

Native an Non-native Speakers

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A Review of Non-Native and Native Speakers And in light of NNTSs and NTSS



Abstract

By discussing this issue, most people need to know what are native and non-native. What factors may it be linked to? According to previous surveys of many researchers, the 'native' represents the language he was born in a specific place and was initially spoken in that place. The first language focuses on the language spoken at the beginning, where 'native' represents the language of that place. The first language emphasizes the language spoken by a speaker when there are multiple languages, while the native speaker emphasizes that this language is exposed from birth to early childhood. The language is exposed from birth to a few months old when a child may not be able to speak the only language spoken by pure natives now and in the future. But the first language is spoken at the beginning, and of course, this language can also be said to be almost exposed as a second language. Due to the difference in the domain, this belongs to the research scope of first and second languages so I won't talk more about it here. Regarding native and non-native, some scholars are studying pure native speakers and non-native speakers who have mastered at least two language systems. This study mainly focuses on some reflections and explanations on the research of pure natives and non-natives. The object of studying non-native speakers is those who consume an additional language when they are native speakers. Most of the native speakers in this study are raised locally, and children have only language, their first and mother tongue. What are the existing differences and potential differences in the linguistic competence, learning procedure, and acquisition methods of native and non-native speakers?



Key words: native non-native differences linguistic competence acquisition

Linguistic competence

For example, the differences in learning English between an American who speaks English only and a Chinese person who has mastered both Chinese and English, and the differences after getting them. The question that appeared is whether second language learners can achieve dual native fluency like native language learners. It is a fact that no one can learn the entire language, whether it is a first, second, or foreign language. No one can know every word in a language, and no one can understand whole sentences in one English, Whenever someone is a native or non-native speaker.



Initial research on the definition of a Native speaker individual is the person who knows the language best. But non-native speakers may have higher abilities in the target language than native speakers. For example, a post-puberty EFL learner is more fluent than a 3-year-old native speaker. Language learning is a life-long experience. It is reasonable to study the difference in mastered language. In most mainland China, students in public schools should join the compulsory English course from Grade 1 to



the end of their student's career. Students there have various English language competence. From the difference, it can be divided into visible non-native speakers and invisible non-native speakers. Invisible non-native speakers are nearly close to native speakers with high competence in using the target language fluently and accurately. Some cannot comfortably or accurately carry out the language task simultaneously. They are pure native speakers. This paper will seek the different levels of target language competence between visible native and native speakers instead of invisible non-native speakers.



Cocktail effect on aural input processing



The cocktail party effect was first carried out by Colin Cherry in 1953. It pointed out that the ability to focus one's listening attention on a single talker among a cacophony of background noise has been recognized for some time. The human speech production system's specific characteristics may cause this unique listening ability. But it is a tremendous variety of cocktail party effects for NNES and NES to deal with the unclear information with the target language. The meaning-guessing knowledge of the target language for NES is over NNES. The NES is more likely to understand what the speaker is saying when a talker is in a brassy environment, even if the NNES and NES can deal with the unclear information in a quiet and relatively fair situation. With the multi-environmentally input from infancy, NES has adequate preparation and a sharp sense of different complicated surroundings. Compared to NNES, it is just trained by limited situations. So the two types of speakers have different degrees of understanding of ambiguity in target languages. For NES on CPT, their selective attention prefers the voice they want to be heard. It also can link to psychological concepts. On CPT experiments, they can be viewed in many ways. What will happen if NNES are in L1 and L2 situations with background noise? It's unavoidable for NNES to select the L1 language naturally. Some visible NNES that can consciously select the target language to complete the experiment will have limitations.



Culturalism-based speech

Culture is a bridge of communication. Culture not only manifests in patterns of speech and forms of activity and beliefs. NNES and NES sometimes have different backgrounds in live environments and cultural awareness of the target language.

