Workshop Homepage

Before we begin

1. Open a web browser.

2. Open whatever email account you use regularly.

3. Go to  http://corpus.byu.edu

4. In the middle of the left-hand column, click on “Register” and complete the simple, free, registration process.

Workshop Tools and Links


2. BYU Suite  http://corpus.byu.edu

3. MICASE  http://micase.elicorpora.info

4. UCREAL/CLAWS  http://ucrel.lancs.ac.uk/claws/trial.html  POS Tagger

5. AntConc  http://www.antlab.sci.waseda.ac.jp/software.html
Corpus Resources for ELL Instructors

Books


Articles


The original AWL was based on 3.5 million words.

But now see Davies’ WordAndPhrase (Academic) site listed below under BYU suite. This is based on the 110 million word Academic corpus of COCA and features an online interface with “word families”, definitions, synonyms, frequency in academic subgenres, collocates, and concordance lines.


Websites

Online Corpora

Google Books n-gram viewer  http://books.google.com/ngrams
http://books.google.com/ngrams/info
http://languagelog.ldc.upenn.edu/nll/?p=4258  (and associated links)

BYU Suite  http://corpus.byu.edu
COCA/COHA/TIME/BNC/SOAP/Google Books  http://corpus2.byu.edu/coca
WordAndPhrase.Info  http://www.wordandphrase.info

University of Michigan

MICASE  http://micase.elicorpora.info
MICUSP  http://micusp.elicorpora.info

Free Analytical Tools

AntConc  http://www.antlab.sci.waseda.ac.jp/software.html
UCREAL/CLAWS POS Tagger  http://ucrel.lancs.ac.uk/claws/trial.html
Compleat Lexical Tutor  www.lextutor.ca

Corpus-Created and/or Corpus-Informed ELL Textbooks

Cambridge UP

Touchstone series
Grammar in Use series
Vocabulary in Use series
In the Know
*Authors of these texts have access to the Cambridge International Corpus

University of Michigan Press

Building Academic Vocabulary
Academic Listening Strategies
Academic Interactions
Academic Writing for Graduate Students
Four Point series
Thinking Beyond the Content
Vocabulary Mastery series
Teaching a Lexis-Based Academic Writing Course
Dr. Rob Troyer
Western Oregon University

Oxford University Press
Natural Grammar

Heinle Cengage Learning
English for Academic Success series

Pearson Longman
Focus on Vocabulary
Vocabulary Power series
Understanding and Using English Grammar

Corpus-Cited Descriptive Grammars


**UCREL CLAWS C7 Tagset**

### Articles
- **APPGE** possessive pronoun, pre-nominal (e.g. my, your, our)
- **AT** article (e.g. the, no)
- **AT1** singular article (e.g. a, an, every)

### BCL
- before-clause marker (e.g. in order (that), in order (to))

### Conjunctions
- **CC** coordinating conjunction (e.g. and, or)
- **CCB** adversative coordinating conjunction (but)
- **CS** subordinating conjunction (e.g. if, because, unless, so, for)
- **CSA** as (as conjunction)
- **CSN** than (as conjunction)
- **CST** that (as conjunction)
- **CSW** whether (as conjunction)

### Determiners
- **DA** after-determiner or post-determiner capable of pronominal function (e.g. such, former, same)
- **DA1** singular after-determiner (e.g. little, much)
- **DA2** plural after-determiner (e.g. few, several, many)
- **DAR** comparative after-determiner (e.g. more, less, fewer)
- **DAT** superlative after-determiner (e.g. most, least, fewest)
- **DB** before determiner or pre-determiner capable of pronominal function (all, half)
- **DB2** plural before-determiner (both)
- **DD** determiner (capable of pronominal function) (e.g. any, some)
- **DD1** singular determiner (e.g. this, that, another)
- **DD2** plural determiner (these, those)
- **DDQ** wh-determiner (which, what)
- **DDQGE** wh-determiner, genitive (whose)
- **DDQV** wh-ever determiner, (whichever, whatever)

### Prepositions
- **IF** for (as preposition)
- **II** general preposition
- **IO** of (as preposition)
- **IW** with, without (as prepositions)

### Adjectives
- **JJ** general adjective
- **JJR** general comparative adjective (e.g. older, better, stronger)
- **JJT** general superlative adjective (e.g. oldest, best, strongest)
- **JK** catenative adjective (able in be able to, willing in be willing to)

### Numbers
- **MC** cardinal number, neutral for number (two, three..)
- **MC1** singular cardinal number (one)
- **MC2** plural cardinal number (e.g. sixes, sevens)
- **MCGE** genitive cardinal number, neutral for number (two's, 100's)
- **MCMC** hyphenated number (40-50, 1770-1827)
- **MD** ordinal number (e.g. first, second, next, last)
- **MF** fraction, neutral for number (e.g. quarters, two-thirds)

