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is an inevitable must.

As it was pointed out in this article, dictionary compilers using computer corpora can claim to produce dictionarties that are more complete and reliable than other ones. This is the case because words meanings, their grammatical and collocational behaviours as well as their relative frequency of use have been observed in authentic instances of use. Publication of The Collins COBUILD English Dictionary confirms such a claim. Persian dictionary compilers can also make use of such a computer corpora of Persian language words. Of course, it requires great contributions of universities, research centres and governmental officials to spend large amounts of time and money to provide a national corpus for Persian language like what happened in Birmingham University for English, i,e. BNC (British National Corpus). The writer of the present article believes that it is worth providing a Persian corpus from which Persian speakers all over the world can witness a complete up-to-date and reliable dictionary in their language every year.

According to H. D, Brown (2001:44) "some of the characteristics of communicative language teaching make it difficult for a nonnative speaking teacher who is not very proficient in the second language to teach effectively, Dialogues, drills, rehearsed exercises and discussions (in the first language) or grammatical rules are much simpler for nonnative speaking teachers to contend with. This draweback should not deter one, however, from pursuing communicative goals in the classroom. Technology (such as video, television, audiotapes, the internet, the web and computer software) can aid such teachers."

Implications of concordancing in second language teaching in general and teaching English as a foreign language in particular can help our teachers. Attempts have been made throughout this artlcle to present examples of pedagogical implications of concordancing in teaching vocabulary, especially abstract concepts and collocations. Also, teaching grammar through DDL (Data Driven Learning) and induction is another area of pedagogical implications of concordancing which was pointed out. One more area of concordancing usage is in teaching ESP, and ESP materials preparation as exemplified in the final part of the article.

One important point to consider in using concordancing in language teaching is the learners knowledge level of language, their competence and ability to infer new concepts and meanings from the avaliable context, Therefore, concordencing seems to be more useful for intermediate language learners upward.

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He points out that students can not understand the rule statement unless they test it against the various examples. He also shows that giving a rule first imposes a rule formulation rather than encouraging the student to make one up on his own terms. In cases where the discremination necessary is relatively simple, an imposed classification is usually less easy to remember and therefore less efficient than one invented for oneself. In learning grammar through the use of concordancing, the learner's own discovery of grammar based on evidence from authentic language use becomes central to the learning process. Yet, as Stevens (1995) asserts, this kind of learning is distinct from inductive models of learning in that the teacher facilitates student research into the language without knowing in advance what rules or patterns the learners will discover.

Charles Owen (1993) argues that the theoretical impetus for developing concordancing software and its use on language description and on language pedagogoy comes from Firthian linguistics and is in marked contrast to the more psycholinguistic approaches to language description which have been dominant for the last thirty years. He challenges the correctness of descriptive grammar of English through the use of the new computational techniques, such as the Collins COBUILD English Grammar (1990). Of course these doubts were answered by Francis and Sinclair (1994).

They answered Owen on many of his specific points about the accuracy of the lists in the Collins COBUILD English Grammar, and argued that such lists remain a valuable means of showing the interdependence of grammar and meaning. They emphesized that without a large corpus of natural language, a full and accurate picture of language in use especially grammatical patterns would not be possible.

Concordancing and ESP □

Concordancing has also been used effectively in ESP. Ilse (1991), for example, reports on a vocational training lesson in which banking students concordanced words like 'share', 'debenture', 'unit', etc. and then compiled the information in text files. Students reported results to the class at large, and found the concordance programme fascinating.

Mpartusa et al. (1991) had students study English by means of concordances of textbook materials in different subjects. In economics, searches were done on common Greek and Latin roots, locating definitions and discovering differences in American and British usage.

In a more recent trend towards ESP, there seems to develop a series of language studies in which different sub-fields of linguistics have been linked. While the ESP is considering higher level issues, research using corpora and concordancing techniques has linked genre analysis with phraseological studies (Dudley-Evans, 2001). Gledhill (2000) shows how introductions to medical articles about cancer research use a limited and predictable phraseology. This phraseology can be established by examining the collocations of high-frequency grammatical items (e.g. *of, for, on, but, has, have, were*, etc.). Gledhill shows that *has been/have been* are used in cancer research articles to establish a relationship between a drug or biochemic al process and a disease (as in *TNF alpha has been shown to deliver the toxicity of ricin A*; Gledhill 2000:7). This research has great potential, especily the potential of relating the more general findings of genre analysis to specific language use, and thus to materials production.

