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2ND LANGUAGE ACQUISITION IN A 2-YEAR-OLD GIRL TAUGHT BY HER MEXICAN MOTHER

(A CASE STUDY)

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DEDICATIONS

TO **GOD**

TO **MY FAMILY.**

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Eloisa

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ABSTRACT

The purpose of this study is to investigate the process of English language acquisition carrying out an observation in the type of utterances. According to this research goal, this study intends to answer three major research questions:

1. Does the environment interfere with the process of English as a second language acquisition in a 2-year-old girl?
2. If so, what are the elements that interfere with this process?
3. What is the impact that parents have in the process of English as a second language acquisition in a 3 years old girl?

Therefore, in order to correspond with the research goal and research questions, this investigation was carried out with a qualitative method using a journal and observation to conduct this project.

CHAPTER ONE: INTRODUCTION TO THE PROBLEM

1.1 Introduction to the Problem

English has become a very useful language around the world. With attention to, English has become the modern lingua franca as it is used in the whole world. About this language Santillana (2013, p. 1) mentioned that “English is the most commonly spoken language and also is an official language in a large number of countries; as a result, it is the most used to communicate in the world” at the same time, learning English in countries as a second language is used for communication, to know about another culture, to develop in a professional way, as a tool or for academic studies and, finally, for many other reasons. For example, in Mexico the necessity of learning English becomes increasingly important, and this has achieved a high competitive demand as a second language”

The selection of this topic of obeys a personal interest to learn English as a foreign language in an adult age. In addition “the necessity to create associations between syntax and vocabulary in a foreign language” in accord with Mapou, (2009, p.120). Language acquisition is one of the most important developmental tasks faced by people. However the acquisition differs from learning as both involve different kind of processes. Such differences will be explained later in Chapter Two.

It is believed that for students it is better to acquire foreign language from very young age because adults, during the process of learning English way face more difficulties to learn compared with children. Children are able to learn or acquire

many languages in an easier way than adults do, so the older one starts to learn a language, the smaller the odds of reaching native like proficiency are. Pallier (2007, p. 1) explains that “Many children can learn a second or even multiple languages. Taking into account these aspects, people in Mexico would like to have bilingual children, starting this process in the language acquisition age is in order to avoid dealing with many issues when learning English in an adult stage”

In other words, children acquire English in a plain way because language is a tool to communicate them, first produce vocabulary listening and speaking after this children learn to write and to read. Children do not feel ashamed of speaking in a different way, they acquire the language without caring about mistakes, and with time and practice they improve it. Penfield (as cited by Dechert 1995, p.792).Says that “the child begins to speak and to perceive, the uncommitted cortex is a blank slate on which nothing has been written. In the ensuing years much is written, and the writing is normally never erased. After the age of ten or twelve, the general functional connections have been established and fixed for the speech cortex”. Another example of the advantages of leaning as a child is explained by Szubko-Sitarek, (2015, p. 15), who says that “It is easy to produce the same sounds *“t”* by the previously given reason. If children have an enjoyable experience learning languages at this age, it would be a wonderful memory. It helps to have many benefits to learn English at an early age”.

Other authors also mention the advantages that learning a language when the person is a child brings about the same language such as:

a) It enhances their skillset
b) It makes them smarter
c) Better cognitive development
d) Better communication skills
e) Brain creative and flexible
f) Solve problems easy.
g) Selective attention.
h) Better concentration
i) Cultural enrichment.

(Carre, 2016, p. 1)

This research followed the process of the language acquisition in a 3-year-old girl through the use of a journal that will show a toddler´s interaction in English with the researcher, in this case her mother. When this little girl was born, her mother was studying the major in English teaching starting some years ago with very low English level, having many difficulties to learn it.

According with this situation the mother took into account the advantages of acquiring a language from an early age. It was the cause that motivated the mother to start to speak in English with the girl as much as possible. The girl´s name is Britkey she was born on June 16th 2013 in Puebla city. Both Britkey's parents speak Spanish and English. In a common day the girl spend the time at home with her mother and her little baby brother, they are together in the morning from 7:00 to 8:00 and after 4 p.m. the rest of the day, in the morning the girl is at school (pre-kindergarten) the father works out of Puebla city and he comes once a week.

At 2.8-year-old, Britkey did not say one word neither in Spanish nor in English. She is self-sufficient because since she was born her mother attends to the university, and she is kept alone at home, For this reason, when Britkey wanted something, she went and took it by herself, (she did not speak but she acted) she

did not have the necessity to speak to ask for anything. In this case the most appropriate way to conduct this research was the observation of natural conversations between the girl and the mother taking notes of each interaction in a journal. (Britkey was attending the pre- kinder garden school where there were not English classes)

1.2 Purpose of the Study

The purpose of this research is to follow a case study to describe, document, and analyze the process of development of English as a second language acquisition in a 3-year-old girl in order to determine the advantages acquiring English as a foreign language in the childhood period.

1.3 Research Questions

This project addresses the following research questions:

4. Does the environment interfere with the process of English as a second language acquisition in a 3-year-old girl?
5. If so, what are the elements that interfere with this process?
6. What is the impact that parents have in the process of English as a second language acquisition in a three-year-old girl?

1.4 Significance of the Study

The purpose of this research is to follow the English as a second language acquisition for children younger than 3 years old in Mexico, to observe the way in

which the participant acquires and develops English vocabulary. This research might be useful for Mexican people who are in a similar situation and context in order to be aware about of language acquisition process and children advantages. It is known that there have been many studies carried out concerning the importance about learning English in a young age; and also studies on how to learn vocabulary focused on the appropriate level and way for children.

For example, Gomleksiz, (2001, p. 33) writes that “this aged is the excellent period to teach or give to children information as much as possible, taking advantage about the children brain developing”. Nnicola (2008) suggests that the sooner the better; being bilingual since an early age. So it is also hoped that helping children who learn a second language at an early age have many advantages. For example, developing the second language similar as a native speaker. In the meantime the study can be useful for more people who want to know the second language acquisition process.

1.5 The Process

The process of this study started at the end of 2015 when Britkey, the subject under study was 2 years old. As the mother attended the classes in the Languages Department, the interest to speak with the girl in English just to observe and have the experience with the language acquisition at home born. Some months later the researcher started to define her degree thesis and continued developing the idea of have a bilingual kid at home, thinking about the benefits for

her in the future and taking into account the researcher personal difficulties in learning English.

At the beginning, the researcher was not sure about how to teach English to a 3-year-old child, the design for this project, it was a meaningful process to define and know the steps to follow in this, the researcher understood the way to teach Britkey, because she was convinced that one of the limitations of teaching English to her own 3-year-old daughter at home could be not the same as teaching English to children older than 3 years old in a classroom with different individual learning styles. So, one of the main objectives of this research was that Britkey could acquire English as a second language in a natural way as possible.

During the process of the development of this investigation some important points to carry out a better process to teach English to Britkey were discovered. One of the main problems was that Britkey did not speak any word at that time. Many people told the researcher that she *must not speak* in English to her because that could be the reason that she did not speak any word. Those words were the reason and motivation to continue with this research.

1.6 Definition of Terms

Acquisition: Is used to refer to picking up language through exposure(Ellis, The Study of Second Language Acquisition, 2003, p. 14).

Bilingualism: 1: The ability to speak two languages, 2: the frequent use (as by a community) of two languages, 3: the political or institutional recognition of two languages (Merriam-Webster Online Dictionary, 2017).

Communication: According to (Wood, 2005, p. 12) Communication is a "systemic process in which individuals interact with and trough symbols to create and interpret meanings. Transmission of signal(s) between 2 or more organisms where selection has favoured both the production and the reception of the signal(s) (Lewis & Gower, 1980, p. 2) 2) The process of transmitting information and common understanding from one person to another" (Clark, 2003, p. 1).

Language: "grammar governed representational system" (Clark, 2003, p. 27) it is a system of arbitrary Vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact. Finocchiaro (1964, p. 8) "It is s an essential tool enabling the children to learn about the world "(A Resource Guide , 2009).

Learning: "a change in an individual caused by experience" (Slaving, 2003, p.138).

Second Language acquisition (SLA): "it is the study of how learners learn an additional language after they have acquired their mother tongue" Ellis (1995, p. 5).

“It is s an official or societally dominant language needed for education, employment and other many purposes?” (Saville and Troike, 2012, p. 4).

CHAPTER TWO: LITERATURE REVIEW

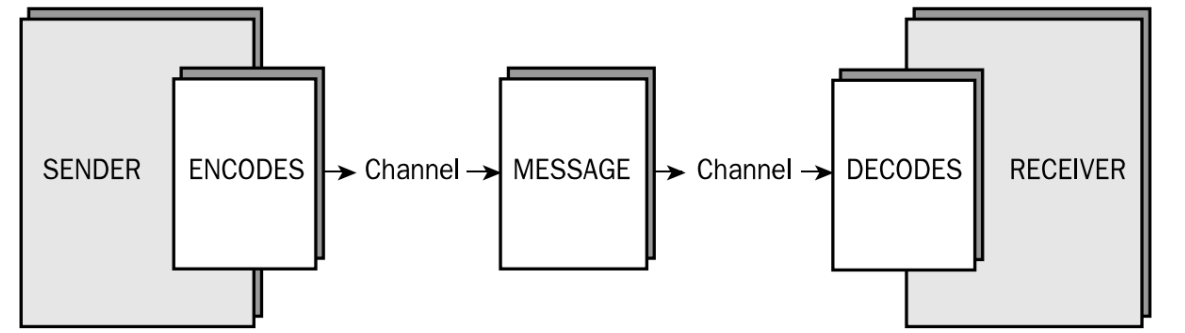
In this chapter, the topics related to second language acquisition will be described and commented in order to have a deeper perspective and understanding of the topic, in this way the awareness and familiarity with such topics will help to answer the research questions previously presented in Chapter 1.

2.1 Communication

Communication is defined by Keyton (cited in Lunenburg, 2010, p. 1) as the "process of transmitting information and common understanding from one person to another". Means speak language every day (Clark, 2003, p. 1). Communication is the main characteristic and requirement to live in a community.

"Communication is central to the success of human beings and organizations; consequently, each one is a social member that has to develop this important skill to live in this group also called “society” “whose almost actions implicate communication no mattering the species.” (Akilandeswari, 2015, p. 154) Although it is known that communication does not belong just to humans because every specie has their own way of communication and this level of communication is called “encoding "(Bass & Pfeiffer, 1998, p. 1) Such process of communication is show in the Figure 1.

Figure number 1. Level of Communication known as "Encoding and Decoding" as found in (Bass & Pfeiffer, 1998, p. 1)



According to Bass & Pfeiffer (1998) the above table is explained as follows:

a) *"***Sender** is who communicate, to transfer an image to another person; the sender first must translate the images into symbols that receivers can understand. Symbols often are words but can be pictures, sounds, or sense information (e.g., touch or smell). Only through symbols can the mental images of a sender have meaning for others.

b) The process of translating images into symbols is called **encoding** once a message has been encoded, the next level in the communication process is to transmit or communicate the message to a receiver. This can be done in

many ways: during face-to-face verbal interaction, over the telephone, through printed materials (letters, newspapers, etc.), or through visual media (television, photographs).

c) Verbal, written, and visual media are three examples of possible communication **channels** used to transmit messages between senders and receivers. Other transmission channels include touch, gestures, clothing, and physical distances between sender and receiver (proxemics).
d) When a message is received by another person, a **decoding** process occurs.
e) Just as a sender must encode messages in preparation for transmission through communication channels, **receivers** must sense and interpret the symbols and then decode the information back into images, emotions, and thoughts that make sense to them. When messages are decoded exactly as the sender has intended, the images of the sender and the images of the receiver match, and effective communication occurs"

(p. 1)

2.2 Language

Language is crucial to survive in a society mainly to communicate with others, for that reason to start with language's definition it can be said that "language is a uniquely human, biologically based capacity and the potential to learn language depends on the language environment" (Ball, 2011, p. 16)

Clark (2009 in (Khalifa, 2016, p. 2) adds that, that it is "supplemented by gesture, gaze, stance, facial expression, voice in the full options people can use for

communicating". In other words, “language is a group of signs, gestures, and figures’ system to communicate a settled down message in a community of individuals for interacting among themselves” (Camacho & Chores, 2001, p. 18).

Some characteristics of the language are exemplified in Chomsky’s theory called “Universal Grammar” where all the individuals born with the ability to learn a language (Ellis, 2003, p. 15). Another characteristic of the language is explained by Camacho & Chores (2001, P.18) who mentions that the “production and comprehension are controlled by the brain” that at the same time presents two main characteristics;.

a) A specific language’s characteristic is to be creative; this means to create different styles to infer each one of this, using the same symbols, codes properly of a specific place to communicate.
b) Another point is that many experts claim that language in the humans is a communication linguistic strategy created with specific symbols and sounds with particular meaning having the purpose to communicate thinking feelings situations etc. etc.

Philips & C. (2007 p. 742) comments that “these days we said that language is the human ability to communicate, and it is true because we use the language to communicate infinity of ideas, information, emotions, thoughts, and feelings as a consequence, language is a social evolution”. On the other hand, Ginsborg (2006, p. 15) says that “language is used not only to communicate information but also to

establish position social relationships – within the family, at school, at work – and, more broadly, within the class structure of our society”.

2.2.1 Language Acquisition

It is effortless to observe the ability of the kids to acquire the language. By the same token, Gardner-Neblett & Cranley Gallagher (2013, p. 5) claim that "During the first years of life, children's brains are developing rapidly and laying the foundation for learning”. On the other hand, it is so difficult to find the responsible brain workings about the language acquisition.

Chomsky (cited in Ward 2001, p. 16) says that kids born with the ability to acquire the language. Apart from Brown et. al. cited in (Navarro, 2003, p. 32) says that “it is an innate practice developed as a consequence of external motivation and is the responsible of the mastering in the language acquisition is a short duration of time”. The child can register of all the languages spoken to him, but he will save only those that are used more according to with his context (Zambrana, 2008, p. 8). So, it is difficult to understand exactly how language development occurs in the brain because it is so marvelous. Ellis (2003, p. 14) claims that “language acquisition is a subconscious process of picking up a language”. Piaget (as cited in Navarro, 2003, p. 322) adds that “language is a general cognitive ability or the use of symbols for the development of language”.

In conclusion, language acquisition is assumed to be a mental process which guides to fluency (Hanak & Newby, 2003, p. 8) and “it can start at childhood or during the adult age” Krashen, (cited in Gomleksiz, 2001, p. 218).

2.2.2 Second Language Acquisition

Ellis (2003, p. 11) explains that “the term Second Language Acquisition is used for acquiring any other language than the first”. Gomleksiz (2001, p.18) adds about S.L.A. that “This process can be developed in a natural setting or through formal classroom instruction” Many people believe that the kids are born with the skill to acquire language (Littlewood, 2006, p. 6) and it is better at an early age the second language acquisition because the young children acquire the second language with little trouble. On the contrary, “adults seem to struggle ineffectively with a new language and to impose the phonology of their mother tongue on the new language” in (Singleton & Ryan, 2004, p. 2).

