



## An introduction of Corpora for ESL learners; A Data Driven Learning about Academic Vocabulary

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### Abstract

Since 1980s, corpora have been used in learning and teaching second Language. This has started when first corpora is introduced in language learning materials by Tim Johns. However the use of corpora in the early years was restricted until linguistics has introduced the use of corpora in various areas in language learning materials. Additionally, they begin to interest in reaching linguistic, analyse the facilities that corpus offer in language learning and how it can instruct learners.

Furthermore, the importance of technology in advancing corpora is investigated with its direct and indirect influence in the language classroom. Furthermore, the attention has been drawn to the most frequent Academic Word List and its acquisition through the corpus.

Accordingly, the aim of this paper is to indicate how L2 learners can learn academic vocabulary by using corpora and what are these data based activities that can be used to help an L2 learner.

The evidences clearly suggest the corpus has a variety of uses which can facilitate the L2 learners to acquire AWL easily based on these activities without the need of an instructor.

**Keywords:** Corpora, academic vocabulary, concordance, data based learning.

### 1.1 Introduction

Previously scholars illustrated a close relationship between second language learning and vocabulary knowledge have shown that the use of English for academic purposes (EAP) has been considered as a substantial handicap for a great number of ESL students, due to their less frequent appearance than general-service words.

Drawing on theory and research, over the last three decades, using technology has a prominent position in learning L2. The corpus has been playing an extensive role in almost every field in linguistics. For instance; in semantics, pragmatics, syntax, translation, stylistics, analyzing discourses and pedagogy.

The rapid advancement of computers has caused the rise of the use of the corpus simultaneously. Linguists have tried to build lists of words based on corpus to offer learners, the real use of language from authentic contexts. For this reason Coxhead 1998, has built a list of academic vocabulary to enable to obtain those Lexis that are not in the GSL. The list of AWL developed when it is conducted from the four major fields; art, law, science and commerce.

Although certain studies have been conducted to represent the essentiality of the AWL that it plays in academic contexts and learning L2, still little has been explored how a learner can expand learning academic words through the corpus. The aim of this paper is to introduce the data based academic vocabulary learning to the L2 learners and provide some common examples for this purpose.



## 1.2 The Importance of Technology in Developing Language Learning Materials

It is not an easy task to analyse massive amounts of writings manually, which there tend to be more errors and difficulty to understand it. Although, for decades texts have been analysed 'by hand', which has been regarded as a successful providential, particularly in lexicography (Kennedy 1998). While the revolution of the computer has altered this issue, in order modern programs to be able to examine and separate larger parts of language ever than before (Schmitt 2000).

The emerging of computers in the last century, has made an effective alteration in the text-based learning. According to (Kennedy 1998: 5), the development of technology has adjusted the way corpus is approached. Since, it is specifically used to investigate about texts and language (Leech 1997).

Schmitt (2000) claims that it is worth noting that today corpus plays a vital role in teaching different skills of language. As far as (Kennedy 1998; 5) is concerned, a corpus is used in almost every aspect of linguistics to provide massive amounts of texts and bring certain words and phrases immediately on the screens. (Kennedy 1998) continues his argument by stating that the units of linguistics can be listed in various ways by considering the collocation of the items and grammatical forms. Furthermore, this technology can offer a wide range of practice to attract the learner more deeply into different activities of learning (Sökmen 1997; Granger 2004; Leech 1997).

In addition, linguists used corpora for more than forty years for researching purposes, but since it has been linked with computers an incredible number of teachers are opting to use it as a teaching tool of the L2 (Leech 1997). (Kennedy 1998) finds that, connecting corpus with technology can offer a faster, a more precise, a more reliable and a larger amount of data which can be accessed easily.

Schmitt (2000) illustrates three criteria that such technologies can represent in language learning. Firstly, the occurrence of different word frequency which he regarded as the most important concept that a learner might learn using a corpus. Secondly, word co-occurrence is widely used in the proclivity of the words that concern two or more words. Thirdly, it organizes the language structure, which corpora made the greatest influence in dictionaries. Since, most of the dictionaries are corpus based dictionaries and they can reduce the difficulties of dealing with text-based dictionaries.

