



THE UNIVERSITY OF UTAH

L2TReC Webinar Series

# Corpus Linguistics for Language Teachers: An Introduction

Speaker: Dr. Elnaz Kia

Friday, March 5, 2021, 4:00-6:00 PM MST



L2TReC

**SECOND LANGUAGE  
TEACHING & RESEARCH CENTER**

---

THE UNIVERSITY OF UTAH

# Webinar Layout & Zoom Features

- Three sections

- Discussion breaks



- A coffee break



- Reflection Stops



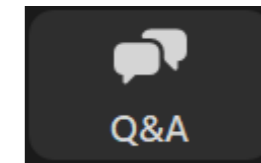
- Polls



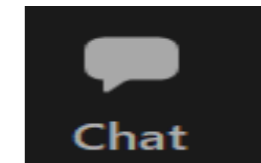
- Q&A



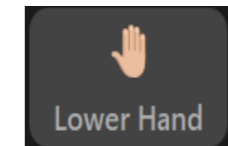
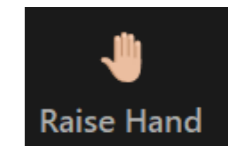
- Q&A

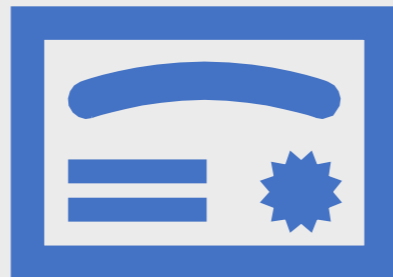


- Chat



- Raise/lower hand





Where in the world are you located?



# Salt Lake City, UT



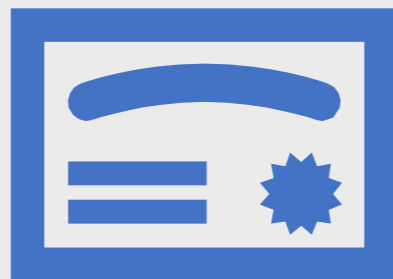
# Flagstaff, AZ





# Outline

1. Introduction to Corpus Linguistics
2. Pedagogical Applications of Corpora
3. Basic Corpus Linguistic Tools for Language Teachers
  - a. Ready-made resources
  - b. Sources with built-in CL tools
  - c. Offline corpora and concordancers



How much do you know about corpus linguistics?





THE UNIVERSITY OF UTAH

## **Section 1**

# **Introduction to Corpus Linguistics**

# Corpus → Corpora (plural)

- A **large, principled** collection of **natural** texts
- Analyzed using both **automatic** and **interactive** computer techniques

(Biber, Conrad & Reppen, 1998)



# Corpus → Corpora (plural)

- **Large:**
  - Depending on the type and purpose of the corpus
- **Text:** any language produced – spoken or written
- **Principled:** organized around your goals
- **Natural Language**
- **Interactive**

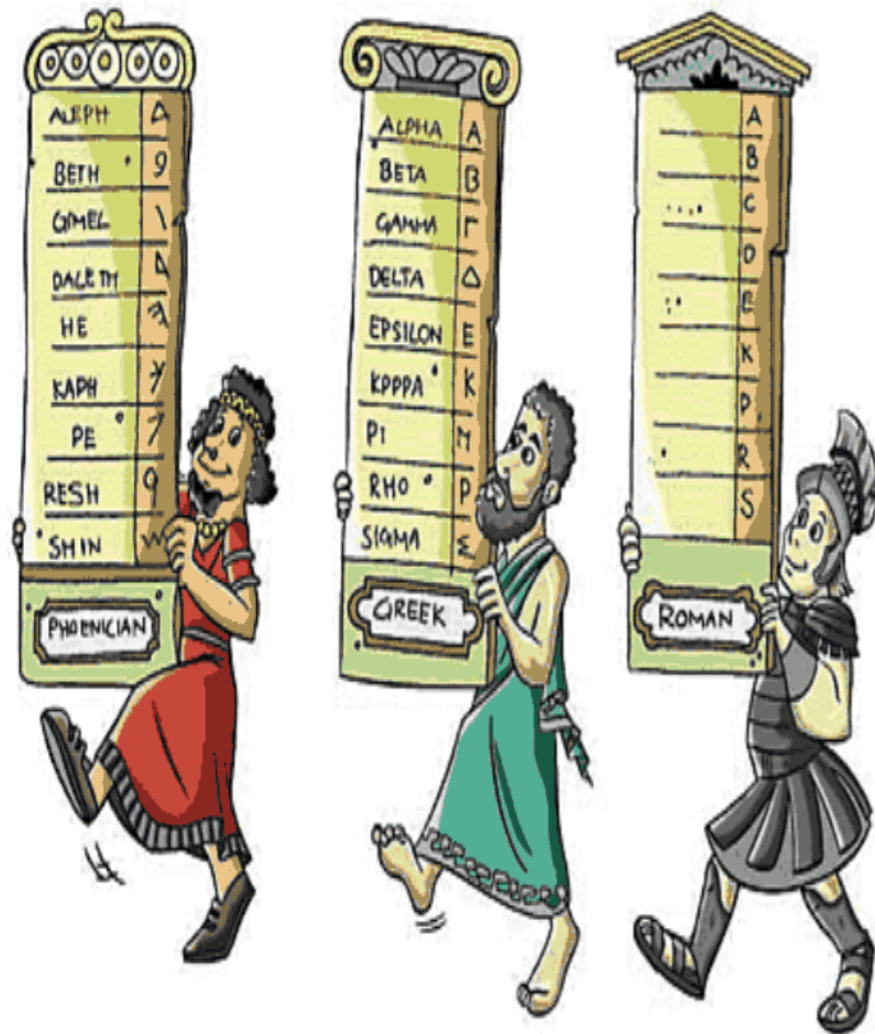
# Corpus Linguistics

- How we use language
- How our language use varies
  - Audience
  - Production
  - Purpose
- Look at collections of **texts** and see how texts use different linguistic features to accomplish different purposes

# PAST

# PRESENT

## Applied Linguistics in Ancient Times



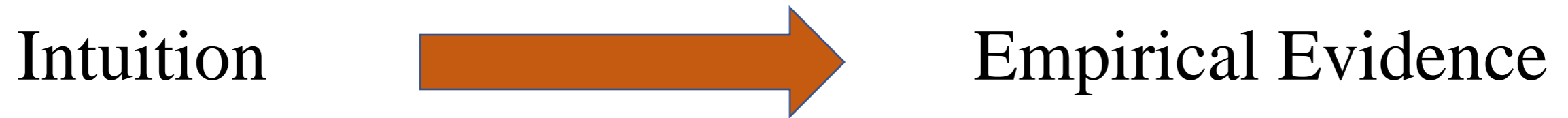
And the terrorists bombed in the class of classes  
What's on your mind today?  
Hi, it's been a while, how do you do?  
I'm not using no products for a fair skin use



Corpus of Contemporary American English (COCA)

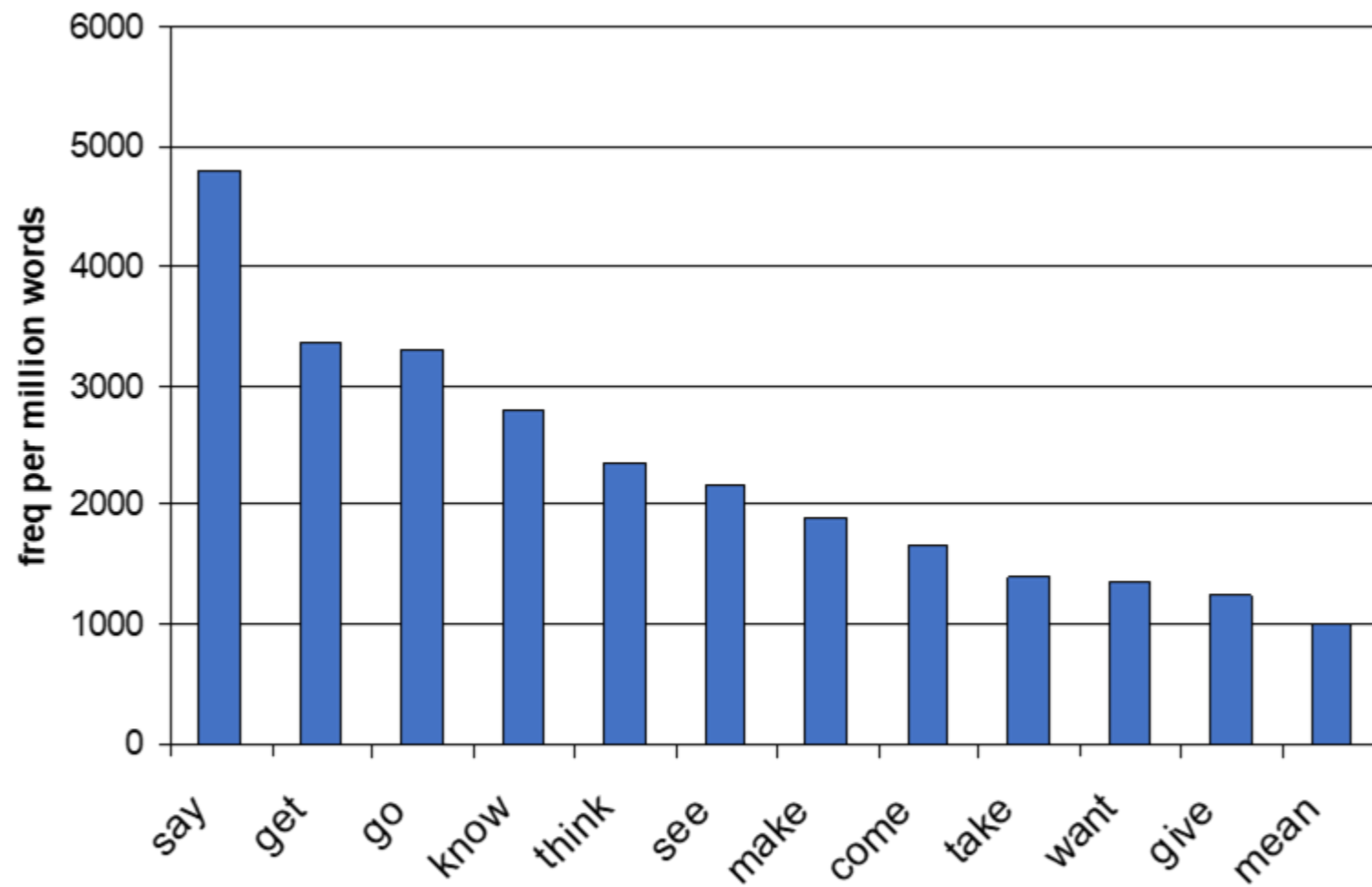
<http://ola-onyx.blogspot.com/>

# Why Corpus Linguistics



# Most Common Lexical Verbs in English

(LGSWE; Biber et al., 1999)



# Lexical Verbs in Academic Discourse vs. Conversation

(LGSWE; Biber et al., 1999, p. 375)

Figure 5.12  
Frequencies of the most common  
lexical verbs—academic prose

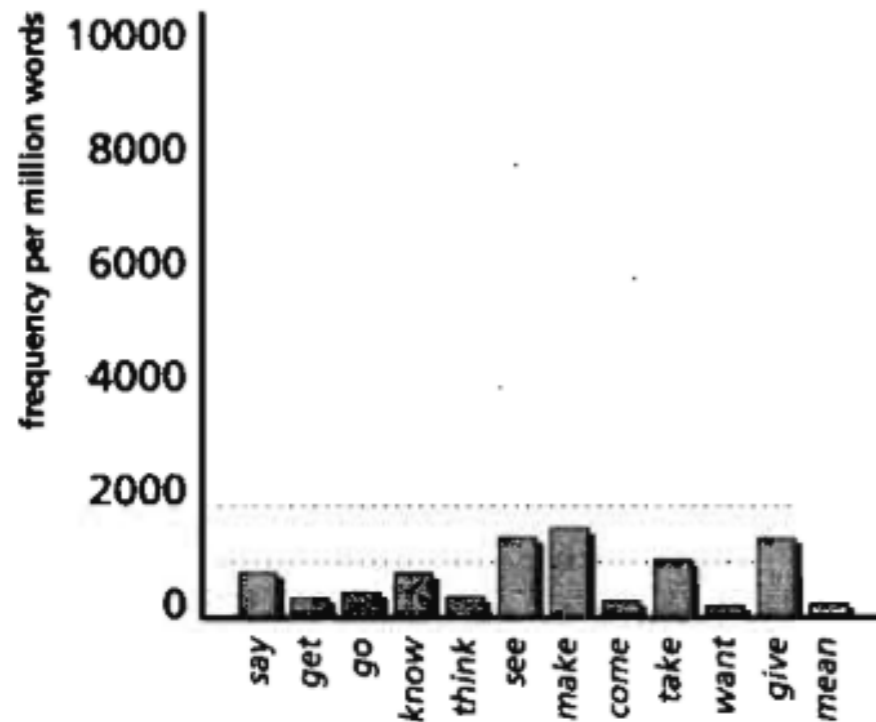
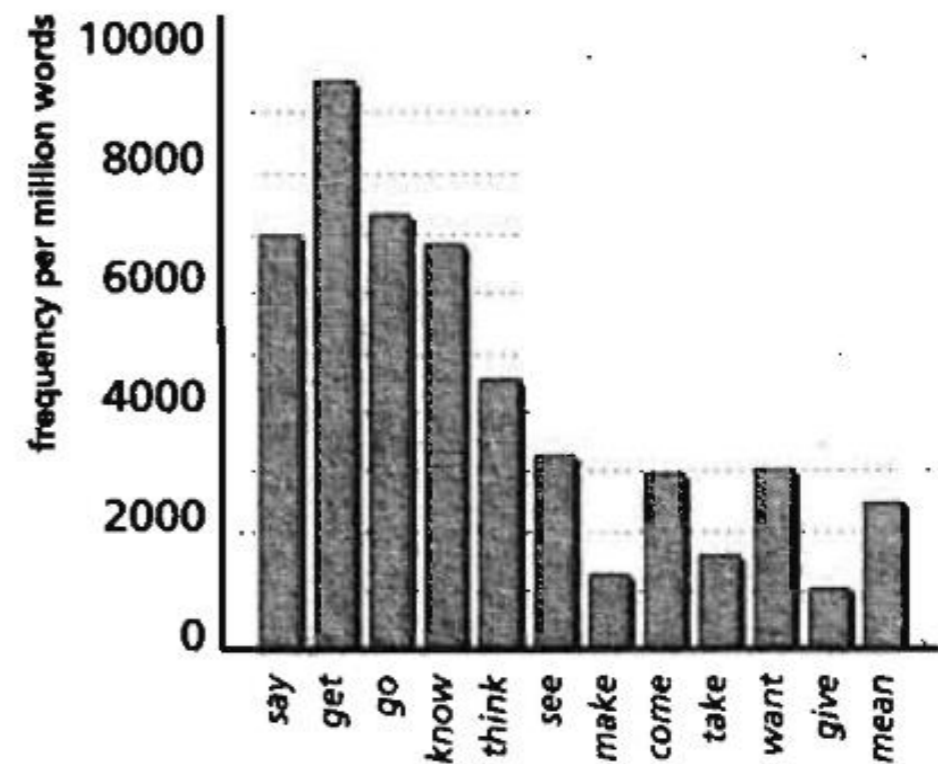


