



UNIVERSIDAD DE SALAMANCA

FACULTAD DE FILOLOGÍA

GRADO EN ESTUDIOS INGLESES

Trabajo de Fin de Grado

The Concept of Crosslinguistic as a Linguistic Paradigm:

Its Study and Impact on Bilingualism and Learning of L2 (English and Spanish)

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Abstract

This work exposes the growth of the term **crosslinguistic** with one graph and its presence in Spain with another. **Bilingualism** reflects this term and in turn produces a mechanism known as codeswitching, which will give rise to the two Sapir-Whorf theories, together with other ideas provided by other psycholinguists. In the process of learning and L2, the learner produces grammatical errors as a consequence of the influence that his or her mother tongue has on him or her. Herein lies the idea A. M. Padilla and Ellen Liebman postulate, the importance that it is better to learn an L2 at a young age. This idea is exemplified with a survey of people between fourteen and fifty-three years of age; the fourteen-year-old being the one who makes the fewest mistakes; while the fifty-three-year-old is the one who makes the most mistakes since he started studying English only a year ago. Finally, the idea is defended that for a bilingual edition of a book not to lose its original meaning, it is necessary for the translator to have an in-depth knowledge of the grammar of these languages. This is the case of Manuel Ángel Conejero Dionís-Bayer in *Hamlet*.

Keywords:

Crosslinguistic, grammar, monolingual, bilingualism, codeswitching, age, co-learning, language, grammatical errors.

Resumen

Este trabajo expone el crecimiento del término **crosslinguistic** con un gráfico y su presencia en España con otro. El bilingüismo refleja este término y a su vez produce un mecanismo conocido como **codeswitching**, el cual hará que surjan las dos teorías de Sapir-Whorf, junto con otras ideas proporcionadas por otros psicolingüistas. En el proceso de aprendizaje de una L2, el estudiante produce unos errores gramaticales como consecuencia de la influencia de que su lengua materna ejerce sobre él. Aquí radica la idea A. M. Padilla y Ellen Liebman postulan sobre importancia que de que es mejor aprender una L2 siendo pequeños. Esta idea se pone de manifiesto con una encuesta realizada a personas entre catorce y cincuenta y tres años; siendo el niño de catorce el que menos errores comete; mientras que el de cincuenta y tres es el que más comete por haber empezado a estudiar inglés tan solo hace un año. Por último, se defiende la idea de que para que un libro edición bilingüe no pierda su significado original; es necesario que el traductor conozca en profundidad la gramática de estas lenguas. Este es el caso de Manuel

Ángel Conejero Dionís-Bayer en *Hamlet*.

Palabras clave

Crosslinguistic, gramática, monolingüe, bilingüismo, codeswitching, edad, co-learning, idioma, errores gramaticales.

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1. Introduction: aim, justification and methodology

This work has the purpose to prove the existence of the term **crosslinguistic**. To do so, the definition that the Cambridge Dictionary gives to this term is provided. In fact, it is supported by the graphic that shows its evolution over the last decades. In addition, another graphic reflects the impact that crosslinguistic has on Spain. Because of the coexistence of diverse languages, some individuals become bilinguals or simple want to learn another language. During this process the method of **codeswitching** triggered. All this is explained through the Sapir-Whorf hypothesis. The grammatical confrontations between Spanish and English are because both belong to the same language family but to different linguistic branches. This favors the apparition of grammatical errors during their learning. These errors are evidenced when a student learns Spanish or English as L2, accompanied by the explanation of how important is to acquire an L2 from a young age. In addition, some surveys are carried out between 14 and 53 years old to verify these two facts. The last thing is to stand out how important is that a translator of a bilingual book correctly knows both grammars to avoid a change in the original meaning.

2. Development

2.1. Crosslinguistic: definition.

The term **crosslinguistic** is almost unknown in society, but nevertheless, it plays a fundamental role in our daily lives as it is present in many areas of our lives. The Cambridge Dictionary defines this concept as the ‘connection, relationship, or even study of at least two or more different languages.’ This process took place for the first-time millions of years ago, when people moved from one place to another, mixing their different cultures. Society was not aware of this linguistic phenomenon until a few decades ago, as this graphic provided by Collins Dictionary verified:



Figure 1. ‘crosslinguistic’. *Collins Dictionary / English Dictionary, Translations & Thesaurus*, collinsdictionary.com/dictionary/english/crosslinguistic.

