Pedro Guerrero

Ondine

Linguistics 392

March 23, 2015

**Language Learner Profile**

**Introduction**

My language consultant for this language analysis project was Alejandro Gutierrez; he is a 24 year old student at California State University Monterey Bay. His fluent in five languages: Spanish, English, French, Italian, and German. He learned Spanish at home, English at Elementary, and French in High school. Alejandro took four semesters of Italian at CSUMB and one year of German at Monterey Peninsula College. He has a passion for Spanish and his graduating this spring 2015 from CSUMB, his major is Spanish with an emphasis in Linguistics.

This Interview took place at CSUMB campus, on the World Languages and Culture building 48 on room 108. I decided to use this place to make the interview to my consultant since this is a quiet place; there were not any interruptions at all during the interview. The main things that I focus during this interview was my consultant country of birth, his length of time in the U.S., his parents length of time in the U.S, since he was born in Mexico, I asked him at what age he immigrate to the USA, reasons for entering the U.S., English language history, and Spanish language history. Finally, I asked if he knew any other language other than English or Spanish and his learning process and if his going to continue with his education after he graduate from CSUMB.

**Background research on you LC’s first language**

This paragraph it’s going to be about my language consultant first language and I will provide some examples:

* Phonological changes: simplification- au>o, Li>j, gg>g
* Phonological changes: vocal examples The "U" (or longer) Latin is regularly kept in Spanish , while the " -u " final , switch to "o". examples: dūru > duro – lūna > luna – manu > mano – cāmpu > campo
* The – ŏ diphthongizes trend in brief **ue** examples: pŏrtăm > puerta nŏvŭm > nuevo dŏmĭnŭm > dueño dŏrmit > duerme bŏnŭm >bueno nŏvem >nueve
* The short E ( tonic) diphthongizes in **ie** examples: sĕrvŭm> siervo cĕntum> ciento vĕnit> viene fĕsta> fiesta
* The brief I ( tonic) > e

The ŭ breve ( trend )> o examples: Pĭlŭm>pelo Lŭpam>loba sĭlvam>selva cĭbum>cebo

* Phonological changes : consonants some examples:
* -p , -t, -k : voiceless consonants . These consonants in intervocalic position and

groups intervocalic -Pr- , -tr- -cr- and developed as follows : -p- (escrita p) > b -t- (escrita t, th) > d -k- (escrita ca, o, u, r, ch) > g

* In phonetic terms , and they produced the sound sonorizaron [ b , d , g ] examples:

sapere > saber opera > obra fŏcu > fuego

* The initial pl- groups and .beta. cl- developed in ll . There are few modern examples

Cl and .beta. > ll- examples: clamāre > llamar flamma > llama plĕnu > lleno

* Double consonants from Latin Spanish regularly simplify and give the

corresponding single consonants . There are three regular exceptions: ll >ll; nn > ñ; rr > rr

* General grammatical changes ( morphology ) > There was no reduction in articles and pronouns , but development of forms : The Spanish have articles and pronouns of the third person missing in Latin, The article , the pronoun he and the demonstration that come all the demonstrative " ille " ( that ), The second person pronouns you, you, you, you and old your worship and your worships all have the same source, Verbs are the least changed , because they retain many of the Latin morphological distinctions . For example , the verbal paradigms of this and last are those of Latin, with some phonological changes , of course.
* As we can see Spanish and English varies on the kind of pronunciation of the words when I was off the tape with my consultant and we were walking from the library to the site of the interview I ask him if he had any problems with his first language so I test him on some Spanish words like the pronunciation of the words carro(car), zebra, to run (correr), Pissarra (board) etc I thought he was not going to pronounce the correct way but he knows his language pronunciation in Spanisg and English.

**Background History**

My interviewer, Alejandro was born in the northern of Guadalajara. He has fourth brothers and he is the third child. He lived in Guadalajara for 11 years. The reason why his family decided to immigrate to the United States was because his parents wanted to give a decent living to their children and a better opportunity to succeed so in the future they could have a better education since his parents only went to fifth grade of Elementary. “In México I didn’t like school so I would just prefer to help my grandfather with cattle I hated school because teachers would always hit me with a ruler for not having my homework ready.” Alejandro is very thankful with his parents for bringing him to the United States because he continues with his education and thanks to the decisions that his parents made. He now knows more than one language and he is going to continue with his education to later on get a PH.

