

PREPOSITIONAL ERROR ANALYSIS IN EFL STUDENTS' WRITTEN
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ABSTRACT

This research project, developed at Uniminuto University, emerged from the difficulties that the lexical category of prepositions causes to EFL learners in general. The researchers were interested in analyzing how a group of students used prepositions in a written task taken from one of their exams. In order to approach the understanding of this phenomenon, the researchers based the analysis on the interlanguage hypothesis, which states that second language learner's errors are a key to understand their interlanguage (linguistic system) in terms of prepositional usage. As for the methodology of analysis, researchers decided to use the method known as Error Analysis, which is a systematic procedure for analyzing linguistic samples by using taxonomies. 55 EFL learners participated in this research, the group belonged to the course Anglophone Language and Culture VI and the students came from four different groups. After completing the analysis, the conclusion is that prepositions presented a difficult challenge for all the levels of proficiency within the selected courses, and intralingual strategies of learners mainly produced such errors.

Key Words: Error Analysis, Interlanguage, Prepositions, Written Compositions.

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CHAPTER 1

Statement of the problem.

One of the unique features of English that causes many confusions and problems to EFL (English as a foreign language) learners of English is the complexity of prepositions. Lorincz and Gordon (2012) argue that “prepositions are notoriously difficult for English language learners to master due to the sheer number and their polysemous nature” (p. 1). If we look at the amount of English and Spanish prepositions we will notice a disparity. According to Sinclair (2011), English language distinguishes 76 different prepositions and among them, there are twenty compound prepositions such as *away from*, *across from*, *close by*, *et cetera.*, (p, 573), whereas La Nueva gramática de la lengua española recognizes only 23 prepositions in Spanish (Bosque, 2009, p. 558).

At the syntactic level, prepositions can be found in multiple positions: after a verb (e.g. she *lives in* Bogotá), at the beginning of a clause (e.g. *In the classroom* everything was noisy), after a noun (e.g. they stopped and watched the cargo *ships on* the sea.), an adjective (e.g. my sister is *afraid of* the air pollution) or after other preposition (e.g. They are swimming *away from* the sharks). Furthermore, English prepositions have two special syntactic characteristic that are unique to this language. On the one hand, prepositions can be combined with a verb to obtain a metaphorical meaning, in a case known as phrasal verb (Sinclair, 2011, p. 589); On the other hand, the preposition can be separated from its object in a case known as preposition stranding (Maling and Zaenen, 1985, p. 153).

At the semantic level, literal and stable translations for English prepositions cannot be found, as a single lexical unit might evoke more than one meaning because prepositions have polysemic nature (Rice, 1992; Lorincz and Gordon, 2012). Comprehending the meaning that prepositions evoke always requires special attention, as these types of words are function

words. According to Carnap (1937, p. 32), these words have either little lexical meaning or have ambiguous meaning, and express grammatical relationships with other words within a sentence. The aforementioned characteristics cause frustration to learners when they try to determine prepositional meanings and when they try to use them appropriately (Koffi, 2010, p. 299).

Furthermore, according to Parrott (2000), the semantic networks that prepositions have are difficult to assimilate and internalize since a single preposition might have uses that are not directly connected to the prototypical meaning of the preposition (p. 100). Usually, that semantic complexity can be confusing for English Foreign language students, as they are often led by word meaning. Consider the following three sentences, these contain the preposition “on”, whose prototypical meaning is “contact with a surface”, yet these do not share the same meaning:

Sentence	Meaning of preposition
<i>He was surfing on the river</i>	On refers to a surface
<i>It will be finished on Monday</i>	On refers to a day
<i>I bumped my head on a low branch</i>	On refers to where someone or something is hit or touched

Figure 1: Examples of the polysemy of the preposition on. (Authors creation).

Assuming that the aforementioned syntactic and semantic characteristics of English prepositions are problematic for EFL learners, we decided to collect students' written compositions in order to extract prepositional errors to see the current state of the use of that lexical category. We did so by collecting a corpus of 55 compositions written by students of the course Anglophone Language and Culture VI who were studying the Bachelor program in English teaching at Uniminuto.

Although, it is known that all languages have linguistic differences in terms of grammar and lexicon, it is important to research thoroughly prepositional errors and the reasons why students of Anglophone language and Culture VI class struggled to use English prepositions correctly. We believe that due to the characteristics of prepositions, special attention should be focused on their usage seeking to understand them more and determine better practices for teaching them. Therefore, the ongoing research will identify, describe and explain only the errors involved with prepositional use, leaving aside the analysis of errors related to other lexical categories.

Several researches on learner's errors have been carried out so far, wherein the general approach used was Error Analysis¹. Although many researchers have focused their attention on errors made with other types of words or grammatical structures, other researchers have focused their attention only on prepositions. We found multiple international studies such as the ones made by Jha (1991), Jansson (2006), Blom (2006), Foo (2007), Gvarishvili (2012), Đorđević (2013), Cabrera and Lafleur (2014), Nginios (2013), Hum, Suprpto and Anjayani (2015) and Islami (2015), whose main focus of study was prepositional errors.

In the aforementioned studies, the authors sought to identify, analyze and explain the errors made by a group of EFL learners in different countries and settings. Nevertheless, we did not find a large number of researches analyzing the performance of native Spanish speakers when using English prepositions. In fact, after reviewing different sources, we concluded that Error Analysis is not a trendy research topic in national databases and even less common when the focus of the analysis is prepositional usage. The only national

¹ Throughout this research, the reader will find two concepts. The first one is error analysis, which is the general practice of analyzing errors. The second one is Error Analysis, which is a specific procedure employed for analyzing errors. The latter will always be found with capital letters.

research similar to ours was made by Caballero, Gomez & Gomez (2010). They attempted to analyze the errors made by EFL students at Universidad Industrial de Santander. However, the analysis they made was superficial, since they only explained the ways in which errors affected the structure of sentences, without providing details about the possible causes of the errors or providing pedagogic implications.

The analysis of errors is important in three ways. First, teachers can understand how far students have gone in terms of the goals set in the teaching process, so they are aware of what is remaining to learn. Secondly, errors provide the researchers with evidence about how language is learnt or acquired, and what strategies the learner is employing to discover the language. Thirdly, analyzing errors is important for learners themselves, because they can use errors as a device to learn. It is a way the learners have to test their hypotheses about the nature of the language they are learning (Corder, 1967, p. 167).

Therefore, this research will benefit both, teachers and students. Firstly, educators can reflect upon the causes and the characteristics of difficulties with prepositions in order to improve their teaching techniques. Not only English teachers at Uniminuto University can be benefited by the research, but also teachers of English as a foreign language in general can use it to understand the origins and characteristics of difficult prepositions for students in A2, B1 and B2 level at a university context.

Finally, students could also take advantage of this research as this investigation can help them to be aware of the most common errors when using prepositions, so they can avoid such errors by paying more attention to the use thereof. Besides, the theoretical framework offers a very detailed set of examples that students may consult when having doubts or confusions regarding the use of prepositions.

Research questions

- What are the characteristics and sources of prepositional errors made by students in Anglophone Language and Culture VI class at Uniminuto University?

Research Objectives**General objective**

- To analyze the use of prepositions of students in Anglophone language and Culture VI class, at Uniminuto University, by applying an Error Analysis approach.

Specific objectives

- To describe and explain the data of prepositional usage and errors made by students of Anglophone Language and Culture VI at Uniminuto University.
- To determine what are the most problematic prepositions, prepositional structures and prepositional functions for this specific population.
- To discuss pedagogical implications based on the findings resulting from the analysis.

This study is composed of five chapters. In this ongoing chapter, we stated the grounds of the research inasmuch as we proposed a clear description of the problem, the justification, the deficiencies of previous studies, and the presentation of the research questions and objectives.

In the second chapter, the reader will find two important components. Firstly, the literature review will present a detailed summary of previous studies that support the research. Factors such as sampling, methods of analysis, scopes and results are discussed and presented. After we introduce these researches, we present a conclusion regarding what has been done in terms of analysis of errors and how these studies guided us to make decisions related to our research. On the other hand, the second chapter also contains the theoretical

framework. Two constructs support the analysis of preposition use. Firstly, we will explore the interlanguage hypothesis, and we will explain its relation with errors too. Therefore, we are going to explain the reader how interlanguage can be studied through the methodology of Error Analysis. The second construct is dedicated to the exploration of the lexical category of prepositions from a functional descriptive grammar approach.

The third chapter is focused on providing a description of the research design that includes the research paradigm, the approach, the setting, the participants and the instrument that was used for the creation of the analyzed corpus. In chapter four, the reader will find the Data Analysis and findings section, where we present how we followed every single step of Error Analysis. Additionally, we present all the statistical results we obtained after each stage of analysis. Finally, in chapter five, we provide a report on the relevant findings, the pedagogical implications, the limitations, and further research.

CHAPTER 2

Literature Review

Errors are a natural part of the learning and acquisition process of a second language. Corder (1967) believes that the errors made by the learner are meaningful as these provide the investigator with evidence about the way in which the language is being learnt and acquired. Additionally, errors also display strategies and procedures learners are using in order to discover the language. According to James (1998) errors are feasible evidence of the learners' in-built syllabus, or of what they have understood, instead of what teachers think they have successfully taught, so, regardless the approach, analyzing errors may have a pedagogical purpose. In this sense, errors are significant in three ways: 1) These tell the teacher what needs to be taught; 2) They tell the researcher how learning proceeds; and 3) These are means by which learners test their hypotheses about the L2.

Considering the importance of errors to understand the phenomenon of interlanguage and their possible pedagogical implications, it is not surprising to find an extensive collection of literature related to this field of applied linguistics. An extensive literature exists concerning error analysis. Authors such as Seah (1980), Jodar (2006), Hemchua (2006), Gurtubay (2009), Pavon (2009), Heidary & Bagheri (2012), Osorio (2013), Mardijono (2003), Pastor & Mestre (2013), Serrano (2013), Sari (2016), Seitova (2016), among others, have studied the nature of errors looking at different levels of language and characteristics.

The aim of this literature review is to explore how previous studies have approached the process of analyzing errors produced by second language learners. In the following lines, we will explore aspects such as the results, participants, methods of collection, goals, and methods of analysis. Bearing in mind the vast amount of works on error analysis, we have narrowed the scope of this literature review to only investigations involved with analysis of

prepositional errors. The following studies are organized in a chronological way; each study will be presented and at the end, we will present conclusions we made regarding our own research.

The first study is the one carried out by Jha (1991). In this study, the researcher described the errors in the use of prepositions made by Maithili learners of English. He administered a test to Maithili learners of English in a university context. The objective was to account for those errors by considering factors such as the L1, the L2, and possible interferences between both languages, in order to propose some remedies to overcome problems with prepositions. Consequently, the author first compared prepositional systems in both languages, so he followed a contrastive study to analyze why students might have errors when using prepositions. After he predicted some of the causes of the problems, he extracted the errors from the tests, and then he proceeded to look for the types of errors (omission, insertion and misselection of prepositions). Then he classified those errors according to the origins (intralanguage, interlanguage, interference).

At the end, he concluded that the major cause of the errors was the interference of the mother tongue, as he found that most of the errors could be traced to the interlingual source. Nevertheless, the proportion of errors related to intralingual causes was also high. The author proposed some strategies in which the teachers play an important role. In order to overcome the interlingual transfer, he proposed that teachers must help students to reflect upon the tendency of translating literally each word. On the other hand, in order to overcome the intralingual errors, the teacher must help students to generalize in a proper way by presenting explicitly all the sub-rules of prepositions.

In the second study, Blom (2006) wanted to test his hypothesis that students' mother tongue "Swedish" interferes with the usage of English prepositions. she also wanted to know

if students make more mistakes when they have to choose the correct answer among a set of possible answers (perceptive skill) or if they make more mistakes when they have to produce utterances in a spontaneous way (productive skill). In the study, she adopted a Contrastive Analysis approach to analyze the interferences that the L1 might have when producing the L2.

Blom selected two groups of ninth graders and then applied two tests (multiple choice test and an oral test). The results of the analysis of errors demonstrated that learners fail to recognize prepositions as part of multiword expressions; she also concluded that her investigation proved that students performed better in the task that tested their perceptive knowledge of prepositions than the one that tried their productive skills. As a remedial strategy, the author suggests that it is important to help students to notice grammatical collocations and lexical chunks.

In the third study, Jansson (2006) investigates the problems that native Swedish speakers have in the area of prepositions by adopting an Error Analysis approach. Jansson collected 19 compositions, including 876 prepositions, written by native Swedish senior high school students. In this research, the errors with prepositions were classified in three ways (substitution, addition and omission). Another important aspect to consider in this research is the classification of the prepositional uses. The author created three categories to understand the most difficult structures regarding the use of prepositions, she identified basic, systematic and idiomatic errors. As to the explanation of the origins of the errors, intralingual and interlingual interferences were considered as the hypothesized sources.

The conclusions made after the analysis of errors are that basic prepositions, i.e. those prepositions that can be predicted, share the same literal meaning and are explained spatially, cause little or no problems. Systematic prepositions, i.e. those that are rule governed or whose

usage is somehow generalizable, seem to be quite problematic to native Swedish speakers. Idiomatic prepositions seem to be learnt as chunks, and the learners are either aware of the whole constructions or do not use them at all. Moreover, the most common error cause found was interference from Swedish, and a few errors were explained as intralingual errors. It seemed as if learners' knowledge of their mother tongue strongly influenced the acquisition of English prepositions.

The fourth investigation made by Foo (2007), has to do with the different types of prepositions in terms of their usage by using an Error Analysis approach. He wanted to analyze how Chinese ESL learners used prepositions of time, place and direction. His study examined the extent of errors and the error tendencies of these students in their written assignments with regard to these prepositions. This study also attempted to explain the causes of errors made. As to the participants and the way of collecting the errors, 38 students in a Chinese national-type secondary school were involved in translating Chinese texts loaded with prepositions of time, place and direction into English.

After the analysis, it was concluded that the prepositions of time are the most problematic with 39.5% compared to prepositions of direction with 34.6% and prepositions of place with 25.9%. Among the three error tendencies of types of error, which were divided in wrong selection, omission, and addition, of preposition, the conclusion is that wrong selection of prepositions was the most prominent with 64.7%. The author also found that the causes of errors were related to developmental aspects of overgeneralization, false concept hypothesis, omission and ignorance of rules restriction (intralingual causes). Only 28% of the errors were a result of first language transfer. The lack of knowledge, exposure and limited experience of using these prepositions contributed to the frequency of errors.

The fifth research was the only one we found carried out in Colombia. Caballero, Gómez and Gomez (2010) analyzed the use of prepositions by the students of Upper Intermediate English course from an ELT program at Universidad Industrial de Santander. The purpose of this mixed research was to discover the most common cases of errors of prepositions. Consequently, the authors followed an Error Analysis approach and collected 54 pieces of writing produced by 20 students from two different courses at three different moments (exams for each term of the course). However, in this research the authors did not trace the origin of the error, so they did not take into account any etiologic criteria.

After analyzing the errors, the quantitative findings showed that 13 prepositions (to, on, about, in, at, for, from, with, by, above, because of, into) were wrongly used in 71 errors of prepositions identified. The most problematic preposition was *to* which was misused 24 times. Moreover, the most common error was the misuse of prepositions appearing 30 times out of the 71 errors. In this national research, the authors did not discuss any possible pedagogical implication.

The sixth research done by Gvarishvili (2012) had the purpose of examining the extent to which students rely on their L1 propositional knowledge in acquiring and understanding English prepositional usage; in other words, the author was focused mainly on measuring the level of interlingual transference. For the completion of the research, 105 writings of Georgian ESL learners were collected and analyzed according to six steps found in Error Analysis (collecting data, identifying errors, classifying errors, quantifying errors, analyzing source of error, and remediating for errors).

After analyzing the errors from the writings, the author concluded that the main source of the misuse of prepositions is the negative interference of the mother language of the learners. The majority of errors in terms of the modification of the surface is substitution,

followed by omission, addition and overgeneralization. Another conclusion is that both, Georgian and English languages, emphasized spatial scenes in different ways and this caused different confusions and misanalyses of prepositions. Gvarishvili did not propose any strategies to overcome these problems.

Dorđević (2013), is the author of the seventh study in this literature review. Her intention was to raise the awareness of typical difficulties that Serbian learners had with prepositions in English in order to recommend possible pedagogical solutions. The research was done with the first year students of Faculty of Pharmacy at the European University by applying an Error Analysis approach. Students were mixed level learners of English whose native language was Serbian. They presented tests consisting of close-in-the-gap exercises.

At the beginning, causes of difficulties with prepositions were analyzed. A grammatical approach was used in error correction of the tests. Furthermore, students' common errors were discussed. In most cases, errors occurred due to the inter-lingual transfer. Based on this data and the author's extensive teaching experience, areas of common difficulties were determined. At the end, effective teaching techniques and activities were proposed to help students improve in these areas. For instance, exposing students to several examples of the correct use by using visual aids might contribute to learning process, since students memorize better when they are visually exposed to something. Computer-based activities can also be introduced in this case and videos can be included. In this way, students can be visually exposed to prepositions; they can do activities and receive feedback at the same time.

The eighth research done by Nginios (2013) is an MA thesis that analyzed the learning of the Spanish prepositions by French speakers. Errors related to prepositions were identified and analyzed in order to find the most frequent ones; thereafter, the author wanted

to design activities that helped them to make fewer mistakes. In this work, Nginios did not collect data from a specific population. He based all his arguments on an extensive literature review and their findings and on a solid theoretical framework comparing both languages through Contrastive Analysis technique.

At the end, the author concluded that the difficulty with prepositions lays in the fact that students did not know how to use them correctly. He criticized the inductive method to teach grammar, as in this teaching perspective the learner was in charge of deducing the rules of the second language, which might have led students to fossilize certain errors, as there was not enough explanation or practice. Additionally, he provided us with a set of activities that fit into the inductive method of teaching, but have a focus on awareness about prepositional use.

A Latin American study done following Error Analysis approach is located in the ninth position of this literature review. Cabrera and Lafleur (2014) presented an analysis and a description of the most common prepositional errors in Spanish as a Foreign Language (SFL). In this research, they collected written texts produced by 18 learners (from four different countries) of Spanish as a Foreign Language. Then, these texts were grouped in a corpus that compiled 48 abstracts. After that, errors with prepositions were identified and subsequently described.

After the process of analysis, the authors observed a frequent use and a significant number of errors especially with a set of prepositions (a, con, de, en, por and para). Then, they reflected upon these errors according to their causes, nature and learners' native language. Regarding the causes of the errors, they identified factors such as the interference of the L1 and the lack of master of the norms that rule the correct use of prepositions. They argued that errors showing substitutions were most of the times due to negative transference,

whilst the ones showing complete ignorance of the prepositions were omissions. In this research, there were not any pedagogical implications.

The tenth study done by Chua, Ferrer, Quijano, Santos (2015) was aimed at establishing the common errors in the use of prepositions in narrative descriptive production. They identified the difference in the rate of preponderance of preposition errors of 40 secondary students from Reedley International School (10 males and 10 females) and Sta. Isabel College (10 males and 10 females). The researchers determined the compensation strategies used from English to Filipino language and vice versa. In this study, an explorative-descriptive design was employed and the linguistic samples were not collected through a written artifact but were collected by employing two wordless picture story sequences that students had to describe using their own words.

After analyzing the performance of students, it was concluded that they used compensation strategies such as overgeneralization, elaboration, simplification, and contextualization when they did not know the preposition. The study also concluded that the evidence of interference among Filipino bilinguals was not as high as expected due to the minimal use of compensation strategies and the mistakes recorded were purely ungrammatical and not a transfer issue within the syntactic surface.

In the eleventh study, Hum, Suprpto and Anjayani (2015), carried out an error analysis on prepositions. In this eleventh study, the authors analyzed the written texts produced by a population of 252 students of eleventh grade, then by using “purposed random sampling”, the number of participants decreased to 72. The objective of this research was to find the dominant prepositional errors and then explain how students used prepositions in those texts. Due to the nature of the investigation, it was classified as a descriptive qualitative research.

After the analysis, 1002 prepositional uses were counted. There were 117 incorrect uses of prepositions representing 11.68%. The dominant error was the use of prepositions of place, which was 66.67% of the total amount of errors. The author concluded that they tried to combine information from their native language (Indonesian) and the second language they are learning (English). In general, those errors were mostly caused by interlingual transfer.

The last research in this literature review was carried out by Islami (2015), who discusses the ways in which prepositions are used in English, and then he reflects over some of the reasons why prepositions cause difficulties to English language learners. It also analyses the underlying system that governs prepositions and how this system might be represented to English language learners by analyzing the current teaching pedagogy and suggests a possible adequate alternative.

Likewise, the paper examines the misuse of prepositions by the students of the first grade of Economics at the AAB private college in Kosovo, and the students of the Faculty of Education at the Public University of Prishtina. The population of the study was comprised of 364 (182 of each institution) randomly selected students from the Private College AAB in Kosovo and the Public University. The instrument used in the study was the essays written by the 1st class students of Economics and Education faculty in their first semester examination.

The research showed that most of the students make repeated mistakes even with the most commonly used prepositions of time (in, on and at) due to the influence of the first language and the uncertainty it creates when producing an adequate statement with such prepositions. Furthermore, he also suggested that following a Collocation Approach and Prototype Approach would provide more exposure increasing the scope of assimilation of prepositions.

After reviewing previous studies we can conclude the following: first of all, we have found that most of the researchers, such as Jansson (2006), Foo (2007), Caballero, G., Gomez, M., Gomez., J., (2010), Gvarishvili (2012), Đorđević (2013), Cabrera and Lafleur (2014), Hum, and Suprpto and Anjayani (2015), preferred an Error Analysis approach. Nevertheless, we also found that Blom (2006) preferred to rely on Contrastive Analysis and Jha (1991) relied in both methods. Other authors such as Nginios (2013) and Islami (2015) did not follow any of those methodologies. Thus, we can conclude that using Error Analysis is the best option for a research since it offers clear and solid steps and tasks to carry out and present an investigation.

An important decision when doing an analysis of errors is the selection of the population in terms of amount, level of proficiency and background. After the literature review, we concluded that almost all researches were carried out with current students of a second language who share the same mother tongue. For example, Jha (1991), Blom (2006), Jansson (2006), Foo (2007), Caballero, G., Gomez, M., Gomez., J., (2010), Gvarishvili (2012), Đorđević (2013), Chua, Ferrer, Quijano & Santos (2015), Hum, Suprpto & Anjayani (2015) and Islami (2015) carried out their investigations by analyzing students with the same mother tongue. The exception was the study carried out by Cabrera and Lafleur (2014) in which there were participants from four different countries.

It is also common to find that the population belonged to the same courses, regardless the different levels of proficiency of each single student. For example, Jha (1991), Blom (2006), Jansson (2006), Foo (2007), Caballero, Gomez, Gomez, (2010), Gvarishvili (2012), Đorđević (2013), Cabrera and lafleur (2014), Chua, Ferrer, Quijano & Santos (2015), Hum, Suprpto & Anjayani (2015) and Islami (2015) did not choose populations that were

restricted by their English level of proficiency. They analyzed the errors and then they discussed if the incidence of errors was influenced somehow by the level of the students.

In terms of amount of participants, the numbers might vary according to the size of the classes who are involved in the studies. For example, Cabrera and Lafleur worked with only 18 students; Janson (2006) chose 19 students; Foo (2007) collected written compositions of 38 students; Chua, Ferrer, Quijano and Santos (2015) worked with 40 secondary students from a school; Hum, Suprpto & Anjayani (2015) included 72 participants; and Islami (2015) included 364 participants. None of the researches was conducted with a number lower than 10 students.

When following Error Analysis approach, another methodological concern has to be with the way of collecting the errors from a specific population. Following James (1998), it is necessary to create a corpus of the use of language, either written or oral, both are valid (p. 19). In the majority of the researches discussed above, the most common way to collect errors was written compositions of students either in a cross-sectional (at a unique moment) or longitudinal way (In two or more different moments). For example, Jansson (2006) collected 19 written compositions; Foo (2007) collected 38 written compositions; Caballero, Gomez, Gomez, (2010) gathered 54 written compositions; Gvarishvili (2012) collected 105 writings; Cabrera & Lafleur (2014) created a corpus of 48 abstracts; and Islami (2015) reunited 364 essays.

Nevertheless, other different methods to collect data were found. For example, Jha (1991), Blom (2006), Đorđević (2013) applied tests composed by activities such as cloze-in-the-gap exercises. Another way of collecting errors was the one employed by Chua, Ferrer, Quijano & Santos (2015), who decided to prompt oral production by using wordless picture story sequences.

In terms of the aims of the researchers, most of them sought to find the errors and analyze them, without providing any pedagogical implication or strategy to overcome such problems. Researches like the ones carried out by Jansson (2006), Foo (2007), Caballero, Gomez, Gomez, (2010), Gvarishvili (2012), Cabrera & Lafleur (2014), Chua, Ferrer, Quijano & Santos (2015), and Hum, Suprpto & Anjayani (2015) limited their researches to present the analysis of the errors, without going onto proposing strategies or didactic solutions. Other researchers have focused their attention on developing activities or coming up with pedagogical implications after the analysis was completed. For instance, Jha (1991), Blom (2006), Đorđević (2013), Nginios (2013) and Islami (2015) went onto proposing pedagogic suggestions, specific activities to carry out classes, and changes in the teaching paradigms when explaining prepositions.

Finally, in terms of the findings of the researches, it is difficult to obtain an overall conclusion. The results depend on the objectives of the researches. Some authors were only interested on describing the errors, whilst others went onto explaining them. Besides, when analyzing prepositions, some researchers such as Foo (2007), Hum, Suprpto & Anjayani (2015) and Dordevic (2013) were focused on the functions. Whereas Blom (2006), Chua, Ferrer, Quijano & Santos (2015), Jha (1991), Jansson (2006), Gvarishvili (2012), were focused on the syntactic positions.

The level of the students and their first language seems to affect the results of the investigations. For example, Jha (1991), Jansson (2006), Gvarishvili (2012), Hum, Suprpto & Anjayani (2015) concluded that most of the errors have an interlingual origin. On the other hand, Foo (2007), Cabrera & Lafleur (2014), and Chua, Ferrer, Quijano & Santos (2015), concluded that there were other intralingual factors that were responsible of the errors.

As to the types of prepositions that show more complexity for ESL learners, according to Foo (2007), prepositions of time are the most wrongly used, whereas for Hum, Suprpto & Anjayani (2015), the most complicated are prepositions of place. Another result has to be with the way in which the error of the preposition affects the structure of utterances. In that sense, according to Jansoon (2006), Foo (2007), Gvarishvili (2012), Caballero, Gomez, Gomez, (2010), Ferrer, Quijano & Santos (2015), Đorđević (2013), and Hum, Suprpto & Anjayani (2015), the wrong selection (substitution) of preposition is the most common error.

