not realized in the only two national varieties of English: the British English and later the American English, but as 'English's'. English is defined as "national varieties of English with their own rules and norms, e.g. Australian English, Indian English, Singaporean English, American English (Cook, 2003, p. 127). Besides, Cook states that "distribution of English is described by the Indian scholar Braj Kachru's model as one in which English exists in three concentric circles: the inner circle where English is the native language of the majority – the language enjoys dominance (as in USA, UK, Australia, and Canada). In the outer circle, which refers to the ex-British colonies, English is either official or having wide use coverage (in countries like India, Singapore)". "Finally, the expanding circle where English functions as a second language covering a wide range of use such as education, technology (This includes countries like Korea, China, and Japan), as suggested by Braj Kachru. Fig.3 illustrates those three circles:[4]

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[4] Lai, M.-L. "Tracking language attitudes in postcolonial Hong Kong": interplay of localization, mainlandization, and internationalization". Multilingua 31. 83–111. (2012).
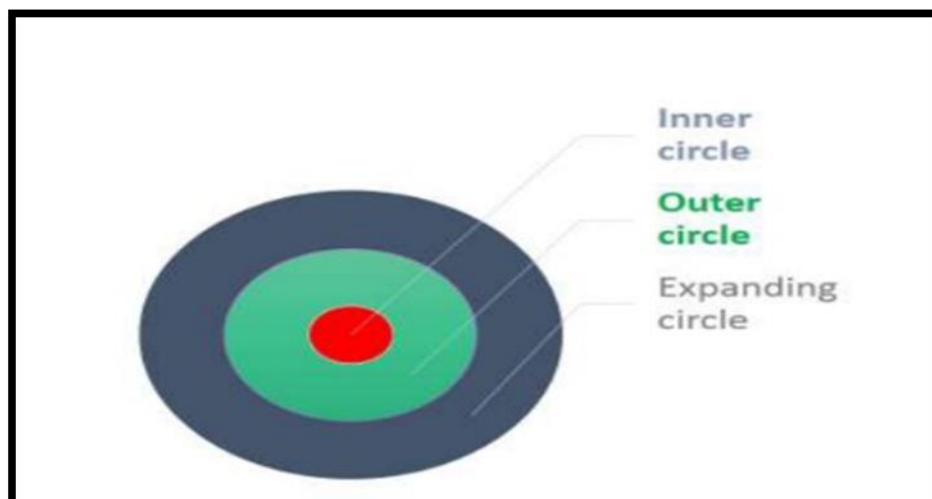
Fig.3- English concentric circles[5]

"Related to sociolinguistics, two society and language are studied descriptively on the effect of any or even all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society" (Labov: 2001). "The effect of contending language ideologies and their influences on the language choices made the children outlined. The result shows the interactions and communicative successes and failures experienced in school settings can and will contribute to revisions in an individual 's commitment to using and mastering the languages". (Volk and Angelova's, 2007).

As presented in those literature reviews, the researches included that the roots of English emergency affects its teaching methods and linguistic learning. Most English native speakers could acquire their language from their culture and

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[5] Kachru, B. B. "Standards, codification, and sociolinguistic realism: The English language in the outer circle".

