

***“DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY***

***FACULTY OF FOREIGN LANGUAGES AND LITERATURES***

***ANNALS OF “DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY***

***LINGUISTICS, LITERATURE AND METHODOLOGY OF TEACHING***

***VOLUME XVIII***

***No.2/2019***

**This journal is included in**  
**EBSCOhost**  
**IDB SCIPPIO**  
**CEEOL**  
**ICI Journals Master List 2018**



<http://analefls.ucdc.ro>  
[analefls@ucdc.ro](mailto:analefls@ucdc.ro)

**ISSN 2065 – 0868**  
**ISSN-L 2065 – 0868**

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## CONTENTS

*Notes on the Volume from the Editors* .....7

### **Teaching, Innovating and Researching General Language vs Specialized Language**

**Ana CUNHA and Amanda BRUSCATO:** *A Contribution to ESP Teachers' Training* .....11

**Ana-Maria CHISEGA-NEGRILĂ:** *English for Specific Purposes in the Military Field* .....28

**Yolanda-Mirela CATELLY:** *English for Law Course Design - A Case Study* .....36

**Cristina ATHU:** *Comprehension Methods on Teaching Terms as Special Lexical Units of Terminology* .....46

**Yuliia LYSANETS, Olena BIELIAIEVA and Halyna MOROKHOVETS:** *The Communicative Status of Paronyms in Medical English for Academic Purposes* .....54

**Teaching Methods & Cultural Perceptions  
Didactic Renewal and  
Adaption for the 21<sup>st</sup> Century**

<b>María Amor BARROS-DEL RÍO and Beatriz MEDIAVILLA-MARTÍNEZ:</b> <i>The European Perception of Foreign Language Teacher Training. Findings on a Survey in 13 Countries</i> .....	67
<b>Ramona MIHĂILĂ:</b> <i>Intercultural Communication Language: Euphemisms, Racism, Sexism, and Political Correctness</i> .....	82
<b>Han CHOONG-HEE:</b> <i>Teaching Korean Language and Culture in the Romanian Space. Challenges and Approaches</i> .....	92
<b>Mihaela MATEESCU:</b> <i>Las Dificultades De Los Estudiantes Rumanos En El Aprendizaje Del Español Como Lengua Extranjera</i> .....	97
<b>Onorina BOTEZAT:</b> <i>Various Approaches in Teaching Vocabulary.</i>	104
<b>Răzvan STAIKU and Nicoleta Victoria NUȚU:</b> <i>L'educazione linguistica e l'educazione letteraria, nella didattica dell'italiano insegnato come L2</i> .....	121
<b>Paula Alice BĂLOIU:</b> <i>Norms of Assessment and Easing Inhibition in Learners</i> .....	133
<b>María SIMARRO VAZQUEZ, Concetta Maria SIGONA and Alba FERNÁNDEZ ALONSOI</b> <i>Training for Teachers of Foreign and Second Languages: Overview and Challenges in the European Space</i> .....	151
<b>Contributors</b> .....	164

## **Notes on the Volume from the Editors**

*As language teaching strategies, programs, and procedures are continually experiencing reassessment, new ideas keep surfacing. This issue of Annals of “Dimitrie Cantemir” Christian University. Linguistics, Literature and Methodology of Teaching is meant both to disseminate the Erasmus+ Project VIR\_TEACH: A VIRTUAL Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe (Ref. 2018-1-ES01-KA203-050045) and to carry the modern teaching methods’ review forward to address the contemporary age of digital communication in the twenty-first century. The expanding complexity of the means of communication and the openings created by technology put language skills to new applications. In addition, the challenges of intercultural communication have opened new perspectives on the central role that foreign languages have come to play in the advancement of contemporary societies and thus impact on foreign language learning and teaching. The Erasmus+ Project VIR\_TEACH project is devoted to the creation of a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and provide teachers and researchers with open-source tools and resources. In bringing together contributions on the ESP teaching in various fields and Multicultural Approaches in teaching foreign languages in the current era of globalized creation, we seek to stress the importance of improving and adapting teaching methods to nowadays challenges.*