In conclusion, the technology of computer has facilitated many linguistic research works to come over the handicaps of managing data. Nevertheless, it can help learners to access easily a wide range of techniques of learning second language.

## 1.3 The Direct and Indirect Effect of the Corpora Use in Language Classroom

As far as (Barnbrook 1996; Leech 1997; Kennedy 1998; Johns 1991; Aijmer 1984; Nation 2001) are concerned, computer-based DDL) has a great impact in learning the second language and certainly it has yielded its position in this field for years (Biber et al. 1998; McCarthy, 1998). It is widely recognised that benefits of data driven learning (DDL) facilitates the learner to enhance the materials of learning the target language. The constitution of corpora has various aims, which affect the structure, size and the quality of the individuals' corpus (Kennedy 1998). As a result, some of these impacts are indirect, while the others are direct.

Firstly, Corpora can influence the language learning classroom indirectly by using the materials that can improve the individuals' level of proficiency, for instance; dictionaries, textbooks, thesaurus and grammars and other areas of teaching. Schmitt (2000; 81) acknowledged that, the majority of language the learner's dictionary is corpus based dictionaries such as; 'the Collins COBUILD English Dictionary, the Longman Dictionary of Contemporary English, which is known as the best electronic dictionary in 1980s. Above all,



is the most recognisable technology of the century which is the Oxford Advanced Learner's Dictionary (Kennedy 1998). The corpus has played a crucial role in describing the meaning, collocation, and other basic aspects of the word (Johns 1991). Furthermore, in textbooks, the (DDL) offers an easy technique for analyzing the frequency, collocation, phraseology and prosody (Clear 1992) as it is regarded as an essential concept in language teaching input (Aijmer 1984). In addition, Aijmer (1984) believes that potentially thesaurus can provide a friendly search for users, to access more complex contexts and expressions. Such add-ons corpus can help learners to understand grammar more clearly by the differentiation of the highlights (Leech 1997).

With regard to the direct effects of the corpus, there are two ways that involve the learners of the L2. Firstly, by interfacing students directly with the principle of accessing computer assisted language learning (Johns 2002), which can prepare much more effective scholarship for the learners (Barnbrook 1996). As students can easily obtain the information that they need for learning the target language and help the learner to become a researcher in linguistics (Johns 2002: 108). Furthermore, in the words of Barnbrook (1996) the use of concordance has recognised as the core of the program. It is extremely suggested that rather than concordance key words it would be a useful technique for students to access it for structuring syntax, class word sequences and find opposite semantic concordances as well (Barnbrook 1996; 140).

From the above discussion, we can conclude that the empirical effects of corpus directly or indirectly in language learning classrooms, have terminated certain problems in linguistics. For instance, students have achieved comprehension of the word classes, derivations, analyzing meanings and collocations. Indeed, the learners can access much more easily to complex authentic texts to find their need. Therefore, Scott (1997) draws the conclusion that this technology has been recognised as a user-friendly device.

#### **1.4 Learning Vocabulary through Data-Driven Learning (DDL)**

Many scholars have attempted using computers for more than six decades for research, translation between languages, science of computing and to develop computational linguistics (Kennedy 1998). However, Kennedy (1998; 276) points out that the mechanism of language learning was taught through traditional process of language learning considering; syntax, phonology, morphology and lexicography which is used by scholars for language analysis. On the whole, as it is acknowledged in the previous sections, activities that are based on the corpus for instance; DDL has an effective implementation in the language learning classrooms (McEnery 2000; Sinclair 1991; Schmitt 2000; Aijmer 1984; Granger 2004). As McCarthy 1998; Leech 1997) state, these activities are regarded as major methods of the modern second language learning. For all these reasons, a wide range of learners use DDL in the classroom (Leech 1997) and an increasing number of publications present the use of this technology in learning the L2 which vocabulary learning is a part of it (McCarthy and Evison, 2004).

A vast number of scholars and linguistics have postulated the benefits of DDL use in learning second language and vocabulary learning (Granger 2004). They strongly argue that DDL can offer many beneficial ways of learning vocabulary (Schmitt 2000) and the principles can consolidate the vocabulary. The fact shows that instructors should be conscious about the different registers of the vocabulary word classes and prepare the ground to enable the students to differentiate and understand those concepts to learn the right use of the words.