Figure 5.9  
Frequencies of the most common  
lexical verbs—conversation



# Linking Adverbials in Academic and Conversation Discourse

(LGSWE; Biber et al., 1999, p. 887)



Linking adverbials 887

Table 10.17 Most common linking adverbials in conversation and academic prose; occurrences per million words

each represents 100 represents less than 50

	BrE CONV	ACAD
<b>single adverbs</b>		
<u>so</u>		
<u>then</u>		
<u>though</u>		
anyway		
however		
<u>thus</u>		
<u>therefore</u>		
e.g./eg		
i.e./ie		
first		
finally		
furthermore		
hence		
nevertheless		
rather		
yet		
<b>prepositional phrases</b>		
for example		
for instance		
in addition		
on the other hand		
<b>finite clauses</b>		
that is		
<b>AmE CONV</b>		
<b>single adverbs</b>		
<u>so</u>		
<u>then</u>		
<u>though</u>		
anyway		



# DISCUSSION TIME





THE UNIVERSITY OF UTAH

## **Section 2**


# **Pedagogical Applications of Corpora**















































# Corpus Linguistics for Language Teachers

- Self-reflection (O'keeffe, McCarthy & Carter, 2007)
- Provide insights into language use where intuitions mislead us
- Improve understanding of curricular needs (e.g., ESP, EAP)
- Develop Materials for different skills and language features

# Linking Adverbials in Academic and Conversation Discourse (LGSWE; Biber et al., 1999, p. 887)

Table 10.17 Most common linking adverbials in conversation and academic prose; occurrences per million words

each  represents 100  represents less than 50

	BrE CONV	ACAD
<b>single adverbs</b>		
<u>so</u>		
<u>then</u>		
<u>though</u>		
<u>anyway</u>		
<u>however</u>		
<u>thus</u>		
<u>therefore</u>		
<u>e.g./eg</u>		
<u>i.e./ie</u>		
<u>first</u>		
<u>finally</u>		
<u>furthermore</u>		
<u>hence</u>		
<u>nevertheless</u>		
<u>rather</u>		
<u>yet</u>		
<b>prepositional phrases</b>		
<u>for example</u>		
<u>for instance</u>		
<u>in addition</u>		
<u>on the other hand</u>		
<b>finite clauses</b>		
<u>that is</u>		
<b>AmE CONV</b>		
<b>single adverbs</b>		
<u>so</u>		
<u>then</u>		
<u>though</u>		
<u>anyway</u>		

# Prefixes vs. Suffixes

- Suffixes are more productive than prefixes
- Not all suffixes are equally productive when it comes to academic words.
- The six most productive suffixes are:  
*~tion, ~ity, ~er, ~ness, ~ism, and ~ment* (Biber et al, 1999)



# **Reflect: Activity Ideas**

---

# Example Activity (Reppen, 2010)

- Give students a copy of a page from a textbook.
- Then, ask students to circle all of the nouns that they find with any of the six suffixes listed above.
- Discuss the words: Look how words may change from verbs to nouns when the suffixes are added

act → action = verb → noun

govern → government = verb → noun

# Using Corpora to Inform EAP Instruction



- Common Academic Group Discussions

# Using Corpora to Inform EAP Instruction

## Paired speaking task

**Situation:** You and your partner are roommates sharing an apartment. You only have one small refrigerator so you need to plan your meals, and do your shopping together. You need to make a grocery list for the week.

**Directions:** You will have **3 minutes** to prepare with your partner. Please do the following things:

- Decide who will be partner A and who will be partner B
- Talk about why you want to buy **each** food or drink in your list
- Talk about why it's a good idea or bad idea to buy the foods/drinks your partner suggests
- Together, you should **agree on any 2 items** you will buy at the store

After preparing, you and your partner will have **2 minutes** to record your conversation.

### Items to put on the grocery list

#### PARTNER A

- cookies
- fruit
- energy drinks
- milk

#### PARTNER B

- bread
- vegetables
- coffee
- yoghurt



# Useful Phrases for Paired Speaking Tasks

Agree	Disagree	Show understanding	Ask for a clarification	Give clarification	Comprehension check
<p>Yeah, maybe you are right.</p> <p>Oh, good idea!</p> <p>I like the idea!</p> <p>Sure, we can do that!</p> <p>Nice! That sounds good!</p> <p>Yeah, why not. We can ...</p> <p>Sounds like a plan!</p>	<p>I see your point but...</p> <p>I like the idea but...</p> <p>I don't think it is very important, Let's ...</p> <p>Well, we can think about it.</p> <p>Hmmm, I see but I think it is better to ...</p> <p>I don't think that's gonna work.</p>	<p>Oh, I see your point.</p> <p>Oh, I see now.</p> <p>Got it!</p> <p>Oh, now I understand!</p> <p>I see.</p> <p>Yeah!</p> <p>Right!</p>	<p>What exactly do you mean?</p> <p>Do you mean...</p> <p>What is ...</p> <p>Could you explain more?</p> <p>I still don't understand.</p> <p>Why do you think so?</p> <p>Can you be more specific?</p>	<p>Let me explain...</p> <p>What I mean is...</p> <p>Let me say it another way...</p> <p>It's like this...</p> <p>What I'm trying to say is...</p>	<p>Do you see what I mean?</p>

# Common Academic Group Discussion Expressions

#	Expression	MICASE	Expression	T2K-SWAL
1	Yeah, but	120	That's right	116
2	What I mean	100	Yeah, but	93
3	OK, but	90	What I mean	54
4	You're saying	90	That's true	53
5	That's right	90	You're right	46
6	You're right	75	In other words	37
7	That's true	65	OK, but	29
8	I agree	35	You're saying	26
9	Do you mean	35	What you're saying	26
10	I have a question	35	I have a question	23
11	What you're saying	35	I don't think so	18
12	I don't think so	30	Good point	16
13	What do you mean?	27	What do you mean?	12
14	Good point	18	Sounds good	12
15	Your point	18	Me too	12
16	I agree with	15	I agree	11
17	Sounds good	13	I agree with	9
18	In other words	12	Your point	4
19	Are you saying	12	Are you saying	4
20	Me too	12	Do you mean	2
21	I agree ... but	10	I agree ... but	1

# Functions of High-Frequency Expressions in MICASE (Simpson et al., 2002) and T2K-SWAL (Biber et al., 2002)

#	Expressions	Functions
1	Yeah, but	Disagreement, (clarification)
2	What I mean	Clarification, (checking understanding)
3	OK, but	Disagreement
4	You're saying	Asking for / giving clarification
5	That's right	Agreement
6	You're right	Agreement
7	That's true	Agreement
8	I agree (, but)	Agreement, (disagreement)
9	Do you mean	Asking for clarification
10	I have a question	Asking for clarification/information
11	(I see) what you're saying	Asking for clarification, (showing understanding)
12	I don't think so	Disagreement
13	What do you mean?	Asking for clarification
14	Good point	Agreement
15	(I see) your point (, but)	Agreement, (disagreement)
16	I agree with ... (, but)	Agreement, (disagreement)
17	Sounds good	Agreement
18	In other words	Asking for / giving clarification
19	Are you saying	Asking for clarification
20	Me too (, but)	Agreement, (disagreement)
21	I agree ... but	Disagreement



## **Reflect: *Activity Ideas***

# Noticing from Reading

(Bogorevich & Kia, forthcoming)

---

## Activity 1. Noticing from reading

**Directions:** Form groups of 2. Read the dialogues. What expressions do interlocutors use to *agree*, *disagree*, and give or ask for a *clarification*.

### Transcript 1: SGR385SU057

S1: it's part of the real numbers...?

S2: A-D minus B-C otherwise it would be orientation-reversing.

S1: yeah but just we're also in the real numbers so you can't have a complex conjugate.

S2: right.

S1: but

S2: oh i see.

S1: but that doesn't help us though. like, because it's an inequality.

### Transcript 2: OFC270MG048

S9: okay so, what, do you mean by path by paths? i mean, (i was) talking about (xx)

S2: well, what i mean by pa- let's- let's look at one that is dependent. let's say node four is given as evidence. and you're trying to see if node two and node five, are independent of each other. okay. so you start at node two and you say well, okay is node two, dependent on node four, yes? is node two dependent on node one? yes, because rule three doesn't apply anymore.

### Transcript 3: LES425JG077

S1: why wouldn't you account for the probability of the egg staying as an egg?

S2: ah, good point good point that's right. if your if your uh time unit was sufficiently small then there might, there might be uh, a loop here as well. that's a good point right.

### Transcript 4: OFC195SU116

S1: okay so if you divide that flux by area again

S18: yeah so i don't want that there if i ha- say Q is like that. yeah

S1: so you don't wanna do this. now|

S18: i didn't really mean that. <LAUGH>

S1: okay

S18: cuz i haven't (written it yet.)

S1: so, and you're saying like energy over time right?

S18: mhm.

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Give a clarification \_\_\_\_\_

Ask for a clarification \_\_\_\_\_

# Noticing from Listening

(Bogorevich & Kia, forthcoming)

---

## Noticing from Listening

**Directions:** Work individually. Listen to three short dialogs. Identify what expression(s) the speakers use to agree, disagree, or ask/give a clarification. Each dialog can have one or more expression types. Next, check in pairs.

**Dialog 1: (MICASE SGR175SU123, 10:14-11:18)**

<http://media.talkbank.org/TalkBank/CABank/MICASE/study%20groups/sgr175su123.mp3>

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Give a clarification \_\_\_\_\_

Ask for a clarification \_\_\_\_\_

**Dialog 2 (MICASE SGR999MX115, 1:16:50-1:18:17)**

<http://media.talkbank.org/TalkBank/CABank/MICASE/study%20groups/sgr999mx115.mp3>

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Give a clarification \_\_\_\_\_

Ask for a clarification \_\_\_\_\_

**Dialog 3 (MICASE SGR175SU123, 1:08:30-1:09:55)**

<http://media.talkbank.org/TalkBank/CABank/MICASE/study%20groups/sgr175su123.mp3>

Agree \_\_\_\_\_

Disagree \_\_\_\_\_

Give a clarification \_\_\_\_\_

Ask for a clarification \_\_\_\_\_

<sup>1</sup>All three dialogs have been extracted from MICASE.

# Scaffolded Practice

(Bogorevich & Kia, forthcoming)

## Scaffolded Practice: Clarification

Directions: Use the cards to role-play the dialogs.