### Nouns
- **ND1** singular noun of direction (e.g. north, southeast)
- **NN** common noun, neutral for number (e.g. sheep, cod, headquarters)
- **NN1** singular common noun (e.g. book, girl)
- **NN2** plural common noun (e.g. books, girls)
- **NNA** following noun of title (e.g. M.A.)
- **NNB** preceding noun of title (e.g. Mr., Prof.)
- **NNL1** singular locative noun (e.g. Island, Street)
- **NNL2** plural locative noun (e.g. Islands, Streets)
- **NNO** numeral noun, neutral for number (e.g. dozen, hundred)
- **NNO2** numeral noun, plural (e.g. hundreds, thousands)
- **NNT1** temporal noun, singular (e.g. day, week, year)
- **NNT2** temporal noun, plural (e.g. days, weeks, years)
- **NU** unit of measurement, neutral for number (e.g. in, cc)
- **NU1** singular unit of measurement (e.g. inch, centimetre)
- **NU2** plural unit of measurement (e.g. ins., feet)
- **NP** proper noun, neutral for number (e.g. IBM, Andes)
- **NP1** singular proper noun (e.g. London, Jane, Frederick)
- **NP2** plural proper noun (e.g. Browns, Reagans, Koreas)
- **NPD1** singular weekday noun (e.g. Sunday)
- **NPD2** plural weekday noun (e.g. Sundays)
### Pronouns

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PN</td>
<td>indefinite pronoun, neutral for number (none)</td>
</tr>
<tr>
<td>PN1</td>
<td>indefinite pronoun, singular (e.g. anyone, everything, nobody, one)</td>
</tr>
<tr>
<td>PNQO</td>
<td>objective wh-pronoun (whom)</td>
</tr>
<tr>
<td>PNQS</td>
<td>subjective wh-pronoun (who)</td>
</tr>
<tr>
<td>PNQV</td>
<td>wh-ever pronoun (whoever)</td>
</tr>
<tr>
<td>PNX1</td>
<td>reflexive indefinite pronoun (oneself)</td>
</tr>
<tr>
<td>PPGE</td>
<td>nominal possessive personal pronoun (e.g. mine, yours)</td>
</tr>
<tr>
<td>PPH1</td>
<td>3rd person sing. neuter personal pronoun (it)</td>
</tr>
<tr>
<td>PPHO1</td>
<td>3rd person sing. objective personal pronoun (him, her)</td>
</tr>
<tr>
<td>PPHO2</td>
<td>3rd person plural objective personal pronoun (them)</td>
</tr>
<tr>
<td>PPHS1</td>
<td>3rd person sing. subjective personal pronoun (he, she)</td>
</tr>
<tr>
<td>PPHS2</td>
<td>3rd person plural subjective personal pronoun (they)</td>
</tr>
<tr>
<td>PIO1</td>
<td>1st person sing. objective personal pronoun (me)</td>
</tr>
<tr>
<td>PIO2</td>
<td>1st person plural objective personal pronoun (us)</td>
</tr>
<tr>
<td>PPI1</td>
<td>1st person sing. subjective personal pronoun (I)</td>
</tr>
<tr>
<td>PPI2</td>
<td>1st person plural subjective personal pronoun (we)</td>
</tr>
<tr>
<td>PX1</td>
<td>singular reflexive personal pronoun (e.g. yourself, itself)</td>
</tr>
<tr>
<td>PX2</td>
<td>plural reflexive personal pronoun (e.g. yourselves, themselves)</td>
</tr>
<tr>
<td>PPy</td>
<td>2nd person personal pronoun (you)</td>
</tr>
</tbody>
</table>

### Adverbs

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA</td>
<td>adverb, after nominal head (e.g. else, galore)</td>
</tr>
<tr>
<td>REX</td>
<td>adverb introducing appositional constructions (namely, e.g.)</td>
</tr>
<tr>
<td>RG</td>
<td>degree adverb (very, so, too)</td>
</tr>
<tr>
<td>RGQ</td>
<td>wh- degree adverb (how)</td>
</tr>
<tr>
<td>RGQV</td>
<td>wh-ever degree adverb (however)</td>
</tr>
<tr>
<td>RGR</td>
<td>comparative degree adverb (more, less)</td>
</tr>
<tr>
<td>RGT</td>
<td>superlative degree adverb (most, least)</td>
</tr>
<tr>
<td>RL</td>
<td>locative adverb (e.g. alongside, forward)</td>
</tr>
<tr>
<td>RP</td>
<td>prep. adverb, particle (e.g about, in)</td>
</tr>
<tr>
<td>RPK</td>
<td>prep. adv., catenative (about in be about to)</td>
</tr>
<tr>
<td>RR</td>
<td>general adverb</td>
</tr>
<tr>
<td>RRQ</td>
<td>wh- general adverb (where, when, why, how)</td>
</tr>
<tr>
<td>RRQV</td>
<td>wh-ever general adverb (wherever, whenever)</td>
</tr>
<tr>
<td>RRR</td>
<td>comparative general adverb (e.g. better, longer)</td>
</tr>
<tr>
<td>RRT</td>
<td>superlative general adverb (e.g. best, longest)</td>
</tr>
<tr>
<td>RT</td>
<td>quasi-nominal adverb of time (e.g. now, tomorrow)</td>
</tr>
<tr>
<td>TO</td>
<td>infinitive marker (to)</td>
</tr>
</tbody>
</table>