Crosslinguistic shows a slight increase in the awareness of the term from the late 1990s to 2008. Nowadays, according to a study led by the Ideal School, 40% of the global population is monolingual, while 43% of the population is bilingual and the remaining 13% of society is trilingual. These data increase crosslinguistic, making it gradually acquire greater social importance. These percentages have not always been like this since a few years ago, most of the world’s population was monolingual, which led to a rejection of the crosslinguistic process. Renzo Titone, professor of psycho-pedagogy at the University of Rome, affirms that crosslinguistic is the result of a ‘grammarless mixture of two languages.’

Sabine Stoll’s essay titled ‘Crosslinguistic Approaches to Language Acquisition’ states that about 6.000 – 7.000 languages are spoken, but only about half has some basic grammatical description. For only about 10% of the languages have good and well-

elaborated analyses. This entails a problem for crosslinguistic since this phenomenon occurs, and society is not aware of it due to the fact that the languages in contact do not have their grammar correctly analyzed.

This is what happens in Papua New Guinea. According to this graphic elaborated in 2015:

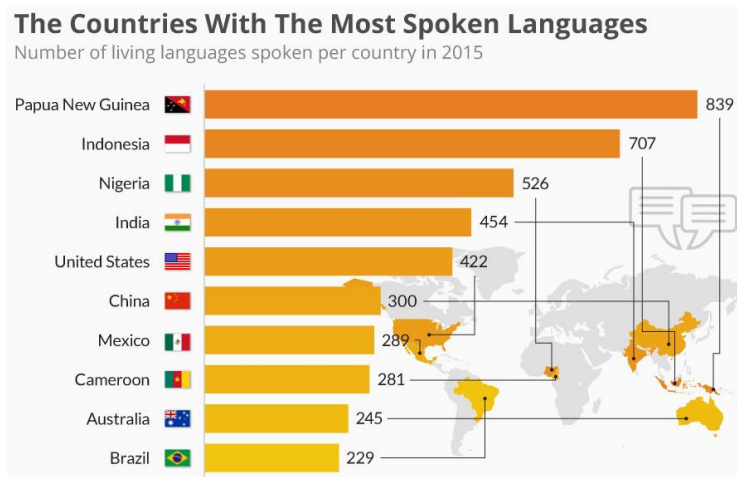


Figure 2. 'Speaking more than one language can boost economic growth'. *World Economic Forum*, February 6th, 2018, www.weforum.org/agenda/2018/02/speaking-more-languages-boost-economic-growth/

This region is the one with the most spoken languages. Nonetheless, most of them do not have an elaborated grammar, not allowing to analyse crosslinguistic.

Contrary to what happens in Papua New Guinea, there exists different well-organised grammar's language in Spain, as this graphic provided by Kidspot reflects:

