

ERRORS IN THE USE OF SPANISH LANGUAGE: PREPOSITIONS

LOS ERRORES EN EL USO DEL ESPAÑOL COMO LENGUA EXTRANJERA: LAS PREPOSICIONES

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ABSTRACT

A preposition is a linking element that highlights the dependency relationship between two elements of the sentence. The use of prepositions is undoubtedly the most difficult aspect to learn and master by foreign language learners of Spanish. Even at a very advanced level, when all other aspects have been already assimilated and hardly present problems, prepositions still continue to create difficulties. This is due not only to the different values and uses that each preposition epitomises, but also to other factors that are directly related to the mother tongue of the learner. For students of Spanish as Foreign Language the prepositions are a difficult task. Quite frequently a preposition that has a final value in their mother tongue, entails a causal value in Spanish, or they have a single preposition that embodies different values as is the case of French and hence they establish false equivalences. It is true - and this is very comfortable in the early stages of learning - that equivalences can be established between the prepositions of the foreign language and the mother tongue, but it is also true that prepositions do not exactly cover the same field in both languages. In other words, if the comparisons can be comfortable in initial stages, they may turn into a source of conflicts or even fossilized errors in advanced stages too. In addition to these interference issues between the L1 and the L2, there are particular ones, related to the second language itself: not all prepositional uses directly reflect the values that can be assigned to the prepositions.

Keywords: preposition, error analysis, mother tongue, false equivalences.

RESUMEN

La preposición es un elemento de enlace que señala la relación de dependencia que existe entre dos elementos de la oración. El uso de las preposiciones constituye, sin duda alguna, el aspecto más difícil de aprendizaje y dominio para alumnos extranjeros. Incluso en un nivel muy avanzado, cuando ya todos los demás aspectos han sido asimilados y apenas ofrecen problemas, las preposiciones siguen creando dificultades. Ello se debe no solo a los distintos valores y usos de cada preposición, sino a otros factores que entroncan directamente con la lengua materna del aprendiz. Para los alumnos extranjeros la preposición es un tema difícil puesto que lo que en su lengua ven como final, por ejemplo, es en español causal o tienen una sola preposición para diferentes valores como es el caso del francés y de ahí las falsas equivalencias. Es cierto -y ello es muy cómodo en las primeras etapas del aprendizaje- que se pueden establecer equivalencias entre las preposiciones del idioma extranjero y el materno, pero no es menos cierto que las preposiciones no cubren exactamente el mismo campo en ambos idiomas, por lo que si la comparación puede resultar cómoda en un principio, en la etapa de perfeccionamiento puede convertirse en una fuente más de conflictos o de errores fosilizados.

Además de esos problemas de interferencias entre el propio idioma y el extranjero, hay otros específicos de la segunda lengua: no todos los usos de las preposiciones responden a los valores que pueden señalárseles.

Palabras clave: preposición, análisis de errores, lengua materna, falsas equivalencias.

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1. INTRODUCTION

Recently we can find a growing interest in tackling the problem of second language use. The way of analyzing errors has gradually evolved over time. In the last decades the error was considered as something negative. Later, these ideas, with the rise of the communicative approach, gave way to an assessment of it, considering the error as an indispensable step in the learning process.

The learning of a second language, from a behavioral perspective, will imply the formation of a new repertoire of linguistic habits through the mechanisms of repetition and reinforcement. In his Behaviorist Theory, Skinner (1957) considers that the formation of linguistic habits based on similarity, not analysis, leads to language learning. The error was to be avoided, so that it would not be noticed in the student's mind. By rejecting "incorrect" productions, errors are gradually extinguished from the student's repertoire. Therefore, learning the mother tongue takes place thanks to the successive reinforcement of "correct" emissions.

The teaching model that had been implemented was the audio-lingual method, which gave value to the understanding of the spoken language and the oral production of it.

In reaction to this approach, the mentalist current emerges, based on the ideas of Chomsky (1957). This current postulated that the structure of mind determined the language and that all human languages had certain structures in common.

Later, the cognitive theories emerged from the reflections of Piaget (1953), whose fundamental objective was to clarify the role that language played in cognitive development. His views on schemes and the notions of accommodation and assimilation have great application in the teaching of second languages. The error is given some importance and it is considered necessary to design activities in which the student makes mistakes and then is able to reflect and correct them.

We assume that the student facing the foreign language finds that some aspects of the new language are very easy, while others offer great difficulty. Those traits that resemble those of his own language will be easy for him and, on the contrary, those that are different will be difficult. (Side, 1957, pp.2-3).