### Verbs

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VB0</td>
<td>be, base form (finite i.e. imperative, subjunctive)</td>
</tr>
<tr>
<td>VBDR</td>
<td>were</td>
</tr>
<tr>
<td>VBDZ</td>
<td>was</td>
</tr>
<tr>
<td>VBG</td>
<td>being</td>
</tr>
<tr>
<td>VBI</td>
<td>be, infinitive (To be or not... It will be ..)</td>
</tr>
<tr>
<td>VBM</td>
<td>am</td>
</tr>
<tr>
<td>VBN</td>
<td>been</td>
</tr>
<tr>
<td>VBR</td>
<td>are</td>
</tr>
<tr>
<td>VBZ</td>
<td>is</td>
</tr>
<tr>
<td>VD0</td>
<td>do, base form (finite)</td>
</tr>
<tr>
<td>VDD</td>
<td>did</td>
</tr>
<tr>
<td>VDG</td>
<td>doing</td>
</tr>
<tr>
<td>VDI</td>
<td>do, infinitive (I may do... To do...)</td>
</tr>
<tr>
<td>VDN</td>
<td>done</td>
</tr>
<tr>
<td>VDZ</td>
<td>does</td>
</tr>
<tr>
<td>VH0</td>
<td>have, base form (finite)</td>
</tr>
<tr>
<td>VHD</td>
<td>had (past tense)</td>
</tr>
<tr>
<td>VHG</td>
<td>having</td>
</tr>
<tr>
<td>VHI</td>
<td>have, infinitive</td>
</tr>
<tr>
<td>VHN</td>
<td>had (past participle)</td>
</tr>
<tr>
<td>VHZ</td>
<td>has</td>
</tr>
<tr>
<td>VM</td>
<td>modal auxiliary (can, will, would, etc.)</td>
</tr>
<tr>
<td>VMK</td>
<td>modal catenative (ought, used)</td>
</tr>
<tr>
<td>VV0</td>
<td>base form of lexical verb (e.g. give, work)</td>
</tr>
<tr>
<td>VVD</td>
<td>past tense of lexical verb (e.g. gave, worked)</td>
</tr>
<tr>
<td>VVG</td>
<td>-ing participle of lexical verb (e.g. giving, working)</td>
</tr>
<tr>
<td>VVGK</td>
<td>-ing participle catenative (going in be going to)</td>
</tr>
<tr>
<td>VVI</td>
<td>infinitive (e.g. to give... It will work...)</td>
</tr>
<tr>
<td>VVN</td>
<td>past participle of lexical verb (e.g. given, worked)</td>
</tr>
<tr>
<td>VVNK</td>
<td>past participle catenative (e.g. bound in be bound to)</td>
</tr>
<tr>
<td>VVZ</td>
<td>-s form of lexical verb (e.g. gives, works)</td>
</tr>
<tr>
<td>XX</td>
<td>not, n't</td>
</tr>
<tr>
<td>ZZ1</td>
<td>singular letter of the alphabet (e.g. A,b)</td>
</tr>
<tr>
<td>ZZ2</td>
<td>plural letter of the alphabet (e.g. A's, b's)</td>
</tr>
</tbody>
</table>
Historical change in the present perfect auxiliary with certain verbs

