



## Taxonomy and labeling of errors in the use of Spanish as a foreign language

**Mónica Belda Torrijos**

Universidad CEU Cardenal Herrera  
España

ONOMÁZEIN 56 (June 2022): 37-67  
DOI: 10.7764/onomazein.56.03  
ISSN: 0718-5758



**Mónica Belda Torrijos:** Departamento de Ciencias de la Educación, Facultad de Humanidades y Ciencias de la Comunicación, Universidad CEU Cardenal Herrera. | E-mail: monica.belda@uchceu.es

Received: July 2019  
Accepted: January 2020

## Abstract

In recent decades, a growing interest in learning Spanish as a foreign language has grown. The impact of socioeconomic and sociocultural events on Spanish society (internationalization of the Spanish economy, opening of Cervantes Institute, Erasmus students, linguistic tourism, and an increased interest in Spanish culture) has led to new lines of research derived from the teaching of Spanish as foreign language. The article we present tries to serve as a guide for teachers to be able to diagnose, classify and solve the characteristic problems of learners of Spanish. The phonetic, morphological, lexical, grammatical and pragmatic peculiarities of their mother tongue interfere and hinder the process of learning Spanish. The research is oriented in its different stages to collect, analyze and provide results from written compositions in students' blogs. Specifically, the research aims at the design of a methodology based on the principles of corpus linguistics in its different stages, from the corpus compilation, its labeling (identification and classification of mistakes) and note taking until the extraction of the results. The main result is the creation of a taxonomy and its labeling subdivided into four major subsections: lexical, grammatical, discursive and graphical errors.

**Keywords:** acquisition of second languages; Spanish as a foreign language; error analysis; taxonomy and error labeling; corpus linguistics; corpus of Spanish learners' blogs.

## 1. Introduction

We start our research from the applied linguistics discipline, in its autonomy and its structure directly related to the teaching of sociology, discourse analysis and psychology among other disciplines. Applied linguistics mediates between the theoretical and the practical field, it is interdisciplinary and guides in the resolution of problems posed by the use of language.

Studies on the teaching of Spanish as a foreign language are different. From a theoretical point of view, the contributions of the psycholinguistics, sociolinguistics and ethnolinguistics in the strategies of learning of the Spanish language as well as diverse theories and definitions on the acquisition of a second language stand out, attending to the diverse communicative factors for a favorable linguistic exchange.

The contributions of psycholinguistics and sociolinguistics (ethnography of communication, sociology of language, variationism and languages in contact) in applied linguistics will introduce the contrastive analysis and analysis of errors and interlanguage.

Within contrastive analysis, we must emphasize the interference that relates the effects that differ or resemble between the structure of the mother tongue and the target language which occur in the learning of L2. So they are based on a scientific description of the language as it is learned and then compared with a parallel description of the learner's native language. Regarding error analysis, the objective is to study the mistakes from the development of the concept of communicative competence, according to the gradation of communication obstruction and the efficacy that produces in the listener. As for the interlanguage, it presents the direct relationship between L1 and the learning of L2.

## 2. Justification and background

In recent decades there has been 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.

In his behaviorist theory, Skinner considers that the formation of linguistic habits based on similarity, not analysis, leads to language learning (Chomsky, 1959). 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 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.

The model of teaching 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). It 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.

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.

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: 2-3).

In this model it was 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: 75-76) decriminalizes the error and again elevates its status, since it considers that it is a faithful indicator of the learning process.

Making mistakes 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 interlanguage analysis 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. Among the used strategies we find: simplification, hypergeneralization, fossilization and transference.

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.

### 3. Methodology

The observation of the mistakes that foreign students make in their learning of Spanish as a foreign language led us to establish the following methodological decisions that served to develop this work.

The overall objective was to create a corpus of blogs of learners of Spanish as a foreign language in order to collect a representative number of texts which showed the errors of students learning Spanish as L2.

- An analysis of the corpus will provide evidence of errors and their repetition to design a detailed taxonomy.
- The results of the corpus constitute a good database for research and, therefore, for the categorization of errors.
- The content is a key part of the aims pursued in our research.

In our research the content deals with:

- Full written texts (journal and critical comment).
- Texts collected from blogs made in the classroom.
- The activity was part of the development of the lessons. Students used to write in their blogs and each of the entries was corrected and commented to each student individually.

The corpus on which the research is based is formed by a total of 766 entries of university students of different levels.

Students had to make a blog during the whole school semester. They were asked to write four days a week. Two days they wrote a personal diary and the other two days they had to produce a critical comment of the blog of the subject <http://spanishupv.blogspot.com.es>.

With all this information we can hold that our corpus responds to the following criteria:

- Corpus of learners of Spanish as a foreign language.
- Written corpus (compilation of blog entries).
- Monolingual corpus. All collected texts are in Spanish.
- Synchronous corpus. The texts are compiled as the semester progresses.
- Closed corpus.
- Encoded corpus. An error labeling has been designed.

#### **4. Analysis**

We have done an error analysis based on the grammatical category adding discursive and graphic errors. It is a type of taxonomy that clearly shows the linguistic competence of the student.

This classification is the result of the classifications made by Sonsoles Fernández (1997) and Isabel Santos Gargallo (1993) in order to collect all the errors and create a broad classification with its corresponding labeling.

What follows is the design of the errors classification with their corresponding labels. It is an extensive sorting since it is a rigorous classification. Its purpose is to make possible to pick up all the mistakes made by learners of Spanish as a foreign language.