surrounding conditions. All the community circumstances and developments could obviously affect the linguistic skills of the learner and how he could use that language. Practicing language with its right linguistic aspects requires some studying for the history, principals and structures for that language.
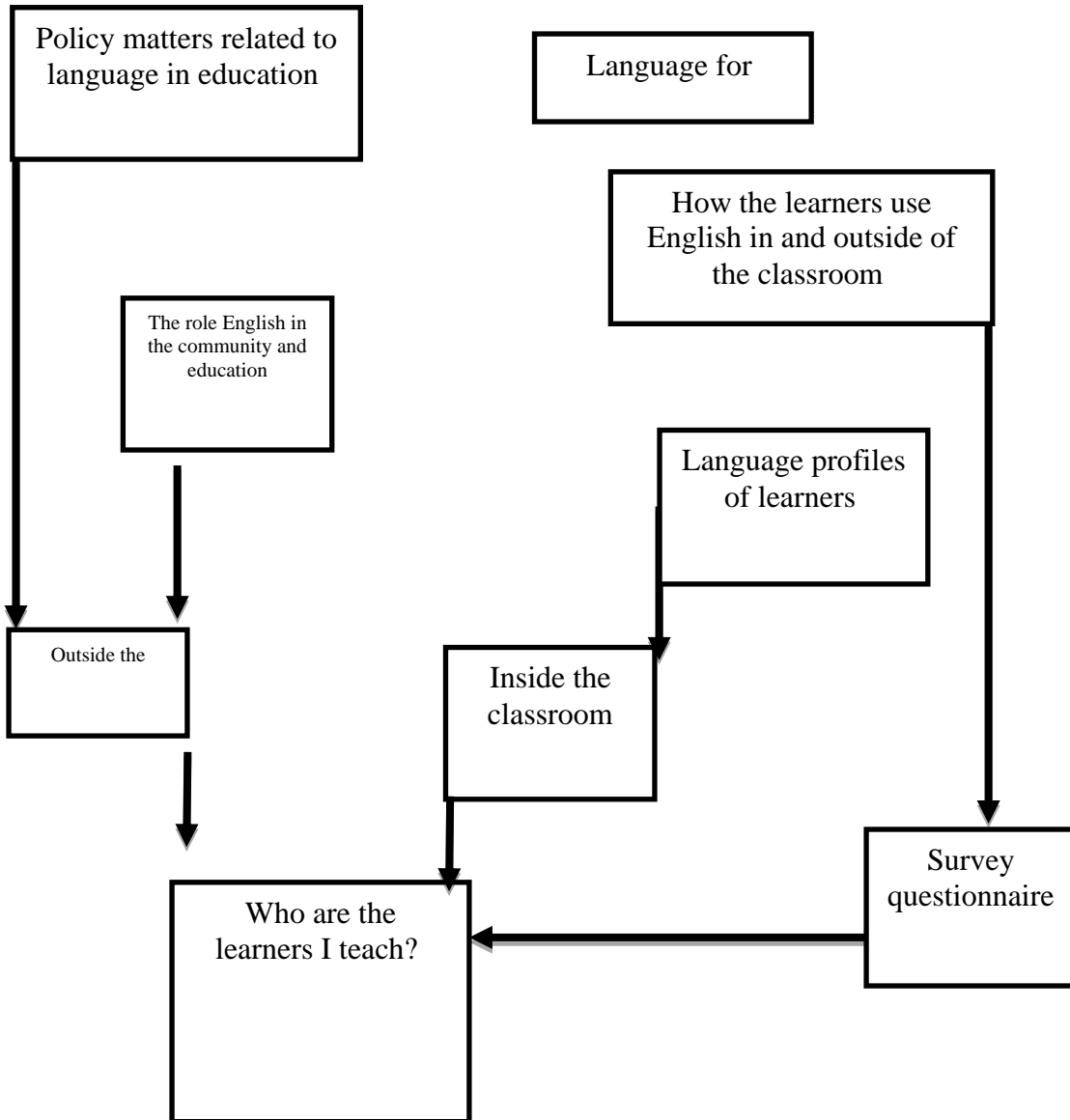
Methodology:

The researcher in this part illustrates the way in which he conducts the research to get the results. The study is both quantitative and qualitative one. The researcher conducts an interview with the respondents to discover their linguistic background and the realities from the history of English. He also performed a questionnaire to collect answers for the research` questions. The questionnaire was formed based on the respondent` age, tongues learner felt they knew best, which they had balanced first, where they had learned English, how they applied English in the home, educational and social condition and the limit of guards in English. As all teachers know, the action of the parent in a learner's educational path is a principal point and it was analysed by techniques for learner' impression of whether their care have an abnormal state of capacity in English. Teachers also should follow some strict rules for language teaching process, as represented in (Fig. 4)

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Policy matters related to language in education

Language for

How the learners use English in and outside of the classroom

The role English in the community and education

Language profiles of learners

Outside the

Inside the classroom

Survey questionnaire

Who are the learners I teach?

- **Participants:**

The study involved 596 participants between the ages of 12 and 16. They are all English native speakers who receive educational courses in a specialized training centre. The review asked the participants for 10 questions to identify their level of knowledge and how this could relevant to the standard linguistic profile of English language today. Most of those respondents demonstrate their positive attitude towards English schooling and practicing in daily life.

They also basically indicate their ability to acquire the proper linguistic properties of the language.

Data Analysis:

Before collecting the information from participants, the researcher visited the Department of Statistics to talk about how information could be dealt with and cross affiliations that could be made between different components tended to by various plans of information. The Department of Statistics talked about the postponed outcomes of the information with the researcher.

The outcomes were both specific and interpretive, as in explicit points of reference the outcomes just spun around the rehash of answers anyway in different occasions the outcomes concentrated on the relationship between various factors. Information is considered interpretively while evaluating how phenomenal factors tended to by various supportive materials influence one another. To identify how these components influenced one another, cross-strategy was applied. Two or three factors were cross-masterminded amidst the information study sort out so as to disentangle the information.