Furthermore, turning to Aijmer (1984) indicates that, the DDL can provide concordance for the L2 vocabulary learners in specific tasks. For this reason, as (Cobb 1997; Johns 1997) point out that the learners use online concordance to perform a variety of issues and they can save time as well. Nevertheless, Nation (2001) draws the attention to sorting the items into groups by concordance; such as group headings or filling tables. Additionally, scholars have



claimed that the learners can achieve vocabulary extensively when they access online vocabulary pages for using concordance data (Cobb 1997; Kennedy 1998).

Many studies suggest that, attention should be drawn to the words that may occur frequently and grant the necessity of learning. As it is argued by Nation (2001), that the frequency of the vocabulary will be those words that are very common to the learners. The opinion on (Nation 2001; 108) is that, since, these words are repeated in certain activities, the learner is able to determine whether to spend time with it or not.

The indications are therefore that, linguistics and scholars believe the DDL can provide an easier way of learning vocabulary and learners can adapt their needs through the classifying the items according to their headings Nation (2001). For this reason, instructors need to be able to explore the effective principles that they decide to use in vocabulary learning classrooms.

## 2. Academic Vocabulary and Academic Word List

Academic vocabulary is a crucial concept in the learning, teaching and using of English for academic purposes (EAP) (Nation 2003). According to Barber (1962), academic vocabulary is a very useful science in vocabulary. Hence, several studies have been conducted to explore the vocabularies that are needed to be learnt in an academic study (Campion & Elley 1971). Regarding (Nation 2001: 189), the reason behind the importance of academic vocabulary, is because they are quite common in academic contexts, while non academic words are not. Additionally, (Nation, 2001 and Coxhead, 2000) argue that, the academic vocabulary has an effective influence on the learners' competence.

Several studies, using different strategies have been carried out to ease the vocabularies that are needed for academic scholarship. Since, students already are familiar with general service vocabulary, but they face difficulty with learning academic vocabulary. Champion and Elley (1971) were regarded as the pioneers of this phenomenon, which Nation (1986) later altered under the name of 'The University Word List'. This was compiled to represent the words that are not generally in service except frequent academic texts.

It is worth noting, the constitution of the academic word list should cover the similar word form disciplines of whose meanings undergo various directions or whether the words that lie under the same meaning with assorted uses (Nation 2001: 191). Coxhead (1998) illustrates the development of the AWL for approximately 3.500 000 token corpora within four major academic fields that Nation (2001; 188) lists them as (law, art, science and commerce), when they were almost only 740 headwords (Jordan 1997; 152). Then, Coxhead (1998) replaced the University Word List into AWL. The list compiles of 570 word families based on the four groups that were acknowledged above. Although the list is divided into ten sub-lists of 60 words, except the sub list ten which is consisted of 30 words, they were based on the criteria of rank and frequency (Nation 2001) rather than quantity. In addition, Coxhead's AWL has been regarded as the major representative list of academic vocabulary of teaching English for academic purposes (EAP ) (see appendix I) since, they have covered a broaden area in academic studies (Nation 1990; Jordan 1997).

### 2.1 The Most Frequent Academic Vocabulary

It is presented by a range of studies that the most frequent words in any text are; 'the, of, to' in 400 million words, which consist the 10% of English corpus (Kennedy 1998). For this purpose, several studies have been conducted to consider the most frequent AWL from the corpora. For the reasons that, students be able to distinguish between academic and general English (Nation 2001) that do not exist in the most frequent 2,000 words of English Coxhead (1998).



In addition, the assumption of the most frequent AWL can be argued by investigating the preference, rank, frequency and pattern of the word. Nevertheless, the AWL covers 10.6% of the corpus which it accounted for 86% of the academic corpus (Nation 2001). It can be measured in two ways; firstly, counting the coverage tokens of the academic vocabulary. Secondly, taking accounting to the word families, the number of the kinds and word class. He also acknowledged that the most frequent academic words are; 'acquire complex, devise, fallacy, goal, imply intelligence, phase and status'. As they appear frequently in some academic contexts. Coxhead (1998) related the presence of those words on occurring the at least 100 times in the 3500 000 academic corpora. For this reason she regards the word analyse as the most frequent word which falls into Sublist 1 (Coxhead 2000).