The theories of acquisition of the mother tongue and the methodological conception of the teaching of second languages are closely related. For decades, attempts have been made to explain the psycholinguistic processes that occur in a student in his or her transition to competition in a second language. Contrastive analysis emerges then. The works of Fries (1945) and Robert Lado (1957) set the beginning of this model, whose main postulate was to compare the two linguistic systems involved, with the aim of predicting which

were, on the one hand, structures that presented difficulties and, therefore, could be considered as potential errors, and, on the other hand, those that, since they resemble the mother tongue, should not present any type of difficulty. This model assumed that the learning of a second language was automated and that all errors could be predicted and explained from the interference of the mother tongue. The errors are conceived as something negative and experts argue that errors can be predicted by the systematic comparison of two languages. Contrastive Analysis was insufficient to explain students' errors, making it necessary to develop a more efficient model in describing and explaining the complexity of the second language acquisition process. It was shown that not all mistakes were explainable because of a negative interference of L1. Within the framework of various controversies, Error Analysis appeared in the sixties, a new model of research inspired by generative linguistics that accentuates the creative aspect of language, raising the role of error. It proposes to analyze and explain the errors of the students in order to discover their causes and identify the psycholinguistic processes that show universal strategies of learning. The error stops being reproachable to become necessary from its conception as an indicator of the learning process. The analysis developed in this model, as its name implies, focused exclusively on the erroneous productions of the students. The change of perspective against the error, led to a rethinking of the type of analysis that was carried out and it was Corder who talked about the need to analyze not only the wrong productions, but also the right ones. Corder (1991, pp. 75-76) decriminalizes the error and again elevates its status, since it considers that it is a faithful indicator of the learning process.

Making errors is an unavoidable and even necessary part of the learning process. The "correction" of errors is precisely what gives us the kind of negative evidence necessary for the discovery of the correct rule or concept. Consequently, a better description of idiosyncratic sentences directly contributes to an explanation of what students know and do not know at any given moment in their learning, and ultimately they should train the teacher not only to provide them with the information that their hypothesis is wrong, but also the correct type of information or data so that the student will form a more appropriate concept of a rule of the target language.

The analysis of interlanguage became a method of linguistic research from 1972, when Selinker, drawing on the contributions of previous studies, designed a model based on his theory in which the student of a second language builds his own linguistic system with Elements of L1 and L2, but with particular features. So the student creates a non-real intermediate language in his mind, which is the combination of his mother tongue and the language he intends to learn and, based on that system, operates when he intends to express himself in L2.

The errors are now the sign that show how the student tries to create a language, becoming indicators of the stage of the construction process in which the learner is. The model seeks to describe the construction process by analyzing all the structures of the student's performance, both the wrong and the right ones. Interlanguage studies have shown that those who learn a second language put into practice a series of strategies, variables from one individual to another, which allow them to integrate new information into their schemes, while testing their hypotheses. Studies in the framework of Error Analysis have allowed us to know better the difficulties of language acquisition and the persistence of certain errors of Spanish in speakers of different mother tongues. Among the used strategies we find: simplification, hypergeneralization, fossilization and transference.

2. METHODOLOGY

In this research 34 students of different levels of command of Spanish participated, specifically in two courses that were being taught in the Polytechnic University of Valencia (Campus of Alcoy).

The learning of the Spanish language by these students is totally institutional since it is in the university where they speak, study and learn Spanish.

Before the tests, students completed a survey that was used to control the variables of age, sex, level of knowledge of other languages and mother tongue. Students performed throughout the semester, writing on the blog four days a week. First they were explained the tasks that they had to do, filled the survey of personal data and then began with the first entry on the blog. When the tests were corrected, the students were interviewed individually to comment and analyze the causes of the errors and thus to know if they were aware of that.

The Error Analysis comes from the mistakes of the 766 compositions of our corpus. For the most representative types of errors, a quantitative view is presented (absolute figures and percentages). We then carried out a qualitative analysis that has allowed us to know which values are the most affected.

The total errors collected in the compositions is 17,827 distributed between sub-paragraphs referring to lexical, grammatical, discursive and graphic errors.

3. RESULTS

Grammatical errors are those relating to **verbal paradigms, concordances, article, demonstrative, possessive, indefinite, personal pronouns, use of tenses, prepositions, sentence structure and relationship between sentences (coordination and subordination).**

In this article we analyze the grammatical errors referred to prepositions since they present significant and representative figures regarding the set of the compositions.