2.2.2.1 Factors that Influence Language Acquisition

If there is an innate language skill, “it must be constituted in such a way as to be able to cope with a human language to which it is exposed and conversely, all humans’ languages must be amenable to its operations” (Singleton & Ryan, 2004, p. 3). Second language acquisition is considered “subconscious or conscious processes in picking up other language beside the mother tongue” (Fidalla, 2009, p. 99).The factors that affect language acquisition are:

2.2.2.1.1 Individual Characteristics

At first, individual characteristics have to do internal factors that are from the individual's personality (Jane, 2005, p. 8).So, when the linguistic develop is not according with the kid's age have a high risk to get educational, social, and emotional problems (Ward, 2001, p. 16). The characteristics are essential considering that they intervened in how the child behaves, how the child is cared by his parents and the parents' behaviors affect the child too.

In the first years when the kids are acquiring the language, the kids pay attention in the adult language and this particular aspect modify the kid´s world conception (Harr, 2012, p. 41).

2.2.2.1 .2 Age

Age is a fundamental aspect in the second language acquisition and there have been many researchers that investigate about this human period. For example, Gomleksiz (2001, p. 33) states that "Age has been regarded as an important factor in acquiring second languages successfully, as well as in acquiring first languages". In addition, Schuele, (2001, p. 218) says that "language acquisition depends of the learner's age". Respect to age Lenneberg (cited in Dong & Ren, 2013, p. 1) affirms that "critical period hypothesis holds that human beings are predilection to acquire language in the early years of life, and that this option is lost at the onset of puberty around the age of twelve that is way it is vital the interaction mother-child in the first 2 years. Owing to the fact that

“children learn languages easily than the adults, because of “their plasticity” (Gomleksiz 2001, p. 33).

Lenneberg’s cited in Gomleksiz, (2001, p, 218) says that “the period is from roughly two years of age to puberty because after this age their brain loses plasticity, making post-adolescent language acquisition difficult.” Ginsborg, (2006, p. 11) proposes that children are affected physiologically and physically by puberty as it may generate higher possibilities to present a moderate or severe expressive language delay.

So, children learn easily and quick; however when humans grow up, this process starts to be more difficult in countless areas, especially language acquisition. According to Nikolov, (2008, P.p. 1-3) “a two operating system exist specifically in language acquisition at this age, the first one takes care of generating perfect sentences. The second one memory system takes care of unanalyzed rules. Besides, young learners use memory process and adults use rules to learn. Birdsong, et. al. (cited in Gomleksiz 200, p.34) claim that:

> “The cutting-off age should be at puberty or at 12 years of age, the same as in first language acquisition. However, others postulate a younger age such as six years old (e.g. Long, 1990) or an older one such as 18 years old (e.g. Bialystok & Hakuta, 1994) as the terminal point of the critical period/ sensitive period, depending on the focal area of acquisition, i.e., whether in phonology/pronunciation (in the younger case) or morph syntax / grammar) in the older case)”

Nikolov, (2008 p.p. 1-3) also says that two aspects where the age interferes in language acquisition are:

First: biologically because the plasticity (neuronal connections) is better about age five.

Second: cognitively conscious memory increase about aged seven

2.2.2.1 .3 Motivation

It is believed that motivation is an important factor for the second language acquisition because motivation is the passion, the love, the desire that moves you to learn (on this case other language). Fernandez (2013, p.12) defines motivation as “a combination of the learner’s desires, attitudes, and willingness to expend effort in order to achieve a goal on these case in order to learn a second language” Reece & Walker (cited in Gomleksiz, 2001, p. 220) say that teachers and situations stress “a less able student who is highly motivated, and who can achieve greater success than the more intelligent student who is not well motivated”. For this reason, “motivation of learners can be expressed as the factor affecting second language acquisition” (Gomleksiz, 2001, p.17).

2.2.2.1.4 Socio-Economic and Cultural Background.

Another important aspect in the language acquisition is the socio-economic level because being in a high socioeconomic level implies more advantages to learn a language, having as a consequence the socioeconomic status on children’s language acquisition and use. For example, Hart and Risley's (cited by

Schuele, 2001, p. 83) say "We saw that these differences between families in amount of talk were so persistently characteristic of ongoing family life that they added up to massive differences in children's cumulative experience with language".

2.2.2.1.5 Language Learning

Language learning is developed through practice and memorization of knowledge. Language learning, moreover, is a concise process which emerges in the condition of learning, rules, and structures (Hanak-Hammerl & Newby, 2003, p.8). On the other hand, Krashen (as cited in Dulay, Burt, & Krashen, 2008 p.p.11-45) claims that there exists 3 internal processes that are performed when the students learn a second language: "The subconscious ‘filter' and the ‘organizer' as well as the conscious ‘monitor'.

2.2.2.1.5.1 The ‘Organizer' determines the organization of the learner's language system, the usage of incorrect grammatical constructions as provisional precursors of grammatical structures, the systematical occurrence of errors in the learner's utterances as well as a common order in which structures are learned.

2.2.2.1.5.2 The 'Filter' is responsible for the extent to which the learner's acquisition is influenced by social circumstances such as motivation and affective factors such as anger or anxiety.

2.2.2.1.5.3 The 'Monitor' is responsible for conscious learning. The learners correct mistakes in their speech according to their age and self-consciousness.

2.2.2.2 Factors that Affect Language Learning

There exists much research about language learning influenced by many aspects of human experience and capability such as:

2.2.2.2 .1 **Social.** Toddlers infers a speaker's communicative intent and use that information to guide their language learning. For example, as early as 24 months, they are able to infer solely from an adult's excited tone of voice and from the physical setting that a new word must refer to an object that has been placed on the table while the adult was away.

2.2.2.2.2 The Verbal Environment. The second language environment as we know it is so important influencer factor in the language acquisition, as it influences language learning. The different verbal situations around the learner every day, for example, the people, socio-economic status, are important aspects in the foreign language acquisition by the influence directly in what and how a child is acquiring language. Because language acquisition is a natural brain mechanism. It means that if the child is evolving from ages

one to three, children from highly verbal “professional” families heard nearly three times as many words per week as children from low verbal “welfare” families. Longitudinal data show that aspects of this early language predict language scores at age nine. (Johnston, 2010, p. 2)

2.2.2.2.3 Perceptual

a) **Infant Perception** sets the stage. Auditory perceptual skills at six or 12 months of age can predict vocabulary size and syntactic complexity at 23 months of age.
b) **Perceptibility Matters.** In English, the forms that are challenging for impaired learners are forms with reduced perceptual salience.

2.2.2.2.4 Cognitive Process

a) - **Frequency** affects rate of learning. Children who hear an unusually high proportion of examples of a language form learn that form faster than children who receive ordinary input.
b) **“Trade-offs”** among the different domains of language can occur when the total targeted sentence requires more mental resources than the child has available. For example, children make more errors on small grammatical forms such as verb endings and prepositions in sentences with complex syntax than in sentences with simple syntax.

2.2.2.2.5 Conceptual

a) **Relational Terms** are linked to mental age. Words that express notions of time, causality, location, size and order are correlated with mental age much more than words that simply refer to objects and events. Moreover, children learning different languages learn to talk about spatial locations such as or in much the same order, regardless of the grammatical devices of their particular language (Johnston, 2010, p. 3).

b) **Language Skills** are affected by world knowledge. Children who have difficulty recalling a word also know less about the objects to which the word refers. According to Lightbown & Spada (2006, p. 23) “the kids’ brain make connections between words or phrases and the situation where it was produced. This means that the brain relate the word or phrase with it is represent and vice versa when the children see someone object brings to main the word or phrase”.

2.2.2.2.6 Deafness

Hearing is the ability to perceive sound (Department of Health, 2008, p.1) Deafness is the contrary to that; although hearing is of vital importance in childhood, we know less about hearing that about vision, partly because of the special troubles methodologies for checking the auditory functioning of the baby. Hearing is really an important aspect to learning spoken language and for the cognitive development of children,

so hearing loss is difficult develop education and social integration (Krug, & et.al, 2016, p. 4). It is for that reason that deafness is a challenge the language acquisition because “Deaf individuals are incapable of perceiving any auditory input” (Vanek, 2009, p. 7).

The Department of Health (2008, p.3) advises that parents can help their child with hearing impairment

a) Understand and accept the developmental progress of the child

b) Provide timely fitting of hearing aids or cochlear implants as appropriate

c) Train the child to make good use of his/her residual hearing

d) Allow more time when communicating with the child.

2.2.2.2.7 Linguistic

a) Verb Endings are cues to verb meaning. If a verb ends in –ing, three-year-olds will decide that it refers to an activity, as such as, swim rather than to a completed chanced of state such as push off.

b) Current Vocabulary influences new learning. Toddlers usually decide that a new word refers to the object for which they do not already have a label, e.g. those that are unstressed or lie united within a consonant cluster" (Johnston, 2010, p. 2)

2.2.2.2.8 Attitudes

Attitudes can also play a significant role in the language-learning classroom. They have a close relationship with motivation. Krashen (cited in, (Gomleksiz 2001, p.221) explains that “attitude can be a tool or a barrier in learning languages”. in addition, Environment surrounding children can enhance or not the development of language**.** Ribes et. al. notes that (2003, p.442) notes that

> “Language as a form of life is a notion that involves individual practices with objects and people as an integrated totality, to the extent that language is present and articulates every kind of imaginable social activity. The human environment, in the form of culture and social relations, is built through language, and no human behavioral practice could be understood apart from language. We usually describe human behavior as verbal or non-verbal. But this is a misleading distinction, since language behavior (which is not necessarily reducible to speech) never occurs. Isolated from the overall behavior or activity of the individual. Even more, language behavior is learned and becomes functional through its integration and correlation with motor, visceral and sensory forms of activity, and its occurrence in different modes always consists in some kind of activity such as reading, writing, speaking, pointing, gesturing, or listening. The socialization and adjustment of individual behavior is promoted, taught, and regulated by language behavior from the significant others in the culture and social environment. The development of language behavior allows the individual to fully adjust to, modify, and participate in the social environment”.

As a summary, the teacher has an important part in the educational process as he or she should influence and motivate the student to learn “creating an effective learning environment” (Gomleksiz 2001, p. 220). After that, motivation influences learner’s achievement (successful) in acquiring second language. (Fadillah, 2009, p. 109)

2.3 English as a Foreign Language

English has studied around the world even in countries that do not speak English. Maxon (2009, p.9) “Many factors contribute to the market for Teaching English as a Foreign Language The historical factor offers the legacy of the old British Empire that took the language around the world. The political factor gives the current dominance of the USA. Science and technology have developed with English at the forefront”.

English as a Foreign Language is also misunderstood, as people believe that this concept has the same meaning and purpose than English as a second language or bilingualism, however, this distinction is explained by Broughton et. al. (1980, p.6) who explains that:

> “English as a foreign language So far we have been considering English as a second language. But in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life. In Spain, Brazil and Japan, for example, Spanish, Portuguese and Japanese are the normal medium of communication and instruction: the average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement”.

So, there are different purposes for studying a language that does not take crucial part in society neither is involved in every aspect that a mother tongue or a second language imply such as the identity, the folklore, neither an authentic demand to communicate with this language in the country where it is learned. West (as cited in Broughton et. al. 1980, p.8) explains that “the foreigner is learning

English to express ideas rather than emotion: for his emotional expression he has the mother tongue…. It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be".

Hui-chin Lin and Shih-Chieh Chien (2010, p.3) Teaching English as a Foreign Language implies that English is taught in an area where it is not ruled by English people, colonized by England, or culturally and ethnically influenced by The great British for a great deal. Both learners and teachers' studies for learning and teaching different language besides mother tongue are allowed to occur in a student's home, as well as an important part of the normal school curriculum, or as an alternative communicative approach in governmental conferences. Broughton et. al. (1980) suggests that for learning EFL most learners of English tend to have an instrumental motivation. In other words, people have different purposes and future rewards when learning English. For example, Hui Chin and Shih-Chieh (2010) assume that the purposes of learning English as a foreign language just for passing admission exams in educational institution, or for future career improvements, such as working for a governmental or foreign commercial institutions that view English as a language of priority. Maxon (2009, p.9) says that:

> "There's a need for a global language to make international communication smother, and tools such as the worldwide web truly accessible around the planet. These days English is viewed as a language which gives you access to the world. Some want to study at prestigious English-speaking universities; some want a high flying career with international connections. Others just want a better chance in life and move to wherever the money seems to be, and then again, some just love Hollywood, international rock stars or their English girlfriend. Even the free-spirited backpackers need English to get by in far-flung lands".

2.4 Bilingualism

According to the Merryam Webster Dictionary (2018) the definition of bilingualism is: 1: the ability to speak two languages, 2: the frequent use (as by a community) of two languages, 3: the political or institutional recognition of two languages. Adams (2003, p.3) define the bilingualism as “The practice of alternately using two languages”. This phenomenon is common around the world; for this reason, the language many times can suffer modifications for example lexical or morphological, according to the region or place. Also, Haugen (as cited in Liddicoat 1991, p.2) says that “bilingualism begins 'at the point where a speaker of one language can produce complete, meaningful utterances in the other language”. In other words, the term refers to a person who has learned and uses two languages to communicate.

Liddicoat (1991, p.p.3-4) notices that “Bilingualism is present in most countries throughout the world, in all classes of society and in all age groups. However, the importance of bilingualism in the world is not widely recognized, particularly in countries which view themselves as monolingual”. The possible reason is because there is recognized only an official language of a country; however in the same country different indigenous languages are spoken. To this idea Liddicoat (1991) suggests bilingualism is normal only in the minority community in countries with indigenous linguistic minorities.

Valdés and Figueroa (as mentioned in Baker 2001, p.3) classified bilinguals by:

1. **Age (simultaneous/sequential/late)**
2. **Ability (incipient/receptive/productive).**
3. **Balance of two languages.**
4. **Development (ascendant – second language is developing; recessive – one language is decreasing).**
5. **Contexts where each language is acquired and used (e.g. home, school).**
6. **Circumstantial and elective bilingualism.**

a. **Elective bilingualism** is a characteristic of individuals who choose to learn a language, for example in the classroom.

b. **Circumstantial bilinguals** learn another language to survive. Because of their circumstances (e.g. as immigrants)

Also, Bhatia and Ritchie (cited in Ritchie, 2006, pp. 10-11) add an important distinction dividing in primary and secondary bilingualism. “The first regularly occurs in a place where both languages are appreciated and both are in use. On the other hand the secondary exist where just one language is the principal, the second one is not so important or in use like the first. However the mentioned that such citations depends of the needs in the society, the environment of the speakers and as a recommendation for both bilingual competence are much better to acquire in an early

age because the pronunciation skills, vocabulary, fluency take advantage over the older one”

2.5 Childhood

Palacios and Castañeda (2008, p. 7) define childhood as the main evolutionary stage of human whose experiences lived by they in these years are essential to their life cycle. Also, Raheb (2017, p. 1) declares that “childhood is interpreted as the time between 1, 2–year-old that is around when the language is originated. In other words, since they are born until the language appears”. The United Nations Convention on the Rights of the Child (2010) suggest that unless the laws of a particular nation state place the legal age for adulthood younger, a 'child' as a person below the age of 18-year-old.