## 5. Taxonomy

### 5.1. Classification and labelling

1. ERRORES LÉXICOS	EL
1.1. ERRORES LÉXICOS FORMALES	EL_F
1.1.1. Reconocimiento del género	EL_F_G
1.1.1.1. Nombres masculinos acabados en -a	EL_F_masc
1.1.1.2. Nombres femeninos acabados en -a	EL_F_fem
1.1.1.3. Nombres acabados en -e o consonante	EL_F_e/c
1.1.1.4. Nombres acabados en -o	EL_F_o
1.1.2. Reconocimiento del número	EL_F_N
1.1.2.1. Palabras normalizadas en singular	EL_F_sing
1.1.2.2. Problemas en la percepción de nombres contables y no contables	EL_F_c/nc
1.1.3. Formación de palabras	EL_F_FP
1.1.3.1. Uso no adecuado de sufijos	EL_F_FP_suf
1.1.3.2. Uso no adecuado de prefijos	EL_F_FP_pref
1.1.3.2.1. Derivación etimológica no adecuada	EL_F_FP_der
1.1.3.2.2. Asociaciones	EL_F_FP_asoc
1.1.4. Uso de un significante próximo	EL_F_SP
1.2. ERRORES SEMÁNTICOS	EL_S
1.2.1. Lexemas con semas comunes pero no intercambiables en el contexto	EL_S_lsc
1.2.2. Neutralización de semas entre lexemas del mismo campo semántico	EL_S_ns

1.2.3. Confusión entre lexemas que comparten contextos	EL_S_cl
1.2.4. Confusión entre lexemas que requieren diferentes reglas sintácticas	EL_S_cls
1.2.5. “Ser” y “estar”	EL_S_s/e
1.2.6. Perífrasis	EL_S_per
1.2.6.1. Traducción literal de la LM	EL_S_tl
1.2.6.2. Sustitución por una explicación	EL_S_sub
1.2.7. Cambios entre lexemas de la raíz	EL_S_clr
1.2.8. Cambios de registro	EL_S_cr
1.3. PRÉSTAMOS	EL_P
1.3.1. Uso de vocabulario francés adaptado al español	EL_S_fr
1.3.2. Uso de vocabulario polaco adaptado al español	EL_S_pol
1.3.3. Uso de vocabulario alemán adaptado al español	EL_S_alem
1.3.4. Uso de vocabulario inglés adaptado al español	EL_S_ing
1.3.5. Uso de vocabulario turco adaptado al español	EL_S_tur
2. ERRORES GRAMATICALES	EG
2.1. PARADIGMAS VERBALES	EG_PV
2.1.1. Confusión entre la primera y tercera persona	EG_PV_cpyt
2.1.2. Confusión entre conjugaciones	EG_PV_cc
2.1.3. Confusión entre las formas irregulares en las que diptonga la vocal tónica	EG_PV_ci
2.2. CONCORDANCIAS	EG_C
2.2.1. En género	EG_C_G
2.2.1.1. Preferencia por el masculino	EG_C_G_m
2.2.1.2. Discordancia entre elementos alejados	EG_C_G_d
2.2.2. En número	EG_C_N
2.2.2.1. Concordancia de determinantes con nombres plurales, incontables o que expresan un colectivo	EG_C_N_cd
2.2.2.1.1. Concordancia de adjetivos con nombres plurales, incontables o que expresan un colectivo	EG_C_N_ca
2.2.3. En persona gramatical	EG_C_P



2.2.3.1. Discordancia entre el verbo de las oraciones de relativo y el antecedente	EG_C_P_d
2.2.3.2. Nombre colectivo en singular con verbo en plural	EG_C_P_nc
2.2.3.3. Confusión del sujeto con otros elementos de la oración	EG_C_P_cs
2.2.3.4. Nombre en singular + complemento de compañía con el verbo en plural	EG_C_P_ns
2.2.3.4.1. Discordancia del verbo "poder" en oraciones semipasivas	EG_C_P_pod
2.2.3.5. Discordancia provocada por la distancia entre sujeto y verbo	EG_C_P_dsv
2.3. ARTÍCULO	EG_A
2.3.1. Adición	EG_A_AD
2.3.1.1. Uso innecesario del artículo para sustantivos no actualizados	EG_A_AD_uia
2.3.1.2. Uso innecesario del artículo en construcciones introducidas por la preposición "de"	EG_A_AD_uiacde
2.3.2. Omisión	EG_A_O
2.3.2.1. Omisión del artículo en sustantivos determinados	EG_A_O_asd
2.3.2.2. Omisión en nombres propios	EG_A_O_np
2.3.3. Elección entre las formas determinada/indeterminada	EG_A EDI
2.3.4. Frases hechas y unidades léxicas complejas	EG_A_FH
2.4. DEMOSTRATIVOS	EG_D
2.4.1. Uso de "este" por "aquel/ese" en la deixis temporal	EG_D_dt
2.4.2. Uso anafórico dentro del discurso	EG_D_ua
2.4.3. Uso del demostrativo por el artículo determinado	EG_D_ud
2.5. POSESIVOS	EG_P
2.5.1. Uso redundante del posesivo en lugar del artículo	EG_P_urp
2.5.2. Confusión en el uso entre posesivo + nombre y artículo indeterminado + nombre + posesivo	EG_P_cpn
2.6. INDEFINIDOS	EG_I
2.6.1. Confusión en el uso del indefinido negativo	EG_I_cin

2.6.2. Uso de “cada” cuando no tiene valor distributivo	EG_I_uc
2.7. PRONOMBRES PERSONALES	EG_PP
2.7.1. Uso innecesario de la forma pronominal sujeto	EG_PP_uipron
2.7.2. Omisión del pronombre sujeto	EG_PP_ops
2.7.3. Omisión del pronombre átono en función de OD y OI	EG_PP_pafodoi
2.7.4. Uso innecesario del pronombre átono	EG_PP_uipa
2.7.5. Otros problemas relacionados con las formas átonas	EG_PP_op
2.7.6. Formas pronominales en función de complemento circunstancial	EG_PP_fp
2.7.6.1. “Se” lexicalizado o modificador léxico	EG_PP_sl
2.7.6.2. Uso incorrecto u omisión del “se” lexicalizado o modificador léxico	EG_PP_ui/ose
2.7.6.3. Omisión del “se” intransitivador	EG_PP_omseit
2.7.6.4. Uso incorrecto del “se” aspectual	EG_PP_uiseasp
2.7.7. Intensificador subjetivo	EG_PP_is
2.7.8. Diferenciador aspectual	EG_PP_da
2.7.9. Intransitivador	EG_PP_intrans
2.8. USO DE LOS TIEMPOS VERBALES	EG_TV
2.8.1. Tiempos pasados	EG_TV_PAS
2.8.1.1. Pretéritos perfectos – pretérito imperfecto	EG_TV_PAS_ppi
2.8.1.1.1. Neutralización del valor absoluto – relativo	EG_TV_PAS_nvar
2.8.1.1.2. Aspecto del lexema verbal	EG_TV_PAS_alv
2.8.1.1.3. Problemas discursivos	EG_TV_PAS_pd
2.8.1.2. Pretérito perfecto simple – pretérito perfecto compuesto	EG_TV_PAS_ppsc
2.8.1.3. Pretérito pluscuamperfecto	EG_TV_PAS_pluscuam
2.8.1.4. Pasado – presente	EG_TV_PAS_paspres
2.8.1.5. Subjuntivo	EG_TV_PAS_S
2.8.1.5.1. Oraciones temporales	EG_TV_PAS_S_ot
2.8.1.5.2. Oraciones finales	EG_TV_PAS_S_of

