A CORPUS – BASED STUDY OF ENTIRELY AND TOTALLY

BY

MISS KUNLATHIDA UANSRI

AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING LANGUAGE INSTITUTE THAMMASAT UNIVERSITY ACADEMIC YEAR 2017 COPYRIGHT OF THAMMASAT UNIVERSITY
AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
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INDEPENDENT STUDY PAPER

BY

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ENTITLED

A CORPUS – BASED STUDY OF ENTIRELY AND TOTALLY

was approved as partial fulfillment of the requirements for
the degree of Master of Arts in English Language Teaching

on June 23, 2018

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This study was conducted to investigate the similarities and differences between two adverbs of degree which are similar in meaning as they are claimed to be synonyms. The aims of this study were to study the frequency between using *entirely* and *totally* in written and spoken sources and to compare and contrast grammatical patterns, collocations, and formality of the context between using these two adverbs. The research data was collected from the Corpus of Contemporary American English (COCA).

The findings of the study revealed that there are some similarities and differences in usages between *entirely* and *totally*.

**Keywords:** Synonyms, Adverb of degree, Corpus-based approach
ACKNOWLEDGEMENTS

This independent study has been accomplished with enormous help from many professional people in all stages.

Firstly, I would like to express my very great appreciation to my supervisor, Dr. Rangsiya Chaengchenkit, for her patient guidance and useful critiques of this study. If I did not have her as my supervisor, I would not have completed this paper.

Secondly, I would like to gratefully thank to Asst. Prof. Dr. Supakorn Phoochareonsil who has taught me in the Corpus course, so I have got some ideas and knowledge to do the independent study in this topic.

Thirdly, I feel thankful to my school teachers in Foreign Language department for their helpfulness, especially, Mr. Rene Osswald and Miss Weerin Chuakaew for their advices.

Fourthly, I would like to thank to all the staff of Language Institute, Thammasat university for their kind support and helpfulness. I also would like to thanks to all my classmates for encouraging and assisting.

Finally, I wish to express my deep gratitude to my parents for their support and encouragement throughout my study.

Miss Kunlathida Uansri
TABLE OF CONTENTS

Page

ABSTRACT

i

ACKNOWLEDGEMENTS

ii

LIST OF TABLES

v

LIST OF FIGURES

vi

CHAPTER 1 INTRODUCTION

1

1.1 Background

1

1.2 Research objectives

3

1.3 Research questions

3

1.4 Definition of terms

3

1.5 scope of the study

5

1.6 Significance of the study

5

1.7 Organization of the study

6

CHAPTER 2 REVIEW OF LITERATURE

7

2.1 Adverb

7

2.1.1 The Definition of Adverb

7

2.1.2 Adverb of Degree

7

2.2 Synonyms

8

2.2.1 The Definition of Synonym

8

2.2.2 Types of Synonyms

8

2.2.3 Criteria to Distinguish Synonyms

9

2.2.3.1 Grammatical patterns

9
### CHAPTER 3 RESEARCH METHODOLOGY

3.1 Materials 17
3.2 Procedures 17
3.3 Data collection 18
3.4 Data analysis 18

### CHAPTER 4 RESULTS AND DISCUSSION

4.1 The frequency of ‘entirely’ and ‘totally’ 19
4.2 The grammatical patterns of ‘entirely’ and ‘totally’ 20
4.3 The collocation ‘entirely’ and ‘totally’ 25
4.4 Formality of ‘entirely’ and ‘totally’ 27

### CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion 29
5.2 Recommendations for further study 30

REFERENCES 32

BIOGRAPHY 35
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Tables</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The frequency of <em>entirely</em> and <em>totally</em></td>
<td>19</td>
</tr>
<tr>
<td>2 The grammatical patterns of <em>entirely</em></td>
<td>20</td>
</tr>
<tr>
<td>3 The grammatical patterns of <em>totally</em></td>
<td>23</td>
</tr>
<tr>
<td>4 The adjective collocations of ‘entirely’ and ‘totally’</td>
<td>25</td>
</tr>
<tr>
<td>5 The verb collocations of ‘entirely’ and ‘totally’</td>
<td>26</td>
</tr>
<tr>
<td>6 Formality of ‘entirely’ and ‘totally’</td>
<td>27</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figures</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Example of concordance lines from the British National Corpus (BNC)</td>
<td>13</td>
</tr>
<tr>
<td>2 The comparison bar chart of the frequency of <em>entirely</em> and <em>totally</em></td>
<td>20</td>
</tr>
</tbody>
</table>
CHAPTER 1
INTRODUCTION

1.1 Background

It is a common notion that a good education enables a person to lead a successful life. This is especially true for foreign language skills as they may provide better career opportunities than for people who do not possess them. The reason that makes people who know other languages succeed more than others who do not is that nowadays many businesses have companies in other countries or even have their own offices abroad. Many businesses are continuing to request a group of these people more and more each year, therefore leading to a high increase in the number of foreign language students. However, learning another language is not easily as second language learners thought it would be because lot of them are still struggling with the difficulties of language issues such as pronunciation, word forms, vocabularies, grammatical patterns, etc. The ways to check whether they are successful in their learning or not is by looking at their productive skills include speaking and writing. According to Yumanee (2011), receptive skills do not cause many problems as productive skills do.

Many times, when second language learners have to write essays, they might think about using a word to replace another word by looking at words which have similar meaning. Cambridge Advanced Learner’s Dictionary (2007) defines two words or phrases that have the same meaning or nearly the same meaning as
synonym. It creates a gap between native speakers and second language learners because they tend to use words in a different way. Even though; the two words are synonyms, they cannot be used to replace each other depending on the sentences or contexts. There is also a large amount of synonyms that second language learners may need to learn from teachers. However, most teachers cannot do so because they have limited time to teach. The only way to access the meaning of each word is by using a learner’s dictionary and a grammar book. Unfortunately, there are not enough examples for learners to rely on. Sometimes, learners’ dictionaries offer a few explanation and examples of synonymous pairs (Tsui as cited in Hu, 2015). That is the reason why a corpus data comes to play a role in order to help second language learners. Hu (2015), there are concordance lines that can allow learners to study differences between the synonyms.

There are many studies of synonyms but most of them studied synonym of verbs and adjectives. Few of them studied adverbs. One is Willstedt (2014), who investigated fourteen adverbs in term of the differences in frequency, usage between genders, and collocations using the data from SWENC (Swedish-English Newspaper Corpus) and SOAP (The Corpus of American Soap Operas). Furthermore, Willstedt suggested further research on these more in term of different topics and extensive materials and more adverbs. Nevertheless, interesting points of the results showed that ‘entirely’ and ‘totally’ were in the top ten of frequency lists in SWENC and SOAP. Both adverbs were also collocated mostly with the word ‘different’. Although, this study had compared data from two corpora, it did not cover the different points about using these words.
The words ‘entirely’ and ‘totally’ are adverbs. They are also synonyms because three learners’ dictionaries including Oxford Advanced Learner’s Dictionary (OALD), Longman Dictionary of Contemporary English (LDOCE), and Macmillan English Dictionary for Advanced Learners (MEDAL) have shown that both ‘entirely’ and ‘totally’ mean ‘completely’. For example, Our situation is entirely different. (LDCE), and They came from totally different cultures. (OALD). Since, they have similar meaning, this present study will reveal the differences by investigating concordance lines from a corpus source as it contains much of real languages.

1.2 Research objectives

1. To study the frequency between using entirely and totally in written and spoken sources in COCA
2. To compare and contrast grammatical patterns, collocations, and formality of the context between using entirely and totally from COCA

1.3 Research questions

1. What is the frequency of entirely and totally found in written and spoken in COCA?
2. What are the similarities and differences between grammatical patterns, collocations, and formality of entirely and totally found in COCA?