Additionally, there was another conclusion we made after researching on different local databases and libraries, it is that there is only one national study (Colombian) related to prepositional error analysis, however, after going through that research, we can conclude that it did not take into account the origin of errors and it did not include pedagogic implications either.

Theoretical framework

The main objectives of this research are to identify, describe and explain the prepositional errors made by ESL learners at Uniminuto University. For this reason, it is important to present the theoretical grounds that supported the analysis carried out.

The first construct is a discussion that supports the importance of studying errors for understanding the interlanguage of students through the analysis of their written compositions. In this section, the reader will find the theoretical grounds underlying the interlanguage hypothesis, the concept of error and the taxonomies for classifying and systematizing them.

The second construct is dedicated to the lexical category of prepositions. Since this study was only interested in the analysis of prepositional errors made by students, it was

necessary to explore deeply the different characteristics of prepositions in terms of syntax and functions, from a functional-descriptive grammar approach. This construct provided us with enough linguistic knowledge about this lexical category to identify and describe the prepositional errors made by students.

Interlanguage, Errors and Error Analysis

In the following lines, first, we will explain what the theoretical implications of the interlanguage hypothesis are and how these are connected with the study of errors. Thereafter, we will present the main sources of errors, which are consequence of the strategies that students employ to develop their interlanguage. Secondly, based on the dichotomy of linguistic performance and competence, we will explore the theory behind the concept of wrong linguistic production to determine the difference between error and mistake. For this reason, we introduce a more neutral concept known as deviance. Thirdly, we will introduce the different taxonomies that will guide the classification and explanation of such errors by presenting the taxonomy known as the Surface Modification Taxonomy, which will guide the descriptive stage of our research, and the James' Etiologic Taxonomy (1998), which will lead the explanative stage of the analysis.

After explaining the importance of studying errors to understand interlanguage, proposing our concept of error, and showing the taxonomies we are to employ to understand errors, we will present the procedure known as Error Analysis chosen for the analysis of prepositional errors. For that reason, it is necessary to provide the reader with Error Analysis' historical background, goals, steps and procedures.

Interlanguage hypothesis and Second Language learners' errors

When learners try to learn a second language, they try to abandon the rules of their native languages in order to accept and internalize the ones of the second language. Before

they can master the new language, students must go through the development of a new linguistic system, and consequently they build an interlanguage. Selinker (cited by Al-Khresheh, 2015) is the first author who formally proposed the concept of interlanguage; for him “the language of foreign language learners is itself a linguistic system which is independent of either L1 or L2, although influenced by both, so interlanguage can be described as a dynamic system moving in the direction of the second language” (p. 127).

Before Selinker (1972), two authors had already proposed similar notions related to the same phenomenon. On the one hand, Corder (1967) believed that it was a “transitional competence” compound by a system that has a structurally intermediate status between the native and second language. He also stated that learners of a second language build up an interlanguage that is unique to each individual and he called this phenomenon “idiosyncratic dialect” (p. 162). On the other hand, Nemser (1971) argued that interlanguage was an autonomous system that was constantly becoming more similar to the one of the second language. Hence, he used the term approximate system to describe interlanguage (p. 6). Although these authors have their own points of view, they coincide when defining Interlanguage as a dynamic and developing language system, which is intermediate between the native and the second language.

After several years of contributions to this hypothesis, researchers have agreed upon a series of characteristics that contribute to understand the concept of interlanguage, Gargallo (2009, p.128) summarizes the following set of assumptions we should bear in mind for understanding interlanguage:

- a) It is a linguistic system different to the L1 and L2.
- b) It is internally structured.
- c) It is a system constituted by successive stages.

- d) It is a dynamic and continuous system that changes through a creative process.
- e) It is a system configured by a set of internal processes.
- f) It is a correct system in terms of its own idiosyncrasy.

To understand how these characteristics are related, we can rely on figure 2.

Language A represents the mother language of the learner, whereas *Target Language* represents the language that is being learnt. The circle that emerges in the middle represents *interlanguage*.

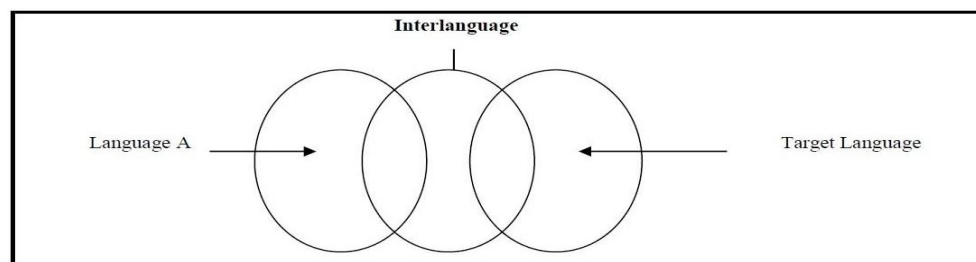


Figure 2. Al-khresheh (2015, Adopted from Corder, 1981, p. 17). The notion of the IL.

Interlanguage is influenced by the L1 and the L2, as it has characteristics of both languages. In the first stages of interlanguage, learners rely more on their native language and they transfer characteristics from it. When learners have gained more awareness and knowledge of the second language, they engage in the assimilation of their rules without relying on their L1. Interlanguage is internally structured through a series of internal processes (strategies) and mechanisms that make it a dynamic system that is constantly adopting changes in terms of how language works (Gargallo, 2009, p. 127).

Nowadays, interlanguage hypothesis is the most accepted theoretical ground to explain the phenomenon of second language acquisition. However, it is worth mentioning that it has received criticism over the last decades. Al-khresheh (2015) proposes some weaknesses of interlanguage. First, he mentions that interlanguage hypothesis has a limited

explanatory power, since the analysis of production of utterances does not provide solid information as to the specific stage in which learners are located. It is impossible to find standardized criteria that might lead to a definitive conclusion about the point that the learners have reached in their interlanguage. Secondly, interlanguage hypothesis seeks to provide a psycholinguistic explanation of the data, nevertheless, there are no methodologies to account for mental processes in a precise and concise way and for that reason, all the assumptions made regarding these internal aspects never have an objective nature (p. 129).

Nevertheless, in spite of the critics it has received, there are important contributions that this theory has brought to the field of applied linguistics. First, thanks to interlanguage assumptions, today we assume that learners of a second language are active participants of their processes since now it is known that a series of mental processes are employed in the acquisition of a new language. Furthermore, from the teaching perspective, Interlanguage theory helps teachers to determine what an ESL learner knows at a particular point in time and what she/he should be taught. Finally, interlanguage theory has also contributed to changes in teaching methodology since it raised awareness on the fact that errors are a part of the learning process. Hence, the need for continuous supervision by the teachers was minimized (Richards, 1996; Rustipa, 2011; Ellis, 2008 cited by Al-khresheh, 2015).

Despite of the critics, we believe that the interlanguage theory provides us with enough theoretical grounds to carry out the analysis of prepositional use. Regardless the lack of objectivism of results and conclusions made from the interlanguage of students, we believe that these results will raise awareness as to the way teachers are dealing with the teaching of English prepositions. Considering that Anglophone Language and Culture VI is the last course in which students at Uniminuto University study English as the main subject, through

the analysis of the current state of interlanguage of those students, educators may be able to find common difficulties and problems, in order to design new strategies to solve those weaknesses in the future.

The importance of errors to understand interlanguage

According to theoretical basis of the interlanguage concept, is only through the analysis of the learners' attempts of production in the second language that it is possible to formulate statements about their interlanguage. Selinker (cited by Gargallo, 2009, p.128) believes that "the only observable data of interlanguage are the utterances produced by the students when they try to formulate sentential sequences in the second language".

Consequently, the corpus of written texts collected from students of Anglophone Language and Culture VI represent a suitable source to analyze the use of prepositions in their interlanguage.

However, a question arises, what specific aspects of those written structures can say something about the status of their interlanguage? According to Corder (1967), errors reveal the knowledge of the learner of the second language at any point in its development since those errors are a feasible evidence of the interlanguage system (p. 166) . Errors are fundamental for researchers since these help them to comprehend what happens in the mind of a second language learner, in fact Corder (1971) believes that "there could be no reason to engage in Error Analysis unless it served to elucidate what and how a learner learns when he studies a second language" (p.58).

As we mentioned before, in the development of interlanguage, learners employ a series of underlying psychological structures in their minds. These biological mechanisms go

through different stages of maturity. Selinker (cited by Gargallo, 2009) believes that “in the mind of all students there are a set of latent psychological structures, which are activated when there is an attempt to learn an L2” (p.127-128). Gervilla (2005) also points out that learners employ these “mental processes to solve the specific problems that they may have when trying to express themselves in the second language and for assimilating and practicing their knowledge of the second language” (p.31). In other words, learners employ strategies of acquisition, which allow them to add, change, reorganize and discard hypotheses about how the second language works.

The hypothesis is that all errors produced by second language learners are the product of a strategy (mental process) employed by the learner when using the second language. In words of Gervilla (2005) “when detecting an error, it is necessary to draw on the psychological mechanisms that motivate it” (p.30). Therefore, it is important to talk about the different sources of errors in terms of the mental strategies that students employ when developing interlanguage since this will help us to locate the origin of the prepositional errors. Through the etiologic analysis, it is possible to determine the specific reasons why certain errors are made, and what cognitive strategies underlie those errors.

Interlanguage strategies causing errors in second language acquisition.

Following the objectives of our research, it is crucial to discuss the sources of errors since those will guide the stage of the explanation of prepositional errors made by students of Anglophone Language and Culture VI at Uniminuto University. For this task, Brown (2000, p. 224 -230) provides the following classification of the different sources of errors in terms of internal and external factors:

A. *Interlingual transfer:*

Interlingual transfers (also known as transfer errors) are those produced by an interference of the mother tongue (Brown, 2000, p.224). In words of Kellerman (cited by Ellis, 1994), transfer refers to the “processes that lead to the incorporation of elements from one language into another” (p.201). Additionally, Odlin (cited by Ellis, 1994) offers another definition of transfer by defining it as “the influence that results from the similarities and differences between the second language and any other language that has been previously acquired” (p.301).

There are two types of interlingual transferences that might occur. On the one side, when the L1 share similar characteristics of the L2, the transferences are positive since they are not conflictive with the ones of the second language (Dulay, Burt & Krashen, 1982, p. 97). Consider the following example of positive transference:

Spanish form	English form used by the learner	Correct English form	Element positively transferred
<i>Nací en diciembre de 1991</i>	<i>I was born in December of 1991</i>	<i>I was born in December of 1991</i>	<i>en</i> transferred as <i>in</i>

Figure 3. Example of positive transference. (Authors creation)

Spanish speakers use the preposition *en* in the temporal sense, for referring to months and years. Luckily, the English preposition *in* is also used to talk about months and years, so, even if the learner does not know the rule, the transference will be correct.

On the other side, when the transference provokes a problem with the rules of the L2, the transference is negative since it violates them. (Dulay et al, 1982, p. 97). Consider the following example:

Spanish form	English form used by the learner	Correct English form	Element negatively transferred
<i>La próxima clase será el viernes</i>	<i>The next class will be the Friday</i>	<i>The next class will be on Friday</i>	<i>el</i> transferred as <i>on</i>

Figure 4. Example of negative transfer. (Authors creation)

For example, in the same case of prepositions, in Spanish when talking about days, there is not preposition, as the normal construction is *el lunes* or *el primero de mayo*, so it means that an article is used. Whilst in English, the preposition used is *on*, so if the Spanish learners transfer the Spanish structure, they will produce a sentence like *I will see you the Monday*, which is incorrect in English.

B. *Intralingual transfer*

Intralingual errors do not have an origin in the first language but in the second language itself as those errors are related to a specific interpretation of the second language and manifest themselves as universal phenomena in any language learning process. Whereas interlingual transferences are most common in early stages of language learning, intralingual errors are predominant when learners have begun to acquire parts of the new system (Brown, 2000, p. 225). Later on this chapter (section about taxonomies), we will review the specific mental strategies that are responsible of intralingual errors.

C. *The Context of learning*

Although this source of error might be considered as an external factor, these types of errors always overlap both types of transfer (intralingual and interlingual). Some factors such as the classroom environment, the teacher and the materials in the case of school learning or the social situation in the case of untutored second language learner might provide the learner

with erroneous conceptions about the language. Brown (2000) proposes that this source has an external origin but ends up being classified as any of the internal strategies mentioned above (p. 226).

D. Communication strategies

These are errors caused because learners try to employ production strategies in order to get their messages across. However, sometimes these techniques can lead them to produce errors. For example, the following sentence is produced: “*Let us work for the well done of our country.*” The learner tries to produce a sentence in which he does not know the correct noun *welfare*, so he employs an expression that works as a chunk. The strategy led him to an incorrect sentence. These types of errors can also be labeled as either intralingual or interlingual. (Brown, 2000, 227).

Theoretical conceptions about linguistic errors

We have previously proposed that errors can tell us information about students' interlanguage. Although we talked about the origin of errors and the relation these have with the mental structures responsible of interlanguage development, we have not discussed important theoretical aspects for defining error consistently. In this section, our main objective is to forge the definition of error that will guide our research. However, when studying wrong linguistic production of second language learners, it is important to bear in mind the difference between error and mistake. Both concepts are encompassed in a more neutral term known as deviance.

Once we present the reader the definitions of deviance, error and mistake, we will proceed to define the conception of error that will guide this research. Finally, in the last paragraphs, we will explore the different levels of analysis of errors and we will explain the

way error taxonomies can be used for classifying and systematizing prepositional errors in our study.

Deviances in Error Analysis

In Error Analysis, the focus is the study of the ignorance of language learners since as we stated above, errors are the only way to understand their interlanguage. According to James (1998), the ignorance of second language learners can be manifested through two behaviors. The first one is that the learner remains in silence, as he is not going to produce any utterance; this is known as “avoidance”. On the other hand, when learners try to produce forms of the second language that they do not control appropriately (ignorance), a substitutive language, which is erroneous, is employed (p. 62).

However, studying substitutive language must be a careful practice. As we will see later in this section, under the Chomskyan dichotomy of linguistic performance and competence, not all wrong linguistic production is a consequence of ignorance of the language (errors) since it can also be the product of a performance shortcoming (mistake). Therefore, in our research, it becomes necessary to adopt the neutral concept of deviance, which we understand as any linguistic utterance produced by the learner which is deviated from the correct form of using it, based on the rules of the second language.

Mistakes and Errors in second language acquisition

According to Chomsky (1965), deviances can be a consequence of a failure in the linguistic competence or the linguistic performance. The first one has to be with the linguistic knowledge that speakers have about the language. Whereas the second one refers to the deviances that are not the product of lack of linguistic competence, but are product of non-linguistic influences. Linguistic performance is the actual use of language in concrete

situations and it may be flawed because of memory limitations, distractions, shifts of attention and interest, and other psychological factors. Therefore, the written tests collected from students reflect the linguistic competence that they have been able to acquire during the learning process, and at the same time, these written texts reflect the linguistic performance of students when they wrote a report.

The distinction between performance and competence is important since a deviance from the correct use of language may have different causes and implications. On the one hand, mistakes are deviances which are the product of the process of communication itself, it means these problems occur not because the speaker does not have linguistic knowledge, but because the speaker is prone to have problems when performing the speech or writing act. These are not reflecting gaps and defects in the knowledge of the second language, and these happen even to native speakers of a language. These deviances can be a consequence of distractions or lapses of organs like the tongue or the fingers whilst speaking or writing (James, 1998, p. 83). Since mistakes are considered as a failure to utilize correctly a known linguistic system (L1 or L2), even native speakers of any language are prone to make mistakes while speaking. Nevertheless, native speakers have the ability to correct themselves in a fast way, as they can identify their slips as soon as they listen to them (Brown, 2000, p. 205).

On the other hand, errors are not the product of linguistic performance but the result of lack of linguistic knowledge. When speakers or writers commit errors in linguistic performance, these are not the product of performing the speech or writing act itself, but are the result of linguistic ignorance of the second language. Errors are important since they reflect the knowledge or lack thereof, and these cannot be corrected by the learners (James,

1998, p. 79). In fact, according to Gass (2008) and Selinker (1972) errors are normal in the process of learning and acquisition of a second language, and thus, learners cannot be able to consider their errors as such. Only until a teacher or a native speaker tells them the reason why they have deviated from the grammatical norm, they can realize that they were wrong. In this sense, there is a great difference between error and mistake, because in the latter the student is able to figure out the reason why his or her production is not well constructed so as to correct it without relying on someone else (Lumbantobing cited by Purwati, 2012, p. 37)

Is it possible to filter errors from mistakes in the analysis of deviances? The answer seems to be no. Although some Error Analysis studies have proposed a step in which the researcher corroborates if the deviances are errors or mistakes, the results are always biased. In this procedure, the authors of the exams are confronted with their exams again, and they must check them in order to identify sentences that are erroneous. However, James (1998) believes that “the test of auto-correction of mistakes is a problematic criterion to apply in practice” (p.79).

When the author reads again the text, the simple task of re-reading their own written product may trigger the intuition that something is wrong and this may display a wrong perception of the status of the error. James also declared that the perception of errors and mistakes is fluctuating and the time is the only factor that would show the real difference between the concepts of error and mistakes. As he states: (1998)

Then time tells: something I said or wrote a month ago or even an hour ago and could not self-correct then, I can now correct confidently, without having done any learning of the item in the meantime. Where is the change, in me or in the defect? Is what was originally an error now a mistake? (p. 79)

Johnson (cited by James, 1998, p. 84), discusses the link that exists between knowledge and error (being able to carry out self-correction or not). He says that when learners say or write a wrong form it could be caused by two reasons. In the first one, the learners produce wrong utterances because they lack the requisite knowledge, in other words, they are ignorant at all. Whereas in the second one, learners use knowledge that they have, but it happens to be wrong knowledge. So, errors and mistakes should be seen not as a dichotomy in which the learners know or do not know the language item.

Conversely, there should be a differentiation in stages of the errors that may help us to consider a distinction between knowing and not knowing well. In the first stage, the learner is doing something completely wrong without knowing it. In the second stage, the learner knows he is doing it wrong but he do not know how to do it right. Finally, in the third stage, it comes the stage of mistakes, in which learners get it wrong but they are able to put it right. So, when it comes to talk about self-correction, learners have a great chance to be in the middle of knowing or not knowing, and therefore, the method to filter errors and mistakes, which requires a lot of time and logistics becomes useless.

In terms of reliability, we believe that the percentage of mistakes that can be analyzed as errors is low. We agree with Corder (cited by James, 1998) when he says that “a noticeable characteristic of mistakes is that they can readily be corrected by the speaker himself since they are cases of failure to follow a known rule” (p. 79). For that reason, taking into account the context where the written texts were produced (a gradable exam of the course), our hypothesis is that learners were provided with enough time to re-read what they were producing, and if they knew the rules of correct use, they could correct themselves before handing in the exam.

In that sense, the majority of deviances in the written compositions are errors. Even if in the technical sense, our analysis of errors includes the analysis of mistakes; these are also relevant for pedagogic purposes. “mistakes can be attended to: feedback can be given, the learners can learn how to monitor, and opportunities for further practice can be provided” (James, 1998, p.86), mistakes are of interest, at least for teachers and learners.

After discussing the difference between error and mistake, we can conclude that it is impossible to filter them objectively. Thus, the definition of error we will use is given by Hammerly (cited by James, 1998) he believes that errors are wrong forms (deviances from the second language) whose “status is in part dependent on whether it is idiosyncratic or is shared by other members of the same classroom who share the same mother tongue and have been exposed to the same syllabus, materials, methods and the same teachers” (p. 81). In other words, we must consider the notion of consistency of deviances, defined by James (1998) as systematic and repeated successes of deviances that learners produce. Deviances will be corroborated as errors if these are repetitive and consistent among the corpus.

Error taxonomies

In Error Analysis, the results are obtained through the classification of errors according to taxonomies. Any taxonomical classification must be organized according to certain constitutive criteria, which should reflect observable objective facts about the entities to be classified (James, 1998, p. 102). According to Gargallo (2009) “there are different taxonomical criteria to analyze and it depends on the object of analysis, it is possible to be interested in the grammatical or communicative competence” (p. 91).

Gargallo (2009) proposes five different criteria of analysis. However, following the objectives of this research, we will only use two taxonomical criteria (p. 92). On the one hand, in the stage of description of errors, we will use the taxonomy known as Target

Modification Taxonomy. Thereafter, we will proceed to the analysis of the sources of errors; hence, we will also take into account the etiological criteria through James' taxonomy (1998).

In the following lines, first, we will explore the two aforementioned taxonomies that are connected to our research. Thereafter, we will present in a brief way the other three taxonomical criteria with the purpose of giving the reader a more informative and didactic experience.

Taxonomies in our research

A. *Descriptive criteria:* This classification of errors shows the ways in which the superficial structure of sentences is affected by the errors (Gargallo, 2009, p. 92). The taxonomy employed in this step of Error Analysis is known as the *Target Modification Taxonomy or Surface strategy taxonomy*. Dulay et al. (1982) argue that it provides an indication of how the language structures are altered by the learners of a second language. James (1998) believes that the term that should be used is Target Modification Taxonomy, since he argues that "it is based on the ways in which the learner's erroneous version is different from the presumed target version" (p. 106). The following chart shows the four main categories to explain how a deviation from the correct form can modify the produced utterance.

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance	She sleeping.
Additions	The presence of an item that must not appear in well-formed utterances	We didn't went there.

Misinformations	The use of the wrong form of the morpheme or structure	The dog ated the chicken.
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy is doing?

Figure 5. Dulay, Burt, and Krashen (1982, p. 56) Surface strategy taxonomy of errors.

The surface strategy taxonomy can be employed in a general way to analyze different lexical categories (verbs, articles, adjectives, nouns, adverbs). However, as we are interested in analyzing prepositional errors only, we decided to use the taxonomy proposed by Osorio (2013) in his research about prepositional errors, which was adapted from the surface strategy taxonomy, in order to describe prepositional deviances. In this set of criteria, there is a distinction between the following types of prepositional errors (p. 48):

Type of error and description	Example
Erroneous omission: It refers to the absence of a preposition that should appear in a well-formed construction. It is the absence of a word or morpheme that should appear in a well-formed sentence.	<ul style="list-style-type: none"> • <i>She came *∅ Saturday</i> (omission of on) • <i>The classes are held *∅ night</i> (omission of at).
Erroneous addition: It refers to the unjustified presence of a preposition that should not appear in a well-formed construction.	<ul style="list-style-type: none"> • <i>He entered *into the room</i> (an unnecessary into). • <i>She became *in a princess</i> (an unnecessary in).

<p>Substitution: It refers to the use of another preposition which is not correct in terms of the context of the construction.</p>	<ul style="list-style-type: none"> • <i>The teacher was satisfied *from our essays (from instead of with).</i> • <i>He was angry *from his bad grades (from instead of about).</i>
<p>Changes of position (misplacing): It refers to the use of a preposition in an incorrect place of the sentence.</p>	<ul style="list-style-type: none"> -<i>The boy with he was going; instead of The boy he was going with.</i> -<i>The problem through he was going; instead of The problem he was going through</i>

Figure 6. Adapted from Osorio (2013, p. 48). Surface strategy taxonomy of prepositions.

These categories of classification will guide us in the creation of precise statistic information that will describe how errors affect the utterances produced by the learners. By using this taxonomy, we will be able to show what the most common cases of deviations from the correct forms of the second language are. Later on chapter 4, we will explain with more detail the procedure to employ this taxonomy.

B. Etiologic criteria: This classification refers to those errors caused by the interference with the native language of students or the erroneous hypotheses they create about the rules of the second language (Gargallo, 2009, p. 95). After we describe the errors in terms of the surface strategy taxonomy, we must proceed to the explanative stage of the research. As we mentioned above in the paragraphs dedicated to Interlanguage, errors are caused by psychological mechanisms that learners use when trying to use the language with limited resources. In order to do so, they employ cognitive strategies, which sometimes lead students to correct and deviated products but at the same time, these help learners to develop interlanguage. According to Alexopoulou (2010)

“Such systematic deviations (errors) produced by these strategies are the object of study in Error Analysis” (p. 23)

When we talk about the Etiologic criteria to describe errors, it is important to mention that several authors have proposed different classifications. In Error Analysis, there is not a definitive taxonomy for understanding the origin of errors. In words of De Alba Quiñonez (2009), “The serious problem that we face with the taxonomic issue is that there is not an established division, but each study can present a different classification” (p. 6) So, because of the psycholinguistic nature of the production of errors, it is important to state that when trying to account for the origin of errors the method to draw conclusions will always be prone to criticism.

Ellis (1994) argues, “the concepts of transfer and intralingual error are often not operationalized with sufficient rigor. Where one researcher identifies the source of an error as transfer, another researcher identifies the source of the same error as intralingual” (p. 62). De Quiñonez (2009) agrees with the latter, as she believes that “Regarding the categorization of errors a great controversy has emerged, since the lack of established standardized criteria has propitiated that many taxonomies focused on the studies of the same areas can be found” (p. 8). Therefore, this diversity makes so difficult to find valid comparisons between studies as different taxonomies lead to different results.

In this ongoing research, we adopted James’ Etiologic taxonomy (1998), as we consider that it synthesizes previous concepts and ideas from former authors. Moreover, it is the most contemporary classification up to now. In the following lines, we will present how we adapted the original version of James Taxonomy to the use of prepositions. James contemplates the following four main categories to explain the origin of errors (p. 185-203):

1) *Interlingual errors*: caused by the interference of L1 learner's native or mother tongue. Learners engage in exact or word-to-word translation of native language into the second language.

Example:

Spanish sentence:	Sentence produced:	Expected sentence:
<i>La película era acerca de la segunda guerra mundial.</i>	<i>The movie was about of the Second War World</i>	<i>The movie was about the Second World War</i>

Figure 7. Example of interlingual error. (Authors creation)

2) *Intralingual errors*: Those are generated by communication or learning strategies that learners activate to confront their deficiencies in their interlanguage. Among intralingual errors, there are six different subcategories, however not all of them can be linked to prepositional usage. In the following paragraphs, we will present all these categories, but we will only emphasize in the ones that are important for our research in terms of prepositional usage.

a. Misanalysis and overgeneralization: When we talk about misanalysis, it means that the learner has formed an unfounded hypothesis in the L2 and is putting it in practice. James (1980) gives as an example the situation when the learner assumes that **its* can be used as a pluralized form of *it*, when in English, subject pronouns cannot be pluralized (p .185).