The world that children live in these years is very important to their development on their initial years of life because these support the growing and neurological basis of growth because children learn through experiences they live every day. The UNICEF (2015, p.1) states that “the first years in the life kids are fundamental because if they care to give the kids attention feed they have more opportunities to survive because they have more health and they can develop and acquire language, thinking, feelings and better social relationships”.

Schaffer (cited in Ribes et.al, 2003, p. 443) identifies five successive interactive tasks considered to be critical for the child's socio-communicative development during the first two years of children’s development:

1) The first mother-child interactions, from the birth to around two months of life, center on the regulation of the infant's basic physiological processes such as feeding, sleeping, and hygienic care.
2) During the following months (2 to 5 months of age) most interactions deal with maintaining the infant's attentiveness and positive affect in face to face exchanges.
3) From this point, during the first two years, joint attention is extended to objects and events beyond the mother and the child.
4) Beginning at 8 months of age, the child becomes a competent partner of the mother, participating in intentional interactions and showing reciprocity.
5) Later, after 12 months of age, mother-child interactions progressively integrate the child's utterances and speech into the existing nonverbal modes of effective communication.

2.5.1 Roles of the Parents

In the whole the world in almost any society, babies are cared by the parents. The parents are the main responsible to give solution for the all the necessities of the child and of his or her education. For those reasons, it is essential to spend the first years of life with him or her, becoming in this way the principal model from who the baby receives crucial information and determine relevant aspects for the rest of his life, specifically the language (Lamb, 2010, p. 3).

Parents interfere in the development of children's' language. In the same way it is recommendable for the parents to being the master language. According to Colin

(2005, p.24) for being bilingual it is important to expose the baby to a lot of vocabulary as much as possible. Stimulate speaking a lot with him a great deal of time giving excellent input to have the best results. Being bilingual or no to be influenced for the rest of the life in general for the baby it will affect the identity, employment culture, knowledge , marriage, in general be bilingual change all giving a lot of advantages in the life. This important decision belongs to the parents.

2.5.2 The Child´s Brain

The human development starts inside the brain when humans start to live. David and Schmid, (2007 p. 1) “Recent advances in neuro-science have helped crystallize earlier findings, bring new clarity and understanding to the field of early childhood brain development. Children are born ready to learn. They cultivate 85 percent of their intellect, personality and skills by age five”.

About the functions of the brain Perry, et.al. (cited in Child Welfare Information Gateway 2015, p.2)

> “The raw material of the brain is the nerve cell, called the neuron. During fetal development, neurons are created and migrate to form the various parts of the brain. As neurons migrate, they also differentiate, or specialize, to govern specific functions in the body in response to chemical signals. This process of development occurs sequentially from the “bottom up,” that is, from areas of the brain controlling the most primitive functions of the body (e.g., heart rate, breathing) to the most sophisticated functions (e.g., complex thought).The first areas of the brain to fully develop are the brainstem and midbrain; they govern the bodily functions necessary for life, called the autonomic functions. At birth, these lower portions of the nervous system are very well developed, whereas the higher regions (the limbic system and cerebral cortex) are still rather primitive. Higher function brain regions involved in regulating emotions, language, and abstract thought Brain

> development, or learning, is actually the process of creating, strengthening, and discarding connections among the neurons; these connections are called synapses. Synapses organize the brain by forming pathways that connect the parts of the brain governing everything we do—from breathing and sleeping to thinking and feeling. This is the essence of postnatal brain development, because at birth, very few synapses have been formed. The synapses present at birth are primarily those that govern our bodily functions such as heart rate, breathing, eating, and sleeping. The development of synapses occurs at an astounding rate during a child's early years in response to that child's experiences. At its peak, the cerebral cortex of a healthy toddler may create 2 million synapses per second (ZERO TO THREE, 2012). By the time children are 2 years old, their brains have approximately 100 trillion synapses, many more than they will ever need. Based on the child's experiences, some synapses are strengthened and remain intact, but many are gradually discarded. This process of synapse elimination—or pruning-isa normal part of development By the time children reach adolescence, about half of their synapses have been discarded; leaving the number they will have for most of the rest of their lives".

Taking into account the above investigation about how the brain works in an early age for many people language acquisition has been a fascinating process for investigation. Kuhl (2002, p. 9) says that "infants learn a great deal in the first year of life before they do not speak" However the brain is so marvelous that even before we are born we are learning, we are as a sponge absorbing knew knowledge.

In other words, there exist studies confirming that when we born the brains take all the information that we are exposed to: touch, see, smell, and hear absolutely all around give new information during the first year of life, so all this information in the brain is defining who we are by the experiences and this happens during all the life. For this reason it can be concluded according to the neuroscience, recent investigations that the brain is adaptable or moldable according with the

experiences, specifically because each one experience influence in our brain development.

2.5.3 Stages of Cognitive Development

The stages of cognitive development in human are related to inner processes of the mind and the way in which such activities are developed during different phases in the human life. Oakley (2004, p.2) advises that:

> "The Word cognitive originally comes from a Latin Word *cognocere, which* means to *know. Therefore cognitive activities include all the psychological processes and activities involved in thinking and knowing. These include how information is acquired, processed and organized.* Cognitive development is the study of how these processes develop in children and Young people and how they become more efficient and effective in their understanding of the world and in their mental processes."

Piaget studied such mind processes in each of the children stages that deal with the thinking and learning processes. According to Barnardos' Training & Resource Service (2012, p.3) "Piaget arrived at his theories through a series of clinical interviews.' These interviews were based on open ended questions and conversations with children, which were used to study children's thinking processes". Piaget (also mentioned in Driscoll and Nagel 2008, p.70) explained that "children undergo four stages of cognitive development, proceeding sequentially, through each stage although at individual rates.

Children add new experiences to their knowledge and gradually gain the capacity to achieve higher order thinking". In other words there is a sequence of elements and abilities that are related to age and development related to the children

brain and motor capacity. The different stages of childhood development from 0 to 15 years old can be seen in table 2 which summarizes the characteristics of each stage of cognitive development from 0 to 15 years old.

Table 1. Summary of characteristics of cognitive development stages (the correlation between children's cognitive development and age) (Taken from Barnardos' Training & Resource Service, 2012, p.3).

Stage Age (yr) Characteristics	Stage Age (yr) Characteristics	Stage Age (yr) Characteristics
Sensori-motor	**0-2**	Children learn about the world around them through their senses and motor activity. They develop the understanding that things do not disappear when they are out of sight. They are limited by the use of language and symbols. However, the capacity to create internal mental images begins to emerge. Piaget divided this stage into 6 sub-stages.
		Sub-stage 1: Reflexes. (0-1 Month) Infant has little control over behavior and their range of behavior is limited.
		Sub-stage 2: Primary Circular Reactions. (1-4 Months) This stage is marked by repeated actions focused around the infants own body.
		Sub-stage 3: Secondary Circular Reactions. (4-8 Months) Infants now realize the actions can have on their external environment and aim to repeat them.
		Sub-stage 4: Coordination of Secondary Reactions. (8-12 Months) Marked by the coordination of two or more strategies to reach a goal
		Sub-stage 5: Tertiary Circular Reactions (12-18 Months) Actions are still repeated, but children in this sub-stage create variables within their repetitions
		Sub-stage 6: Invention of New Means. Through Mental Combination (18-24 Months) Children can understand the relations between two objects without actually acting on them. The toddler in this sub-stage is also able to symbolically represent other objects.

Pre-operational	**2-7**	Children in this stage can use language and symbols, but their understanding of the world is limited. This stage is classified by egocentrism; the child believes that everyone sees the world the way they do. A child in this stage will also have trouble understanding conservation—the idea that the quantity of something may remain the same even though the appearance has changed. For example, they would not comprehend that at all, slim glass could hold as much water as a short, wide glass. Piaget divided this stage into two sub-stages:
		Sub-stage 1: Pre-conceptual stage. (2-4 Years) Rapid advancement in language occur. Symbolic through begins to emerge through imaginative play. The child will have difficulty understanding the idea of another persona perspective
		Sub-stage 2: Intuitive period. (4-7 Years). Ordering, classifying, and quantifying skills improve dramatically during this period.
Concrete operational 7-12	**7-12**	Concrete operational 7-12 Children in this stage become less egocentric and can see.
Formal operational	**12+**	Formal operational 12 + The adolescent develops the ability to communicate opinions on.

According to the above table 1, it can be seen that Piaget believed that young children think different to adults, because human mental structure evolves progressively since they are children to the start their adolescence, as they experience and construct his or her new world as a result of biological maturation and environmental experience.

The following chapter, Chapter 3 presents the setting, the methodology, the instrument, the subject under study investigated during the present research.

CHAPTER III: METHODOLOGY

This chapter provides specific information about the design, the setting, the participants and the instruments. A step by step description of data collecting and analysis procedures followed to develop this research is also provided. First of all, this study was carried out using journals, which involves collecting data by means of observations; in this case 9 months of interactions with Britkey were taken into consideration by the researcher for the purposes of this study.

3.1 Research Design

The aim of this study is to document the English language acquisition as a second language in a 3-year-old baby during nine months. To conduct this research, it was necessary to observe and take notes about every part of the infant language production. Therefore, it was necessary to take into consideration the schedule to practice English.

During the day the mother and the infant were together in the morning from 7:00 to 800 after this hour the infant attended kindergarten and at 4 p.m. she retook the practice with her mother. Then Britkey went to bed. Then, as the subject under research usually reacted in a restless way when she saw a camera, it was considered to maintain a natural environment without the use of a camera. Consequently, the most appropriate way to conduct this research was just through observations and taking notes by the use of a diary about Britkey's speaking

interaction (e.g. when having common conversations and when the participant says some words).

For the purposes of this study, the researcher (in this case the mother) made corrections in pronunciation to the girl, when necessary and took notes about all the infant words' production in English and in Spanish.

3.2 Research Setting

The context in which this research takes place is in the city of Puebla Pue., Mexico. This is a setting where the English language plays no major role in the community as it is considered a foreign language and, in this case, is learned at home just with Britkey's' mother. The participant is prepared to be able to communicate a few speaking ideas and requests in English. However, Bowen, (2015, p. 74) declares about similar cases that "it would be possible to observe a little bit more tendency about Spanish words used", in this case by the little Britkey.

Britkey´s mother is from Zacatlán Puebla, and her father is from Puebla Mexico, but this family lives alone in Puebla City, without relatives, so they are isolated in certain way.

3.3 Participants

During this research, the subject under study is 3-year-old. The participant is female. She was born on June 16th of 2013 in Puebla City. She is very healthy, her cognitive and physical status are in good conditions, she is in movement all the time.

Britkey attends the kinder garden since 5 months before this investigation started. She is at school from 8 a.m. to 4 p.m. after that she is at home, she spends the time just with her mother (researcher and participant) and her little brother who is 18 months. She lives with her mother and her father, but her father works out of the city, he is absent almost all the time.

In Britkey's daily routine she usually takes a break to sleep from 5:00 to 6:00 p.m. in the afternoon. Finally she goes to bed at 9:00 or sometimes at 10:00 p.m. She is from Puebla Mexico and now she is living in this place too.

The mother is a researcher participant, she is 25 years old, and she lives in Puebla since 7 years ago. She is a Spanish native speaker and she is also studying English Language Teaching at the Licenciatura en la Enseñanza del Inglés as a major and Italian language at the Benemérita Universidad Autónoma de Puebla. She is the main care provider and also the main language provider of Britkey. The researcher speaks in English with the subject under study since Britkey was 2-years-old. Britkey's father is a native Spanish speaker but he speaks English too, he is an economist and he lived in U.S.A. for 5 years.

The period of observations for this study was conducted from September 2016 until the end of May of 2017, being a total of 9 months of observation. This study was carried out in every place because is wherever and everywhere where the infant acquired language. Most of Britkey's child context is in Spanish. The researcher is with the participant practicing during six hours without counting

sleeping time from 9:00 p.m. to 6 a.m. The mother is the main care provider because the mother does not care her all the time after the school at 4 p.m.

3.4 Instrument

It was necessary to consider the best way and instrument that could enhance the things happen in a natural setting without manipulating the results or that other variables that could appear interfere in the validity and reliability of the results of this study. Golafashani (referred by Pandey and Patnaik, (2014, p.p.5744-5745) explains that:

> "Qualitative reliability: demonstrating that the operations of a study -such as the research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as real world setting in which researcher do not attempt to manipulate the phenomenon of interestingly try to unveil the ultimate truth. The researcher builds a complex, holistic picture, analyzes words, reports detailed on the findings. Views of informants, and conducts the study in a natural setting".

So the instrument chosen for the purposes of this research was then a Journal, in order collect information about the language acquisition process and compare with previous theories, articles related to this topic, where everything related to Britkey's interactions. The observations made by the researcher and her reflections that could be collected every day, and after nine months of interaction, it could be possible to analyze such information to review the results of the study to answer the research questions and in this way to draw up some conclusions.

Thomas (as cited in Borg 2001, p. 157) declares that “Research journal is a form of reflective writing which researchers engage in during a project and through which they document their personal experience of the research process”.

3.5 Procedures and Data Analysis

For the purposes of this research, it was necessary to research about information that could guide to adopt the specific methodology and instrument used for the purposes of this specific case. Nevertheless, there was a disadvantage because every day children improve many things as they learn easily but they can forget that things very easy. “Children who learn languages in early childhood – whether in school or elsewhere may also forget these languages if they are not sustained as they grow older”. (Lightbown, p. 25)

As a result, of the information Britkey’s mother decided to speak every day to the girl in English just in the morning one hour and in the afternoons they spend the time together after 4:00 pm. Sometimes the researcher (mother) felt frustrated because she was the only one who speak in English with the subject under study, while all the people around in Spanish. The result of the situation demotivated and worried the researcher, because the little girl said more Spanish than English words, that meant that she was acquiring more Spanish than English. However when the girl answered to the researcher questions or say some English words she felt better, especially when the subject under study spoke spontaneously. For example when they were walking by the street, and this was motivating for the researcher. Another

difficult point was the way to correct the subject pronunciation mistakes because she did not like to repeat words.

When the researcher tried to help her to repeat some word after her, the child was uncomfortable and angry, saying “No, no”. That experience was necessary to research some strategies to teach her the correct pronunciation. One strategy was in a role-play (Burnett & Myers, 2004, p. 37) and repeating (Donoghue, 2009, p. 386) many times the word that was difficult for her to pronounce it has good results because she tried to do an effort with the word. At the beginning, the researcher thought about collecting the language acquisition using video recording but when the girl saw the camera, she behaved shyly; she did not want to participate.