1.4 Definition of terms

The definition of terms which are used in this study are explained below:
1.4.1 **Adverb** refers to a word which is used to modify a verb, an adjective, or an adverb.

1.4.2 **Synonym** refers to a word that has the same or nearly the same meaning another in the same language (Oxford Advanced Learner’s Dictionary, 2015).

1.4.3 **Strict synonym** refers to two words that have the same meaning in the same language. They can be used interchangeably in all contexts without making any changes in meaning. They are rarely found.

1.4.4 **Loose synonym** refers to two words in the same language which have similar meaning but they cannot be used to substitute each other in all contexts because they are different in some issues.

1.4.5 **Corpus** refers to a collection of texts include written or spoken, which is stored on a computer and is available for qualitative and quantitative analysis.

1.4.6 **COCA** stands for The Corpus of Contemporary American English. It is the largest freely-available corpus of American English. It contains more than 560 million words of text. It is updated in December 2017.

1.4.7 **Concordance line** refers to a line of text which is shown in corpus software. It presents searched word, grammatical pattern, context which can be used in linguistic analysis.

1.4.8 **Collocation** refers to a word or phrase which frequently occurs with another word or phrase and it sounds correct to native speakers.

1.4.9 **Formality** refers to a style of information expression which depending on the speaker’s purposes and where it is used.
1.5 Scope of the study

This present study will focus on synonymous adverbs including ‘entirely’ and ‘totally’ by studying the frequency between using ‘entirely’ and ‘totally’ from written and spoken sources. It will also compare and contrast grammatical patterns, collocation, and formality of the context between using these two words. According to Quirk et al (1985, as cited in Drackova 2009), adverbs of degree are categorized in intensifier group where it was divided into two subgroups; amplifier and downtoner. Since ‘entirely’ and ‘totally’ are adverbs of degree that fall into amplifier subgroup, this study will only on amplifier.

Moreover, the concordance lines which are used in this study are taken from COCA. It is the largest freely accessing corpus of American English and up to date as it is claimed the latest update happened last year (2017).

1.6 Significance of the study

1.6.1 The finding of the study may help students, especially second language students, to understand more and be more careful when they have to use synonyms.

1.6.2 The examples of concordance lines from COCA may give teachers who teach English as a second language some ideas to use them in the classes rather than using their own tuition or commercial books only because the examples from concordance lines contain the real language that is being used.

1.6.3 The study may inspire some ideas for researchers who are interested in adverb and synonym to study further.
1.7 Organization of the study

This paper consists of five chapters as follows:

1.7.1 Chapter one presents the background of the study, objectives of the study, research questions, definition of terms, scope of the study, significance of the study, and organization of the study.

1.7.2 Chapter two presents a review of literature which is related to adverb, synonym, corpus, and related studies about synonyms.

1.7.3 Chapter three describes the research methodology including with materials being used and processes to obtain the data.

1.7.4 Chapter four reports the findings of the information and results that are found in COCA corpus regarding on two research questions.

1.7.5 Chapter five provides the discussion of the finding and recommendations for a future study for people who are interested in conducting a study on synonyms.
CHAPTER 2
REVIEW OF LITERATURE

2.1 Adverb

2.1.1 The Definition of Adverb

The Oxford Advanced Learner’s Dictionary or OALD (2015) defines *adverb* as a word which adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase or another adverb such as ‘speak kindly’, ‘incredibly deep’. Nevertheless, Huddleston (cited in Drackova, 2009) provides the definition of adverb as “a word that modifies a verb, an adjective or an adverb”.