Whereas overgeneralization or system-simplification, refers to errors produced when the learner overuses one linguistic item from a set of similar forms that have specific rules of use; the forms that are ignored are usually underused. Generally, these errors happen with words that represent a dichotomy such as other/another, much/many, some/any, in/on, from/of among others. (James, 1998, p. 187).

When it comes to prepositional usage, those are errors, which are product of the complexity of English prepositions, so learners start to create hypotheses about the use of each preposition. When learners create hypotheses about prepositions they might also overgeneralize their uses.

Produced Sentence	<i>In the mornings, I always get in a bus that takes me to the university.</i>
Expected sentence	<i>In the mornings, I always get on a bus that takes me to the university.</i>
Misanalyzed or overgeneralized element	Although get in and get on are correct, in English, when a person boards a vehicle that belongs to a transportation system with a route, the preposition that is used is on . However, when the person boards a vehicle that does not belong to transportation system, the preposition used is in .

Figure 8. Example 1 of Misanalysis or overgeneralization. (Authors creation)

Produced Sentence:	<i>She always wakes up at the morning.</i>
Expected sentence:	<i>She always wakes up in the morning</i>
Misanalyzed or overgeneralized element:	<i>At night</i> is a possible and common. The learner tried to extend the use of the expression by changing it for another moment of the day. However, <i>at the morning</i> is erroneous.

Figure 9. Example 2 of Misanalysis or overgeneralization. (Authors creation)

b. Incomplete rule application: It happens when the learner does not apply all the rules necessary to apply in a particular situation. In fact, it is the converse of overgeneralization. For example, in the sentence “*nobody knew where was Barbie*”, there is a deviant order of the subject and verb be, so the person who produced such utterance only applied two components of the interrogative formation rule.

When it comes to prepositional use, these errors occur when learners fail to perform certain operations. This error category is evident in the omission of prepositions in the phrasal verbs/idiomatic expressions requiring the use of prepositions and must be learned as one unit. It is also found when learners fail to complete preposition stranding.

Produced Sentence	<i>I am sure that Paul is a chip out the block.</i>
Expected sentence:	<i>I am sure that Paul is a chip off the old block</i>
Ignored rule	The accepted idiom always takes the preposition <i>off</i> .

Figure 10. Example 1 of incomplete rule application. (Authors creation)

Produced Sentence	<i>About what are you talking?</i>
Expected sentence:	<i>What are you talking about?</i>
Ignored rule	In English, prepositions are separated from their objects.

Figure 11. Example 2 of incomplete rule application. (Authors creation)

c. Overlooking co-occurrence restrictions errors: It means that the learner does not know that certain words go together with certain complements, prepositions etc. An example given by James (1998) is when the learner ignores that the verb to enjoy is followed by

gerund and not bare infinitive. Another example is when a learner ignores that the verb think goes with the prepositions of or about (p. 186).

When it comes to prepositional errors, it refers to problems when recognizing the different restrictions of using a specific rule in a specific context. It can be evidenced when learners ignore that some prepositions, verbs, adjectives, and nouns require or do not require very specific prepositions in a situation.

Produced Sentence	He <i>commented about</i> her lovely hair.
Expected sentence	He <i>commented on</i> her lovely hair.
Restriction ignored	The verb <i>comment</i> always takes the preposition <i>on</i> .

Figure 12. Example 1 of overlooking co-occurrence restrictions errors. (Authors creation)

d. Exploiting redundancy: It appears because there is a lot of redundancy in every language, e.g. unnecessary morphology, and intelligent learners try to avoid those items, which they find redundant to make their learning and communication easier. The opposite of exploiting redundancy is over elaboration, which is usually observable in more advanced learners (James, 1998). For example, the following set of sentences are loaded with redundant expressions “Every day with great expectation I looked for the mail but am very sorely disappointed... Unless all formalities are finished no one will deem my completing the course” (p.186). When it comes to prepositional use, it can be evidenced when the learners add a preposition to verbs, nouns, adjectives or other preposition that do not require it.

Example #1:

Produced Sentence	<i>Maryluz has become into one of my favorite teachers.</i>
Expected sentence	<i>Maryluz has become one of my favorite teachers.</i>

Redundant element:	The preposition <i>into</i> is not required since the verb <i>become</i> already implies a change of state.
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Figure 13. Example 1 of exploiting redundancy. (Authors creation)

e. Hypercorrection (Not linked to prepositional errors): As James argues (1998)

“results from the learners over-monitoring their L2 output, and attempting to be consistent” (p. 186). However, this only happens in terms of global errors (errors dispersed through the entire sentence).

f. False analogy (Not linked to prepositional errors): It arises when the learner incorrectly thinks that a new item behaves like another item already known to him or her. For example, the learner already knows that dogs is plural from dog, so he or she thinks that *sheeps is plural from sheep. However, this category only applies to grammar rules that require morphemic inflections, and prepositions do not suffer modifications because of grammar rules.

3) Context of learning: It refers to the errors induced by the context of the learner. In this, factors such as the materials, the teacher and the classroom environment are considered. James (1998) classifies induced errors in the following categories: 1) materials-induced errors, 2) teacher-talk induced errors, 3) exercise-based induced errors, 4) errors induced by pedagogical priorities, and 5) look-up errors (p. 191-200). It is important to mention that this source can not be traced due to the nature of the collection of our data. Besides, these sources of errors become either intralingual or interlingual sources of errors.

4) Communication Strategies: These errors emerge from the learner trying to convey a message without knowing appropriate forms in active communication situations. These errors can be found when the learner engage in the production of idiomatic expressions or

chunks, nevertheless, these errors do not have a direct influence on prepositional errors since these affect several lexical elements in the utterances (James, 1998, p. 187).

Other taxonomies (not used in this research)

I. Pedagogic criteria: This is the classification of errors based on the Chomskyan distinction between competence and performance. There is a contrast between transitional errors (They appear in specific stages of learning and are not systematic) and systematic errors (These errors reflect an erroneous knowledge of rules that characterize the language of a group of students) (Gargallo, 2009, p. 94). An example of this research can be found in researches that want to measure the success of some changes in the teaching methodologies and strategies in order to see if errors disappeared or remained. These researchers are usually longitudinal in terms of the collection of samples.

II. Grammatical criteria: This classification is based on the grammar category that is affected by the error. It includes phonological, orthographic, morphological, syntactic, lexical, semantic and pragmatic errors. The objective of this taxonomy is to measure the grammatical competence of students (Gargallo, 2009, p. 96). An example of this type of criteria could be found in a research whose aim is to know how learners carry out word transformation by using prefixes and suffixes.

III. Communicative criteria: Classification of errors based on the communicative effect assessed from the perspective of the listener who tries to evaluate the errors in order to consider how these hinder the transmission of the message (Gargallo, 2009, p. 96). An example of this type of criteria could be found in a research whose objective is to analyze how errors in pronunciation of words affect the decoding of the meaning by native listeners of the second language.

Now that the taxonomies of analysis of errors have been discussed, it is time to talk about the specific procedure we will use for carrying out the analysis of errors. In the following part of this theoretical framework, we will present the Error Analysis Approach², which is the methodological procedure we will use to analyze the errors found in the written compositions of Students of Anglophone Language and Culture VI at Uniminuto University.

Error analysis in applied linguistics

In this section, the reader will find all the relevant theoretical information related to the method of Error Analysis. At first, we provide the reader with a brief introduction to its history with the purpose of showing why Error Analysis became the best method to analyze errors produced by SLA learners. Afterwards, we are going to discuss some definitions and goals of this procedure to provide a clearer concept of the method. Then, we will explore some limitations and critics that this method of analysis has in order to contrast them with the advantages that it also offers. Finally, we will present in a brief way³ the steps to carry out the Error Analysis procedure.

Introduction to Error Analysis.

Background, definition and goals

As we stated before, the analysis of errors can provide important information regarding the interlanguage of second language learners. For that reason, over the time, in applied linguistics there have been two methods for the study of errors, namely Contrastive

² It is important to differentiate “error analysis” and “Error Analysis” in our research. The former refers to the practice of analyzing errors in general, whereas the later refers to the specific procedure in applied linguistics to carry out an analysis of errors.

³ The steps will be explained thoroughly in the chapter regarding the procedure (chapter 4).

Analysis and Error Analysis. In the following paragraphs, we pretend to show briefly to the reader the historical evolution of the practice of analysis of errors and why Error Analysis is considered the best option to structure an analysis of errors.

Back in the decade of the 1950s, researchers focused their attention on errors and its possible contribution for enhancing the teaching of second languages. The first procedure that was employed to analyze errors was the Contrastive Analysis technique; it is characterized as a comparative task between two languages with the purpose of predicting specific problems that learners of a second language might have according to their own First Language.

Contrastive analysis was originally based on a behaviourist view of language acquisition (Gast, 2013, p. 2), in which learning a second language depends on the formation of correct habits from the reinforcement of a certain plausible response to stimulus. For that reason, errors were predicted to be the result of the persistence of mother language habits in the new language.

Contrastive analysis compares languages in dimensions such as the phonological, morphological, syntactical and semantical in order to find possible difficulties for the learner taking into account his mother tongue. As Ellis (1994) explains “Contrastive Analysis sought to predict the errors that learners make by identifying the linguistic differences between their L1 and the second language” (p. 47). The idea is that errors are products of interference (negative transference) when the learner projected native language habits that were different to the ones of the second language. To put it in a clearer perspective, the student who is exposed to a foreign language will find quite easy and others extremely difficult features of it. Those elements that are similar to his native language will be simple for him, and those different elements will be difficult.

However, Contrastive analysis was criticized, as it was not precise, as there were cases in which no evidence of transference was found, and most of the times, predictions about learners errors were not accurate, according to Al-khresheh (2015) "CA was questioned by many scholars working in applied linguistics. The main criticism was that interlingual interference from L1 is not the only cause of the errors occurrence in SLA" (p. 123). For that reason, in the decade of 1970, a different approach to analyze and understand errors emerged, namely Error Analysis; as Keshavarz (cited by Heidary and Bagheri, 2012) points out "Error Analysis emerged on account of the shortcomings of Contrastive Analysis which was the favored way of describing learners' language in the 1950s and 1960s" (p.1583). Error Analysis offered another view regarding the importance of the mother language of the learners. In Contrastive analysis, the L1 of speakers was important in order to establish predictions by comparing it to the second language. That is not the case in Error Analysis, since the mother language of learners is considered as only one of the multiple sources of errors.

Contrary to Contrastive Analysis, Error Analysis seeks to describe errors taking into account the learners' interlanguage and the second language. According to Meara (cited by James, 1998), "Error Analysis is interested in the difference between the learner's internalized description of his L2 and the internalized descriptions that native speakers have" (p. 6). According to James (1998) Error Analysis can be defined as "the process of determining the incidence, nature, causes and consequences of unsuccessful language in which the paradigm is to describe objectively the Interlanguage of learners (that is, their version of the second language) and the second language itself, followed by a comparison of both in order to find mismatches" (p.5). James (1998) also refers to Error Analysis as the

study of linguistic ignorance, which investigates what people do not know and how they attempt to cope with their ignorance using strategies (p. 62-63).

Criticism and support

Although Error analysis emerged as a response to the flaws of Contrastive Analysis, this new methodology has also received a series of critics. The most important critic that this approach has received over the time is that it is considered as not being robust and scientific, Bell (cited by James, 1998) considers it as “a recent pseudo procedure in applied linguistics” (p. 17). According to him, the data that is collected has poor statistical inference, and the interpretation of errors is subjective and biased by the researcher. Another author that has criticized the Error Analysis Approach is Schachter (cited by James, 1998, p. 18), since he considers that the mental strategy of avoidance is ignored (It will be explained later on this chapter), so the researcher never knows these avoided linguistic forms and therefore, a real depiction of the interlanguage is impossible to be seen.

Although Error Analysis lost importance during recent years due to those critics, James (1998) argues, “EA has become a more widespread practice than it is given credit for (p. 18). He also proves that Error Analysis did not come to a sudden halt, and he compiles different important works such as the ones made by Rocha (1980), Abbott (1980), Norrish (1983) and McCretton and Rider (1994), which support the idea that many researchers kept on working with this methodology despite the criticism. Additionally, after analyzing more recent works previously mentioned in the literature review, authors such as Janson (2006), Foo (2007), Caballero, Gomez, Gomez, (2010), Gvarishvili (2012), Đorđević

(2013), Cabrera & Lafleur (2014), and Hum, Suprpto & Anjayani (2015), followed the Error Analysis approach, so it means that regardless the critics it has received, it is still practiced all around the world.

We strongly believe that Error Analysis can be a tool to collect errors on a large scale in order to be aware of the most common ones in a group of students. Besides, the frequency of errors can show what the types of errors are in terms of the second language rules, so that teachers can identify the structures that are more complicated for a major part of the learners. Error analysis will provide the educator a chance to develop beliefs and design new strategies to deal with these errors. According to Ellis (1994), Error Analysis has made a substantial contribution to SLA research, as it shows that many of the errors that learners make cannot be put down to interference of the mother tongue of the learner. Additionally, it supported the claims made by Corder (1971), Dulay et al (1982), and others regarding the creativeness of the language learner.

Although classifying errors according to their origin is always a hypothetical task, and Error Analysis might not be solid as to the psychological sources that propitiate the error, what is important is that the error is happening. Even if the educators agree or disagree with the subjective opinion of the researcher, that reflective task will help them to present the correct usage in a manner that helps the student to correct it.

Steps in Error Analysis

So far, we have reviewed the Error Analysis' background, goals criticism and support. According to Corder (cited by Ellis, 1994). The steps to conduct an Error Analysis are as follows (p. 48):

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors

In order to avoid redundancy, we will explain each step of the procedure in the chapter four regarding the data analysis, in which we will also explain how we adapted each step to our research on prepositional errors (p. 90).

Prepositions

In the following paragraphs, we will explore the lexical category of prepositions. This construct will provide us with enough theoretical background to identify and describe the types of errors, since this grammatical knowledge will provide us with the categories to classify the errors in terms of syntactic and semantic characteristics. At first, the reader will find a detailed definition of prepositions and prepositional phrases. After contextualizing the category of preposition, we will present a review of the different syntactic positions that prepositions have from a functional descriptive grammar approach. Subsequently, we will also present a review of the different functions that prepositions have in terms of the meaning and role in the sentences. At the end, we will proceed to describe each preposition linked to errors found in the texts in order to understand their meanings and uses.

What is a preposition?

In general, according to Sinclair (2011) a preposition is a type of word used to provide information about places where events happen, the place where someone or something is, the places they are going to or coming from or the direction they are moving in. Prepositions are types of words that always have an object; it means that they are usually close to a noun, “a

preposition is a word that allows you to say more about a thing or an action, because you can choose any appropriate noun after it as its object.” (p. 572).

Huddleston and Pullum (2002) believe that the most common use of prepositions is to talk about a position or direction, as they state that prepositions are “a relatively grammatically distinct class of words whose most central members characteristically express spatial relations or serve to mark various syntactic and semantic roles” (p. 693). However, it is not always the case that prepositions are used to talk about location only, since prepositions can be used to talk about abstract and temporal senses. Later on this chapter, we will explore some characteristics such as the place where those words appear and the different functions that prepositions have.

Prepositional phrases.

Prepositional phrases are grammatical structures that consist of a preposition and its object (Sinclair, 2011). As we have mentioned before, the object of a preposition is usually a noun or a pronoun, so we can describe the relation between two objects in terms of position, direction, time, etc. Prepositional phrases can be used to complement other grammatical structures, clauses, sentences, and work with other kind of phrases. In addition, they can give a more detailed vision of what a person is trying to say.

The following are examples of prepositional phrases.

1. *In the library*
2. *On the bus*
3. *At 9:00 am*

Structure of prepositional phrases:

Prepositional phrases consist of two main parts, the object of the preposition and the preposition. If we analyze the prepositional phrase “*In the library*”, the object of the

preposition is “*Library*” which is a noun and the preposition used is “*In*”. Together they form a prepositional phrase that tells us a specific position of where someone or something is.

Prepositional phrases have the following structure:

Prepositional phrase = (Subject) + (Verb) + (Preposition) + (Object)

Examples:

1. *The student (s) studies (v) in (prep) the library (o of prep)*
2. *We (s) enjoyed (v) the party (o) at (prep) your house (o of prep)*

In addition, prepositional phrases can be used as adverbs and adjectives. In both of these case prepositional phrases are used to answer certain questions.

Type	Example
As an adjective, the prepositional phrase will answer the question “ <i>Which one?</i> ”	A: The spider above the kitchen sink has just caught a fat fly. B: Which spider? C: The one above the kitchen sink!
As an adverb, a prepositional phrase will answer questions such as How? When? or Where?	A: While sitting in the cafeteria, Jack catapulted peas with a spoon. B: How did Jack launch those peas? C: With a spoon!

Figure 14. Examples of prepositional phrases.

Characteristics of prepositions

First, we will explore the different characteristics of prepositions in a general way. We will see the types of prepositions regarding their lexical characteristics, the different meanings in use and the positions where they occur within sentences. Secondly, as we

pretend to understand the prepositions wrongly used by the students of Anglophone Language and Culture VI, we will include a more specific description of the use of every single preposition related to errors found in the written texts.

Beforehand, it is important to mention that we have adopted a functional-descriptive approach to understand the correctness and grammaticality of prepositional usage in this research. In words of Sinclair (2011) “a grammar that puts together the patterns of the language and the things you can do with them is called a functional grammar” (p. 6). This functional approach, which is based on the relation between structure and function, provide us the opportunity to have a look to those aspects of grammar and its uses that might be appropriate for both native and nonnative speakers of English.

One-word prepositions and compound prepositions

In terms of amount of words, according to Sinclair (2011), “most prepositions are single words, although there are some that consist of more than one word, such as out of and in between” (p. 573). In the following lines, we will see a complete list taken from Collins Cobuild English Grammar book, about both types of prepositions.

Simple/one word prepositions

These are prepositions compound only by a single word.

About	beside	opposite	underneath
above	between	outside	up
across	beyond	over	within
along	by	past	
alongside	down	per	
among	from	round	
		through	

around	in	throughout	
at	inside	to	
before	into	toward(Am)	
behind	near	towards	
below	off	under	
beneath	on		

Figure 15. Adapted from Sinclair, J. (2011, p. 573). Simple/one word prepositions.

Compound prepositions (P+P or P+P+P)

A compound preposition is made of 2 or more words. These are commonly used to talk about position and movement.

across from	close by	near to
ahead of	close to	next to
all over	in between	on top of
away from	in front of	out of

Figure 16. Adapted from Sinclair, J. (2011, p. 574). Compound prepositions P+P or

P+P+P

Types of prepositions according to the position they occur

After a verb, in order to show position (V+P)

Prepositional phrases are commonly used after verbs. These provide the position where something is located.

- She lives **in** Bogotá.
- You should stay **out of** the sunlight.

Sinclair (2011) provides a chart where the most common verbs are used to show position (p. 576):

be	live	stand
belong	remain	stay
hang	sit	
lie	be situated	

Figure 17. Adapted from Sinclair, J. (2011, p. 575). Common verbs placed before prepositions showing position.

After a verb, in order to show movement (V+P)

Prepositional phrases can be used after a verb indicating a movement towards a specific direction (Sinclair, 2011, p. 576), for example:

- *I went into the museum and began to make some pictures.*
- *Anderson was dragging it to his car.*
- *The ball was thrown towards the wall.*

After a verb, in order to indicate activity (V+P)

According to Sinclair (2011), Prepositional phrases are also placed to indicate where an activity is happening. These prepositional phrases usually come (1) at the end of the clause⁴, (2) after the verb, or (3) after the object of the verb if there is one (p. 576).

- *The guys are playing in the street.*
- *The meeting was held at a community centre in Logan Heights.*
- *He was practising high jumps in the garden.*

A clause is a group of words containing a verb. Usually, clauses have both a subject and a predicate. (Sinclair , 2011, pg 14.) Usually, clauses have both a subject and a predicate.

At the beginning of a clause: for emphasis or contrast

In writing descriptive reports, according to Sinclair (2011) it is common to find prepositional phrases at the beginning of a clause, in order to create emphasis or contrast (p. 576)

- ***In the classroom** everything was noisy.*
- ***At the top of the building** was a big pidgeon.*

At the beginning of a clause: verb before subject

In accordance with Sinclair (2011) it is possible to use a prepositional phrase at the beginning of the clause when the preposition refers to a position of something and the verb of the clause does not have an object. In these situations, the verb is placed before the subject (p.576)

- ***On the ceiling** hung dustpans and brushes.*
- ***Inside the box** lie the group's US mining assets.*
- ***Beyond them** lay the fields.*

When the verb to be is used as the main verb, it always happens before the subject

- ***Under** her armpit a great cockroach was. (X) incorrect*
- ***Under** her armpit was a great cockroach. (✓) correct.*
- ***Alongside** him Mr Charles will be. (X) incorrect*
- ***Alongside** him will be Mr Charles. (✓) correct.*

After nouns (N+P)

As well as being used after verbs, Sinclair (2011) states that prepositional phrases can be used after nouns to give information about place, for example (p. 586):

- *The **tattoos below** Peter's belly were fading away.*
- *The **lightbulb in** the living room was about to break down.*

- *They stopped and watched the cargo ships on the sea.*

Prepositional phrases can be added after nouns related to roads and routes in order to specify them by showing their direction and destination:

- *The main road from Bogota to Pereira.*
- *The road between the park and the aquarium.*
- *The road through the tunnel.*

Prepositional phrases can be added also when doors, gates or entrances are involved by indicating where you get to by going through them

- *He opened the gate to their headquarters.*
- *at the entrance to the station.*

Prepositional phrases can be used after nouns to indicate the origin of something or someone.

- *a lawyer from Medellin.*

After adjectives (A+P)

Prepositions can also be placed after adjectives. Some adjectives are usually followed by a prepositional phrase because their meaning would otherwise be unclear or incomplete.

These usually show the reason by which an emotion or state exists (Sinclair, 2011, p. 161).

- *My sister is afraid of the air pollution.*
- *Our teacher was really angry about the progress of our project.*
- *The students were bored by the monotony of the class.*

The following chart presents the most typical cases of prepositions that can be placed after adjectives.

Accustomed	averse	injurious	reconciled	subject
adjacent	close	integral	related	subservient
allergic	conducive	prone	resigned	susceptible
attributable	devoted	proportional	resistant	unaccustomed
attuned	impervious	proportionate	similar	

Figure 18. Adapted from Sinclair, J. (2011, p. 162). Adjectives that are followed by the preposition “to”.

aware	characteristic	fond	illustrative	mindful
bereft	desirous	full	incapable	reminiscent
capable	devoid	heedless	indicative	representative

Figure 19. Adapted from Sinclair, J. (2011, p. 162). Adjectives that are followed by the prepositions “of”.

compatible	conversant	fraught	tinged
consonant	filled	riddled	

Figure 20. Adapted from Sinclair, J. (2011, p. 163). Adjectives that are followed by the prepositions “with”.

According to Sinclair (2011) some adjectives are followed by other prepositions when they are used after a linking verb (p. 163)

- *Didn't you say the raid was contingent **on** the weather?*
- *Darwin concluded that people were descended **from** apes.*

Here is a list of adjectives that are usually or always used after a linking verb and are followed by the preposition indicated:

contingent on	inherent in	rooted in	swathed in
descended from	lacking in	steeped in	unhampered by

Figure 21. Adapted from Sinclair, J. (2011, p. 164). Common Verbs after linking verbs.

Adjectives that can be followed by two prepositions.

- *Many of their courses are connected **with** industry.*
- *Such names were arbitrarily given and were not connected **to** any particular event.*

Here is a list of adjectives that are usually or always used after a linking verb

and that are followed by the prepositions shown:

Option #1	Option #2
answerable for	answerable to
burdened by	burdened with
connected to	connected with
dependent on	dependent upon
immune from	immune to
inclined to	inclined towards
incumbent on	incumbent upon
insensible of	insensible to
intent on	intent upon
parallel to	parallel with
reliant on	reliant upon
stricken by	stricken with

Figure 22. Adapted from Sinclair, J. (2011, p. 164). Common collocations of adjectives + prepositions after linking verbs.

Preposition stranding

It is when a preposition with an object occurs somewhere other than immediately adjacent to its object. According to Huddleston and Pullum (2002) Preposition stranding can be found in (1) open interrogatives, (2) *wh* relatives, and (3) passive constructions (p. 627).

- 1) An open interrogative often takes the form of a *wh*- question (beginning with a word like *what* or *who*).

For example:

- *What are you talking about?*

- (2) Relative clauses in English can exhibit preposition stranding with or without an explicit relative pronoun.

For example:

- *This is **the book that** I told you **about**.*
- *This is **the book** I told you **about**.*

- (3) Prepositional passives are the result of the movement of the object of a preposition to fill an empty subject position for a passive verb. For example:

- *This bed looks as if **it** has been slept **in**.*

Phrasal verbs

In English, verbs can be combined with one or two prepositions in order to create a particular meaning, which is figurative. Sinclair (2011) explains that “by combining a verb and an preposition in this way, you can extend the usual meaning of the verb or create a new meaning, different from any that the verb has on its own”(p. 333). There are many syntactic and semantic aspects that might be tackled regarding to phrasal verbs, however, these types

of grammatical constructions are not our focus and analyzing them deeper would not be meaningful for the purpose of the investigation.

- *She went over that bad situation.*
- *Look up for that word in the dictionary.*

The following diagram shows a summary of the possible locations where prepositions can appear.

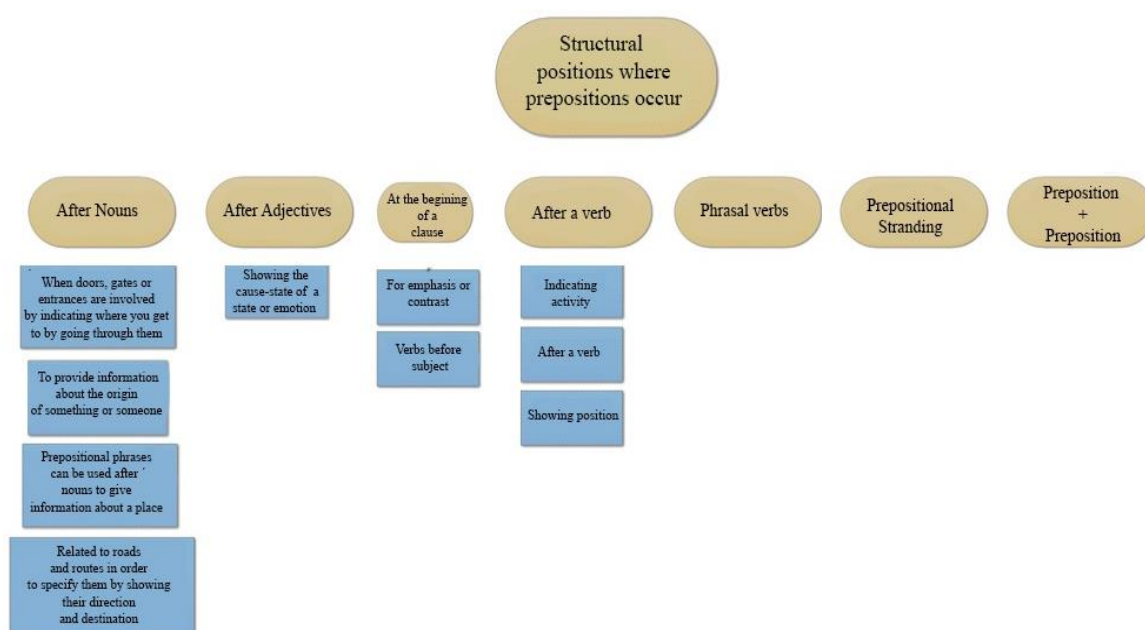


Figure 23. Adapted from Sinclair, J. (2011, p. 576). Structural positions where prepositions occur.