#1	<p><b>Partner A</b></p> <ul style="list-style-type: none"> <li>- You say: "There are no active drug ingredients in placebos."</li> <li>- Provide a clarification. Use: "Well, you know, what I mean is..."</li> <li>- Check understanding. Use: "You know what I mean?"</li> </ul>	#1	<p><b>Partner B</b></p> <ul style="list-style-type: none"> <li>- Ask for a clarification. Use: "What do you mean?"</li> <li>- Show understanding. Use: "Oh, I see what you are saying."</li> </ul>
#2	<p><b>Partner B</b></p> <ul style="list-style-type: none"> <li>- Ask for a clarification. Use: "Double major?"</li> <li>- Show understanding. Use: "Oh, ok."</li> </ul>	#2	<p><b>Partner A</b></p> <ul style="list-style-type: none"> <li>- You say: "You can do a double major."</li> <li>- Provide a clarification. Use: "You know, in other words..."</li> <li>- Check understanding. Use: "You see what I'm saying?"</li> </ul>
#3	<p><b>Partner A</b></p> <ul style="list-style-type: none"> <li>- You say: "You need to construct a figure."</li> <li>- Provide a clarification. Use: "Well, what I am saying..."</li> </ul>	#3	<p><b>Partner B</b></p> <ul style="list-style-type: none"> <li>- Ask for a clarification. Use: "What do you mean by that?"</li> <li>- Show understanding. Use: "Ok, got it."</li> </ul>
#4	<p><b>Partner B</b></p> <ul style="list-style-type: none"> <li>- Ask for a clarification. Use: "Poster sessions?"</li> <li>- Show understanding. Use: "That's right."</li> </ul>	#4	<p><b>Partner A</b></p> <ul style="list-style-type: none"> <li>- You say: "We will have poster sessions."</li> <li>- Provide a clarification, use: "Well, I mean..."</li> </ul>
#5	<p><b>Partner A</b></p> <ul style="list-style-type: none"> <li>- You say: "I need to see a doctor to have my leg x-rayed."</li> <li>- Provide a clarification, use: "Well, I mean..."</li> <li>- Check understanding, use: "You see what I'm saying?"</li> </ul>	#5	<p><b>Partner B</b></p> <ul style="list-style-type: none"> <li>- Ask for a clarification, use: "What do you mean x-rayed?"</li> <li>- Show understanding, use: "Oh, I see."</li> </ul>

# Group Academic Discussion: Paired-Speaking Task

(Bogorevich & Kia, forthcoming)

## Paired Speaking Task

**Directions:** You will have **3 minutes** to prepare with your partner and **2 minutes** to record your dialog for the teacher to grade.

**Situation:** You and your partner have a presentation next week. You are going to give advice to your classmates on how to conserve energy.

**Preparation:**

- Decide who will be partner A and who will be partner B.
- Decide on only two topics that you will cover in your presentation.
- Choose at least 6 phrases from the list of useful expressions. Each partner needs to use 3 of them.
- Discuss different ways to conserve energy at home and use the expressions.

PARTNER A	PARTNER B
<ul style="list-style-type: none"> <li>• Replace light bulbs with energy efficient LED bulbs.</li> <li>• Install solar panels.</li> </ul>	<ul style="list-style-type: none"> <li>• Take shorter showers.</li> <li>• Replace all appliances with new efficient ones.</li> </ul>

Useful Expressions:	Use this space to write notes:
<p><b>Ask for/give clarification:</b>            Do you mean...?            What do you mean?            You are saying?            What I mean...            In other <u>words</u>...</p> <p><b>Show/check understanding:</b>            I see (what you're saying)            You see what I mean?            You know what I mean?</p> <p><b>To agree/disagree:</b>            Yeah, (but...)            Ok, (but...)            That's right (but...)            You're right (but...)            Sounds good! (but...)            Good point/idea! (but...)</p>	





# DISCUSSION TIME



# **COFFEE BREAK**



THE UNIVERSITY OF UTAH

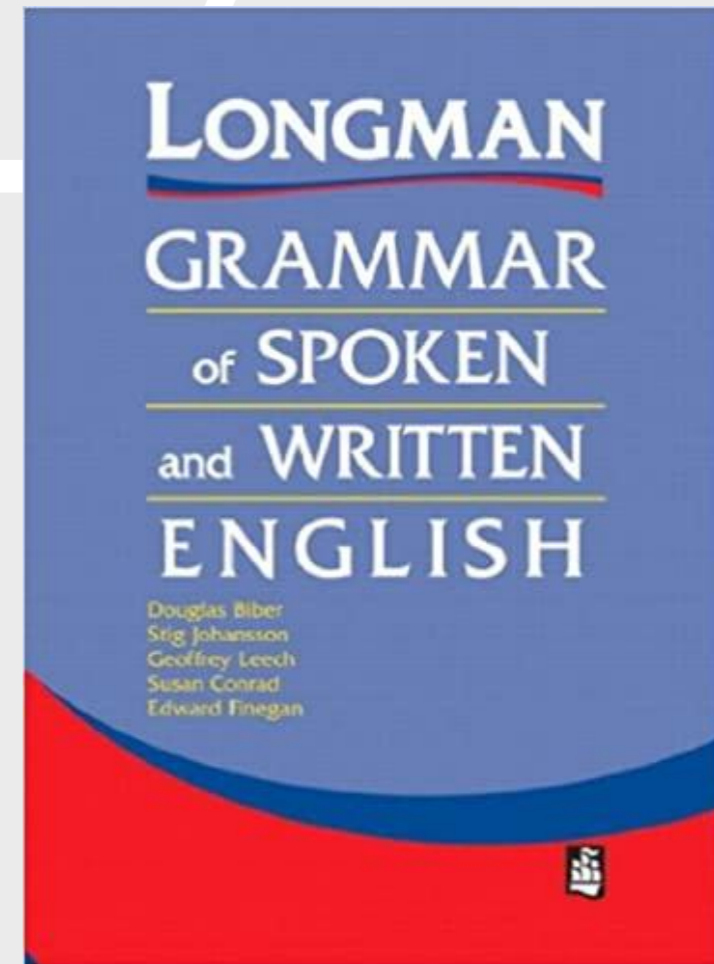
## Section 3

# Basic Corpus Linguistic Tools for Language Teachers

- a. Ready-made resources
- b. Sources with built-in CL tools
- c. Offline corpora and concordancers

# Ready-Made Resources

- **Corpus-based research**
  - Longman Grammar of Spoken and Written English (Biber et al. 1999)
  - Cambridge grammar of English (Huddleston & Pullum, 2002)
- **Corpus-informed teaching materials**
  - Grammar and Beyond (4 level series)
  - Cambridge Real Grammar



# Sources with Built-In CL Tools

1. The English Corpora (e.g., COCA, MICASE)
2. Word and Phrase
3. SKELL

# Ideas for Using Corpus Linguistics in the Classroom

- Frequency lists (Reppen, 2010)
  - Ask students to mark unfamiliar words in the list and make vocabulary lessons based on those vocabulary terms
  - Use the most frequent words to make vocab activities such as sentence scramble, fill in the blank
- Collocations (Reppen, 2010)
  - Find problematic word collocates for the students
  - Show them examples of the most common collocations in context
  - Make activities → matching, multiple choice, true or false

# 1. The English Corpora



Corpus (online access)	Download	# words	Dialect	Time period	Genre(s)
<a href="#">iWeb: The Intelligent Web-based Corpus</a>		14 billion	6 countries	2017	Web
<a href="#">News on the Web (NOW)</a>		8.7 billion+	20 countries	2010-last month	Web: News
<a href="#">Global Web-Based English (GloWbE)</a>		1.9 billion	20 countries	2012-13	Web (incl blogs)
<a href="#">Wikipedia Corpus</a>		1.9 billion	(Various)	2014	Wikipedia
<a href="#">Corpus of Contemporary American English (COCA)</a>		1.0 billion	American	1990-2019	Balanced
<a href="#">Corpus of Historical American English (COHA)</a>		400 million	American	1810-2009	Balanced
<a href="#">The TV Corpus</a>		325 million	6 countries	1950-2018	TV shows
<a href="#">The Movie Corpus</a>		200 million	6 countries	1930-2018	Movies
<a href="#">Corpus of American Soap Operas</a>		100 million	American	2001-2012	TV shows
<a href="#">Hansard Corpus</a>		1.6 billion	British	1803-2005	Parliament
<a href="#">Early English Books Online</a>		755 million	British	1470s-1690s	(Various)
<a href="#">Corpus of US Supreme Court Opinions</a>		130 million	American	1790s-present	Legal opinions
<a href="#">TIME Magazine Corpus</a>		100 million	American	1923-2006	Magazine
<a href="#">British National Corpus (BNC) *</a>		100 million	British	1980s-1993	Balanced
<a href="#">Strathy Corpus (Canada)</a>		50 million	Canadian	1970s-2000s	Balanced

# Michigan Corpus of Academic Spoken English (MICASE; Simpson et al., 2002)



**MICASE** Michigan Corpus of Academic Spoken English

Home Search Browse Help

### Search

*Enter the exact word or phrase you wish to find in the box. The wildcard character \* may be used at the end (but not the beginning) of a search word or phrase to represent zero or more characters (e.g. typing in walk\* will give you walk, walks, walked, and walking). If you wish to search the entire corpus, use the default settings on the speaker and transcript attributes. If you wish to do a more specific search, choose the speaker and transcript level criteria using the menus on the right. When you click the button, utterances by speakers that fit the speaker-level criteria within transcripts that fit the transcript-level criteria will be found.*

Find:

#### Speaker Attributes

Gender: All Female Male

Age: All Unknown 17-23

Academic Position/Role: All Junior Faculty Junior Graduate Student

Native speaker status: All Non-native speaker Near-native speaker

First language: All Arabic Armenian

#### Transcript Attributes

Speech Event Type: All Advising Session Colloquium

Academic Division: All Biological and Health Sciences Humanities and Arts

Academic Discipline: All Afroamerican and African Stud American Culture

Participant Level: All Junior Faculty Junior Graduate Students

Interactivity Rating: All Highly interactive Highly monologic



# Corpus of Contemporary American English (COCA; Davies, 2008-)



Corpus of Contemporary American English

SEARCH WORD CONTEXT ANALYZE TEXT

List Chart Word Browse +

[POS]?

Find matching strings Reset

Sections Texts/Virtual Sort/Limit Options

(HIDE HELP) LOGGED IN

Download the corpus (and corpus-based frequency data) for offline use

The Corpus of Contemporary American English (COCA) is the only [large](#), genre-balanced corpus of American English. COCA is probably the [most widely-used corpus of English](#), and it is related to many other [corpora of English](#) that we have created, which offer unparalleled insight into [variation in English](#).

The corpus contains more than [one billion words](#) of text (25+ million words each year 1990-2019) from eight genres: spoken, fiction, popular magazines, newspapers, academic texts, and (with the [update in March 2020](#)): TV and Movies subtitles, blogs, and other web pages.

Click on any of the links in the search form to the left for context-sensitive help, and to see the range of queries that the corpus offers.

**There are four main ways to search the corpus:**

First, you can [browse a frequency list](#) of the top 60,000 words in the corpus, including searches by word form, part of speech, ranges in the 60,000 word list, and even by meaning or pronunciation. This should be particularly useful for language learners and teachers.

Second, you can [search by individual word](#), and see collocates, topics, clusters, websites, concordance lines, and related words for each of these words. Note that some of these searches are unique to COCA and iWeb.

Third, you can [input entire texts](#) and then use data from COCA to get detailed information on the [words](#) and phrases in the text.

Fourth, you can [search for phrases and strings](#). And because the corpus is optimized for speed, searches for substrings ([\\*ism](#), [un\\*able](#)) and phrases are very fast, e.g.: [got VERB-ed](#), [BUY \\* ADJ NOUN](#), ["gorgeous" NOUN](#) -- and even high frequency phrases like: [from ADJ to ADJ](#), [phrasal verbs](#), or [NOUN NOUN](#).


You might pay special attention to the [comparisons between genres and years](#) and [virtual corpora](#), which allow you to create personalized collections of texts related to a particular area of interest.











# Multi-word vs. single word verbs

- Single word verbs are usually preferred over multi-word verbs in formal writing.
- Matching or chart exercise for students
  - look into* → *investigate*
  - put up with* → *tolerate*
- Students as active explorers of language
  - An example using the online corpus COCA



The [most widely used](#) online corpora. [Tour \(new: Nov 2020\)](#), [overview](#), [search types](#), [variation](#), [Virtual Corpora](#), [corpus-based resources](#).

The links below are for the online interface. But you can also  download the corpora for use on your own computer.