# Las Dificultades De Los Estudiantes Rumanos En El Aprendizaje Del Español Como Lengua Extranjera

Mihaela MATEESCU <sup>1</sup>

**Abstract.** *In this study, we approach the most common difficulties experienced by Romanian students when learning Spanish as a foreign language. We shall examine some of the main mistakes they make and we shall explain where they come from, based on Romanian examples, wherever possible. If one refers to the linguistic aspect, there is a great interest in learning Spanish, especially the oral language over the written one. The most common grammatical and lexical difficulties are: errors in gender use between article and name, improper use of the indefinite article one in front of the indefinite adjective other, incorrect uses of the verbs ser (to be = to exist) and estar (to be, to be found), of the verbs recordar (to remember) and acordarse (to remember), incorrect use of the future and conditional in subordinate clauses, and the incorrect use of prepositions.*

**Keywords:** Spanish Language; Second Language Acquisition; Cultural Approach; Romanian Students.

## 1. Introducción

El español es una lengua rica y compleja, sobre todo en vocabulario y gramática, por ello no es de extrañar que los extranjeros que desean aprenderla tengan algunas dificultades. Los estudiantes que quieren aprender español se sienten atraídos por uno de los idiomas más hablados del mundo, pero su aprendizaje conlleva esfuerzo y gratificación.

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En los últimos años, el interés por el español en Rumanía ha aumentado enormemente. Este fenómeno se refleja de manera especialmente visible en el sistema educativo, también, en muchas otras esferas de la sociedad. Se trata del tercer idioma más demandado en las universidades rumanas por detrás del inglés y el alemán. La enseñanza del idioma español en nuestra universidad y en nuestro país ha ido en aumento en el marco de mayor cooperación con la Unión Europea.

En cuanto a la motivación principal que tienen los estudiantes rumanos para animarse a estudiar español, podemos mencionar dos posibles motivaciones. Por un lado, hay alumnos que aprenden español por puro placer porque dicen que es una lengua que les suena bien, por otro lado se encuentran los estudiantes que eligen aprender español por motivos laborales. Desde finales de los años 90 surgieron distintas empresas españolas que buscaban personas que hablaran español.

Por otro lado, el español llega a través de diferentes formas culturales, en general, muy atractivas para los rumanos, como por ejemplo, la música latina, el fútbol y por último, pero no menos importante, el fenómeno de las telenovelas.

## **2. Objetivo y análisis**

En este artículo nos proponemos analizar los errores que cometen con frecuencias los estudiantes rumanos en el proceso de aprendizaje del idioma español. En mi experiencia como profesora de lenguas he notado que hay ciertos aspectos de la gramática española que conducen a errores en la producción del español en no nativos como por ejemplo: errores en concordancia de género entre artículo y nombre, errores en el uso de las preposiciones, usos incorrectos de los verbos *ser* y *estar*, usos incorrectos de los tiempos verbales.

Los estudios relativos a la influencia de una lengua sobre el aprendizaje de otra nueva han tomado como punto de referencia los fenómenos lingüísticos que se transfieren de la lengua materna o L1 ampliado a una L2. Estas huellas de la lengua materna se conciben como transferencias, que, a su vez, pueden dividirse en:

a) Transferencia positiva que “facilita el aprendizaje, y puede darse cuando la lengua nativa y la lengua meta tienen la misma forma” (Richards et al., 1997: 420)

b) Transferencia negativa, fenómeno más conocido como interferencia, se define como “el uso de una construcción o regla de la lengua nativa que conduce a un error o forma inapropiada de la lengua meta” (Richards et al., 1997:419).