So, as these techniques were not efficient, the following steps were used; firstly, it was decided to take notes about everything and write everything about behavior and interactions, and evidence Britkey’s language acquisition. In other words, a Journal was used in order to fulfill the requirements and to accomplish with the purpose of this study. About Journals’ advantages for research Janesick (1988, p. p. 25, 26) says that:

> “Journal writing is a powerful research technique for the researcher and the participants in a given study. The definition of the role of the researcher and participants in a study are clarified through the reflection and the writing process involved in journal writing. Since the researcher is the research instrument, keeping a journal is a check and balance in the entire course of a qualitative research project”

Secondly, the researcher, designed and scheduled everyday observations according to the child and mother's individual times. Once the researcher had the schedule, she started to interact with the baby every day. Thus, the reactions, interactions were written in the journal during nine months, the thoughts, opinions, behaviors and feelings about Britkey's English language acquisition were written too, in wherever place at any moment.

Writing the way in which words were uttered by her, permitted to notice that Britkey produced alone words and in Spanish, she connected 2, 3 or 4 words. For example, when the researcher asked Britkey a question, the child answered in understandable language saying in only one word what the conversation was about. It was hoped with the time she was able to connect more words. After 3 years the children who acquire a second language do so sequentially in a different way (Carrillo Syrja, 2011, p. 20).

Finally, when the journal was completed and the time of research ended, the journal and interactions, so the reactions, the thoughts, opinions and feelings about Britkey's English language acquisition were analyzed in order to be able to draw some conclusions about the advantages and disadvantages of second language acquisition in a Mexican child and to know the answers to the research questions of this study.

CHAPTER FOUR: RESULTS

In this chapter, the study about the process of English as second language acquisition from a linguistic communicative focused perspective with regards to the different factors that help and affect such language acquisition will be presented. The study was carried out in Puebla, Pue. Mexico; where the participant of the present study lives. This researched analyzed data obtained from closed observation of a child during 11 months. This little girl is named Britkey was 3-year-old 2 months at the beginning of this research study.

This paper was based on the following research questions already established in Chapter one at the beginning of this study.

4.1 Research questions.

Closed observation to Britkey was applied during 11 months, and 3 main questions were the focus during this investigation.

1. Does the environment interfere with the process of English as a second language acquisition in a 3-year-old girl?

2. If so, what are the elements that interfere with this process?

3. What is the impact that parents have in the process of English as a second language acquisition in a 3-year-old girl?

4.2 Journal and Output Identification

This instrument shows the word's learning process and the advance in the Britkey's language acquisition. The progress of Britkey's language acquisition was observed and registered by taking notes during dates of the respective classes. Robson (2011) suggested the diary used to provide a chronology of the researcher's experiences and opinions during a study that might provide a detailed record of the research process, from design, data collection and analysis to writing up and presenting the study.

The interpretation of each produced word, or uttered sound by the participant was transcribed by the researcher (In this case the mother of the participant). Reflection via a research diary is often described as a key tool to support the researcher's learning, promoting an active engagement with the process and subsequent development of the research protocol (Clarke 2009).

Example from journal.

DATE: 3rd December

TIME: 11a.m

PLACE: Living room. She started to sing [shushishseismas] that means we wish you a merry Christmas

4.3 Produced Output.

As it can be seen, since many years the development of the language acquisition has been related to the input given by the environment. This case study demonstrated that the participant, a 3-year-old named Britkey is acquiring the language just with the direction of her mother (input) and, as a consequence, improving the language production or output. Until the journal was filled it was necessary to take notes every day to assess the utterances and at the end obtain a better interpretation of the evidence.

Observations from Journal.

DATE: September 3rd.

TIME: 5: pm.

PLACE: bedroom.We were playing with many toys in the bedroom, suddenly the girl said ANT, ANT.

She was referring to an elephant. I told her yes this is an elephant.

Compared with

DATE: 19th April

TIME: 8 p.m.

PLACE: toys room. She was playing with her toys and said horse, enemant, cat, aaa´maki.

4.3.1 Utterance's Analysis

When the research started two important factors that influenced language acquisition were considered, the first one is that the participant in this case Britkey lived with her mother and her younger brother. It is important to mention that he was diagnosed with deafness by doctors at the end of this research on April 2017. On the other hand, Britkey in September 2015 did not say her first word yet. As a consequence, the participant just interacted in English with her mother and nobody else. However, with the practice of English there started to be evidence of advance after certain time, the child started to speak in both languages, Spanish and English, sometimes she mix them. (See Appendix 1 for more details). Some months later she was confused using mine using, yours and mine.

Observations from Journal.

DATE: 23rd June **TIME:** 8 am.

PLACE: baby bed room. [ebes] that means (the dress) [mom so monito] she mix Spanish with English she try to said so cute.

DATE: 3rd **TIME:** 8 a.m.

PLACE: bedroom- Me: yes and this is mine. Brit: mine?–Me: No, this is mine, and this other it's yours.

4.4 The Importance of Learning Environment

The environment plays an important role in the human lives, not only for learning a language, or learning something but for the human development. Olson (1986) warns about the importance of learning environment. In the case of the subject under study there are various factors affecting their language development. First of all, the actual economic situation has made that her father has to travel much to work, and the interaction has been focused on the mother. Secondly, Britkey's parents live alone in Puebla city and they have relatives far away from this city. In third place, the insecurity in the city reduces the possibilities to interact just with children in the school and at home with her mother. In this case the environment plays an exceptional role in the development of this child as her context slow down the development in the same form as other children who live under different circumstances.

Bronfenbrenner (as cited in Pancsofar, and Vernon 2006, p.572) says that "Early language development occurs within, and is affected by, a variety of contexts, including familial and no familial environments. However, the possibilities to develop more the language could change with the time depending in other factors as other studies have suggested, for example, Burchinal, et.al. (as cited in Pancsofar, and Vernon 2006, p.572) say that "while research on caregiver language input has traditionally focused on the influence of mothers' language use, the communicative environment of young children is much broader. Extra-familial factors, such as the quality of center based child care, have also been found to be associated with children's language development, even as early as one year of age".

In other words the environment intervenes in a multifactor form and the results could vary according to the individuality of the person involved, his or her learner differences, and the help that this person may receive from another individual or from the change of circumstances in the same or another environment. Ellis (1985, p.10) declares that “there are five general factors that contribute to individual learner differences in some depth:

a) the age
b) the aptitude,
c) the cognitive style,
d) the motivation,
e) the personality”.

Observations from journal

DATE: 30th September

TIME: 5 p. m

PLACE: Dining room. She was sat eating a banana and she said “mmmmana” many times I repeat the words to help her and she don’t repeat anything, she get angry.

Also recent studies as those carried out by Shonkoff& Phillips (as cited in Welfare Information gateway, 20015, p. 2) show that “genetics predispose us to develop in certain ways, but our experiences, including our interactions with other people, have a significant impact on how our predispositions are expressed. In fact, research now shows that many capacities thought to be fixed at birth are actually

dependent on a sequence of experiences combined with heredity. Both factors are essential for optimum development of the human brain".

4.5 The Role of the Mother in the Process of Language Acquisition

Parents play an important role in the process of language learning acquisition; henceforth Hong (2004) proposes, parents are the children's first teachers. Bates, et.al. (as cited in Pancsofar, and Vernon 2006, p.572) say that "The possible influence of both mothers and fathers may be especially important when children are very young and acquiring cognitive, language and social skills that undergird later development. Language develops in the context of social relations and has roots in the early interactions of children and caregivers". Also Vygotsky (1978) advised that a fundamental role in the development of cognition of humans is played by social interaction.

However, during this study it could be seen that due to the circumstances the mother played the main role in the development of Britkey via interaction because her mother was the only person that provided input to the participant in order for the little girl to be immersed in the English language. Snow (1977) stated that language acquisition is a process of interaction between mother and child from birth. So, the role of parents could be basic for language acquisition however the role of the mother of Britkey was fundamental in the acquisition not only of Spanish, but also English language. Britkey's mother speaks with the 3-year-old girl in English as much as possible, approximately during 4 hours every day, as the purpose of mother was to provide Britkey input and also to support her to interact and have better

development, vocabulary and structure of English language. Ferguson and Snow (1977) propose that a process of interaction between mother and child from birth is called language acquisition. In other words there is a relation between the affective area and the language production between mother and child are related.

However, Britkey's acquisition process was slow, because the production and the journal had to be carried out at the same time in every moment, as this study was based on the language production of the participant.

4.6 Vocabulary inventory

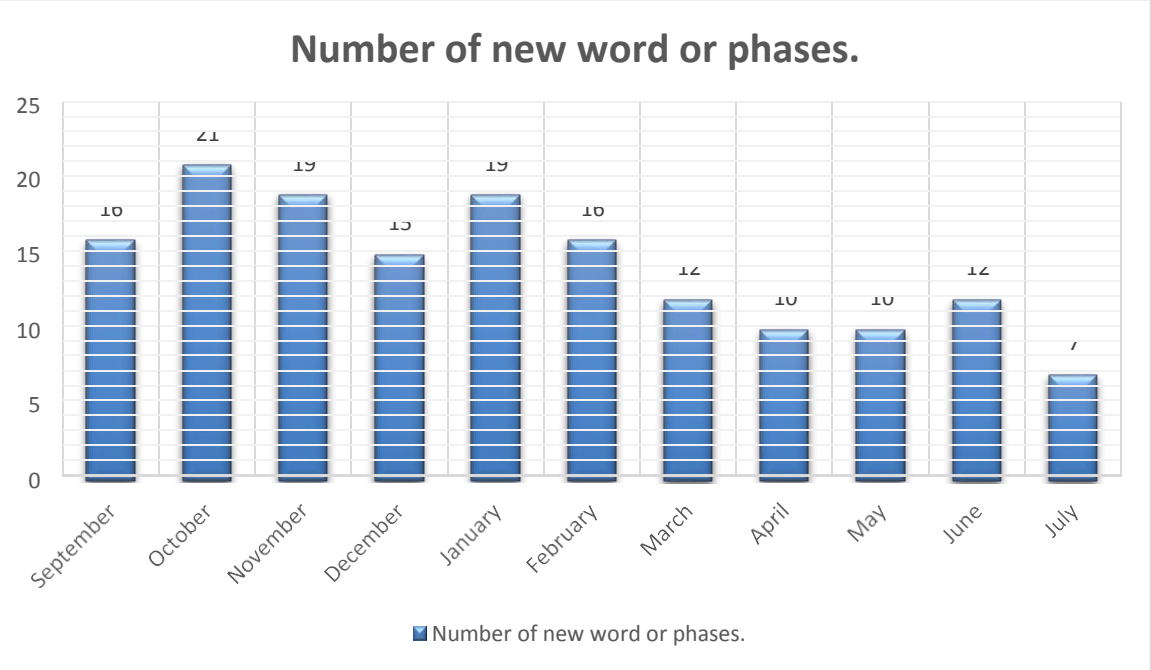
4.6.1 The Vocabulary at the beginning of this study with 3-year-old girl

At the beginning of this journal the vocabulary inventory presented just 16 words; however it can be noticed that each month the number of words uttered by Britkey was increasing.

4.6.2 The Vocabulary Inventory at the end of this study with 3-year-old girl

In this research each month Britkey (the subject under study) presented an English development. Month by month the new number of words were increasing, when finishing the present paper on July 14th, Britkey produced a total of 140 words, some of them are phases for example [apybdeychuchu] that means: "Happy birthday to you". The number of such utterances are presented below in the figure number 2, which shows the words produced by the participant month by month.

Figure number: 2 Number of words produced during this research by the subject under study



It can be noticed certain regularity about the number of word produced by Britkey. In the Below table number 2 the list of words uttered by Britkey are presented by month and date as required by the purposes of the present study..

Table number 2: List of words produced by Britkey by date since September 2016 to July 2017

New words or phrases	September	New words or phrases	October	New words or phrases	November
Mun	02/09/16	Mink stik	02/10/16	Atemelon	05/11/16

Ant	03/09/16	Baun	04/10/16	One	07/11/16
Dog	04/09/16	Yevou	04/10/16	Tu	07/11/16
Sun	05/09/16	Oanch	04/10/16	Ti	07/11/16
Queik	07/09/16	Wed	04/10/16	atin	09/11/16
woowCatch	08/09/16	Go	05/10/16	siyu	12/11/16
Isone	15/09/16	apaide	06/10/16	itcocoli	13/11/16
Momrun	16/09/16	aion	08/10/16	ear	15/11/16
Pig	17/09/16	jia	09/10/16	blucay	16/11/16
Kiss	21/09/16	pinces	10/10/16	aud	18/11/16
jors	24/09/16	ras	11/10/16	hello	19/11/16
Yes / no	24/09/16	akayblu	12/10/16	fo	20/11/16
Ship	25/09/16	bear	16/10/16	fai	20/11/16
Col	28/09/16	fog	17/10/16	man	21/11/16
Bay	29/09/16	moki	19/10/16	Yoni, yes papa	22/11/16
mmana	30/09/16	Green	22/10/16	Yumi bins	23/11/16
		pupur	22/10/16	Ay it	26/11/16
		black	22/10/16	Eibol	27/11/16
		wowutivavos	28/10/16	six	28/11/16
		wait	29/10/16		
		ais	31/10/16		

New words or phrases	December	New words or phrases	January	New words or phrases	February
atin	01/12/16	ten	02/01/17	buc	01/02/17
apibdaychuchu	02/12/16	Ai it cococli	03/01/17	laolove	02/02/17
shushushisesmas	03/12/16	ein	04/01/17	upanaun	03/02/17
bel	04/12/16	Ju is	07/01/17	Go aut	05/02/17
utyvavos	07/12/16	Am ain	08/01/17	berd	06/02/17
Seven	09/12/16	Oanch et	09/01/17	atecul	07/02/17
Ei	09/12/16	Op dans	10/01/17	A dog adol	08/02/17
nai	09/12/16	Yes mai ant	11/01/17	inon	09/02/17
bitmo	10/12/16	E op	15/01/17	Ushei go	10/02/17
moki	11/12/16	bebey	16/01/17	Am ainenkiu	12/02/17
Mai dol	14/12/16	Open mingos	18/01/17	Let gou	13/02/17
No run	15/12/16	cocolicaman	19/01/17	erigo	14/02/17
minkag	16/12/16	Wed oli	22/01/17	As me	15/02/17
No anis	24/12/16	E ens	23/01/17	Umesnani	16/02/17
Fai mom	31/12/16	naniotor	25/01/17	abit	26/02/17
		Ai it cococlian pizza	26/01/17	Einods	27/02/17
		Co go	28/01/17		
		O bed	29/01/17		
		gonenani	31/01/17		

New words or phrases	March	New words or phrases	April	New words or phrases	May
Bow kis	04/03/17	Wet os	01/04/17	bear	08/05/17
No naninapingos no	06/03/17	Isotute	02/04/17	Jiapein	16/05/17
al	07/03/17	Si yuomo	08/04/17	Minkcat	18/05/17
us	07/03/17	Greianwait	21/04/17	vavosmelishos	19/05/17
O pak	09/03/17	Velouawayu	22/04/17	Thebebeydans	23/05/17
Ou moki	14/03/17	A piti	24/04/17	cuer	24/05/17
fish	18/03/17	No momokitokine nebed	25/04/17	sicl	26/05/17
violin	20/03/17	eyenemant	29/04/17	Mom ata	28/05/17
Imcukis	21/03/17	jiayua	30/04/17	ayaño	29/05/17
Baba ship	22/03/17			angl	31/05/17
Am enkiu,siyusun	25/03/17				
sibra	31/03/17				

New words or phrases	June	New words or phrases	July
Teistiyumi	05/06/17	Apynananoui	02/07/17
cheken	08/06/17	finos	03/07/17
GoMaisista	10/06/17	ant	04/07/17
tokinmomthebebey	12/06/17	Mini mink	05/07/17
carou	14/06/17	wolf	07/07/17
Finos achuchu	17/06/17	sumememo	08/07/17
Egs,Braunnaiv	18/06/17	A nananti	12/07/17
De bes	23/06/17		
surprais	25/06/17		
Thebebeycry	30/06/17		

Chapter 4 presented the most important findings concerning the process of bilingual development of a 3-year-old girl. The following chapter concludes this report. A summary of the research is presented, and findings of the study are discussed and interpreted.