Types of prepositions according to their function.

Prepositions showing position (Sinclair, 2011, p. 577)

Prepositional phrases show the place where an action takes place or the place where someone or something is located. Consider the following examples.

- *The whole concert takes place in a stadium.*
- *Later we were safely inside the house.*
- *He fell off near the door.*

The prepositions that are used to show position are shown in the next chart (including one word and compound prepositions).

aboard	behind	next to
about	below	off
above	beneath	on
across	beside	on top of
against	between	opposite
ahead of	beyond	out of
all over	by	outside
along	close by	past
alongside	close to	per
amidst	down	through
among	in	under
around	in between	underneath
astride	in front of	up
at	inside	upon
away from	near	with
before	near to	within

Figure 24. Adapted from Sinclair, J. (2011, p. 577). Prepositions that show positions.

Prepositions showing more specific positions

If you want to say more exactly which part of the other thing an object is nearest to, or exactly which part of an area or room it is in. For doing this the prepositions “at”, “by”, “in”, “near”, “on”, and “round”, can be used. The objects of the prepositions

in these cases are nouns related to parts of an object, a place. The following list shows nouns that are usually the objects of prepositions when talking about very specific positions

back	east	bankside
bottom	north	bedside
edge	north-east	dockside
end	north-west	graveside
front	south	hillside
left	south-east	kerbside
middle	south-west	lakeside
right	west	mountainside
side		poolside
top		quayside
		ringside
		roadside
		seaside
		waterside

Figure 25. Adapted from Sinclair, J. (2011, p. 580). Prepositions showing more specific positions.

Prepositions with comparative forms

It is possible to establish comparisons by using prepositions. It can only be done with the prepositions “*near*”, “*near to*”, and “*close to*” (Sinclair, 2011, p. 580). For example:

- They are moving ***nearer*** my cousins.
- Mars is much ***nearer to*** the Earth than Saturn.

Comparisons with than, like and as

Prepositional phrase with *than* often shows the person or thing that is the basis of a comparison.

* *He was faster than you.*

* *She was sexier than her sister*

The preposition like is used to show that someone or something is similar to someone or something else, without comparing any specific quality.

- *My son believes this house is like an eternal free hotel.*

The word “as” in comparison

The word “*as*” can be used to say that someone or something is treated in a similar way to someone or something else.

- *Their parents continue to treat them as children.*

Prepositions that show specific distances

Prepositions can be used to provide a location by mentioning specific distances that state the distance from another object or place. This is possible when using the prepositions from or away from (Sinclair, 2011, p. 582).

- *My apartment is only 5 minutes from where I work.*
- *They lived only two or three days away from Cartagena.*
- *The ball bounced two feet away from her.*

Prepositions for both, positions and distances

It is also possible for prepositions to display both, position and distance between objects or places. The following prepositions can be used before the distance is set.

above	beneath	outside
along	beyond	past
behind	down	under

below	inside	up
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Figure 26. Adapted from Sinclair, J. (2011, p. 583). Common prepositions used before the distance.

- *The treasure was only a few thousands metres **below** the sea level.*
- *I lost my smartphone three metres **outside** the auditorium.*

Prepositions showing direction

Prepositions can provide information about the place that someone or something is going to, or the place that they are moving towards (Sinclair, 2011, p. 583).

For example:

- *We are going together **to** United States.*
- *They crashed **into** the wall.*
- *He saw his mother running **after** him.*

The following chart contains the prepositions that can be used to provide information about destinations and targets

aboard	beside	onto
all over	down	out of
along	from	round
alongside	inside	to
around	into	toward (American)
at	near	towards
away from	off	up

Figure 27. Adapted from Sinclair, J. (2011, p. 583). Common prepositions to provide destinations and targets.

Direction relative to the front

In accordance with Sinclair (2011) the prepositional phrases “*to the left*” and “*to the right*” provide information about the direction that someone or something is going to according to the direction they are facing (p. 585).

- They turned **to the right** and ran away.

Several directions

Sinclair (2011) states that prepositions can be used to talk about movement in several directions within an area (p. 585)

- I was just running **around the neighbourhood**.
- She was bouncing **around the room** as she was happy about the news.

Starting point

The prepositions “*away from*”, “*from*”, “*off*”, and “*out of*” can be used to indicate the place or object that is the starting point of a movement (Sinclair, 2011, p. 585).

For example:

- This letter was sent by the students **from the** schools.
- When she realized he was with another woman, she ran **out of the** room.
- He took the children **away from** the scene.

A. “*From*” before prepositions and adverbs

The preposition “*from*” can be used before another preposition or before some adverbs to talk about the starting point of a movement (Sinclair, 2011, 585).

- I took this gun **from beneath** the sofa.
- Your Tv is likely to be imported **from outside** the country.

Prepositions showing a point in time (temporal use)

As we mentioned before, the main function of prepositions is to talk about space and location. However prepositions also designate temporal relations Sinclair (2011, p. 585).

For example:

- *I will see you **on** Friday.*
- *The movie will be released **within** the next few days.*

The following prepositions are used to indicate time:

after	from	throughout
before	in	to
for	since	until
on	at	

Figure 28. Adapted from Sinclair, J. (2011, p. 455). Common prepositions for time.

Other uses of prepositions

The following prepositions are used to talk about different aspects other than location. However, other prepositions such as in, at, on can also be used to talk about notional and temporal senses, but the prepositions in the chart are special inasmuch as they cannot be used in spatial senses.

after	except	per
as	for	since
despite	like	until
during	of	

Figure 29. Adapted from Sinclair, J. (2011, p. 587). Prepositions that cannot be used in spatial senses.

Prepositions showing how something is done

According to Sinclair (2011, p. 588) prepositions can indicate the way how an action was performed, or the way in which it should be done.

- *The thugs were driving **in** a dangerous way.*
- *He covered his scratches **with** his hand.*
- *I usually go to work **on** foot.*
- *I travelled home **by** bus.*

Prepositions to show circumstances of an action

Prepositional phrases can be used to say something about the circumstances of an action (Sinclair, 2011, p. 588).

- *'No, I won't' they said **with** a defiant look.*
- *They were struggling to survive **under** adverse conditions.*

Prepositions to talk about reason, cause and purpose

Prepositional phrases can also be used to say something about the reason for an action, or the cause or purpose of it (Sinclair, 2011, 588).

- *In 2012, many workers took part in riots **because of** the bad salary conditions in the country.*

The word "as" can be used to show the function or purpose of something.

- *He worked **as** a taxi driver.*
- *During the earthquake, they used the tables **as** shelter.*

The following diagram summarizes the different functions of prepositions within sentences.

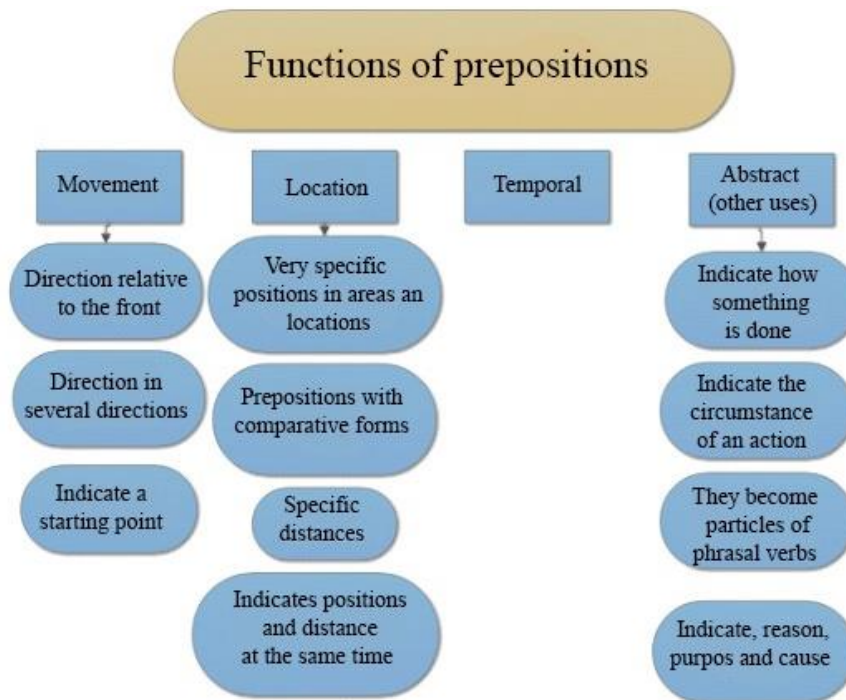


Figure 30. Adapted from Sinclair, J. (2011, p. 589). Different functions of English prepositions in sentences.

CHAPTER 3

Research Design

The objective of this chapter is to provide a description of the methodological aspects involved in this research with the purpose of achieving the completion of the objectives thereof. First, we will discuss our type of paradigm and research approach. Then, we will describe the setting and the participants to contextualize the place where this project was developed and the people who took part on it. Thereafter, we will introduce the factors considered for sampling and the data collection instrument employed for collecting the corpus of prepositional errors. Finally, we dedicate a few lines concerning research ethics, which report the ethical considerations taken into account for obtaining the data on prepositional use.

Research Paradigm

The paradigm of this research is mixed since it converts qualitative data into quantitative and quantitative into qualitative in a sequential way (Onwuegbuzie and Johnson, 2006, p. 49). In this study we collected students' written compositions, which is a qualitative instrument from which we read, analyze and describe the nature and the origin of prepositional errors. The aforementioned is done from subjective statements of the researchers who are based on the theory (Maxwell, 1992, cited by Onwuegbuzie and Johnson, 2006, p. 49).

Onwuegbuzie and Johnson (2006) affirm that mixed research “occurs via techniques such as quantitizing data” (p. 53) by citing Tashakkori and Teddlie, (1998) who state that mixed researches “transform the qualitative data to a numerical form”(p. 53). So, this research is quantitative because the amount of prepositions which were erroneous, used, and the classification of them are presented through statistical procedures such as percentages, bar

charts and the homogeneous distribution. Then, each graphic and statistical presentation of data are explained in a qualitative way, considering that the theory presented in the theoretical framework will support the classification of prepositional errors and we will underpin it with examples from the written texts. In that sense, the research takes aspects of qualitative research again.

Research Approach

In terms of the approach of the project, we have a multiple case study. In words of Gillham (2000), case can be considered as a unit of human activity embedded in the real world; which can only be studied or understood in context and exists in the here and now (p. 1). Therefore, a case study is a research that investigates a case in order to answer specific research questions about it. In this research, the case we are investigating is the production of prepositions in written compositions; however, we have multiple cases since we collected 55 different written texts that have their own variables and peculiarities.

Setting

This research was carried out at Uniminuto, which is a Catholic university located in the Minuto de Dios neighborhood, in Bogotá, Colombia. The ongoing research project was carried out with students from the academic program called Bachelor Program in English Language Teaching, which is one of the six education programs from Uniminuto University. Such program consists of nine semesters; all of them are classroom (face-to-face) courses. Besides, the students of this program must go through four main components of professional development such as the pedagogy area, the English proficiency area, the linguistic fundamentals area, and the English didactics area (LIEI Guidelines, 2017, p. 10).

In terms of English teaching techniques and approaches employed to carry out the classes, teachers focus on the development of students' skills such as, reading, speaking,

listening and writing designed from a constructivist perspective. The courses employ the materials and topics provided by the textbooks “Cutting Edge”, which follow the CEFR in order to classify the level of students. Besides, Uniminuto University follows the philosophy of the notional functional communicative approach for designing the syllabi of the course, and they use the Task Based Instruction for structuring the activities in the classes (LIEI Guidelines, 2017, p. 3).

The students who graduate from the Bachelor Program in English Language Teaching are expected to communicate clearly, fluently and consistently demonstrating a high proficiency in the English language to express and understand issues of social, academic and professional type. Also, they are expected to reach a level of B2+ by the end of the undergraduate program in the domain of the four Basic English language skills (reading, speaking, writing and listening) according to the guidelines of the Common European Framework (LIEI Guidelines, 2017, p. 3).

Participants (EFL Learners)

As it was previously mentioned, the participants of the research are students of Bachelor in English program at Uniminuto University. 55 students, whose ages range from 19 to 25 years, participated in this research. Although all of them were students of Anglophone Language and Culture VI, they belonged to four different groups, which had different teachers. According to the CEFR standards, the participants of this study are students from three different levels of proficiency. In order to know the level of students, the researchers employed the classification that is given by the university through the results they obtained in the last FCE (First Certificate Exam) test, which was applied at the end of the course Anglophone Language and Culture V. Among the 55 students, five of them had A1 level, 39 of them had B1 level and 11 had B2 level.

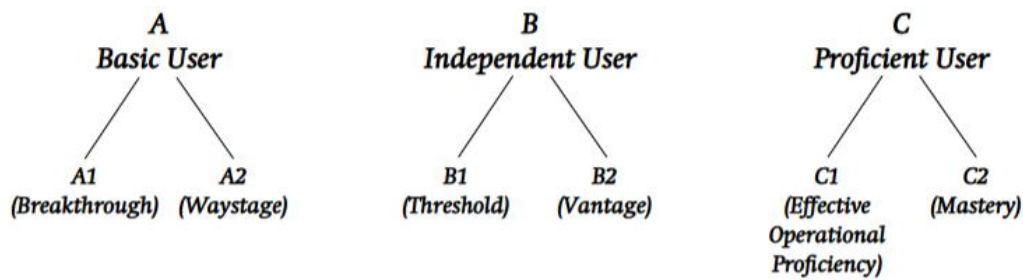


Figure 31. Figueras, North, Takala, Van Avermaet, & Verhelst (2009, p. 24). Classification of levels according to the CEFR.

The students of English, who participated in this research, had 6 hours (Each hour is established as 45 minutes) of English per week in the class known as Anglophone Language and Culture. Considering that the semester lasts 16 weeks, the total amount of hours for each level represent 96 hours of English instruction. Additionally, students also have other classes in which they are immersed in an English context, in early semesters they have courses related to linguistics such as “introduction to linguistics” and “Structures of language”; as well as courses related to English literature, such as “introduction to literature” and “Anglophone literature”. Finally, students also have three virtual courses of English, in which they have to complete virtual assignments that help them to polish their English skills.

Data Collection Instrument (written composition)

The instrument from which we obtained the errors was a written text. According to Corder (1981), data can be collected by using two methods, he explains that “clinical elicitations require the participants to produce any voluntary data orally or in writing, while experimental methods use special tools to elicit data containing specific linguistic items” (p. 29). In our case, we employed a clinical elicitation of written nature.

In this study, participants had to write a report that was part of their first term exam. The written task consisted in writing about charity events focused to help people. The specific prompt of the writing was the following: “Write a report about the different activities

people do in your city to raise money for charity” students had to write five paragraphs and the maximum quantity of words was between 150 and 200. 55 written texts were gathered. Each exam was coded with a number and the level of the student who presented the exam was written as well (see appendix 10).

As these are part of the exams they take in the course Anglophone Language and Culture VI, the rules to present the test did not allow them to use dictionaries, cellphones or any other resource. Students had 100 minutes to write their compositions before they could hand it in.

Ethics

In order to gather the written compositions we presented consent letters to the director of the program, the four teachers and students of Anglophone Language and Culture VI. In the consent letters, we specified that neither teachers' nor students' identities would be compromised. In order to do so, we provided a number to each written report in order to classify and analyze the data without using names. A sample of these consent letters can be found in the appendix 8.

CHAPTER 4

Data Analysis and Findings

The following chapter presents the analysis of data and findings. It is important to remind that the methodology we followed is Error Analysis. **In chapter 2**, following Corder (cited by Ellis, 1994, p. 48), we proposed that the steps to conduct Error Analysis are :

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors ⁵

Although these are the general stages for Error Analysis, we must bear in mind that each step is compound of a series of activities that must be carried out by the researchers. Corder (cited by James, 1998) proposes a specific set of tasks that must be followed in order to accomplish the aforementioned stages. The following is the algorithm of tasks for Error Analysis (p. 269).

⁵ Steps 3 and 4 will provide the results needed to answer our first research question: *what are the characteristics and sources of prepositional errors made by students in Anglophone Language and Culture VI class at Uniminuto University?*

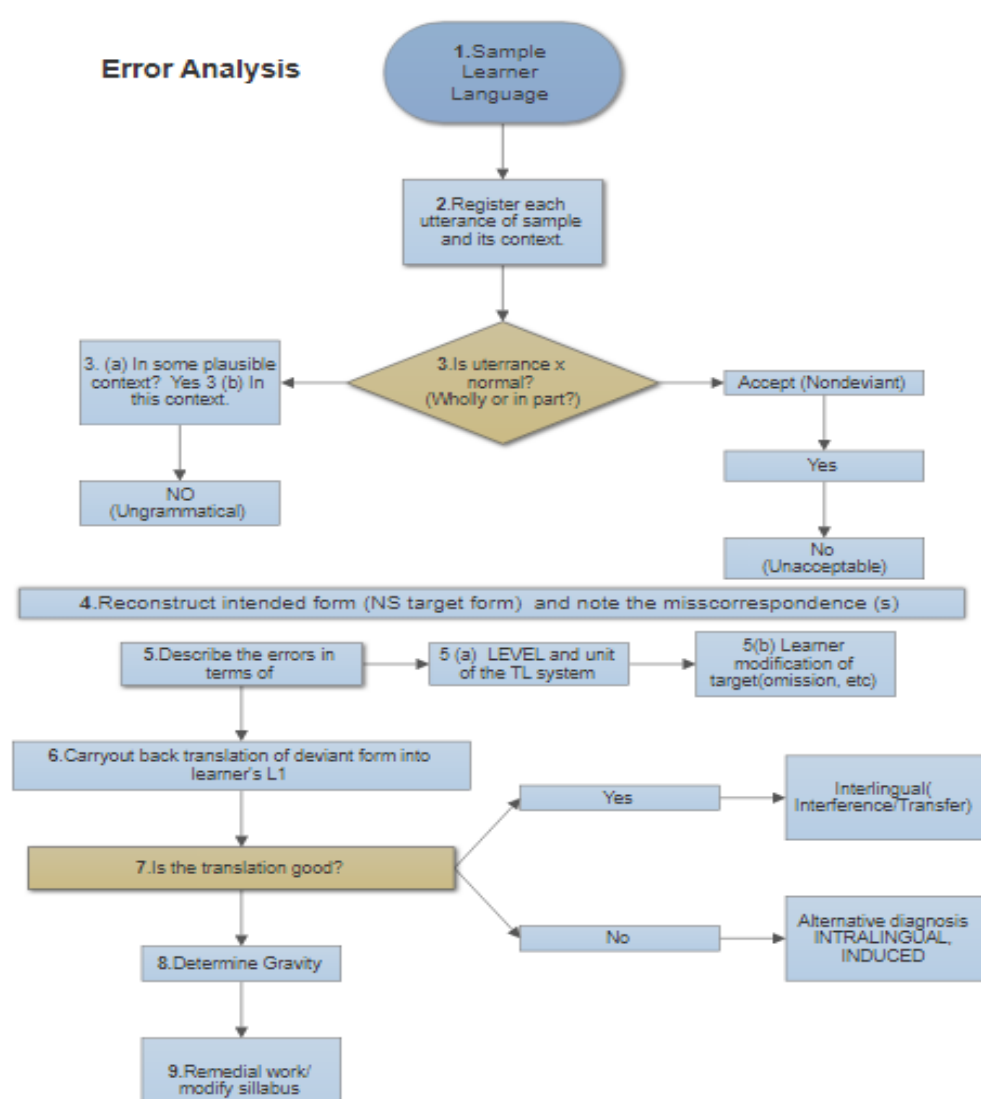


Figure 32. Adapted from Corder (cited by James, 1998, p. 269). Algorithm for Error Analysis.

In the following paragraphs, we will go over every single step of Error Analysis. We will present a brief theoretical discussion that supports the decisions we made regarding the treatment of data. After we discuss such theoretical aspects, we will present the most important findings. It is important to bear in mind that all the results are discussed in a general way (among the three proficiency groups) as well as per proficiency group (A2, B1, B2).

First stage: Collection of errors.*Sampling*

The collection of the utterances of the population is an important step in Error Analysis because it is necessary to be aware of the specific type of sample and participants that suit better the purpose of the research. Selinker (cited by James, 1998) believes that “the utterances which are produced when the learner attempts to say sentences of a language” (p. 20) are the main source of data for EA, so any collection of data must be based on linguistic performance. In terms of the selection of the type of sample, De Alba Quiñones (2009) considers that Error Analysis studies are usually obtained from written production, which can have spontaneous, formal or informal nature and are collected from procedures such as tests, questionnaires, free or directed compositions, or letters (p. 4). In the following charts, we present an overview of the factors that must be considered when carrying out the collection of learners’ sample in Error Analysis and the way we dealt with the selection thereof.

Learners factors in sampling

Level	Elementary, intermediate, advanced	Students have three different levels (A2, B1, B2). These levels represent the three groups of considered in this ongoing research.
Mother tongue	The learners’ L1	Colombian Spanish is their mother language.
Language	This may be classroom or naturalistic,	Classroom experience at

learning experience (setting)	or a mixture of both.	Uniminuto. They belonged to the Bachelor in English program. They were part of the course Anglophone Language and Culture VI
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Figure 33. Adapted from Ellis (1994, p. 48). Learner factors to consider when collecting samples of learner language.

Language factors in sampling

Factors	Description	Selection for our research
Content	The topic the learner is communicating about.	Charity events in their countries
Medium	Learner production can be oral or written	Written
Genre	Learner production may take the form of a conversation, a lecture, an essay, a letter, etc	Report

Figure 34. Adapted from Ellis (1994, p. 48). Language factors to consider when collecting samples of learner language.

Following Corder (cited by Ellis, 1973, p. 49), our research employed a massive sample, which requires the collection of several samples of language use from a large number of learners in order to compile a comprehensive list of errors representative of the entire population. As to the technique employed to obtain the data, we used cross-sectional clinical elicitation, in which the subject being analyzed is prompted to produce data at a unique moment by means of general interviews or by asking learners to write a composition.

Second stage: error location

Before engaging in the analysis of errors, the researchers created a general diagnosis of the use of prepositions among the 55 written compositions. First, regardless the correctness of prepositional use, the researchers counted all the prepositions used by the participants in order to determine the difficulty of prepositional errors contrasted with their global use.

Therefore, every single preposition was counted and stored in a database, taking into account the level of the student as well as the specific preposition employed (See Analysis Chart #1).

Likewise, we also gathered statistical information regarding the use of prepositions based on their structural role and their functions with the purpose of contrasting what structural positions and what functions represented a higher difficulty based on the usage-error frequency. In order to do it, we counted every preposition and registered its characteristic based on the classification of syntactic positions proposed in the theoretical framework (chapter 2). Hence, our categories of classification are verb+preposition (V+P), noun+preposition (N+P), adjective+preposition (A+P), preposition+preposition (P+P), phrasal verbs (PhV), preposition at the beginning of the sentence (PaB), and preposition stranding (Pst) (See Analysis Chart #3). Furthermore, we used the classification provided in chapter 2 for the functions of prepositions with the following categories: Location, Temporal, Movement and Abstract (See Analysis Chart #2).

After collecting the aforementioned statistical information, we continued with the identification of errors. As James (1998) states “if you detect an error you became aware of its presence” (p. 91). In this step, the researcher must consider every sentence as a unit, and after analyzing it, the sentences that appear to have a potential error must be isolated. In order to detect prepositional errors we followed a Functional-Descriptive grammar approach. For this detection of errors, we employed a series of sources such as the Longman Dictionary,

The Cambridge English Language book, and Sinclair's grammar book (2011), which are valid and academic texts for consulting erroneous prepositional use.

James (1998) also argues that it is a good idea to count on the judgment of a native speaker of the language in order to determine what utterances have erroneous language. Therefore, we contacted a native speaker of English, who had had experience in language teaching, in order to request help to verify if these isolated utterances were real errors (p. 93). After the assistant analyzed the sentences collected in the chart, she discarded some of them that did not contain errors.

Another important factor to consider when detecting errors is the distinction between Local and Global Errors. Following James (1998), local errors are the ones that can be easily identified and only an item of the sentence contains the error. On the other hand, Global Errors are diffused throughout the sentence or larger unit of text that contains them, these global errors are those in which the sentence does not simply contain an error, but it is erroneous or flawed as a sentence (p. 93).

Considering the aforementioned definition, in this investigation, local errors are considered the ones that can be evidenced because only the preposition is not used correctly, but the rest of the sentence is well structured and is understandable. For example, the sentence *In order to collect money to children with cancer* is an example of a local error, since the only error in the sentence is the use of the preposition *to* instead of *for*.

Regarding global errors, sentences that contain not only an error related to the preposition, but also problems with the overall construction of the sentence, will be considered as such. For example, the sentence *So, you never must be bad with this* proposes multiple ways to locate an error.

1. According to the context, the correct way to use *bad* in this sentence would require the preposition *in* before. In that case, it would be an error in which the preposition *in* was ignored.
2. If we assume that the use of the word *bad* is not natural in English, another adjective such as *mean* or *cruel* would replace it, and that adjective would require a different preposition.

Another example of global error is the sentence *They usually find for more people who should be active part in this process*. Here, the researcher can identify two possible errors:

1. The learner made a mistake when choosing the verb *find*. He must have used the verb *look*, which requires of the preposition *for*. Here the error is the misselection of the verb.
2. The learner made an erroneous addition for the verb *find*, that does not require the preposition *for*. Here, the error is the addition of a preposition.