With regard to frequency based vocabulary making lists, using corpora is becoming a more accepted technology in vocabulary teaching (Schmitt 2000). For this reason, we take analyse as a sample of the most frequently used academic words on the BNC web to examine its occurrence.

**Table 1. The frequency of word analyse in academic BNC**

SECTION	ALL	SPOKEN	FICTION	MAGAZINE	NEWSPAPER	NON-ACAD	ACADEMIC	MISC
FREQ	1283	31	66	52	23	353	413	345
PER MIL	13.42	3.11	4.15	7.16	2.20	21.40	26.94	16.56

The above figure reveals that, the most frequent word is analyse among all the categories. It has occurred **413** times in the size of 15,331,668 words, which means it consists **26.94** per million words.

### 2.3 Using Concordance in Teaching Academic Vocabulary

Recently, certain strategies and principles that have been applied for teaching academic vocabulary, among them the use of technology has numbered as the most important approach as it is being accepted by learners (Schmitt 2000). Scholars of computer science have accredited learners a more systematic and data-based approach as a learning tool of academic vocabulary. Since linguists believe that a systematic and principled approach is needed for teaching and learning academic vocabulary (Carter & McCarthy 1988; Nation 1990, 2001; Schmitt 2000; Cobb 1999). For instance, concordance is regarded as a principled collection of texts which occurs naturally in contexts (McCarthy, 1998). Nevertheless, collocation, means investigating the words' meaning in authentic texts (Johns 1991; Biber, Conrad & Reppen, 1998; Sinclair 1991) and analysing the word family. In addition, they are all recognised as useful tools for providing learners with useful electronic forms for storing massive amounts of academic texts.

As far as concordance is concerned, (Biber, Conrad, & Reppen 1998; Johns 1991; Sinclair 1991) acknowledge that; a number of instructors use it in certain activities (Stevens 1991) where learners are responsible for identifications, synonyms, collocations and specific grammatical patterns. (Nation 2001; 111) maintains that learners are using concordances to promote their vocabulary learning. It can help the learner to engage in the right use of the academic words in contexts. Stevens (1991) has expressed a similar view that learners can easily work out concordance-based vocabulary exercises than traditional filling in gap exercises. In a study by Cobb (1999) found that concordance can facilitate the transferable word knowledge that is required to be applied in activities and contexts. (Nation 2001) also