CHAPTER V: CONCLUSIONS

The present study has the main objective of researching about language acquisition, as it was mentioned before, the participant of it was a 3 years, nine months old at the moment in which this investigation started, the name of this girl was Britkey. The language development of the girl during this period of observation was slow. The mother spoke to the participant in English as much as possible, for example 2 hours in the morning before going to the pre- kinder garden school and in the afternoon when Britkey came back home she and the researcher (her mother) spoke during 4 or 5 hours. The participant produced few words in English.

At the beginning, according to the topic or situation Britkey (our subject under study) produced words and repeated them three times as she saw the mother taught her for example “look at the moon” and the participant said just the ending word “ moon”. For this study, the motivation given from the mother to the girl was very important because it was the main stimulus that the girl received in English. “Piaget observed that infants actually seek environmental stimulation that promotes their intellectual development”. (National Research Council, 2000, p.79). In other words the girl gained self-esteem or “the motor” to do everything, in this case the language acquisition. Therefore the mother was a guide, taking into a count that they live in a Spanish context, and the mother with this knowledge had to provide interesting situations to the girl.

5.1 Limitations

During this research an important situation that impacted the language acquisition of the participant related to the language is that during two hours every day the mother played the role of instructor of Britkey, while the rest of the time the mother was the instructor of Britkey in Spanish, and nobody else interacted in English with her. Also her younger brother did not speak and in April 2017he was diagnosed with deafness as it was mentioned before.

Added to these circumstances, security demands them to live in isolation in Puebla city because as mentioned in chapter 3 Britkey lives with her mother whose relatives live in Zacatlán Puebla and her father from Reynosa, Tamaulipas working out of the city, and he is most of the time is absent.

Another difficulty found during this research was that the mother was also the researcher and whose perspective could be different from a third person that could be in charge of the observation of a similar study.

The use of video recording was a fail because when the camera was in on, the two-year-old girl got shy, angry and did not saying one word. Under those circumstances, was picky to do a deep and reiterative analysis about every moment in the Britkey´s language production.

5.2 Recommendations

For children who are learning two or more languages as in the case of Britkey , it is essential to be constant with the language in order to impact in the advantages that the child could obtain because in this stage the flexibility of the brain is in optimum conditions as there are millions of neuronal connections. Milliman and Shutterstock (2016) proposed that people tend to have improved connectivity in areas of the brain involved in executive function, a variety of cognitive capabilities connected to planning, reasoning and problem solving when they speak numerous languages.

5.3 Further Research

As previously stated, this research only provides the results and conclusions of this individual case study carried out in a specific context and circumstances that must differ from individual to individual; however this paper can be the base of future research about language acquisition, trying to implement the results obtained, correcting the limitations from this study carried out in Puebla, Mexico that has a Spanish context.

Also, it is important to carry out a future study of the impact that insecurity has in children to socialize outside home or school and consequently in their language practice. About not having relatives near, it is as well important to research in the impact that living in a city isolated has on the future of people abilities to socialize with other people and have success in every area of development.

5.3.1 Pedagogical Implications

For English teachers this study can be used as a reference to practice natural situations as common conversations to develop the language acquisition in children older than 2 years old, as it was the age of the participant of this study. During this study the age was not a barrier to develop language acquisition; however, four important aspects must be taken into consideration.

a) Firstly, essential children talking time should be significant.
b) Secondly, teaching specific topics and vocabulary must be considered by the tutor of a child as the subject under study of the present research;
c) In third place, speaking clearly every time in an attractive context for this age should be taken into consideration with comprehensible input as possible.
d) Finally the child classes should be stress-free environments where students are encouraged to relax and acquire the language by having fun with it.

5.4 Personal Experiences in the Researcher Words

English as a second language in my personal experience was arduous, and dull because I started to learn English in secondary school, before this, I did not take an English course or an English class. My first English teacher spoke all the time in English and I did not understand any word, as a result I had bad notes in the English

subject. The English classes were boring, and repeating understandable verbs was not funny, this situation continued until university, but by a strange reason I decided to learn English as a challenge for me; however with the constant practice all was improved. Now I am writing a thesis in English.

The difficult to learn this wonderful language was the main reason to teach this language to my daughter Britkey as soon as possible. In one occasion I went to the doctor and I saw a miss with her daughter speaking in English, in that moment I thought “when my girl will born I would like she been like that little girl speaking in English with her mom”.

For these reasons I am reducing the unpleasant experiences to my daughter to learn the English language and all the satisfaction that I have obtained from listening her speaking in English language make it a fascinating and the best experience of my life.

5.5 The Dairy Summary of Advances

At the beginning Britkey said few isolated words (no structured sentences). For this reason and with new experience as a mother I was worried about Britkey language acquisition. Because many people ask me about if my daughter did not still speak yet and all the time I answered “no yet”. This research has showed that one of the reasons is because she practiced the English time just with me even though the Spanish background is with me because her brother is younger than her and in her school the attention is in general is not directed only to her.

But I saw her happy having this little progress even though she didn't express clearly ideas I saw a really emotion on her saying a slowly word 3 times, as showing me that she can articulate something new, a new word in a correct way. Britkey demonstrate that she was trying to do the best to progress on it. I can saw this action in all this time that I wrote down the journal. In the descriptions of the journal it is possible to observe that.

During the 10 months of the present research Britkey's oral production was not clear in many words. So, the labor of the researcher was trying to help her always by repeating each word in the correct way two or three times with the purpose that Britkey could improve the word or a complete phrase. With this action progress was visible because she strived to imitate the sound as the original one.

From September 8th to September 15th. Britkey's production was the same there was not a new word. However she catches the conversation topic.

On September 24th she produced understandable words but in the middle of these words she said "yes", "no", or something about the main topic that she was talking about with the researcher. It demonstrated that she was catching the topic or the main idea, even though she did not produced understandable sentences

Many times I spoke to her trying to improve her words, pronunciation and production nonetheless she repeated some words and some others no. After some days she came with me very excited and said someone new word like showing that she knows a new word. She did not ask for the things, most of the time she looks

for the way to get everything she wants September 29th. The missing days were because she didn't say any English word she say numerous no understandable words. When Britkey was talking about color "white" and the word "wait" it lasted around 20 days in order she could differentiate and say "wait" or "white" according to the situation about.

Many times I speak to her trying to improve her words, pronunciation and production nonetheless she repeated some words and some others no. On October 20th.

November 9thThis is the first time that she try to say "jelatin" before she said cake. She counts the numbers gradually

The last days the development of Britkey was really important as it was showing advance, and this make me feel really happy exited and it motivates me.

November 10thThis is the first time that Britkey produced the contrast on this colors using "and"

From 19th to 31st she was on vacation. I was with her just on December 24th

From February18th to 25th she was on vacations with her grandparents.

And from April3rdJune 14th there were some advances for example: Britkey spontaneously in the street recognizes objects for example pointing to the sky saying, moon! Moon. Or in the kitchen say Mink cup mik cup: She could respond to how are you? I'm fine thank you. – Britkey: [enkiu] (she reapeat the word as if that

was new for her in facebook and she said who is? she is your aunt. [Ah piti] means pretty. In the bedroom she found petit socks –Britkey: [osbebey] that means baby socks.Browsing a book and said to me enemanteyenemant. That means gray elephant. In the street pictures on the wall. So britkey said [beer] [beer] pointing out to Winie Pooh. Britkey thinks in English, playing to cook a cake and sing [apybdeychuchu] happy birthday to you. Going up stairs she to counted: one, two, ti, fo, five, six, seven, eit, nine, ten. At home she runs to the window and say [jia,pein,pein] means hear an airplane. Setting a puzzle and she discovered a cat and said mink cat.

Also Britkey can recognize some figures and say their names in English for example: in the park and she saw some shape floor and said [quer] means square seeing face book suddenly said [cicl, cicl] that means circle. Other day was playing with some shapes and go with me to show me [aangl] rectangle – Me: oh yes this is a rectangle wonderful. She also answers to her preferences. For example, in the kitchen–Me: do you like to eat chicken? -Brit: cheken? Ah yeah! Checken mmm yummy.

From June 15th to July 14th

Brtkey could sing in the bedroom. [Mokistokinnenebed] that means monkeys jumping on the bed. [Finosachuchu] that means (fingers how do you do).She also show her preferences in English in the kitchen… I was cooking and she said mmm eggs, brown knife. She also shows what she knows to others, for example in the baby bedroom. Britkey come with her teddy bear and started to speak with the

baby: [velow, awayu? Mfineankyu! Si yu]. She recognizes animals, e.g. walking to home in that panted wall, Brit point the kangaroo and said: Mom carou! carou!

Britkey mixes Spanish and English language, for exampleinthe baby bed room. [The bes] that means (the dress) [mom so monito] she mix Spanish with English she try to said so cute. Britkey started to ask questions in English, for example in bodega Aurrera. While we were choosing some things for her baby sister. She ask me: [my siste] -Me: your sister is my love, she is at home and your sister is beautiful like you. –Britkey surprise face: Beauty? -Me: yes, you are. Britkey ask for things in the English language, for example Britkey said [apaide, apaide] means (spider) this is the way to ask to me to play the spider song. And also establishes little conversation for example, in the baby bed room. Arriving from school she said oooh beauty bebey –me: do you love her? She said yes mom.

Britkey could warn in English, in the dining room. She was eating when suddenly the baby start to cry and Britkey said mommy the bebey the bebey cry!! Also in the kitchen. She enter to the kitchen saying Mommy Danny cry, Danny cry. I answer ooh yes Danny is crying, Danny is your brother. At this time she continues repeated the words or phrases twice. Britkey plays using English language, as:n the toys room playing with kitchen toys. She was cooking vegetables

-me: are you cooking?

-Brit: yes

-me: what are you cooking?

-Britkey: cookies mmm

-me: no they are vegetables (she get angry take the toys and did not want to play more with me)

Or in the park. Mommy [sumememo] swinging me more!! Sweme had (hard) yes?

Britkey also ask about her likes, as in the bedroom. She wake up and say

[erigoerigo] means that if I want to hear that song.

End of the summary (for more details see Appendix 1: The Dairy

Appendix 1: The Dairy

DATE: September 2nd.

TIME: 8 pm.

PLACE: street.

We were walking by the Street when the girl pointing to the sky with the finger saying, moon! Moon!

DATE: September 3rd.

TIME: 5: pm.

PLACE: bedroom.

We were playing with many toys in the bedroom, suddenly the girl said ANT, ANT. She was referring to an elephant. I told her yes this is an elephant.

DATE: September 4th.

TIME: 1 pm

PLACE: The Street.

We were walking when the girl said mom dog, dog.

– Me: Yes this is a dog beautiful dog.

DATE: September 5th.

TIME: 8 am.

PLACE: the street. We were walking to her school when she pointed to the sky and said sun.

-Me: yes that is the sun, the sun is in the sky.

-Britkey: sun, sun!

DATE: September 6th.

TIME: 5 pm.

PLACE: the study room.

She took my notebook and pointing a picture of a tiger she said woow dog, dog.

-Me: ooh this is a tiger. This is a tiger!

DATE: September 7th.

TIME: 6 pm.

PLACE: kitchen.

Pointing to the refrigerator she said- mmm cake! Cake!

I opened the refrigerator and she said cake pointing out to the jello. -Me: this is gelatin, ge- la – tin, not cake.

DATE: 8th September

TIME: 4 pm.

PLACE: the street.

She saw a cat and she said- wooow catch! Catch!!

Me yes this is a cat.

(During these days she continued producing the before words)

DATE: September 15th.

TIME: 8 pm.

PLACE: store. We were looking for some toys and she said is one!

I asked: which one? She answers: si! is one.

DATE: September 16th.

TIME: 4 pm.

PLACE: street.

We were crossing the street she said mom run run!! (this is the first time she said mom)

DATE: September 17th.

TIME: 3 pm.

PLACE the farm.

She said pig mama pig! (Almost at the same time I said yes and I repeated the word that she was trying to say.

DATE: September 21st.

TIME: 8 am.

PLACE: kinder garden.

She told me: kiss mamma (pointing her chicks).

DATE: 22nd

TIME: 8 pm

PLACE: The Street.

Walking on the street she points to the sky and says moon, moon.

DATE: September 24th.

TIME: 6 pm.

PLACE: Dining room

I was checking some papers and she found a picture with a horse and she said: wow horse! Horse! After this time she produces understandable words but in the middle of these words she said yes, No, or something about the main topic that we were talking about, showing that she was catching the topic or the main idea, even though she produced understandable sentences.

Britkey when she is talking about color change wait for white just some days after 20 days (more less) she said wait and white according to the situation about.

Many times I speak to her trying to improve her words, pronunciation and production nonetheless she repeated some words and some others no. After some days she comes with me very excited and said someone new word like showing that she knows a new word.

She does not ask for the things, most of the time she looks for the way to get everything she wants

DATE: 25th September

TIME: 6 p.m.

PLACE: dining room.

She was looking through a history book. She goes with me and shows me the image saying: sheep, sheep baa ship

(Every day, when she arrives home I continue speaking in English with her)

The missing days were because she didn't say any English word she say

numerous no understandable words.

DATE: 27th September. This day her father took her

TIME: 8 p.m.

PLACE: Street. We were walking by the street from bodega Aurrera and she stopped and pointing her ear said: dog, dog. (Try to say listen there's a dog) – Me: yes hear the dog barks, (slower) pay attention, the dog is barking.