Conclusion □

Language practitioners' familiarity and use of concordancing in their specific areas of activities in a world in which electronic and computerized educational technology has been so widespread

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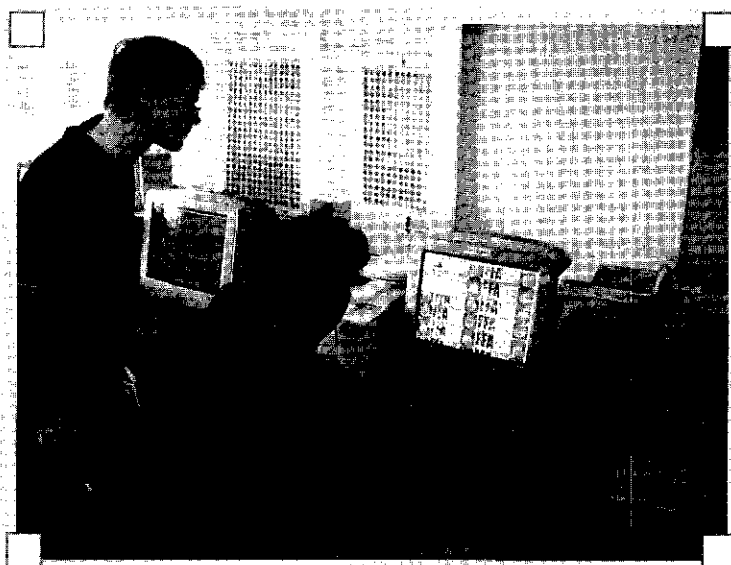
is ... *protection against + article + noun*' but as the printout shows we can also say '... *protection for/from...*'

- The verbs which come before 'protection' in our sample include '*provide*', '*offer*', and '*give*'.
- Adjectives which commonly come immediately before '*protection*' include '*effective*', '*complete*' and '*environmental*'.

Now the teacher can help the students to summerize their answers into a table showing where '*protecrion*' fits, for example:

offer	effective		against
provide	environmental	protection	from
give	complete		for

Of course one may say this information is available in good dictionaries. But the advantage of such work is that since the students have studied the computer printout themselves and worked out and discovered facts about the word '*protection*' on their own, their understanding of the construction of the word and its grammatical surrounding is likely to be much greater and more profound (Harmer, 1998).

In a recent development in Iran, Parviz Maftoon (2003) in a section of Roshd ELT Journal entitled "Let's Take a Break" tries to present a sample of concordance lines in which the key word in centre is masked. The language learners are asked to read the lines and try to guess what the masked word is. Doing such kind of exercises improves the learners' knowledge of word collocations and the ability of getting meaning from the context.

Teaching Grammar through Concordancing □

Another implication of concordancing in language teaching is its use in understanding and teaching grammar (Diane Larsen-Freeman, 2001). Concordance programmes can search massive databases of spoken and written language to identify examples of particular patterns (Sinclair, 1990). An implication of corpus-based research is that teachers of grammar should pay more attention to conventionalised lexicogrammatical units-i.e.semi-fixed units comprised of words and grammar structures, such as '*the sooner, the better*,-since these units contribute extensively to native speaker fluency (Lewis, 1997).

McDonough (1986: 31) examines the deductive and inductive approaches to teaching grammar.

samples not constructed for the purpose of language learning (Widdowson, 1979: 80). Authentic tasks would then be tasks and learning projects as well as activities of knowledge constructions which truly enable learners to explore the target language in its structure and functionality when working with such genuine "texts".

One such exposure can be viewed in the use of corpora of authentic language as a basis for understanding lexical and grammatical usage. This is the case specially for Foreign Language Teaching (FLT) situations in which direct contact with native speackers is not so accessible.

Teaching Vocabulary through Concordancing □

Alan Hunt and David Beglar (2002), in a survey on different approaches to teaching vocabulary to second language learners conclude that these learners can be expected to require many exposures to a word in context before understanding its meaning. They also assert that learning vocabulary includes learning about collocations, associations and related grammatical patterns as well as meaning. Therefore, if regularly practiced, this strategy may contribute to deeper word knowledge for advanced learners as long as they pay attention to the word and its context.