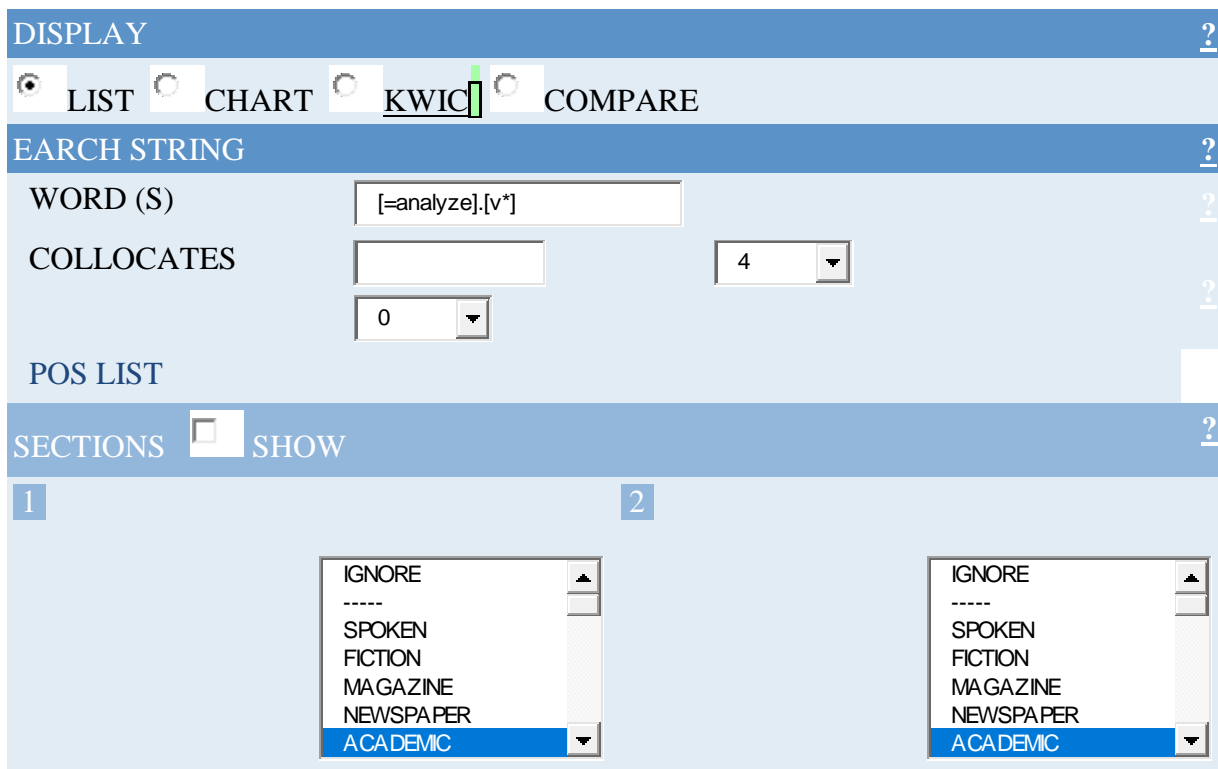
advocates using concordance in learning academic vocabulary, because he believes that students can control their comprehension and learn to evaluate strategies.

### 2.4 Corpus Based Activities in Teaching Academic Vocabulary

Building on what is mentioned; academic vocabulary can be taught by using corpus in several activities which, the language learning principles emerged by the end of 1980s. This paper will take the word analyze as an example and use it in through two main activities; firstly, exploring the meaning of analyze. Then, representing the most frequent words that can collocate with analyze. In order DDL help learners to acquire the academic vocabularies easier than to traditional based principles.

It is acknowledged that L2 learners face difficulty to learn those words that have a variety of synonyms. Therefore, they try to obtain the synonyms through using corpora. For instance, if we take the word analyze from the first list of the AWL as an example and used in COCA (<http://corpus.byu.edu/coca/>) by writing [=analyze].[v\*] in the WORD (S) column. Then, choosing ACADEMIC from the selections.

Figure 1. Search for the synonym of analyze



Consequently, the below result can be obtained from the most related synonyms of the word analyze based on the frequent use in corpus.

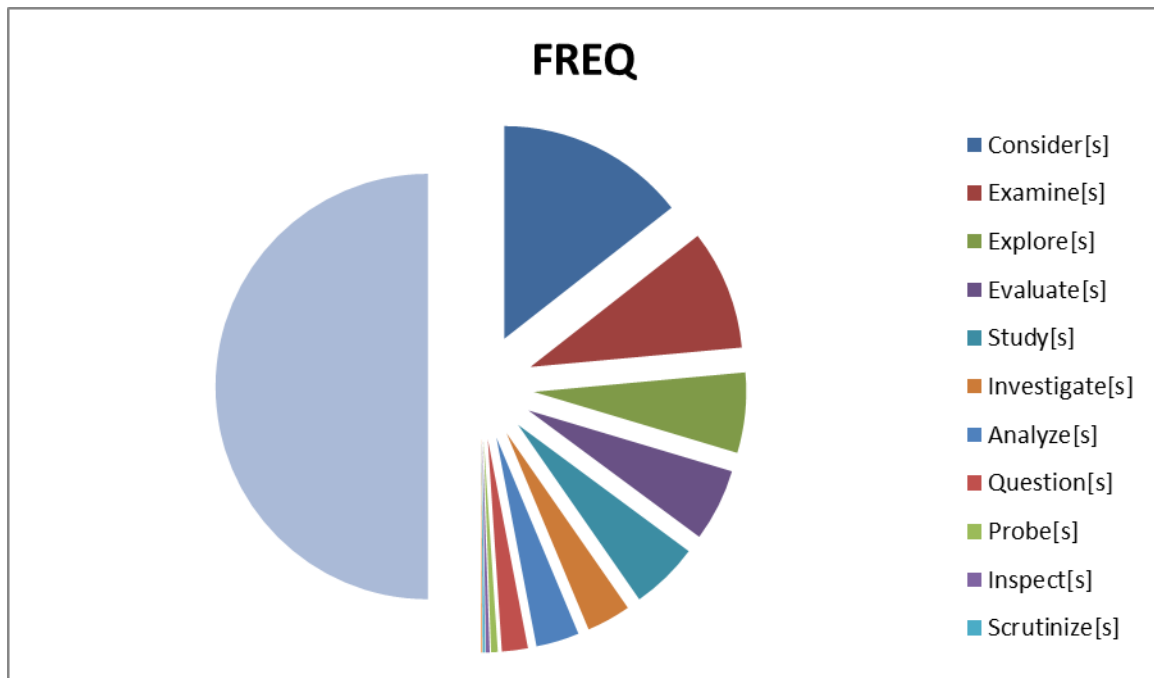
Table 2. Possible results for the synonym of Analyze

