

ELE: Error Analysis

Code: 105870
ECTS Credits: 6

2025/2026

| Degree | Type | Year |
|---|------|------|
| Spanish and Chinese Studies: Language, Literature and Culture | OB | 3 |

Contact

Name: Maria Jesus Machuca Ayuso
Email: mariajesus.machuca@uab.cat

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Given that students have demonstrated by obtaining the credits corresponding to the basic training subjects and the compulsory ones that they have acquired the basic skills, they must be able to express themselves correctly both orally and in writing. For this reason, the spelling and expression errors that they may commit will lead to a decrease of 0.20 points for each of them in all assessment activities.

The activities, practices and papers presented in the course must be original and under no circumstances will the total or partial plagiarism of third-party materials published in any medium be accepted. The possible presentation of non-original material without adequately indicating its origin will automatically lead to a fail grade (0).

It is also considered that students know the general rules of presentation of an academic work. However, they may need to apply the specific rules that the teacher of the course may indicate, if he/she deems it necessary.

Objectives and Contextualisation

The purpose of this subject is to describe and analyse the fundamental concepts around error analysis, their classification, their treatment, and their importance in the process of learning Spanish as a foreign language, with a special interest in Sinophones. It is intended to provide students with tools that allow them to identify the different linguistic-based errors (phonetic, morphological, lexical, syntactic and pragmatic) that they could find in ELE students and thus be able to act in their treatment to favour language learning. At the end of this subject, students will have a theoretical-practical basis that will allow them to master the essential concepts for error analysis: Identify and analyse the different phonetic, morphological, lexical and syntactic errors in ELE students. In addition, the student will have the necessary skills and knowledge to recognize the error as proof of learning in the foreign language and propose a treatment according to the student's needs.

Competences

- Analyse the phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Spanish language and the Mandarin Chinese language.
- Demonstrate the capacity to work autonomously, engaging in self-analysis and self. Criticism.

- Describe the linguistic foundations on which the standards of Spanish and mandarin Chinese are based.
- Evaluate the influence of cultural references in Chinese studies in interlinguistic and intercultural communication.
- Identify and apply different methods and focuses for teaching Spanish as a foreign language.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use techniques for compilation, organisation and use of information and documentation with precision.

Learning Outcomes

1. Analyse and compare linguistic structures in Spanish and Chinese.
2. Analyse the structure of words according to the morphological structure: derivatives and compounds.
3. Apply knowledge and competences acquired during professional academic activities related to Spanish grammar.
4. Apply techniques of description and analysis to discursive pieces for the comparison of languages.
5. Correctly identify linguistic units.
6. Create an organised and correct discourse, spoken and in writing, in the corresponding language.
7. Describe the morphological and syntactic structure of Spanish to analyse the differences related to morphosyntax between the Spanish and the Chinese systems.
8. Describe the phonic structure of Spanish to analyse the phonetic differences between the Spanish and the Chinese systems.
9. Explain grammar errors in the Spanish language.
10. Express yourself in the language being studied in speaking and writing, making adequate use of the vocabulary and grammar.
11. Handle concepts, principles, theories and models related to the different fields of applied linguistics for foreign languages.
12. Identify cultural implications in grammar.
13. Identify evaluation instrument employed to measure knowledge of a foreign language.
14. Identify the linguistic knowledge appropriate for each level of knowledge.
15. Identify the linguistic problems in teaching Spanish as a foreign language.
16. Identify the non-normative syntactic structures of the Spanish language.
17. Identify the pragmatic factors affecting the use of different linguistic structures.
18. Identify the primary and secondary ideas and express them correctly.
19. Identify the principal forms of sex- or gender-based inequality and discrimination present in society.
20. Recognise the influence of cultural differences in the areas of pragmatics.
21. Use digital tools for collecting, classifying, interpreting and analysing relevant data.
22. Use the adequate terminology in the construction of an academic text.
23. Use the necessary resources, both digital and non-digital (data bases, text repositories, dictionaries, reference works), for the analysis of any document, spoken or written, from a linguistic point of view.

Content

Topic 1. Basic concepts for error analysis.

Definition of errors. Systematic errors and unsystematic errors. Differences between errors and mistakes.

Error analysis models; contrastive analysis, error analysis and interlanguage. Mistakes in learning a foreign language: structuralist, behaviorist, cognitivist-constructivist theories. Fundamental terms in error analysis: linguistic distance, interference, idiosyncratic dialect, fossilization. Error typology

Topic 2. Phonetic and phonological errors

Spanish phonological system. Phonemic error and phonetic error. Errors in the vowel system. Errors in the consonantal system. Prosodic features: accent and intonation. Spelling errors due to failures in the student's phonetic system. Phonotactic rules in Chinese and Spanish.