**Sociocultural Processes**

Since Alejandro pasted his first 11 years of his childhood only speaking one language, when his family migrate to the USA his parents teach him the good morals of never forget where he comes from and from his culture roots, Alejandro always practice his first language with his parents and grandparents and with his brothers he speak English and Spanish since his brothers speak both languages. I totally agree that Alejandro experienced “childhood bilingualism” (Garcia, 2009, pg. 64) because he learned English at a young age and he already knew Spanish. Alejandro also had and still has a strong “home support” (Walqui, 2000, pg. 38) because he practice Spanish and English at home so he has the opportunity to practice both languages. He had “positive role models” (Walqui, 2000, pg. 39) that encouraged “additive Bilingualism” (Garcia, 2009, pg. 52) his teachers support him because when he did not knew something his teachers would stay after school to help him. His parents and his high school teachers wanted him to acquire the mainstream language, English, without losing the family’s traditional language Spanish (Garcia, 2009). Alejandro has not only acquired two languages but tree more “literacy” (Garcia, 2009, pg. 61) understanding in both English and Spanish due to his family and teachers support.

Alejandro when through “code-switching and code-mixing” (Garcia, 2009, pg. 49-50). He speaks Spanish and English back and forth in the same sentences with his siblings and friends. Alejandro stated that code-mixing is useful because he can clearly convey a message when speaking with other bilingual users rather than when he is conversing with a monolingual speaker.

**English Language History**

Alejandro describes his first year in elementary school as an “obstacle” and very “embarrassment” since he was assigned on English classes and he didn’t speak any English. “Even though I didn’t know any word in English and my family could not help me with my homework I would watch cartons on English and just repeating some words and that’s how I began to learn English,” the most hardest year for Alejandro was his first year since he has to survive by himself because he did not have any friends or cousins that could support him. After elementary my interviewer was able to becoming more fluent in English and by the time he was in high school he had the opportunity to take honor classes in English and most of his teachers were proud of him because he would get good grades on essays and he did not had any problem presenting on English or to communicate with his high school teachers.

**Spanish Language History**

My language consultant mentioned that since he was a child, he has always practicing Spanish with family, community, and friends and even since he came to the USA he has lived in a Mexican community. He also feels a passion for it. When he started taking Spanish classes at CSUMB he like it more because he got rid of all his bad language habits and he improves his reading and writing skills. Alejandro also said “Since I had the opportunity to write essays, group work, presenting in my Spanish classes, has been a great practice to present my senior capstone and get ready for real life and help new Spanish speakers.” After graduating from California State University Monterey Bay my consultant it’s going to start working on a private high school in Monterey California.

**Classification of Learner**

My language consultant referred to the “family support” (Walqui, 2000, pg. 38) he Received at home all the support so he could keep working hard with his bilingualism. Alejandro recognized that having a strong “intrinsic motivation” (Walqui, 2000, pg. 41) he would be a successful student and his personal “motivational factor” (Walqui, 2000, was need it because people needs someone who motivates them to be successful on life.pg. 41) his “adult multilingualism” (Garcia, 2009, pg. 64) Alejandro learned Italian, French, and Portuguese along with maintaining

His two primary languages. He experienced “integrative orientation” (Walqui, 2000, pg. 40) and personally feelings by knowing that by speaking more than two languages he can express his feelings and have a conversation with different ethnicities. Alejandro loves been bilingualism because he can connect with people.

Alejandro mentioned “speaking more than one language open doors for future jobs and to travel around the world without worrying about having difficulties on understanding a new language.”

**Analysis**

The interview I had with Alejandro showed his aspects of his English language skil1s - in **Phonology**, **Morphology**, and **Syntax**. During the interview, I learned that his first language was Spanish (L1), and about how he came acquiring English (L2) as his second language. In addition, I learned about all the other three languages he knows besides English and Spanish0. After listening to his interview and listening on the tape I can say that my consultant its fluent not only in Spanish but also in English.

