INTRODUCTION
NATIVE SPEAKER: WHAT MOST PEOPLE KNOW

• Mother tongue/first language (Bloomfield 1933)

• The native speaker as the authority on grammaticality (Chomsky 1957→)
NATIVE SPEAKER “PROBLEMS”

- Bilingualism, multilingualism
- **semilingualism?** (Edelsky 1983; Hinnenkamp 2005)

- Dominant language, home language (Davies 2003)
• More problematic?
  • ESL and EFL countries
  • New evolving standards

• Linguistic imperialism

• Language ownership
  • Linguistic homogeneity and nation-state – image of the “pure” native speaker
<table>
<thead>
<tr>
<th>SELF-ASCRIBED IDENTITY (Davies 2003)</th>
<th>NON-ELECTIVE IDENTITY (Brutt-Griffler &amp; Samimy 2001; Escuredo &amp; Sharwood Smith 2011)</th>
<th>COMBINATION (Han 2004)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>Individual</strong> chooses to identify as NS</td>
<td>• <strong>Socially constructed</strong></td>
<td>• <strong>Interplay</strong></td>
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<td>• “A Singaporean, a Nigerian or an Indian might see him/herself as a native speaker of English but feel a lack of confidence in his/her native speakerness”</td>
<td>• Relevant <strong>language community</strong> and <strong>accent</strong> is core</td>
<td>• Individual considers themselves a NS, the society confirms their identity</td>
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<td>• <strong>Conflicts</strong> (Faez 2011)</td>
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STUDY
DESIGN

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• 10 participants; diverse language backgrounds
  • Both NNES and NES
  • EFL, ESL, L1, bilingual
• Semi-structured
• Exploring **self-ascribed** identity

• 30-second extracts (survey)
QUESTIONNAIRE

• Finnish university students

• Speech factors
• Origin
• NES/NNES classification
• Influential factors

• Exploring non-elective identity
METHODOLOGY

Interviews

Discourse Analysis

Self-ascribed identities

Non-elective identities

Questionnaire

Statistical analysis

DISCREPANCIES?

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RESULTS
INTERVIEWS

Self-ascribed NES identity

- Relevant cultural knowledge from language community
- Dominant language (3)
- Internalized grammar
- Growing up with the language (4)
- First language/mother tongue (3)
- Proficiency (1)
- Creative use of the language

L1/Bilingual

EFL

ESL

EFL/ESL

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QUESTIONNAIRE

AVERAGE SCORES AND NES CLASSIFICATION

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The native speaker who is fluent and easy to understand

The native speaker with perfect grammar

GRAMMAR AND NES CLASSIFICATION

INTELLIGIBILITY AND NES CLASSIFICATION
Dave (Trinidadian, L1): “If you go to Trinidad, and you were to suggest … to Trinidadian people that they are not native speakers, I think they will take offense to it. … Most people will, anyway. … 99 percent probably don’t speak another language. Of course, they have their own dialect, their own accent, but it’s no more grammatically incorrect than, say, American English or British English.”

<table>
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<tr>
<th>NES</th>
<th>NNES</th>
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<tr>
<td>21.2%</td>
<td>76.47%</td>
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</table>
Lucy
- Finnish-Swedish
- EFL
- Self-ascribed **NNES**
- Never lived in an English-speaking country

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<th></th>
<th>NES</th>
<th>NNES</th>
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<tbody>
<tr>
<td></td>
<td>74.1%</td>
<td>25.88%</td>
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DISCUSSION
IDENTITY CONSTRUCTS

1. Non-elective identity:
   • Accent of norm-providing L1 country
   • Social constructionism (Pennycook 2007, 2010)

2. Self-ascribed identity:
   • NES concept moulded to own needs
   • Not always same as non-elective identity
     => problem
PROBLEMS

• “L2 vs. L1 Use of Synonymy: An Empirical Study of Synonym Use/Acquisition” (Liu and Zhong 2016)
• “The interface between grammar and pragmatics in EFL measurement and development” (Celaya and Barón 2015)
• “Nativelike expression in the speech of long-residency L2 users: A study of multiword structures in L2 English, French and Spanish” (Erman et.al. 2015)
• “An Investigation of Native and Nonnative English Speakers’ Levels of Written Syntactic Complexity in Asynchronous Online Discussions” (Mancilla 2015)
• “Negotiating topic changes: native and nonnative speakers of English in conversation” (Morris-Adams 2015)
• “The assessment of foreign accent and its communicative effects by naïve native judges vs. experienced non-native judges” (Puerto et.al. 2015)

“It is clear … that any terminology will have to employed with this caution in mind. The terms NS and NNS have, in spite of their somewhat problematic nature, been used in this paper, primarily on the basis that no suitable alternatives exist.” (2)
“The point is not just to analyze and critique the social roots of linguistic ideologies but to analyze their efficacy, the way they transform the material reality they comment on. The emphasis is on … the performative aspect of ideology under its constative guise: ideology creates and acts in a social worlds while it masquerades as a description of that world.” (Schieffelin et.al. 1998:11)

- Job market: ELT, proofreading, translation
- Language attitudes: sounding educated/intelligent
- Language teaching: entrenched monoculturalism


7. Escudero, P. & Sharwood, S.M. 2001, "Reinventing the Native Speaker: Or `What You Never Wanted To Know About the Native Speaker So Never Dared To Ask.'", *EUROSLA Yearbook*, 1, 275-286(12).


