

Cet ouvrage rassemble des articles choisis issus de la 7^e conférence internationale « Teaching and Language Corpora » qui s'est tenue à Paris en 2006. L'ensemble des articles, répartis en quatre parties, témoigne de la très grande vitalité de ce domaine de recherche. Ce livre poursuit la tradition des volumes de *TaC* : il s'appuie sur l'amélioration et la diversification constantes des ressources en corpus et en outils de manipulation de corpus pour l'enseignement des langues. En outre, l'ouvrage s'occupe de nombreux domaines connexes tels que la traduction, la linguistique, la terminologie. Certains des articles qui constituent ce volume traitent par ailleurs de concepts plus théoriques, issus de la linguistique du corpus. Ceux-ci peuvent être introduits dans l'enseignement, de même pour les outils de plus en plus conviviaux qui sont proposés aux linguistes pour créer des ressources adaptables à l'enseignement des langues. La variété des approches proposées, des types de corpus, ainsi que des analyses en corpus pouvant être mises en œuvre dans l'enseignement des langues et des domaines connexes fait de cet ouvrage un outil indispensable pour suivre l'évolution extrêmement dynamique du domaine.

Natalie Kübler est professeur de linguistique à l'Université Paris Diderot, Directeur du Centre de Ressources en Langues de l'Université et Directeur-Adjoint de l'équipe *CLULAC-ARP*; elle s'intéresse particulièrement à la linguistique du corpus, les langues de spécialité et la terminologie, la traduction, pragmatique, ainsi que les corpus appliqués à l'enseignement des langues et de la traduction et l'aide à la rédaction en anglais scientifique pour les francophones (projet ARTES).

This volume brings together a selection of papers originally presented at the 7th Teaching and Language Corpora Conference, which was held in Paris in 2006. The volume is divided into four parts and deals with the practice of corpus use, learner corpora, the creation of resources and tools, and the evaluation of resources. This book follows the *TaC* tradition which takes into account the great vitality and huge increase in computer facilities for using corpora and creating resources in language teaching. Also, the book deals with the teaching of language-related fields, such as translation, linguistics, terminology, or even literature and cultural studies. Moreover, some articles in this volume tackle the more theoretical concepts of corpus linguistics that can be introduced in language teaching. Other articles deal with the more and more user-friendly tools that are created to help linguists compile resources appropriate to language teaching. By showing the diversity of the proposed approaches, of corpus types, and corpus analyses that can be used in teaching, this volume allows readers to follow the extremely dynamic evolution of the domain.

Natalie Kübler is Professor in the Intercultural Studies and Applied Languages Department at the University Paris Diderot, Director of the Language Resource Center of the University and Head of the Languages for Special Purposes, Corpora, and Translation research team. Her research interests deal with corpus linguistics, corpus use in translation and language teaching, writing-aids for non native speakers of English for specific purposes, and lexicography. She was the promoter of the Mellange project and is currently working on a multilingual online term and phraseological database (ARTES).



Etudes contrastives

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Corpora, Language, Teaching, and Resources: From Theory to Practice

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MARIA BELEN DIEZ BEDMAR & ANTONIO VICENTE CASAS PEDROSA

The use of prepositions by Spanish learners of English at University level: a longitudinal analysis

One of the most common errors that people learning English make is to use the wrong preposition (Sinclair 1991: vii).

Abstract

Prepositions are a fuzzy word class due to their morphological, syntactic and semantic characteristics. They are difficult to use by foreign learners of English at all levels, as reported by various scholars using different methodological approaches which are not always comparable. In order to find out which prepositions pose problems to Spanish university students, a four-year longitudinal learner corpus was analysed a posteriori following Granger's Integrated Contrastive Model. Our findings show four patterns of development in the use of prepositions, and reveal the role of the mother tongue. These results lead to some suggestions to improve the design of EFL materials for Spanish university students.

1. Introduction

The last fifty years have seen a proliferation of studies analysing either errors in learners' production (Error analysis) or learners' entire production (Interlanguage analysis). These methodologies have recently benefited from the compilation of learner corpora such as the International Corpus of Learner English (ICLE, Granger et al. 2002), which have opened up possibilities for empirical research into learners' actual written or oral production (cf. papers in Granger 1998; Ghadessy et al. 2001; Granger et al. 2002; Ketteman & Marko 2002; Granger & Petch-Tyson 2003; Aston et al. 2004; Prat Zagrebelsky 2004; Sinclair 2004; Cosme et al. 2005; Gilquin et al. in press). The use of a common error

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