Robert Lado, haciendo referencia a la similitud entre la lengua materna y la primera y segunda lenguas extranjeras, señala que “aquellas estructuras que sean parecidas serán fáciles de aprender porque podrán transferirse y funcionar satisfactoriamente en la lengua extranjera. Aquellas estructuras que sean diferentes serán difíciles de aprender” (Lado 1957:64). Según Lado, por tanto, el aprendizaje de los rasgos que se parezcan a los de la lengua propia del estudiante le resultarán a éste fácil y, por el contrario, los elementos que sean diferentes le serán difíciles de aprender.

Al buscar las causas de la interferencia y sus resultados, es decir los errores, podemos observar creaciones peculiares fruto del cruce con estructuras próximas, generalizaciones de paradigmas muy frecuentes en la lengua extranjera. Las dificultades más comunes de carácter gramatical son:

1. los errores en concordancia de género entre artículo y nombre
2. uso indebido del artículo indefinido *un* ante el adjetivo indefinido *otro* \*otro
3. usos incorrectos de los verbos *ser* y *estar*, de los verbos *recordar* y *acordarse*
4. uso incorrecto del futuro de indicativo y del condicional en oraciones subordinadas
5. errores en el uso de las preposiciones

### **A) Errores en concordancia de género entre artículo y nombre:**

En español existen sólo dos géneros (masculino y femenino), a diferencia del rumano que posee tres (masculino, femenino y neutro), por lo que hay muchas diferencias, incluso si el sustantivo es fácilmente reconocible en ambas lenguas.

La búsqueda de equivalencias con la lengua materna provoca algunas equivocaciones de los estudiantes en el género de los artículos que preceden a los sustantivos del español:

Uno de los errores más comunes es la confusión de género, sobre todo en palabras masculinas que terminan en *-a* y palabras sustantivos que terminan en *-e*. Por ejemplo: *problema*, *telegrama*, *pijama*, *delta*, *planeta*, *día*, *valle* son sustantivos de género femenino en rumano y masculino en español. Es posible que oigamos en el caso de los estudiantes principiantes \**la problema*, \**la telegrama*, \**la pijama*, \**la valle* en vez de las formas correctas *el problema*, *el telegrama*, *el pijama*.

También encontramos confusiones en el caso de los sustantivos que afectan al doble artículo y cambian de significado, sobre todo en el caso del sustantivo *el orden* y *la orden*, ya que en rumano el correspondiente del sustantivo *el orden* es *ordine* (sustantivo femenino) y del sustantivo *la orden* es *ordin* (sustantivo neutro).

### **B) Uso indebido del artículo indefinido *un* ante el adjetivo indefinido *otro***

Otro error muy repetido entre los estudiantes rumanos de español lengua extranjera es el empleo del artículo delante del indefinido:

\**una otra persona* (rum. *o altă persoană*) correcto: *otra persona*

\**un otro hombre* (rum. *un alt bărbat*) correcto: *otro hombre*

### **C) Usos incorrectos de los verbos *ser* y *estar*, de los verbos *recordar* y *acordarse***

En cuanto a la morfología verbal, el caballo de batalla de los estudiantes rumanos suele ser la diferenciación entre *ser* y *estar*, puesto que en rumano se utiliza *a fi* para traducir los dos verbos del español.

Entre los errores más generalizados, encontramos el uso incorrecto de *ser* en lugar de *estar* en construcciones del tipo

\**es muy bien* (rum. *e foarte bine*)

\**somos contentos* (rum. *suntem mulțumiți*)

\**María es muy bonita con el vestido rojo.*

En vez de *María está muy bonita con el vestido rojo.*

*Estar* describe la situación de la persona y no a la persona.