1. COHA:1995:MAG aspect of Charles Davis's brilliantly original art. Evocation is arrived at by means of a technique that has become, at length,
2. COHA:1990:NEWS phenomenal image which is our experience of the concrete thing is arrived at through the activity of k1 (WBS., A, 20a). Therefore
3. COHA:1992:MAG, and will produce superior accuracy only with one load that is arrived at after weeks and weeks of heartache, expense, worry,
4. COHA:1980:NF, and Budget, the figure is about twenty-six per cent, and is arrived at by including, in addition to Social Security, Medica
5. COHA:1983:NF, but about eight strokes harder. This bit of circumscription is arrived at by a complex mathematical formula that gives us what
6. COHA:1987:NF, he turn and stretching the outside one. When the opposite end is arrived at, the tips of the braid should be fastened in place w
7. COHA:1971:NEWS effective devaluation of the dollar by 12 per cent. This figure is arrived at by allowing for United States trade with each of the
8. COHA:1972:NEWS ameliorate; but, let a few years elapse, and the same end is arrived at, no matter what the special events passed through
9. COHA:1973:NEWS percent unemployment rate in the Seattle area. - '' The rate is arrived at mainly by the number on unemployment-insurance bene
10. COHA:1976:MAG, enion. The party leaders will see to it that some compromise is arrived at which will keep the tax money flowing, and nobody,
11. COHA:1977:NF, BBC will be free to exercise its own judgment if no agreement is arrived at within that period.' An extraordinary situation was
12. COHA:1962:MAG, xpayer $28.02 per day to hospitalize one patient. This figure is arrived at without including the costs of hospital building and
13. COHA:1963:NF, ans in its simplest application that the price of the funeral is arrived at by marking up the wholesale casket cost anywhere fr
14. COHA:1967:NF, time-lags. So a fundamental conclusion of the theory of value is arrived at: given conditions of perfect competition, the price
15. COHA:1951:NF, rk of art, certain aesthetic principles are applied. Judgment is arrived at concerning its value. '' Havighurst suggests that
16. COHA:1953:NF, out evenings to play pinochle. More often some accommodation is arrived at which permits both joint and separate activities. HU
17. COHA:1954:NF, tself is ineffable and in-in communicable, the means by which it is arrived at comprise a set and established discipline which the
18. COHA:1954:NF, erious disadvantage of looking too self-conscious. The effect is arrived at by trying too hard, and it looks it, even if it is
19. COHA:1955:NF, one of whom an agreement may be reached. Whether an agreement is arrived at between A and B, rather than between A and C and b
20. COHA:1955:NF, er a close look at this situation is taken and a true finding is arrived at. Book critics, reviewers, librarians, and sales p
21. COHA:1958:FIC, hen dignity and shame alter the meaning of life. This is what is arrived at: the mistress of the world amuses herself with b1
22. COHA:1940:MAG, after the Russian fiasco in the war with Japan. Once decision is arrived at in Europe there is direct approach to settlement in
23. COHA:1943:FIC, B HUMPHREYS His Excellency, the minister of the king of Spain is arrived at to pay his respects. It had already been arranged, sir.
24. COHA:1945:FIC, mathematical calculation, and still doesn't understand how it is arrived at. There was the problem, and there was the answer; a
25. COHA:1948:MAG, be judged guilty. To correct this imperfection, the decision is arrived at through an aesthetic combat, i.e., the intellectual
26. COHA:1943:NEWS, icial plan contemplates virtually a quadruple alignment which is arrived at by basing two principal systems upon the New Haven
27. COHA:1933:MAG, any sort of definitive agreement between the two governments is arrived at. Otherwise, there is the danger that, the moment C
28. COHA:1936:MAG, ugles for his own self-interest until a satisfactory balance is arrived at. The governing power of this new republic was actu
29. COHA:1936:NEWS, ho stand high in the world of philosophical thought. Neutralism is arrived at, as it may have been noted by the reader, through t
30. COHA:1936:NEWS, not do. It was suggested that an infinitesimal was that which is arrived at, say when a finite line is divided into such small
31. COHA:1936:FIC, Jury? '' '' Very soon. Mr. Carberry -- State's Attorney -- is arrived. '' '' Thank God! I had begun to feel I had been forg
32. COHA:1938:NFS, ture to the adjusted NOI for 1936. The amount of $783,000,000 is arrived at as the approximate maximum annual NOI that can reas
33. COHA:1938:NFS, the reconstruction of the national economy. But the decision is arrived at also with a view to the increase of '' socialist ac
34. COHA:1923:NFS, automobile demand and, of course, how speedily some settlement is arrived at regarding the reparation problem in Europe. STANDARD
35. COHA:1924:NEWS, reached, is to have a reserve, called the War Reserve, which is arrived at by the study of the General Board of Officers in the
36. COHA:1925:NF, forgotten or lost in making the settlement. Once a settlement is arrived at, the check usually comes promptly, and most compani
37. COHA:1927:MAG, Ing. A book on the game is out, and the character delineation is arrived at by comparing a specimen of one's handwriting with va
38. COHA:1941:MAG, r, which I shall do express in the mo ment of my knowing she is arrived. She is about 8 years old, and will be in the care of
39. COHA:1914:NFS, ic now -- will a posed sun dial be interesting enough when it is arrived at to justify a special journey and four kept-up paths
40. COHA:1901:MAG, ple, and by degrees a case like that of Tientsin the massacre is arrived at. Although we have denied in a report all those rumo
41. COHA:1902:NFS, may be stated as equal to 138,000, round numbers. This result is arrived at by a perusal of a communication from a very intelli
42. COHA:1903:NFS, -- which rightly gives a name to the whole operation. The best is arrived at only by a process of exclusion in which we successi
43. COHA:1904:NEWS, the number of cubic yards of snow removed by the contractors is arrived at by a simple system of computation in which the sur
44. COHA:1905:FIC, ochberg, who haf come met me ofer from Eastphalia for dat. He is arrived dis afternoon because I haf, just now before I come h

~ 7 ~
My lords, beneath these walls the noble Marmion From Flanders must endeavour to prevent 'this auto da je. Lord Guilford

e or subtraction or other comparison of known quantities, but to Dortrecht, the extent of the voyage. When the float
d; for there are greater wonders yet: an illustrious stranger

t hospitality. When at last that which we have always longed for

e for money, and the // 258 Stock Markets. settling day

f England to European affairs bring him to British ground, he

er than for articulate reason; and at last a mathematical line

rest in the proceedings, and are glad if only some conclusion

f at the common account accords with the fact; but this verdict

c at only after a careful collation of evidence. Variati

56 COHA:1805:MAG is arrived at the very moment when modern history takes new propo

57 COHA:1807:NAM rest in the proceedings, and are glad if only some conclusion is arrived at, no matter what or how. The reform is simple enough,

58 COHA:1807:NAG Who shall roll away the stone?'' and now that she is arrived, she finds, to her unspeakable joy and peace, that the

59 COHA:1810:NAG sed by the energies of her misused husband and a happy result is arrived at. The troubles are numerous but the issue out of them

60 COHA:1814:NAG involved and the intention of the actors, the same conclusion is arrived at. No distinction can be drawn between the attitude of

61 COHA:1816:NAG or the energies of a duty in order everything is in its place, What is arrived at its place, and what waits as its place; The tw

62 COHA:1820:NAG yet should be decided; Something long preparing and formless is arrived and formed in you. You are on your feet sooner whatever

63 COHA:1705:NAG the great body of truths under which the local economy is arrived at. Truth is the only direct end of the scientific legis

64 COHA:1862:NAG eclipse the night! Rhodope Rhodope (entering) Sappho, Aicus! Rhodope Rhodope Ay, ay,

65 COHA:1865:NAG me than for money, and the // 258 Stock Markets. settling day is arrived, so that the stock must be taken at a disadvantage in

66 COHA:1868:NAG worldly store seems not to increase. The time, nevertheless, is arrived when he is expected to return the little amount borrowed

67 COHA:1859:NAG ships there; it is reported, and believed by many, that he is arrived off Long Island. You see, my dear Polly, I have set you