Stevens (1991b) details a technique for creating vocabulary exercises from concordance output. Buttler (1991) who believes such exercises are a quick and reliable means of assessing expectancy grammar (elaborated on by Oller, 1976) for placement of students reports.

Harmer (1998) makes use of concordancing as a technique for teaching abstract concepts to an upper intermediate ESL class. He exemplifies the following concordance of the word 'protection' in order to explain the meaning of the word as well as grammatical patterns in which it can be used and also some of its common collocations.

I was married, pregnant: and had a dog for / protection. 'I dream of your body so luscious / an SPF rating. Now, generally, SPF 2 is low on / protection, but Bergasol's skin type 2 is high / get wet! These sunscreens do give the best / protection - after all perspiration can wash / sunscreen after swimming. Use a higher sun / protection factor (SPF) on vulnerable spots / exhibited a wide variation in the effective / protection accorded to the import-substitute / negligence in not providing adequate police / protection for the city. Several weeks / free needles will provide any significant / protection. A sufferer from drug addiction / Annual 'boosters' ... provide inexpensive / protection for your dog against ... diseases / was of comparable importance. For the farmer / protection against a severe decline in his / her belly. This meagre shelter gives little / protection from either enemies or the wind / also responded to the desire of business for / protection against foreign competition. The / jugglers who require an excess of praise and / protection from hard truths. / sprays. Your medication may not give absolute / protection against malaria, some forms of / she shrieked and turned to Summers for / protection. He assured her she need fear / that citizens might value. Integrity provides / protection against partiality or deceit or / everything. There was a mask, a visor for eye / protection. If it was hot outside it was even / to hasten it s recovery, began to give It / protection against the import of foreign foods / stems from any inadequacies of employment / protection legislation. The employment / of the villagers but with clothing, food, and / protection against the sun. But his feelings / of their people and for their defence - and / protection of the environment and the worker / to fall again. My sealskin coat was a good / protection against the wind and my hands were / if Mother approves and continues to offer / protection. The ogre's wife hides Jack in a / to their ancestors for life and health, and for / protection against their enemies. When they / a diversified line. This provides further / protection. There is danger that technological / scrutiny, the bureaucratic system can provide / protection against allegations of corruption / industry in the country was given increased / protection. This was simply the first dose of / can't promise you total and utter and complete / protection. All I can promise is that we can / only in terms of the general need for consumer / protection, which is encompassed in new clause / who have a good record in environmental / protection are officially commended and

In this printout, the example sentences are taken from a wide variety of sources (books, newspapers, advertisements, etc.) which have been fed into a computer. Any word can be looked up in the same way to see how and when it is used. The number of words to the right and left of the search word, the word in centre, here 'protection' is just enough to understand the word's meaning and use correctly in each case.

Words such as 'protection', 'charity', 'justice', 'fair', etc. are abstract concepts and really difficult and time consuming to explain. One way of teaching words of this kind is to show them enough examples of the word being used so that its meaning emerges naturally. That is what computer concordances do (Harmer, 1998) and what Jack. C. Richards (2001) and Alan Hunt & David Beglar (2002) call language teachers' attention to frequent exposures to a word in context.

The teacher using the above printout may not need to explian the meaning of 'protection' to the students rather he, as a facilitator, can start by asking the simple question 'What comes before and after the word 'protection'? and students working together or individually will be also to provide the following answers (taken from Harmer 1998, p 59):

• A common pattern into which 'protection' fits

this is the basic idea of Data-Driven Learning approach (DDL). An approach which started to develop in the 1990s by Tim Johns and his colleages at Birmengham University. Johns (1991:2) asserts that DDL approach was promoted to achieve "the ability to see patterning in the target language and to form generalizations.

Ruschoff (1999) summerizes the basic ideas underlying DDL as the followings:

• A focus on the exploitation of authentic materials even when dealing with tasks such as the acquisition of grammatical structures and lexical items;

• A focus on real, exploratory tasks and activities rather than traditional "drill & kill" exercises;

• A focus on learner-centred activities;

• A focus on the use and exploitation of tools rather than ready-made or off-the-shelf learnware.

According to Ruschoff," these ideas are firmly rooted in some of the current guiding paradigms. Most obviously concepts described as task-based learning (TBL) form a relevant backbone of aspects explored and exemplified in DDL".