Most scholars believe that culture is an inseparable part of foreign language teaching part. The teaching of culture should not be considered an additional skill. But must become a part of listening, speaking, reading, and writing teaching. But current in



English teaching is to develop these four English abilities. Regarding strength, it is difficult for English teachers to believe that cultural teaching is not the secondary goal.



Pulitzer believes teaching is like teaching meaningless symbols without culture; students will only know the meaning imposed here. Kramsch believed that non-native talkers often speak with expectations based on their own experiences, and understanding the situation based on their culture can easily lead to errors. NNES often make big mistakes consciously. In mainland China, 80% of Chinese English teachers are under the same cultural beliefs as their students.



The following essential aspects of culturalism are cultural knowledge (daily life, living conditions, interpersonal relationships, history, values, beliefs, prohibition, Taboos, social customs), social language skills (greetings, salutation Dialect, Accent, Style, Positive and Negative Politeness, Idioms).

Above all, the details may show the apparent difference between NNES and NES.

NNES's features and typical learning method

Some countries like China are leading an exam-oriented educational system. They widely use the Grammar translation method. The method is "a traditional teaching method of teaching foreign language written language through native language translation, that is, teaching foreign language through grammar explanation and translation practice." The grammar translation method is also called the traditional method, classical method, old method, reading method, and the Prussian method. Its representative character is Orang Hollendorff and Yakoto. The foreign language teaching method originated from Latin and was popular in Europe from the 15th to 17th centuries. It was then called the "grammar imitation method" and the embryonic translation method. In the 18th to 19th centuries, some countries in Western Europe established the teaching status of the translation method, therefore valuing grammar teaching and being referred to as the grammar method or grammar-translation method, also known as the traditional method due to inheriting the tradition of Latin.



Most of the NNES were taught by the grammar-translation method. Compared to the NES, it has some shortage. Most NNES in China fail to grasp the essence of language, and NNES only attach importance to written language but ignore the teaching of spoken language, pronunciation, and intonation. Exaggerated emphasis on cultivating reading ability, the language materials learned are fragments of literary works, and the vocabulary is intense, detached from NNES' actual life. NNES's verbal ability will not be cultivated, and long-term use of grammar-translation methods will make students suffer from foreign language deafness. Overemphasizing the role of translation makes it easy for students to rely on translation when using a foreign language, which is not conducive to fully cultivating students' ability to communicate in the foreign language. Excessive use of translation also takes up a lot of teaching time, directly affecting the practical opportunities of using foreign languages for foreign language teaching. It isn't easy to stimulate NNES' interest and initiative in learning, and it is challenging to cultivate students' ability to use language for communication. The emphasis on rote memorization results in a single teaching method and a dull classroom atmosphere. The absolute authority of teachers also hinders students' initiative. NNES are more passive in learning, and those with learning difficulties often lack the confidence to learn the target language well.

NNST and NST

So when learning the language of native speakers, do we need a native or non-native teacher? What are the advantages, disadvantages, and differences?

To differentiate between the NNST and NST, parents need to share their experiences with two types of teachers. A questionnaire was made to target parents of children learning English in China, and they have both NNST and NST simultaneously. How is your child taught English? What are the potential typical features of NNTS and NTS instructions? The questionnaire contains.

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The outcome of the questionnaire.

Table 1. *Different teaching strategies on NNST and NST*

		S	D
Q1	Has your child ever repeated words without understanding any semantic backgrounds?	2	8
Q2	Did your child learn English mainly by rote memorization in English acquisition? (rote learning)	0	10
Q3	Has your child ever spent most of their time understanding sentence order to successfully program sentence construction instead of focusing on meaning input?	1	9
Q4	Is your child recommended second language input from the birth? (exposure L2 from infancy)	8	2
Q5	Will your teacher try to correct a child's incorrect pronunciation while reading?	3	7
Q6	What percentage of English exposure does your child typically have in English class?	1	9
Q7	Does your child often use English to explain complex English or Chinese? Or will it make up for it equally (mixed with Chinese and English)?	4	6

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The questionnaire has 10 participants, and for the constraint of samples, it just can infer the possible difference between NNST and NST. And there are extracts from participants for every question.

