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Final Exam

1. One of Stephen Krashen's theory of language acquisitions which is relevant to second language development is the Input theory. The Input hypothesis is how the learner of the second language is acquiring a second language and not learning it. The learner improves and is making progress wot the natural order when they are receiving the input is putting them one step ahead from their linguistics competence. For instance if the person acquiring the second language is exposed to the input that has more comprehension which belongs to the $i+1$ level. I would like to apply this to my future career since I want to become a spanish teacher in the high school level it is important to me that I give the students the proper feedback that the students need to make sure that they are acquiring the language correctly since most of the students that I will probably have will not be native Spanish speakers. The more feedback that I give back to my future students the more that it would help them improve in their language acquisition.
2. In Jim Cummin's theory on the dimensions of language learning has two important dimensions that are different. The first one is the Basic Interpersonal Communication Skills (BICS) which are the language skills that are needed in social situations and it is important that the day to day language is important and a necessity for people to interact in the social aspect with other people. Many people that are English Language learners are using those skills in their workspace pr when they are a sport events or while they are

talking on the phone. The other dimension is the Cognitive Academic Language Proficiency which refers to the formal academic learning, this includes listening, speaking and reading. The academic language acquisition isn't just the understanding of the vocabulary of the language. The skills also includes comparing, synthesizing and evaluating. The CALS could be used more in my future career plans because it is important to give the students the essential of the language learning because it could help them succeed in school. This is very important because the students need time and the right support to become proficient in their academics.

3. The phonology of the African American English and Standard American English is quite different yet somewhat similar at the same time. Some of the differences that the AAE and the SAE have are that they both have a rule of the r deletion that will delete the /r/ everywhere except before a vowel. The AAE has the a consonant cluster reduction that simplify consonant clusters mostly the ones that are at the end of the words and when one of the one of the two consonants in the word is alveolar. With the reduction rule being applied are deleting the morphemes so for example, the words mend and meant are both being pronounced like to word men. Other differences also include Diphthong reductions, loss of interdental fricatives and the neutralization of [ɪ] and [ɛ] before the Nasal Consonants. If I were in the situation of having the student talking in AAE in an academic setting I would like to try to encourage the student to try and use the correct words and speak correctly in the classroom setting. I personally do not have anything against this type of dialect but if I would prefer to have students to be speaking correctly as well as I would have the same expectations for the rest of the students.

4. When it comes to the phonology being compared from Chicano English (ChE) and Standard American English there are more differences than similarities. One of the differences involves the change in consonants with the affricate and the fricative are being interchanged for example, when the word should be pronounced Sprite those who speak ChE are pronouncing it as esprite and they are adding the /e/ to the word. Out of experience I know that it is just easier to add a letter to the word and have it be pronounced incorrectly than having it pronounced in the correct form. Other phonological differences between Chicano English and Standard American English are the syntactic Variables for example, in SAE a person would say I don't have any money and someone who speaks ChE would say the same sentence yet they would drop some things and would say it as "I don have no money." Again, I personally do not have anything against those who speak the local dialect but I do believe that it should be recommended for those to speak the correct English grammar while they are in the school setting. Also, I know from experience I have also been using the Chicano English but not on a regular basis as many others do.
5. While I was taking this LING 392: Nature of Language and Language Acquisition I was also taking SPAN 345: Bilingualism in Spanish World. Taking these two courses at the same time were very enlightening. I was able to compare what I was learning in both courses even though one course was in English and the other was being taught in Spanish. Since I had the Span 345 course Mondays and Wednesdays at 8am and this one on Tuesdays and Thursdays also at 8am, I would usually compare my notes from both classes on Fridays since I didn't have class I would like seeing what the similarities and the differences in the classes were. Some similarities were at the same time where we had

the reading on the Chicano English on the Ling class we were assigned different dialects to research and then do a presentation on. Doing those two assignments at the same time then going to each class and learning more about the dialects in class and having some prior knowledge to the material due to the other class that was coinciding with one another. I feel like I will be able to put these two classes to use in my future career goals because as I have mentioned before I would like to become a Spanish teacher in the high school level, it really helped me know what methods and material I should try to teach to my future students and what I should steer away from.