2.8.1.5.3. Oraciones concesivas	EG_TV_PAS_S_oconces
2.8.1.5.4. Oraciones consecutivas	EG_TV_PAS_S_ocons
2.8.1.6. Oraciones condicionales	EG_TV_PAS_ocond
2.8.1.7. Condicional	EG_TV_PAS_cond
2.8.1.8. Perífrasis verbales	EG_TV_PAS_periverb
2.9. PREPOSICIONES	EG_P
2.9.1. Errores sobre valores generales	EG_P_VG
2.9.1.1. A	EG_P_VG_a
2.9.1.2. EN	EG_P_VG_en
2.9.1.3. DE	EG_P_VG_de
2.9.1.4. CON	EG_P_VG_con
2.9.1.5. PARA	EG_P_VG_para
2.9.1.6. POR	EG_P_VG_por
2.9.1.7. HACIA	EG_P_VG-hacia
2.9.1.8. HASTA	EG_P_VG_hasta
2.9.2. Errores sobre usos idiomáticos	EGPVGUI
2.10. ESTRUCTURA DE LA ORACIÓN	EG_E
2.10.1. Orden de los elementos oracionales	EG_E_O
2.10.1.1. Adverbios y complementos circunstanciales	EG_E_O_acc
2.10.1.2. Adjetivos	EG_E_O_adj
2.10.1.2.1. Colocación del sujeto y del verbo	EG_E_O_sv
2.10.2. Omisión de elementos	EG_E_OE
2.10.2.1. Omisión del verbo	EG_E_OE_verbo
2.10.2.2. Otros	EG_E_OE_otros
2.10.3. Elementos sobrantes	EG_E_ES
2.10.3.1. Repetición del SN o uso innecesario de pronombres	EG_E_ES_rsn/uip
2.10.3.2. Repetición o uso innecesario de verbos	EG_E_ES_uiverb
2.10.3.3. Uso innecesario de adverbios	EG_E_ES_uiadv
2.10.4. Cambios de función	EG_E_CF

2.10.5. Negación	EG_E_N
2.11. RELACIÓN ENTRE ORACIONES: COORDINACIÓN	EG_C
2.11.1. Asíndeton	EG_C_asin
2.11.2. Polisíndeton	EG_C_polisin
2.11.3. Elección errónea del enlace	EG_C_ee
2.12. RELACIÓN ENTRE ORACIONES: SUBORDINACIÓN	EG_S
2.12.1. Subordinadas sustantivas	EG_SS
2.12.1.1. Concordancia de los tiempos	EG_SS_ct
2.12.1.2. Omisión del enlace conjuntivo	EG_SS_oeoc
2.12.1.3. Uso del enlace conjuntivo	EG_SS_uec
2.12.2. Subordinadas adjetivas	EG_SA
2.12.2.1. Elección errónea del pronombre	EG_SA_eep
2.12.2.2. Uso del pronombre	EG_SA_up
2.12.2.3. Omisión del pronombre	EG_SA_op
2.12.2.4. Uso de los tiempos en la oración subordinada	EG_SA_tos
2.12.3. Subordinadas circunstanciales	EG_SC
2.12.3.1. Elección errónea del enlace	EG_SC_elee
2.12.3.2. Enlace incompleto	EG_SC_ein
2.12.3.3. Omisión del enlace	EG_SC_ome
2.12.3.4. Concordancia verbal	EG_SC_cv
<b>3. ERRORES DISCURSIVOS</b>	ED
3.1. COHERENCIA GLOBAL	ED_CG
3.1.1. Reconocimiento del género	ED_CG_genre
3.1.1.1. Relación tópico – comentario	ED_CG_topcom
3.1.1.2. Estructuración	ED_CG_estruc
3.2. CORREFERENCIA	ED_C
3.2.1. Anáfora y deixis	ED_C_a/d
3.2.2. Deícticos	ED_C_deix
3.2.3. Anafóricos	ED_C_anaf
3.2.4. Repeticiones	ED_C_rep

3.3. CONECTORES DEL DISCURSO	ED_CD
3.3.1. Índices temporales y espaciales	ED_CD_ite
3.3.2. Enlaces conjuntivos	ED_CD_ec
3.4. TIEMPO Y ASPECTO VERBAL	ED_TAV
3.4.1. Pasado – presente	ED_TAV_paspres
3.4.2. Perfecto – imperfecto	ED_TAV_perfimp
3.4.3. Imperfecto – indefinido	ED_TAV_impind
3.5. SEPARACIÓN DE IDEAS	ED_SI
3.5.1. División en párrafos	ED_SI_divpara
3.5.2. Puntuación inadecuada	ED_SI_punt
3.5.3. Falta de puntuación	ED_SI_fpunt
<b>4. ERRORES GRÁFICOS</b>	<b>EGR</b>
4.1. PUNTUACIÓN Y OTROS SIGNOS	EGR_P
4.1.1. Coma	EGR_P_com
4.1.2. Punto y coma	EGR_P_puntcom
4.1.3. Punto	EGR_P_punt
4.1.4. Guión	EGR_P_gui
4.1.5. Comillas	EGR_P_comill
4.1.6. Signos de interrogación	EGR_P_interrog
4.1.7. Signos de exclamación	EGR_P_eclam
4.1.8. El guión y la división silábica	EGR_P_guids
4.1.9. Los dos puntos	EGR_dpunt
4.1.10. Los puntos suspensivos	EGR_P_puntsp
4.2. LAS TILDES	EGR_tilde
4.3. SEPARACIÓN Y UNIÓN DE PALABRAS	EGR_sup
4.4. ALTERACIÓN DEL ORDEN DE LAS LETRAS	EGR_aol
4.5. CONFUSIÓN DE FONEMAS	EGR_cf
4.6. OMISIÓN DE LETRAS	EGR_ol
4.7. ADICIÓN DE LETRAS	EGR_al
4.8. CONFUSIÓN DE GRAFEMAS PARA EL MISMO FONEMA	EGR_cg

4.9. GRAFEMAS Y DIGRADOS NO CASTELLANOS

EGR\_gdnc

4.10. MAYÚSCULAS

EGR\_may

## 5.2. Description of errors

We present below the description of each of the mistakes

### 1. ERRORES LÉXICOS. Lexical errors

#### 1.1. ERRORES LÉXICOS FORMALES. Formal lexical errors

In this section, when we refer to gender and number, we refer to both as lexical traits inherent to the noun, not to problems of paradigm or concordance construction.