In such situations, since global errors offer two or more alternatives to understand the error in the sentence, we decided to isolate them in order to present them as special cases at the end of the stages of analysis. In other words, the only systematized errors were the local prepositional errors (See Analysis Charts #1, 2 and 3).

Third stage: error description

According to James (1998), the description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the second language (p. 94). If a plausible interpretation can be made of the sentence, then one should form a reconstruction of the sentence in the second language, compare the reconstruction with the original idiosyncratic sentence, and then describe the differences.

James (1998) proposes three main purposes for describing errors (p. 94-95):

- Errors can be understood explicitly
- It is important for the quantitative purposes of the research since it allows counting the errors.
- It is important to determine categories in order to classify the types of errors.

For carrying out this step, we took the local errors considered to be relevant for our research so as to explain why these are errors. It was necessary to reconstruct the correct form that was expected from the learners to construct the meaning they were trying to convey. According to James (1998), it is important to define the error in terms of a correct language system. In this sense, he proposes that the grammar used to describe the errors, must be comprehensive, simple, self-explanatory, easily learnable and user-friendly, in other words, *descriptive grammars* are ideal in order to describe the errors (p. 95).

For determining the correct form of the sentence, we relied on functional descriptive grammar. Mainly, the one proposed by Sinclair (2011), Huddleston & Pullum (2002) and Longman Dictionaries. We described the prepositions involved with the error in terms of their functions (See Analysis Chart #2). Additionally, we also described the errors taking into account the positions where prepositions can occur within sentences (See Analysis Chart #2). The following chart shows the different criteria we used to describe prepositional errors in terms of the function and the syntactic structure.

Function	Syntactic structure
Time	Preposition+Preposition (P+P)
Place	Noun+Preposition(N+P)
Movement	Verb+Preposition (V+P)
Abstract (This category accounts for the rest of functions that have a notional nature. See chapter 2)	Adjective+Preposition (A+P) Phrasal verb (Phv) Preposition Stranding (P.S). Preposition at the beginning of the sentence (PaB)

Figure 35. Function and the syntactic structure.

After we classified and labelled all the prepositional errors in terms of the syntactic and functional characteristics affected, we proceeded to obtain the description of the effect of the error on the sentences by employing the surface strategy taxonomy proposed by Osorio (2013) adapted from Dulay et al. (1982) and presented in chapter 2. We determined how the prepositional errors compromised the sentences according to the following categories: 1) Omission of preposition, 2) Addition of preposition, 3) Substitution of preposition, 4) Misplacing of preposition (See Analysis Chart #4).

Fourth stage: error explanation

In this stage, we determined the origin of errors. For this task, we employed James' Etiologic Taxonomy (proposed in chapter 2). After reviewing the four categories proposed by James (1998), we decided that two of those categories would not be considered in the scope of the research. The induced errors by the context would have required active observation in the classroom where students were learning the second language. In fact, even if the error comes from such source, it becomes either an intralingual or interlingual error. On the other

hand, we did not consider communication strategies as sources of errors since as we discussed in chapter 2, these are chunks students cannot control appropriately, and therefore, these affect more than one lexical category.

After we excluded two of the possible origins, we considered only two possible sources of errors, namely intralingual and interlingual origins. Taking into account the flowchart presented at the beginning of this ‘procedure of data analysis’ section, the strategy to determine if the error is intralingual or interlingual consists of taking the deviant sentence and applying a literal translation to the mother tongue of the learner that produced it.

If the error is found in the literal translation, the error can be labeled as an error of negative interference or interlingual nature. If the origin of the error cannot be traced to the mother tongue of the learner, then the error should be assumed as an intralingual error, and afterwards, the researchers must use their own judgement to classify the error in the subcategories of intralingual errors. After this classification was done, we organized the results in a quantitative way, in order to determine what the percentages of the types of errors in terms of their origins are (See Analysis Chart #5).

However, it is important to warn that regarding the proposition of the origin of errors, there is no way to be objective. Abbott (1980) argues “no-one can claim to know precisely what causes a particular student to make a particular error. The cause may be very complicated or there may be more than one cause” (p. 123). Brown (2000) also warns us about the procedure of formulating statements about the origin of errors by pointing out that “the answers to these questions are somewhat speculative in that sources must be inferred from available data” (p.217). In this study, the explanative process consists in applying the James’ taxonomy (1998) (see chapter 2) to every error in order to determine which the origin of the error was. The following are the criteria for etiologic classification: Interlingual errors

(direct translation) and Intralingual errors (misanalysis of preposition and overgeneralization, incomplete rule application, overlooking co-occurrence restrictions, exploiting redundancy).

Statistical considerations

In the previous lines, we discussed all the procedures related to Error Analysis and the tasks we carried for collecting, identifying, describing and explaining errors. The following paragraphs are intended to approach two important statistical considerations for understanding our quantitative analysis.

Firstly, since we are interested in presenting a detailed diagnosis of prepositional usage, the first task is related to the classification of prepositions based on the frequency of use. For doing so, we employed the statistical procedure known as *homogenous distribution*, in which the researchers find quantiles that divide a total amount in equal parts taking into account the highest and the lowest numbers.

In our study, that total amount is given by the number of correct uses of prepositions. The groups we obtained after identifying the quantiles, led us to identify prepositions with high, medium and low frequency ⁶(See Analysis Chart#1 in appendix). These groups will help us to compare and contrast the data collected from the three levels throughout the analysis. In the following chart, we present the different ranges for each frequency group after identifying the quantiles in general and for each level.

Frequency groups	General use	A2	B1	B2
High	145 to 368 times	15 to 24 times	196 to 294 times	36 to 54 times

⁶ These groups are obtained after taking the highest number and dividing it by three.

Medium	122 to 144 times	8 to 14 times	98 to 195 times	18 to 35 times
Low	1 to 121 times	1 to 7 times	1 to 97 times	1 to 17 times

Figure 36. Homogeneous distribution based on correct uses among the three groups.

Secondly, throughout the findings discussion, we will employ the concept of difficulty. The concept of difficulty will be necessary to find the most difficult prepositions, prepositional functions and prepositional structural positions. In order to define the statistical difficulty, the researchers argue that the notion of difficulty is given by dividing the number of attempts with the number of errors found for each of these items. Alvarez (2008 p.1) believes that “the difficulty index of an item is defined as the relative frequency of incorrect answers, in other words, it is the quotient between the number of incorrect answers and the total number of responses”. The *usage-error relative frequency* will state the notion of difficulty in our research; it will be employed to determine the frequency of uses and difficulty of prepositions, functions and structural positions.

This frequency, according to Alvarez (2008 p.1) “is a number between 0 and 1, an index close to 1 indicates an item of great difficulty, while one near 0 indicates one easy”. These measures of difficulty (referred as Relative F) can be evidenced in the analysis charts 1, 2, and 3 presented in the appendix section. It is also important to remark, that the notion of difficulty will be presented in the findings section by considering the three levels of errors obtained through the *homogenous distribution procedure*.

Findings

In the following lines, we will present the findings obtained after applying the Error Analysis procedure. First, we will present the diagnosis of prepositional use in general (among the three levels), which will lead us to identify what the most difficult prepositions for students are. Afterwards, we will move to the findings regarding the description of the errors. These data will show what semantic functions and what collocations and structural positions of prepositions caused more troubles to students.

Finally, we will present the results obtained after we classified the errors with the surface strategy taxonomy and James' etiologic taxonomy (1998). The former will provide a deeper description of errors among the three levels by explaining how prepositional errors affected the sentences produced, whereas the latter will guide us to understand the sources of the errors among the three levels. At the end, we also discuss the global errors.

Usage and difficulty

After we counted all the prepositions employed in the research, we found 1466 prepositions. We also found that the prepositional repertoire in the three levels consists of 28 different prepositions. As to the errors found after counting all the prepositions, we found 107 prepositional errors (*local errors*) and 12 *global errors* (the count of data regarding this section can be found in Analysis Chart #1). The following diagram shows the distribution of errors among the three levels.

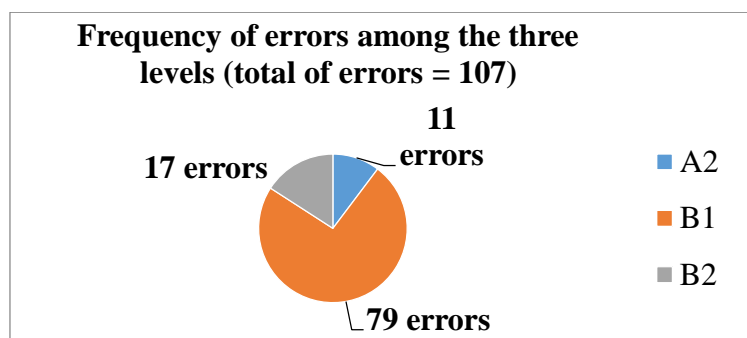


Figure 37. Frequency of errors among the three levels.

Here, it is prevailing to mention that these numbers are mainly influenced by the amount of compositions for each level. In A2, we had five written compositions, in B1, we had 39 written compositions, and finally, in B2, we had 11 written compositions. For that reason, it is necessary to find a way to compare prepositional performance among the three levels in a proportional way. For doing so, we determined the difficulty⁷ that errors represented for each level by contrasting the overall use of prepositions with the amount of errors made in each level (See Analysis Chart#1).

Level	Total use of prepositions	Errors	Difficulty (Relative frequency)
A2	109	11	0.10
B1	1069	79	0.07
B2	288	17	0.05
Total	1466	107	0.07

Figure 38. Difficulties among the three levels.

The relative frequency in figure 38 shows that errors made among the three levels are equal to 0.07 over the total use, which means that in the students' interlanguage in Anglophone Language and Culture VI, at least in this written composition, there is a

⁷ We define difficulty by finding the quotient between the number of incorrect uses and the total number of uses. Being close to one represents high difficulty, whereas being close to 0 represents low difficulty.

tendency to use this lexical category in an accurate way⁸. Similarly, it is important to remark the reduction in the relative frequency of errors when contrasted with the overall attempts of production in each level. This means that as the level of proficiency increases, the difficulty decreases, therefore, it can be inferred that the prepositional use improves since less errors are committed.

In terms of prepositional usage among the three levels, the frequencies found after employing the homogeneous distribution are as follows:

- **High usage:** In, of, for.
- **Medium usage:** To, with.
- **Low usage:** About, from, on, by, through, at, up, around, into, out, without, since, over, under, among, such as, near, behind, after, before, until, against, between.

The division of prepositions above reflects an interesting fact about the prepositions employed by students among the three levels. According to the statistics offered by OEC⁹ the most common English prepositions are as follows: 1) to, 2) of, 3) in, 4) for, 5) on, 6) with, 7) at, 8) by, 9) from, 10) up, 11) about, 12) into, 13) over, 14) after. If we compare the frequencies of use found in the written compositions with the prepositions proposed by the OEC, it can be evidenced that four of the prepositions we identified as highly frequent (*in, of, for, to*) are also proposed in the OEC as the most common prepositions. However, the

⁸ We assume that it is a low number taking into account that the difficulty increases as the number gets closer to 1.

⁹ OEC is the acronym for the Oxford English Corpus. It is a text corpus of 21st century English, used by the makers of the Oxford English Dictionary and by Oxford University Press's language research program. It is the largest corpus of its kind, containing nearly 2.1 billion words. It includes English language from the UK, the United States, Ireland, Australia, New Zealand, the Caribbean, Canada, India, Singapore and South Africa.

prepositions on, at, up, into, after, by, about and over, which belong to our low frequency group, seem to be underused by students when compared to native like spoken English.

When it comes to the prepositional difficulty among the three levels, the following are the most difficult prepositions taking into account the Frequency groups (also See Analysis Chart# 1):

- **High difficulty (from the highest to the lowest):** In, of, for.
- **Medium difficulty (from the highest to the lowest):** To, with.
- **Low difficulty (from the highest to the lowest):** Between, Into, On, Over, At, From, By, About.

In A2 level, there were only 5 exams in which only 17 different prepositional words were used (the lowest amount among the three groups). This was expectable because of the level of proficiency and the limitations they had in terms of lexicon. The frequencies found after using the homogeneous distribution in this level are as follows:

- **High usage:** With, to, for, of, in.
- **Medium usage:** No prepositions of medium frequency.
- **Low usage:** Between, about, from, by, out, without, over, around, into, through, on.

When it comes to prepositional difficulty in A2 level, the following are the most difficult prepositions taking into account the frequency groups (also See Analysis Chart# 1):

- **High difficulty (from the highest to the lowest):** In.
- **Medium difficulty (from the highest to the lowest):** No errors.
- **Low difficulty (from the highest to the lowest):** Between, from, over, by, about.

In B1 level, there were 39 exams. We could evidence a positive evolution in terms of the lexical repertoire since students used 23 different prepositions. Prepositions such as *among*, *since*, *such as*, *up*, *at*, *against*, *until* and *near* were new in comparison to the set of prepositions used in A2 level. It means that learners in this level are integrating new prepositions and they are trying to apply them to new contexts (See Analysis Chart #1). The usage groups found after using the homogeneous distribution in this level is as follows:

- **High usage:** For, of, in.
- **Medium usage:** To.
- **Low usage:** Against, until, near, such as, among, under, since, without, out, into, around, up, at, through, with, by, on, from, about.

When it comes to prepositional difficulty in B1 level, the following are the most difficult prepositions taking into account the frequency groups (also See Analysis Chart# 1):

- **High difficulty (from the highest to the lowest):** Of, for, in.
- **Medium difficulty (from the highest to the lowest):** To, with.
- **Low difficulty (from the highest to the lowest):** Into, at, from, by, around, on, about.

In B2 level, there were 11 exams in which 23 different prepositional words were used. There is a tendency of improvement and new prepositions like *over*, *before* and *behind* were used in this level when compared to A2 and B1, which means that at this level, students have mastered new propositions when compared to the prepositions used in lower levels of proficiency (See Analysis Chart #1). The frequencies found after using the homogeneous distribution in this level are as follows:

- *High usage:* With, for, of, in.
- *Medium usage:* To
- *Low usage:* After, behind, before, through, into, around, by, on, near, under, over, from, about, up, at, since, out, without.

When it comes to prepositional difficulty in B2 level, the following are the most difficult prepositions taking into account the frequency groups (also See Analysis Chart# 1):

- *High difficulty (from the highest to the lowest):* In
- *Medium difficulty (from the highest to the lowest):* To, With
- *Low difficulty (from the highest to the lowest):* On, Into, At

Description of the corpus in terms of prepositional functions and structures.

Usage performance in terms of prepositional functions

In this part, we want to present the findings regarding the prepositional performance in terms of functions used and errors linked to these attempts of use. In the following chart, we present the statistics regarding the frequency of functions among the three levels.

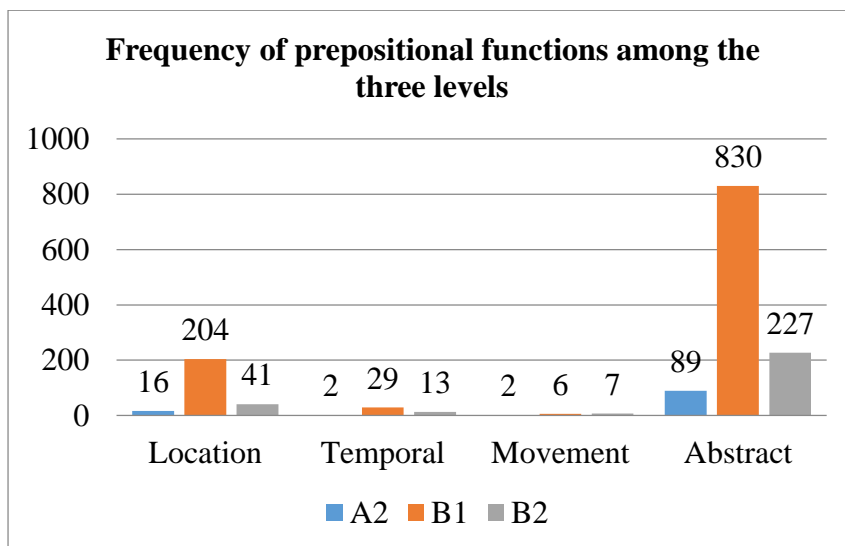


Figure 39. Frequency of functions of prepositions among the three levels.

As it can be seen in figure 39, prepositions were mainly used for talking about abstract purposes. This was influenced by the nature of the task that students had to write, since it was the creation of a report about charity, the focus was not descriptive in terms of time, location or movements. Nevertheless, it was positive to find that all the prepositional functions (*Location, Temporal, Abstract* and *Movement*) were used among the three levels, which reflects that learners are capable of extending the meanings of prepositions for different purposes in the three levels (See Analysis Chart #2).

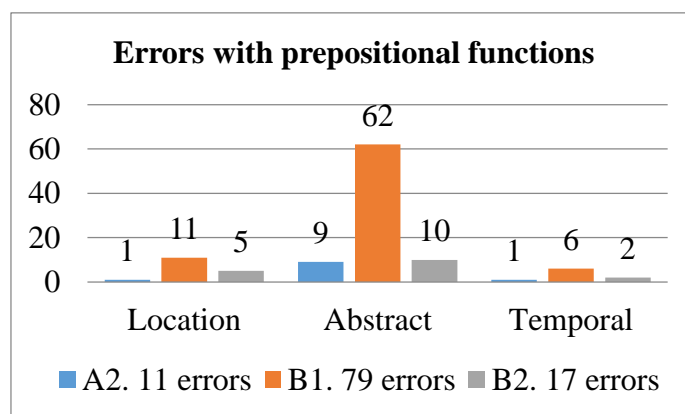


Figure 40. Frequency of errors according to the function among the three levels.

As to the errors made with prepositional functions, in the figure 40, it is evidenced that abstract represents the highest frequency. It is also remarkable that there were not errors related to prepositions of movement. In the following chart, we present some examples for each category:

Erroneous function	Learner's sentence	Correct form
Location	<i>This park is one of the most important from Colombia</i>	<i>This park is one of the most important in Colombia</i>
Temporal	<i>For this reason in Bogotá every year on June</i>	<i>For this reason in Bogotá every year in June</i>
Abstract	<i>Bogotá has become in one of the best cities in the world for many reasons.</i>	<i>Bogotá has become one of the best cities in the world for many reasons.</i>

Figure 41. Examples of errors in terms of prepositional functions.

Although errors with *abstract* functions are the most frequent, based on figure 41, we conclude that *temporal* functions are the most difficult for the three levels of proficiency with a relative frequency of difficulty of 0.20 (also see Analysis Chart#2).

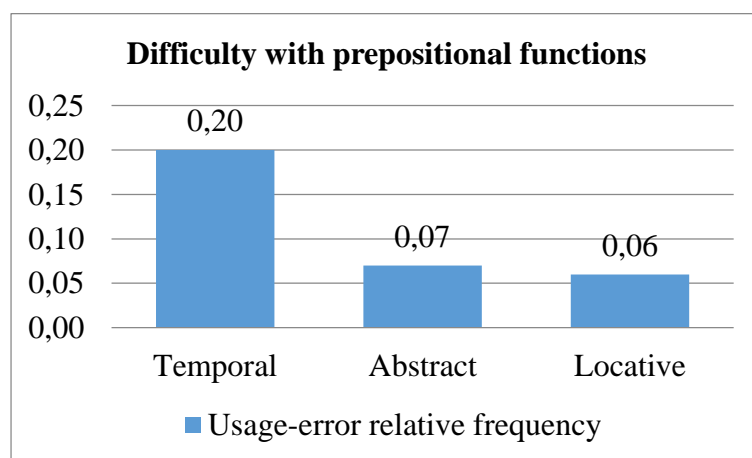


Figure 42. Difficulty in the function of prepositions among the three levels.

Usage performance in terms of prepositional structural positions.

In this part, we want to present the findings regarding the prepositional performance in terms of structural positions used and errors linked to these attempts of use. In the following chart, we present the statistics regarding the frequency of structural positions of prepositions among the three levels.

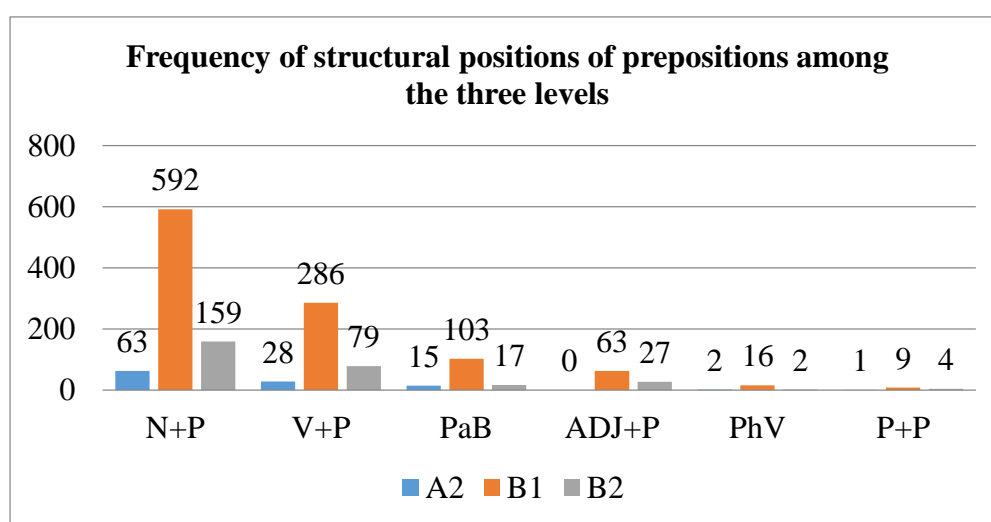


Figure 43. Frequency of structural positions of prepositions among the three levels.

Based on figure 43, in terms of the structural rules of prepositions, we found that these were mainly employed by students when these are after a noun (*N+P*). Thereafter, the ranking continues with the structure of *prepositions after a verb (V+P)*, *prepositions at the beginning of a sentence (PaB)*, *prepositions after an adjective (A+P)*, *phrasal verbs (Phv)*, and finally, *prepositions after prepositions (P+P)*. The aforementioned is also evidence that students are using prepositions in different syntactic positions, which reflects the good appropriation of structural knowledge of prepositions within sentences (See Analysis Chart #3).

However, it is important to remark that the structural position known as *Preposition Stranding* was never found among the 55 written exams, which is a relevant finding since this structure is common and natural in spoken and written English. This can be explained since it is a unique characteristic of English language, and this type of prepositional structures cannot be found in the mother language of students (Spanish). Hence, integrating such structures requires special attention and teaching.

As to the structural positions of prepositions, it is important to remark that in A2 level students did not employ *Adjectives+Prepositions* at all, whereas in B1 level and B2 level, students employed it consistently. As to the results obtained with structural positions, these were found among the three levels with similar tendencies in terms of use (See Analysis Chart #3 in appendix section).

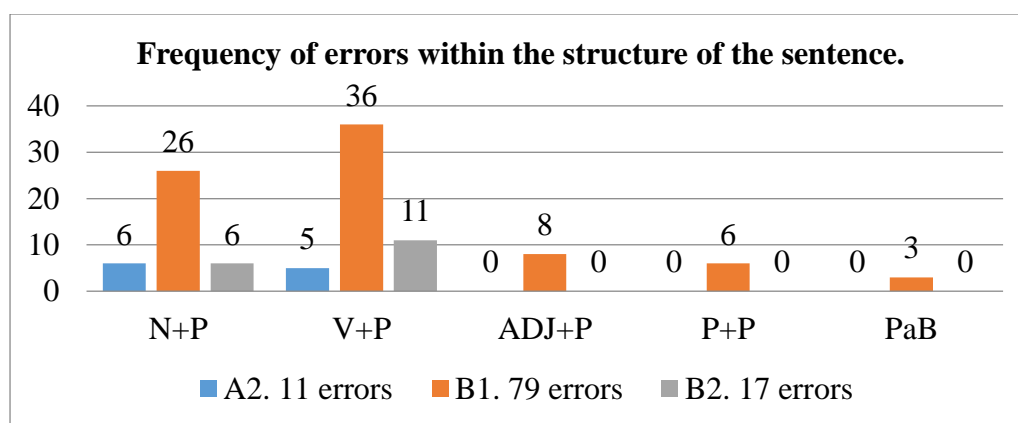


Figure 44. Frequency of errors within the structure of the sentence.

When talking about structural positions and errors among the three levels, according to the figure 44, the structure with more errors was *Verb+Preposition (V+P)*, followed by *Noun+Preposition (N+P)*, *Adjective+Preposition (A+P)*, *Preposition+Preposition (P+P)* and finally, *Preposition at the beginning (PaB)*. There were not errors related to *phrasal verbs*, and since preposition stranding was not attempted, there are not errors in this category

(See Analysis Chart#3). In the following chart, we present examples for each structural position of prepositions:

Structural position	Learner's sentence	Correct sentence
P+P	<i>The story about of this it has been fascinating for some people.</i>	<i>The story about this has been fascinating for some people.</i>
V+P	<i>The money raised in the food day is for children who suffer apprehension.</i>	<i>The money raised on the food day is for children who suffer apprehension.</i>
ADJ+P	<i>Visitors sometimes feel ashamed with people who help them</i>	<i>Visitors sometimes feel ashamed with people who help them</i>
N+P	<i>We were able to collect a good amount money to the children.</i>	<i>We were able to collect a good amount of money for children.</i>
PaB	<i>In that day, students cook delicious food to sell.</i>	<i>On that day, students cook delicious food to sell.</i>

Figure 45. Examples of errors with structural positions of prepositions.

In terms of difficulty of structural positions, the ranking presented in Figure 45 shows that *preposition+preposition* is the most problematic structural role for students, followed by *verb+preposition*, *adjective+preposition*, *noun+preposition* and *preposition at the beginning*.

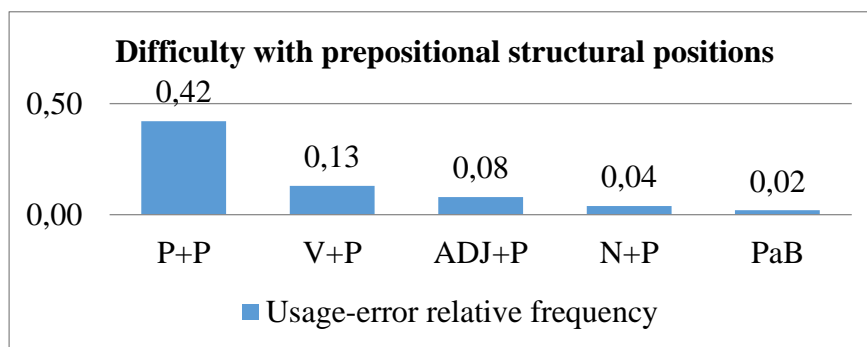


Figure 46. Error-usage relative frequency in the structural role of preposition among the three levels.