1	<a href="#">CONSIDER [S]</a>	<a href="#">14930</a>
2	<a href="#">EXAMINE [S]</a>	<a href="#">9412</a>
3	<a href="#">EXPLORE [S]</a>	<a href="#">6297</a>
4	<a href="#">EVALUATE [S]</a>	<a href="#">5694</a>
5	<a href="#">STUDY [S]</a>	<a href="#">5365</a>



6	<a href="#">INVESTIGATE [S]</a>	3479
7	<a href="#">ANALYZE [S]</a>	3394
8	<a href="#">QUESTION [S]</a>	2041
9	<a href="#">PROBE [S]</a>	521
10	<a href="#">INSPECT [S]</a>	296
11	<a href="#">SCRUTINIZE [S]</a>	191
12	<a href="#">DISSECT [S]</a>	85
<b>TOTALT</b>		<b>51705</b>

Figure 2. The frequent use of the synonyms of Analyze



The second way that may help the learners to learn academic vocabulary is by using collocations. That means, some words may come along together more frequently than it is realistic which, it is regarded as the major problem of L2 learners. Although, scholars argue that, learners can learn AWL based on frequency. Nevertheless, frequency is not the only base, but collocation is another important way of acquiring AWL Fan (2009). Hence, by using the <http://corpus.byu.edu/coca/> the collocations with *analyze* can be represented by following the steps of Figure 3.

Figure 3. The procedure of collocation with the word Analyze

DISPLAY ?

LIST
  CHART
  KWIC
  COMPARE

SEARCH STRING ?

WORD(S)  ?

COLLOCATES  4  ?

POS LIST  ?

[RANDOM](#) ?

SEARCH RESET



SECTIONS  SHOW ?

1

- IGNORE
- 
- SPOKEN
- FICTION
- MAGAZINE
- NEWSPAPER
- ACADEMIC

2

- IGNORE
- 
- SPOKEN
- FICTION
- MAGAZINE
- NEWSPAPER
- ACADEMIC

SORTING AND LIMITS ?

**SORTBY** FREQUENCY

**MINIMUM** FREQUENCY  5 5 ?

HIDE OPTIONS ?

# HITS FREQ 100 KWIC 100

GROUP BY LEMMAS

DISPLAY RAW FREQ

SAVE LISTS NO

Overall, more than 100 words collocates with the word analyze, which the result is shown in (appendix II). Nevertheless, students can apply the procedure with any word that they would like finding its collocation. Thus, linguists maintain the use of corpora for learners' as an answer to their needs (Johns 1991), which can lead the learners to depend on themselves rather than on the instructors.