Next we present an analysis of the values and uses of the prepositions that have presented the most frequency of error. We have chosen to follow the systematization offered by Fernández López (1999) since his study is focused on the teaching of Spanish as a foreign language.

The total errors in compositions are from 1952. This implies 33.25% of the grammatical errors and 10,949 of the total of the compositions. Errors focus on the prepositions “a”, “en”, “de”, “por”, “para”, “con”.

In the tests we have found some errors related to the prepositional regime. The student should study what verbs, adjectives and nouns require the presence of a preposition. In this aspect, the cause is none other than the ignorance of the student of these questions.

OBLIGAR A

- *provocó la inundación de casi toda la ciudad y obligo ----- los residentes y ----- los turistas a caminar por la calles de la ciudad con el agua hasta las rodillas*

VER A

- *Van a ver ----- una chica que conozco bien también y que está en Erasmus allí*

VOLVER A

- *después hemos **vuelto en el piso** de mi amiga para acabar la noche*
- *Muy triste de **volver en Alcoy** y en la realidad*

HABLAR POR

- ***hablado con mi madre en internet** y he hecho gestiones para alquiler*

IR A

- *Es siempre lo mismo en la vida: cuando estudiamos, siempre queremos estar de vacaciones o no **ir en clase***
- *Hoy por la mañana mi novio **se fue en** Francia*

LLEGAR A

- *Hoy mi novio esta **llegado en** España*

REUNIR A

- *George Bush quiere encontrar una solución a la crisis. Por eso, reúne ----- los ministros de economía y los presidentes de Gobierno*

The errors focus on the prepositions “a”, “en”, “de”, “por”, “para”, “con”.

PREPOSITION “A”

Space Uses

- The preposition “a” is used to locate objects, people or concepts with respect to a certain point in the space.
- It indicates the specific place in which something happens.
- Accompanied by movement verbs, it points the direction or the destination to a specific point.
- It indicates the exact distance from a given reference point.
- It indicates the limit of a thing usually with the verb to arrive.

Temporary Uses

- It is used to indicate the fixed time by placing an event with respect to a specific time.
- It expresses the distance in time.
- It puts an event at different stages of development time with expressions like *al principio, al final, al amanecer, a la tarde, al atardecer, al anochecer* (at the beginning, the end, at dawn, afternoon, sunset, dusk...) which require the use of the preposition “a”
- It expresses the time limit in combination of the preposition “de”.
- It indicates the periodicity with which an action is carried out.
- It expresses the age a person has when an event occurs. To indicate the age without any other nuance is not used preposition.

Notional Uses

- It expresses the way or manner of doing something. We have a number of expressions introduced by the preposition used to indicate the mode or manner of doing things; among them we include those formed by *a + noun*: a pie, a oscuras, a cuadros, a disgusto... We also have a number of expressions used in fixed settings. The expression *a fuerza de* is often used in referring to the culinary field expressions.
- It expresses the cause by which an action is carried out.

- It expresses the unit price of a product when you want to emphasize the current cost and its variations. If you only want to express the total price of the product, do not use the preposition.
- It is used to express the distribution, proportion, distribution or succession of things.
- It enter an item to which something is added or removed.
- It expresses speed.

Formal uses

- To accompany the direct object of an individual or animal.
- The preposition is not used when the direct complement is of thing, nor if it is of indeterminate person or animal. However, the preposition is used if the thing is personified or animated.
- The preposition is optional before collective nouns that designate groups of people.
- To accompany the indirect complement of people or things.
- Sometimes the direct object does not appear to be easily deduced from the context.
- Accompanied by an infinitive can have several uses:
 - To express a mandate or an order similar to the imperative
 - To express purpose
 - It has temporal value
 - With verbs like *enseñar, aprender, empezar, comenzar* (teach, learn, start... it xpresses the approach to a new situation or the beginning of a new action.
 - It has a value in conditional expressions as *a decir verdad, a ser sincero, a poder ser...*
- Accompanied by the personal pronoun tonic he indicates the person experiencing the action verbs like *gustar (like), parecer (seem)...*

We present below some errors that occur due to omission, addition or wrong choice of the preposition "A":

- *a los turistas y ---- los ciudadanos a moverse*
- *nueve meses y porque **al domingo** es mi cumpleaños!!*
- *he sabido **al lunes** que hay también otros amigos mío*