DATE: 28th September

TIME: 8 a.m.

PLACE: Street to school. We were walking in the morning to the school and the weather was cold she said sssh col, col, I told her "cold" she said yeah col (touching her arms) telling that she is cold.

DATE: 29th September

TIME: 6 p.m.

PLACE: Bed room. In the window she saw some people walking by the street and she say ba, bay shaking her hand to people.

DATE: 30th September

TIME: 5 p. m

PLACE: Dining room. She was sat eating a banana and she said “mmmmana” many times I repeat the words to help her and she don’t repeat anything, she get angry.

DATE: 1st October

TIME: 11 a.m.

PLACE: dining room. She was sat drinking milk in a pink cup and she said mink, mink, mink I told her wooow. Yes this is pink cup!!

- On this kind of situations I motivated her with some phrases like: you are very intelligent!!

DATE: 2nd October

TIME: 2 p.m.

PLACE: kitchen. Brit said mink, mink mmm! Means (pink steak)

DATE: 3rd October

TIME: 7 p. m

PLACE: bedroom she was playing with a ball and said to me: mom cath ball cath, cath!

DATE: 4th October

TIME: 8 a.m.

PLACE: we were preparing to go to school and she said bawn, yevow, oanch.

- Me: what color is this? Aah wed (meaning RED)

DATE: 5th October

TIME: 4 p.m.

PLACE: Street from school. Days ago Britkey did said just, run, run! Today we were crossing the street and a car was coming far away but Brit said run mom! Run, {o} (go) mom!

DATE: 6th October

TIME: 5 pm

PLACE: park. We were in the park and she saw a spider. She scrammed to me apaide apaide mom apaide means (spider)

DATE: 7th October

TIME: 8 p.m.

PLACE: bedroom. I was telling a kids story about a called “Rufina la burra” Britkey saw the pictures and said horse, horse!!

DATE: 8th October

TIME: 10 a.m.

PLACE: school. We were waiting for her teacher, in the mural there were some animals, she show me the aion (means lion) -Me yes this is a lion.

DATE: 9th October

TIME: 12 p. m.

PLACE: dining room she was playing alone with her Barbie dolls saying: no [jia, jia] means (here) after this she said: blu, mink, oanch.

DATE: 10th October

TIME: 8 a.m.

PLACE: walking to the school she was running suddenly she stopped and pointing a wall said: pincess oooh pincess

- Me: yes they are princess beautiful princess

DATE: 11th October

TIME: 5 p.m.

PLACE: she was seen a stories book and she said ant, ant!

-Me: wow yes this is a small ant.-Brit: no “ras” (means grass) – Me: oh that is right this is grass and this is an ant

DATE: 12th October

TIME: 8 a.m.

PLACE: walking to the school. She was running suddenly she stopped and pointing to the sky she said: [akybluaky] means the sky its blue.

DATE: 13th October

TIME: 4 p.m.

PLACE: seeing TV. She asked me kiss (pointing her chick) kiss

DATE: 14th October

TIME: 4 p.m.

PLACE: street. We were walking from the school and she saw flowers and said-mom vavos mink vavos. That mean pink flowers

DATE: 15th October

TIME: 1 p.m.

PLACE: baby store. We went to buy clothes for her brother. Sawing clothes we found petit cloths for baby, Britkey so exited said: yes me. Means yes this is for me. Of course this was not, but she wanted it.

DATE: 16th October

TIME: 12 p.m.

PLACE: dining room. She was doing her homework and said mommy bear bear!

She repeat two or more times the word trying to showing me that she is doing an excellent pronunciation of the word.

DATE: 17th October

TIME: 4 p.m.

PLACE: walking back from the school. We passed in front of a house with a lot of frogs. She said: fog, fog! -Me: yes green frogs and pink flowers.

DATE: 18th October

TIME: 5 p.m.

PLACE: she was seeing some videos. Usually she says no one word, but today, she only said: sheep, sheep!

DATE: 19th October

TIME: 8 a.m.

PLACE: dining room se was taking breakfast she said [momomomoki].

-Me: yes, monkey eats bananas.

DATE: 20th October

TIME: 6 p. m

PLACE: living room Brit. says [Baun] Moki means brown monkey

All the time I reinforce the repeating the words to her yes this is brown monkey

DATE: 21st October

TIME: 3 p.m.

PLACE: we were playing with her toys and she said mom. My doll, my, my!

DATE: 22nd October

TIME: 10 a.m.

PLACE: street. We were walking from the school and one wall was painted with a graffiti in different colors, Britkey was saying each one color: [brown, yevow, blu, pupur, blak, and green, wed]. This is the firs time that she pronounce brown with ¨r¨

DATE: 23rd October

TIME: 2 p.m.

PLACE: living room, she repeat the words that produce some days ago. No one new word

DATE: 24th October

TIME: 5 p.m.

PLACE: - Home. Me: please give me the yellow bag. –Brit: yevow -Me: yes please -Brit: ok ... Here

DATE: 25th October

TIME: 7 p.m.

PLACE: street. We were walking and she pointed the sky saying moon moon!! /Me: yes the moon is in the sky.

DATE: 26th October

TIME: 6 p.m.

PLACE: dining room she was eating an ice cream and she said [brown, brown] she said those words slowly trying to emphasize pronunciation.

DATE: 27th October

TIME: 8 a.m.

PLACE: street. We were walking to school and there was a wall, were I imagine many times ago there was a kinder garden or something like that. By the pictures on the wall. So Britkey said [bear] [bear] pointing out to Winnie Pooh means bear.

DATE: 28th October

TIME: 4.p.m.

PLACE: street. Back to the school she said [wow vavos uty vavos] means flowers beauty flowers.

DATE: 29th October

TIME: 11 a.m.

PLACE: she was seeing some videos. Usually she say no one word, but today, she said sheep, sheep wait sheep! -Me: wooow, yes this is a white sheep like the sheeps in the grandpa farmer.

DATE: 30th October

TIME: 10 a.m.

PLACE: at home, I was on the computer, she came to me with a bunch of flowers and showing then said [wed, wed] referring to red flowers

DATE: 31st October

TIME: 7 p.m.

PLACE: home playing with the toys she show me a boy toy and she show me his eyes and said [ais, ais]

DATE: 1st November

TIME: 4 p.m.

PLACE: street. We were walking from the school, we pass in front of a house with a lot of frogs. She said: frog, frog! Mink vavos -Me yes green frogs and pink flowers.

DATE: 2nd November

TIME: 6 p.m

PLACE: bed room. She was on the bed and said aion aion! Pointing to the bed sheet - Me: yes this is the lion king.

DATE: 3rd November

TIME: 8 a. m.

PLACE: street. We were walking to school and she said, [cay]

-Me: yes look at the sky, the sky its blue!

DATE: 4th November

TIME: 6 p.m.

PLACE: we were walking by the street when she saw a cat and she said- wow catch! Catch!!

-Me: yes this is a cat. What is this? – Brit: catch.

DATE: 5th November

TIME: 1 p.m.

PLACE: Dining room. She was playing eating watermelon and she said [aselon]?

-Me: yea this is watermelon mm I like to eat watermelon.

DATE: 6th November

TIME: 10 a.m.

PLACE: dining room. She was eating hot cakes. – Brit: mmm [shabs] pointing the vegetables –Me: yes they are vegetables.

DATE: 7th November

TIME: 4 p.m.

PLACE: she was going up the stairs and she started to count: one, two, ti, one two, ti. One, two, ti.

DATE: 8th November

TIME: 4 p. m.

PLACE: street. Come back from school she said [wow vavos uty vavos] means flowers beauty flowers. [No home] she did not want to go home)

DATE: 9th November

TIME: 5 p.m.

PLACE: kitchen. Pointing to the refrigerator she said- mom cake! Cake!

I opened the refrigerator and she said cake pointing out to the jelly. -Me: this is gelatin, ge- la - tin. –Brit: [atin] – Me: yes this is jelatin, je la tin

(This is the first time that she try to say jelatin)

DATE: 10th November

TIME: 8 a.m.

PLACE: dining room. Britkey said black white pointing each one color in the base table.

(This is the first time that she produce the contrast on this colors)

DATE: 11th November

TIME: 4 p.m.

PLACE: She was going up the stairs and she started to count: one, two,

one, two, one, two.

DATE: 12th November

TIME: 12 p.m.

PLACE: house. Britkey raised the phone´s speaker saying many ununders vtandable words and at the end said [se yu]

DATE: 13th November

TIME: 10 a.m.

PLACE: Kitchen. [it cocoli] means eat broccoli

DATE: 14th November

TIME: 6 p.m.

PLACE: she was playing to be a chef and she went with me for ask [it] (if I wanted to eat) -me: yes I want to eat.

DATE: 15th November

TIME: 6 p.m.

PLACE: living room she put her hands over her heart and say sssh [ear]

DATE: 16th November

TIME: 6 p.m.

PLACE: street. We were walking to the store and she said, [cay]

-Me: yes look at the sky, the sky its blue!

- Brit: [bu cay] - Me: yes the sky it's blue.

DATE: 17th November

TIME: 4 p.m.

PLACE: school. Britkey said [aion GRRR! aion!] Means lion

DATE: 18th November

TIME: 7 p. m.

PLACE: Dining room. She was eating and she said [aud aud] pointing her mouth

DATE: 19th November

TIME: 2:00 pm

PLACE: Home. She raised the phone´s speaker saying [hello]

DATE: 20th November

TIME: 12 a.m.

PLACE: she was going up the stairs and she started to count: one, two, ti, fo, fai.

DATE: 21st November

TIME: 6 p.m.

PLACE: we were playing and I show her a magazine, she pointed and said man, man.

DATE: 22nd November

TIME: 7 p.m.

PLACE: living room. She wanted some music and to ask me she said [yoni Jhony yes papa

DATE: 23rd November

TIME: 12 a.m.

PLACE: dining room. We was eating and she said [yummy bins]

- Me: yes delicious beans.

DATE: 24th November

TIME: 6 p.m.

PLACE: living room. She was playing with her toys and said hose an ant. –Me: yes this is an elephant

DATE: 25th November

TIME: 8 a. m.

PLACE: street. We were walking by the street and I ask to Brit, Brit, where is the sky? - Britkey: [blu, blu cay] - Me: yes that's right but where is the sky - Brit (exited) here yeah here.

DATE: 26th November

TIME: 3 p.m.

PLACE: dining room. We were eating Cookies and she said [ai it] that means I like it.

DATE: 27th November

TIME: 10 a.m.

PLACE: Park. We were playing in the park I Britkey said mom [eibol] that means, mom play with the ball

DATE: 28th November

TIME: 4 p.m.

PLACE: she was going up the stairs and she started to count: one, two, ti, fo, five, sits, seven.

29th and 30th. She was with her father

DATE: 1st December

TIME: 7 p.m.

PLACE: kitchen.

She opened the refrigerator and she said- mom atin! atin! Wet atin.

Me: do you like to eat jelatin? Brit: yes atin.

DATE: 2nd December

TIME: 9 a.m.

PLACE: Zacatlán sister´s house. We were to celebrate my sister's birthday

And when we arrive with my sister we started to sing the birthday song when we finish Britkey said [apy bday chuchu] chachacha! It means happy birthday to you.

DATE: 3rd December

TIME: 11a.m

PLACE: Living room. She started to sing [shushsishseismas] that means we wish you a merry Christmas

DATE: 4th December

TIME: 1 p.m.

PLACE: store. We went to get something to Christmas and she said [bel bel] – me : yes this is a gold bell.

DATE: 5th December

TIME: 4 p.m.

PLACE: street. We were walking from the school and one wall was painted with different colors graffiti, Britkey was saying each one color: bawn, yevow, blu,pupur, bak, green, wed.

DATE: 6th December

TIME: 7 p.m.

PLACE: aurrera store. She started to sing [shushsishseismas an nanapi] that means we wish you a merry Christmas and a happy

DATE: 7th December

TIME: 4 p.m.

PLACE: Back to the school she said [wow vavos uty vavos] means flowers beauty flowers.

DATE: 8th December

TIME: 5 p.m.

PLACE: Britkey raised the phone´s speaker saying many understandable words and at the end said [se yu] Me: who is ? -Brit: ant. -Me: is your aunt? -Brit: yes

DATE: 9th December

TIME: 5 p.m.

PLACE: she was going up the stairs and she started to count: one, two, ti, fo, five, seven, eat, nai.

DATE: 10th December

TIME: 1 p.m.

PLACE: dining room. We were eating so Britkey started to say mmm! [Yummy yummy ei] means stick (claps, claps) and ask saying [bit mo.] (Bit more)

DATE: 11th December

TIME: 10 a.m.

PLACE: she was jumping on the bed and she show to me [moki] showing how the monkey felt down because was jumping on the bed.

12th and 13th she was with her father

DATE: 14th December

TIME: 4 p. m

PLACE: toys room. We was playing with her toys and she said mom. My doll, my, my!

-Me: no it is mine, mine!! She use “my” to refers my doll this not belong to her,

She don’t identify when use “my” and “yours” because the doll belongs to me

DATE: 15th December

TIME: 5 p.m.

PLACE: living room. We was playing with a whale and I was inventing a funny story and when I said the whale felt down, the end. Brit said: no, no, no run!! Trying to say do not stop continues with the story.

DATE: 16th December

TIME: 4.m.

PLACE: we were at Britkey’s school and it was the last one day at school on 2016 year. The teacher gives candies so Brit on the bag said mink ag [mink ag] means pink bag -Me: yes this is a PINK bag.

DATE: 17th December

TIME: 3 p.m.

PLACE: living room.

She was alone seeing the coronet that her teacher gives and she said: [blu, yevow, wet.] means blue, yellow, red

DATE: 18th December

TIME: 10 a.m.

PLACE: dining room we were taking brake fast so Britkey started to say mmm! [Yummy yummy quei] means cake (claps, claps) and ask for [bit mo] (bit more)

DATE: 19th December

TIME: 6 p.m.

PLACE: she was going up the stairs and she started to count: one, two, ti, fo, five, six, seven, ei.

20th, 21st,22nd, 23rd she was with her father.

DATE: 24th December

TIME: 9 p.m.

PLACE: living room. We were as giving candies for all the kids and she said no [no anis no nani] means: not candies for dani.

She was wither grandparents 25th, 26th, 27th, 28th, 29th, 30th.

DATE: 31st December

TIME: 12 a.m.

PLACE: parent's farmer. There was the fire and she said [wow fai, fai mom!] means fire

DATE: 1st January

TIME: 5 p.m.

PLACE: bed room. She was on the window and I was in the kitchen she scream to me: [mom catch catch] it means cat

DATE: 2nd January

TIME: 8 a.m.

PLACE: she was stairs up and she started to count: one, two, ti, fo, five, six, seven, eit, nine, ten.

DATE: 3rd January

TIME: 1 p.m.

PLACE: dining room [Ai it cocoli] means I like to eat broccoli.

DATE: 4th January

TIME: 5 p.m.