Computer-based activities such as concordancing techniques are particularly in line with DDL approach.

On the advantages of using concordancing in language learning, Johns (1988) states that 1) concordancing interjects authenticity of text into the learning process, 2) learners assume control of the process and 3) the predominant metaphor for learning becomes the search metaphor. He believes that, through concordancing, we simply provide evidence needed to answer the learner's questions, and rely on the lerner's intelligence to find answers.

Jeremy Harmer (2001), in his instructive work, introduces a number of example exercises by which students become language researchers and one of these exercises is presenting concordance sample of a

particular word. In order to learn the word, the students should just read the lines carefully, paying attention to the words before and after it. Consider the following computer printout taken from Harmer (2001, p 179).

```
Nightmare or perk of budding stardom? His    shrug  seems to say, "Hell, why not?"
Those circumstances potential customers will simply  shrug  their shoulders, walk away and do
Shared experience, giving her the confidence to  shrug  her shoulders when she feels like it.
If somebody's got to benefit from inequality, her  shrug  suggest, it might as well be her.
The garage just pursed his lips and said with a  shrug  "Madam there are no parts.
A furious damp face on Rossendale who could only  shrug  mute agreement. Lord John though
He stared then with an enormous  shrug  of reluctance, ha walked to the door.
"I se your own," Replied the Mason with a  shrug.  "isn't that the way of it?
he mean by that? Then she gave a tiny  shrug.  The man was more than just a mystery
people like them? "She felt Fitzalan  shrug.  "Sometimes there's trouble."
Killed him," our eyes meet I  shrug  and look away, as if it doesn't matter.
If they throw me out ..."he trailed off with a  shrug  "those are my terms. Sabrina
She lifted her shoulders with a cismissive  shrug,  wishing heartily that someone else would
to the other from where he'd been summoned ;to  shrug  off the body which Sartori had congealed
stopped by a blizzard? The she gave a tiny  shrug.  She couldn't back out now –Kelly
shameface grin but probably looks like a careless  shrug.  "You're right," I tell him
it's ingrained. We can't  shrug  it off." "I'm not worried about
Jezrael raised her eyebrows in a facial  shrug  gave a faint nod; I think I might live.
McKimm has fought a losing battle to  shrug  off injury and is replaced by another
Newctle line-up, but Paul Bracewell is likely to  shrug  off a toe injury Keegan
flights are always crowded, "he told her with a  shrug.  "But I'm hoping to catch the
point of view." Anyway," she added with a  shrug,  "the jacket might not be there now
hat?" The stiff shoulders moved in a  shrug  that almost failed to happen .What
"And had there been?" Again a  shrug  this time dismissive. "No not to
got to move fast though ."He tried to  shrug  her off, but Cally held on to him.
```

From this concordance it is immediately apparent that *shrug* can be a verb, a noun or a part of the phrasal verb *shrug off*. Where *shrug* collocates with a part of the body, that is always *shoulder*, and once again, the student can now use this collocation with confidence.

Researching words in this way allows students to complete the task; they can then go on to use some or all of the collocations they have found in scenarios where people show how they are feeling and what they mean with the body movements they use.

As we now see research has offered a powerful alternative to teacher explanation. Furthermore it calls our attention to what Johns (1988) recognizes as the predominance of research metaphor over learning metaphor.

Concordancing and Language Teaching ☐

Jack. C. Richards (2001) asserts that learning is facilitated by exposure to authentic language through using language for genuine communication. Harmer (1998) also considers learners exposure to authentic language as a major part of language teacher's job. Genuine materials are, as Widdowson pointed out in 1979, language

determination of sense divisions (Jackson 2002).

So, for the lexicographers of the 21st century, using a concordance programme in order to search rapidly and efficiently for different uses of a word, its meanings, collocations, different parts of speech, etc. seems to be inevitable.

Oxford and Longman lexicographers use the *British National Corpus (BNC)*, a 100 million-word corpus of both spoken and written English, Collins lexicographers use the *Bank of English*, a growing corpus developed at the university of Birmingham, now of more than 400 million words. *Gollins COBUILD English Dictionary* which was first published in 1987 was one of the early attempts to compile a learners' dictionary on the basis of a computer corpus of texts. The corpus available to the lexicographers of the first edition of *COBUILD* amounted to 7.3 million words of text with an additional 13 million words in a reserve corpus (Jackson 2002).