- *mis padres y ---- toda mi familia*
- *Me fui a mi casa ---- las ocho y media por la tarde*
- *Al sábado hemos subido a la cruz en la montana*
- *Al domingo fuimos a Valencia*
- *“queso y vino” al viernes*
- *Porque si no invita ----- España, Zapatero*
- *para vencer la crisis y no quiere poner ----- su sucesor en un compromiso.*
- *Hemos esperado para ver y escuchar ----- alguien*
- *atento ----- mi profesor por que...*
- *Fuimos ----- S’Arenal, Palma, Catedral.*
- *necesita a estimular el consumo.*
- *no invita ----- Zapatero solo.*
- *puede a gobernar Nuevo México perro*
- *es muy difícil a salir este crisis*
- *cuando nos levantamos empecé ----- hablar con Nico*
- *otra vez para ver ----- mi familia y para encontrar*
- *centro cultural a la mañana.*
- *Hoy no hay mucho a escribir asi*
- *La noticia es a eso del accidentes*
- *emos a ----- visto en el marroqui*
- *Espero que voy realmente ----- mejorar mi manera de escribir en español*
- *disponible a viajar y vivir en otras ciudades*
- *porque antes toca ---- una población*
- *divertido y ayudaba ---- practicar español mucho*
- *Y lapidar ---- una persona hasta la muerte seguramente es barbárico*
- *Por la noche, he invitado ---- Chris*
- *En cambio, los chicos pueden pasar horas a jugar*

- *Pienso que somos las únicas personas **a** tomar el sol*
- *cenar y mirar **al** partido del Barça*

PREPOSITION “CON”

Notional Uses

- It is used to introduce the instrument or the medium with which something is done.
- It expresses the way in which something is done or the circumstances with which an event happens.
- It indicates the company of person, animal or thing.
- It expresses the relationship or dealings with other people and the attitude towards others.
- To enter the content of the objects.
- It introduces personality traits or the integral elements of things.
- It serves to express a complaint pointing to an injustice.
- You can express a rude encounter with something or someone. In this case it alternates with *contra*.
- It is used to introduce an idea opposite to that expressed below.

Formal uses

- Accompanied by an infinitive has different values:
- Introduce the agent complement of the passive when referring to inanimate elements.

We present below some errors that occur due to omission, addition or wrong choice of the preposition “CON”:

- *tenía que acabar **con** tres proyectos*
- *ir a ver **con** mi novio*
- *aquí estamos **con** otra semana en Alcoy*
- *acompañados **con** un Tsunami*
- *porque llegan ----- problemas de legalidad*
- *los Moros y Cristianos tiraban **con** polvo en el cielo.*

- *Con* humanidad que está poluyendo
- tarde vamos a ir ----- nuestra
- horas más a Valencia *con* Roma
- ir a ver *con* mi novio y con
- porque llegan ----- problemas de legalidad
- encuentre *con* 2 otras personas muy simpáticos...
- Viajamos con un autobús entre Alcoy y Alicante *con* una carretera con muchas curvas.
- comprar bombillas *con* bajo consumo energético...

PREPOSITION “DE”

Space Uses

- It expresses the origin by verbs of movement.
- It is used to indicate the origin and nationality of the people.
- It expresses distance.

Temporary Uses

- It expresses the point at which something begins; It is usually related to the preposition *a*.
- It introduces the moment, the temporary situation or the stage of life in which an event takes place.
- It is used to talk about people referring to their age.

Notional Uses

- Expresses a relationship of ownership or possession.
- Expresses the belonging of a person or thing to a class or species; First the generic name followed by the preposition *of* and for the person or thing spoken of name appears.
- Point out the matter that a thing is made.
- Enter the content of something.
- Expresses the mode or way of performing an action. It also introduces the color when we talk about

- the way a person is dressed, as well as the description of the clothes.
- It points out the subject, subject or matter of which is a book, a film ...
- Enter the author of a work.
- It expresses the qualities or characteristics of people and things.
- Introduce the cause or reason why something is produced.
- It indicates the consequence of some fact.
- Reference is made to the part of a whole.
- It expresses the measurements or dimensions of things.
- It is used to speak of the price of things.
- In front of the numerals expresses the speed of some action.
- It expresses pity, complaint or threat in exclamations of the type.
- It expresses utility, purpose or type of use that is made of an element in expressions.
- With the adverbial preposition *de* we find expressions as: *de vez en cuando, de buenas a primeras, de repente...*

Formal uses

- Accompanied by infinitive has the following values:
 - Conditional value
 - It can function as a complement of names and adjectives limiting what is expressed by them.
 - Introduce the complement of the adjectives employed in superlative degree.