PLACE: living room we were at home and she started said [ein, ein mom ein] means rain.

DATE: 5th January

TIME: 6 p.m.

PLACE: park. We were playing in the park I Britkey said mom [ei de bol] that means, mom play with the ball

DATE: 6th January

TIME: 5 p.m.

PLACE: living room. We was playing with her toys and she said mom. My doll, my,

my!

-Me: no it is mine, mine, you have to say: this is yours mom.

DATE: 7th January

TIME: 8 a.m.

PLACE: bed room. Britkey was choosing the clothes to wear on this day and she ask me who is? (Showing her clothes) -Me: all this belongs to britkey.

DATE: 8th January

TIME: 6 p.m.

PLACE: she was playing in a call: yes [am ain] means yes I am fine.

DATE: 9th January

TIME: 6 p.m.

PLACE: we were changed Dani cloths and Britkey said [eto oanch aet] means: orange jacket.

DATE: 10th January

TIME: 7 p.m.

PLACE: living room, she said to Dani [op ance] means stop to dance

DATE: 11th January

TIME: 8 p.m.

PLACE: bed room. –Me: please Bit lets go to sleep tomorrow your aunt will come – Brit: [oh yes my ant].

12th, 13th January she was with her grandparents

DATE: 14th January

TIME: 8 p.m.

PLACE: we were brushing our teeth she ask me: tu, tu? Showing me the tooth

DATE: 15th January

TIME: 7 a.m.

PLACE: bed room. She went to my bed and said [e up e up mom] means wake up, she ask me .

DATE: 16th January

TIME: 8 a.m.

PLACE: bed room. She said mom bebeybebey my.

DATE: 17thJanuary

TIME: 8 a.m.

PLACE: she was walking down the stairs and she started to count: one, two, ti, fo, five, six, seven, eit, nine, ten

DATE: 18th January

TIME: 6 p.m.

PLACE: living room I has some candies but I did not to give it to her and she said [mingos open mingos open] means open the fingers.

DATE: 19th January

TIME: 5 p.m.

PLACE: dining room she ask me for brocoli song [coccolicaman] means broccoli come on.

DATE: 20th January

TIME: 8 p. m

PLACE: dining room. [apybdeychuchu] happy birthday to you

DATE: 21st January

TIME: 8 a.m.

PLACE: street walking to the school. Britkey said [apybdeychuchu, chuchu, cha cha cha!]

DATE: 22nd January

TIME: 5 p.m.

PLACE: street. She was eating a lollipop and said [wed oli] that means red lolli.

DATE: 23rd January

TIME: 4 p.m.

PLACE: park. We were in the park and she ask me to go to play with more kids saying [e ens] means the friend. 1st time that she pronounce the

DATE: 24th January

TIME: 6 p.m.

PLACE: mokis, mokis mom. She said for sing a song. Means monkeys

DATE: 25th January

TIME: 6 p.m.

PLACE: she was playing with her brother and said [naniotor] means dani is the doctor.

DATE: 26th January

TIME: 5 p.m.

PLACE: dining room [Ai to it cocoli an pizza] means I like to eat broccoli and pizza

DATE: 27th January

TIME: 8 a.m.

PLACE: Britkey bed room.

-Me look at my eyes. – Britkey: ais yes ok

DATE: 28th January

TIME: 4 p.m.

PLACE: [co go] let's go

DATE: 29th January

TIME: 4 p.m.

PLACE: she was eating and suddenly said [o bed, o bed] she was slipping and wanted to go to her bed.

DATE: 30th January

TIME: 4 p.m.

PLACE: she was playing with a bear and she started to sing [apibedey]

DATE: 31st January

TIME: 3 p.m**.**

PLACE: [go nany] means (lets go for Dani)

DATE: 1st February

TIME: 5 p.m.

PLACE: Living room. I was doing homework and she went to me saying bok bok mom bok _ Me: yes this is a book book

DATE: 2nd February

TIME: 6 p.m

PLACE: i played a song and Britkey Said [ia o love] means: hear, roll over

DATE: 3rd February

TIME: 7 p.m.

PLACE: Aurrera store. Britkey was dancing and said and pointing with her finger [up and an up an an] means up and down

DATE: 4th February

TIME: 11 a.m.

PLACE: kitchen. I put the cookies together and she said: [no, one one] means one by one

DATE: 5th February

TIME: 2 p.m.

PLACE: home. Britkey insist [go ot, go ot]

DATE: 6th February

TIME: 6 p.m.

PLACE: we were walking by the street and she saw a [berd] that means bird. –Me: yes the bird is flying.

DATE: 7th February

TIME: 12 p.m.

PLACE: home. –Me: where is your brother – Brit: [atescu] YES!!!

DATE: February

TIME: 6 p.m.

PLACE: we were in the park and she saw a dog playing and she said to me: [mom dog a bol] to show me that the doga was playing with a ball.

DATE: 8th February

TIME: 8 a.m.

PLACE: bed room. Britkey was choosing the cloths for this day and she ask me who is? (Pointing different cloths) -Me: all this belongs to your brother Danny. – Britkey: nani? -Me: all this belongs to your brother Danny.

DATE: 9th February

TIME: 7 p.m.

PLACE: Britkey was playing and she when to me and ask me to play a song [inon] means to lean o

DATE: 10th February

TIME: 7 a.m.

PLACE: bed room. We were waking up and she said to me: [Ushei go] that means brush hair and go

DATE: 11th February

TIME: 1:00 pm

PLACE: [go ne nani] (go for dani)

DATE: 12th February

TIME: 9 p.m.

PLACE: bed room. Me: are you ok? -Brit: [i´m fine enkiu]

DATE: 13th February

TIME: bedroom.

PLACE: dining room [et go mom]

DATE: 14th February

TIME: 5 p.m.

PLACE: dining room. We were seeing videos in you tube and she ask me to play [eitgo, eitgo] let it go

DATE: 15th February

TIME: 11 a.m.

PLACE: she was seeing some pictures on face book s and she exited said [as me, as me!!] means that's me yes you are , I told her, my baby.

DATE: 16th February

TIME: 6 p.m.

PLACE: living room. She was playing with her brother and she said [E umbes nani e umbes] learn the numbers Dani.

DATE: 17th February

TIME: 4 p.m.

PLACE: living room. Before to start to eat she said [ap, ap, ap] means, eat, clap, clap.

DATE: 26th February

TIME: 1 p.m.

PLACE: Store we were waiting for paid, the music was playing and Brit said [ab it] means tap feet tap your feet

DATE: 27th February

TIME: 6 p.m.

PLACE: living room we were seated on the sofa when suddenly started to rain and she said [ein ein mom ein ods] means rain cloths

DATE: 28th February

TIME: 8 a.m.

PLACE: bed room. Britkey was choosing the cloths her brother and she asked me wh o is? - Me: this is mine. –Britkey: [mai] - Me: No, his is mine. And that it is yours. –Brit: nany, yes this belongs to your brother Dani.

DATE: 1st March

TIME: 6 p.m.

PLACE: living room Britkey was dancing and said and pointing with her finger [up and aun up an aun] means up and down

DATE: 2nd March

TIME: 6 p.m.

PLACE: washer room. She helped me to separate the clothes and I put all the clothes and she said: no one, one. Means no , one by one. –Me: sorry. One by one.

DATE: 3rd March

TIME: 7 p.m.

PLACE: living room. She was eating and suddenly said [o bed, o bed] she was sleeping and wanted to go to her bed.

DATE: 4th March

TIME: 8 p.m.

PLACE: living room [bow kiss] with this words she ask me for a song means Blow a kiss

DATE: 5th March

TIME: 4p.m**.**

PLACE: bed room. –Britkey: [no nani no nap mingos no] means no Dany no snap fingers

DATE: 6th March

TIME: 6 p.m.

PLACE: living room, she was playing and she said [aer aer] means walker

DATE: 7th March

TIME: 6 p.m.

PLACE: - Me: This is mine. –Brit: [ain] -me: no, mine, this is yours, [us?]

She until is confused to use mine and yours

DATE: 8th March

TIME: 4 p.m.

PLACE: living room. [it, ap, ap, ap] means, eat, clap, clap.

DATE: 9th March

TIME: 8 p.m.

PLACE: bed room. She was jumping and she stopped saying [o pak] that means go to the park –Me: no, it's to late its bed time.

DATE: 10th March

TIME: 7 p.m.

PLACE: she was seeing some old pics and she exited said [as me, as me!!] means that's me. –me: yes you are, I told her.

DATE: 11th March

TIME: 7 a.m.

PLACE: bed room. She wake up and immediately she said to me: [Ushei go] that means brush hair and go

DATE: 12th March

TIME: 9 p.m.

PLACE: bed room -Me: go to sleep girl. –Britkey: [ma no nap mingos no] means no snap fingers

DATE: 13th March

TIME: 4 p.m.

PLACE: Street from the school. She wanted to went to park and said [no om, pak!] means no go home go to the park

DATE: 14th March

TIME: 5 p.m.

PLACE: living rom. She was playing with a monkey toy. Saying [ou, ou maky] that means grow, grow monkey

DATE: 15th March

TIME: 6 p.m.

PLACE: we were seein some videos on YouTube and she only observed the videos and suddenly said [baun sheep] means brown sheep

DATE: 16th March

TIME: 6 p.m.

PLACE: [apaide ,apaide] for ask to sing spider song.

DATE: 17th March

TIME: 4 p.m.

PLACE: dining room. [apybdeychuchu] happy birthday to you

DATE: 18th March

TIME: 5 p.m.

PLACE: we went to the aquarium and she said [fffish]

DATE: 19th March

TIME: 6 p.m.

PLACE: She was eating and she said [aud, aud] pointing her mouth [mink] pointing her pink ice cream

DATE: 20th March

TIME: 6p.m.

PLACE: home. We were seeing videos on you tube and she saw a woman playing a violin and Britkey said [violin violin]

DATE: 21st March

TIME: 6 p.m.

PLACE: dining room. She said [im cookies] give me cookies

DATE: 22nd March

TIME: 5 p.m.

PLACE: living room. Baba sheep she said that to ask me to sing that song.

DATE: 23rd March

TIME: 6 p.m.

PLACE: living room. We were seeing videos in you tube and she ask me to play [eitgo, eitgo] let it go

DATE: 24th March

TIME: 4 p.m.

PLACE: She was eating and she said [aud aud] pointing her mouth

DATE: 25th March

TIME: 8 p.m.

PLACE: bed room. Me: are you ok? -Brit: [I'm fine enkiu, see you soon]

DATE: 26th March

TIME: 6 p.m.

PLACE: Dining room. She was seated and ask me mom a banana saying [anana]

DATE: 27th March

TIME: 5 p.m.

PLACE: park. We was in the park and Brit said [go, up aun] means up and down (sometimes she said English words and aft her in Spanish) this was once a time.

DATE: 28th March

TIME: 8 p.m.

PLACE: living room. Britkey was choosing the cloths for this day and she ask me who is? - Me: This is yours. –Britkey: [us] - Me: No, this is mine. And this other its yours.

DATE: 29th March

TIME: 9 a.m.

PLACE: hospital. We went to the hospital while we were waiting for the doctor on the desk was a time table, Britkey started to said the numbers and showing me them in disorder way

DATE: 30th March

TIME: 5 p.m.

PLACE: we were on the street and in a wall it was painted a monkey she said, mom [bawn maki] –Me: yes this is a brown monkey.

DATE: 31st March

TIME: 7 p.m.

PLACE: we were on facebook seeing zoo pictures and she said, zebra.

DATE: 1st April

TIME: 8 a.m.

PLACE: dining room. She was waiting to go to the school and she went to me and said mom [wet] – Me: yes this is a red rouse. –Britkey: ah [wetos] –Me: yes this is a red rouse

DATE: 2nd April

TIME: 5 p.m.

PLACE: She was on the computer and she said yes [is otute?] – Me: yes this is a computer can you turn off please? - Brit: yes. And she did it

DATE: 3rd April

TIME: 8 a.m.

PLACE: living room. Britkey was choosing the cloths for his brother for this day and she asks me who is? - Me: This belongs to Dani. –Britkey: [nani?] - Me: yes and this is mine. Brit: mine? –Me: No, this is mine. And this other it's yours.

She until get confused to use mine and yours

DATE: 8th April

TIME: 8 p.m.

PLACE: bed room. Me: are you ok? -Brit: [i´m fine enkiu, see you omo] means I am fine thank you, see you tomorrow

From 9th to 16th She was on vacations with her grand parents

DATE: 17th April

TIME: 7 p.m.

PLACE: bed room. We were preparing the clothes for the next day, she asks me who is? - Me: This is yours. –Britkey: [us] - Me: No, this is mine. And this other its yours.

DATE: 18th April

TIME: 8 p.m.

PLACE: We were walking by the Street when the girl pointing to the sky with the finger saying, moon! Moon! Moon [e kai] means moon is in the sky.

-Me: yes the moon is in the sky and the sky its blue.

DATE: 19th April

TIME: 8 p.m.

PLACE: she was playing with her toys and said horse, enemant cat aaa´moki

DATE: 20th April

TIME: 4 p.m.

PLACE: monkey [tokin nen e bed] that means monkeys jumping on the bed grey and wait.

DATE: 21st April

TIME: 5 p.m.

PLACE: dining room. She was drinking milk and she started to say Mink cup pointing the cup and said white pointing the milk, me all the time I affirmed the words that she said

DATE: 22nd April

TIME: 5 p.m.

PLACE: she was putting on a bottle some bottoms and she said the colors of each one of them.

DATE: 23rd April

TIME: 7 p.m.

PLACE: Britkey come with her Teddy bear and started to speak with the baby: [velow, awayu? - me I fine thank you. – Britkey: [enkiu] (she repeat the word as if that was new for her.

DATE: 24th April

TIME: 8 p.m.

PLACE: dining room. We were on Face book and she said who is? She is your aunt. [Ah piti] means pretty

DATE: 25th April

TIME: 6 p.m.

PLACE: living room. She started to sing (five moki tokin en e bed understandable words [no momokitokinenebed]

DATE: 26th April

TIME: 6 p.m.

PLACE: living room. Mom! [Sisisisizibra] –Me: yes this is a zebra, what colors she has? _Brit: White and black. -Me: Wow yes the zebra has black and white colors.

DATE: 27th April

TIME: 8 p.m.

PLACE: window´s room: Moon [e kai] means moon is in the sky. Akai blu. -Me: yes the sky it's blue.

DATE: 28th April

TIME: 6 p.m.

PLACE: bedroom I was cleaning some furniture and she found petit socks – Britkey: [bebey] that means baby socks

DATE: 29th April

TIME: 5 p.m.

PLACE: living room. She was browsing a book and said to me enemant ey enemant. That means gray elephant

DATE: 30th April

TIME: 8 a.m.

PLACE: living room. Me: please give me the yellow bag. –Brit: yevow ? -Me: yes please

-Brit: ok ... Here [yua]

From April 1st to 7th she was with her grand parents.