Language learners know best and the language they wish they receive.

Answers to the questionnaire are normally collected. According to the school, the researcher examined the method in which instructor use the "workplace use", acknowledging different spoilt audits. The perfect would have been if the entire of what questions had been replied by all respondents, which was not the condition. Clearly in an immense number models the respondents did not see a fragment of the demand. This could be overhauled in future studies by either uncovering the strategy plainly to the instructors, verbally or in shaped structure, or by the master himself controlling the reviews. With respect to study, it was conducted at secondary schools and cannot be summed up to a country setting or assorted domains where the linguistic profile may vary. The study did not investigate age and sex as segments. The study did not consider the strategy of the instructor in improving the linguistic profile of learner, and this should be considered by different researchers regarding the subject of the study.

1.   Linguistic Profile of learners:

The researcher examines the linguistic profile of the participants with regard to their social conditions. English language is one of the most fundamental tongues individuals see as their native language when dealing with any place in the world. Therefore, the participants are either English fluent speaker or native speakers. At the three research questions, the spoken English is considered as the most significant linguistic aspect. The capability between dialects spoken in English and information collected about dialects spoken at the study objectives, could affect the way in which that linguistic profiles of learner may prevent their own needs of that

language.[6] Considering gander at a linguistic profile may in this manner yield grouped outcomes in different areas inside a common Tshwane metropolitan zone or may stunningly separate from school to class. The basic need is that learner would view himself as native language speaker of the language which he experiences from birth, in like manner, being sufficiently fluent in English so as to explore different strategies regarding a school where English is the basic language. Table 2 at any rate exhibits a substitute condition out and out.

Table (2) what learners experience much in the English class:

Aspect of classroom experienced as most problematic:	Agree	Disagree
Education procedures	44%	15%
The Instructor	76%	26%
Materials	25%	70%
Colleague	34%	55%

Results and Discussion:

The study concludes some specific features regarding the linguistic profile of the participants. Besides, it reached some significant aspects about the challenges and difficulties they encounter when learning English as native language speakers. The great interest of learner who is more fluent in a language other than their native language is a worry, as learner who comes to class with a strong establishment in their native

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[6] Evans, S. "Language in transitional Hong Kong: Perspectives from the public and private sectors". Journal of Multilingual and Multicultural Development. (2010).

language trust that it's less asking for to get settled with another vernacular. A completely made native language is essential, since learner require proficiencies from their native language to help them when learning the new vernacular. Another risky situation is learner changing to another dialect too early, as their native language likely won't be completely made and thusly not set up to help them when learning another tongue.

o According to the questionnaire results and answers, about 89% of the respondents use English, their native language in their daily activities, while others use second language in some situations.

o Regarding the practices of Listening to radio, watching TV or movies, Reading on the internet, about 77% of the participants usually use the native language and could be able to understand English well in those activities and practices, as presented in (fig. 5)
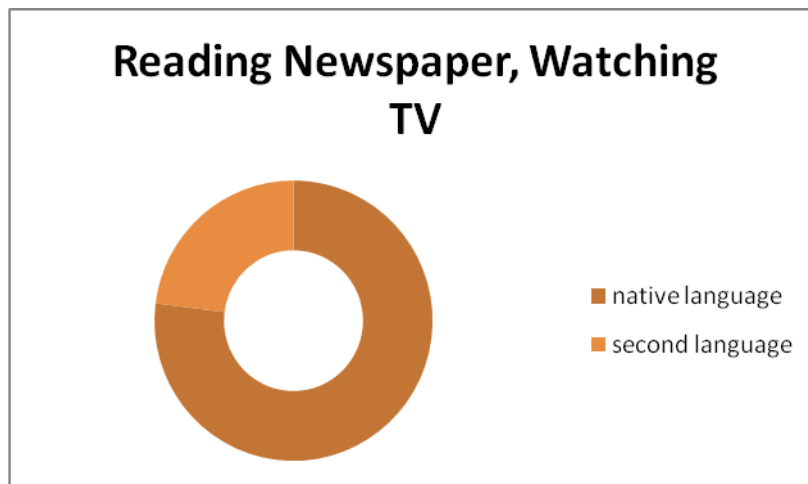

Figure 1 -using native language in daily practices

- For the question "Which languages did you learn at the following stages?" 88% of the respondents learnt only English in their primary school, while learning a second language when going to elementary or high schooling stages.

- About 56% of the participants prefer to learn second language or foreign language and may be use it in their daily activities also.

- Regarding the language being used frequently at home, 78% of the respondents said that they usually use English language in their living home rather than any other language, even when they are receiving educational courses in a second language.