Extract 1:

For vocabulary learning, NNTS prefers skill-based learning to content-based learning. NNSTs prefer to teach words single by single. They separate the only word dictation from semantic backgrounds. In the learning process, A single native speaker or NTSs must be in the order of listening, speaking, reading, and writing natural order acquisition. Therefore, only a tiny number of NNSTs used this natural method.

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Extract 2:

The second problem is a stylized and non-textual learning method in grammar learning. NNTSs learn the way of contextualized grammar teaching. But in many ways, the parents or NNTSs are happy with children who can make formulaic sentences like mathematics in English learning by rote learning. In some grammar teaching, traditional English teachers always take how to build the sentence account instead of how to use it. For example, a grammar issue about tenses is an excellent way to make a timeline to show when we should use various tenses. But NNTSs emphasize distinguishing the difference and structures of different tenses. That is also a disadvantage of examination-oriented English. It's a unified standard and unique answer system. Language is changeable and has many choices to express one thing. So no unique answer to English Learning.

Extract 3:

The second question is about the different instructions between NNTSs and NTSs and Stephen Karen's distinction between second language acquisition and being taught. The goal of acquiring and being taught will produce other content in English classrooms, which is very important in an NTS environment because the language for survival is to solve problems. At the same time, most Chinese learners tend to learn what it is rather than how to use it.

Extract 4:

With the awareness of the critical period hypothesis, parents generally believe learning English is better at an earlier age. This is simply because English is a class language in China, and children from higher levels advocate mastering bilingual (Chinese-English) fluency. This English learning focus is widely recognized in China; in this regard, most NNTSs and NTSs have the same viewpoint.

Extract 5:

Pronunciation accuracy is a typical NNTS educational belief. Traditional NNTSs are passionate about picking up the tiny and unclear mistakes in students' pronunciation. NNTSs often consider the phonology and syntax of the language concerned instead of comprehensible expression.

Extract 6:

The fifth question concerns the proportion of English exposure that accounts for the overall English classroom language exposure. Undoubtedly, students in NTSs may get 100% exposure. Public schools in China have classes every 45 minutes a day and five times a week, and it can just reach 40-60% exposure in NNTS classes which is a significant difference.

Extract 7:

Those NTSs generally use the only language they know to explain more complex words, so they naturally do so without coercion. NNTSs often use their mother tongue

to describe, but it is relatively better if it combines Chinese and English. In terms of helping to achieve near-native language, NTSs can allow second language learners to learn more authentic and accurate expressions of their meaning in many cases. Code-switching broadly indicates a significant step in SLA, which has a greater or lesser impact on developing this language proficiency in the later stages.

The gap between NNTs and NTSs gives language learners more powerful suggestions. Read more native books and learning strategies. Use the native brain to think, like in Chinese and English. Some Native Americans use their critical ability to solve problems, while Chinese (non-native English speakers) often follow others' ideas. It's a good way for us to engage their native **treat cultures**. There is a kind of sugar in China we call (red sugar). But in English is brown sugar. Red sugar is not the same meaning as what the natives mean. They can distinguish that you are not a native speaker. From some essential elements, the natives can discriminate immediately.

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Authentic language in language construction

For an adult who is a non-native speaker. Authentic use is more like a cultural invasion. Usually, non-native speakers and native speakers also enjoy different cultures and religions. In the same language and other cultures, the preference for accents also expresses the cultural incompatibility between native and non-native speakers. In some places, a specific accent is not accepted by native speakers in the local culture, but this does not make non-native speakers happy to learn and share it. The reason is that these two types of speakers are not within the same **cultural circle** seriously. According to some scholars' subsequent surveys of native and non-native language learners, even near-native speakers fall within the category of non-native speakers. Near-native speakers can only be distinguished by professional language analysis to determine whether they are non-native speakers.