2.1.2 Adverb of Degree

As there are many types of adverb such as adverb of time, adverb of manner, adverb of place, etc. the main focus is on adverb of degree which they can be used to add the degree or extent to a word where characteristic holds (Biber et al., 1999)

Biber et al. (1999, as cited in Drackova 2009) categorized adverb of degree into two groups as the following;

1. Amplifier/ Intensifier which it is used to increase scale and endpoint on the scale like *totally, absolutely, and completely* etc.

2. Diminishers/ Downtoners which it is used to decrease the scale of the modified item such as *slightly*, and *a little* etc.

Quirk et al. (1985, as cited in Altenberg 1991) stated that there are two groups of adverbs of degree:
1. Amplifiers are adverbs that added for high degree like *increasingly*.

2. Downtoners are adverbs that added for low degree like *a little*.

Nevertheless, Quirk et al. pointed out that there are subgroups under amplifiers and downtoners;

1. Amplifiers are divided into ‘Maximizer’ and ‘Booster’

2. Downtoners are divided into four subgroups; ‘Approximators’, ‘Compromisers’, ‘Diminishers’, and ‘Minimizers’

According to the above, the words ‘entirely’ and ‘totally’ which will be discussed in this present study fit into a group of amplifier/ amplification which are used to modify words in order to increase the degree. Also, both words are in ‘Maximizers’ subgroup which are used for providing upper degree to reach the end of the scale.

2.2 Synonyms

2.2.1 The Definition of Synonym

Synonym is defined as a word or expression that has the same meaning or nearly the same meaning as another in the same language (OALD, 2015). Moreover, Jackson (1988) stated that “synonym deals with sameness of meaning, more than one word having the same meaning, or alternatively the same meaning being expressed by more than one word”.

2.2.2 Types of Synonyms

According to these meanings, synonym has the meaning of two words that are close in meaning. Many linguists have classified synonym into many types but there are
two main types based on Jackson (1988) including strict synonym and loose synonym. Strict synonyms are the words that can be used interchangeably in all contexts while loose synonym refers to a pair of words that can be substitutes for each other in a wide range of context but not necessarily absolute. There is rarely found an example of strict synonym, whereas loose synonym examples are easily found. For example, the words ‘mad’ and ‘insane’ mean the same as ‘angry’ but they are used in different structures. The native speakers will use ‘at’ after the word ‘mad’ but not with the word ‘insane’. (Phoocharoensil, 2010). Also, the word ‘quick’ and ‘fast’ have a meaning similar to ‘do something in short time’ but they are not used in the same contexts such as people will use ‘quick meal’ rather than ‘fast meal’ (Nisani, 2015). Though similar to ‘fast food’, no one will say ‘quick food’.

This is quite a challenge for second language learners to understand and use synonyms carefully.

2.2.3 Criteria to Distinguish Synonyms

The criteria to distinguish synonyms that will be discussed below are influenced and adapted from Phoocharoensil (2010).

2.2.3.1 Grammatical pattern

Grammatical pattern is one of the criteria which is needed to distinguish synonyms. Even though, two words are synonyms, most of them are loose synonyms and cannot be used interchangeably as they can effect to the meaning of the sentences. According to McCarthy, O’Keefe, & Carter (2010), “grammatical patterns entail semantic patterns that learners of the language also need to know.” There are two kinds of grammatical patterns, ‘deterministic’ and ‘probabilistic’ and both are used in written and spoken English. To be clearer about these two kinds, some
examples are in the following;

1. The camera is nice. (The underlined word shows that the definite article is always puts in front of the noun which is called ‘deterministic’ as the grammatical pattern is strict.)

2. There was a garage in the town which/that rented bicycle. (CANCODE, cited in McCarthy, O’Keefe, & Carter) (The underlined words show that they can be omitted depending on those who use it because there are no rules so this one is called ‘probabilistic’.)