Here are some errors that occur due to omission, addition or wrong choice of the preposition “DE”:

- *estaba muy contenta de la decisión del Tribunal*
- *porque el poder de adquisitivo baja*
- *como la ----- Espana*
- *que permiten de valorar la relevancia de una desviacion*
- *Espero de haber*

- *comido **de** mi vida*
- *Después ----- la universidad me fui a mi piso muy rapido*
- *Evitaremos **de** comer en Mac Donald*
- *el coche bajo **de** la influencia del narcotico*
- *muy orgullosa ----- que el pueblo americano*
- *El aguardiente tiene un sabor **de** anís.*
- *quieren **de** las mujeres*
- *piso **de** he cocinado para ellos pizza*
- *Ahora estoy intentando **de** estudiar*
- *hacer nada **de** diferente*
- *después ----- que todo el mundo se fue*
- *enfrente ----- sus casas.*
- *algunos de mis amigos y también **de** mi familia*
- *Nissan International **de** siete meses*
- *Espero **de** poder acomodar*
- *Pero después ----- veinte minutos*
- *estoy escuchando **de** esto*
- *fuerza **de** militar en el mundo*
- *cuenta ----- que el piso se nos esta*
- *Antes ----- mi viaje necesita*
- *es algo **de** muy impresionante*

PREPOSITION “EN”

Space Uses

- It indicates the place where something is located or where an event takes place. The preposition refers to the interior of the place mentioned. You can also refer to the top or surface of an object.
- It is used to indicate the means of transport in which the spatial movements are carried out.

Temporary Uses

- It expresses the period of time (months, years, specific names of stations) in which an event takes place.
- It indicates the time invested in the accomplishment of something.
 - a. It expresses that something is going to take place in the future, after a certain time.
 - b. Combined with the gerund it indicates an action immediately prior to another (this use is infrequent)
 - c. It indicates the periodicity with which an action is carried out.

Notional Uses

- It refers to the way something is done.
- It presents the area that someone is dedicated to or about to talk about.
 - a. It can express the cause.
 - b. It enters the final price of something and the different valuations that can be done.
 - c. In the structure de + numeral + en + numeral it refers to the grouping of units within a set.
 - d. Formal uses:
 - Accompanied by infinitive refers to something already happened
 - In front of some adjectives it forms adverbial expressions.

We present below some errors that occur due to omission, addition or wrong choice of the preposition

“EN”:

- *Erasmus hablan mucho **en** tu espalda*
- *una vuelta **en** la ciudad*
- *a la hora **en** clase a las ocho y que esta*
- *a la hora **en** clase a las ocho y que esta*
- *Hoy, **en** la tarde voy a dar mi primera*
- *Dos veces **en** la semana (el lunes y el miércoles)*
- *Vamos a volver **en** el 8 Diciembre*

- fue *en* la casa de una amiga
- Nico *en* Valencia para resolver algunas cosas
- regresamos y *en* las 7 ya estábamos en Alcoy
- empezó bien porque *en* lunes me esperaba tener un examen
- va ser cambiado *en* 20 de enero
- *En* este día visitamos Cádiz, Tarifa
- unos jardines hermosos y *en* la ciudad en general
- *en* las dos de la noche
- *En* el mismo tiempo creo que es un poquito
- Es verdad que ayer fui *en* un local muy grande
- tenía ni un céntimo *en* dentro
- Las pocas veces que voy *en* economía española
- los cafés *en* distintas variedades
- viajar un poco *en* el sur de España
- hemos paseado *en* una calle donde hay muchos pequeños almacenes
- España he ido a las fallas *en* Valencia
- Más tarde, fuimos *en* el Alzamora para hacer deporte

PREPOSITION “PARA”

Space Uses

- It expresses the destination or direction of movement.

Temporary uses

- The approximation points in time referring to a time in the future.
- It expresses the fixed end of a period, the end date in the future.
- It may also indicate a precise moment when a particular event accompanied by infinitive verb, usually *estar*, expressing the proximity of an event.