##### 1.1.1. Reconocimiento del género. Gender recognition

###### 1.1.1.1. Nombres masculinos acabados en -a. Male nouns finished with -a

Error produced by the generalization of the most frequent paradigm in Spanish “o” for masculine, “a” for feminine.

###### 1.1.1.2. Nombres femeninos acabados en -a. Female nouns finished with -a

Error that contradicts the general paradigm of genre in Spanish.

###### 1.1.1.3. Nombres acabados en -e o consonante. Nouns ending with -e or consonant

The error lies in the fact that the student attributes female gender to nouns ended -e and masculine gender to consonant ended ones.

###### 1.1.1.4. Nombres masculinos acabados en -o. Male nouns ending with -o

Error that contradicts the general paradigm of the genre in Spanish.

###### 1.1.1.5. Nombres femeninos acabados en -o. Female names ending with -o

Error produced by the generalization of the most frequent paradigm in Spanish “o” for masculine, “a” for feminine.

##### 1.1.2. Reconocimiento del número. Number recognition

The errors related to the number show ignorance of the singular or plural value of some words or grammatical behavior in terms of numbers.

###### 1.1.2.1. Palabras normalizadas en singular. Standardized words in singular

Failure to assign the plural to nouns that function as individual in Spanish.

###### 1.1.2.2. Problemas en la percepción de nombres contables y no contables. Problems in the perception of count and non-count nouns

Error caused by giving incorrect value to count or non-count nouns.

**1.1.3. Formación de palabras.** Word formation**1.1.3.1. Uso no adecuado de sufijos.** Inappropriate use of suffixes

Error caused by word creation using unsuitable suffixes.

**1.1.3.2. Uso no adecuado de prefijos.** Inappropriate use of prefixes

Error caused by non-pertinent use of prefixes in word creation.

**1.1.3.3. Derivación etimológica no adecuada.** Not suitable etymological derivation

Generalization of structures of the MT that lead to the error of the word derivation.

**1.1.3.4. Asociaciones.** Associations

Assimilation of the paradigms of the target language.

**1.1.4. Uso de un significante español próximo.** Use of a nearby Spanish signifier

Errors whose origin refers to the learning of L2 itself. Apparently the words are similar in form but their meanings are different.

**1.1.5. Formaciones no atestiguadas en español.** Unattributed formations in Spanish

They refer to deviations from the norm, to idiomatic vices and to all those forms that do not correspond to our Spanish alphabet.

**1.2. ERRORES SEMÁNTICOS** SEMANTIC ERRORS

These mistakes affect the meaning.

**1.2.1. Lexemas con semas comunes pero no intercambiables en el contexto.** Lexemes with common but non-interchangeable semes in the context

This is the distinction between lexemes that belong to the same semantic field but that are differentiated by some syntactic aspect or by restrictions in the use.

**1.2.2. Neutralización de semas entre lexemas del mismo campo semántico.** Neutralization of semes between lexemes of the same semantic field

In Spanish there are more than one lexeme that share semantic fields and that are compatible in some contexts and not in others. The learner can know only one lexeme and apply it to all semantic fields or ignore the contexts in which each lexeme is used.

**1.2.3. Confusión entre lexemas que comparten contextos.** Confusion between lexemes that share contexts

An error is made by not knowing the contexts in which each lexeme is used.

**1.2.4. Confusión entre lexemas que requieren diferentes reglas sintácticas.** Confusion between lexemes requiring different syntactic rules

The student ignores or neutralizes the difference between lexemes of the same semantic field that share a core of common semes. Often it is not just a failure of choice but the use of the only known lexeme is generalized.

#### 1.2.5. “Ser” y “estar”. To be

This error can be explained if we start from the fact that Spanish owns two verbs for a content. The problem of using the verbs “ser” and “estar” is not only of choice between two verbs that are only one in the mother tongue but also the lack of mastery of the semantic features of the adjective attribute to indicate a circumstantial acquired quality, descriptive of the noun. This difficulty is aggravated when the adjective is polysemic and can be used with either of the two verbs or when its choice is subjective of the speaker (Fernández, 1990).

#### 1.2.6. Perífrasis. Periphrasis

Error produced by the use of expressions that try to substitute an unknown or doubtful lexeme.

##### 1.2.6.1. Traducción literal de la LM. Literal translation from the MT

Error produced by contact with L1. The learner selects certain linguistic structures that can compensate its deficiencies and tries to adapt them in the learning of L2. The lexical interference will be total when an element of the L2 is replaced by an element of the L1 or L3. The lexical interference will be partial when the element follows a creative process of adaptation, substitution or reduction.

##### 1.2.6.2. Sustitución por una explicación. Substitution for an explanation

Learners try to make themselves understood by explaining a word they do not know.

#### 1.2.7. Cambios entre lexemas derivados de la misma raíz. Changes between lexemes derived from the same root

These errors are mainly due to the transposition of verbal categories and to the modification of the affixe.

#### 1.2.8. Cambios léxicos de registro. Lexical record changes

Students include some colloquialisms that are not appropriate in written language. These colloquialisms are typical of an oral record.

### 1.3. PRÉSTAMOS. LOANWORDS

#### 1.3.1. Uso de vocabulario francés adaptado al español. Use of French vocabulary adapted to Spanish

Interference from French.



**1.3.2. Uso de vocabulario polaco adaptado al español.** Use of Polish vocabulary adapted to Spanish

Interference from Polish.

**1.3.3. Uso de vocabulario alemán adaptado al español.** Use of German vocabulary adapted to Spanish

Interference from German.