Phonology can be best described as the study of the sound system. Or define as the study of the combination of words into phrases. For phonology I analyzed the voiceless [θ] and voiced interdental fricatives [ð] using the (**th**) sound where I found that my consultant got all one hundred percent correct on his pronunciation on all thirty eight sentences. On the data collection I found six voiceless fricatives on all the thirty eight sencentences I found voiceless fricatives on lines 5, 12, 17, 31 and 32. One example is seen on line 31 it’s an example of a phonology of **th** “Math classes and currently I don't really remember anything I do remember my French…” this is a clear example and on the tape Alejandro make it sound pretty clear, since he starts school in the United States when he was on the elementary and got supported on pronunciation from his English teacher.”

Morphology: can be describe as the study of the structure of words. For Morphology I analyzed the simple past of ed in this study I found sixteen examples of the standard form, and he got one hundred percent on the pronunciation as well. When Alejandro got interview I was paying closer attention but his pretty good on pronunciation and I give one hundred percent on Morphology because he knows the rules and structure of English. I found Morphology examples on lines 1, 12, 13, 15, 18, 20, 21, 23,24, 30, and 32. One example that describes Morphology is on line 13“Studied English for about 13 years, I learned English at the age of 11, I mostly learned…” My consultant knows how to speak clearly and he is at a higher level on structuring the words when he speaks English.

Syntax: is the structure of the combination of words into phrases and sentences. For the analysis of syntax for my consultant I use the personal pronoun **I.** In this study I found forty eight pronouns. The total of the sentences was thirty eight. On the lines 1,2,3,4,5,6,7,8,12,13,14,15, 18,19,20,22,23,24,25,26,29,30,31,32,33,35,37 and 38 two examples that describes sintax are: lines five and six. “Italian here at CSUMB and I took a year of German at MPC, I mostly speak Spanish with my parents and siblings, my parents don’t really know that much English so I speak to them in Spanish.” The personal pronoun in this interview was used correctly in the whole interview. I learned that my interviewer knows how to use the personal pronouns correct. In the syntax category I give Alejandro one hundred percent as well because after listening to the tape he knows how to use the syntax in an appropriate way.

Conclusion: Since my consultant its bilingual on English and Spanish, I predicted that he was going to be almost an expert on talking both languages and after my analysis it becomes to be truth. I believe that his language skills are not the same as I predict because when I hear him talking he sound like an educator person and a high level on speaking. The aspect of knowing more than two languages interest me because he knows how to talk on every single language that he speaks. What I seen in the development of language is that the more a person speak more than one language his/her life will facilitates because that person can travel around the world a find a better job.The age of acquisition more than two languages for my consultant was at a young age which he has the opportunity to learn at a young age he was able to learned all the aspects of every single idiom my consultant speaks.

**Reflection**

What I gained for this project was that every person who immigrate from other country to a new country has to adapted to a new language, but they have to work hard as we see in my consultant that learning English on his first year was challenging but over the time he survive on language because he learned more than two languages and now he is at the university level and he almost make his dream come true for graduating from CSUMB. My gaps on knowledge were similar as my consultant because English is not my first language so I had to adapted and for me was hard because when I was in school most of my teachers were Mexicans so they would always speak Spanish to me and my friends were Mexicans so I didn’t had so much opportunity to practice my English. Something I could improve on was to practice more with my class mates and siblings at home. Since this is my first English linguistic class that I take in all my career I believe that all aspects have been helping me since the beginning of the semesters because this is something new that I had never studied in my life,

Phonology

1. Alejandro Gutierrez, I don't know the exact meaning, but I do know it comes from Greek

2. Though I got that, I was given that name because that was my grandfather’s name, oh

3. Okay so we’re from Guadalajara from the northern part of Guadalajara, umm I’ve studied

4. Spanish, English, I took four years of French in high school, and then four semesters of

5. Italian here at CSUMB and I took a year of German at MPC, I mostly speak Spanish with

6. My parents and siblings, my parents don’t really know that much English so I speak to

7. Them in Spanish, let’s see I’ll have to say it's more of a 50/50 split between Spanish and

8. English though I mostly prefer speaking Spanish, they’re from Jalisco there Guadalajara,

9. My parents have been living here for about 30 years; yes they currently live in the US,

10.Why did they come? Umm mostly for a better life not only for them but for their children,

11.It's very hard for people to make a living, a decent living in Mexico, my parents they got to