Concordancing and Studying Language ☐

Jeremy Harmer (2001) points out that in recent years the development of new programs has started to bring corpora into more use. David Nunan (1999) also points out that concordancing programmes enable researchers to explore the context in which particular words and phrases occur, and the other words with which they co-occur. These databases enable linguists to identify patterns in language that are not immediately apparent, and functions performed by particular words.

Software programmes used with language corpora show how particular words are used. These 'key words in context' (KWICs) appear on the screen or computer printout embedded in the sentences or phrases where they occur. Each line of the concordance is taken from the different text stored on the corpus. For example we can get a representative sample of a word such as '*since*' like the following:

```
wpipes  to the guerrillas in1986  and since then there have been no reports of ad
      situation has  changed greatly ,  and  since then we have made a significant
introduce a memorable body of work. and since then she has appeared, as if in penan
         issues he has been ducking ever since the ructions of 1968. <p> The feature
referred privacy to flamboyance, ever since his public companies had the stuffing
  out against Mr Le Pen's group . Ever since the elections they have been reveal i n
  , the musical establishment has ever since accused him of selling out politic
 Controversy has followed him  ever since, encouraged by his own unpredictability
        of being a Nazi sympathiser  ever since. The Speer book has enabled critics
   closer to Welney at Yarmouth and has since won easily at Brighton. Despite the p
group lost £1.368m l a s t year and has since been radically slimmed down to three
   condemn Peking for its butchery, has since acknowledged t h a t ' a t the end of the
   food prices on 1  August :  butler has since then gone up 1.000 per cent. meat by
     Hellerman Deutsch Classic, has since suffered some unexpected defeats, win
  by Warren Gummow. Royal Foods has since been owned and managed by him and hi
     resources". < p> A f215m fraud has since been discovered at ISC which has brought
    ears between1975 and 1985, he has. since losing the title . been doggedly pursue
at Stoke Mandevil le Hospital . He has  since been granted tem orary leave to stay
   Midlands. <p>.The  Shoe  People  has since been televised in 52 countries and
   angdong operations. The province has been in the forefront of China's effo
ping. The definition  of a  second  has since officially been the time it takes a
     Scottish  Phil harmonic Singers. has since sung with several other orchestras an
  was quickly invested  and  there has since been a stream of rights issues,
     to public is  the report, which ha since been backed up by an internal report
  "dance house" movement. which has since subsided. Their search for authenticity  ·
     in a peculiar manner which has since become known as 'Residential .
   spares company  Alpex, which  has since been wound up. The case arose through
 tage. <p> Nature, We learn, has long since sickened and died. The 'leafy screens
 used very little damage and has long since ceded its title to the great earthquake
   cused in the first place_ have long since become obsolescent. But the film gets
```

This printout example of a concordance of the word *since* gives us some useful collocational, syntactic and semantic information. If we sort the concordance to examine the phraseology which precedes *since*, we find multiple examples of *and since then, ever since, (and/which) has/have since (been), (have/has) long since*. A closer look reveals that some of these recurrent phraseologies are associated with particular syntactic or semantic contexts. *Since then*, for instance, is largely clause-initial or clause final, *long since* is medially positioned between the auxiliary *have/has* and the past participles of the main verbs in the sentences.

Concordancing and Language Learning ☐

Recent trends toward learner-centered activities in second or foreign language learning requier a rethinking of the methodological framework of language learning.

Furthermore, it is now widely recognized that computer tools can facilitate the implimentation of a methodology of language learning that focuses more, than in the past, on authenticity in contents, context and task. Bernd Ruschoff (1999) says that new technologies may solve a large number of practical problems, particularly in the area of exploiting authentic resources. He points out that

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collection of books by one writer with information about where they can be found and how they are used. Tim Johns (1991) defines concordancing as "researching the company that words keep". Elsewhere, he says that a concordancer is a tool which selects contexts for a given word or structure from a text or a text corpus.

The most common form of concordance today is the Key Word-in-Context (KWIC) index, in which each word is centered in a fixed lenght field (e.g.80 characters or 10 words).

In order to have a concordance of a particular writer there is a need to have a concordance programme i.e. a concordancer. These computer programmes search for a word or phrase, presenting them with about 10 words of surrounding text. Oxford University Press Microconcord, Longman's Miniconcordance or Monoconc. provide acces to any electronic text. That is, a text available on the computer or from a CD-ROM based corpus or database and search for the occurance of particular words or structure or combination of words e.g. verbs and prepositions.