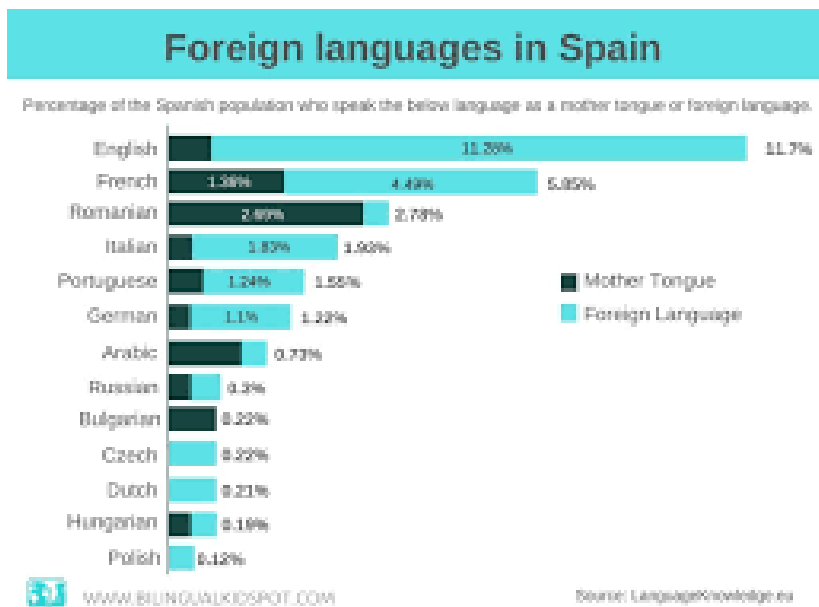


Figure 3. *Foreign languages spoken in Spain graphic – Bilingual Kidspot. Bilingual Kidspot. bilingualkidspot.com/2020/09/10/languages-spoken-in-spain-official-language-more/foreign-languages-in-spain/.*

In Spain, there are lots of situations in which crosslinguistic took place, being the most significant one between English and Spanish. That is why the focus is on the coexistence of these two languages.

The mixture between English and Spanish in second generations of crosslinguistic forefathers lead into bilingualism in the future generations.

2.2. Bilingualism and the Mechanism of Codeswitching.

According to Cambridge Dictionary, the term **bilingualism** is defined as ‘the fact or official policy of using two languages in a country or region giving them equal importance. Sometimes both languages do not receive equal importance.’ For varied reasons, they intermingled in the same discourse. This is the consequence of a mental process known as **codeswitching**, which consists of the alternation in the same discourse of two or more languages, respecting the grammatical rules of the languages used. For this, it is essential to carefully know the grammar of each language. In psycholinguists’ studies, there is evidence that unconscious psychological factors caused this mental process but, paradoxically, these studies verified that it may also be due to conscious processes. People use this mechanism to successfully achieve their communicative purpose and to express themselves in a more comfortable way.

There are different theories regarding this process, such as Valdés-Fallis, who consider that this fusion of languages is simply because bilinguals do not have the concepts well assimilated and therefore, they hybridize languages. Based on this, Lipski states that codeswitching is not creating a new grammar, but rather one is superimposed on the other. Opposing this theory is the one of Woolford, Sankoff, and Poplack, who consider that codeswitching is the consequence of a complete knowledge of the grammatical rules of both languages. Poplack's research revealed that the greater the syntactic difficulty of a sentence, the greater the possibility of switches. Similarly, Lipski explains the naturalness of noun codeswitching and states that nouns 'provide bilingual speakers with a ready word which may not be found in one language [...], seems more appropriately expressed in the other' (Becker, 9). Sankoff and Poplack concluded that 'nonfluent bilinguals are less skilled codeswitchers, and therefore they try to avoid switch points that are 'risky' (Becker, 7).

2.2.1. Is the age at which a person becomes bilingual irrelevant?

A. M. Padilla and Ellen Liebman in their study of 'Language Acquisition in the Bilingual Child' state that the fact that a child simultaneously learns two languages is not a problem for him. The learning processes are the same, but the duration of them is different since bilingual children have twice as much grammatical structures and vocabulary learning as monolinguals, and therefore they need more time to internalize the grammar of both languages.

In co-learning, children begin to use different grammar rules for each language without the predominance of any grammar. This facilitates the correction of grammatical errors that can appear in either language.

Conversely, when a monolingual person wants to become bilingual, grammatical problems with the new language trigger. This is due to internalization and prior proficiency in the grammar of the L1. These problems are not solved until the student has almost equal knowledge of both grammars. The age at which a person wants to become bilingual or a learner of an L2 is essential since the number and importance of mistakes children make are not the same as those of adults who have internalized the grammar of their native language. Due to this, an adolescent takes less cognitive effort to correct grammatical errors than an adult. In short, the younger the age of the individual who wants to become bilingual, the easier it will be for him or her to achieve his or her goal. However, the problems experienced by these bilinguals are the same as those encountered

by learners of an L2.

Either way, the context in which the person learns is crucial. The context strongly affects the acquisition of grammar rules, as Padilla and Liebman claim ‘social factors play an important role in bilingualism’ (38). Hymes and Fishman supported this idea by pointing out that speaking and listening components develop in one way or another depending on linguistic interactions in the social environment. In this way, society is the key instructor of these two linguistic components. Numerous grammar rules are being ignored, and this favors the appearance of grammatical linguistic problems. The focus is placed on the problems that emerge in Spanish and English, both as L1 and L2.