12.Grade fifth I believe so they pretty much just completed the elementary school, I’ve

13.Studied English for about 13 years, I learned English at the age of 11, I mostly learned

14.English from watching the cartoons and going to school with English speakers and then I

15.Suddenly for some reason absorbed the language and I quickly learned it, for me it was

16.Mostly personal growth, learning other languages opens up the pretty much opens

17.Different worlds to get a job or whether it be to communicate with other people stuff like

18.That, at first I felt really insecure because I assumed it would be really hard learning new

19.Languages however I quickly found out that it wasn’t terribly hard to learn new languages,

20.For example when I studied French it was very similar to Spanish I kind of just plugged in

21.French to Spanish or translated French to Spanish and vice versa, they were my teacher

22.Were very helpful they well they obviously knew I didn't know English so they were very

23.Flexible I didn't really have any rude teachers they were all very open minded and nice, I

24.Struggled the most when I first go there to the US it was because I didn't know English so

25.I didn't understand what the professors were saying; well I would do ask the teacher for

26.More help or clarification I would also stay after class a few minutes and then also I

27.Would ask my Spanish speaking mates for help, yes most of my friends were very helpful

28.In this area most people speak English and Spanish so that’s why it wasn't as hard, well

29.Lets see I do know that my language classes have always been my favorite classes I

30.Actually learned a lot compared to other classes for example in high school I would take

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32.Though, well I just like to when I learned English I liked to communicate with people

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Phonology: voiceless and voiced interdental fricatives

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Row # | standard form  [θ]voiceless fricative (thin) | variation & example | standard form [ð] voiced fricative (this) | variation & example |
| 1 | 0 | 0 | (1)the | 0 |
| 2 | 0 | 0 | (5)though,that, that,that,grandfather | 0 |
| 3 | 0 | 0 | (2)the, northern | 0 |
| 4 | 0 | 0 | (1)then | 0 |
| 5 | (1)with | 0 | 0 | 0 |
| 6 | 0 | 0 | (1)that | 0 |
| 7 | 0 | 0 | (1)them | 0 |
| 8 | 0 | 0 | (3)though, they, there | 0 |
| 9 | 0 | 0 | (1)they | 0 |
| 10 | 0 | 0 | (3)they,them,their | 0 |
| 11 | 0 | 0 | (1)they | 0 |
| 12 | (1)fifth | 0 | (1)the | 0 |
| 13 | 0 | 0 | (1)the | 0 |
| 14 | 0 | 0 | (1)the,then | 0 |
| 15 | 0 | 0 | (1)the | 0 |
| 16 | 0 | 0 | (1)other | 0 |
| 17 | (1)with | 0 | (1)whether | 0 |
| 18 | 0 | 0 | (1)that | 0 |
| 19 | 0 | 0 | (1)that | 0 |
| 20 | 0 | 0 | 0 | 0 |
| 21 | 0 | 0 | (1)they | 0 |
| 22 | 0 | 0 | (3)they,they,they | 0 |
| 23 | 0 | 0 | (1)they | 0 |
| 24 | 0 | 0 | (2)the,there | 0 |
| 25 | 0 | 0 | (2)the,the | 0 |
| 26 | 0 | 0 | (1)then | 0 |
| 27 | 0 | 0 | 0 | 0 |
| 28 | 0 | 0 | (2)this,that’s | 0 |
| 29 | 0 | 0 | (1)that | 0 |
| 30 | 0 | 0 | (1)other | 0 |
| 31 | (2)math,anything | 0 | 0 | 0 |
| 32 | (1)with | 0 | (1)though | 0 |
| 33 | 0 | 0 | 0 | 0 |
| 34 | 0 | 0 | 0 | 0 |
| 35 | 0 | 0 | (1)they’re | 0 |
| 36 | 0 | 0 | 0 | 0 |
| 37 | 0 | 0 | 0 | 0 |
| 38 | 0 | 0 | (1)that | 0 |

total a:6 total b:0 total c:44 total d:0

Calculate the accuracy score for

Add columns a:\_\_6\_\_ + b:\_\_\_0\_ +c: \_44\_\_\_\_ +d:\_\_\_0\_\_\_ = sum total \_\_\_50\_\_\_ .