Concordance software is often published with sets of text specifically designed for classroom use.Mills and Salzman (1998) have developed what is in effect on-line concordancer, GrammarSafari:

http://deil.long.uiuc.edu/web.pages/grammarsafari.html

This programme helps students use search engines to find typical collocations and grammatical or rhetorical items on the internet

Concordancing and Dictionary Compiling □

Howard Jackson (2002) introduces three sources from which lexicographers can obtain their data for compiling a dictionary: 1) previous dictionary, which can be used both for the headword list and for lexical information, 2)
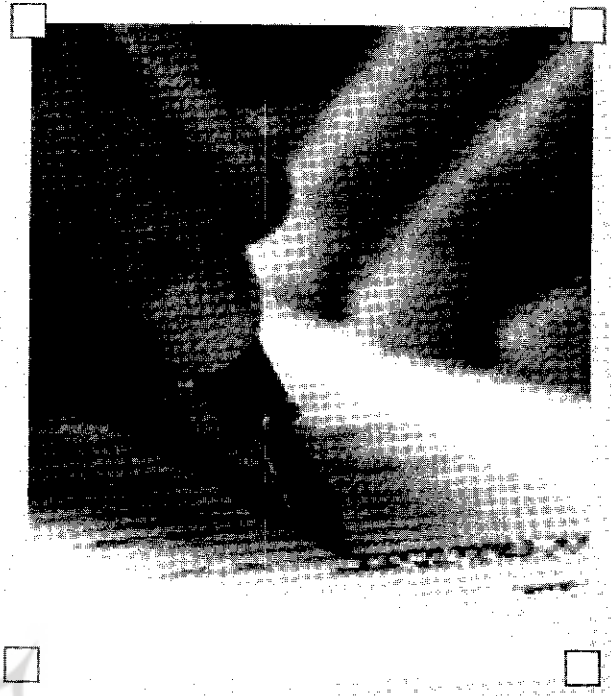
citation file, which records the results of the publisher's reading programme in identifying new words together with examples of their contexts of use, usually in the form of complete sentences, and 3) computer corpora, which are large collections of texts in electronic form.

These collections of texts are drawn from both written and spoken English and are representative of the vast range of text-types and registers found in language. Computer corpora can be easily searched, so that all the occurances of a word can be identified, rather than just those that happen to be noticed by a reader. In that sense, the data from computer corpora are more complete and more reliable than from any other source. They also provide information about relative frequency of occurance, not only of words and homographs, but also of senses of words. The usual output of a computer search is a concordance list. The advantage of such a list is that context is provided and can be adjusted for size, so that gramatical and collocational behaviour of words can be ascertained and used as guides for the

Abstract

The purpose of this article is to introduce concordancing as an innovative educational technology with which language practitioners may reach some of their goals in their language studies and language teaching. Concordancing, as defined by Tim Johns (1991), is "researching the company that words keep". The aim of such a kind of research to investigate different aspects of a particular word like different meanings, grammatical contexts in which it is used, and other words with which it collocates.

Concordancing software is a tool that allows for the creation of discovery-based and exploratory learning materials. Its basic function is to extract lists with sample contexts of any word or structure being seareched for. Such lists can then be used as a basis for what Tim Johns (1991) refers to as Data-Driven Learning (DDL). This article tries to elaborate on the issue.

One of the implications of concordancing is to provide dictionary compilers with large collections of texts drawn from both written and spoken language. These collections of texts can be the most reliable sources from which lexicogaphers can obtain their data for compiling a dictionary.

As far as language teaching and language learning are concerned. Concordancing as a new method of Computer Assisted Language Learning (CALL) may solve a large number of practical problems particularly in the area of exploiting authentic resources. The present article gives some practical exercise examples through which language learners may learn a lot about any given word in the language. Word meanings, grammatical patterns in which a given word may appear, and word collocations are some pieces of information obtained from these kinds of exercises.

Key Words: concordancing, language corpora, authenticity, collocation, Data-Driven Learning.