**1.3.4. Uso de vocabulario inglés adaptado al español.** Use of English vocabulary adapted to Spanish

Interference from English.

**1.3.5. Uso de vocabulario turco adaptado al español.** Use of Turkish vocabulary adapted to Spanish

Interference from Turkish.

## 2. ERRORES GRAMATICALES. GRAMMATICAL ERRORS

### 2.1. PARADIGMAS VERBALES. VERBAL PARADIGMS

In this section we include **gender and number** errors due to incorrect formation and confusion in **verbal inflection**.

**2.1.1. Confusión entre la primera y tercera persona.** Confusion between first and third person

Exchange between the 1st and 3rd person singular, with minimal formal variants and possibly the most frequent.

**2.1.2. Confusión entre conjugaciones.** Confusion between conjugations

Incorrect choice of conjugation; learners tend to use the conjugation of verbs that are more familiar to them.

**2.1.3. Confusión entre las formas irregulares en las que diptonga la vocal tónica.** Confusion between the irregular forms in which the stressed vowel diphthongizes

The learner does not diphthongize the stressed vowel by ignorance of the irregular verbal forms. So they do not know that the vowel “e” diphthongizes in “ie”, the vowel “o” diphthongizes in “ue”, the vowel “i” diphthongizes in “ie” and the vowel “u” diphthongizes in “ue”.

**2.1.4. Confusión en el cambio vocálico de la raíz.** Confusion in the root vowel change

Error produced by the ignorance of the rule of vowel change of some irregular verbs. In the simple past tense, the verbs belonging to the third conjugation and containing the vowel “e”, change to “i” and those containing the vowel “u” change to “o” in the third person singular and plural.

## 2.2.CONCORDANCIAS. AGREEMENTS

By agreement we mean “way of internal relationship between elements of the sentence, which consists of gender equality and number (...) between the noun, adjective, article and pronoun. And in the equality of number and person between the verb and its subject” (Lázaro Carreter, 1971: 105). The following subsections focus on the nominal categories, on the agreement between verb and subject and verbal agreement.

### 2.2.1.En género. Gender

Errors of agreement between adjectives, determinants and pronouns and the noun to which they refer according to gender.

#### 2.2.1.1.Preferencia por el masculino. Preference for the masculine

The student tends to use the “unmarked form”, that is, the masculine gender against the feminine.

#### 2.2.1.2.Discordancia entre elementos alejados. Disagreement between remote elements

The error is produced by the distance of the adjective or determinant in relation to the noun that determines the brand of gender.

### 2.2.2.En número. Number

Agreement errors in number between the noun and its adjacent, or between the pronoun and its referent.

#### 2.2.2.1.Concordancia de determinantes con nombres plurales, incontables o que expresan un colectivo. Agreement of determinants with plural, uncountable or collective expressions

#### 2.2.2.2. Concordancia de adjetivos con nombres plurales, incontables o que expresan un colectivo. Agreement of adjectives with plural, uncountable or collective expressions

### 2.2.3.En persona gramatical. Grammatical person

The errors in person are due to several factors, mainly to the agreement between the subject and the verb; also by the distance or alteration of the order, causing the error.

#### 2.2.3.1.Discordancia entre el verbo de las oraciones de relativo y el antecedente. Disagreement between the verb of relative sentences and antecedent

#### 2.2.3.2.Nombre colectivo en singular con verbo en plural. Collective name in singular with plural verb

**2.2.3.3. Confusión del sujeto con otros elementos de la oración.** Confusion of the subject with other elements of the sentence

**2.2.3.4. Nombre en singular + complemento de compañía con el verbo en plural.** Singular noun + company complement with plural verb

**2.2.3.5. Discordancia del verbo "poder" en oraciones semipasivas.** Disagreement of the verb *poder* (*can*) in semipassive sentences

**2.2.3.6. Discordancia provocada por la distancia entre sujeto y verbo.** Disagreement caused by the distance between subject and verb

### 2.3. ARTÍCULO. ARTICLE

Loss in the control of the opposition presence/absence of the article, that is, in the inadequate omission and unnecessary use.

#### 2.3.1. Adición. Addition

Error caused by the unnecessary presence of the article.

**2.3.1.1. Uso innecesario del artículo para sustantivos no actualizados.** Unnecessary use of article for non-updated nouns

The unnecessary presence of these forms is originated by accompanying names not updated or determined in the context.

**2.3.1.2. Uso innecesario del artículo en construcciones introducidas por la preposición "de".** Unnecessary use of the article in constructions introduced by the preposition "de"

Error generated by the multifunctionality of the complements introduced by the preposition "de".

#### 2.3.2. Omisión. Omission

**2.3.2.1. Omisión del artículo en sustantivos determinados.** Omission of the article in certain nouns

Alteration of the norm that requests the presence of the article for the 'determined' noun, because it has already been presented in the context, because it is determined in the same sentence with a complement or because the context clearly delimits it.

**2.3.2.2. Omisión en nombres propios.** Omission in proper names

In relation to proper names, the errors we find are originated by generalization of the most common standard, since they are names that have been fixed in Spanish with the corresponding article.

**2.3.3. Elección entre las formas determinada/indeterminada.** Choice between determinate/indeterminate forms

Alteration of the rule that requests the presence of the article for the ‘determined’ noun, because it has already been presented in the context, because it is determined in the same sentence with a complement or because the context clearly delimits it. In contrast, the unnecessary presence of these forms is originated by not updated accompanying names or determined in the context.

#### **2.3.4. Frases hechas y unidades léxicas complejas.** Idioms and complex lexical units

The omission or unnecessary use of the article is found in idioms, in which a cross occurs with another close expression or is due to an interference of the MT.

### **2.4. DEMOSTRATIVOS.** DEMONSTRATIVES

#### **2.4.1. Uso de “este” por “aquel/ese” en la deixis temporal.** Use of “este” for “aquel/ese” in the temporary deixis

The main reason for the error is the temporary deixis. In Spanish, “aquel/ese” is used in reference to the past and “este” for the present.

#### **2.4.2. Uso anafórico dentro del discurso.** Anaphoric use within discourse

The anaphoric use within the speech undergoes modifications regarding what is correct in Spanish.

#### **2.4.3. Uso del demostrativo por el artículo determinado.** Use of demonstrative as determined article

Incorrect use of the demonstrative as a determined article.