2.3. Main grammar problems between English and Spanish

In the previous sections is explained that the fact of not developing both languages during childhood means that the grammatical structures of L1 predominate over L2. Consequently, the student learns the L2 conditioned by his L1. This not only entails greater learning effort but also makes a series of grammatical errors in the L2 without being aware of it. These errors are due to the attempt to make the grammar of the two languages similar when in fact, they are totally different. The languages of the world come from different language families. For twenty-five years, many studies classify languages into different language families, and they all concluded in the final division provided by Ethnologue, also known as *Ethnologue*. It is a website which annually provides statistics of the living languages of the world. The last publication was in 2021 and it corresponds with the following division:

1. Niger-Congo
2. Austronesian
3. Trans-New Guinea
4. Sino-Tibetan
5. Indo-European
6. Australian
7. Afro-Asiatic
8. Nilo-Saharan
9. Oto-Manguean
10. Austroasiatic
11. Tai-Kadai

12. Dravidian

13. Tupian

This language division is not only a territorial factor. The grammatical structures and lexicon of a language determine the way people think and their interpretation of the world. Sapir-Whorf hypothesis verify this supposition, justifying the grammatical errors that occur when the L1 and L2 have diverse cultural values. This is the example of the verb 'to be'. In English it has only one meaning whereas in Spanish has a double translation, 'ser' and 'estar'. Benjamin Whorf and Edward Sapir postulated the hypothesis and divided it into two hypotheses, the strong and the relaxed hypothesis. The strong one argues that thought is determined by language, and linguistic categories limit and determine cognitive categories. This one is also known as **linguistic determinism**. Linguistics defended this hypothesis until the Second World War. The second one is the one vindicated today and explains that linguistic categories only affect thoughts and decisions.

Grammatical errors in L2 learning reflect the different ways of thinking caused by the previous division. In addition, language families are subdivided into branches. The study of these errors is focused on English and Spanish grammar. Both languages belong to the Indo-European language family, but to different linguistic branches. English belongs to the Germanic branch whereas Spanish belongs to the Romance one.

Following the evidence postulated by the Sapir-Whorf hypothesis, the fact that they belong to different linguistic branches, with clear cultural differences, reveals important grammatical errors. The errors made by Spanish speakers learning English are different from those made by English speakers learning Spanish. These errors are explained in the book 'Thinking Spanish Translation. A translation method course: From Spanish to English'. It was published by linguists Louise M. Haywood, Michael Thompson, and Sándor Hervey. Synthesizing, whatever the L1 is, determines the explanation of grammatical errors.

Firstly, the main mistakes native Spanish speakers make when trying to acquire English are going to be explained. Most learners make the errors explained below, but their resolution and their degree of complexity are related to the age at which people start learning the L2.

It is very difficult to stipulate the order in which grammatical errors occur since each student is different. First, Spanish speakers encounter the problem of gender. Isolated English nouns cannot be classified as masculine or feminine. There is no different word

for each gender. For example, Spanish grammar has a different word for the masculine gender to refer to a 'doctor' (man) and a different one to designate the feminine gender, 'doctora'. However, in English grammar there exists only the word 'doctor'. It should also be noted that there are certain words in Spanish that group both genders. This case is exemplified in the word 'hermanos'. In Spanish, when a person has both brothers and sisters, he can refer to them with the word 'hermanos'. On the contrary, English language needs to make a gender distinction and people would have to distinguish between 'brother' and 'sister'. However, there exists the word 'siblings' to refer to both, but even so, the student must specify the gender of his or her siblings. For this reason, English presents a greater difficulty than Spanish in marking gender since many nouns do not indicate gender and neither do adjectives. To determine gender in English words is necessary to use possessive determiners since there is one for each person and gender, just the opposite of Spanish, in which the possessive determiner of the 3rd person singular 'su', does not distinguish between genres.