Topic 3. Morphological and syntactic errors

Morphological and syntactic errors in the written production of ELE students. Inflectional and derivative morphemes. Synthetic language and analytical language. Gender of nouns. Adjectives. Verbs. Determiners. Pronouns. Prepositions. Spelling problems. Morphosyntactic difficulties of Chinese-speaking students and proposals for practice and correction exercises.

Topic 4 Lexical and semantic errors

Lexical errors. Lexical control. Semantic competence. Formal errors: change of lexical gender, change of number, unattested formations in Spanish, use of a close signifier, deformation of the signifier, barbarisms. Lexical-semantic errors: lexemes with non-interchangeable common semes, changes derived from the same root, use of registers not appropriate to the communicative situation, errors related to the use of *ser* and *estar*, use of periphrases. Lexical errors in Spanish speakers and correction activities.

Topic 5 Pragmatic errors and strategies for error correction

Pragmatic errors. Pragmatic transference and interference. Pragmalinguistic and sociopragmatic interference. Pragmatic errors in Chinese-speaking students and proposals for their correction. Solving and self-correction strategies.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|-------------------------------|
| Type: Directed | | | |
| Theoretical-practical sessions | 57 | 2.28 | 1, 8, 7, 6, 9, 10, 11, 15, 23 |
| Type: Supervised | | | |
| Tutorials | 15 | 0.6 | 1, 8, 7, 6, 9, 10, 11, 15, 23 |
| Type: Autonomous | | | |
| Study and preparation of tests and papers | 70 | 2.8 | 1, 8, 7, 6, 9, 10, 11, 15, 23 |

The students' activities are distributed as follows:

Teacher-directed activities (35%): they include classroom classes, practical classes and seminars, with a combination of theoretical presentations and discussion of all kind of texts.

Tutorials (10%): devoted to the comment and correction of problems and exercises.

Autonomous and cooperative activities (50%), which include individual study, the elaboration of reports and exercises and the resolution of problems, as well as the preparation of an oral presentation.

Evaluation activities (5%): the evaluation of this subject will be carried out through oral presentations and written tests.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|----------------------------|-----------|-------|------|---|
| Class participation | 10% | 1 | 0.04 | 3, 8, 7, 14, 6, 9, 10, 11, 5, 17, 16, 12, 20, 23 |
| Portfolio of evidence | 20% | 3 | 0.12 | 1, 2, 3, 8, 7, 14, 6, 11, 22, 21, 5, 17, 15, 16, 12, 19, 20, 23 |
| Theoretical test | 30% | 2 | 0.08 | 1, 2, 4, 8, 7, 14, 6, 9, 11, 5, 15, 16, 23 |
| Theoretical-practical test | 40% | 2 | 0.08 | 1, 3, 8, 7, 14, 13, 6, 9, 11, 5, 17, 15, 16, 18, 12, 20, 23 |

The evaluation activities will be the following:

- Theoretical test 30%
- Theoretical-practical test 40%
- Portfolio of evidence 20%
- Class participation 10%

Theoretical test 30%: students must demonstrate mastery of the terminology and theoretical foundations covered during the sessions.

Theoretical-practical test 40%: students must apply and demonstrate mastery of the content covered in class through the resolution of theoretical and practical exercises.

Portfolio of evidence 20%: students must submit a portfolio that includes the final evidence of the practical activities conducted in class.

Class participation 10%: students must provide critical opinions in class. The total participation percentage will be considered if the student attends and participates in at least half of the sessions where practical activity responses are discussed. Participation will only be valid if the corresponding practical activity has been submitted beforehand.

- Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the beginning of this section in the Study Guide.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or

a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Passing grade).

Classification as "not assessable"

Students will obtain a Not assessed/Not submitted course grade unless they have submitted more than 30% of the assessment items.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

This subject entirely prohibits the use of AI technologies in all of its activities. Any submitted work that contains content generated using AI will be considered academic dishonesty; the corresponding grade will be awarded a zero, without the possibility of reassessment. In cases of greater infringement, more serious action may be taken.

Observations

In the case of written expression, it is understood that the student writes paragraphs and texts with full content. Misspelling, mispunctuation, and speech structure errors will penalize (-0.2 per error). Oral expression must be coherent, organized, correct and appropriate to the communicative situation.

It is considered that the general rules of presentation and delivery of academic work are known.

At the beginning of the course, both the methodology of the subject and the evaluable tests will be explained. Specific guidance for each test will be provided later. The guidelines with the detailed description of the content of the evaluable activities, the specific criteria for their evaluation and the delivery dates can be consulted in the virtual teaching space of the subject. The review procedure will vary depending on the type of test and will be announced in due course.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the faculty.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

Single assessment assumes a single assessment date, but not a single assessment activity.

The final grade for the course will be established according to the following percentages:

- Theoretical test (45%): students must show a command of the terminology and theoretical foundations seen during the sessions.
- Theoretical-practical test (45%): students must apply and demonstrate that they have mastered the content seen in class by solving practical exercises.

