Sentences, native speakers and the authenticity

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of Languages

Learners' native speakers and the authenticity
have acquired the language in their surrounding society. In this essay 'native speaker' will refer to competency rather than to 'background', for I hold that taking the surrounding vernacular or societal language (B) into consideration gives a truer picture of the natural competence of an individual in a target language than certain analyses that would refer only to the home language (A).

Despite the usefulness of the above categorisation let no one ignore the reality of an unbroken sliding scale of competency that smothers the divide between complete fluency and naturalness as against complete unfamiliarity in a language (that typically tends to characterise native speaker competency compared to that of learners). In the Celtic countries, native speakers are far from displaying a uniform competency: there are, for example, individuals who are defined as 'stunted' native speakers by Morgan (2000: 126) as their native language was abandoned after childhood and they subsequently lived in a wholly English/French environment. There also exist children brought up in the 'learner' language of their parents who have minimal or even no contact with the native speaker society and are 'native speakers' of sorts by virtue of their home language (Morgan 2000: 132)\(^4\). Moreover, there seems to be a convergence of the language of young native speakers and learners in English/French urban environments. I am unaware of any research into the features of this convergence of 'native' and 'learner Welsh', but my impression from my own experience of such places as the Welsh schools of Cardiff was that the language felt more Anglicised than the Welsh of non-native speakers brought up in very Welsh environments. Exposure to the language seems to be the determining factor in establishing fluency.

Having elaborated on terminology, this essay will now attempt to survey the mismatches and tensions that have arisen between both categories of Celtic speakers, a tension

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3 Since everyone has a native language both the target language as well as the labels 'native' and 'non-native' in Figure 1 can be reversed.

4 Although the term cannot help but be pejorative, their speech can be labelled technically a 'creole'.
The native speakers form the hard kernel of any attempt to preserve and promote the Celtic languages. Yet the wish to achieve this goal has a precedent in the traditional Celtic areas of Scotland, where speakers of Gaelic have been protected in law. In recent years, there has been a growing awareness of the need to preserve and promote the Celtic languages, both within Scotland and throughout the Celtic world.

The paper discusses the current state of the Celtic languages and the challenges they face. It highlights the importance of native speakers and the need to support their use and development. The paper also mentions the importance of education, the role of the media, and the need for official recognition and support of the Celtic languages.

Overall, the paper argues that the future of the Celtic languages is bright, as long as there is continued support from both the official and unofficial sectors.

The conclusion reiterates the importance of the Celtic languages and the need for continued effort to preserve and promote them. It also emphasizes the need for cooperation between different groups and the importance of involving young people in the preservation effort.
The Authenticity of Language

While dialects and local variations exist, most pronounced in the case of English, dialects are also sometimes applied to otherwise uniform speech patterns. Native speakers and learners' responses are often guided by the notion that the language should be non-native. Just as there are some societal concerns between language and identity, there are also cases where the use of language is prescribed by societal norms. These norms can lead to the suppression of certain linguistic features, especially in formal or professional settings. Language variation is thus not only a feature of identity but also a social construct influenced by societal expectations and the desire to conform to perceived norms.

The World in English: In its entirety, the English language is formed through a complex interplay of social, historical, and cultural influences. It is this diversity that gives the English language its richness and adaptability. However, the norms of English usage often prioritize standard forms, which can lead to the exclusion of certain linguistic features, especially in formal settings. This can be seen in the teaching of English, where the emphasis on standard forms can suppress the use of linguistic features that are naturally occurring in specific regional dialects. The tension between standardizing language and preserving its diversity is a constant challenge in the field of education and language use.

In summary, while there are exceptions, the English language is largely standardized and uniform. This standardization has led to a uniformity in language use, which can be seen in the way that English is taught and learned. However, the diversity of the language is still present in its usage, especially in informal contexts. The challenge for educators is to balance the need for standardization with the preservation of linguistic diversity, ensuring that learners are exposed to a range of linguistic features that reflect the richness of the language.
The problem with the definition between second-language

Second-language learners often struggle with their pronunciation, especially when compared to native speakers. This is partly due to the fact that second-language learners must simultaneously learn the sounds of a new language, which can be challenging. In contrast, native speakers have had years of practice, and their pronunciation is often more accurate and natural.

Even in monolingual societies, there are factors that influence the pronunciation of second-language learners. For example, in English, the pronunciation of the name "John" varies depending on whether it is used as a first or last name. Similarly, in Spanish, the pronunciation of the name "Carlos" also varies depending on whether it is used as a first or last name.

The problem with the definition between second-language learners is that it is often more difficult for them to achieve a native-like pronunciation.

In conclusion, pronunciation is a complex phenomenon that requires practice and effort. Second-language learners must be given the opportunity to learn and practice pronunciation in a supportive and encouraging environment.

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