Introduction

During the two recent decades, educational technologies have had considerable influences on language studies in general and on language teaching in particular. Audiovisual techniques and procedures in ESL classes, computers and more recently internet are some major examples of state-of-the-art technological implications in the field. In today's world computers increasingly provide access to information, and thus by definition a potential instrument of learning. In the field of language, their use mainly involves access to collections of texts particularly electronic refrence works such as spellers, grammars, dictionaries and thesauri (Guy Aston, 1995).

A language corpus which is a major outcome of such kind of computer use provides language practitioners with authentic instances of language in use. In order to gather a corpus of this kind tens or hundreds of millions of texts are subjected to concordancing to display the contexts of occurance of particular forms and to calculate their frequencies. Up to now, these analyses have produced a wide range of descriptive and theoretical insights into language use.

To my knowledge, in our country, Iran, few language practitioners, teachers and advanced foreign language learners even those who work with computer and computer programmes are familiar with concordancing and concordance programmes. Thus, this article is an attempt to elaborate on what concordancing and concordance software programmes are, how they help lexicographers, language teachers and syllabus designers.

Concordance Defined

Longman Dictionary of English Language and Culture (2003) defines concordance as an alphabetical list of all the words in a book or a

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Concordancing and its Pedagogical Implications

Study Word Company, Collocation and Frequency
Through Computer
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چکیده

هدف مقاله‌ی حاضر ، معرفی بسامدنگاری (concordancing) به عنوان یک فناوری بدیع آموزشی است که متخصصان زبان از طریق آن به بعضی از اهداف خـود در مطالعات زبـانی و آموزش زبان نائل خواهند شد . تیم جانز (۱۹۹۱) در تعریف ساده‌ی بسامدنگاری آن را جست‌وجوی هم‌نشینی‌های لغات می‌داند . این جست‌وجو برای یافتن یک کلمه‌ی خاص و یا یک ساختار نحوی در متن یا گنجینه‌ای از متون انجام می‌پذیرد . هدف از این جست‌وجو ، تحقیق در معانی متفاوت ، بافت‌های متنی نحوی یک کلمه‌ی خاص است و بررسی «هم‌آیی» یا «هم‌نشین»های لغت را نیز شامل می‌شود .

نرم‌افزار بسامدنگاری که در ابتدا به عنوان ابزاری برای کمک در جست‌وجوی گنجینه‌های زبانی تهیه گردید وسیله‌ای است که امکان تهیه مواد آموزشی تحقیق ـ محور را به وجود می‌آورد . از این ابزار می‌توان برای بسامدنگاری متون بی‌شماری که در رایانه ذخیره شده استفاده کرد . کارکرد عمده‌ی این ابزار استخراج فهرست‌هایی است که لغت یا لغات مورد نظر در آن‌ها به کار رفته است . کاربرد این فهرست‌ها اساس یادگیری داده ـ محور به تعریف تیم جانز (۱۹۹۱) است مقاله‌ی حاضر به همین موضوع می‌پردازد .

یکی از دستاوردهای بسامدنگاری فراهم کردن مجموعه‌ای از متون مستخرج از زبان گفتاری و نوشتاری برای استفاده‌ی تهیه‌کنندگان فرهنگ‌های لغت است . این مجموعه متون را می‌توان در زمره‌ی مطمئن‌ترین منابعی دانست که فرهنگ نویسان از آن در جمع‌آوری لغات برای تهیه‌ی فرهنگ لغت استفاده می‌کنند . در این مقاله به بعضی از موارد استفاده‌ی این دستاورد پرداخته شده است .

تا جایی که به آمـوزش و یادگیری زبان مربوط می‌شود ، بسامدنگاری روشی است جدید در یادگیری زبان به کمک رایانه که بسیاری از مشکلات موجود را برطرف می‌کند به خصوص مشکلاتی را که در زمینه‌ی کاوش در زبان معیار وجود دارد . در این مقاله چند مثال از تمرین‌هایی که از طریق آن زبان‌آموزان اطلاعات فراوانی در مورد یک لغت خاص در زبان مورد فراگیری به دست می‌آورند داده شده است . برخی اطلاعات حاصل از این کاوش عبارت است از : معانی لغات ، الگوهای نحوی که لغت در آن‌ها ظاهر می‌شود و همچنین هم‌آیی‌های لغت .

کلیدواژه‌ها : بسامدنگاری ، گنجینه‌های زبانی ، اصالت ، هم‌آیی ، یادگیری داده ـ محور .