- Proposal for error correction activities (10%): students must make a proposal for error correction of a written and/or oral production by an ELE student.

The processes for reviewing grades and recovering the subject are the same as those applied to continuous assessment. See above in this teaching guide.

Bibliography

Blanco Pena, José Miguel. (2002). Dificultades lingüísticas de los estudiantes chinos en el aprendizaje del ELE. *Carabela* 52: 77-98.

Blanco Pena, José Miguel. (2013). Escollos lingüísticos de los principiantes chinos de español como lengua extranjera: Causas y sugerencias pedagógicas. *Hispania* 96.1 (2013): 97-109.

Blanco Picado, Isabel. (s.a). El error en el proceso de aprendizaje. En *Cuadernos Cervantes de la Lengua Española*. http://www.cuadernos cervantes.com/art_38_error.html.

Brucart, José M. (1997). La gramática en ELE y la teoría lingüística: coincidencias y discrepancias, X Congreso Internacional Expolingua.

https://marcoele.com/descargas/expolingua_1999.brucart.pdf.

Chen, Min. (2007). Pronombres relativos 'que' y 'quien'. *Tinta China* 1: 28-30.

Corder, Stephen Pit. (1967). The Significance of Learners' Errors. *International Review of Applied Linguistics in Language Teaching*, 5, 161-170.

<http://dx.doi.org/10.1515/iral.1967.5.1-4.161>

Cortés, Maximiano. (1998). Sobre la percepción y adquisición de la entonación española por parte de hablantes nativos de chino. *Estudios de Fonética Experimental* 9: 67-134.

Cortés, Maximiano (2002). Dificultades lingüísticas de los estudiantes chinos en el aprendizaje del E/LE. https://cvc.cervantes.es/ensenanza/biblioteca_ele/carabela/pdf/52/52_077.pdf

Cortés, Maximiano. (2014). Dificultades lingüísticas del español para los estudiantes sinohablantes y búsqueda de soluciones motivadoras. *SinoELE*, (10), 173-208.

Fernández Montoro, Dolores. (2003). *Hacia el desarrollo de la habilidad de la expresión escrita y sus implicancias didácticas en el proceso de adquisición de ELE*. Universidad Antonio de Nebrija. <https://www.educacionyfp.gob.es/dam/jcr:17f41c1b-19ee-42d2-984e-669cae4d40d9/2004-bv-02-08fernandez-m>

Flege, Jim. (1995). Second language speech learning: theory, findings and problems. En W.Strange, W. (Ed.). 1995. *Speech Perception and Linguistic Experience: Theoretical and Methodological Issues in Cross-language Speech Research*. Timonium, MD: York Press. pp. 233-272. http://jimflege.com/files/Flege_in_Strange_1995.pdf.

Gil, Juana. (2007). *Fonética para profesores de español: de la teoría a la práctica*. Madrid: Arco/Libros.

Lado, Robert. (1957). *Linguistics Across Cultures: Applied Linguistics for Language Teachers*. Ann Arbor, The University of Michigan Press.

Lei, Chunyi (2021). Análisis de errores gramaticales en el aprendizaje del chino por alumnos españoles. *Tonos Digital*, 41. h <https://digibug.ugr.es/bitstream/handle/10481/89696/Lei%20%282021%29%20An%C3%A1lisis%20de%20errores>

Liu, Zhao. (2019). *Análisis de las obstruyentes en chino y en español como L3. Estudio acústico y perceptivo para la categorización de errores*. Tesis doctoral en Filología Española. Bellaterra, España: Universidad Autónoma de Barcelona.

Poch, Dolors y Alba Igarreta. (2014). Tender puentes: distancia lingüística y pronunciación. En Ferrús, B. y D. Poch (eds.), *El español entre dos mundos. Estudios de ELE en Lengua y Literatura* (pp. 139-157), Iberoamericana-Vervuert: Madrid/Frankfurt.

Roncero, Luis. (2011). La competencia pragmática en chino y español en la clase de E/LE en Taiwán: diferencias conceptuales, imagen pública y ambigüedad. *SinoELE* 4: 34-45.

Vázquez, Graciela. (1992). El concepto de error: estado de la cuestión y posibles investigaciones. *Revista Nebrija de Lingüística Aplicada a la Enseñanza de Lenguas*, 104-112.
https://www.researchgate.net/publication/41091428_El_concepto_de_error_estado_de_la_cuestion_y_posibles_ir

Software

No specific software is required.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

| Name | Group | Language | Semester | Turn |
|----------------------------|-------|----------|-----------------|---------------|
| (PAUL) Classroom practices | 30 | Spanish | second semester | morning-mixed |
| (TE) Theory | 30 | Spanish | second semester | morning-mixed |