2.2.3.2 Collocation

Another criterion for distinguishing synonyms is collocation. The verb of collocation is ‘collocate’ which means to be often used together in language, for instance ‘bitter’ collocates with ‘tear’ while ‘sour’ does not (the Oxford Advanced Learner’s Dictionary, 2015). The Oxford Advanced Learner’s Dictionary or OALD (2015) defines ‘collocation’ as “the fact of two or more words often being used together, in the ways that happens more frequently than would happen by chance.” Moreover, McCarthy, O’Keefe, & Carter (2010) state that “collocations are probabilistic events, resulting from repeating of word combinations used which are often used by speakers.”

2.2.3.3 Formality of the contexts

Heylighen & Dewaele (1999) stated that formality has two styles subgroups which are ‘formal’ and ‘informal’. For ‘formal’, they said that it refers to the language expression in the contexts where a speaker carefully uses words to avoid ambiguity and misinterpretation. Whereas, ‘informal’ refers to a style which
is more flexible, direct contact between speakers and receivers. Biber (1988, as cited in Heylighen & Dewaele, 1999) mentioned that language in books and articles will be more formal than letters because there is no possible way for receivers and speakers to communicate unlike letter or speeches. That indicates the styles of using a pair of synonymous words depend on the purposes, people who they are talking to, and where language is used. For example, the lists below show pairs of synonym words that have similar meaning:

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>cogitate</td>
<td>think</td>
</tr>
<tr>
<td>purchase</td>
<td>buy</td>
</tr>
<tr>
<td>comestibles</td>
<td>food</td>
</tr>
<tr>
<td>penurious</td>
<td>poor</td>
</tr>
<tr>
<td>emoluments</td>
<td>fee</td>
</tr>
<tr>
<td>abominate</td>
<td>hate</td>
</tr>
<tr>
<td>beverage</td>
<td>a drink</td>
</tr>
</tbody>
</table>

(OALD, online)

If people have to use a word in official document, textbook, or academic text, they may have to select words from the formal row instead of informal. For example the word ‘guy’ and ‘person’, people will use the word ‘person’ to write in an elevator sign as “no more than 20 persons” rather than “no more than 20 guys” (Phoocharoensil, 2010). Also in speaking, people make word choices carefully while they are in debates or ceremonies. They will choose more formal words than informal in order to fit the formal situations (Heylighen & Dewaele, 1999). Moreover, they use more formal words when they speak with different people. Phoocharoensil (2010) also
claimed that one word in each pair of the same synonym group will receive more tendencies to be used more than other. That makes the formality of the context difficult for second language learners to notice without paying attention.

2.3 CORPUS

2.3.1 The Definition of Corpus

Biber, Conrad, and Reppen (1998) defined ‘a corpus’ as a principled collection of texts available for quantitative and qualitative analysis. McCarthy, O’Keefe, & Carter (2010) also defined it as a collection of texts, written or spoken, which is stored on a computer. There are two kinds of texts in the corpus but written texts are more common than spoken texts as they are easier to gather. Corpus contains concordance lines from spoken and written texts which will show up after a keyword is searched. Each concordance line will provide the grammatical patterns and collocation with the searched keyword or ‘node’ which will allow searchers understand how to use a node. Nevertheless, it can help people to compare and contrast the similarities and the differences between languages in the contexts by using different corpus. For example, Cambridge and Nottingham Corpus of discourse in English or CANCODE is frequently used one. This source collects 5 million words of spoken English discourse. Another, the British National Corpus or BNC is one corpus source which is widely used in many studies. It is a 100 million word collection of British English from the 20th century gathering samples of written and spoken languages. It also opens for free access.
Figure 1 Example of concordance lines from the British National Corpus (BNC).