Corpus (online access)	Download	# words	Dialect	Time period	Genre(s)
<a href="#">iWeb: The Intelligent Web-based Corpus</a>		14 billion	6 countries	2017	Web
<a href="#">News on the Web (NOW)</a>		11.4 billion+	20 countries	2010-yesterday	Web: News
<a href="#">Global Web-Based English (GloWbE)</a>		1.9 billion	20 countries	2012-13	Web (incl blogs)
<a href="#">Wikipedia Corpus</a>		1.9 billion	(Various)	2014	Wikipedia
<a href="#">Corpus of Contemporary American English (COCA)</a>		1.0 billion	American	1990-2019	Balanced
<a href="#">Coronavirus Corpus</a>		708 million+	20 countries	Jan 2020-yesterday	Web: News
<a href="#">Corpus of Historical American English (COHA)</a>		400 million	American	1810-2009	Balanced
<a href="#">The TV Corpus</a>		325 million	6 countries	1950-2018	TV shows
<a href="#">The Movie Corpus</a>		200 million	6 countries	1930-2018	Movies
<a href="#">Corpus of American Soap Operas</a>		100 million	American	2001-2012	TV shows
<hr/>					
<a href="#">Hansard Corpus</a>		1.6 billion	British	1803-2005	Parliament
<a href="#">Early English Books Online</a>		755 million	British	1470s-1690s	(Various)
<a href="#">Corpus of US Supreme Court Opinions</a>		130 million	American	1790s-present	Legal opinions
<a href="#">TIME Magazine Corpus</a>		100 million	American	1923-2006	Magazine
<a href="#">British National Corpus (BNC) *</a>		100 million	British	1980s-1993	Balanced
<a href="#">Strathy Corpus (Canada)</a>		50 million	Canadian	1970s-2000s	Balanced
<a href="#">CORE Corpus</a>		50 million	6 countries	2014	Web
<hr/>					
<a href="#">From Google Books n-grams (compare)</a>					
<a href="#">American English</a>		155 billion	American	1500s-2000s	(Various)
<a href="#">British English</a>		34 billion	British	1500s-2000	(Various)

# Look Into

Corpus of Contemporary American English

SEARCH CHART CONTEXT OVERVIEW

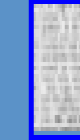
CHANGE TO VERTICAL CHART / CLICK TO SEE CONTEXT

SECTION	ALL	BLOG	WEB	TV/M	SPOK	FIC	MAG	NEWS	ACAD	1990-94	1995-99	2000-04	2005-09	2010-14	2015-19
FREQ	9324	1495	1367	1804	1698	1181	725	754	300	1015	1127	987	1059	1016	1258
WORDS (M)	993	128.6	124.3	128.1	126.1	118.3	126.1	121.7	119.8	139.1	147.8	146.6	144.9	145.3	144.7
PER MIL	9.39	11.62	11.00	14.09	13.46	9.98	5.75	6.19	2.50	7.30	7.63	6.73	7.31	6.99	8.69
SEE ALL SUB-SECTIONS AT ONCE															

# Investigate



Corpus of Contemporary American English



SEARCH

CHART

CONTEXT

OVERVIEW

[CHANGE TO VERTICAL CHART](#) / [CLICK TO SEE CONTEXT](#)

SECTION	ALL	BLOG	WEB	TVM	SPOK	FIC	MAG	NEWS	ACAD		1990-94	1995-99	2000-04	2005-09	2010-14	2015-19
FREQ	20095	1877	2735	1553	3016	1030	2158	2547	5179		2210	2287	2221	2390	2545	3830
WORDS (M)	993	128.6	124.3	128.1	126.1	118.3	126.1	121.7	119.8		139.1	147.8	146.6	144.9	145.3	144.7
PER MIL	20.24	14.59	22.01	12.13	23.91	8.71	17.11	20.92	43.23		15.89	15.48	15.15	16.49	17.52	26.46
SEE ALL SUB-SECTIONS AT ONCE																

SECTION: ACADEMIC (5,179)  
 FIND SAMPLE: 100 200 500 1000  
 PAGE: << < 1 / 52 > >>

CLICK FOR MORE CONTEXT				<input type="checkbox"/> [?]	SAVE LIST	CHOOSE LIST	CREATE NEW LIST	[?]	SHOW DUPLICATES
1	2019	ACAD	Business and Economic Horizons	A	B	C	attitudes to development aid, in the article we reconsider the impact of aid and investigate whether the declarations to increase aid effectiveness		
2	2019	ACAD	PLoS ONE	A	B	C	. They can be compared with the space syntax centrality measures that were proposed to investigate the performance of the introduced metric		
3	2019	ACAD	PLoS ONE	A	B	C	bias caused by the scarceness of the data. Future research with larger data-sets could investigate the use of shorter time intervals to produce		
4	2019	ACAD	PeerJ	A	B	C	way different from younger adults is not entirely clear. The present study intended to investigate the age differences in the use of animacy cues		
5	2019	ACAD	... Pacific Journal of Reproduction	A	B	C	Nwannenna. Ifeyinwa, Ubah. Azubuike, Ogwu. David # Objective: To investigate the effect of different fractions from the aqueous methanolic extract		
6	2019	ACAD	Saudi J Anaesthesia	A	B	C	three key methods for creating a list of potential journal names, and strategies to investigate the details of each. # Your Reference List # The following		
7	2019	ACAD	Saudi J Anaesthesia	A	B	C	and Scope # Once you have a list of journal titles you will need to investigate further to determine how suitable these journals really are for your		
8	2019	ACAD	Media and Communication	A	B	C	in home and host countries. # Amanda Alencar and Vasilki Tsagkroni (2019) investigate integration as a two-way process. In their work " Prospects		
9	2019	ACAD	...uter Applications in Archaeology	A	B	C	of 20 experiments were conducted. Several parameters were varied between experiments in order to investigate their influence on the performance		
10	2019	ACAD	Construction Building Mat	A	B	C	# 39 JA Canfield and IG Clator Development of a scaling law and techniques to investigate penetration in concrete. NEL Report No 2057, U.S. Navy		
11	2019	ACAD	PeerJ	A	B	C	EVI (plant productivity) in conjunction with land cover data will allow us to investigate the productivity-diversity relationship at large spatial scales		
12	2019	ACAD	PeerJ	A	B	C	the observable impact of the accumulation of local scale effects. This will let us investigate how human modified landscapes might modulate ecosystem		
13	2019	ACAD	PeerJ	A	B	C	a covariate within the model as recommended by Wood (2006). To further investigate the mechanisms underlying the impact of land cover on ecosystem		
14	2019	ACAD	PeerJ	A	B	C	pasture across the island of Ireland provides a useful, large-scale opportunity with which to investigate this impact as high levels of nutrient availability		
15	2019	ACAD	Construction Building Mat	A	B	C	concrete 4,6,9,18-20. # In the last few decades, studies have been carried out to investigate the inhibiting effectiveness of different organic admixtures		
16	2019	ACAD	Construction Building Mat	A	B	C	solution such as saturated calcium hydroxide solution. Therefore, there is a need to investigate the effect of cation type of chloride salts on concrete		
17	2019	ACAD	...ter Science & Technology	A	B	C	4. Solution Approach # 4.1 Overview # Our objective in this research is to investigate the suitability of employing semi-supervised learning techniques		
18	2019	ACAD	...ter Science & Technology	A	B	C	datasets with different distributions would result in the same classification accuracy. We could not investigate this matter further because the datasets		
19	2019	ACAD	...ter Science & Technology	A	B	C	sample adequate enough to classify the overall input data. Moreover, future work could investigate developing cluster-based techniques for pattern		
20	2019	ACAD	Landscape Architecture Frontiers	A	B	C	daily activity patterns. Amber L. Pearson et al. 26 used wearable cameras to investigate children's daily access to water areas. By analyzing the data		
21	2019	ACAD	Health Services Research	A	B	C	In what follows, we use a difference-in-difference approach and a Poisson count model to investigate the effects of GS policies on drug overdoses		
22	2019	ACAD	Health Services Research	A	B	C	, Table 2). Since GS policies target controlled substance possession, we specifically investigate controlled substances (all and prescription, as illustrated		
23	2019	ACAD	European Research Studies	A	B	C	effect among markets has been extensively studied in recent years. Some studies try to investigate the spillover effect across developed markets		
24	2019	ACAD	European Research Studies	A	B	C	and Politis 2011). Christopoulos et al. (2014) will try to investigate the long-term spillover effect in the European markets represented by Portugal		
25	2019	ACAD	European Research Studies	A	B	C	at all these studies, this research will try to complete the literature review by investigate the relationship of Islamic stock markets in the short run		
26	2019	ACAD	European Research Studies	A	B	C	. # 5. Conclusion # The main objective of this study has been to investigate the spillover effect and correlation among Islamic stock indices in the		

# Compare Words

Corpus of Contemporary American English

SEARCH FREQUENCY CONTEXT HELP

List Chart Word Browse Collocates **Compare** KWIC -

beautiful Word1 [POS] ?  
attractive Word2 [POS]

\* Collocates Insert PoS

+ 4 3 2 1 0 0 1 2 3 4 +

Compare words Reset

Sections Texts/Virtual Sort/Limit Options

1 IGNORE  
-----  
TV/MOVIES  
BLOG  
WEB-GENL  
SPOKEN  
FICTION  
MAGAZINE  
NEWSPAPER  
ACADEMIC

2 IGNORE  
-----  
TV/MOVIES  
BLOG  
WEB-GENL  
SPOKEN  
FICTION  
MAGAZINE  
NEWSPAPER  
ACADEMIC

(HIDE HELP) **LOGGED IN**

### COMPARE WORDS display

Compare the [collocates](#) of two words, to see how they differ in meaning and usage. For example, [utter and sheer](#) (note the negative collocates with *utter*), [warm and hot](#), [small and little](#), or adjectives near [boy and girl](#).

By comparing collocates, you can move far beyond the simplistic entries in a thesaurus, to "tease out" slight differences in words, or (as in the case of *boy and girl*) what is the difference in what is being said about two different things.

Please review the discussion of [collocates](#) to see how to select the span for the collocates.

# Collocations

## Words that commonly go together

Corpus of Contemporary American English

SEARCH FREQUENCY CONTEXT OVERVIEW

List Chart Word Browse **Collocates** Compare KWIC -

commit Word/phrase [POS]?

NOUN Collocates noun.ALL

+ 4 3 2 1 0 0 1 2 3 4 +

Find collocates Reset

Sections Texts/Virtual Sort/Limit Options

1 IGNORE TV/MOVIES BLOG WEB-GENL SPOKEN FICTION MAGAZINE NEWSPAPER ACADEMIC

2 IGNORE TV/MOVIES BLOG WEB-GENL SPOKEN FICTION MAGAZINE NEWSPAPER ACADEMIC

SORTING RELEVANCE SEC1 : SEC2

MINIMUM FREQUENCY  20 0

(HIDE HELP) LOGGED IN

### SECTIONS

SHOW Determines whether the frequency is shown for each "section" of the corpus (in the case of COCA, the genre or year). For example, the synonyms of *beautiful* in [each section](#) and [overall](#).

Select a section: (sub-)genre or (set of) year(s). [Click here](#) for more examples of change over time.

*ize verbs in ACADEMIC	Past tense verb + <i>up</i> in TV/MOVIES
*ment in ACADEMIC	Nouns near <i>green</i> in 2010-2019
<i>good</i> + NOUN in NEWSPAPERS	Noun near <i>chair</i> in FIC
Hard + NOUN in MAGAZINES	Synonyms of <i>strong</i> in TV/MOVIES
Verbs in MAGAZINES-Sports	Nouns in NEWSPAPERS-Money
Adjectives in ACADEMIC-Medicine	Adverbs in TV/MOVIES

(Optional) Select a second (set of) section(s) against which to compare the sections chosen above

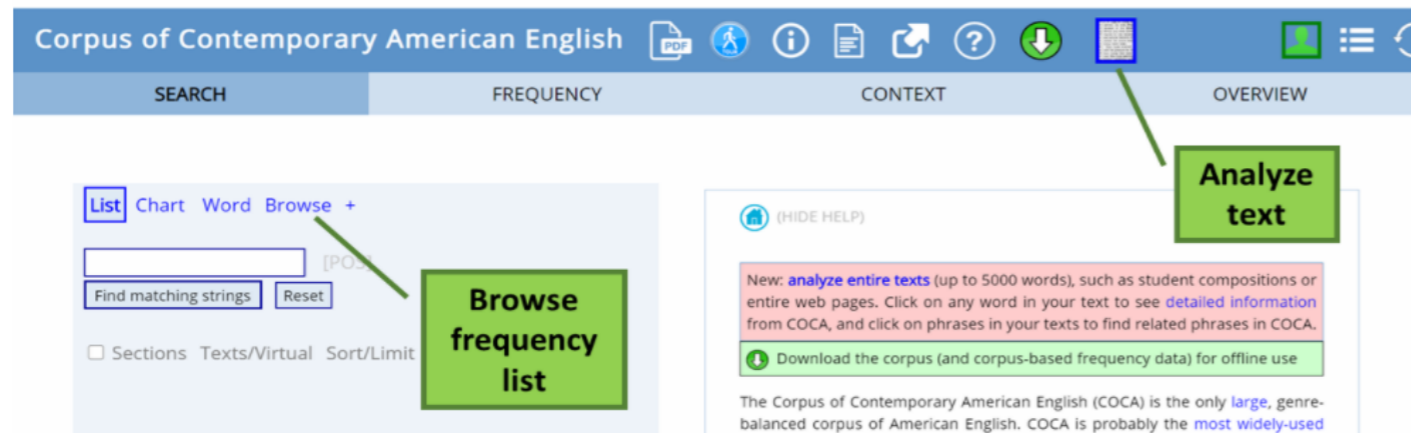
*ize verbs in ACAD vs MAG	Past tense verb + <i>up</i> in TV/M vs ACAD
*ment in ACAD vs FIC	Nouns near <i>green</i> in 2010-2019 vs 1990-1999
<i>good</i> NOUN in NEWS vs TV/M	Nouns near <i>chair</i> in ACAD vs FIC
Hard + NOUN in MAG vs ACAD	Synonyms of <i>strong</i> in TV/M vs ACAD
ADJ in NEWS-Money vs NEWS	Nouns in MAG-Sports vs MAG
ADJ in ACAD-Medicine vs ACAD	VERB + <i>up</i> in 2010-2019 vs 1990-1999



# 2. Word and Phrase (Davies, 2011-)

WordAndPhrase has always been based on data from the [Corpus of Contemporary American English \(COCA\)](#).

But now it is integrated right into COCA itself.



All of the previous functionality from WordAndPhrase is still there, but much more has been added as well.