Notional uses

- It expresses the purpose of any action or usefulness of something. It enters final clauses accompanied by an infinitive or personally in the subjunctive mode.
- It also expresses the purpose, cause or reason accompanied infinitive. Actually it is the same idea that the purpose seen from another perspective.
- It points to the recipient (or indirect object that emphasizes the idea of purpose).
- It is used to confront or compare things or disproportionate shares (equivalent to “teniendo en cuenta que”).
- It expresses the personal opinion or point of view accompanied by a name or a personal pronoun.
- With verbs like *leer* (read), *hablar* (talk), *pensar* (think), etc. and accompanied by a personal pronoun it is the realization of an inner action.
 - *no tengo ganas para **para** estudiar*
 - *todo muchas gracias a Kvi para **para** todo*
 - *fiesta para **para** su elección*
 - *no tengo ganas para **para** estudiar*
 - *fiesta para **para** su elección*

PREPOSITION “POR”

Space Uses

- It expresses motion referring to intermediate between the point of departure and arrival or the point where it goes.
- You can also express the place in which something happens approximately.
- It introduces a specific point in which an event takes place.

Temporary uses

- It is used to locate actions in time roughly.
- It expresses the frequency with which the actions are performed.
- It expresses the approximate duration of action.

Notional uses

- It expresses the cause or reason why something happens. In the same way it indicates the inner motivation why a person does something.
- It indicates the means or instrument with which carried out the actions.
- Pointing the way or manner in which something is done.
- It expresses the purpose when accompanied by an infinitive.
- You can also refer to the lack of utility of an action. It is constructed with a verb preceded and followed by the same infinitive.
- It names the author of some action or thing.
- It is used to express arithmetic multiplication.
- It expresses the proportion, distribution or allocation of things.
- Notes the change or substitution of one thing for another (equivalent to “a cambio de” or “en lugar de”).
- Enter time in which the speed is measured.
- Expresses the price or value of something.
- It refers to the completion of any action for or defense of someone.
- Expresses the judgment, opinion or personal opinion on an issue or person.
- It is used with the meaning of “en busca de” accompanied by verbs of motion. It is considered improper use of *a + por* in this context although it is very common in colloquial language.
- Preceded the verb *estar* and followed by infinitive it expresses the will to do something.
- With verbs like *sentir*, the recipient of the verbal action *experimentar*, etc. introduces the object or verbs like *estar*, *quedar*, etc. and followed by infinitive it expresses an unfinished action.
- It has a concessive value expressing the reason that opposes the execution of an action without indicating that is not met. It is built with an adjective or adverb and conjunction *que* or accompanied by *no*.
- It is used to separate the different elements of a series.
- It expresses the choice of one element over others.
- It enters the subject agent of the passive construction.
- It is used with the value of “en cuanto a” or “con relación a”.

We present below some errors that occur by omission, addition or wrong choice of the preposition “POR”:

- *mi blog por mi clase de español.*
- *hemos ido a Concentaina por la fiesta (fira de tot sants)...*
- *Por seguro, vamos a visitar Cádiz...*
- *Hemos visitado por “Notre Dame”...*
- *la universidad por la clase de Monica...*
- *Yo fui a Bursa por mi educación...*
- *en Alcoy hasta febrero, por mi educación...*
- *Spain por “Erasmus”...*
- *Creo que por Espana...*
- *que estudiar por un examen...*
- *que estudiar por un examen...*
- *Por terminar, los paises...*
- *muertos mientras que por la junta militarí...*
- *Ellos viajan ---- Europa*
- *Hoy quiero hablar de un argumento que por mi...*
- *ducharme ---- la manana*
- *muchos acasiones por hacer fiestas!!!!*
- *alquilar un coche por 4 personas*
- *me ha dado 700 euros pero por los 5 meses*
- *hemos perdido 7 por 1.*
- *todo los que no hablan o entienden bien el español*
- *Por la proxima excursió*
- *hacer la compra por la fiesta*
- *otros dulces famosos por aquí*
- *A las 7 por la tarde cociné patatas fritas*
- *Madrid por el fin de semana*

4. CONCLUSIONS

The first conclusion we have reached is that all errors are common in both courses and stages of learning. The error arises in the majority of the cases by ignorance of a new structure. The student uses a series of strategies to avoid the error, but incurs again in it because what he/she does is to simplify the system. Insecurity will also lead to the implementation of analogies with nearby structures and the use of less complex forms; On the other hand, taking hypercorrection as a strategy, students will extrapolate the difficulties coming from the contrast with the mother tongue to cases in which there is no such contrast.

The results of this work are not limited to show the errors made by Russian students, but from the observation of the areas that present greater difficulty, it is evident the need to emphasize their teaching. If the didactic task takes into account the most common mistakes in learners of Spanish as a second language, their action will be much more profitable, safer and it will contribute to the student to formulate, contrast and reformulate the rules that will progressively lead to the appropriation of language.

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