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>FIC</td>
<td>up three times apiece on Christmas Day. It was <strong>totally</strong> satisfactory.</td>
</tr>
<tr>
<td>1992</td>
<td>ACAD</td>
<td>else, led me to the conclusion that traditional schooling <strong>totally</strong> neglected this whole range of think</td>
</tr>
<tr>
<td>1994</td>
<td>SPOK</td>
<td>'s that difficult. You know, I could be <strong>totally</strong> off, RATHER; (Voiceover) if the jury agrees with the def</td>
</tr>
<tr>
<td>1997</td>
<td>ACAD</td>
<td>this is taking my time! I'm just <strong>totally</strong> confused now. &quot; # Davis insisted he was defending the 8th C</td>
</tr>
<tr>
<td>2005</td>
<td>SPOK</td>
<td>n't know anything about it, who come from a <strong>totally</strong> different history. And the result is that what v</td>
</tr>
<tr>
<td>1999</td>
<td>SPOK</td>
<td>show in less than a week and went over there <strong>totally</strong> out of my head and, you know, with fear, ha</td>
</tr>
</tbody>
</table>

The figure 1 shows six concordance lines. Each concordance line consists of searched word or node which was highlighted in green and the contexts where node occurred.

2.3.2 Corpora types

Aston (1999, cited in McCarthy, O'Keefee, & Carter, 2010) separated a corpora into three types:

1. Monolingual corpora – contains texts in only one language. It is the most frequently used e.g. checking the usage of a word or word combinations, identifying grammatical patterns.

2. Comparable corpora – contains similar design of monolingual corpora which is available for two or more languages.

3. Parallel corpora – is similar to comparable corpora but this type also contains translation of the original texts.

2.3.3 COCA

There are a lot of corpora these days, some are available for free but some require payment before access is given to use it. The Corpus of Contemporary American English (COCA) is large corpus of American English which contains more than 560 million words of texts categorized in six main registers including spoken, fiction, popular magazines, newspapers, and academic.
2.4 PREVIOUS STUDIES

It is hard to find a study about strict synonyms because they are extremely rare in same contexts (McCarthy, O’Keefee, & Walsh, 2010, cited in Phoochareonsil, 2010). On the other hand, there are many studies that have been done about loose synonym or near synonyms which are mainly focused on adverbs.

Xiao & Tao (2007) studied 33 intensifiers using authentic language data in The British National Corpus (BNC) focusing on discourse mode and register, gender, age, education level, audience gender and age, and publication date. They found out that using 33 amplifiers across these focused points reveals nothing powerful or powerless about intensifier but that what causes the difference is about the preference of the group of people who decide to use amplifiers. The results show that women prefer to use intensifiers in writing more than men, while men use intensifiers in spoken language more than women. Later, Romero (2012) also investigated intensifiers in aspects of gender and, age, and used data from two corpora sources in order to study differentiation between British English in the International Corpus of English – Great Britain and American English in the Santa Barbara Corpus of Spoken American English. Her findings show that the top ten lists of intensifiers which both American and British people use are similar for nine words including so, very, really, pretty, totally, completely, absolutely, extremely, and entirely. All of intensifiers had been used as predicative position more than attributive. The findings also indicated that older people tend to use intensifiers less than younger people. Additionally, men seem to use conservative language without adding intensifiers while women prefer intensifiers more in American English.
Willstedt (2014) investigated differences in frequency, usage between genders, and collocations of some intensifiers which consisted of *utterly, entirely, completely, totally, extremely, absolutely, fully, exclusively, wholly, perfectly, thoroughly, altogether, uniquely,* and *very.* The data were collected from SWENC (Swedish-English Newspaper Corpus) and SOAP (The Corpus of American Soap Operas). The results showed that the SWENC had high frequency of using 11 amplifiers from 14 more than the SOAP which only three higher frequencies. However, the largest differences in frequency were in *very, fully, entirely,* and *extremely.* For collocations, it was discovered that there were similarities between both corpora in term of adjectives that collocated with these intensifiers. For instance, ‘very’ collocates mostly with ‘good’, ‘entirely, completely, totally’ collocates mostly with ‘different’, and ‘extremely’ collocates mostly with ‘important’. There were differences between male and female using intensifiers such as ‘fully’ which had been used by women more than men.