También hay incorrecciones en sentido inverso, al usar *estar* en lugar de *ser*: \**la boda está en la iglesia* en lugar de *la boda es en la iglesia.*

Otros dos verbos que confunden los estudiantes rumanos son *acordarse* y *recordar* que en rumano se traducen igual a *aminti*, a *aduce aminte*. Estos verbos prácticamente significan lo mismo: *traer a la memoria*. Pero tienen estructuras distintas y el error está en mezclar esas estructuras: \**No me recuerdo de eso* en vez de *No me acuerdo de eso* o *No recuerdo eso.*

*Recordar* es un verbo transitivo, requiere un complemento directo (*recordar algo*). *No recordaba el número de teléfono.*

*Acordarse* es un verbo intransitivo pronominal que no puede usarse sin el *se*, y suele ir acompañado de la preposición *de*. *No me acordaba del número de teléfono.*

#### **D) Uso incorrecto del futuro de indicativo y del condicional en oraciones subordinadas**

Además de los problemas habituales de los extranjeros para conjugar los verbos irregulares del español en pretérito indefinido de indicativo y en pretérito imperfecto de subjuntivo, algunos estudiantes rumanos se equivocan al introducir el futuro de indicativo en lugar del presente de subjuntivo en oraciones subordinadas temporales o en las oraciones sustantivas completivas directas:

*\*Cuando llegaré a casa, te llamaré*

(rum. *când voi ajunge acasă, te voi suna*)

*\*Espero que vendrás.* (rum. *sper că vei veni*)

*\*No creo que podrán.* (rum. *nu cred că vor putea*)

Igualmente, el influjo del rumano como lengua materna o la transferencia negativa se advierte en el uso

- del futuro de indicativo en lugar del condicional para expresar una acción futura en relación con el pasado: *\*Me dijo que me llamará.* rum. *mi-aspus că mă va suna*, en vez de *Me dijo que me llamaría.*
- del condicional en una oración condicional en vez del pretérito imperfecto de subjuntivo: *\*Si tendría dinero, te ayudaría* (rum. *Dacă aş avea bani, te-aş ajuta*, correcto *Si tuviera dinero, te ayudaría.*

#### **E) Errores en el uso de las preposiciones**

A nivel morfosintáctico, destacan las confusiones en el régimen preposicional de los verbos por el influjo analógico con las estructuras de la lengua rumana. Los estudiantes rumanos se equivocan a veces a la hora de elegir la preposición adecuada. Eso normalmente ocurre cuando la preposición española no corresponde a la que se usaría en ese mismo contexto en rumano.

Entre los errores más frecuentes de los hablantes de rumano se encuentran los relacionados con las preposiciones *a* y *en*: resulta habitual corregir ejercicios de producción escrita o escuchar en las interacciones orales expresiones incorrectas tales como:

\**venir en Rumanía* (rum. *a veni în Romania*),

correcto: *venir a Rumanía*

\**bienvenido en Bucarest* (rum. *Bine ați venit în București*),

correcto: *bienvenido a Bucarest*.

\**llegar en España* (rum. *a ajunge în Spania*),

correcto: *llegar a España*.

\**regresar en Rumanía* (rum. *a se întoarce în România*)

correcto: *regresar a Rumanía*

Igualmente, encontramos la preposición *con* en lugar de *en*, en estructuras tomadas del rumano como:

\**viajar con tren* (rum. *a călătoria cu trenul*), correcto: *viajar en tren*

\* *ir con el metro* (rum. *a merge cu metroul*), correcto: *ir en metro*

### **3. Conclusión**

Los errores que hemos analizado son causados por la interferencia de la lengua materna. Pero en el proceso de enseñanza lo importante es poder determinar cuáles son los errores que caracterizan cada etapa del aprendizaje y cuáles son los errores que surgen por la interferencia de la lengua materna y que aparecen incluso en hablantes que han desarrollado una competencia lingüística considerable. Si un error se transforma en un problema permanente, se tratará de un error fosilizado y, en este caso, habrá que reflexionar sobre las estrategias de aprendizaje que han de ponerse en práctica.

### **4. Acknowledgements.**

The present paper is part of the Erasmus+ Project *VIR\_TEACH: A VIRTual Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe* (Ref. 2018-1-ES01-KA203-050045).

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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