Here, it is important to notice that in A2 level, only *Noun+Preposition* and *Verb+Preposition* were found, so errors were only related to these categories. When contrasting the general use with the errors in B1 level, *Preposition+Preposition* is the structure that causes more problems, followed by *Adjective+Preposition*, *Verb+Preposition*, and *Preposition at the beginning*. Another important finding has to be with B2 level, we conclude that the higher the level, the better the accuracy when using multiple structural roles. Students in this level mastered the structures *Adjective +Preposition*, *Preposition+Preposition* and *Preposition at the beginning*, since there were not errors associated to these categories. In B2 level, the most difficult syntactic structure was *Verb+Preposition* followed by *Noun+Preposition* (See Analysis chart #3).

Surface modification taxonomy results

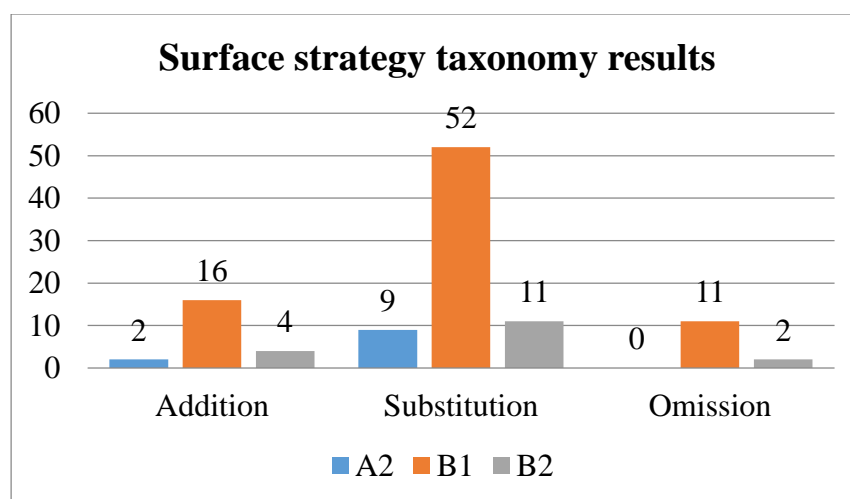


Figure 47. Frequency of errors according to the surface taxonomy among the three levels.

The results that we obtained through the application of the Surface Modification Taxonomy provided us with interesting findings (See Analysis chart #4). Among the three levels, substitution is the most common way in which errors affected utterances, and then it is

addition and finally *omission*. Here, we also want to highlight that the category of *misordering of preposition* was not found.

In A2 level, *in* is the preposition that was substituted the most, this preposition is usually substituted by the preposition *on*. The preposition *by* is substituted by *for* and *per*; the preposition *from* is substituted by *for*; the preposition *for* is substituted by *to*; the preposition *over* is substituted by *in* and the preposition *between* is substituted by *among* (See Analysis chart #6). In this level, regarding *additions*, the prepositions *in* and *to* are incorrectly added, and in terms of *omissions*, none was found (See Analysis chart #4). These are some of the examples of these errors:

Examples	Correct sentence	Type of modification
<i>In bogotá you can find several places <u>In where</u> you may give a donation in order to help the English speaking.</i>	<i>In Bogotá you can find several places where you may give a donation in order to help the English speaking.</i>	<i>Addition</i>
<i>Not only do they come to travel, but they come because they is <u>thinking in change</u> the way style.</i>	<i>Not only do they come to travel, but also they come because they are thinking about changing.</i>	<i>Substitution</i>

Figure 48. Examples of modification of the surface in A2 level.

As for B1 level, the most substituted preposition was *to*, which is substituted by the prepositions *for*, *of*, *in*, *from* and *at*. The second most substituted preposition is *of*, which is replaced for *from*, *on*, *under*, *away from* and *to*. The ranking continues with the preposition *for*, which is substituted by *in*, *of*, *on*; the preposition *from*, which is substituted by *in*, *of*, *on*; the preposition *by*, which is substituted by *from*, *of*, *on*; the preposition *with*, which is substituted with *on* and *of*; the preposition *on*, which is substituted by *in* and *under*; the

preposition *in*, which is substituted by *on*; the preposition *into*, which is substituted by *among* and the preposition *around*, which is substituted by *along* (See Analysis chart #6). In terms of *additions*, the prepositions *to*, *of*, *in* and *at* are erroneously added. For *omissions*, the prepositions *of*, *for*, *in*, *into*, *to*, *about* and *at* were omitted when it was not necessary (See Analysis chart# 4). These are some of the examples of these errors:

Examples	Correct sentence	Type of modification
<i>Bogotá has <u>become in one of the best cities in the world for many reasons.</u></i>	<i>Bogotá has <u>become one of the best cities in the world for many reasons.</u></i>	<i>Addition</i>
<i>For this reason <u>in Bogotá every year on June</u>, people organized one of the most visited activities “El Donaton”</i>	<i>For this reason <u>in Bogotá every year in June</u>, people organized one of the most visited activities “El Donaton”</i>	<i>Substitution</i>
<i>This place is perfect for people who like to drink something and <u>listening music.</u></i>	<i>This place is perfect for people who like to drink something and <u>listening to music.</u></i>	<i>Omission</i>

Figure 49. Examples of addition errors taken from the exams.

Finally, for B2 level, the *substitutions* compromised the prepositions *to*, which was replaced by *on and for*; the preposition *on*, which was substituted by *over* and *in*; the preposition *in*, which was exchanged for the preposition *to* and the preposition *at*, which was exchanged by the preposition *by* (See Analysis chart #6). As for the *additions*, the prepositions *in*, *to* and *into* were found to be added erroneously, whereas for *omissions*, only the prepositions *with* and *of* were erroneously omitted (See Analysis chart#4). These are some of the examples of these errors:

Examples	Correct sentence	Type of modification
<i>Nowadays charity has <u>become into one of the most popular awareness</u> for people in Bogotá.</i>	<i>Nowadays charity has <u>become one of the most popular awareness</u> for people in Bogotá.</i>	<i>Addition</i>
<i>Not only have Colombians helped , but <u>people all on the world</u> have been helping to make it better</i>	<i>Not only have Colombians helped , but <u>people all around the world</u> have been helping to make it better</i>	<i>Substitution</i>
<i>The most meaningful to set how ways of life can <u>interact each other.</u></i>	<i>The most meaningful to set how ways of life can <u>interact with each other.</u></i>	<i>Omission</i>

Figure 50. Examples of Addition errors taken from the exams.

Explanation of prepositional errors.

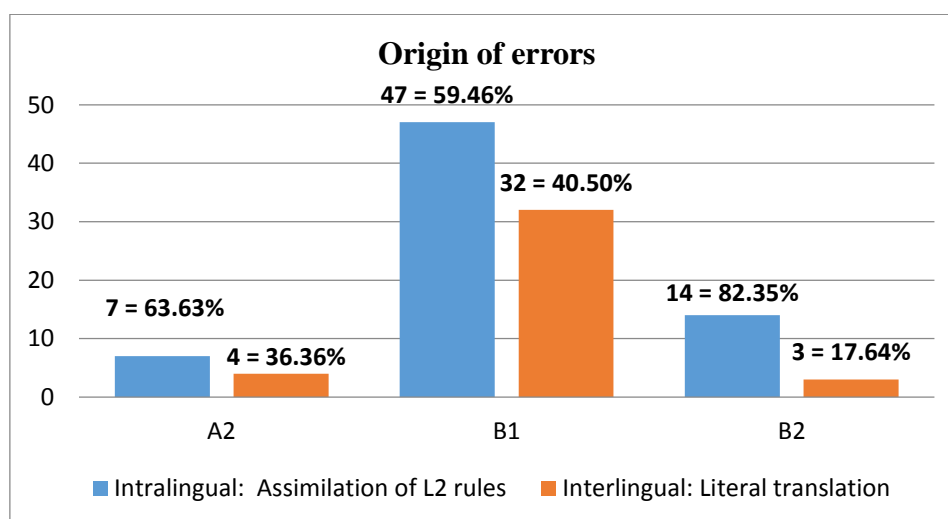


Figure 51. Etiologic classification of errors among the three levels.

Regarding the sources of errors, based on figure 46 and Analysis Chart#5, after applying the James' etiologic taxonomy (1998), we concluded that, among the three levels, most of the errors come from *intralingual strategies*. However, in A2 and B1 level, the *interlingual strategies* were significantly higher in comparison to the findings in B2 level. In

other words, in these levels, students rely more on the strategy of literal translation. The following are examples of interlingual errors among the three levels:

Sentence	Explanation	Level
<i>Bogotá has many companies with brands highly luxurious, like el corral, KFC, Totto <u>between others</u>.</i>	In this case, the learner translated the Spanish expression (<i>entre otros</i>). <i>Between</i> is likely to be translated as <i>entre</i> .	A2
<i>Visitors sometimes feel <u>ashamed with</u> people who help them</i>	The student translated the Spanish expression (<i>avergonzado con</i>)	B1
<i>Due to expansion and development, Cajica has become in a residential town.</i>	The student translated the Spanish expression (<i>convertido en</i>)	B2

Figure 52. Examples of interlingual errors.

The aforementioned can be explained when we recall the assumptions of interlanguage hypothesis, in early stages, learners depend more on their L1 since it is the only well-known linguistic system. As they gain more experience and have the opportunity to learn more about the second language, they start to integrate the new rules of the second language by using *intralingual strategies*. This is a positive finding, since it means that among the three levels, students are aware of the importance of trying to assimilate the patterns and structures of the second language by using mental strategies that allow them to do a trial and error approach for developing interlanguage.

As for the specific intralingual strategies that caused errors among the three levels, the overgeneralization and misanalysis are the trendiest origin of intralingual errors, followed by

overlooking co-occurrence restrictions, incomplete rule application and exploiting redundancy (See Analysis Chart #5).

In A2 level, the mis-analysis or overgeneralization was found five times, the overlooking of co-occurrence restrictions was found 2 times and exploiting redundancy and incomplete rule application were not found. These are some examples of these errors:

Type of error	Example	Explanation
Mis-Analysis or overgeneralization	One relevant point is <u>the role from the money</u> over people's standard of living.	In this utterance the learner mis analyzed the use of <i>from</i> . He confused the function in which <i>from</i> serves to mark the source location of something. In this case, he thought that the role came from the money.
Over co-occurrence restrictions	<u>In the other side</u> people from other countries needn't raising money.	Although "in the other side" is grammatically correct, the context of the setting requires the use of the preposition <i>on</i> . It is a collocational restriction of English.

Figure 53. Examples of intralingual classification of errors taken from the exams in A2 level.

In B1 level, the miss-analysis or overgeneralization was found 24 times, the overlooking of co-occurrence restrictions was found 9 times, the incomplete rule application was found 12 times and the exploiting redundancy was found 2 times. These are some examples of these errors:

Type of error	Example	Explanation
Mis-Analysis or overgeneralization	<i>To give a good lifestyle to those children who</i>	In this utterance, the learner believes that <i>BY</i> serves to express the cause of something. The learner has the belief that <i>by</i> is used when there

	<i>suffer by cancer.</i>	is a <i>doer</i> who is responsible of a consequence, and for that reason, he tried to overgeneralize this function by thinking that the cancer was causing suffering to children. However, in this case, <i>by</i> cannot be used since cancer is not a person. The preposition that connects the idea is <i>from</i> in the sense of marking the source or origin.
Overlooking co-occurrence restrictions	<i>Famous multinational cooperations and global brands have been working together in it even since 1950</i>	Although it might be grammatically correct, the learner ignores that the verb <i>work</i> requires the preposition <i>on</i> . <i>Work in</i> is only possible when the speaker wants to refer to the place where someone or something works.
Incomplete rule application	<i>It would be great that you can sell it with a good worthy on no circumstances.</i>	It is clear that the student tried to use the expression or chunk <i>under no circumstances</i> . However, the student failed at using the preposition <i>Under</i> , and he used the preposition <i>on</i> .
Exploiting Redundancy	<i>Another important thing, in the hospitals some of people that I mentioned before going to there</i>	In this case the learner tried to adorn the utterance with the expression <i>some of</i> . The learner probably saw this expression in the past, but when he used it, he ignored that <i>some of</i> would have required the article <i>the</i> before the word <i>people</i> .

Figure 54. Examples of intralingual classification of errors taken from the exams in B1 level.

In B2 level, the miss-analysis or overgeneralization was found 8 times, the overlooking of co-occurrence restrictions was found 3 times, the incomplete rule application was found 2 times and the exploiting redundancy was found 1 times. These are some examples of these errors:

Type of error	Example	Explanation
Mis-Analysis or overgeneralization	<i>The cooking <u>on</u> <u>neighbourhood's</u> <u>festivals</u> is one of the easiest ways to collect money for charity</i>	In this utterance, the learner has mis-analyzed the use of the preposition <i>on</i> . He is struggling to understand the specific situations in which <i>on</i> is correct when using the locative sense. Another probability is that he is overgeneralizing the use of <i>on</i> , since this preposition is used mainly when talking about doing contact with a surface.
Overlooking co-occurrence restrictions	<i>While visitors are looking for plans to do <u>on</u> the city they will click <u>to</u> these events and then they will be interested <u>on</u> assist and buy things</i>	In this utterance, the learner ignores that the preposition that goes with the verb <i>click</i> is <i>on</i> . <i>click to</i> would be possible only if the word that goes next is a verb.
Incomplete rule application	<i>The most meaningful to set how ways of life can <u>interact each other</u>.</i>	In this utterance, the learner tried to use the chunk <i>with each other</i> . However, he failed at writing the preposition <i>with</i> .
Exploiting Redundancy	<i>Nowadays charity has <u>become into one</u> of the most popular awareness for people in Bogotá</i>	In this utterance, the learner clearly tries to adorn the sentence by using a preposition he does not know how to use. <i>Become</i> by itself does not require a preposition, so the person is being redundant when using the preposition <i>into</i> .

Figure 55. Examples of intralingual classification of errors taken from the exams in B2 level.

Explanation and description of global errors

Since global errors can be understood in different ways, it is necessary to go over them in order to discuss their origin and description. We will present them by level: In A2 level, we found the sentence “*Today for you and tomorrow by me*”. Regarding the description of this global error, this sentence does not have a clear meaning. The prepositions *for* and *by* are grammatically correct, however the sentence is completely flawed. In terms of a possible explanation, we believe that the origin of this error is a literal translation of the Spanish idiom *Hoy por ti y mañana por mi*. It is clear that the student ignores that idioms cannot be literally translated. Even when the student made a literal translation, he reflects that he does not understand the difference between *for* and *by*, since a correct literal translation would have included *for* in both attempts.

In B1 level, we found the greatest amount of global errors. The first one is the sentence *they usually find for more people who should be active part in this process*. Regarding the description of this global error, this sentence has two possible errors. It might be an addition of *for*, or a misselection of the verb *find*. *Look for* is possible, and *find* without using the preposition *for* is also correct. In terms of the possible cause of the error, we believe that this is an intralingual error. The learner overgeneralized the combination of *for* in the sense of exploring for finding something. He probably thought that if *look for* is correct, *find for* was also correct.

The second global error is the sentence *So you never must be bad with this*. Regarding the description of this global error, this sentence could be considered grammatically correct; however, it is not natural to use such expression in English. In terms of the source of the

error, we believe that it comes from a literal translation of *ser malo con esto*. In English this literal translation results in an unacceptable and strange sentence.

The third global error is the sentence *You should go to the church and belong to a group and you must to do a presentation with the purpose to collect money*. Regarding the description of this global error, in this sentence, the learner uses the base form of the verb after the word *purpose*. Purpose requires the preposition *of*, in that case the verb would require the ending *-ing*. In terms of the source of the error, this is an intralingual error. In English, the preposition *of* is expected after using the word *purpose*. The learner ignores the co-occurrence restriction. Clearly, the student used the base form of the verb, which produces a wrong sentence.

The fourth global error is the sentence *For beginning, Choco's people have been working since 2009*. Regarding the description of this global error, the expression *for beginning* is completely unacceptable to start a sentence. In terms of the source of the error, this sentence could be explained in terms of intralingual and interlingual error. The learner might have translated from Spanish the expression (*para empezar*), and the learner was also led by the rule that states that after a preposition the verb has *-ing* ending.

The fifth global error is the sentence *There are animals in the street which have been passing by bad situations*. Regarding the description of this global error, in this sentence the learner used the phrasal verb *pass by*, however, according to the context of the sentence is completely incorrect. In terms of the source of the error, this error was produced by a literal translation of the expression *pasar por*. However, in this context, the correct phrasal verb could be *go through*. *Pass by* is used in a locative sense, but there was a misanalysis of the

context, which is more abstract and situational. This error was not considered to be a Phrasal Verb Local Error since there was also a misselection of the Verb.

The sixth global error is the sentence *In conclusion you should know Bogotá because there are a lot of places for know*. Regarding the description of this global error, in this sentence, the learner could have failed at doing two things. First, it may be a problem with the termination *-ing* in the verb since it was used after a preposition. Alternatively, it might be a confusion of the learner involving the preposition FOR with the *to* of the base form of the verb. In terms of the source of the error, the origin of this error could be linked to the ignorance of the student when adding the ending *-ing* after the preposition *for*. Or, it might be explained because of the confusion that exists between *for* as a preposition and *to* as part of the verb in base form. In both cases, it would be intralingual.

The seventh global error is the sentence *The tourist people could help the poor people by giving them money at Transmilenio*. Regarding the description of this global error, in this sentence, it is not possible to know the correct use of the preposition. *Transmilenio* could be whether a station or it might refer to a bus. In both cases, the prepositions to use would be different. In terms of the source of the error, this is a difficult error to explain. In the given case that the student was referring to a station, the preposition *at* is correct. However, he ignores that in English it is necessary to specify the place he wants to mention, *Transmilenio* could be interpreted in different ways. In the case that he is referring to a bus, the preposition to use would be *on*.

The eighth global error is the sentence *The report is intended for inform to people the different activities that there are in my city*. Regarding the description of this global error, in this sentence, there are two possible errors. Two options are possible, *intended for informing*

or *intended to inform*. In this case, it is not possible to say if the error was produced because the learner did not apply the rule of adding *ing* to a verb after a preposition, or if the student did not use *to* as part of the infinitive *inform*. In terms of the source of the error, both expressions would be possible (*for informing* or *to inform*), however the learner did not use any of them. It is not possible to identify if the learner has made an error when trying to add the ending -ING after the preposition *for*, or whether is a confusion that involves *form* and *to* as part of the base form of the verb.

The ninth global error is the sentence *Also it is a shoulder to cry on if you have any pain in money, love or health*. Regarding the description of this global error, this sentence might be grammatically correct. However, it is not acceptable. In terms of the source of the error, the origin of this error seems to be an intralingual overgeneralization of the expression *pain of love*. The learner assumes that *pain of* can be linked to other nouns.

Finally, in B2 level, we only found one global error. It is the sentence *Villavicencio is a city with instantly makes you feel a connection*. Regarding the description of this global error, this sentence is flawed since it is necessary to include the relative pronoun *that* after the noun *city*. In the given case that the learner had used *that*, the correct position for *with* would be at the end of the sentence. In terms of the source of the error, the origin of this error seems to be produced by a general discoordination of the structure. There is a missing relative pronoun that suggests that the learner has problems when connecting two clauses. Additionally, the learner seems to ignore that in this type of sentence the preposition goes at the end.

CHAPTER 5

Conclusions

The use of prepositions caused several errors in Anglophone Language and Culture VI courses. However, the relative frequency of errors shows that the frequency of errors is low in comparison to the attempts of use, which means that prepositions do not represent a significant source of errors among the courses. Additionally, the analysis of different levels of proficiency reflected a positive evolution, since in higher levels of proficiency, the amount of errors decreased, and the lexical repertoire of prepositions improved.

As to the functions of prepositions within the sentences, among the three levels of proficiency the most difficult prepositions are temporal. Nevertheless, all levels used all types of functions, which reflects that regardless the level, they extend the meaning of prepositions to different contexts. On the other hand, regarding the structural positions where prepositions occur, students in all three levels never employed the *Preposition Stranding* and *Phrasal Verbs* were used with very low frequency. However, students showed a tendency to improve the use of the other structures as the level increases. As to the way in which errors affect the structure of sentences, substitution of prepositions is the most common among the three levels, students substitute prepositions like *to, for, in, on, and from* (check Analysis Chart #6).

Finally, in terms of the sources of errors, most of the prepositional errors come from intralingual strategies, which means that students in the three levels are aware of the negative effects of using literal translation (interlingual errors). However, in A2, and B1 level, the use of the interlingual strategy is significantly higher in comparison to B2 level, in which these

strategies were used with a very low frequency. As to the most common intralingual strategies that caused errors, *overgeneralization* and *misanalysis* are the most common sources of errors.

Pedagogical implications

According to Uniminuto University LIEI Guidelines (2017), Anglophone Language and Culture courses are designed with the objective of providing the acquisition, development and learning of the communicative competence. In such a way that a high level of proficiency, can be reached in terms of the standards given by the Common European framework of reference for languages (CEFR) adopted by the M.E.N (National Ministry of Education) (p. 3).

In order to articulate the courses, educators use the notional functional approach. Wilkins (cited by LIEI Guidelines, 2017) believes that the notional functional approach is an approximation to communication in the classroom. Notion is understood as the knowledge we have about the language in terms of structures, whereas function is the capacity we have to communicate in a real context with a specific communicative purpose by using the knowledge of the structure of the language. In this approach, communicative activities of social interaction and functional communication are always done within and outside the classroom (p. 3).

According to Laine (1983, p. 6) the notional functional approach emerged as an alternative to the grammar based syllabuses, which were criticized because the lack of communicative practice. Through the grammar approach, students were developing knowledge on structures and vocabulary, but there was no proficiency in the oral part. Instead of the grammar being the sole basis of syllabus organization, this new approach provided the

opportunity to utilize grammar and vocabulary as the vehicle to convey students' needs. The Notional-Functional approach is designed to allow learners to direct their conversation according to their needs in any given situation.

This approach can be classified as communicative, according to Gargallo (2009) this type of methodology "is focused on the communicative needs of the learner; and additionally, the knowledge of the language that he requires to satisfy such needs requires of something else than the mere use of a set of structures" (p.99). Additionally, she also argues that "in this methodological approach there is a strong sociolinguistic charge and it is more related to the pragmatic competence than the grammar competence" (p.99). Based on the aforementioned, we can conclude that teaching methods following this approach are more interested in communication than in developing precise grammatical usage.

In fact, Gargallo (2009) also explains that the fundamental idea is that language is an instrument of communication, and the important is what is said not how it is said. In the communicative approach, the explanation of grammar is not excluded, but its presentation is not explicit. Grammar structures should be acquired in a deductive way and based on the functions that are required in specific communicative situations through the scaffolded presentation of incomplete paradigms (p. 6).

In this scenario, the responsibility of learning and acquiring prepositional use depends on the students, who have to deal with the deduction of how grammar is used, and although teachers may support them in case they have questions and doubts, the classes are designed to foster communication. In this issue, Swan (1985) suggests that the communicative approach techniques often suggest prioritizing the "function" of a language (what one can do with the language knowledge one has) over the "structure" of a language (the grammatical systems of

the language). Such priority can leave learners with serious gaps in their knowledge of the formal aspects of their second language (p. 76).

As we have proposed throughout all our research, the lexical category of prepositions is a very complex one. If teachers follow the communicative approach philosophies and they delegate the whole responsibility of learning prepositions to the learners, it is likely that students will learn erroneous uses of prepositions. In fact, after identifying the approach of Anglophone Language and Culture classes, we decided to corroborate if teachers at Uniminuto University employ techniques for teaching prepositions. Through a series of interviews (check appendixes #7), it was possible to determine that indeed, teachers do not pay special attention to prepositions, since they recognized that prepositions are explicitly taught only when the syllabus proposes them as the main topic. Moreover, it was possible to determine that teachers follow the notional functional approach by following the syllabus proposed by the guidebook and thus they do not designate spaces to pay special attention to prepositions.

After having presented the discussion above, we conclude that the communicative approach and the course syllabus do not integrate teaching prepositions in an explicit way, and consequently, prepositions should be discovered inductively by students. Therefore, considering that interlanguage is idiosyncratic for each learner, our first belief is that it is important to increase the knowledge of correct prepositional use to avoid the fossilization of errors¹⁰.

¹⁰ Fossilization refers to earlier language forms that become encased in a learner's interlanguage and that, theoretically, cannot be changed by special attention or practice of the target language.

The Error Analysis' results obtained in this research, have led us to find specific characteristics of prepositional usage and errors. Educators can use such information to reflect upon prepositional teaching. For example, our findings can tell the educators what the most and the least frequent prepositions among the three levels are. It may orient them to be focused on the low usage prepositions to help students to integrate them in their lexicon.

Our findings can also help teachers to identify the most erroneous prepositions in each level of proficiency, which may contribute to raise awareness on the use thereof. Besides, they can find how these prepositional errors affect the structure of the sentences. In this sense, we provide teachers with a list of the most common prepositional substitutions that students produce (See Analysis Chart #6), so teachers can design activities where they contrast the prepositions that tend to be substituted by students in order to help them to understand their specific uses. Additionally, in terms of functions and positions where prepositions occur, it was found that errors are more common with temporal prepositions, and students have more problems with collocational patterns such as *P+P* and *V+P*, so educators should be focused on these specific difficulties.

Thanks to our analysis, we also found that students among the three levels of proficiency are using intralingual strategies for using prepositions. However, in A2 and B1 level the percentage of interlingual errors is high. Here, teachers can adequate different activities in which they can help beginner and intermediate students to abandon the native language. It is important to help the students to know how prepositions are used in English so that they can avoid literal translation.

What is the best method for teaching prepositions? In this case, since the syllabus does not propose the study of prepositions as a focus of attention, teachers could dedicate specific spaces in which the main goal is raising awareness on prepositional use. Lorincz and

Gordon present three different approaches for teaching prepositions, namely *grammar based approach*, *chunk approach* and *the prototype approach* (2012 p.2). Although in this research we are not dealing with the specific teaching issue, taking into account such approaches is an open invitation for teachers to explore them in order to adapt them.

Educators can design activities where students can learn collocations of prepositions through chunks. Following the communicative approach, the use of imagery could fit very well and from it, students can start different conversations, based on the prepositions represented in the images. Besides, in terms of the functions of prepositions, the prototype approach can be useful. Prepositions could be taught through the categorization of them, in that way, students will be aware about the polysemy of prepositions and the different contexts where these can be used. Prototype approach is a useful strategy since it reinforces the semantic networks and metaphors of prepositions, so that students do not need to rely on literal translation. Finally, as to the grammar-based method, teachers can implement supplementary grammar instruction to reinforce the correct usage of new and complex prepositions.