[Compare the two versions](#)

## WORD AND PHRASE .INFO

MARK DAVIES | BYU | COCA CORPUS

### Frequency list

	RANK #	PoS	WORD		SPOK	FIC	MAG	NEWS	ACAD
1	27000	J	EXTRACTIVE	225	19	2	43	16	145
2	27001	N	ENDOCRINOLOGIST	222	33	7	115	45	22
3	27002	N	FROLIC	207	16	57	61	52	21
4	27003	J	ATTIC	226	1	48	62	81	34
5	27004	N	VAMP	265	23	156	37	35	14
6	27005	N	NEATNESS	217	12	77	55	25	48
7	27006	J	FIELD-GOAL	236	0	5	45	183	3
8	27007	N	ARRANGER	214	46	8	62	59	39
9	27008	N	SPLURGE	260	23	19	158	58	2
10	27009	N	UNDERGRAD	233	33	38	70	84	8

SAMPLE FREQUENCY RANGE FROM TOP 60,000 WORDS IN COCA [\[SEE MORE\]](#)

### Input/analyze texts

is **optimistic** that there will be **harmony**, it also makes clear that Americans have lower **expectations** about what they view as **particularly intractable** problems facing the nation. Far **fewer** than half of those **polled** expect **progress** toward **balancing** the **budget**, **restraining entitlement** costs and **reforming** the way **campaigns** are **financed**. In another **manifestation** of the public's **upbeat** feeling but **caution** about the future, Americans give a **higher** rating to the way things are going in the country today than they did four years ago. But they are more **uncertain** about the future than they were when Mr. Clinton took the **oath** four years ago. Even as the **ethics accusations** against Speaker Newt Gingrich and the **campaign finance** problems that **confront** the Democrats **draw attention** away from the **inaugural festivities** and **exacerbate partisan hostilities**, 66 percent of the Americans **polled** said that they thought Mr. Clinton and the Republicans who control Congress would be able to work together on the most important issues. The **poll** of 1,307 **adults**

SAMPLE FROM 170,000 TEXTS IN COCA [\[SEE MORE\]](#)  
[NEWSPAPER] *New York Times* (1997)

NOTE: This old version of WordAndPhrase (from 2010) will only be available through Dec 2020. Please transition to the new version, which is built right into COCA itself. [\(More\)](#)

# 2. Word and Phrase: Frequency Lists

WORD AND PHRASE . INFO
DAVIES | BYU | COCA

FREQUENCY LISTS - ANALYZE TEXTS | ALL GENRES - ACADEMIC
LOG IN [HELP](#)

WORD:

LIST FROM #:  (1-60,000)

PART OF SPEECH:  NOUN  VERB  ADJ  ADV  MISC

[ 1 / 11 ] [HIDE HELP](#) [NEXT HELP >](#)

At the most basic level, you can search for a specific word (e.g. **stream**, **block**, **smooth**, **skew**, **jolt**, **plush**, **inveigh**, **chicanery**, **addled**). You can also search for words that match a certain pattern, e.g. words starting with **soft\*** or **wind\***, words ending in **\*ism** or **\*ship**, words with the root **\*back\*** or **\*heart\***, words with the pattern **j-g\***, or **hyphenated** words). You can also see a randomly-selected word by clicking on [♦](#).

SEARCH  RESET

SINGLE ENTRY: DISPLAYED IN FRAME BELOW

	RANK #	PoS	WORD	TOTAL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
1	2876	V	CHARACTERIZE	12592	1097	262	1813	1227	8193

**SYNONYMS** (click to see) [?]

SEE ALSO:  
MORE SPECIFIC (6)  
MORE GENERAL (4)

**describe**

2363 illustrate

**2876 characterize**

3226 depict

3284 portray

6690 stamp

9447 brand

**typify**

**2876 characterize**

3267 distinguish

6475 differentiate

7913 exemplify

14344 typify

**CHARACTERIZE** v (RANK 2876, FREQ 12592)

CLICK BAR TO LIMIT	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
STORED	22	4	34	16	126
MORE	<b>1097</b>	<b>262</b>	<b>1813</b>	<b>1227</b>	<b>8193</b>

**CONCORDANCE LINES**

	GENRE	CONTEXT	WORD	CONTEXT	WORD	CONTEXT
1	ACAD	, and lovable beyond monetary terms ; for <b>instance</b> , Resta	characterized	<b>a</b> <b>drawing</b> <b>as</b>	abducting with his eye and termed the desire to	
2	ACAD	lifestyle , where the <b>same-sex</b> <b>kissing</b> <b>experience</b>	characterizes	<b>a</b> <b>group</b> <b>of</b>	young females who are socially well integrated and who	
3	MAG	both John Calipari , the coach of the New York <b>Nets-for</b>	characterizing	<b>a</b> <b>sportswriter</b> <b>as</b>	a " Mexican idiot " -and David Halberstam ,	
4	ACAD	traditions , especially indigenous traditions , <b>so often</b>	characterize	<b>a</b> <b>wise</b> <b>and</b>	encompassing intelligence with the qualities that	
5	SPOK	of \$ 100 billion there . The Department <b>of</b> <b>Defense</b> <b>itself</b>	characterizes	<b>about</b> <b>\$</b> <b>85</b>	billion of that as currently not required for war	
6	ACAD	. # DIAGRAM : FIG. 3 -- Access <b>to</b> each <b>pod</b>	characterized	<b>according</b> <b>to</b> <b>number</b>	of turns . Fewer water than land turns are	
7	MAG	both reader and text . # Schools of <b>criticism</b> <b>can</b> <b>be</b>	characterized	<b>according</b> <b>to</b> <b>the</b>	ways in which they answer this question . The	
8	ACAD	In Jersild 's (1953,1956) study , <b>sexual</b> <b>orientation</b> <b>was</b>	characterized	<b>according</b> <b>to</b> <b>the</b>	group they were assumed to belong in when they	
9	ACAD	of commercialization , and fluctuating , <b>dictated</b> <b>prices</b> which	characterize	<b>African</b> <b>economies</b> <b>in</b>	The United States is an enlightened ,	
10	ACAD	for individuals , enhancing the social <b>mobility</b> that <b>has</b>	characterized	<b>America</b> <b>and</b>	they accept the idea that society can be better	
11	ACAD	of the Pennsylvania town is an inspiring attempt <b>to</b> <b>measure</b> and	characterized	<b>an</b> <b>observable</b> <b>regional</b>	urban type , but the need for similarly	
12	FICTION	# I might . # JOE # Five <b>months</b> <b>ago</b> you	characterized	<b>Andrew</b> <b>Beckett</b> <b>as</b>	caviar and now you 're calling him a	
13	ACAD	and informal hearing , the process in <b>Ontario</b> <b>may</b> <b>be</b>	characterized	<b>as</b> <b>a</b> <b>quasi-judicial</b>	proceeding with a more structured system ,	
14	ACAD	, therefore , are not only divided by <b>what</b> <b>is</b> <b>often</b>	characterized	<b>as</b> <b>a</b> <b>selfish</b>	desire to pursue power . They are also divided	
15	NEWS	lose all sense of judgment , perpetrating what <b>can</b> <b>only</b> <b>be</b>	characterized	<b>as</b> <b>a</b> <b>barren</b>	act against this nation , to bring down the	
16	ACAD	. " although based on unreasonable judgments <b>which</b> <b>could</b> <b>be</b>	characterized	<b>as</b> <b>a</b> <b>barren</b>	land capricious . is probably better described as	

**DEFINITIONS** (WORDNET)

1. describe or portray the character or the qualities or peculiarities of 2. be characteristic of

**COLLOCATES** (click to see with CHARACTERIZE)

**NOUN** relationship, period, level, condition, culture, pattern, process, relation, style, approach, situation, conflict, environment, activity, feature **misc** by, as, often, best, generally

CLICK WORD TO:  SEARCH AS COLLOCATE  QUERY THAT WORD [?]

# 2. Word and Phrase: Analyze Texts

DAVIES | BYU | COCA
LOG IN [HELP](#)

## WORD AND PHRASE . INFO

FREQUENCY LISTS - [ANALYZE TEXTS](#) | [ALL GENRES](#) - ACADEMIC

ENTER TEXT BELOW -SAMPLES- [MY TEXTS](#)

Merchant of Venice it becomes clear that both Jessica and Hermia are successful at defying their fathers in different ways. If successful defiance is measured by greater rebellion and cruelty, Jessica certainly wins. However, if the daughter's happiness at the end of each play is a better measure for successful defiance, then Hermia's less severe approach achieves more. Ultimately, if success is to be associated with happiness and not the degree of defiance, one must conclude that less is more.

SEARCH CLEAR HELP

WORD
  PHRASE

Select individual words in the text to see "word sketches"

SEE LISTS	FREQ RANGE	1-500	501-3000	> 3000	HELP
	1654 WORDS	67 %	12 %	20 %	

At first **glance**, Hermia of Midsummer Night's Dream and Jessica of Merchant of Venice **appear** to be **similar characters**. Both women run away from **homes characterized by commanding fathers and absent mothers** in order to **marry their lovers**. **Patriarchy is blatantly defied** in both **situations**, but Hermia and Jessica have very different **relationships** with their **fathers** and **defy** them to **varying degrees**. If the **term defy** is used in its most **malignant context**, it means, to **renounce faith, allegiance**, or affiance to (any one); to **declare hostilities** or war against (Oxford English Dictionary). By **this definition**, and **assuming** that more **rebellion equals** more **success**, Jessica is more **successful in defying** her father. This can be seen through Jessica's **hostile relationship** with her father, her **renunciation** of Judaism, and her **cruel robbery** of Shylock that **includes trading his ring** for a **monkey** .

Jessica has a **negative relationship** with her father, Shylock, which Shakespeare never **fully explains**. In her second line of the play she **declares**, Our house is **hell** (II .iii .2, Merchant). Before she even **mentions** Lorenzo, Jessica **speaks** of her father with disdain. She **goes on** to say, Alack, what a **heinous sin** is it in me/ To be **ashamed** to be my father's child! But though I am a **daughter** to his **blood** ./ I am not to his **manners** (II .iii .16-19, Merchant). Jessica **openly** states that she is **ashamed** to be Shylock's **daughter**, and though she **admits** that her **feelings** are **sinful**, she does not show any **signs of guilt** or **remorse**. She **takes comfort** that she is not like her father, but she never **elaborates** on what she **finds distasteful** in his **character**. A **fair assumption** may be that she is **unhappy** about being **born** a Jew and that she **resents** her father for **passing on** Judaism to her. Jessica **loves** a Christian man and **plans** to **convert** so she can **marry** him: I **shall** end this **strife** ./ Become a Christian and **thy loving wife** (II .iii .20-21, Merchant). One **definition of defy** is to **renounce faith** [to], which Jessica does both in **terms of faith** as **loyalty** to her father, as well as **faith in a religious** sense. Hermia, on the other hand, does not **insult** her father Egeus's **character** or **oppose** him **beyond his choice** for her **husband**. His **favor** for Demetrius **appears arbitrary** and he **lacks a valid argument** against Lysander's **character**, family, or **wealth**. This **portrays** Hermia's **defiance** as less **severe** and more **sympathetic** than Jessica's .

SEE ENTRIES BELOW
CHARACTERIZED (EXACT)
VERB (2876)
PHRASE
(HELP)

- SYNONYMS** (click to see) [?]
- SEE ALSO:  
 MORE SPECIFIC (6)  
 MORE GENERAL (4)
- describe
  - 2363 illustrate
  - 2876 characterize**
  - 3226 depict
  - 3284 portray
  - 6690 stamp
  - 9447 brand
  - typify
  - 2876 characterize**
  - 3267 distinguish
  - 6475 differentiate
  - 7913 exemplify
  - 14344 typify

**CHARACTERIZE** v (RANK 2876, FREQ 12592)

	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
CLICK BAR TO LIMIT	<div style="width: 20px; height: 10px; background-color: #ccc;"></div>	<div style="width: 5px; height: 10px; background-color: #ccc;"></div>	<div style="width: 15px; height: 10px; background-color: #ccc;"></div>	<div style="width: 10px; height: 10px; background-color: #ccc;"></div>	<div style="width: 30px; height: 10px; background-color: #ccc;"></div>
STORED	22	4	34	16	126
MORE	1097	262	1813	1227	8193

**DEFINITIONS** (WORDNET) (BAD ENTRY?)

1. describe or portray the character or the qualities or peculiarities of 2. be characteristic of

**COLLOCATES** (click to see with CHARACTERIZE)

**NOUN** relationship, period, level, condition, culture, pattern, process, relation, style, approach, situation, conflict, environment, activity, feature **misc** by, as, often, best, generally






**CONCORDANCE LINES** CLICK WORD TO:  SEARCH AS COLLOCATE  QUERY THAT WORD [?]

	GENRE		SORT	SORT	SORT
1	ACAD	, and lovable beyond monetary terms ; for <b>instance</b> , Resta	characterized	a <b>drawing</b> as abducting with his eye and termed the desire to	
2	ACAD	lifestyle , where the <b>same-sex kissing experience</b>	characterizes	a <b>group</b> as young females who are socially well integrated and who	
3	MAG	both John Calipari , the coach of the <b>New York Nets-for</b>	characterizing	a <b>sportswriter</b> as a " Mexican idiot " -and David Halberstam ,	
4	ACAD	traditions , especially indigenous traditions , so often	characterize	a <b>wise</b> and encompassing intelligence with the qualities that	
5	SPOK	of \$ 100 billion there , The Department <b>of Defense</b> itself	characterizes	<b>about</b> \$ <b>55</b> billion of that as currently not required for war	
6	ACAD	. # DIAGRAM : FIG. 3 -- Access <b>to</b> each <b>pod</b>	characterized	<b>according</b> <b>to</b> <b>number</b> of turns . Fewer water than land turns are	
7	MAG	both reader and text . # Schools of <b>criticism</b> can be	characterized	<b>according</b> <b>to</b> <b>the</b> ways in which they answer this question . The	
8	ACAD	In Jersild 's (1953,1956) study , <b>sexual orientation</b> was	characterized	<b>according</b> <b>to</b> <b>the</b> group they were assumed to belong in when they	
9	ACAD	of commercialization , and fluctuating , <b>dictated</b> <b>prices</b> which	characterize	<b>African economies</b> . The United States is an enlightened ,	
10	ACAD	for individuals , enhancing the social <b>mobility</b> that <b>has</b>	characterized	<b>America</b> . and they accept the idea that society can be better	
11	ACAD	of the Pennsylvania town is an inspiring attempt <b>to</b> <b>measure</b> and	characterize	an <b>observable</b> <b>regional</b> urban type , but the need for similarly	
12	FIG	# I might . # <b>JOE</b> # Five <b>months</b> ago you	characterized	<b>Andrew</b> <b>Beckett</b> as caviar and now you 're calling him a	
13	ACAD	and informal hearing , the process in <b>Ontario</b> <b>may</b> be	characterized	as a <b>quasi-judicial</b> proceeding with a more structured system ,	
14	ACAD	, therefore , are not only divided by <b>what</b> <b>is</b> often	characterized	as a <b>selfish</b> desire to pursue power . They are also divided	
15	NEWS	lose all sense of judgment , perpetrating what <b>can</b> only be	characterized	as a <b>terroristic</b> act against this nation , to bring down the	
16	ACAD	, " although based on unreasonable judgments <b>which</b> <b>could</b> be	characterized	as <b>arbitrary</b> and capricious , is probably better described as	
17	ACAD	common profile patterns and types . The Two <b>I</b> <b>profile</b> <b>is</b>	characterized	as <b>being</b> <b>envious</b> . focused . narrow . complex . reflective .	