68 COHA:1840:NAG ematical proportion to their respective virtues and vices, is it arrived at by solving the problem of the story upon the principle

69 COHA:1843:NAG be hard to say by what process of reasoning this conclusion is arrived at. ' ' The fruits of the earth have their growth in c

70 COHA:1835:NAG of hospitality. When at last that which we have already discovered, that Hagar is arrived with the young Ishmael, and with them two dark-eyed dau

71 COHA:1832:NAG for the next century. The Signor Magnifico, Don Alphonso Alvar, is arrived this moment. Shouts and trumpets again. The Count Sale

72 COHA:1831:NAG G; for there are greater wonders yet; an illustrious stranger is arrived. Flor. Floras Hey! Lis. Lissardo No less a personage than

73 COHA:1835:NAG demarch to Dortrecht, the extent of the voyage. When the float is arrived in this city of Holland, a part of the equipage is paid

74 COHA:1836:NAG or subtraction or other comparison of known quantities, but is arrived at by untaught sallies of the spirit, but a continual sel

75 COHA:1837:NAG of that I have wandered to this distant spot, cajolarius is arrived. They quick, light foot by which it was disturbed was Fau

76 COHA:1823:NAG It is now time that I speak more plainly; for, the hour is arrived, when there is not an event of my life to be related, in

77 COHA:1825:NAG whole world. It is about fortnight, since I saw Molton. He is arrived here, with the intention of going to Liverpool, in the n

78 COHA:1824:NF e must endeavour to prevent ' ' this auto da je. Lord Guilford is arrived: - we will ' ' get him to use his influence. Surely the G

79 COHA:1826:NAG details of the branch of the executive duties, and the time is arrived we trust, when it will no longer be permitted to remain

80 COHA:1827:NFG XXXIII -- May 21. Rejoice with me, my friend; Stanley is arrived; and has been little incommode by his journey. He has

81 COHA:1812:NFG My lords, beneath these walls the noble Marmion From Flanders is arrived, with high commission Entrusted by king Henry's special

82 COHA:1814:NFG unting their wrongs. -- Thanks, thanks be to heaven, the hour is arrived, in which I can enjoy this consolation; my son is my con

Additional searches: [np*] has arrived [np*] is arrived

~ 8 ~
### Historical change in the present perfect auxiliary with certain verbs—selected KWIC lines

<table>
<thead>
<tr>
<th>COHA:1938:FIC</th>
<th>Jury? '' '' Very soon. Mr. Carberry -- State's Attorney -- <strong>is arrived</strong>. '' '' Thank God! I had begun to feel I had been forg</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHA:1905:FIC</td>
<td>ochberg, who haf come met me ofer from Eastphalia for dat. He <strong>is arrived</strong> dis afternoon because I haf, just now before I come h</td>
</tr>
</tbody>
</table>
Dr. Rob Troyer, Western Oregon University

COHA:1907:MAG  al Arnold at Philad.'a. in which is the following.' An express is arrived to Congress from France by the way of Boston with inte

COHA:1908:FIC  JUSTICE MERTON (With a gasp of relief.) Ah! his lordship is arrived. (Murmurs of ' his lordship '' and a flutter among the

COHA:1893:FIC  to the Count, '' the Light of the World, our Lord Mahommed is arrived. '' The intelligence seemed to strike the Count with a

COHA:1884:FIC  of that. Enter a Servant. Ser. Servant Sir, Don Alphonso is arrived. Gor. Don Gortez I'll be with him directly -- tell him

COHA:1884:FIC  . Ser. Servant Sir, Don Alphonso's father, Don Testy, is arrived. Bel. Colonel Belgardo And the devil along with them. ( T

COHA:1884:FIC  Where got you these, Jessamy? JESSAMY Sir, the English packet is arrived. Dimple opens and reads a letter enclosing notes. '' Si

COHA:1887:FIC  Where got you these, Jessamy? JESSAMY Sir, the English packet is arrived. Dimple opens and reads a letter enclosing notes. '' Si

COHA:1873:FIC  me than for money, and the // 258 Stock Markets. settling day is arrived, so that the stock must be taken at a disadvantage. In t

COHA:1856:FIC  worldly store seems not to increase. The time, nevertheless, is arrived when he is expected to return the little amount borrowed

COHA:1859:MAG  ships there; it is reported, and believed by many, that he is arrived off Long Island. You see, my dear Polly, I have set you

COHA:1844:FIC  hospitality. When at last that which we have always longed for is arrived and shines on us with glad rays out of that far celesti

COHA:1848:FIC  come to tell you what you have already discovered, that Hagar is arrived with the young Ishmael, and with them two dark-eyed dau

COHA:1832:FIC  for the next century. The Signor Magnifico, Don Alphonso Alvar, is arrived this moment. Shouts and trumpets again. The Count Baile

COHA:1833:NF  m ust endeavour to prevent ' this auto da je. Lord Guilford is arrived: -- we will '' get him to use his influence. Surely the G

COHA:1826:MAG  details of this branch of the executive duties, and the time is arrived we trust, when it will no longer be permitted to remain

COHA:1827:FIC  My lords, beneath these walls the noble Marmion From Flanders is arrived, with high commission Entrusted by king Henry's special

COHA:1823:FIC  ent for which I have wandered to this distant spot. Calpurnius is arrived. The quick, light foot by which I was disturbed was Paus

COHA:1822:FIC  it is now time that I speak more plainly; for, the hour is arrived, when there is not an event of my life to be related, in the n