Here, another error with possessive determinants triggers. Spanish ownership is not expressed talking about clothing or body parts. An example: 'Juan se lava la cara'. Spanish people do not say that they wash their own face, however, in English it is mandatory. 'Juan washes his face'.

In relation to the error in determining gender, Spanish society faces the problem of adjectives. In Spanish, adjectives agree in gender and number with the noun they accompany, while in English there is no such agreement. English adjectives have neither gender nor number. The grammatical mistake is to try to make this agreement and place them wrongly within the sentence. English adjectives must be placed in front of the noun they accompany, while Spanish ones have more freedom of movement. This freedom that the Spanish components of a sentence have, presents problems when structuring an English sentence. English sentences have an immovable grammatical structure (subject - verb - object). Sometimes Spanish people are influenced by the grammar of their mother tongue and are not aware of this mandatory structure. An example of this is the omission of the subject. Not being compulsory to make it explicit in Spanish, determined by a verbal suffix, the student believes that it is not also necessary in English grammar. Contrary, the English subject is an essential component within the sentence since English verbs do not mark the subject with a verbal ending. They simply make a distinction with the 3rd person of the singular adding an '-s' and some verbal forms change. An example is the verb 'to have' which is written as 'she has'. Another common mistake is to place

the adverbs wrongly. For example, Spanish adverbs can be placed anywhere in the sentence (at the beginning, in the middle or at the end), while in English it is mandatory to place them before the verb. However, the English adverbs of frequency such as 'always' must go before the verb, except for the verb 'to be'. In this case, the adverb is placed behind.

Spanish people tend to build very long and complex sentences, which include subordination. English sentences are shorter, and due to this, the parataxis process takes place among Spanish learners. This process consists in dividing complex sentences into simpler ones.

Spanish subject and object functions of pronouns are not confused, but they present problems in English since grammatical functions are not clear. A Spanish person would say 'Ana and me do judo', while the right pronoun would be 'Ana and I do judo'.

Finally, errors with English verbs appear with phrasal verbs. In Spanish, there are different verbs to express different meanings. Conversely, different English particles are added to the same verb to express different meanings. This leads to errors since they are not used well, and the desired meaning is not obtained.

Explaining the errors committed by English people learning Spanish as L2, it can be said that English students do not make a distinction between the personal pronoun 'tú' and the formal one 'usted'. Those who are able to do so, erroneously conjugate the verb that follows this pronoun. They conjugate 'usted' as a 2nd person singular rather than as a 3rd person singular. In this line, they do not distinguish between the subjects of the 3rd person singular (él/ella/usted) and the 1st and 3rd person of the imperfect tense (yo/él/ella/usted había). They are all conjugated equally. English learners do not distinguish between 'ser' and 'estar'. 'Ser' would be more like 'to be', while 'estar' would mean 'to stand', 'to be located' or 'to arrive at a state, situation or condition'. They must use just 'ser'. Just as they do not make a concordance of gender and number between adjectives and nouns, they use in Spanish the masculine singular for all. In addition, they misplace adjectives within the sentence by putting them before the noun.

Another mistake is the absence of the Spanish preposition 'a' in the indirect object (IO) when it refers to a person. Instead, English learners constructed the sentence as if it were a direct object (DO).

Other problems have to do with Spanish verbal tenses. Spanish verbs are more complex than English ones by presenting verbal suffixes that are associated with each personal pronoun. Many English progressive forms are used whereas in Spanish is less common.

In fact, English students must distinguish between ‘ir + gerund’ (extended continuity), ‘venir + gerund’ (continuous activity up to the present moment), and ‘andar + gerund’ (habitual activity). Finally, the last error is that they do not use the subjunctive tense unless they have a high Spanish knowledge. They use some modal verbs such as ‘may’, ‘might’, or ‘should’ + infinitive instead.

2.3.1 Surveys of Spanish-speaking and English-speaking Students

Some of the errors produced by Spanish speakers learning English as an L2 are demonstrated by a survey answered by 74 Spanish people between 14 and 53 years old who started studying English between the age of 7 and 9 years old. The aim of this survey is not only to reflect these errors but also to defend the importance of acquiring an L2 at a very early age, as Padilla and Liebman stated in section 2.2.1.