## 2. Word and Phrase: Analyze Texts

RANGE	WORDS in COCA
1	1-500
2	501-3000
3	> 3000

**CHARACTERIZE v** (RANK 2876, FREQ 12592)

	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	ACADEMIC
CLICK BAR TO LIMIT					
STORED	22	4	34	16	126
MORE	<b>1097</b>	<b>262</b>	<b>1813</b>	<b>1227</b>	<b>8193</b>

# 2. Word and Phrase

Corpus of Contemporary American English

SEARCH WORD CONTEXT ANALYZE TEXT

List Chart Word Browse +

[POS]?

Find matching strings Reset

Sections Texts/Virtual Sort/Limit Options

(HIDE HELP) LOGGED IN

Download the corpus (and corpus-based frequency data) for offline use

The Corpus of Contemporary American English (COCA) is the only **large**, genre-balanced corpus of American English. COCA is probably the **most widely-used corpus of English**, and it is related to many other **corpora of English** that we have created, which offer unparalleled insight into **variation in English**.

The corpus contains more than **one billion words** of text (25+ million words each year 1990-2019) from eight genres: spoken, fiction, popular magazines, newspapers, academic texts, and (with the **update in March 2020**): TV and Movie subtitles, blogs, and other web pages.

# 2. Word and Phrase




Corpus of Contemporary American English


SEARCH WORD CONTEXT ANALYZE TEXT

-SAMPLES- MY TEXTS

At first glance, Hermia of *Midsummer Night's Dream* and Jessica of *Merchant of Venice* appear to be similar characters. Both women run away from homes characterized by commanding fathers and absent mothers in order to marry their lovers. Patriarchy is blatantly defied in both situations, but Hermia and Jessica have very different relationships with their fathers and defy them to varying degrees. If the term *defy* is used in its most malignant context, it means, to renounce faith, allegiance, or affiance to (any one); to declare hostilities or war against (Oxford English Dictionary). By this definition, and assuming that more rebellion equals more success, Jessica is more successful in defying her

SEARCH CLEAR

HELP	<a href="#">Compare to previous WordAndPhrase (PDF)</a>
	<a href="#">Overview</a>
	<a href="#">Word-oriented functions</a>
	<a href="#">Phrase-oriented functions</a>

 You can always get to this page by clicking this icon above.

You can enter any text that you would like in the form at the left -- for example, a paper that you've written, or a newspaper article that you've copied from another website. After inputting the text, you can then see useful information about words and phrases in that text, based on data from COCA.

First, it will **highlight** all of the medium and lower-frequency words in your text and create lists of these words that you can use offline. This **frequency data** can help language learners focus on new words, and it can allow you to see "what the text is about" (i.e. text-specific words).

Second, you can click through the **words** in the text to see a detailed "word sketch" of any of the words -- showing their definition and their translation (in more than 100 languages); links to pronunciation, images, and videos; related topics, collocates, "clusters" (2, 3, and 4-word phrases); and concordance lines.

Finally, you can do powerful searches on selected **phrases** in your text, to show related phrases in COCA. In this way, this resource is like a "**collocational thesaurus**" to see what related phrases are most likely in different styles of English.

Just enter some text, and there will be more help files on the next page.

EDIT TEXT    SAVE TEXT     WORD     PHRASE

FREQ RANGE	1-500	501-3000	> 3000
1654 WORDS	54 %	10 %	19 %

(CLICK ANY WORD FOR FULL WORD SKETCH)

LOW FREQ	MID FREQ	HIGH FREQ
<p><b>6:</b> lovers</p> <p><b>5:</b> defiance</p> <p><b>3:</b> defy, defying, wedding</p> <p><b>2:</b> accusation, ashamed, blessing, careless, consent, conversely, convert, cruel, damned, defied, definition, happiness, inflicts, merry, monkey, outsider, rebellion, renounce, severe, shrow, sin, sins, sympathetic, treason, unhappy, vows</p> <p><b>1:</b> absent, affiance, allegiance, alleviating, ambiguous, arbitrary, assumption, bachelor, bait, banter, beg, berate, betraying, betrays, blatantly, blind, bode, boldly, bursts, casket, ceremony, characterized, comfort, consequently, construed, converts, cruelty, damn, damnation, defeated, defiant, disapprove, discerning, disconnected, dispense, disregard, disdain, distasteful, doomed, eagerly, egeus, elaborates, encompassing, entitled, exclusion, false, farfetched, flesh, fopp, grave, guilt, guise, happily, hasty, heinous, hostile, hostilities, hostility, hysterics, lover, loyalty, malignant, mankind, mirth, monkeys, musicians, ne,</p>	<p><b>7:</b> faith</p> <p><b>6:</b> successful</p> <p><b>4:</b> daughter, marry, ring, success, wife</p> <p><b>3:</b> character, scene, upon</p> <p><b>2:</b> achieves, beyond, certainly, choice, commanding, declares, degree, enter, escape, famous, feed, herself, measured, possibly, replies, rings, risk, serious, speech, sweet, ultimately</p> <p><b>1:</b> accepted, actions, admits, applies, approach, argument, associated, assuming, barred, blame, blood, born, chance, characters, communication, compare, conclude, consequences, context, couple, declare, declaring, degrees, despite, equals, especially, examined, explains,</p>	<p><b>49:</b> of, the</p> <p><b>45:</b> her</p> <p><b>43:</b> and</p> <p><b>42:</b> to</p> <p><b>29:</b> a, is</p> <p><b>27:</b> father</p> <p><b>25:</b> in</p> <p><b>24:</b> she</p> <p><b>20:</b> that</p> <p><b>18:</b> for</p> <p><b>17:</b> not</p> <p><b>14:</b> be, his, i, it, with</p> <p><b>13:</b> as</p> <p><b>12:</b> but</p> <p><b>10:</b> he, my, this</p> <p><b>9:</b> at, never</p> <p><b>8:</b> are, away, does, have, more</p> <p><b>7:</b> end, from, him, if, on, their, when</p> <p><b>6:</b> both, by, gives, or, would</p> <p><b>5:</b> after, house, man, may, one, play</p> <p><b>4:</b> against, am, first, has, however, me, other, says, than, was, will</p> <p><b>3:</b> about, an, fathers, had, last, less, like, music, no, rather, remains, run, running, they, well, which</p> <p><b>2:</b> any, appears, becomes, being, can, could, different, each, else, even, ever, eyes,</p>

CLICK ON ANY WORD BELOW FOR A FULL WORD SKETCH

At first **glance**, Hermia of *Midsummer Night's Dream* and Jessica of *Merchant of Venice* appear to be **similar characters**. Both women run away from homes **characterized** by **commanding** fathers and **absent** mothers in order to **marry** their **lovers**. **Patriarchy** is **blatantly defied** in both **situations**, but Hermia and Jessica have very different relationships with their fathers and **defy** them to **varying degrees**. If the **term defy** is used in its most **malignant context**, it means, to **renounce faith, allegiance, or affiance** to (any one); to **declare hostilities** or war against (Oxford English Dictionary). By this **definition**, and **assuming** that more **rebellion equals** more **success**, Jessica is more **successful** in **defying** her father. This can be seen through Jessica's **hostile** relationship with her father, her **renunciation** of Judaism, and her **cruel robbery** of Shylock that includes **trading** his **ring** for a **monkey**.

Jessica has a **negative** relationship with her father, Shylock, which Shakespeare never **fully explains**. In her second line of the play she **declares**, Our house is **hell** (II .iii .2, Merchant). Before she even **mentions** Lorenzo, Jessica speaks of her father with **distain**. She goes on to say, Alack, what a **heinous sin** is it in **me/** To be **ashamed** to be my father's child! But though I am a **daughter** to his **blood** ,/ I am not to his **manners** (II .iii .16-19, Merchant). Jessica **openly** states that she is **ashamed** to be Shylock's **daughter**, and though she **admits** that her **feelings** are **sinful**, she does not show any signs of **guilt** or **remorse**. She takes **comfort** that she is not like her father, but she never **elaborates** on what she finds **distasteful** in his character. A **fair assumption** may be that she is **unhappy** about being born a Jew and that she **resents** her father for passing on Judaism to her. Jessica loves a Christian man and plans to **convert** so she can marry him: I shall end my days, / As you do mine, / For you shall hear I truly do, / For you shall hear I truly do, / A Christian and **thy** loving wife (II .iii .20-21, Merchant). One **definition** of **renounce** is to **renounce faith** [to], which Jessica does both in terms of faith as **loyalty** to her father, as well as **faith** in a **religious** sense. Hermia, on the other hand, does not **insult** her father Egeus's **character** or **oppose** him **beyond** his choice for her **husband**. His **favor** for Demetrius appears **arbitrary** and he **lacks** a **valid argument** against Lysander's **character**, family, or **wealth**. This **portrays** Hermia's **defiance** as less **severe** and more **sympathetic** than Jessica's.

## 2. Word and Phrase

**characterize**

(VERB)

#3309

- BLOG
- WEB
- TV/M
- SPOK
- FIC
- MAG
- NEWS
- ACAD

1. describe or portray the character or the qualities or peculiarities of 2. be characteristic of **D M O C G E**

YouGlish PlayPhrase Yarn

Translate: choose language

**SYNONYMS** (more)

**describe** characterize, depict, describe, illustrate, portray, stamp  
**typify** differentiate, distinguish, exemplify, indicate, typify

**CLUSTERS** (more)

characterize •	characterized by • characterized as • characterised by • characterize it • characterized in • characterized it • characterized as • characterize them
• characterize	has characterized • you characterize • have characterized • would characterize • he characterized • often characterized • also characterized • had characterized
characterize ••	characterized by high • characterize it as • characterized by its • characterized by low • characterized as having • characterize it as • characterized in terms • characterized by two
•• characterize	can be characterized • has been characterized • would you characterize • used to characterize • i would characterize • have been characterized • it is characterized • may be characterized
characterize •••	characterized by a high • characterized by the presence • characterized by high levels • characterized by a lack • characterized by the absence • characterized by a sense • characterized by the use • characterize it that way
••• characterize	how would you characterize • i would n't characterize • how do you characterize • can not be characterized • can only be characterized • n't want to characterize • likely to be characterized • has come to characterize

**TOPICS** (more)

eg, ie, correspond, consequently, correlate, empirical, summarize, similarity, systematic, explicitly, articulate, conception, subsequently, inherent, explicit, problematic, developmental, constraint, embody, linear

**COLLOCATES** (more)

**NOUN** relationship, disorder, period, condition, disease, behavior, approach, pattern  
**VERB** isolate, quantify, infiltrate, clone, mismanage, purify, cfs, re-imagining  
**ADJ** chronic, complex, extreme, rapid, contemporary, distinct, intellectual, intense  
**ADV** often, best, generally, accurately, typically, primarily, correctly, initially

## 2. Word and Phrase



CONCORDANCE LINES (more)