COHA:1824:NF  e must endeavour to prevent ' this auto da je. Lord Guilford is arrived: -- we will '' get him to use his influence. Surely the G

COHA:1814:FIC  hunting their wrongs. -- Thanks, thanks be to heaven, the hour is arrived, in which I can enjoy this consolation; my son is my con

~ 10 ~
Pre-Corpus-based study (Spring 2012). Sample of 5 students’ reporting clauses/phrases in a 500-word summary of 4 chapters of a book

**Student 1**
- On chapter 4, Lipson states the challenges that the international students face when they are studying abroad.
- On chapter 5, Lipson said some reassurance word to international students that this will take a time to.
- In fact, he mentions that in 11 points that improve the international students have to follow.
- According to Lipson, speaking up, even if you speak with accent, that make international student get over from the Lipson states that if the international students don’t have friends who can practice their English.
- Also, Lipson suggests international students to engage into the seminars and discussion because he found Lipson explain how they take good notes by copying the important material, summarize the key points that international students have to thinking creatively: going beyond what the Lipson states that the goal is to develop your own understanding, your own creation of ideas, your own notes.
- On chapter 8, Lipson explain what should international students avoid and doing their honest work. First, Lipson explain that international students don’t have friends who can practice their English. Also, Lipson suggests international students to engage into the seminars and discussion because he found Lipson explain how they take good notes by copying the important material, summarize the key points that international students have to thinking creatively: going beyond what the Lipson states that the goal is to develop your own understanding, your own creation of ideas, your own notes.
- On chapter 6, Lipson say that international students have to thinking creatively: going beyond what the Lipson states that the goal is to develop your own understanding, your own creation of ideas, your own notes.

**Student 2**
- However, this transition will not happen over night as Charles Lipson says, “Especially if you were raised and Charles Lipson advises international student to use the technique that international student have to follow it.”

**Student 3**
- Chapter 4 discusses academic challenges that international students face.
- According to Lipson, “You need to know it well to understand what your professors and classmate say”.
- Chapter 5 presents ways students can succeed academically.
- The author also suggests meeting with tutors or asking someone who is better than them in English.
- In chapter 6, the author talks about thinking creatively.
- Chapter 8 is talking about avoiding plagiarism.

**Student 4**
- The chapter 4 is an introduction to many challenges.
- The chapter 5 is talk about Succeeding Academically in American and Canadian universities.
- The chapter 6 is thinking creatively: Going beyond what the professor said.
- The chapter 8 tell us how to avoiding plagiarism and doing honest work.

**Student 5**
- Chapter 4 is introduce the international students in the United States importance of the English language in the article also carried out other introduction.
- But the article also give us a lot of way how to learn and improve English.
- The article said, “students need to take the initiative and choose their own ways to learn, and they have to read a lot and practice writing.”
- By the “Notes”, the article reminds us not to plagiarism, and if we copied the three key points that international students have to thinking creatively: going beyond what the Lipson states that the goal is to develop your own understanding, your own creation of ideas, your own notes. Meanwhile, in the fifth chapter, the author gave us introduces how to participate in the face of the challenge.
- In the 6 chapter of the reading, I learned to constantly think, dared to question posed by the students, gave us more detailed understand plagiarism and learn different.

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Post-Corpus-based study (Fall 2012). Sample of 4 students’ reporting clauses/phrases in an 800-word summary of a research article

**Student 1**

In this article in the first section of the statement the whole writing background, tells the story of
In this paper wrote, “What can international students tell us about their social, cultural and academic
This passage tells the story of tested experience through the international students,
This section is mainly about through the concrete research and experiment to obtain the very good
for example in the article, he sent to a lot of international students more than 1100 emails, and in
This section describes the results,
it is suggested that international students in the study the problem of language is very
this problem is discussed.
This section is to write the language problem common appeared in the international student body,
And the article mentioned the international students pay attention to language skills, and some people
In the literature reviewed the learning experience cultural norms is a very big challenge, interesting that
this article is wrote, "I don 't really have any difficulties adjusting with the culture norms.
In the article mentioned that, "in general those who reported having few or little tended to emphasize the
At the end of the article it is written, 'international students need more intensive orientation to understand
This section about cultural misunderstanding, and from this we know, some respondents don't think Toledo
This section describes the economic problem, for many students pay the cost of the school is very trapped
This section tells the story about friends and social support, from the text obvious data shows that,
This section about most of the people think that in the local community of US people are very friendly,
Concluding paragraph summarizes the article mentioned for international students facing difficulty,
, and article mentioned without a friend, the school environment and the surrounding environment and we
This article mentioned the results of the survey and data shows that most of the international students
This paper makes me even more clearly know me now, and the problems faced with more easy to find out

**Student 2**

According to their research, the researchers
For education institutions, the researchers
Similarly, M. Sherry, P. Thomas as well as H.W. Chui
The main question they
survey, as the scholars
... who were invited in a survey by M. Sherry et al,
... data accurately and confidentially, researchers asked
As the investigators
... experiences in The University of Toledo, they
... other hand, despite the negative comments, the authors
... surroundings in western countries, Dr. Sherry et al
Additionally, in the survey of Dr. Sherry et al,
According to the research,
Likewise, the professors
They
As noted by researchers,
In the university community, as stated by authors,
M. Sherry, P. Thomas and W. H. Chui
They
a large group of international students at the University of
claimed that some universities just cared about the needs of
confirmed that discrimination also affected a higher
asked in this
noted, was "what can international students tell
which were nearly sixty-six
found that most
stated that some of interviewees declared that they
stressed that how to learn new cultural
the cultural misunderstanding also made students
the graduate assistantship would be the main reason that
listed questions about the topic of making friendships with
speculated that over 45 interviewed students announced that
cultural diversity made international students feel whether
the unique problems and needs which were considered owning
concluded that the results in their survey were different
pointed out the suggestions that were given by students who