### **2.5. POSESIVOS.** POSSESSIVE

#### **2.5.1. Uso redundante del posesivo en lugar del artículo.** Redundant use of possessive instead of article

The ability of the Spanish to include the possessive neutralizing its use through the appearance of other elements in the sentence, whether articles or pronouns cause a redundant use of the possessive forms.

#### **2.5.2. Confusión en el uso entre posesivo + nombre y artículo indeterminado + nombre + posesivo.** Confusion in the use between possessive + noun and indeterminate article + noun + possessive

### **2.6. INDEFINIDOS.** INDEFINITE

#### **2.6.1. Confusión en el uso del indefinido negativo.** Confusion in the use of the negative indefinite

The use of the negative indefinite is erroneous if it appears in the plural when it can only be in singular, the indeterminate article appears in its place, either in plural or singular, and also if it appears in its place another undefined non negative or omitted.

**2.6.2. Uso de “cada” cuando no tiene valor distributivo.** Use of “cada” when it has no distributive value

## **2.7. PRONOMBRES PERSONALES.** PERSONAL PRONOUNS

**2.7.1. Uso innecesario de la forma pronominal sujeto.** Unnecessary use of the pronominal form subject

In Spanish it is not necessary to use the pronominal form subject to the verb since the endings of this report of the grammatical person.

**2.7.2. Omisión del pronombre sujeto.** Omission of subject pronoun

Omission of the subject pronoun when we want to emphasize one subject over another, to increase expressiveness or to eliminate ambiguities motivated by the syncretism of grammatical people in some verbal forms as is the case of the first and third person singular imperfect tense.

**2.7.3. Uso innecesario de pronombres demostrativos en función de sujeto.** Unnecessary use of demonstrative pronouns as a subject

Use of demonstratives that do not refer to any person. In Spanish it is preferred the absence of deictic so other uses would be unnatural.

**2.7.4. Omisión del pronombre átono en función de OD y OI.** Omission of the unstressed pronoun in function of DO and IO

The clitic pronoun, both in terms of direct object and indirect object, is omitted because the student thinks that it is redundant and falls into error, thus neglecting the presence of the double object. However, the omission takes place both in constructions where there is a double object and in which it does not exist.

**2.7.5. Uso innecesario del pronombre átono.** Unnecessary use of the unstressed pronoun

It is a process of hypercorrection. This happens when the student is aware that the omission of the pronoun is a mistake.

**2.7.6. Otros problemas relacionados con las formas átonas.** Other problems related to unstressed forms

Confusion between forms of direct object and indirect object. Errors leading to errors of: *leísmo*, *loísmo*, *laísmo* and repetition of the noun phrase.

**2.7.7. Formas pronominales en función de complemento circunstancial.** Pronominal forms in function of circumstantial complement

Confusion of the personal pronoun by the possessive.

**2.7.7.1. “Se” lexicalizado o modificador léxico.** Lexicalized “se” or lexical modifier

Incorrect use of verbs in which the presence of the pronoun is essential since it has been lexicalized and verbs in which its presence or absence causes a change of meaning.

**2.7.7.2. Uso incorrecto u omisión del “se” lexicalizado o modificador léxico.** Misuse or omission of lexicalized “se” or lexical modifier

Errors produced by the omission of “se” due to MT interference and misuse of “se”.

**2.7.7.3. Omisión del “se” intransivador.** Omission of intransitive “se”

The presence or absence of the pronoun modifies the transitivity or intransitivity of the verb in the sentence.

**2.7.7.4. Uso incorrecto del “se” aspectual.** Incorrect use of aspectual “se”

Use or omission of the “se” that gives aspectual value to the verb.

**2.7.8. Intensificador subjetivo.** Subjective intensifier

The presence of the pronoun works by extolling the object of the action or by intensifying the quality or magnitude of the same action. We find, therefore, an unnecessary use of the pronoun.

**2.7.9. Diferenciador aspectual.** Aspect differentiator

“Se” provides an aspectual value.

**2.7.10. Intransitivador.** Intransitivator

Errors that refer to verbs in which the presence or absence of the pronoun decide the transitive or intransitive condition of the sentence.

**2.8. USO DE LOS TIEMPOS VERBALES. USE OF TENSES****2.8.1. Tiempos pasados.** Past tenses

Deviation from proper use of past tense.

**2.8.1.1. Pretérito perfecto – pretérito imperfecto**

Error in the use of indicative, past perfect (simple and compound) and perfect past tense.

**2.8.1.1.1. Neutralización del valor absoluto – relativo.** Neutralization of absolute - relative value

Confusion between the imperfect and perfect in sentences with absolute value, which mark the development of verbal action and where the use of the perfect past tense is expected.

**2.8.1.1.2. Aspecto del lexema verbal.** Aspect of the verbal lexeme

The imperfective lexeme carries the use of imperfect tense.

**2.8.1.1.3. Problemas discursivos.** Discursive problems

The improper use of the past produces a change of perspective throughout the narrative. On the other hand, the omission of connectors does not allow to observe the correlation of the actions and the passage from one stage of the discourse to another, and with this, the conditions that lead to the use of the past imperfect or preterite perfect.

**2.8.1.2. Pretérito perfecto simple – pretérito perfecto compuesto.** Past simple – present perfect

Confusion in the choice between the two perfect past.

**2.8.1.3. Pretérito pluscuamperfecto.** Past perfect

Absence of use of this verb tense.

**2.8.1.4. Pasado – presente.** Past - present

Errors caused by inappropriate changes from past to present or vice versa.

**2.8.2. Subjuntivo.** Subjunctive**2.8.2.1. Oraciones temporales.** Temporary clauses

Erroneous choice or omission of the subjunctive mode in temporary subordinate clauses introduced by “cuando” when speaking of the future and in sentences introduced by “antes de”, “antes de que”.

**2.8.2.2. Oraciones finales.** Final clauses

Erroneous choice or omission of the subjunctive in subordinate clauses expressing purpose when the subject of the main and subordinate verbs of the sentence is different.

**2.8.2.3. Oraciones concesivas.** Concessive sentences

Erroneous choice or omission of the subjunctive mode in concessive sentences. The student does not know that the use of the subjunctive depends on the insecurity in the concession or the potential difficulty that this implies.