Not only teachers can reflect on the students' errors, but also students themselves can be aware about their prepositional errors. Students need feedback and teachers must encourage students to correct the errors. A correct feedback could lead to a correct process of learning. It is important for teachers to remind that students need to know errors are an essential and natural part of language acquisition. What is more, students need effort, patience and time to overcome these difficulties; students can learn effectively through the correction of their errors. In this way, peer-assessment and self-assessment could be implemented in order to find errors and the other important fact is that students can correct

their errors by themselves, if they find and do not correct the errors learning is not taking place.

Limitations

It is important to discuss the limitations of this research. First, this study was limited to the analysis of interlanguage in terms of prepositional usage, in other words, other lexical categories, or dimensions of language were not analyzed whatsoever. Secondly, the corpus we collected for analysis was obtained through written compositions; it means that the other types of samples like oral or experimental were not taken into account to collect data of interlanguage. Thirdly, this research only collected written texts from a specific population (Anglophone Language and Culture VI) without taking into account other levels of the same course. Fourthly, this research was only interested in the analysis of prepositional use at one single point in time (cross-sectional elicitation), without analyzing the performance in two or more moments of the development of interlanguage. Finally, the written task that students performed was limited by a very specific topic, so it was not a free composition.

Further research

The findings of this research are important for possible further investigations. Mainly, it would be interesting to design a pedagogical intervention based on our suggestions and results in order to polish prepositional usage considering the level of students. Our research determined very specific difficulties (problematic preposition, functions, structural positions, types of errors and origin of errors) that every level presented in terms of prepositional usage, so educators might be able to prepare special lessons for tackling such difficulties by employing the approaches we have proposed for teaching prepositions.

Another interesting research could do a similar process of Error Analysis but taking oral samples of students, in order to see if the same errors persist and are consistent with the ones we found in the written compositions. In this sense, it would also be interesting to analyze the performance of prepositional usage of a specific population at different moments; this would allow researchers to see how prepositional usage changes over time.

Lastly, It would be interesting for other researchers to take the procedures we followed in order to apply them for the analysis of other lexical category or language dimension. As we could see in our theoretical framework, there are plenty of possibilities of analysis (phonological, grammatical, pragmatic, communicative etc.) in which Error Analysis could be used. Taking into account the importance of analyzing errors in second language acquisition, these types of studies are meaningful and important to improve any process of teaching a second language.

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APPENDIX 1: Prepositional usage and frequency of errors over levels.

Prep	GU	EAL	CU	RF-AL	A2 U	A2 E	A2 CU	RF-A2	B1 U	B1 E	B1 CU	RF- B1	B2U	B2E	B2 CU	RF-B2
IN	389	21	368	0.05	24	4	20	0.17	307	13	294	0.04	58	4	54	0.07
OF	273	15	258	0.05	17	0	17	0.00	199	15	184	0.08	57	0	57	0.00
FOR	244	11	233	0.05	14	0	14	0.00	188	11	177	0.06	42	0	42	0.00
TO	170	27	143	0.16	17	1	16	0.06	127	23	104	0.18	26	3	23	0.12
WITH	128	3	125	0.02	12	0	12	0.00	85	2	83	0.02	31	1	30	0.03
ABOUT	50	1	49	0.02	3	0	3	0.00	35	1	34	0.03	12	0	12	0.00
FROM	39	6	33	0.15	4	2	2	0.50	23	4	19	0.17	12	0	12	0.00
ON	34	9	25	0.26	1	0	1	0.00	20	2	18	0.10	13	7	6	0.54
BY	33	5	28	0.15	5	2	3	0.40	18	3	15	0.17	10	0	10	0.00
THROUGH	17	0	17	0.00	1	0	1	0.00	12	0	12	0.00	4	0	4	0.00
AT	17	3	14	0.18	0	0	0	0	10	2	8	0.20	7	1	6	0.14
UP	10	0	10	0.00	1	0	1	0.00	7	0	7	0.00	2	0	2	0.00
AROUND	9	1	8	0.11	1	0	1	0.00	7	1	6	0.14	1	0	1	0.00
INTO	9	3	6	0.33	2	0	2	0.00	4	2	2	0.50	3	1	2	0.33
OUT	8	0	8	0.00	1	0	1	0.00	6	0	6	0.00	1	0	1	0.00
WITHOUT	7	0	7	0.00	3	0	3	0.00	3	0	3	0.00	1	0	1	0.00
SINCE	6	0	6	0.00	0	0	0	0	5	0	5	0.00	1	0	1	0.00
OVER	4	1	3	0.25	2	1	1	0.50	0	0	0	0	2	0	2	0.00
UNDER	4	0	4	0.00	0	0	0	0	3	0	3	0.00	1	0	1	0.00
AMONG	4	0	4	0.00	0	0	0	0	4	0	4	0.00	0	0	0	0
SUCH AS	3	0	3	0.00	0	0	0	0	3	0	3	0.00	0	0	0	0
NEAR	2	0	2	0.00	0	0	0	0	1	0	1	0.00	1	0	1	0.00
BEHIND	1	0	1	0.00	0	0	0	0	0	0	0	0	1	0	1	0.00
AFTER	1	0	1	0.00	0	0	0	0	0	0	0	0	1	0	1	0.00
BEFORE	1	0	1	0.00	0	0	0	0	0	0	0	0	1	0	1	0.00
UNTIL	1	0	1	0.00	0	0	0	0	1	0	1	0.00	0	0	0	0
AGAINST	1	0	1	0.00	0	0	0	0	1	0	1	0.00	0	0	0	0
BETWEEN	1	1	0	1.00	1	1	0	1.00	0	0	0	0	0	0	0	0
TOTAL	1466	107	1359		109	11	98		1069	990	990		288	17	271	

APPENDIX 2: Functions used and contrast of errors over usage

Function	GU	EAL	RF-AL	A2 U	A2 E	RF-A2	B1 U	B1 E	RF-B1	B2 U	B2 E	RF-B2
Temporal	44	9	0.20	2	1	0.50	29	6	0.21	13	2	0.15
Abstract	1146	81	0.07	89	9	0.10	830	62	0.07	227	10	0.04
Locative	261	17	0.07	16	1	0.06	204	11	0.05	41	5	0.12
Movement	15	0	0.00	2	0	0.00	6	0	0.00	7	0	0.00
Total	1466	107		109	11		1069	79		288	17	

APPENDIX 3 Structural positions per level and contrast of errors over usage

Structure	GU	EAL	RF-AL	A2 U	A2 E	RF-A2	B1 U	B1 E	RF-B1	B2 U	B2 E	RF-B2
N+P	814	38	0.05	63	6	0.10	592	26	0.04	159	6	0.04
V+P	393	52	0.13	28	5	0.18	286	36	0.13	79	11	0.14
P+P	14	6	0.43	1	0	0.00	9	6	0.67	4	0	0.00
PaB	135	3	0.02	15	0	0.00	103	3	0.03	17	0	0.00
PhV	20	0	0.00	2	0	0.00	16	0	0.00	2	0	0.00
A+P	90	8	0.09	0	0	0	63	8	0.13	27	0	0.00
Pst	0	0	0	0	0	0	0	0	0	0	0	0
Total	1466	107	0.07	109	11	0.10	1069	79		288	17	

The previous charts are part of the data analysis of the research. They cover the general usage-error analysis among levels, the analysis of the functions used and the structural characteristics in the usage of prepositions. The following are the previous charts' acronyms:

- GU: General usage of prepositions
- EAL: Errors among levels.
- RF: Relative Frequency
- LEVELS (A2-B1-B2): Levels analyzed.
- E: Errors
- AL: Among levels
- U: Usage

APPENDIX 4: Surface Strategy taxonomy chart

Type of modification	A2	Prepositions involved in A2	B1	Prepositions involved in B1	B2	Prepositions involved in B2
Substitutions	9	In, by, from, for, over, between	52	To, of, for, from, by, with, on, in, into, around.	11	To, on, in, at
Additions	2	To, in	16	To, of, in, at	4	To, into
Omissions	0	No prepositions	11	For, in, into, to, about, at	2	With, of
Misplacing	0	No prepositions	0	No prepositions	0	No prepositions

APPENDIX 5: Etiologic Taxonomy chart

Source of error	A2	B1	B2	Total
Interlingual errors	4	32	3	39
Intralingual errors	7	47	14	68
Type of intralingual error	A2	B1	B2	Total
<i>Misanalysis or overgeneralization</i>	5	24	8	37
<i>Over co-occurrence restrictions</i>	2	9	3	14
<i>Incomplete rule application</i>	0	12	2	14
<i>Exploiting Redundancy</i>	0	2	1	3

APPENDIX 6 Substitution chart

A2			B1			B2				
Preposition	Substituted by	Times	Preposition	Substituted by	Times	Preposition	Substituted by	Times		
IN: substituted 4 times	AMONG	1	TO: substituted 16 times	FOR	11	TO: substituted 2 times	ON	1		
	OF	1		OF	2		FOR	1		
	ON	2		IN	1		ON: substituted 7 times	OVER	1	
BY: substituted 2 times	FOR	1		FROM	1	IN: substituted once	IN	6		
FROM: substituted 2 times	PER	1		AT	1	AT: substituted once	TO	1		
	OF	2		FROM	1	BY	BY	1		
FOR: substituted 2 times	TO	2		OF: substituted 6 times	ON	2				
OVER: substituted once	IN	1		UNDER	1					
				AWAY FROM	1					
BETWEEN: substituted once	AMONG	1		TO	1					
				FOR: substituted 10 times	TO	3				
				BY	5					
				IN	1					
				ON	1					
				FROM: substituted 3 times	IN	1				
				OF	1					
			ON	1						
			BY: substituted 3 times	FROM	1					
			OF	1						
			ON	1						
			WITH: substituted 2 times	ON	1					
			OF	1						
			ON: substituted 2 times	IN	1					
			UNDER	1						
			IN: substituted 11 times	ON	11					
INTO: substituted once	AMONG	1								
AROUND: substituted once	ALONG	1								

APPENDIX 7**ENTREVISTA****Docente Lengua y Cultura Anglofona VI****Edward: ¿Cómo enseñas writing en el curso de lengua y cultura ANGLOFONA 6?**

Docente: Bueno yo recibí el curso este semestre y lo que hice fue inicialmente un diagnóstico, entonces les pedí que escribieran de acuerdo con un task pues para que estuviera articulado con el contenido de la clase, había un task sobre experiencias significativas y les pedí que escribieran un ensayo, era un diagnóstico, porque en este nivel se pide que los estudiantes tienen como unas bases previas y para pedirles ensayos ellos ya deben saber cómo escribir un párrafo, la estructura de la oración, como escribir un párrafo, como escribir un ensayo, entonces ya a nivel de preposiciones como tal se da por entendido que ellos conocen como estructurar una oración, entonces a partir de ese diagnóstico me di cuenta que los estudiantes no sabían cuál era la estructura de un ensayo y tenían problemas con la estructura del párrafo, lo que yo hice fue dejarles un material de referencias para que ellos pudieran sacar copias, ver ejemplos de ensayos, hacer ejercicios en los que pudieran identificar cual era la introducción, el cuerpo, las conclusiones y luego hicieron un segundo escrito que ya era parte del proyecto, el proyecto era hacer una revista, cada estudiante tenía que hacer un artículo. Entonces el primer borrador del artículo ya tenía un poco mejor la estructura del ensayo pero por lo que se manejaba ellos entregaron su primer borrador y utilice unos símbolos de corrección para que ellos identificaran el tipo de error que habían cometido. Entonces, los tipos de errores que cometieron eran sobre todo la estructura de la oración, la puntuación, algunos tenían confusiones con respecto al uso de palabras por ejemplo infinitivos, por ejemplo “to” como infinitivo para propósitos pero no específicamente preposiciones, de pronto si habían un error con el uso incorrecto de cierto vocabulario conjugaciones estructuras y el siguiente paso es que ellos leyeron la retroalimentación se corrigieron me volvieron a entregar la segunda entrega del artículo, había mejoras pero tenían que continuar incluyéndole más contenido y luego ellos en el comité de edición, ya en la tercera entrega que hicieron la corregía el comité de edición que son mis compañeros y la última entrega hicieron la recibí yo y hubo mejoras notables en los productos. Por que como tal el syllabus y la estructura metodológica de Ingles 6 no pide que le dediquemos tiempo a cómo escribir porque existen cursos en los que ellos se dedican a aprender a escribir. Entonces tenemos ingles virtual 1 2 3 en los que se habla de la estructura de la oración, la estructura del párrafo, la estructura de un ensayo y pues también existen otros espacios donde se trabaja la escritura.

¿Cómo evalúas y das feedback de la producción escrita en lengua y cultura?

Pues yo trato de tener inicialmente les doy unos símbolos de corrección por que la idea es que ellos reconozcan el error y puedan a través lo que yo les dije en la primera retroalimentación que fue una especie de retroalimentación de errores, les mostré en el tablero escribí los errores más comunes hice el ejercicios que

ellos reconocieran los errores y me di cuenta que ellos no reconocían algunos errores, entonces les dije cuando no se reconoce el error hay que ir a tutoría para saber cuál es el tema que no conocen y empezar a indagar sobre ese tema, y alguno efectivamente sí estuvieron muy juiciosos asistiendo a tutoría los que no conocían el tema y por esto cometían errores y los otros si identificaban el error y lo podían corregir entonces les explique que significaban los símbolos de corrección como “sp” “wc” (son parecidos los que se usan en el colombo los que yo utilizo) y ya como ellos sabían los símbolos empezaron a corregirse pero también me di cuenta que la macro estructura del texto también estaba mal que es la estructura del ensayo y la estructura del párrafo ahí fue cuando les deje las fotocopias que hacen parte del proceso de evaluación porque una vez socialice o explique con las copias y los ejemplos cual es la estructura del ensayo les pedí que implementaran eso en la segunda entrega del ensayo, y eso lo incluí en la rúbrica de evaluación es una rúbrica holística porque tiene los aspectos y tiene lo que significa cada criterio entonces por ejemplo 5 equivale específicamente al diseño del artículo y les escribí que significaba en sí, es una matriz completa no solamente tiene el número que es 1 a 5, si no que significa 5 4 3 2 1 en cada componente entonces esta la parte de contenido esta la parte de coherencia esta la parte de gramática y en gramática esta la estructura de la oración, está la parte de uso de vocabulario, está la parte de investigación que tanto se nota que leyeron sobre el tema, esta una parte en contenido, que fuera explícita la opinión de ellos en el texto que no fuera simplemente copiar y pegar de otro lado y estaba la parte del diseño que incluía cosas finales imágenes, que las imágenes no fueran muy amarillistas porque también un artículo sobre maltrato animal y pegaron un monto de imágenes terribles entonces también que las imágenes no fueran amarillistas, esos eran los criterios se socializaron el día que les mostré la información sobre la estructura del ensayo, fue como la 4 semana del semestre ya con esos criterios claros y con la retroalimentación ellos empezaron a trabajar en los borradores.

¿Qué estrategias utilizas para enseñar preposiciones en lengua y cultura anglófona 6?

En anglófona 6 como te digo el énfasis no son las preposiciones sin embargo no se puede negar que por ejemplo tenemos un tema que es phrasal verbs y los phrasal verbs tienen preposiciones, entonces yo utilizo mucho input tratar de mostrarles videos o lecturas o ejercicios en los que ellos puedan reconocer el sentido de la idea, como cambia la idea cuando se utiliza una preposición acompañada de un verbo específico, y como ese si ese verbo si se acompaña de otra preposición o partícula puede cambiar el sentido en un contexto para no centrar la comprensión del uso de la preposición que constituye el phrasal verb en este caso en una estructura porque muchas veces las preposiciones no tienen una lógica sustentada en la estructura si no en el uso, es el uso que los hablantes hacen de esa preposición, entonces trataba de mostrarles en contexto como esos phrasal verbs se utilizan en ciertas situaciones y para expresar ciertos sentidos y después que ellos pudieran ver ese uso real a través de diferentes tipos de materiales como videos, lecturas, ya empezaba a pedirles que aplicaran esos que usaran esos phrasal verbs para expresar sus ideas. También cuando ellos estaban corrigiendo sus

ensayos les decía que debían aprender a usar el diccionario, porque hay preposiciones que se usan en Inglés británico que no se usan en inglés americano, entonces en los diccionarios como el Longman, Cambridge, especifican eso, entonces dicen este verbo va acompañado de esta preposición y es de uso americano o británico y también hay libros de gramática los cuales cuando asistían a las tutorías les decía que habían libros como el English grammar in use que tiene un capítulo en el que mencionan las diferencias de preposiciones entre los británicos y los americanos, entonces también era como hacer la reflexión de que tenían que indagar por qué si ellos veían una preposición que no sabían utilizar indagar por qué cual era la razón de ser de esa preposición como se usa en el diccionario y es algo que he dicho no solo en la parte escrita si no en su expresión oral, siempre les digo si tú no sabes cuáles son esas *fixed expressions*, entonces se utiliza el diccionario Longman que es el que siempre recomiendo y el diccionario Longman da el verbo más la preposición más lo que sigue a la preposición, también les hacía mucho énfasis por ejemplo en palabras como about of que el complemento si era un verbo tenía que ir en gerundio, como reconocer esas ciertas formulas por que en cierto porcentaje uso de las preposiciones hay una fórmula que casi siempre se usa, entonces que las reconocieran y como reconocerlas pudiesen utilizando bien el diccionario y también leer para identificar el uso.

¿Crees que a la hora de enseñar inglés se le debe dar una importancia extra a las preposiciones que no se le da a otro tipo de palabras?

Las preposiciones son muy importantes y usualmente por ejemplo en niveles básicos enseñan preposiciones de tiempo y de lugar que son las más básicas, pero yo si siento que en niveles intermedio y avanzados debería existir un módulo en el que los estudiantes pudieran más allá de trabajar preposiciones pudieran trabajar expresiones fijas, y dentro de esas expresiones están las preposiciones, las preposiciones acompañadas de verbos o de adjetivos en donde ellos reconozcan como te digo de una forma natural con un input natural es decir con una lectura en la que ellos puedan identificar esas preposiciones por que definitivamente si es un punto de quiebre entre alejarse un poco del interlenguaje y empezar a entender la segunda lengua con esas expresiones que no tienen una traducción literal o que no se expresan así en español pero que si se expresa así en inglés y que si va esa preposiciones allí, aunque si uno lo piensa dejar a un lado el apoyarse tanto en la primera lengua y empezar a formar una estructura solamente en la segunda lengua en nivel intermedio y avanzado si debería haber como un módulo o un momento dentro de cada curso para trabajar ese tipo de expresiones

APPENDIX 8

Bogotá, Abril 7 de 2017

Profesor,

Lengua y cultura anglófono seis

Asunto: Solicitud de autorización para recolección de composiciones escritas de estudiantes del programa de Licenciatura en Idioma Extranjero Inglés de Uniminuto.

Respetado Profesor,

Los estudiantes Ismael Parada Vilorio, Edward Alexander Ruiz Castro y Geniffer Tatiana Sánchez Oyola del programa Licenciatura en Idioma Extranjero Inglés, que están desarrollando el proyecto de investigación titulado “**Analysis of Prepositional Errors From a Cognitive Semantic Approach Through Written Compositions**”, cuyo propósito principal es entender las diferencias significativas que hacen de las preposiciones del idioma inglés un reto para los hablantes nativos del Español desde un punto de vista cognitivo y semántico por medio de un estudio de tipo explicativo, para lo cual es necesario analizar las composiciones escritas de algunos de los estudiantes y conocer su nivel de inglés, que al igual que nosotros hacen parte del programa Licenciatura en Idioma Extranjero Inglés.

Este proyecto de investigación por su naturaleza no planea implementar o intervenir en espacios académicos ya que está enfocado tan solo en el análisis de errores; Por este motivo solicitamos su permiso para recolectar los escritos correspondientes a los exámenes del primer corte de los cursos de “lengua y cultura anglófono VI”, posteriormente, saber el nivel en el que el estudiante se encuentra. Así, dicha recolección se llevará a cabo el mismo día en el que se apliquen los exámenes escritos para luego obtener una copia de estos y entregarlos de nuevo, en esa misma fecha, para no interferir en su labor.

Hemos escrito esta carta dirigida hacia usted ya que somos conscientes, por supuesto, que la recolección de esta valiosa información está sujeta a las políticas de la universidad y a los permisos que nos sean concedidos para la obtención de dicha muestra. De igual manera es importante aclarar que los estudiantes a los que pertenezcan dichos escritos serán consultados a través de una carta de consentimiento para contar con sus respectivas aprobaciones.

A cargo de la recolección y análisis de esta muestra nos encontramos Ismael Parada Viloría, Edward Alexander Ruiz Castro y Geniffer Tatiana Sánchez Oyola, en condición de estudiantes del programa Licenciatura en Idioma Extranjero Inglés cuyos propósitos son utilizar la información requerida meramente con fines educativos de investigación. Los datos personales de las muestras utilizadas no serán divulgados bajo ningún motivo por ninguno de los investigadores y no representan ningún tipo de riesgo para la institución, la facultad o los estudiantes. Si se tiene alguna inquietud acerca de la investigación puede contactarnos en los siguientes números celulares Geniffer Sanchez-3163143742, Edward Ruiz- 3123722165 e Ismael Parada 3212163911.

Agradecemos la atención dispensada y quedamos en espera de una respuesta positiva.

Ismael Parada Viloría

350723

Edward Alexander Ruiz Castro

375803

Geniffer Tatiana Sanchez Oyola

293757

APPENDIX 9

Additions = 2

Added preposition	Structure	Function	Type of error
<p style="text-align: center;">IN</p> <p style="text-align: center;">In bogotá you can find several places <u>In where</u> you may give a donation in order to help the English speaking. /7/A2</p>	N+P	LOCATION	Interlingual
<p style="text-align: center;">TO</p> <p style="text-align: center;">In Bogotá people <u>help to</u> a good cause. 15</p>	V+P	ABSTRACT	Interlingual

SUBSTITUTIONS = 9

Replaced prepositions	Structure	Function	Type of error
<p style="text-align: center;">Between instead of among</p> <p style="text-align: center;">Bogotá has many companies with brands highly luxurious, like el corral, KFC, Tutto <u>between others</u>.</p> <p style="text-align: center;">7</p>	N+P	ABSTRACT	Interlingual

<p style="text-align: center;">IN instead of OF Not only do they come to travel, but they come because they is <u>thinking in change</u> the way style. 7</p>	<p style="text-align: center;">V+P</p>	<p style="text-align: center;">ABSTRACT</p>	<p style="text-align: center;">Interlingual.</p>
<p style="text-align: center;">By instead of PER The activity can create a good habit for all people. The inscription is of \$15.000 <u>by month</u> 15</p>	<p style="text-align: center;">N+P</p>	<p style="text-align: center;">TEMPORAL</p>	<p style="text-align: center;">Intralingual MISANALYSIS</p>
<p style="text-align: center;">In instead of ON <u>In the other</u> side people from other countries needn't raising money. 25</p>	<p style="text-align: center;">N+P</p>	<p style="text-align: center;">ABSTRACT</p>	<p style="text-align: center;">Intralingual co occurrence</p>
<p style="text-align: center;">FROM instead of OF One relevant point is <u>the role from the money</u> over people's standard of living. 36</p>	<p style="text-align: center;">N+P</p>	<p style="text-align: center;">ABSTRACT</p>	<p style="text-align: center;">Intralingual Overgeneralization.</p>
<p style="text-align: center;">OVER instead of IN One relevant point is the role from the money <u>over people's</u> standard of living. 36</p>	<p style="text-align: center;">N+P</p>	<p style="text-align: center;">ABSTRACT</p>	<p style="text-align: center;">Intralingual MISANALYSIS</p>
<p style="text-align: center;">BY instead of FOR It is much <u>better paying by a trip</u> that spending money in a car. 36</p>	<p style="text-align: center;">V+P</p>	<p style="text-align: center;">ABSTRACT</p>	<p style="text-align: center;">Intralingual OvergeneralizationMI SANALYSIS</p>

<p>IN instead of ON It is much better paying by a trip that <u>spending money in</u> a car. 36</p>	V+P	ABSTRACT	Intralingual Overlooking cooccurrence restrictions.
<p>FROM instead of in To finish this report, is necessary review from our government the ways of following to help to raise money for charity. 37</p>	V+P	ABSTRACT	Intralingual MISANALYSIS

B1
 Substitutions = 52

Replaced preposition	Structure	Function	Type of error
<p>FOr instead of TO It is a good idea to raise money because those companies <u>send that</u> <u>money for children.</u> 26</p>	N+P	ABSTRACT	Intralingual Misanalysis
<p>Substitution By instead of ON This charity activities are transmit by television or radio. EXAMEN 40 /B1</p>	V+P	ABSTRACT	intralingual MISANALYSIS/OVER GENREALIZATION
<p>Substitution In instead of on People that live in the streets. /5/B1</p>	V+P	LOCATION	INTERLINGUAL

<p>substitution with instead of OF Visitors sometimes feel <u>ashamed with</u> people who help them 2</p>	ADJ + P	ABSTRACT	Interlingual
<p>Substitution (To instead of FOR) In order <u>to collect money to children</u> with cancer. 3</p>	N+P	ABSTRACT	Intralingual Misanalysis
<p>3. Substitution (To instead of for) It event is <u>design to</u> desperate families to look for a economic help 3</p>	V+P	ABSTRACT	Intralingual Misanalysis
<p>4. Substitution (by instead of from) To give a good lifestyle to those children who <u>suffer by</u> cancer. 3</p>	V+P	ABSTRACT	Intralingual mISANALYSIS
<p>5. Substitution (In instead of on) Famous multinational cooperations and global brands have been <u>working together in</u> it even since 1950 3</p>	V+P	ABSTRACT	Intralingual Overlooking co- occurrence restrictions
<p>6. Substitution (to instead of in) It money had been <u>implemented to</u> hospitals which offer help to devastated families that have children with cancer. 3</p>	V+P	ABSTRACT	Intralingual Misanalysis
<p>7. Substitution (To instead of for) We were able to collect a good amount money <u>to</u> the children. 4</p>	N+P	ABSTRACT	Intralingual Misanalysis