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Student 3

Professors M. Sherry, P. Tomas and W. H. Chui wrote an article about international students. It talks about what are difficult for international student. The key research questions in the research that author researched was "what can international students talked about language issues for international students. In the result of language issues, author find out that lots of students think English speaking is much talks about adapting to new cultural norms. Part of The University of Toledo, Most of international students shows most students don’t think adapting to new cultural norms understanding is the third challenge in this research. In the result, the authors find out that over 60% international students think that their is about financial problems for international students, said, there are fifty-seven percent. Result of friends and social support showed authors that it’s always hard for international students in America to find out that there are 50% of international students said that also find out that about social support of international lot of international students said "none" when author asked “what other social support do you have here?” Authors got almost same number of people answered about whether they expect. shows in research.

In the university community, authors find out there are fifty-six percent of international student mentioned that this research showed a lot of problem that also provided a lot of numbers; those numbers are helpful for.

Student 4

In the succession of background, the authors On the other hand, as indicated by the research, Additionally, the researchers According to the report written by M. Sherry, P. Thomas the methodology section, as stated by the study, In addition, M. Cherry and his colleagues As explained in the language issues of the study, international students, suggested by the survey, Likewise, the authors international students, as claimed by the authors. As revealed in the project, as declared by the culture misunderstanding in the study, The authors They advocate that some problems that the study also highlights the challenges and problems that the stress that on one hand, international students go abroad for international students can be confronted with many problems also propose that it is very necessary for the university, as and Chui, their study analyzes the experiences of an online survey was sent by email to more than 1100 noted that as a good way for studying international students to meet the language needs of the there should be more valid ways to be further assisted with advocate that the problems of written English skills were to understand the new culture’s demands, values and beliefs suggesting that it is essential to list some reasons why the international students experience also doubted about the amount of the University fees, as well as argument that most of the international students are still limited assert that almost half of the respondents felt more than half of the respondents indicated that they had argue that the study has recorded the problems that the is telling are my current problems too. For example,
Using reporting phrases and clauses in academic writing

Underline the reporting phrases in the following sentences.

1. According to a report prepared for the Pew Center on Global Climate Change, trucking accounts for "72 percent of transportation energy and carbon emissions, with air transport coming in second at 10 percent, followed by marine, rail, and pipeline" (Green and Schafer).

2. Also, as stated by Albrethsen and Keller, the success of the hay harvest was highly dependent on the quality of the summer.

3. The need to achieve, as explained by Murray, is a consistent "tendency to overcome obstacles and attain high standards" (164).

4. And the early Chinese, as noted by Lee, skillfully employed white American lawyers to defend their constitutional rights (quite often successfully).

5. For an intervention to be considered "evidence-based" according to Gersten, a minimum of four acceptable quality studies or two high quality studies must support the intervention.

6. Unfortunately, there is no evidence to support this theory, as stated by Smith et al, who did not record any hormonal alterations in the case they reported.

7. Additionally, in a study by Sarpkaya, a significant relationship was found between the perceptions and expectations of teachers and administrators on the issue of participating in decisions at high schools.

Underline the reporting clauses in the following sentences.

7. Gilbert and Trudel reported that coaches often examined their coaching behaviors and the subsequent consequences to determine which elements of their coaching repertoire were successful and which ones needed to be refined.

8. Likewise, Bloom and Salmela noted that elite coaches felt that learning to coach was part of an on-going developmental process throughout their careers.

9. Werthner and Trudel stated that an important source of learning came through informal and unmediated learning situations, such as watching other teams practices' or discussions with other coaches.

10. Similarly, Bloom and colleagues found that mentoring by more experienced coaches allowed younger coaches to acquire knowledge and helped shape their coaching philosophies and beliefs.

11. Along these lines, Crase and Walker suggested that those physical education program areas which are first to offer attractive financial incentives and academic packages will likely be those that are the most successful at recruiting ethnic "minority" students.

12. Challenging Pereira dos Santos' understanding of "popular cinema," Guerra argued that "the people whom this type of cinema shows don't work, they are not seen in their daily struggle, they do not struggle against the established social structures."
Fill in the blanks with a reporting phrase or clause from the sentences on the previous page.

13. Thomas ___________ the statute does not "directly and materially advance" the government's interest in opposing strength wars because the "irrationality of this unique and puzzling regulatory framework ensures that the labeling ban will fail to achieve that end."

14. ___________ Norfolk Southern's fourth annual sustainability report, in 2010 the company reduced greenhouse gases by 3.9% "per revenue-ton-mile of freight."

15. On 9 May, a front-page article by Rubin, Marshall, and Boudreaux ___________ "the embassy was hit in an apparent case of mistaken identity."

16. For their part, historians, ___________ Gerstle and Mollenkopf, have not "risen to the challenge" of applying lessons from the past to the present immigration.

17. Under-treatment is one of a number of factors contributing to around 14,000 avoidable cancer deaths in patients over 75 in the UK each year ___________ a report from Macmillan Cancer Support.