1	ACAD: 2017: Genetics	the available deep next-generation <b>sequencing resources</b> to	characterize	<b>and identify conserved</b> AS events across species within
2	ACAD: 2019: Health Services Rese...	for this wide , unexplained variation ; however , <b>attempts to</b>	characterize	<b>and measure differences</b> in hospital culture in relation to
3	FIC: 2014: Bk:MurderInRetributi...	still feeling their way and it was not <b>what anyone would</b>	characterize	<b>as a normal</b> marriagethey were not your average mister and missus
4	BLOG: 2012: timwise.org	Bill Clinton , whom the right dearly loathed , <b>never was</b>	characterized	<b>as a would-be</b> dictator , whose re-election would potentially
5	ACAD: 2001: Symposium	attachment and Mme. de Chartres . The two <b>former elements are</b>	characterized	<b>as dangerous</b> ; the two latter ones are associated with " safe
6	ACAD: 1992: PublicInterest	surprise , there were very few decisions that <b>were difficult to</b>	characterize	<b>as liberal</b> ; conservative , or neither . I treated separation of
7	ACAD: 2001: Symposium	such references to the double nature of Poe 's <b>work</b> ,	characterized	<b>as literature</b> " qui potise la science " (189) .
8	WEB: 2012: billboard.biz	cross-section of audience members , including some <b>who could be</b>	characterized	<b>as plus-size</b> ; # The episode also generated another
9	ACAD: 1994: Environment	dates for their achievement , although <b>these are realistically</b>	characterized	<b>as tentative</b> ; To aid measurement of progress toward a
10	SPOK: 1992: PBS_Newshour	around him , civilians and bystanders that <b>Israel will probably</b>	characterize	<b>as terrorists</b> ; including the six year old son of that man
11	MAG: 2013: NewRepublic	she called it , is not what the <b>philosopher</b> S0ren Kierkegaard	characterized	<b>as the</b> " shut-upness " and solitariness of the civilized . Nor
12	SPOK: 1999: CBS_Early	by the press more than the substance . <b>CLAYSON</b> : So	characterize	<b>beyond what political</b> writers are talking about this campaign
13	MAG: 2006: ArtAmerica	exhibition of 20 sculptures and 20 works on <b>paper</b> . In	characterizing	<b>Bourgeois 's oeuvre</b> , Larratt-Smith wrote in the catalogue , "
14	BLOG: 2012: greenbookblog.org	I can remember , the 2012 presidential <b>election has been</b>	characterized	<b>by a growing</b> overabundance of polls , poll results , and
15	WEB: 2012: nps.gov	Staircase . " Such exemplary stair-step <b>river morphology is</b>	characterized	<b>by a large</b> variability in river movement and flow , from
16	ACAD: 2005: HealthSocialW	percent from Asia and Africa) . Medically , <b>they were</b>	characterized	<b>by a relapsing-remitting</b> disease course (73 percent) and mean
17	ACAD: 2002: Symposium	break with tradition as a distinct mode of <b>experimental writing</b>	characterized	<b>by a resistance</b> to metaphor and a decisive embrace of the
18	ACAD: 2017: The American Journal...	modified version of <b>the longitudinal pancreaticojejunostomy</b>	characterized	<b>by a side-to-side</b> anastomosis between a surgically opened main
19	MAG: 2019: News-Medical.net	heart attack . # Sleep disordered breathing (SDB ) <b>is</b>	characterised	<b>by abnormal respiratory</b> patterns or pauses in breathing during
20	ACAD: 2007: AsthmaAllergy	thus , the airway wall of patient with <b>asthma will be</b>	characterized	<b>by an increased</b> thickness and a markedly and permanently
21	ACAD: 2005: HealthSocialW	A pattern emerged of coping and adjustment over <b>time that was</b>	characterized	<b>by an initial</b> high level of anxiety , which motivated the parents
22	ACAD: 2014: LangSpeechHearing	lead to decreases in their use . Seven <b>children with SSD</b>	characterized	<b>by atypical error</b> pattern use , ages 3 ; 0 (years
23	ACAD: 2019: Health Services Rese...	we conclude that a culture that supports vaginal <b>birth is one</b>	characterized	<b>by belief in</b> the value of vaginal birth -- both for its
24	MAG: 2012: ChristCentury	, the professors believed , <b>envisioned harmonious families</b>	characterized	<b>by companionate marriage</b> , a somewhat elevated role for women ,
25	ACAD: 1991: CommCollegeR	cultural events " (p. 112) . # <b>A century</b>	characterized	<b>by dramatic changes</b> in the types of postsecondary educational
26	MAG: 1992: Essence	the skull may be a factor . " <b>Cluster headache is</b>	characterized	<b>by excruciating pain</b> localized in the eye and radiating to the
27	ACAD: 2013: ReadingImprovement	beginning with familiarization , the most basic stage , <b>which is</b>	characterized	<b>by first interactions</b> with technology and learning basic
28	MAG: 1990: Conservation	" with stunted and ill-thriven pines , as <b>the region was</b>	characterized	<b>by George Washington</b> , once stretched for nearly 60,000 acres
29	ACAD: 2017: Human Organization	younger men and women facilitated <b>emigration from regions</b>	characterized	<b>by goat herding</b> economies . Limited employment options and risk
30	MAG: 2007: MotherEarth	can do harm . For instance , <b>first-generation antihistamines</b> (	characterized	<b>by greater drowsiness</b> were designed to reduce nasal
31	ACAD: 2019: Journal of Emergenci...	others were given due weightage for their authenticity , <b>SCI is</b>	characterized	<b>by loss of</b> motor , sensory , and autonomic function with partial
32	ACAD: 2014: PhysicalEduc	to other participants , one urban teacher 's <b>profile was</b>	characterized	<b>by low scores</b> in three CLASS domains , relatively high
33	WEB: 2012: blog.garrytan.com	83335 # By definition , <b>inflection points are</b>	characterized	<b>by maximum weakness</b> . # Many US economic readings are again
34	ACAD: 1991: CommCollegeR	or organization . This study defines a team <b>as an entity</b>	characterized	<b>by people who</b> understand and accept their roles and how they fit
35	ACAD: 2015: ClinicalRehab	? 0.27) . Short-term persistence followed a <b>similar pattern</b> ,	characterized	<b>by significant increases</b> in the Nine-hole Peg Test performance



## Reflect: Activity Ideas

---

- Analyze readings to assure level-appropriate vocabulary use
- Analyze student writings for vocabulary use
- Create activities for target vocabulary

# 3. SkELL (Baisa & Suchomel, 2014)

SkELL: <https://www.sketchengine.eu/skell/>



A screenshot of the SkELL website interface. The top navigation bar includes links for 'LOG IN', 'Sign up', 'FREE Trial', and 'subscribe to news'. The main header features the 'SKETCH ENGINE' logo and navigation links for 'Home' and 'News &amp; Events'. Below the header, the page title is 'SkELL – examples and collocations for learners of English'. The main content area has a large heading 'SKELL examples, collocations and thesaurus for learners of English' and a background image of a network graph. The text describes SkELL as a tool for students and teachers to check word usage, notes that no registration or payment is required, and compares it to Google Search. On the right side, there is a vertical list of buttons for different languages: 'ruSkELL for Russian' (with Russian text 'для изучающих русский язык'), 'deSkELL for German' (with German text 'für Deutschlernende'), 'itSkELL for Italian' (with Italian text 'apprendenti di italiano'), 'csSkELL for Czech' (with Czech text 'pro studenty češtiny'), and 'etSkELL for Estonian' (with Estonian text 'eesti keele õppijatele').

# 3. SkELL

<https://skell.sketchengine.eu/#home>



*Sketch Engine for language learning*

Search bar with a magnifying glass icon, the placeholder text "word or phrase", a keyboard icon, and a language dropdown menu set to "English".

ABOUT SKELL



# SKELL: Examples

acclaimed

Examples Word sketch Similar words

acclaimed 8.08 hits per million

1. The game has been critically **acclaimed** since release.
2. Thornton has had many **acclaimed** movie performances .
3. The highly **acclaimed** 24 hour news and current affairs channel.
4. The museum also features **acclaimed** international exhibitions.
5. The soundtrack was critically **acclaimed** by critics.
6. The website **acclaimed** the "perfect" difficulty level.
7. Both collaborations were eagerly awaited and critically **acclaimed** .
8. The character has been **acclaimed** by critics.
9. The anime adaptation has also been critically **acclaimed** .
10. The movie has been widely **acclaimed** by critics.
11. The film has also been highly **acclaimed** overseas.
12. The film was **acclaimed** and won prestigious national awards.
13. The release was widely **acclaimed** by critics.
14. The film was widely **acclaimed** by major critics.
15. The band quickly became widely **acclaimed** under his direction.
16. Both movies were critically and commercially **acclaimed** .
17. The album was critically and commercially **acclaimed** .
18. Industrial metal groups have produced many **acclaimed** music videos.
19. The university boasts many nationally **acclaimed** academic colleges and programs.
20. The critically **acclaimed** album reached double platinum certification in 2008.
21. The show was both **acclaimed** and commercially successful.
22. Both versions were critically **acclaimed** and commercially successful.
23. The production was extraordinarily profitable and highly **acclaimed** .
24. The film was highly **acclaimed** around the world.
25. Her critically **acclaimed** songwriting has already turned heads across the globe.

# SkELL: Word Sketch

acclaimed adjective ▼ ✓ Show context

words with property <b>acclaimed</b>	modifiers of <b>acclaimed</b>	nouns modified by <b>acclaimed</b>	verbs with <b>acclaimed</b>
1. <a href="#">performance</a> performance was critically acclaimed .	1. <a href="#">critically</a> critically acclaimed	1. <a href="#">filmmaker</a> acclaimed filmmaker	1. <a href="#">be</a> was critically acclaimed
2. <a href="#">film</a> the film was critically acclaimed	2. <a href="#">internationally</a> internationally acclaimed	2. <a href="#">author</a> acclaimed author of	2. <a href="#">become</a> became widely acclaimed
	3. <a href="#">nationally</a> nationally acclaimed	3. <a href="#">album</a> acclaimed album	
	4. <a href="#">highly</a> highly acclaimed	4. <a href="#">drama</a> acclaimed drama	
	5. <a href="#">universally</a> universally acclaimed	5. <a href="#">documentary</a> acclaimed documentary	
	6. <a href="#">widely</a> widely acclaimed	6. <a href="#">novel</a> acclaimed novel	
		7. <a href="#">biography</a> acclaimed biography of	
		8. <a href="#">chef</a> acclaimed chefs	
		9. <a href="#">film</a> acclaimed film	
		10. <a href="#">writer</a> acclaimed writer	
		11. <a href="#">poet</a> an acclaimed poet	
		12. <a href="#">musician</a> acclaimed musicians	
		13. <a href="#">artist</a> acclaimed artists	
		14. <a href="#">actress</a> acclaimed actress	
		15. <a href="#">series</a> acclaimed series	

words and	or <b>acclaimed</b>
1. <a href="#">award-winning</a> acclaimed and award-winning	1. <a href="#">successful</a> successful and critically acclaimed
2. <a href="#">successful</a> critically acclaimed and commercially successful	2. <a href="#">popular</a> popular and critically acclaimed
3. <a href="#">popular</a> critically acclaimed and popular	3. <a href="#">much</a> the much acclaimed
4. <a href="#">independent</a> critically acclaimed independent	4. <a href="#">several</a> several critically acclaimed
5. <a href="#">first</a> critically acclaimed first	5. <a href="#">s</a> 's acclaimed
6. <a href="#">British</a> acclaimed British	6. <a href="#">many</a> many acclaimed
7. <a href="#">new</a> acclaimed new	7. <a href="#">other</a> other acclaimed
8. <a href="#">American</a> acclaimed American	

# SkELL: Similar Words

acclaimed English  
Examples Word sketch **Similar words**

acclaimed adjective



award-winning celebrated renowned respected well-known influential notable distinguished accomplished prolific iconic upcoming noted  
favorite contemporary outstanding mainstream prestigious foremost famed solo famous featured established favourite premier legendary  
prominent known classic





# **Reflect: *Activity Ideas***

---





# Offline Corpora and Concordancers

# English Spoken Corpora

- London-Lund corpus (Conversation, interviews, news broadcasts)
- Longman corpus (American and British conversation)
- BNC (British conversation and planned speech)
- Hong Kong Corpus of Spoken English (various registers)
- T2K-SWAL (university classroom teaching, office hours)
- MICASE (teaching, office hours, presentations, study groups, service encounters)
- LINDSEI (learner corpus of interviews)
- Switchboard (telephone conversations)
- Santa Barbara Corpus

# English Written Corpora

- [Corpus of Journal Articles \(CJA\)](#)
- [Corpus of Historical American English \(COHA\)](#)
- [British Academic Written English Corpus \(BAWE\)](#)
- [British National Corpus \(BNC\)](#)-Spoken and Written
- [Business Letter Corpus](#)
- [Michigan Corpus of Upper-Level Student Papers \(MICUSP\)](#)
- [State of the Union Corpus](#)
- [Time Magazine Corpus](#)
- [Wikipedia Corpus](#)

# Corpora in Other Languages

- <https://www.sketchengine.eu/corpora-and-languages/> (Links to an external site.)
- <https://www ldc.upenn.edu/new-corpora> (Links to an external site.)
- <http://fa.persianspeechcorpus.com/>

# Learner Corpora in Other Languages

- The Multilingual Academic Corpus of Assignments – Writing & Speech (MACAWS; Staples et al., 2019)

<https://sites.google.com/email.arizona.edu/macawswebinar/home>



- The Multilingual Corpus of Second Language Speech (MuSSeL)

[https://l2trec.utah.edu/multi-Lingual\\_Speech\\_Corpus.php](https://l2trec.utah.edu/multi-Lingual_Speech_Corpus.php)



Coming soon:

- The Written Corpus of Utah Dual Language Immersion (CUDLI)

<https://l2trec.utah.edu/corpus-of-utah-dual-language-immersion/>

# Concordance Programs

WordSmith MonoConc AntConc

(Anthony, 2019)

- Word lists – frequency & alphabetic
- Concordances – KWICs (**K**ey **W**ord **i**n **C**ontext)  
sorting; case; wildcards;  
regular expressions
- Distributions
- AntConc tutorial videos by Laurence Anthony
  - [https://www.youtube.com/playlist?list=PLiRIDpYmiC0Ta0-Hdvc1D7hG6dmiS\\_TZj](https://www.youtube.com/playlist?list=PLiRIDpYmiC0Ta0-Hdvc1D7hG6dmiS_TZj)



# AntConc

- See the distribution across texts and within texts
- Example: Passives (were \*ed)

The screenshot displays the AntConc 3.5.6 (Windows) 2018 interface. The main window shows a concordance search for the term "were \*ed". The search results are displayed in a table with columns for Hit, KWIC, and File. The search term is entered in the "Search Term" field, and the search window size is set to 100. The search options include "Words", "Case", and "Regex". The search results are sorted by "Kwic Sort" with Level 1 set to 2L, Level 2 to 1L, and Level 3 to 1R. The search results show 25 hits, with the first 18 hits displayed. The hits are color-coded to highlight the search term and its context. The search term "were \*ed" is highlighted in blue. The context words are highlighted in green, yellow, and red. The search results are displayed in a table with columns for Hit, KWIC, and File.