**Table 3. A sample of concordance of Analyze**

studies, and how to recognize faulty designs **and** [ANALYSES](#). Official documents released by the Austr latest version of its longterm trend **assessment:** [ANALYSES](#) of tests in science, mathematics, reading judgments. They are leveled cogently, and **Reed's** [ANALYSES](#) of Faubus's actions are some of the best al studies in order to prepare them for **secondary** [ANALYSES](#) and to make them available to the inter

**Conclusion**

Academic vocabulary is regarded as the most important and difficult skill in learning L2. However, the introduction of corpus in language learning classrooms has been making the issue easier for the students through using different techniques of DDL.



The main goal of this paper was conducted to define the role of DDL in L2 learning classrooms and represent its direct and indirect impact to the learners. Additionally, the most frequent academic vocabulary is represented based on corpus with the principles that can facilitate learners to acquire AWL. Then, the word 'analyze' was demonstrated as an example to find its synonyms and collocation in the corpus.

. Finally, to conduct effective DDL of academic vocabulary, further research and studies are needed to introduce this technology specifically in the traditional based language learning institutions.

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## LIST OF ABBREVIATIONS:

- EAP: English for Academic Purposes  
 ESL: English as Second Language  
 L2: Second language  
 GSL: Greek Sign Language  
 DDL: Data Driven Learning  
 BNC: British National corpus



## Appendices

### Appendix I

Headwords of the Academic Word List

This list contains the headwords of the families in the Academic Word List. The numbers indicate the sublist of the Academic Word List. For example, abandon and its family members are in Sublist 8 of the Academic Word List. Sublist 1 contains the most frequent words, and Sublist 10 the least frequent (Coxhead 2000)

#### APPENDIX I

1. DATA
2. USING
3. USED
4. STUDY
5. RESULTS
6. STUDENTS
7. INFORMATION
8. SAMPLES
9. ANALYSIS
10. RESEARCHERS
11. ARTICLE
12. DETERMINE
13. STUDIES
14. RESPONSES
15. SITUATION
16. COLLECTED
17. SOFTWARE
18. EFFECTS
19. PERFORMANCE
20. COMPUTER
21. METHODS
22. PATTERNS
23. ABILITY
24. SEPARATELY
25. DIFFERENCES
26. TERMS
27. FACTOR
28. SCORES
29. SCIENTISTS
30. IMPACT
31. RELATIONSHIP
32. CAREFULLY
33. COLLECTING
34. IDENTIFY
35. CONTENT
36. VARIOUS
37. COLLECT
38. BEHAVIOR

39. VARIABLES
40. SAMPLE
41. DNA
42. STATISTICS
43. PROCESSES
44. FACTORS
45. TESTS
46. SURVEY
47. TRENDS
48. FRAMEWORK
49. SECTION
50. STATISTICAL
51. CRITICALLY
52. ITEMS
53. EVENTS
54. METHOD
55. STRUCTURE
56. EVALUATE
57. CONTEXT
58. SITUATIONS
59. TOOLS
60. RECORDS
61. DETAIL
62. DESCRIBE
63. GENDER
64. IMAGES
65. COMPLEX
66. TECHNIQUES
67. MODELS
68. COMPOSITION
69. LAB
70. STRATEGIES
71. INTERPRET
72. LABORATORY
73. FULLY
74. RELATIONSHIPS
75. EXPERTS

76. STATISTICALLY
77. MULTIPLE
78. LITERATURE
79. INTELLIGENCE
80. DESCRIPTIVE
81. THOROUGHLY
82. SPSS
83. DOCUMENTS
84. GATHER
85. INTERVIEWS
86. LISTENING
87. TECHNIQUE
88. PROCEDURES
89. DESCRIBING
90. CHEMICAL
91. FINDINGS
92. HISTORICAL
93. AUTHORS
94. COMPUTERS
95. USEFUL
96. QUALITATIVE
97. THEMES
98. COMPONENTS
99. EXAMINE

**مقدمة من الدراسة المتنبية للبيانات كوربورا لمتعلمي اللغة الثانية : بيانات التعلم عن المفردات الأكاديمية****پاوان اصغر طالب**