<p>8. Substitution (Into of instead of among) <u>Into of</u> these brands, we can find “Minuto de Dios University” 6</p>	<p>P+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>
<p>9. Substitution (to instead of -OF-) Because the more they learn about the lifestyle <u>to other population</u> 6</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Misanalysis</p>
<p>10. Substitution FOR INSTEAD OF TO The report is intended <u>for</u> inform to people the different activities that there are in my city. 8</p>	<p>Adj+P</p>	<p>ABSTRACT</p>	<p>Intralingual Overgeneralization</p>
<p>11. Substitution FOR instead of BY They could start to be <u>recognized for</u> people and show their talent. 8</p>	<p>ADJ+P</p>	<p>ABSTRACT</p>	<p>Intralingual Overgeneralization</p>
<p>12. Substitution (From instead of on) So me as the boss I have to be <u>pendent from</u> the staff and the problems. 9</p>	<p>ADJ+P</p>	<p>ABSTRACT</p>	<p>Intralingual MISANALYSIS</p>
<p>Substitution BY instead of OF What makes my proud is the successful and cooperative work by all Colombian people. /3/B1</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Misanalysis overgeneralization</p>
<p>14. Substitution (of instead of TO) <u>Contrary of this</u> just the 10% is able to improve charity and talent. 13</p>	<p>ADJ+P</p>	<p>ABSTRACT</p>	<p>Intralingual mISANALYSIS</p>

<p>15. Substitution. AROUND instead of along Also people have implemented rides on <u>horses around the beach</u> <u>14</u></p>	<p>N+P</p>	<p>LOCATION</p>	<p>Intralingual OCCURRENCE RESTRICTION</p>
<p>16. Substitution. (TO instead of AT) And also <u>to the end</u> of the ride at night there is a free cocktail. <u>14</u></p>	<p>Preposition at the beginning</p>	<p>TEMPORAL</p>	<p>Interlingual</p>
<p>17. Substitution (On instead of IN) For this reason in Bogotá every year <u>on June</u>, people organized one of the most visited activities “El Donaton” <u>18</u></p>	<p>N+P</p>	<p>TEMPORAL.</p>	<p>Intralingual Overgeneralization/Misa nalisys</p>
<p>18. Substitution. (To instead of for) The idea of that is to raise money to <u>build houses to poor people</u>. <u>18</u></p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>INTRALINGUAL MISANALYSIS</p>
<p>19. Substitution. (FOR instead of BY) Bogotá is a big city and it is constantly <u>visited for a lot of foreign people</u>. <u>19</u></p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>
<p>20. Substitution. (To instead of for) I am going talking about three important activities you should consider in order <u>to do a collaboration to people</u> who are needing your support./ <u>19</u></p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>INTRALINGUAL MISANALYSIS</p>

<p>21. Substitution. In instead of ON People who live <u>in the streets</u> 19</p>	<p>V + P</p>	<p>Location</p>	<p>Interlingual</p>
<p>22. Substitution (For instead of to) There, you could <u>donate food for</u> people in necessity, but remember you must donate or food product or <u>of</u> money to achieve to do part of the great and important activity./ 19</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>
<p>23. Substitution. (of instead of away from) If we keep <u>hiding of</u> that reality we are going to sink in it. 22</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>
<p>24. Substitution. (To instead of FOR) What people do in my city to raise <u>money to charity</u> to give out to English speaking visitors different activities depending of the kind of companies or institutions. 24</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Misanalysis</p>
<p>25. Substitution. (To instead of FOR) Multinational companies makes auctions with priceless things and use a part of the fees or the total <u>fees to Charity</u>. 24</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Misanalysis</p>
<p>26. Substitution. (of instead of on) What people do in my city to raise money to charity to give out to English speaking visitors different activities <u>depending of</u> the kind of companies or institutions. 24</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>

<p>27. Substitution. (ON instead of UNDER) It would be great that you can sell it with a good <u>worthy on no circumstances.</u> 26</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Incomplete rule application</p>
<p>28. Substitution. (FOR instead of BY) This money have been <u>received for companies</u> that demolish and rebuild more residential areas. 27</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>
<p>29. Substitution. (TO instead of FOR) This money have been received for companies that demolish and rebuild more residential <u>areas to poor</u> people 27</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual misanalysis</p>
<p>30. Substitution. (In instead of ON) <u>In that day</u>, students cook delicious food to sell. 27</p>	<p>Preposition at the beginning</p>	<p>TEMPORAL</p>	<p>Interlingual</p>
<p>31. Substitution. (In instead of on) The money raised <u>in the food day</u> is for children who suffer apprehension. 27</p>	<p>V+P</p>	<p>TEMPORAL</p>	<p>Interlingual</p>
<p>32. Substitution. (WITH INSTEAD OF ON,) Furthermore, how people prove your worth with their talents where it is that visitors ought to attend and spend money <u>with those projects.</u> 29</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>

<p>33. Substitution. (In instead of ON) Choco's people have been <u>working since 2009 in</u> its festivals about typical food./ 29</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>
<p>34. Substitution. (TO instead of FROM) Many people come here and just create a clash of cultures with our daily routine because each <u>person learns to another person.</u> 33</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Intralingual misanalysis</p>
<p>35. Substitution. (TO instead of FOR) It's commonly that people <u>raise money to charity</u> 33</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Overgeneralization/misa nalysis</p>
<p>36. Substitution. (of Instead of ON) Bogotá is a beautiful city you could do different activities, it is <u>dependent of</u> what do you like. 35</p>	<p>ADJ + P</p>	<p>ABSTRACT</p>	<p>Interlingual</p>
<p>37. Substitution.(IN instead of ON) Currently, the activities we manage are <u>focused in</u> improves self- esteem. 39</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Intralingual Overlooking cooccurrence restriction</p>
<p>38. Substitution.(TO instead of FOR) Obviously when money is <u>used to necessary things</u> 42</p>	<p>V+P</p>	<p>ABSTRACT</p>	<p>Intralingual Overlooking cooccurrence restriction</p>

<p>39. Substitution. (OF instead of FROM) First, they use social <u>networks to collect people of different places to help them</u> 30</p>	<p>N+P</p>	<p>LOCATIVE</p>	<p>Interlingual</p>
<p>40. Substitution.(TO instead of OF) In the first place, the citizens know the importance <u>to helping to improve the quality and the way of life</u> 38</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Overlooking co-occurrence restriction</p>
<p>41. Substitution.(FOR instead of IN) We think that he could have <u>invested his salary for charity</u> 38</p>	<p>N+P</p>	<p>ABSTRACT</p>	<p>Intralingual Overlooking co-occurrence restriction.</p>
<p>42. Substitution. (FROM instead of -OF-) Here in Bogotá, Colombia people can see or notice that a big <u>part from</u> Colombians live on the street. 43</p>	<p>V+P</p>	<p>LOCATIVE</p>	<p>Intralingual OVERENERLIZATION</p>
<p>Substitution.(IN instead of ON) <u>In the other hand,</u> a lot of Bogota places give the opportunity to people to go to take breakfast./ 43</p>	<p>At the beginning of a sentence</p>	<p>ABSTRACT</p>	<p>Intralingual Incomplete rule application</p>
<p>44. Substitution.(FROM instead of IN) This park is one of the most <u>important from</u> Colombia./ 49</p>	<p>ADJ + P</p>	<p>LOCATIVE</p>	<p>Intralingual Overlooking co-occurrence restrictions errors</p>

<p>45. Substitution.(FOR instead of BY) The most famous event is “El Vanquete del millon” <u>that is doing for the “Minuto de Dios”./</u> 50</p>	V+P	ABSTRACT	Interlingual
<p>46. Substitution.(FOR instead of ON) Some Colombian singer, present <u>a show for TV</u> and give money too 50</p>	N+P	ABSTRACT	Interlingual
<p>47. Substitution.(FOR instead of TO) Charity is a way to <u>give a hand for the people</u> who need a help./ 52</p>	N+P	ABSTRACT	Intralingual Overgeneralization. Misanalysis
<p>48. Substitution.(IN instead of ON) There is a charity that help the people <u>who live in the streets</u> 52</p>	V+P	LOCATIVE	Intralingual Overlooking co- occurrence restrictions errors.
<p>49. Substitution.(IN instead of ON) The people who live <u>in the street</u> sometimes are insegured./ 52</p>	V+P	LOCATIVE	INTRALINGUAL Overlooking co- occurrence restrictions errors

Additions = 16

Added preposition	Structure	Function	Type of error
<p>addition TO What makes it Interlingualesting is that your money would <u>save to those</u> children. 3</p>	(V+P)	ABSTRACT	Interlingual

<p style="text-align: center;">Addition OF It is necessary to raise money to give them and to <u>make of their</u> stay a memorable experience 2</p>	(V+P)	ABSTRACT	INTERLINGUAL
<p style="text-align: center;">Addition (IN) Bogotá has <u>become in</u> one of the best cities in the world for many reasons. 5</p>	(V+P)	ABSTRACT	Interlingual
<p style="text-align: center;">addition (of) The story <u>about of this</u> it has been fascinating for some people. 6</p>	P+P	ABSTRACT	Interlingual
<p style="text-align: center;">addition (of) You can evidence <u>through of web</u> page of University a set of photos. 6</p>	P+P	ABSTRACT	Interlingual
<p style="text-align: center;">addition (of) And also <u>through of TV</u>, events such as “bazares”, bank accounts where people can give their help 6</p>	P+P	ABSTRACT	Interlingual
<p style="text-align: center;">Addition. TO For example in Bogotá has existed many causes to <u>protect to</u> the environment. 11</p>	V+P	ABSTRACT	Interlingual
<p style="text-align: center;">Addition (IN) Lately Colombia has <u>become in</u> a multicultural country. 14</p>	V+P	ABSTRACT	Interlingual

<p style="text-align: center;">Addition. (TO) I am going to present the most common activities in which you could <u>help to others</u> and in this way improve your self-esteem 27</p>	V+P	ABSTRACT	Interlingual
<p style="text-align: center;">Addition (OF) Another important thing, in the hospitals some <u>of</u> people that I mentioned before going to there 43</p>	N+P	ABSTRACT	Intralingual EXPLOITING REDUNDANCY
<p style="text-align: center;">Addition (TO) Another important thing, in the hospitals some of people that I mentioned before going <u>to</u> there./ 43</p>	V+P	ABSTRACT	Interlingual
<p style="text-align: center;">Addition (TO) When we <u>help to other</u>, we can create a better environment around not only in the city, around the world too 43</p>	V+P	ABSTRACT	Interlingual
<p style="text-align: center;">Addition (TO) Also some companies like supermarkets, shops, or mails always are <u>asking to buyers</u> if they want to donate money 44</p>	V+P	ABSTRACT	Interlingual
<p style="text-align: center;">Addition (TO) I think that is important that these kind of organization only they want to <u>help to</u> people who need./ 44</p>	V+P	ABSTRACT	Interlingual
<p style="text-align: center;">Addition (At) This activity is each Sunday at morning in Bogotá's center. 18</p>	N+P	TEMPORAL	Intralinguall Misanalysis/overgener alization

<p style="text-align: center;">Addition (of) but remember you must donate or food product or <u>of money</u> to achieve to do part of the great and important activity./ 19</p>	V+P	ABSTRACT	Intralingual. Exploiting redundancy
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Omissions = 11

omitted	Structure	Function	
<p style="text-align: center;">Ommition from Second one. Is activities in the main park, this place is away urban sprawl and it is a green belt land. Examen 28/ B1</p>	P+P	LOCATION	Intralingual Incomplete rule application
<p style="text-align: center;">Omission FOR This Tv program has been developing <u>around 50 years.</u> 3</p>	P+P	TEMPORAL	Intralingual incomplete rule application
<p style="text-align: center;">Omission (IN) <u>We have been 12 shelters</u> in different neighbourhoods of the city. 4</p>	(V+P)	LOCATION	Intralingual incomplete rule application
<p style="text-align: center;">Omission (of) We were able to collect a <u>good amount money.</u> 4</p>	N+P	ABSTRACT	Intralingual incomplete rule application
<p style="text-align: center;">Omission (INTO) You will have to <u>take account</u> it in a big and beauty city. 11</p>	V+P	ABSTRACT	Intralingual incomplete rule application

<p>Omission. (OF) Like to know different cities and doing the thing is famous in this city, this type of <u>way life</u> 17</p>	N+P	ABSTRACT	Intralingual incomplete rule application
<p>Omission. (TO) This place is perfect for people who like to drink something and <u>listening music</u>. 17</p>	V+P	ABSTRACT	Interlinguallingual
<p>Omission. (OF) You must go to Bogotá because is the place where you definitely looking history and activities for all <u>kind likes</u>. 35</p>	N+P	ABSTRACT	Intralingual Incomplete rule application
<p>Omission (ABOUT) <u>What I admire the Bogotá is</u> the places for share with the family. 41</p>	ADJ+P	ABSTRACT	Intralingual ncomplete rule application
<p>Omission. (at) Few day ago I was__ Gold Museum and there are a lot of people coming to Colombia./ 49</p>	V+P	LOCATIVE	Intralingual Incomplete rule application
<p>Omission. (OF) These are fantastic and you would earn a <u>lot money</u>./ 49</p>	N+P	Abstract	Intralingual Incomplete rule application

B2

Additions=4

Added preposition	Structure	Function	Type of error
<p style="text-align: center;">Addition of in</p> <p style="text-align: center;">Due to expansion and development, Cajica has become in a residential town. /20/B2</p>	V+P	ABSTRACT	INTERLINGUAL
<p style="text-align: center;">INTO</p> <p style="text-align: center;">Nowadays charity has <u>become into</u> of the most popular awareness for people in Bogotá./ 23</p>	Verb+preposition	Abstract	Intralingual Exploiting redundancy
<p style="text-align: center;">IN</p> <p style="text-align: center;">Another example is the one we know as “banquete del millon” in which famous and important people attend to an event <u>in where</u> the money collected is for building houses 55</p>	Noun+preposition	Locative	Interlingual
<p style="text-align: center;">TO</p> <p style="text-align: center;">important people attend to an event <u>in where</u> the money collected is for building houses 55</p>	Verb+Preposition	Abstract	Interlingual

Substitution=11

Substituted preposition	Structure	Function	
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<p style="text-align: center;">On instead of in The cooking <u>on</u> neighbourhood's festivals is one of the easiest ways to collect money for charity 23</p>	<p style="text-align: center;">Noun+preposition</p>	<p style="text-align: center;">Locative</p>	<p style="text-align: center;">Intralingual overgeneralization</p>
<p style="text-align: center;">Substitution. To instead of FOR So they use a large <u>budget to this</u> activity. EXAMEN 34 /B2</p>	<p style="text-align: center;">N+P</p>	<p style="text-align: center;">ABSTRACT</p>	<p style="text-align: center;">INTRALINGUAL Misanalysis</p>
<p style="text-align: center;">Substitution. At instead of BY That money will have been used <u>at the end</u> of the year for new acting academics. EXAMEN 31 /B2</p>	<p style="text-align: center;">V+P</p>	<p style="text-align: center;">TEMPORAL</p>	<p style="text-align: center;">Intralingual Overgeneralization</p>
<p style="text-align: center;">On instead of in Requesting the government for help is <u>on my opinion</u> the hardest way to help charity because of the legal process that is necessary 23</p>	<p style="text-align: center;">Verb+preposition</p>	<p style="text-align: center;">Abstract</p>	<p style="text-align: center;">Intralingual Overgeneralization.</p>
<p style="text-align: center;">On instead of in It is usual to find some homeless people on the streets when we are <u>on our countries</u> 45</p>	<p style="text-align: center;">Verb+preposition</p>	<p style="text-align: center;">locative</p>	<p style="text-align: center;">Intralingual Overgeneralization.</p>
<p style="text-align: center;">On instead of in If you are in the <u>country on November</u>, the foundation Minuto de Dios realize a special dinner./ 45</p>	<p style="text-align: center;">Noun+preposition</p>	<p style="text-align: center;">temporal</p>	<p style="text-align: center;">Intralingual. Overgeneralization.</p>

<p style="text-align: center;">In instead of to That's why visitors who are living here or only having vacations for a short time <u>could contribute in charity for those</u> bogotans who are with different social and health problems 46</p>	<p style="text-align: center;">Verb+preposition</p>	<p style="text-align: center;">Abstract</p>	<p style="text-align: center;">intralingual OVERLOOKING OCURRENCE...</p>
<p style="text-align: center;">On instead of in looking for plans to do <u>on</u> the city 46</p>	<p style="text-align: center;">Verb+preposition</p>	<p style="text-align: center;">locative</p>	<p style="text-align: center;">Intralingual Overgeneralization/misanalysis.</p>
<p style="text-align: center;">To instead of on While visitors are looking for plans to do on the city they will click <u>to</u> these events and then they will be Interlingualested on assist and buy things 46</p>	<p style="text-align: center;">Verb+preposition</p>	<p style="text-align: center;">Abstract</p>	<p style="text-align: center;">intralingual Overlooking Co ocurrece...</p>
<p style="text-align: center;">On instead of over Not only have Colombians helped , but <u>people all on the world</u> have been helping to make it better 51</p>	<p style="text-align: center;">Noun+preposition</p>	<p style="text-align: center;">Locative</p>	<p style="text-align: center;">Intralingual MISANALYSIS AND OVERGENERALIZATION</p>
<p style="text-align: center;">On instead of in While visitors are looking for plans to do on the city they will click to these events and then they will be interested <u>on</u> assist and buy things./ 46</p>	<p style="text-align: center;">Verb + preposition</p>	<p style="text-align: center;">Abstract</p>	<p style="text-align: center;">Intralingual Overlooking co-occurrence restrictions errors</p>

Omission=2

Omitted preposition	Structure	Function	Type of error
Omission. Of OF	N+P	ABSTRACT	INTRALINGUAL Incomplete rule application

<p>In Bogotá there are a lots places where not only do loaded people help with their money but also skint people who help doing fun activities. 54 /B2</p>			
<p>With The most meaningful to set how ways of life can <u>Interlingualact</u> <u>each other.</u> 10</p>	<p>Verb + preposition</p>	<p>Abstract</p>	<p>Intralingual INCOMPLETE RULE APPLICATION</p>

Special cases (global errors)

A2

<p>Special case</p>	<p>Today for you and tomorrow by me</p>
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B1

<p>Special case</p>	<p>They usually find for more people who should be active part in this process./6/B1</p>
<p>Special case</p>	<p>So you never must be bad with this. /11/B1</p>
<p>Special case</p>	<p>You should go to the church and belong to a group and you must to do a presentation with the purpose to collect money. /21/B1</p>
<p>Special case</p>	<p>For beginning, Choco's people have been working since 2009./ 29/B1</p>
<p>Special case</p>	<p>There are animals in the street which have been passing by bad situations./ 30 /B1</p>

Special case	In conclusion you should know Bogotá because there are a lot of places for know. /41/B1
Special case	The tourist people could help the poor people by giving them money at Transmilenio.47/ / B1
Special case	When tv program is transmited in real life. EXAMEN 40 /B1
Special case	The report is intended for inform to people the different activities that there are in my city.
Special case	Also it is a shoulder to cry on if you have any <u>pain in money</u> , love or health

B2

<p>with</p> <p>Villavicencio is a city <u>with</u> instantly makes you feel a connection.</p>	<p>Preposition stranding</p>
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Appendix 10

para t

Bachelor Program

40

ENGLISH LANGUAGE AND ANGLOPHONE CULTURE 6
First Exam

2017-10A

WRITING

Your local tourist office has asked you to write a report on the different activities people do in your city to raise money for charity to give out to English-speaking visitors.

You need to include:

- 5 paragraphs and their headings (1 introduction, 3 body and 1 conclusion)
- Vocabulary: globalization, feelings, money, self-improvement, fitness and polite behavior.
- Grammar: Continuous and perfect tenses, cleft sentences, inversion with negative adverbials and modal verbs.

Your composition should have about 150 words. Check punctuation, grammar, spelling, linking words, vocabulary and content.

Write the composition of the writing section here B1

Money that Others Need

Nowadays, the charity is a very common exercise to collect money. Because many Colombian people have been affected by the globalization, for this reason some people have been losing their jobs. However, the charity could be a way to help the most necessity people.

To refer some charity activities in Colombia, there are some organizations that had been developing activities for several years, it refers to "Tetaton and Banguete del Millon". This charity activities have a polite behavior because they are transmit by television or radio. Furthermore, what the charity activities permit is interact with famous people when the TV program is transmitted in real life.

On the other hand, the money that is recollacted by charitable people is used in people who has problems with their health, activities that are related with fitness machines to heal their process. In addition, the Banguete del Millon charity collect money in order to give free houses to the poor people.

Finally, in my personal opinion what makes me feel happy is when I can help other people, it permit that I could improve my self-esteem.

→ continue →

NP ##### 16
 AP H F 3
 VP ##### 9
 PP
 Pobj 1
 Adv
 Pst

✓

29

L = F A = 24
 T = F M = i

Corporación Universitaria Minuto de Dios
 Bachelor Program in English Language Teaching

LANGUAGE AND ANGLOPHONE CULTURE 6
 First Exam

2017-10A

composition of the writing section here

come into one of the most popular awareness
 found interesting ways to raise up money for
 this, from cooking on neighborhood neighborhood's festivals, to making
 big collection of goods or even requesting to the government to help
 them. All of this mainly thought for helping others.

The cooking on neighborhood's festivals is one of the easiest ways to
 collect money for charity. Why? simply because the most of the dishes
 are home made house wife's dishes, they have a good price and make
 you remember that is for a good cause.

The goods collection is another incredible way to help charity, most
 of the collections are made by schools, churches, the ~~church~~ Channak.
 These goods don't have to be expensive, they just need to be able
 for the usagee such as can food or body cleaning implements.

Requesting the government for help is on my own opinion the
 hardest way to help charity because of the legal process that
 is necessary to go through and even after it you have to
 be prepared to receive a "no, we don't have money or goods to help"
 as an answer, but if you get something it could be something really good.

In conclusion, people become recursive at the moment of helping others,
 they find ways even when is hard or expensive for themselves
 just to help those who need more than them.

VP H H H H H 8
 NP H H H H H H H H H H H H H H H H 22
 AP H H H H
 Adv 1 4
 PP 1
 Pst
 Pobj 1
 ✓
 36

street

Universitaria Minuto de Dios
 in English Language Teaching



ENGLISH AND ANGLOPHONE CULTURE 6
 First Exam

JCAS -LCU 2017-10A

...tion of the writing section here

B2

money for charity, not only is there things that will help people to achieve their charity they are planning, and what you ought to do goals for any is to support them as much as possible.

* The first activity we can observe in our city is when actors and actresses act in residential areas for free, hoping that at the end of the performance people had donated any amount of money. That money will have been used at the end of the year for new acting academies which will be ~~practical~~ for students who can't afford one. Multinational companies will also help with this charity.

* Another thing people may do is a contest where young people are able to participate as long as they have paid their entrance which will not be much. Participants will be competing with one another in different activities and sports so they can tone up their muscles, plus getting ~~of~~ through, but the creators of the championship will be using the money for poor people who can't buy a house due to the high-rise price property.

* One last activity for people who have lost their home because of natural disasters is an activity where you need to buy a ticket with a number, and if your number is chosen you will be getting a prize at the end of the activity. Seldom will your number be chosen, but it will be worthy since the deposits will have been used for these unlucky people at the end of each year.

* To conclude, there may be different activities for charity, ~~under no circumstances~~ should you feel helpless because if you want to help others, you must only participate in these activities, supporting them with some money and it is then when you will really feel overjoyed due to your positive actions. You needn't be loaded, any amount of money is worthwhile and people are using it to help devastated people, so keep it up.

TR1 LF MI Abs 28

~~prep~~ 22

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Prepos verbs

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17-10A

Write the com
 a gpc

In Bogotá people help to others that don't have money, since this year had helped to English-speaking visitors to know the city better. In the city we can make a lot of activities to do, it is an awesome initiative by the presidents or representatives of each city's localities, these activities are:

Awesome activities

To earn money we had created a dancing bingo, the main objective is while people are dancing, others could play and buy food, with this activity we are hoping to recollect \$600,000 every weekend.

Other of the awesome activity has been a sports marathon, this marathon include sports like football, baseball, basketball and tennis, the activity can create a good habit for all people, the inscription is of \$15,000 by month.

To finish with the main activities other activity is a karaoke with old people, they have had an excellent experience with this because while some of them are singing, others are telling their histories, their fee is \$10,000 every Friday.

With these activities I feel relieved because this is to charity for help, other people

With our help, we must to take into account that the money is not so important, the most important thing is to have the satisfaction to help others.

T1 Lπ M Abs → 22.18

32 prep
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modal verbs.

Your composition should have about 150 words. Check punctuation, grammar, spelling, linking words, vocabulary and content.

Write the composition of the writing section here

B1

INTRODUCTION:

Bogotá is one of the most important cities in my country where each year famous used to participate in a TV program called "Telefon". This TV program has been developing ^{from 50} 50 years. In order to collect money ^{to} children with cancer, poor children who have economic needs ^{to} treatments. What makes it interesting is that give money would save ^{to} those children.

not only

does money important to raise their ^{trust} also, money give them a comfortable life style. Indeed I people give a lot of money to this kind of charity. It was this attitude that let ^{raising} the ^{fund} established by the program. Also multinational corporations give money to helpless children in Colombia and global brands have sponsors ^{for} this kind of events.

It seem it is desiring ^{to} desseperated families to look for a economic help in order to give a good life style to those children who suffer ^{by} cancer.

In my opinion, it event is one of the most important charity activity to raise money, what makes me proud is the successful and cooperative work ^{by} all Colombian people. Seldom also our country is join to charity however it event gets our total attention. Famous multinational corporations and global brands have been ^{working} together ^{on} it even since 1950. It money had been implemented ^{to} hospitals which offer help to devastated families that have children ^{with} cancer.

in/on

Paragraph One

Paragraph Two

Paragraph Three

~~prep~~ 25
 in: 11 ← for: 3 ←
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N+P = 13
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 Phrasal verbs = 1
 P+P = 1
 Preposition = 2
 beginning ✓

00 05 2017

A2

activities you can do to raise ^{how many} money in Bogotà. Thus, you must take into account these recommendation to than don't be in bankrupt, and you can give out to English-speaking visitors.

- Having a open mind: if you are a stingy person, you really need thinking about the needs that other people have. So, in Bogotà you can find several places in where should you give to charity clothes, food and money. So, you probably haven't lived these situation because you haven't broke, but remembering in this world everything can happen.
- Be careful and keep your money to help others. Bogotà has many companies with brands highly luxurious, like el corral, KFC, TOTTO between others, in where you may give a donation in order to help the English speaking. Not only do they come to travel, but they come because they is thinking in chance the way style.
- Today for you and tomorrow by me: Only then it necessary that you improve your studies, but you also can travel to another country and foreigners could do the same for you. As Bogotà as the government try to help them with all possible resources. idiom not well used
- Finally, I consider that Bogotà has offered different opportunities to foreigners people in order to they can change the brain drain, but it is incomplete yet. For all these reason we must consider that they visit our country to help to improve our speaking skills in other language. Help them!

T

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Ab5 19