Hit	KWIC	File
1	sure about that but I'd say the majority of businesses that are started were started [unclear words] offices , that's pretty typical 2: [unclear v	busmgle
2	actories. [274] Uh what they call factory farms. But before regulations were released, the E.P.A. cut a deal, allowing the pork industry to hire	busbaleu
3	ous ? and it's interesting when students were asked college students were asked about monogamy . seventy percent of them yes they wer	busmgle
4	turning this in last week was telling me the opposite story? 2: cos we were confused- 1: cos you were confused. don't think too much. OK w	busbalel
5	as telling me the opposite story? 2: cos we were confused- 1: cos you were confused. don't think too much. OK we set out we take the origi	busbalel
6	fluence of alcohol and an accident resulted, and the criminal charges were filed, uh, it was a six person, so a court not of record, kind of jur	busbaleu
7	g paid something ? they're getting paid everything . everything they were promised in order for the equity holders to get anything , the de	busfilegr
8	not, the introduce the widows of the two, guards, security guards who were killed in the White House remember a couple months ago in tha	busbmle
9	both in part A. One A. and one B. There, unfortunately, R.O.A. is, you were asked forty percent, but it needs to be? 2: Fifty. 1: Fifty percent. S	busfileuc
10	of both people and the friends involved . if you were a friend or you were involved in this kind of a situation . ok I want you to identify fir	busmgle
11	ost-audit. uh anybody here ever [250] have a job where they're they were evaluated against [2 syll] something that they had uh were part	busbalec
12	about with that dishonesty that was occurring what kind of risk factors were involved . .ok I want you to look at I'm gonna ask you to look at	busmgle
13	class of shares . so if you wanted more than one class of shares , you were forced to [unclear words] use the AMEX or NASDAQ . uh 2: [un	busfilegr
14	we just used the formulas that we had and solved for the one that we were interested in. these two equations are equal to each other. so I :	busmgle
15	e about this. would it affect your judgment in a case, if the attorneys were characterized as follows, and I'm not saying this is bad. I'm just	busbaleu
16	the right marketing activities were done. And how well those activities were organized in the company. Some companies, you know don't en	busmkle
17	that I mean any other g- thoughts on this poem uh beyond those that were presented by the group here. I guess Lisa you saw it as more sh	busmgle
18	a team building day. we went out to stone mountain? we had to we were assigned as groups at the beginning of the day? and we had di	busmgle

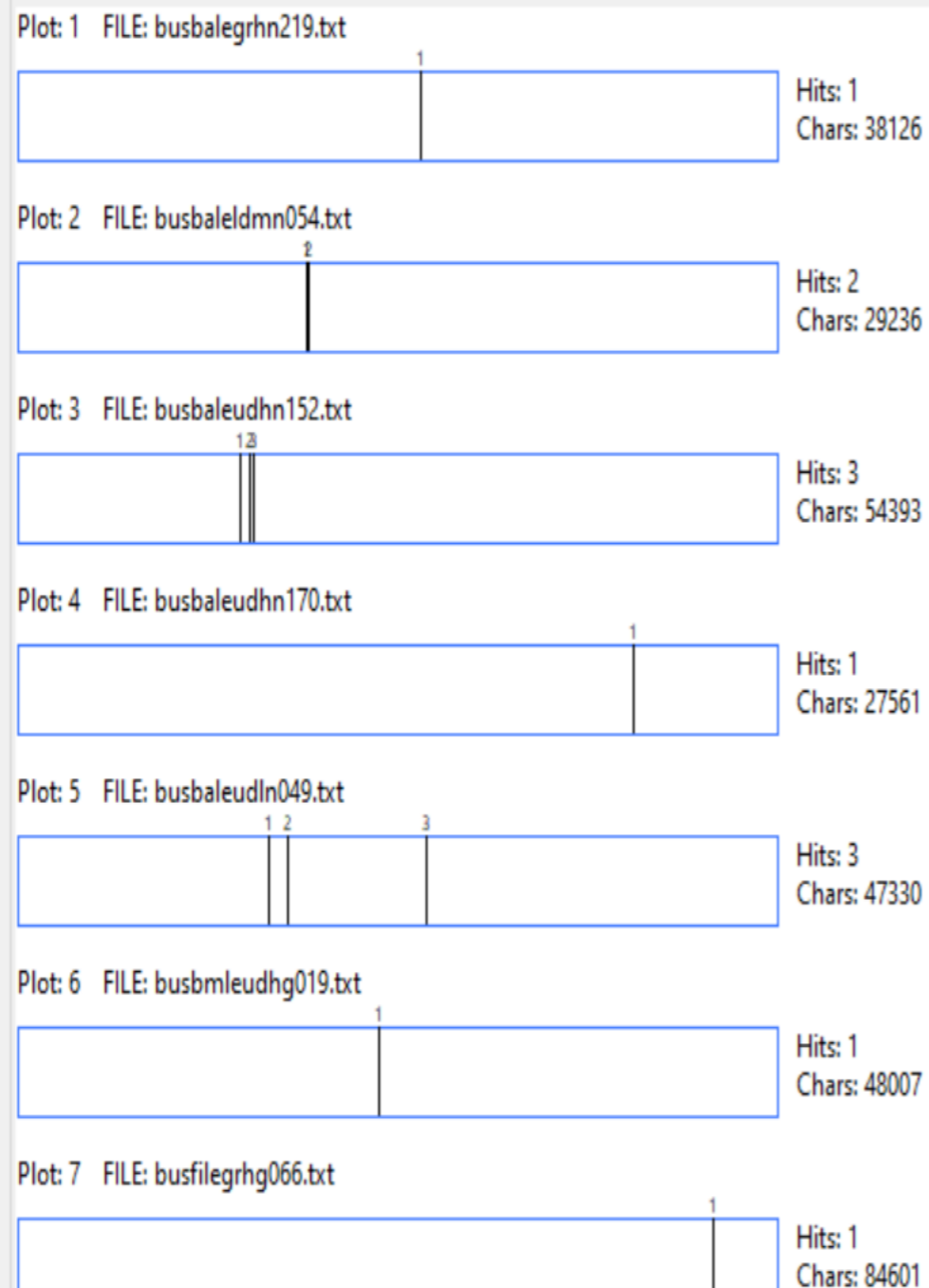
Corpus Files

- busacleldln052.txt
- busacleldmn048.txt
- busacleudhs057.txt
- busacleudms056.txt
- busacleudms058.txt
- busatlegrmg077.txt
- busatlegrmg084.txt
- busatleudhg013.txt
- busatleudhg016.txt
- busbalegrhn218.txt
- busbalegrhn219.txt
- busbaleldhn045.txt
- busbaleldhn046.txt
- busbaleldmn044.txt
- busbaleldmn054.txt
- busbaleudhn152.txt
- busbaleudhn154.txt
- busbaleudhn170.txt
- busbaleudln049.txt
- busbmleudhg019.txt
- busfilegrhg066.txt
- busfilegrmg002.TXT
- busfileudhg024.txt
- busmglegrhg105.TXT
- busmgleldhg174.txt
- busmgleudhg096.txt
- busmgleudhg104.txt
- busmgleudhg145.txt
- busmgleudhg147.txt
- busmqleudmq114.txt

Total No.  
36  
Files Processed

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Concordance Hits 25 Total Plots (with hits) 15



Search Term  Words  Case  Regex Plot Zoom x1

were \*ed Advanced

Start Stop Show Every Nth Row 1



# N-grams/Clusters/Lexical Bundles

## words that co-occur

AntConc 3.5.6 (Windows) 2018

File Global Settings Tool Preferences Help

Concordance Concordance Plot File View Clusters/N-Grams Collocates Word List Keyword List

Total No. of Cluster Types 19 Total No. of Cluster Tokens 25

Rank	Freq	Range	Cluster
1	3	1	were asked
2	3	1	were married
3	2	1	were involved
4	2	1	were confused
5	1	1	were asked
6	1	1	were killed
7	1	1	were released
8	1	1	were assigned
9	1	1	were characterized
10	1	1	were evaluated
11	1	1	were filed
12	1	1	were forced
13	1	1	were interested
14	1	1	were organized
15	1	1	were presented
16	1	1	were promised
17	1	1	were raised

Search Term  Words  Case  Regex  N-Grams Cluster Size Min. 2 Max. 2

Min. Freq. 1 Min. Range 1

Sort by  Invert Order Search Term Position  On Left  On Right

Sort by Freq

Clone Results

Corpus Files

- busacleldn052.txt
- busacleldmn048.txt
- busacleudhs057.txt
- busacleudms056.txt
- busacleudms058.txt
- busatlegrmg077.txt
- busatlegrmg084.txt
- busatleudhg013.txt
- busatleudhg016.txt
- busbalegrhn218.txt
- busbalegrhn219.txt
- busbaleldhn045.txt
- busbaleldhn046.txt
- busbaleldmn044.txt
- busbaleldmn054.txt
- busbaleudhn152.txt
- busbaleudhn154.txt
- busbaleudhn170.txt
- busbaleudln049.txt
- busbmleudhg019.txt
- busfilegrhg066.txt
- busfilegrmg002.TXT
- busfileudhg024.txt
- busmglegrhg105.TXT
- busmgleldhg174.txt
- busmgleudhg096.txt
- busmgleudhg104.txt
- busmgleudhg145.txt
- busmgleudhg147.txt
- busmqleudmq114.txt

Total No. 36

Files Processed

- Corpus Files**
- busacleldln052.txt
  - busacleldmn048.txt
  - busacleudhs057.txt
  - busacleudms056.txt
  - busacleudms058.txt
  - busatlegrmg077.txt
  - busatlegrmg084.txt
  - busatleudhg013.txt
  - busatleudhg016.txt
  - busbalegrhn218.txt
  - busbalegrhn219.txt
  - busbaleldhn045.txt
  - busbaleldhn046.txt
  - busbaleldmn044.txt
  - busbaleldmn054.txt
  - busbaleudhn152.txt
  - busbaleudhn154.txt
  - busbaleudhn170.txt
  - busbaleudln049.txt
  - busbmleudhg019.txt
  - busfilegrhg066.txt
  - busfilegrmg002.TXT
  - busfileudhg024.txt
  - busmglegrhg105.TXT
  - busmgleldhg174.txt
  - busmgleudhg096.txt
  - busmgleudhg104.txt
  - busmgleudhg145.txt
  - busmgleudhg147.txt
  - busmqleudmq114.txt

Concordance Concordance Plot File View **Clusters/N-Grams** Collocates Word List Keyword List

**Total No. of N-Gram Types** 238840 **Total No. of N-Gram Tokens** 266298

Rank	Freq	Range	N-gram
1	192	27	we re going to
2	132	32	i don t know
3	98	21	i m going to
4	78	7	than or equal to
5	70	12	unclear words unclear words
6	67	18	you re going to
7	60	24	if you don t
8	51	11	re going to have
9	50	23	don t have to
10	48	6	greater than or equal
11	48	23	you don t have
12	47	15	s going to be
13	46	17	we re talking about
14	40	14	let s look at
15	39	15	is going to be
16	37	19	don t want to
17	37	17	it s aoina to

Search Term  Words  Case  Regex  N-Grams **N-Gram Size** Min. 4 Max. 4

**Min. Freq.** 1 **Min. Range** 1

Sort by  Invert Order **Search Term Position**  On Left  On Right

Sort by Freq

**Total No.**  
36

**Files Processed**

Clone Results

# Checklist for Developing Activities (Reppen, 2010)

- Know what you want to teach!
- Select the best corpus resource for your lesson.
- Explore the corpus **completely** for the point you want to teach.
- Have complete and easy to follow directions
- Provide a variety of ways for interacting with the materials.
- If you are using computers **ALWAYS** have an alternative plan or activity.



**QUESTIONS?**



THE UNIVERSITY OF UTAH

L2TReC Webinar Series

# Corpus Linguistics for Language Teachers: An Introduction

Speaker: Dr. Elnaz Kia

Friday, March 5, 2021, 4:00-6:00 PM MST



L2TReC

**SECOND LANGUAGE  
TEACHING & RESEARCH CENTER**

---

THE UNIVERSITY OF UTAH