**2.8.2.4. Oraciones consecutivas.** Consecutive sentences

Wrong choice or omission of the subjunctive mode in consecutive sentences whose main sentence is negative.

**2.8.2.5. Oraciones condicionales.** Conditional sentences

Erroneous choice or omission of the subjunctive mode in conditional sentences indicating little probability.

**2.8.3. Condicional.** Conditional**2.8.4. Perífrasis verbales.** Verbal periphrasis

The errors produced by the unnecessary use of periphrasis are recorded, and therefore the unnecessary use of auxiliary verbs.

**2.9. PREPOSICIONES.** PREPOSITIONS

Incorrect use of prepositions, either by addition, omission or false choice.

**2.9.1. Errores sobre valores generales.** Errors about general values

Errors that affect the values of the prepositions and errors due to ignorance of the prepositional regime.

**2.9.1.1.A.** To

Mistakes caused by erroneous choice of the preposition “a”, unnecessary use or omission.

**2.9.1.2.EN.** In/on

Mistakes caused by erroneous choice of the preposition “en”, unnecessary use or omission.

**2.9.1.3.DE.** From

Mistakes caused by erroneous choice of the preposition “de”, unnecessary use or omission.

**2.9.1.4.CON.** With

Mistakes caused by erroneous choice of the preposition “con”, unnecessary use or omission.

**2.9.1.5.PARA.** For/to

Mistakes caused by erroneous choice of the preposition “para”, unnecessary use or omission.

**2.9.1.6.POR.** By

Mistakes caused by erroneous choice of the preposition “por”, unnecessary use or omission.

**2.9.1.7.HACIA.** To

Mistakes caused by erroneous choice of the preposition “hacia”, unnecessary use or omission.



**2.9.1.8.HASTA.** To

Mistakes caused by erroneous choice of the preposition “hasta”, unnecessary use or omission.

**2.9.2.Errores sobre usos idiomáticos.** Errors about idiomatic use

Errors that refer to the misuse of prepositions in prepositional constructions that are part of adverbial phrases, of certain verbal lexemes, or that are governed by certain verbs or adjectives.

**2.10. ESTRUCTURA DE LA ORACIÓN.** SENTENCE STRUCTURE

Errors affecting the structure of the sentence. In this section we analyze problems related to the order, omission and unnecessary use of elements in sentences, as well as changes of function and negative sentences.

**2.10.1.Orden de los elementos oracionales.** Order of the sentence elements

The alteration of the logical order of the sentence distorts the linearity of syntagmatic groups and produces ambiguity in the reading of the text.

**2.10.1.1. Adverbios y complementos circunstanciales.** Adverbs and circumstantial complements

Alteration of the placement of adverbial groups in the sentence.

**2.10.1.2. Adjetivos.** Adjectives

Alteration of the order of adjectives in relation to the noun that is modified by them.

**2.10.1.3. Colocación del sujeto y del verbo.** Subject and verb placement

Error caused by the placement of the verb at the end of a sentence.

**2.10.2. Omisión de elementos.** Omission of elements

Omission of sentence elements of phrase groups or elements of those groups, both core and complements.

**2.10.2.1. Adverbios y otros circunstanciales.** Adverbs and other circumstantial complements

Necessary elements are omitted.

**2.10.2.2. Omisión del verbo.** Verb omission

Error caused by omission of verb in both main and subordinate clauses.

**2.10.2.3. Omisión del sujeto.** Subject omission

The learner omits the subject by carelessness or by generalization of the rules.

**2.10.2.4. Omisiones en el sintagma nominal.** Omissions in the noun phrase

Omission of an element of the noun phrase because it seems to be understood in the context or because it is not considered necessary.

**2.10.3. Elementos sobrantes.** Leftover elements

Syntagma or part of repeated phrases or unnecessary lexemes.

**2.10.3.1. Repetición del SN o uso innecesario de pronombres.** Repeat noun phrase or unnecessary use of pronouns

Repeat of the NP without resorting to the use of the pronoun or an equivalent expression, or to its simple absence.

**2.10.3.2. Repetición o uso innecesario de verbos.** Unnecessary repetition or use of verbs

Error that responds to unnecessary use of verbs.

**2.10.3.3. Uso innecesario de adverbios.** Unnecessary use of adverbs

Adverbs are redundant in the sentence, since their use is unnecessary in it.

**2.10.3.4. Uso innecesario de adjetivos.** Unnecessary use of adjectives

Unnecessary use of adjectives in a sentence

**2.10.4. Cambios de función.** Function changes

Confusion between adjectives and adverbs.

**2.10.5. Negación.** Denial

Redundant use of the negation mark next to a subject already marked negatively by an undefined one.

**2.11. RELACIÓN ENTRE ORACIONES: COORDINACIÓN.** RELATION BETWEEN CLAUSES: COORDINATION**2.11.1. Asíndeton.** Asyndeton

Lack of the coordinating conjunction at the beginning of several sentences or of the subsections of an enumeration.

**2.11.2. Polisíndeton.** Polysyndeton

Repetition of a coordinating conjunction at the beginning of several sentences or subsections of an enumeration. Abuse of the illative “y” connector is predominant.

**2.11.3. Elección errónea del enlace.** Wrong link selection

Error due to a false choice of the coordinating link.

## 2.12. RELACIÓN ENTRE ORACIONES: SUBORDINACIÓN. RELATION BETWEEN CLAUSES: SUBORDINATION

### 2.12.1. Subordinadas sustantivas. Substantive subordinated

#### 2.12.1.1. Concordancia de los tiempos. Tense agreement

Temporal agreement failures between the subordinate clause and its main one.

#### 2.12.1.2. Omisión del enlace conjuntivo. Omission of the connective link

Error caused by the omission of the link.

#### 2.12.1.3. Uso del enlace conjuntivo. Use of the connective link

Mistake produced either by unnecessary use of the link, or by wrong choice of it.

### 2.12.2. Subordinadas adjetivas. Subordinated adjective clauses

#### 2.12.2.1. Elección errónea del pronombre. Wrong choice of pronoun

Change from one pronoun to a non pertinent other.

#### 2.12.2.2. Uso del pronombre. Using the pronoun

Unnecessary use of the pronoun, producing alterations of order, disagreements, and crossings with other structures.