18. Senior PLO spokesperson Bassam Abu Sharif ___________ the guidelines required warning an alleged collaborator two times.

19. Connective diversity, ___________ Horton, allows power and class differences to cut across ethnic divisions (233).

20. A 1998 MENC Research Task Force chaired by Carolyn Lindeman ___________ "while music programs in some schools are thriving, in other schools, the position of music in the curriculum has eroded substantially in recent years."

Answer the questions below.

1. How many of the 20 example sentences refer to report, study, or article as the source? ______
2. Which of the sentences from question #1 also give names? ______
3. How many of the example sentences have two authors as the source? ______
4. Which of the sentences cite sources with more than 2 authors? ______
5. Which sentences have the reporting phrase after the grammatical subject of the sentence? ______
6. Which sentences have the reporting phrase after a prepositional phrase or adverb? ______
7. Which sentence has the reporting phrase after the entire information clause? ______
8. Which sentences begin with a Name + reporting clause? ______
9. Which sentences begin with an adverb + Name + reporting clause? ______
10. Which sentences begin with a prepositional phrase + Name + reporting clause? ______
11. Which sentence begins with information about the person + Name + reporting clause? ______
12. Which sentence begins with an ing-clause followed by Name + reporting clause? ______
Corpus Creation: “It is alive!”

Let’s assume you want to make a corpus of written English (rather than of spoken English, sign language, Swahili, or Cheerios).

1. Whose writing/genre am I interested in, and do I want to describe or also compare?
   I want to make a corpus of …
   news articles about US-China relationships (describe)
   marketing trade magazines (compare to general corpus to find unique traits)
   fictional narratives by 5th graders (describe)
   my students’ essays on a certain topic (describe)

2. Where will I get my texts?
   download from the internet
   ask someone for permission to use their papers/files/corpus
   I have electronic files for my students’ essays

3. Approximately how big will my corpus be?
   30 news articles, about 30,000 words
   40 student essays, about 20,000 words

4. What do I want to learn about these texts, and what linguistic features can I find and/or count to help do this?
   How frequently are the students using the vocabulary I’ve taught them?
   word count
   Are they using certain words correctly?
   concordance
   What kinds of phrasal verbs are they using?
   PoS tagging and concordance
   How often are they beginning sentences with introductory modifiers?
   PoS tagging and concordance
   How frequently are they using passive voice?

Now you need to make your corpus. Follow the guidelines below.

1. Be methodical in assigning names to files and folders—keep them short.
2. Each text must be saved as a plain txt file (.txt)—use your Notepad program.
3. Edit your texts. You’ll need to remove any words or extraneous metadata from inside the files or place metadata between < >. This includes author name, date and place of publication, references, even titles unless you want to include them in the analysis (though they are arguably a different genre). Consider what to do with word strings in quotes—this depends on your research questions in #4.
4. If you are tagging and/or parsing…
   POS tag your texts. Google “claws tagger” and find the free trial link. Select C5 or C7 tag set. Paste your text in the box. Tag it! Copy and paste into a new Notepad file and save.
   Parse your texts. Google “Stanford parser” and go to the “Stanford Parser” page. Paste your text into the box. Parse it! Copy and paste into a new Notepad file and save.
Now you’re ready for some basic analysis

1. Download a free concordancing program. I recommend AntConc. Google “AntConc” and click on the hit “AntConc – Laurence Anthony’s Homepage”. Click on the most recent version and download—it’s fast, and from your download folder, you can copy and paste it anywhere that’s convenient, then double-click to open the program.

2. Load your files.

3. Get some basic stats.
   Go to the “Word List” tab. Check “Treat all data as lowercase”. Click start.
   At the top, note the No. of Word Types and Total No. of Word Tokens

4. Frequency investigations. Use the Concordance tab to search for the words or structures that you are investigating. You can use the Advanced Search box to retrieve multiple words or structures.

Here are some noteworthy Antconc settings:
   At each tab, check “Treat all data as lowercase”
   Global Settings: Tag Settings: you can hide the tags but still use them in searches.
   Global Settings: Wildcards: Write these down so you know how to use wildcard characters.

The concordancer does two important things: 1) it counts whatever you are looking for (obtains the frequency), and 2) it lists KWIC (Key Word In Context) lines for each search.

Here are some noteworthy KWIC lines facts:
If you do an advanced search and then under “KWIC sort” check only the first box and set the level to “0” and click “Sort,” it will alphabetize your kwic lines.
In any search, if you check the “KWIC sort” boxes and set the location to n right or left, and click “Sort,” it will organize the lines alphabetically by the words to the right or left. This is extremely useful for seeing which words frequently collocate with your search terms.
If you want to save kwic lines to look at later, open an MS Word file, set the page orientation to horizontal and margins to .5 inches all around. Go back to AntConc and select everything in the results window (Ctrl C) then paste into Word. If your kwic line search window was set at 60 characters, when you paste to Word, use font “Courier New” at 9 pt size. This will put your keyword in the same place in each line and allow maximum context for manual analysis. Depending on the length of your search string, you might need to make adjustments.
If you plan to do manual coding of kwic lines, I recommend opening a new Excel file and making the second or third column really wide. Then past your copied results from AntConc into the wide column. This should place each kwic line into a separate Excel cell. Change the font to “Courier New” and adjust the size as needed. Now you can use the other columns for coding each line and sorting later if needed.

5. Play with Cluster searches and Collocation searches.