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Conclusion

Non-native speakers are generally defined as those who acquire the language after infancy, but it isn't easy to determine when the infancy period ends. At most, it can only be considered that infancy is from birth to early childhood. Studies have shown that if a child is not exposed to their mother tongue environment from birth, they will lose the ability to distinguish this language at 6-12 months of age. But it can be imagined that except for those born deaf and mute, all newborns will receive one or two languages before 6 months, which is their mother tongue and L1. Assuming that if the language environment is lost between 6 and 12 months ago, the language input before 6 months did not receive any output due to the input of other languages. There will be no continuous exposure in the future, resulting in the loss of L1 exposure due to L2 exposure. That could also be said that L2 is his native language, which may depend on when he lost direction to one language, four months, six months, or eight months? **Anyway, it must be before infancy.** Only those who learn L2 through this path can be called near-native or native. If we miss babyhood, can we still cultivate

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children into near natives? Here a critical hypothesis should be mentioned. The significance of studying non-native speakers and native speakers is also to enable language learners in childhood to better master a different language, which is closer to the characteristics of native speakers. So both subtle and huge differences should be taken seriously as for additional strategies for other teachers.  21

In the 1960s, with the rapid development of science and technology, a modern grammar translation method emerged in the United States - The Cognitive Approach. The cognitive approach pays attention to the role of students' intelligence and emphasizes that learning a foreign language should first master the language knowledge by focusing on sentence structure. The cognitive approach originates from the translation method, but it is not a replica of the translation method. It overcomes the extreme and one-sided nature of the translation method, absorbs the strengths of other teaching methods, and develops the translation method. Therefore, some people also call it the new grammar translation method ("Foreign Language Education"). The grammar-translation remains a standard language teaching method in many schools (Brown, H.D., 1994). However, people have criticized the translation method for many years. The use of translation methods in foreign language classes is still quite common in some schools.  22 It is especially true in some schools where NNSTs have low English proficiency and lack professional training.

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HARVARD referencing



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GRADEMARK REPORT

FINAL GRADE

62/100

GENERAL COMMENTS

Instructor

Your discussion begins well as a well focused response and the introduction puts the discussion firmly on track to look at the L2 speaker/teacher position. This is a good introduction to the topic.

However, throughout the discussion there are problems with organisation of ideas.

For example, there are a number of points introduced within the first two pages without any clear delineation between them. This has rendered parts of your text quite dense in ideas and harder to follow.

You appear to be drawing upon limited resources and debate.

Consider this issue carefully when planning future assignments.

Finally, please check Harvard refernceing guidleines form UWTSD and the library talk recording given by CD. This really needs to be sorted out beofre you start any further assignments especially the dissertation.

PAGE 1



Comment 1

Check wording of the question.



Comment 2

Are you referring to a research study that you ave conducted previously?

Strikethrough.

Strikethrough.



Comment 5

Check proof-reading. Organisation of the disucssion is awkward and needs to flow more.



Comment 6

Meaning unclear.

PAGE 2



Comment 7

This section doesn't appear to be linked to the main topic.



Comment 8

Very dated reference!



Comment 9

Meaning unclear.



Comment 10

relevance??



Comment 11

Date?



Comment 12

Further elaboration required.

PAGE 3



Comment 13

This is dense and quite hard to follow. Each paragraph needs an introductory topic sentence.



Comment 14

Is this section related to a particular study?



Comment 15

Relevance of these questions?



Comment 16

Is this quoted material??



Comment 17

Meaning ??



Comment 18

??

Strikethrough.



Comment 20

Meaning unclear.



Comment 21

What type of differences are you referring to?



Comment 22

relevance?



Comment 23

There is no need to add bullet points to the references.



HARVARD referencing

Check Harvard referencing. The library session (April 2023) and UWTSD referencing guide should be applied consistently.



Comment 24

very dated.