- 94% of the respondents mainly read newspapers and other reading materials in their native language, however, they could mix words from both their native language and the second language when speaking or communicating with others.

- About 23% of the respondents feel they do better in speaking skills, while 33% like to practice reading more, and about 43% express their proficiency in writing skills rather than the other competencies, as presented in (fig. 6)
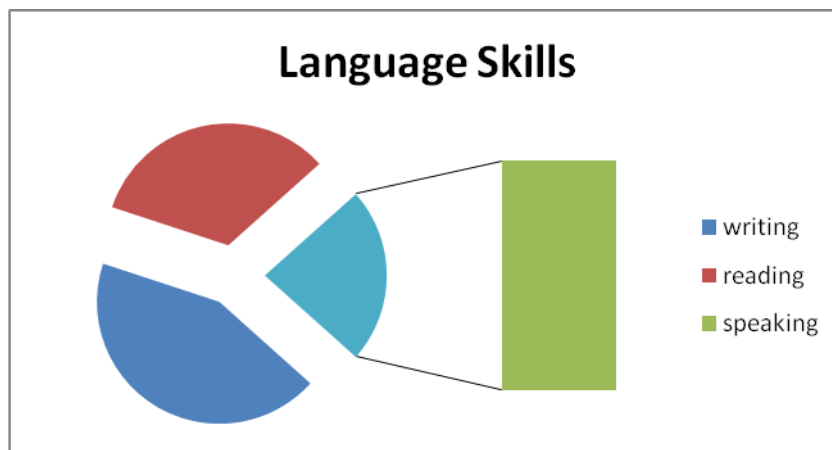
Figure 2 language skills for participants

The results indicate the influence of native language for English native speakers; they basically use English in their daily activities and other additional practices. This obviously means that they could be proficient in their language and acquired the most significant linguistic features of t heir language. Applying the linguistic basics in schools for English native speakers may enhance their academic level, besides; it could enhance their desire for acquiring new languages, this is absolutely important matter for cultural diversity and interaction among learners.

Conclusion & Recommendations:

The researcher founded that all English native speakers who study English in their schools would be comfortable with both their native language, which would be related to the eventual outcomes of the local assessment, and adequately able in English to perform any task that began from a book stepped sensible for assessment English Native language and reliant on the prescribed Revised National Curriculum

Statements (RNCS).[7] The fact is that learners were not actually fluent in their native languages; they are basically represented in the target group. Not having a solid foundation in their native language, they left more proficient in English. As we all know, a lack of a foundation in the native language is an indicator for difficulty in educational level or academic studying in which English language is the basic.

Learner proficiency in English and their capacity for improving their native language was not so obvious when the researcher enrolled students in the target schools. Learners were registered in the target schools because of their proficient level in their native language or they could achieve high academic level. Despite learners who have not basically obtained the appropriate proficiency in English or lack a foundation in the native language, are familiar with their legal rights, schools are not permitted to turn learners away if the researchers are satisfied with the learners academic education in their Language and teaching strategies provided by the school.

Recommendations:

As for future study, the researcher recommends that researchers examine the relation between the activity of the teacher and the linguistic improvement of the individual. The instructor's ability to manage the classroom condition can give understanding into how the learner gets capacity in the language. It is recommended that while inquiring about the impact of the teacher on the linguistic improvement of learner, the instructors should be joined as respondents in order to give an enthusiastic point of view on the board.

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[7] Davies & C. Elder (eds.), "The Handbook of applied linguistics", 431–450. Malden, (2008).

We should recognize how actual English is practiced by fluent English speakers (whether natives or non-natives speakers). Each element of the language is very important, both speaking, pronunciation, listening and speaking skills.[8] There must be an encouragement for the learners to practice reading for academic English books, listening to TV. Shows and having the appropriate knowledge of the historical linguistics of their language.

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Appendix 1: Questionnaire

1. **In you daily activities, which languages do you usually use?**
   - English.
   - Other language.

2. **Which languages do you prefer to use in the following practices?**
   - Listening to radio, watching TV or movies:
   - Reading on the internet.

3. **Which languages did you learn at the following stages?**
   - Primary or Elementary level.
   - High School level.

4. **Do you speak a second language?**
   - Yes.
   - No.

5. **What language or languages do your parents usually speak to each other at home?**
   - English.
   - Other language.

6. **How often you read newspapers and other reading materials in your native language per day?**
   - Usually.
   - Sometimes.

7. **When you are speaking, do you ever use mixed words or idioms from two or more languages?**
   - Usually.
   - Sometimes.

8. **In which language` skills do you feel you usually do better?**
   - Reading.
   - Writing.
   - Speaking.