a+c:\_\_\_\_50\_\_\_\_ ÷ sum total \_\_\_\_50\_\_\_ = \_\_100\_\_% accuracy

Compare the examples of variation you listed above with the examples of standard. Do you see any pattern in her use of standard forms? Any pattern in the variation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Morphology: simple past -ed

|  |  |  |
| --- | --- | --- |
| Row # | standard form | variation & example |
| 1 | 0 | 0 |
| 2 | 0 | 0 |
| 3 | (1)studied | 0 |
| 4 | 0 | 0 |
| 5 | 0 | 0 |
| 6 | 0 | 0 |
| 7 | 0 | 0 |
| 8 | 0 | 0 |
| 9 | 0 | 0 |
| 10 | 0 | 0 |
| 11 | 0 | 0 |
| 12 | (1)completed | 0 |
| 13 | (3)studied, learned, learned | 0 |
| 14 | 0 | 0 |
| 15 | (2)absorbed, learned | 0 |
| 16 | 0 | 0 |
| 17 | 0 | 0 |
| 18 | (1)assumed | 0 |
| 19 | 0 | 0 |
| 20 | (2)Translated, plugged | 0 |
| 21 | (1)translated | 0 |
| 22 | 0 | 0 |
| 23 | (1)minded | 0 |
| 24 | (1)struggled | 0 |
| 25 | 0 | 0 |
| 26 | 0 | 0 |
| 27 | 0 | 0 |
| 28 | 0 | 0 |
| 29 | 0 | 0 |
| 30 | (1)compared | 0 |
| 31 | 0 | 0 |
| 32 | (1)learned, compared | 0 |
| 33 | 0 | 0 |
| 34 | 0 | 0 |
| 35 | 0 | 0 |
| 36 | 0 | 0 |
| 37 | 0 | 0 |
| 38 | 0 | 0 |

total a: 16 total b:0

Calculate the accuracy score for

Add columns a:\_16\_\_\_ + b:\_\_0\_\_ = sum total \_\_16\_\_\_\_ .

a:\_\_\_\_\_16\_\_\_\_ ÷ sum total \_\_\_16\_\_\_\_ = \_\_\_100\_\_\_% accuracy

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Syntax: Personal Pronoun –(I)

|  |  |  |
| --- | --- | --- |
| Row # | standard form | variation & example |
| 1 | (2) I | 0 |
| 2 | (2) I | 0 |
| 3 | (1) I’ve | 0 |
| 4 | (1) I | 0 |
| 5 | (2) I | 0 |
| 6 | (1) I | 0 |
| 7 | (1) I’ll | 0 |
| 8 | (1) I | 0 |
| 9 | 0 | 0 |
| 10 | 0 | 0 |
| 11 | 0 | 0 |
| 12 | (2) I, I’ve | 0 |
| 13 | (2) I | 0 |
| 14 | (1) I | 0 |
| 15 | (1) I | 0 |
| 16 | 0 | 0 |
| 17 | 0 | 0 |
| 18 | (2) I | 0 |
| 19 | (1) I | 0 |
| 20 | (2) I | 0 |
| 21 | 0 | 0 |
| 22 | (1) I | 0 |
| 23 | (2) I | 0 |
| 24 | (2) I | 0 |
| 25 | (2) I | 0 |
| 26 | (2) I | 0 |
| 27 | 0 | 0 |
| 28 | 0 | 0 |
| 29 | (2) I | 0 |
| 30 | (1) I | 0 |
| 31 | (2) I | 0 |
| 32 | (3) I | 0 |
| 33 | (1) I | 0 |
| 34 | 0 | 0 |
| 35 | (3) I | 0 |
| 36 | 0 | 0 |
| 37 | (3) I | 0 |
| 38 | (1) I’m | 0 |

total a: 48 total b:0

Calculate the accuracy score for

Add columns a:\_48\_\_\_ + b:\_\_0\_\_ = sum total \_\_48\_\_\_\_ .

a:\_\_\_\_\_48\_\_\_\_ ÷ sum total \_\_\_48\_\_\_\_ = \_\_\_100\_\_\_% accuracy

Compare the examples of variation you listed above with the examples of standard. Do you see any pattern in her use of standard forms? Any pattern in the variation?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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