كلية العلوم الاسلامية / جامعة صلاح الدين-اربيل

**ملخص**

منذ ثمانينات القرن الماضي ، تم استخدام كوربورا في تعلم وتعليم اللغة الثانية. بدأ هذا عندما تم تقديم أول كوربورا في مواد تعلم اللغة عن طريق (تيم جونز). ومع ذلك ، تم تقييد استخدام اللغة في السنوات الأولى حتى أدخل في علم اللغة استخدام كوربورا في مجالات مختلفة في مواد تعلم اللغة. بالإضافة إلى ذلك بدأوا يهتمون بالتوصل إلى لغوية وتحليل المرافق التي يقدمها برنامج كوريس في تعلم اللغة وكيف يمكنه توجيه المتعلمين، يتم التحقيق في أهمية التكنولوجيا في تقدم كوربورا من خلال تأثيرها المباشر وغير المباشر في الفصول الدراسية للغات. يتم استعابها من خلال كوريس علاوة على ذلك فقد تم لفت الانتباه إلى ان المفردات الأكاديمية بناءً على ذلك ، فإن الهدف من هذا البحث هو الإشارة إلى كيف يمكن لمتعلمي اللغة الثانية تعلم المفردات الأكاديمية باستخدام اللغة وما هي هذه الأنشطة القائمة على البيانات والتي يمكن استخدامها لمساعدة متعلم اللغة الثانية.

تشير الدلائل بوضوح إلى أن للكوربورا مجموعة متنوعة من الاستخدامات التي يمكن أن تسهل لمتعلمي اللغة الثانية كساب المفردات الأكاديمية دون الحاجة إلى معلم.

**الكلمات الدالة:** كوربورا ، كوربوس ، المفردات الأكاديمية ، التوافق ، التعلم القائم على البيانات.

**پيشكه شكردنی (كۆرپۆرا) به فیرخوازانی زمانی ئینگلیزی : فیرکردنی وهشی ئه کادیمی**

**پاوان اصغر طالب**

كۆلیژی زانسته ئیسلامیه كان / زانکۆی سه لاهه ددین-هه ولێر

**پوخته**

(كۆرپۆرا ) سه رهتا له سالی (1980) به دوواوه له فیرکردن و گوته وهی زمانی دووه مدا به کارهاتوهوه. ئه مه له وکاته وه دهستی پیکرد که بۆ به کهم جار (کۆرپۆرا) له لایه ن (تیم جۆنسه وه) وه ک ئامرازیکي فیرکردنی زمان ناسیندرا. هه رچه ند به کارهیتانی (کۆرپۆرا) له سالی پيشتردا سنورداربوو، تائه وکاته ی زمانه وانى به کارهیتانی (کۆرپۆرا) ی له بواره جیاوازه کانی فیرکردنی زماندا ناساند، ئه مه ش وایکرد که زۆرتر له م بابه ته بکۆلنه وه به تايه تی له و ئاسانکارانه ی که (کۆرپۆرا) له کاتی فیربوونی زمان و چۆنه تی گه یاندى بۆ فیرخواز پيشکشی ده کات.

هه ندیک له لیکۆلینه وه کان ئه وه یان خستوه ته پوو که ته کنۆلۆژیا کاریه گری له به ره و پيشچوونی (کۆرپۆرا) هه به ج به شپه وه کی راسته وخۆ یاخود ناراسته وخۆ و هه ره وه کاریه گری له سه ره پۆلی زمانه وانیدا. له گه ل ئه وه شه دا سه رنج پاکیشراوه بۆ فیربوونی وه شی ئه کادیمی له پریگای (کۆرپۆرا وه) .

ئامانج له ئه نجامدانى ئه م توژینه وه یه بریتیه له خستنه پوو چۆیتى فیربوونی وه شی ئه کادیمی له لایه ن فیرخوازی زمانی دووه مه وه به به کارهیتانی (کۆرپۆرا) وه داتا یانه ی که وه به کاردین بۆ ئه مه به سه. به لگه کان به روونی ئامازه بۆ ئه وه ده که ن که وه (کۆرپۆرا) چه ندىن شىوازی جیاوازی هه به بۆ ئاسانکاری فیرکردنی وه شه سازى ئه کادیمی به ب بوونی فیرکهر .

**کلله وه شه:** کۆرپس، وه شه سازى ئه کادیمی، گونجاندىن، به کارهیتانی داتا بۆ فیرکردن