#### 2.12.2.3. Omisión del pronombre. Pronoun omission

This mistake is produced by the lack of the pronoun.

#### 2.12.2.4. Uso de los tiempos en la oración subordinada. Use of tenses in subordinate sentences

Wrong choice of verbal tense in the subordinate clause.

### 2.12.3. Subordinadas circunstanciales. Circumstantial subordinate clauses

#### 2.12.3.1. Elección errónea del enlace. Wrong connector selection

Wrong use of connectors.

#### 2.12.3.2. Enlace incompleto. Incomplete link

Use of a single part of the link when it is formed by particle + “que”

#### 2.12.3.3. Omisión del enlace. Connector omission

Error caused by the absence of the link.

#### 2.12.3.4. Concordancia verbal. Verb tense agreement

Problems of choice of verbal tense.

### 3. ERRORES DISCURSIVOS. DISCURSIVE ERRORS

#### 3.1. COHERENCIA GLOBAL. GLOBAL COHERENCE

##### 3.1.1. Relación tópico – comentario. Subject-comment relationship

It refers to the deviation of the subject or introduction of different topics. Information is dispersed in the development of the subject, as well as unnecessary repetitions, incongruences and incomprehensible elements appear.

##### 3.1.2. Estructuración. Structuring

The structure and organization of the text, and the order and coherence of the text are analyzed in this section.

#### 3.2. CORREFERENCIA. COREFERENCE

##### 3.2.1. Anáfora y deixis. Anaphora and deixis

Use of personal pronouns.

##### 3.2.2. Deícticos. Deictic

Wrong use of the form of demonstratives, adverbs and some lexemes.

##### 3.2.3. Anafóricos. Anaphorical

Error with the relationship between the personal pronoun, the demonstrative, the possessive or the indefinite and its antecedent.

##### 3.2.4. Repeticiones. Repetitions

Learners repeat a phrase instead of using a pronoun or other substitute.

#### 3.3. CONECTORES DEL DISCURSO. SPEECH CONNECTORS

##### 3.3.1. Índices temporales y espaciales. Temporal and spatial indices

This mistake is produced by the omission of the temporal and spatial references of the narration.

##### 3.3.2. Enlaces conjuntivos. Connective links

Link selection or omission error.

#### 3.4. TIEMPO Y ASPECTO VERBAL. TENSE AND VERB ASPECT

Incorrect choice of tenses.

##### 3.4.1. Pasado – presente. Past - present

##### 3.4.2. Perfecto – imperfecto. Perfect - imperfect

##### 3.4.3. Imperfecto – indefinido. Imperfect - indefinite

#### 3.5. SEPARACIÓN DE IDEAS. SEPARATION OF IDEAS

**3.5.1. División en párrafos.** Division in paragraphs

It refers to the organization of the text, its punctuation and separation of ideas into paragraphs.

**3.5.2. Puntuación inadecuada.** Inappropriate punctuation

Incorrect use of punctuation.

**3.5.3. Falta de puntuación.** Lack of punctuation

Omission of punctuation marks to separate sentences or ideas.

**4. ERRORES GRÁFICOS.** GRAPHIC ERRORS**4.1. PUNTUACIÓN Y OTROS SIGNOS.** PUNCTUATION AND OTHER MARKS

Incorrect handling of punctuation marks.

**4.1.1. Coma.** Comma**4.1.2. Punto y coma.** Semicolon**4.1.3. Punto.** Stop**4.1.4. Guión.** Dash**4.1.5. Comillas.** Quotation marks**4.1.6. Signos de interrogación.** Question marks

Placing question marks only at the end of the sentence. The acquired rules on the English rules produce confusion in the learner when writing in Spanish.

**4.1.7. Signos de exclamación.** Exclamation marks

Placing the exclamation marks only at the end of the sentence.

**4.1.8. El guión y la división silábica.** Hyphens and syllabic division**4.1.9. Los dos puntos.** Colon**4.1.10. Los puntos suspensivos.** Ellipsis**4.2. LAS TILDES.** ACCENT MARKS

Errors related to the misuse of the spelling accent, either by omission or wrong choice.

**4.3. SEPARACIÓN Y UNIÓN DE PALABRAS.** SEPARATION AND WORD JOINING

Discrimination error to separate the words correctly.

**4.4. ALTERACIÓN DEL ORDEN DE LAS LETRAS.** WORD ORDER ALTERATION**4.5. ALTERACIÓN O TRANSPOSICIÓN DEL ORDEN LÓGICO-SECUENCIAL DE LAS GRAFÍAS.**

VARIATION OR TRANSPOSITION OF THE LOGICAL-SEQUENTIAL ORDER OF THE SPELLINGS

**4.6. CONFUSIÓN DE FONEMAS. PHONEME CONFUSION**

An error is made by substituting a letter for another that does not appear in the word.

**4.7. OMISIÓN DE LETRAS. LETTER OMISSION**

One or more letters are omitted in a word.

**4.8. ADICIÓN DE LETRAS. ADDING LETTERS**

An error is made by adding leftover letters to a word.

**4.9. CONFUSIÓN DE GRAFEMAS PARA EL MISMO FONEMA. CONFUSION OF GRAPHEMES FOR THE SAME PHONEME**

The student uses a grapheme not suitable for the phoneme referred to.

**4.10. GRAFEMAS Y DíGRAFOS NO CASTELLANOS. NON SPANISH GRAPHEMES AND DIGRAPHS**

Use of graphemes and digraphs belonging to another language.

**4.11. MAYÚSCULAS. CAPITAL LETTERS**

Capitalization at start of sentence, omission in proper names and wrong use in names that are not proper.

**6. Conclusions**

We learn from our mistakes; therefore, the error is a positive and necessary element for learning.

This initial approach allowed us to verify that error treatment and its didactics occupy an essential place in the studies related to the acquisition of a second language and this in turn allows us to say that errors will reveal the learning process.

So, taking the methodological principles of corpus linguistics, we applied a working method that consisted in the compilation of a written corpus of different learners and this provided us with evidence that it would be a suitable method to carry out an error labeling.

The analysis of the corpus showed us a quantitative view (absolute figures and percentages) and a qualitative analysis. Through this procedure we have been able to design a thorough taxonomy of mistakes and, therefore, the results obtained from the corpus constitute a good basis for the categorization of errors.

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