DATE: 8th May

TIME: 4 p.m.

PLACE: We were walking to school and there was a wall this looks like an old kinder garden by the pictures on the wall. So Britkey said [bear] [bear] pointing out to Winnie Pooh and after this there were some gratifies she was saying the different colors of them.

DATE: 9th May

TIME: 8 p.m.

PLACE: living room. Britkey was choosing the cloths for this day and she ask me who is? - Me: This is yours. –Britkey: [us] - Me: No, it is yours. And this other it is yours. Yours no mime (she is confused yours and mine.)

DATE: 11th May

TIME: 6 p.m.

PLACE: dining room. She was playing to cook a cake and sing [apybdeychuchu] happy birthday to you

DATE: 12th May

TIME: 7 p.m.

PLACE: toys room. She was setting a puzzle and she discovered a ball and said wait, wait ball

DATE: 13th May

TIME: 9 a.m.

PLACE: she was going up the stairs and she started to count: one, two, ti, fo, five, six, seven, eit, nine, ten

DATE: 14th May

TIME: 11 a.m.

PLACE: living room. She was browsing a book and said to me enemanteyenemant. That means: elephant gray elephant

DATE: 15th May

TIME: 8 p.m.

PLACE: bedroom monkey [tokinnenebed] that means jumping on the bed.

DATE: 16th May

TIME: 5 p.m.

PLACE: We were at home and she run to the window and say [jia,pein,pein] means hear an airplane.

DATE: 18th May

TIME: 5 p. m.

PLACE: toys room. She was setting a puzzle and she discovered a cat and said mink cat

DATE: 19th May

TIME: 6 p.m.

PLACE: park. We were in the park and she saw some flowers, she went to pick up a bunch and come with me saying [mom vavosmelisos] thatmeans flowers smell delicious

DATE: 20th May

TIME: 10 a.m.

PLACE: living room. Britkey went to me and she asks me: who is? Showing a shoe. - Me: This is yours. –Britkey: [yus] - Me: yes this is yours and, this is mine. And this other it is yours.

DATE: 21st May

TIME: 11 a.m.

PLACE: we were at home and she run to the window and say [jia, pein, pein] means hear an airplane

DATE: 22nd May

TIME: 4 p.m.

PLACE: Britkey come with her Teddy bear and started to speak with the baby: [velow, awayu?

DATE: 23rd May

TIME: 5 p.m.

PLACE: living room. Britkey was dancing and said come to dance mom the bebey no

DATE: 24th May

TIME: 6 p.m.

PLACE: park. We were in the park and she saw some shape floor and said [quer] means square

DATE: 25th May

TIME: 4 p.m.

PLACE: school. At the end of school day, she said for her classmate: ba bay see you!

DATE: 26th May

TIME: 5 p.m.

PLACE: Home. I was on face book and she was next to me she was quiet suddenly said [sicl, sicl] that means circle

DATE: 27th May

TIME: 9 p.m.

PLACE: bed room Britkey come with her bear ted and started to speak with the baby: [velow, awayu? - Me: I fine thank you. – Britkey: [enkiu] (she repeat the word as if that was new for her. – Me: yes, I fine thank you. Enfacing on the word

DATE: 28th May

TIME: 10 a.m.

PLACE: school. Mom ata, ata!! Means star. (Usually she said this words as if she was amazing about that picture or because she can identify and said a noun)

DATE: 29th May

TIME: 7 p.m.

PLACE: Bed room. She was showing me some shapes, ayaño means triangle

[Sicl] circle.

DATE: 30th May

TIME: 5 p.m.

PLACE: Bed room. She was playing with some shapes and go with me to show me [aangl] rectangle – Me: oh yes this is a rectangle wonderful

DATE: 31st May

TIME: 6 p.m.

PLACE: bed room. She was playing with some shapes and shows me [aangl] rectangle – Me: oh yes this is a rectangle wonderful.

DATE: 1st June

TIME: 6 p.m.

PLACE: she was seeing a book and goes to show me: [mom at] that means: mom heart

DATE: 2nd June

TIME: 6 p.m.

PLACE: bed room. She was showing me some shapes, ayaño= triangle

DATE: 3rd June

TIME: 8 a.m.

PLACE: Bed room. To ask me to sing a song or to play a song she said: [Mokistokinnenebed] that means monkeys jumping on the bed.

DATE: 4th June

TIME: 4 p.m.

PLACE: street. Back home she saw a wall painted and she pointed said [at, at] that means heart

DATE: 5th June

TIME: 6 p.m.

PLACE: dining room she was eating chocolate. And said ooh! tasty mmm yummy yummy!! Mo means more

DATE: 6th June

TIME: 7 p.m.

PLACE: living room. Britkey was jumping on the sofa and said [tokin mom the bebey] means jumping mom with the baby

DATE: 7th June

TIME: 7 p.m.

PLACE: we were seeing a magazine and she said [ayaño] that means triangle.

DATE: 8th June

TIME: 4 p.m.

PLACE: kitchen. –Me: do you like to eat chicken? -Brit: cheken? Ah yeah! Checken mmm yummy

DATE: 9th June

TIME: 7 p.m.

PLACE: home and she run to the window and say [jia, pein, pein] means hear an airplane.

DATE: 10th June

TIME: 4 p.m.

PLACE: street. We were walking by the street and Britkey said go, go, go, my sista! (She was tray to said that were faster by her sister)

DATE: 11th June

TIME: 5 p.m.

PLACE: home. I was washing and she went me carry on the barby doll, she said to me mom kooka, means look at -Me: oh yes how you are today. –Brit: fine. –Me: are you happy? YES MOM!!

This was once that I can imagine because she answer to me so sure I notice her normal. at this time I notice that she know or have the knowledge to keep a short conversation in English but I don't know why she don't do it usually, sometimes she is shy, maybe uncomfortable, at this time she speak a little more in Spanish than in English.

DATE: 12th June

TIME: 8 p.m.

PLACE: bed room. Britkey was jumping on the bed and said (she love do it) [tokin mom the bebey] means jumping mom with the baby

DATE: 13th June

TIME: 4 p.m.

PLACE: dining room. We was started to eat and Britkey said: [mmm Checken mmm yummy it cheken]

DATE: 14th June

TIME: 4 p.m.

PLACE: Street, walking to home in that panted wall, Brit point the kangaroo and said: Mom carou! Carou!

DATE: 15th June

TIME: 8 p.m.

PLACE: bed room. [Mokistokinnenebed] that means monkeys jumping on the bed. [Finosachuchu] that means (fingers how do you do)

DATE: 16thJune

TIME: 4p.m.

PLACE: dining room. She was eating and say mmm, yummy ,yummy elicious!

DATE: 17th June

TIME: 8 P.M.

PLACE: toys room. Britkey said: [Finosachuchu] -me: do you want to sing that song? –Brit: aja. Me: ok let's to sing the song.

DATE: 18th June

TIME: 7 p.m.

PLACE: kitchen… I was cooking and she said mmm eggs, bawn nife.

DATE: 19th June

TIME: 8 p.m.

PLACE: bed room. [Mokistokinnenebed] that means monkeys jumping on the bed. [Finosachuchu] that means (fingers how do you do) all tis word means if I can play that songs.

DATE: 20th June

TIME: 5 p.m.

PLACE: baby bed room. Britkey come with her bear ted and started to speak with the baby: [velow, awayu? fineankyu! Si yu]

DATE: 21st June

TIME: 4 p.m.

PLACE: street, walking to home in that panted wall, Brit point the kangaroo and said: Mom carou! carou!

DATE: 22nd June

TIME: 3 p.m.

PLACE: living room. – Me: hello I am a shape. I am a circle. – Brit: blu, im, blu. Means blue i´m blue

DATE: 23rd June

TIME: 8 am.

PLACE: baby bed room. [e bes] that means (the dress) [mom so monito] she mix Spanish with English she try to said so cute

DATE: 24th June

TIME: 8 a.m.

PLACE: she likes to play while I brush her hair. She started to play with her fingers singing like: [mommy lalalalaahcuchu]

DATE: 25th June

TIME: 6 p.m.

PLACE: bodega aurrera. While we was choosing some things for her baby sister. She ask me: [my siste] -Me: your sister is my love, she is at home and your sister is beautiful like you. –Britkey surprise face: Beauty? -Me: yes, you are.

DATE: 26th June

TIME: 4 p.m.

PLACE: dining room. Britkey said [apaide, apaide] means (spider) this is the way to ask to me to play the spider song.

DATE: 27th June

TIME: 4 p.m.

PLACE: baby bed room. Arriving from school she said oooh beauty bebey –me: do you love her? She said yes mom

DATE: 28th June

TIME: 8 a.m.

PLACE: school. Every day, when I let her in the school I tell to Britkey: be happy, see you, bye bye! Today is the first time that she answer me, seing: apy, [see yuba bye]

DATE: 29th June

TIME: 8 a.m.

PLACE: [mokistokinnenebedfo] that means monkeys jumping on the bed. [finosachuchu] that means (fingers how do you do)

DATE: 30th June

TIME: 4 p.m.

PLACE: dining room. She was eating when suddenly the baby start to cry and Britkey said mommy the bebey the bebey cry!!

DATE: 1st July

TIME: 6 p.m.

PLACE: bedroom baby. Britkey say oooh the bebey

DATE: 1st July

TIME: 7 pm.

PLACE: kitchen. I was in the dining room and she came saying Mommy nanny cry, nanny cry. I answer ooh yes Danny is crying, Danny is your brother.

At this time she continues repeated the words or phrases twice

DATE: 2nd July

TIME: 2 pm.

PLACE: [apyananowi] means (happy and you know it)

DATE: 3rd July

TIME: 5p.m.

PLACE: living room she is playing alone with colorful blocks, said: finos (fingers) one, tu, fi, fo, five, ten.

DATE: 4th July

TIME: 8 a.m.

PLACE: street to school mommy ant, ant, ant! –Me congratulations baby this is an ant, wow you identify correctly the ant. Ant and they are ants (pointing more ants)

(Usually Britkey in the roll play she don't want to speak she just said yes or no sometimes she get angry she said no, no, no! when I try to she repeat an specific word)

DATE: 5th July

TIME: 7 p.m.

PLACE: toys room playing with kitchen toys. She was cooking vegetables

-me: are you cooking?

-Brit: yes

-me: what are you cooking?

-Britkey: cookies mmm

-me: no they are vegetables (she get angry take the toys and did not want to play more with me)

In the bedroom she was wearing her pajama and said mom miny mink

DATE: 6th July

TIME: 7a.m and 7p.m

PLACE: living room seen TV exited, she said: run pepa pig run, go, run!

At 7 p.m. we were on face book and she saw a cousin pic and said number one appybirdaychuchu, appybdaychuchu, appybirdaybiki, appybirdaychuchu, cha chacha!

DATE: 7th July

TIME: 6 p. m

PLACE: toys room she was playing with her barbie dolls talking with them saying: beauty ayes in understandable words ayes pointing her eyes. After that she take a magazine and started to point the pictures lion, house, wolf, auuuuh!! Hands

DATE: 8th July

TIME: 5 p.m.

PLACE: park. Mommy [sumememo] swinging me more!! Sweme had (hard) yes?

DATE: 9th July

TIME: 5 p.m.

PLACE: bed room. We were changing cloths. Britkey said my wed res, means my red dress.

DATE: 10th July

TIME: 8 p.m.

PLACE: living room. Britkey was paying with her brother talking by telephone

- Brit: naniouchucchu? Means Dany how do you do? (Dani is 2 years old and he until say his first word So I speak with Brit)

DATE: 11th July

TIME: 7 a.m.

PLACE: bed room. She wake up and said want tokin ne ne bed?

- Me: no. –Britkey: yes mom yes mokistokin ne ne bed?

DATE: 12th July

TIME: 8 a.m.

PLACE: bed room. Britkey was getting ready to school, I was brushing her hair and she gives me the elastics by colors for her hairstyle: bawn, Wed.

[A nananti] humpty dumpty

DATE: 13th July

TIME: 8 a.m.

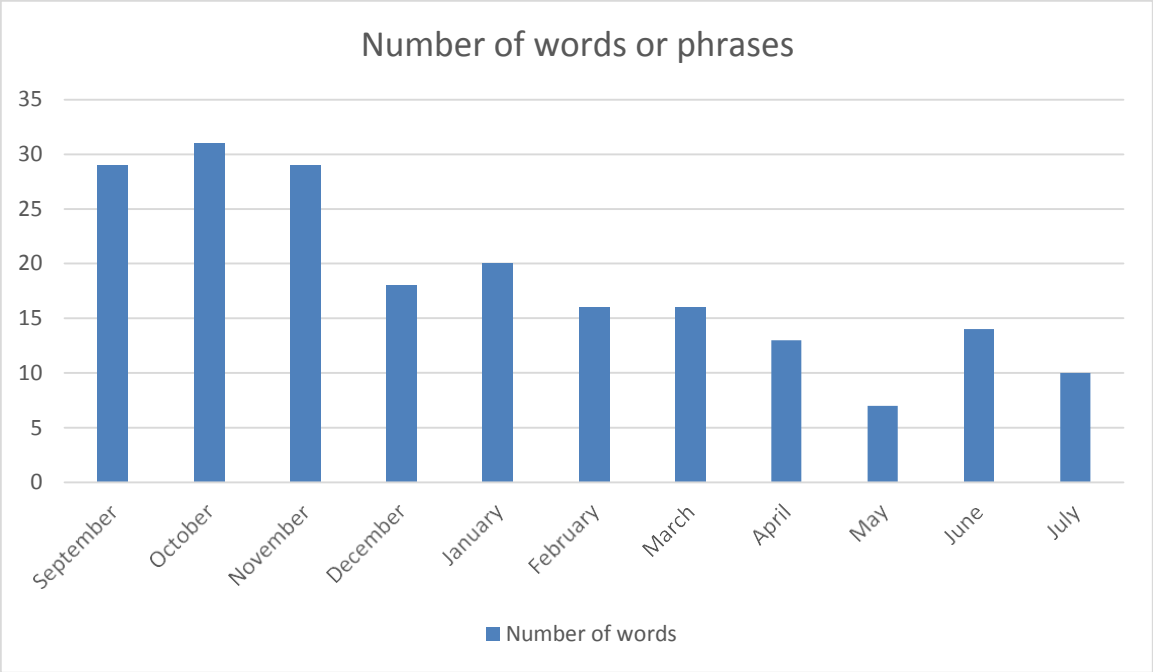
PLACE: bed room. She wake up and say [erigoerigo] means that if I want to hear that song: let it go.

DATE: 14th July

TIME: 2 p.m.

PLACE: School. Every day, when I let her at school I tell to Britkey: be happy, see you, bye bye! Today is the first time that she answer me, saying: apy, [see yuba bye]

The next figure demonstrate the number of words or phrases produced by Britkey in every month starting on September 2016 at the beginning of this study, and at the end of this, on July 2017.



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