Firstly, 87.8% of survey respondents had not heard anything about the term **crosslinguistic**.

Regarding grammatical errors, 85.1% of people recognize that the personal pronoun ‘you’ is used in both formal and colloquial contexts. Contrary, 16.2% of them state that adjectives agree in gender and number with the noun that they qualified, which is an incorrect statement. Subsequently, 77% of the total survey respondents know that the relative pronoun ‘what’ is translated into Spanish as ‘lo que’. In contrast, 81.1% of all of them correctly place the adverb in the sentence ‘She loves him unconditionally despite the distance that separates them’. In this line, 86.5% of surveyed people are aware of using the reflexive pronoun referring to actions that are carried out in our body, as is the case of washing our face. However, the distinction between subject and object pronouns is not so clear. 39.2% of them confused ‘Elsa and I play’ with ‘Elsa and me play’.

The importance that A. M. Padilla and Ellen Liebman postulated about acquiring an L2 from childhood is probed with the cases of Miguel, 14 years old boy from Salamanca, Spain, and his father. Miguel has been studying English since he was 3 years old, and due to this, his English grammar is excellent. He does not make the mistakes mentioned above since when he learned English as L2 he was not influenced by his L1. He is aware that English adjectives do not agree in number with the noun they qualified, and that English ownership needs to be reflected when referring to body parts and clothing. Similarly, he places adverbs and adjectives properly, leaving aside the flexibility of movement they have in Spanish. He knows that English subjects cannot be omitted and that English nouns do not present gender. This was proved when he answered that the word ‘teachers’

includes the male and female gender. The most remarkable thing is that he correctly uses phrasal verbs and is aware of their different meanings; as well as that he does not confuse personal pronouns of subject and object; which is the most common mistake among English students. Therefore, it is easier for him to build simpler sentences in English, leaving out complex Spanish subordinate sentences. The only mistake that Miguel made was related with the formal use of the 'you' pronoun. This was due to his young age. In English, there is no formula for 'you' to formalize the speech.

Contrary to Miguel, is his father. He is fifty-three years old Spanish man who has only studied English for one year. When he started to learn English, he had fifty-two years old. Therefore, he has assimilated L1 grammar and due to this, he makes lots of serious errors in L2 grammar. He is not aware that the pronoun 'you' can be used in formal and colloquial contexts, he only associates it with the colloquial one. Moreover, he knows that it is impossible to eliminate the subject of a sentence, but contrary, he confuses personal pronouns of subject and object. This was reflected when he states that the sentence 'Elsa and me do judo' was grammatically correct. In this line, he does not associate phrasal verbs with their different meanings, and he tries to look for a simple verb for obtaining the meaning that he wants. In addition, he wrongly places adverbs within the sentence, and he does not only agree with adjectives in number with the noun they qualified but also, he places them incorrectly. Sometimes he places adjectives after the noun, just as in Spanish. Paradoxically, he knows that English nouns have no gender. He proved his knowledge by answering that 'art teachers' correspond to male and female teachers. Nevertheless, he tends to construct complex sentences, just as he does in Spanish. The last error which was analyzed was the ownership expressed with body parts. He does not reflect it since in Spanish it is not necessary.

Contrasting both cases it is evident that Miguel, not being influenced by his L1 grammar, does not make the mistakes that his father does because of the influence that his L1 grammar has on him.

2.3.2. Exemplification in William Shakespeare's *Hamlet* (bilingual edition)

Nowadays, there exist bilingual books. The translator who makes a book bilingual should be completely aware of both grammars. If not, he could change the original meaning or even make some grammatical errors. The book that I am going to analyze is William Shakespeare's *Hamlet*, the bilingual edition. Manuel Ángel Conejero Dionís- Bayer is the one who led this translation. He is not a bilingual person, but he carefully knows English grammar and Spanish grammar. This grammar knowledge is shown in some changes that he made during his translation. Some of them are:

<p>Genre, inflection of adjectives, and 'you' pronoun</p>	<p>'You are welcome' (299) → 'Sed bienvenidos' (300)</p> <p>In this example, the adjective 'welcome' is associated with the masculine genre and is plural since the pronoun is used in its formal form 'ustedes'.</p>
<p>Hypotaxis and Parataxis</p>	<p>'The time invites you. Go. Your servants tend' (160) → 'Si, ya que el tiempo te invita. Ve, te esperan tus criados.' (161)</p> <p>English grammar prefers shorter sentences than Spanish one, so that is why the translator joins the last two sentences into one through the hypotaxis process.</p>
<p>Articles</p>	<p>'And can you by no drift of circumstance get from him why he puts on this confusion, grafting so harshly all his days of quiet with turbulent and dangerous lunacy?' (336) → '¿Y no podéis con ninguna treta sonsacarle por qué muestra ese extravío que aturde y discordia su ánimo con una locura tan turbulenta, tan peligrosa?' (337)</p>

	<p>‘Lunacy’ is substantive itself, whereas the adjective is ‘lunatic’. In contrast, if the word ‘locura’ is preceded by the verbs ‘ser’ or ‘estar’, is an adjective. As a substantive is needed, it is necessary to add the indefinite article ‘un’.</p>
<p>Demonstratives anaphora</p>	<p>‘Madam, it so fell out that certain players we o’er-raught on the way. Of these we told him, and there did seem in him a kind of joy’ (338) → ‘Se da la circunstancia, señora, que en el camino topamos con unos cómicos. Le hablamos de ellos’ (339)</p> <p>The demonstrative pronoun ‘these’ is used in an anaphoric sense, referring to people, to them. That is why ‘these’ is translated into Spanish as ‘ellos’</p>
<p>Possessive adjectives</p>	<p>‘But, good my brother, do not, as some ungracious pastors do, show me the steep and thorny way to heaven whilst like a puffed and reckless libertine himself the primrose path of dalliance treads and recks not his own rede’ (156) → ‘Pero, hermano mío, no hagas como ciertos eclesiásticos que muestran el esponoso camino de la gloria mientras ue, libertinos, jactanciosos, siguen ellos la senda florida del placer ignorando su propio consejo’ (157)</p> <p>The reflexive pronoun ‘himself’ is omitted and it is replaced by the subject pronoun ‘ellos’, since this reflexive</p>

	<p>pronoun sounds redundant in Spanish. Contrary, the possessive determinant ‘my’ is substituted by the tonic possessive determinant ‘mío’ because in the poetic sense is more suitable.</p>
<p>Problems with subject pronouns, hypotaxis and the subjunctive mood</p>	<p>‘Ay, my Lord. I would know that.’ (226) → ‘Eso, señor, quisiera saberlo’ (227) Firstly, the subject pronoun is omitted in the translated text since the person who is referred to is marked in the verbal suffix. It is associated with the first and third-person singular, including ‘usted’. In fact, in this translation Manuel Ángel makes an hypotaxis joining the three parts. The last grammatical change is the employment of the subjunctive mood in ‘quisiera’. This subjunctive mood is reflected in English with the structure would + infinitive.</p>

3. Conclusions

During lots of decades ago the term **crosslinguistic** was almost unknown, but fortunately people are more aware of it due to its inclusion in dictionaries.

Not every time two languages come into contact with each other does the term crosslinguistic occur. The necessary condition is that both languages have a well-analyzed grammar.

Sometimes individuals become bilingual and as consequence of the coexistence of both grammars the process of codeswitching is triggered. To avoid this, a strong knowledge of both grammars is necessary. Two theories arise from this process: Valdés – Fallis, the concepts are not well assimilated, and the languages are hybridized. Woolford, Sankoll and Poplack, there is full knowledge of the grammatical rules of both languages.

Leaving aside these theories, the survey carried out to individuals between fourteen and fifty-three years old exposes the grammatical problems that arise during the process of the acquisition of an L2. They are due to the division of languages into different linguistic families and their subdivisions into linguistic branches. In fact, the age at which a person becomes bilingual or learns an L2 is very important. This can be seen in the studies of Miguel and his father. The influence exerted on them by the L1 will determine the errors in learning the L2. As has been observed, Miguel does not have serious grammatical errors, while his father does.

Likewise, it is ideal for a person making a bilingual book to have a full knowledge of both grammars in order to maintain the original meaning.

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