Xiang & Juan (2017) studied Chinese EFL learners’ acquisition of three adverbs synonyms including *absolutely, completely,* and *totally* by comparing the data from two corpora which are Ten-thousand English composition of Chinese Learners (TECCL Corpus) and Coca of Contemporary American English (COCA). The results showed that Chinese learners and native speakers are different in usages as Chinese learners tend to use ‘Completely’, ‘Absolutely’, and ‘Totally’, whereas native speakers seem to use ‘Absolutely’ mostly. The least used adverb between Chinese learners and native people is the same as it is ‘Totally’. As to most of verb collocates of ‘Totally’ are in verb collocates of ‘Completely’, it means that ‘Completely’ and ‘Totally’ are more similar together than ‘Absolutely’. However, Chinese people
misuse ‘Totally’ as some collocates should be used with ‘Completely’ not ‘Totally’. Native speakers can use a wider variety of collocates than Chinese learners and Chinese learners seem to underuse collocates of all three adverbs. Finally, the highest pattern that both groups used is “be+ synonym+ adj.”

Alshaar (2017) examined intensifiers in five different registers from COCA in order to explore which intensifier was used mostly by American speakers. This study focused on intensifiers functioning as word modified adjectives. The results indicated that Boosters were frequently used more than Maximizers in all five registers by speakers. The frequency list tables in COCA showed that the top five boosters were including very, so, too, really, and much while the words extremely, completely, absolutely, totally, and entirely were in top five maximizers lists. The interesting points of the results are in ‘entirely’ and ‘totally’ which were in the top five frequency lists and they both occurred at close proximity in the top ten list in fiction register. However, they did not occur in the top ten lists of newspaper and academic registers and only ‘totally’ was in the top ten lists of spoken and magazine registers. Alshaar said that the differences in using intensifiers are influenced by personal preference and contexts speakers are in.

As to the above related studies, some influenced the present study, especially Willstedt (2014). This present study tries to bridge the gap by investigating two adverb synonyms, ‘entirely’ and ‘totally’ deeply in respect of the missing points. It will study frequency in spoken, grammatical patterns, and formality which are not found in Willstedt’s research. In addition, it will use a corpus which has more information and up to date.
CHAPTER 3
RESEARCH METHODOLOGY

3.1 Materials

This study is based on two major sources including learners’ dictionaries and concordance lines.

Three learners’ dictionaries including Oxford Advanced Learner’s Dictionary (OALD), Longman Dictionary of Contemporary English (LDOCE), and Macmillan English Dictionary for Advanced Learners (MEDAL) are chosen to use in order to give more information about definition and provide example sentences. Thus, the researcher can investigate the difference in meaning between two adverbs (entirely and totally).

In order to conduct this study, there are many corpora for researcher to use. However, the Corpus of Contemporary American English (COCA) is chosen because it has two reasonable points. First, it gathered large spoken and written information (more than 560 million words of texts) of American English for free access. Secondly, it is more updated than other corpora as the last update was in December 2017.

3.2 Procedures

The definition of the words ‘entirely’ and ‘totally’ were used from Oxford Advanced Learner’s Dictionary (OALD), Longman Dictionary of Contemporary English (LDOCE), and Macmillan English Dictionary for advanced learners (MEDAL). Next, the two words were searched in COCA and gathered first 300
concordance lines of each. Lastly, all the data were investigated to see the frequency in written and spoken sources and to compare and contrast grammatical patterns, collocation, and formality of the context.

3.3 Data collection

This present study aims to study two adverb synonyms; *entirely* and *totally* for the frequency in written and spoken sources and to compare and contrast grammatical patterns, collocation, and formality of the context. The importance source is COCA corpus where all of the concordance lines about *entirely* and *totally* were chosen for study. The focus is only on modifier functions. Moreover, three learner dictionaries are included in this study in order to give and check the meaning.

3.4 Data analysis

To analyze the data, the researcher investigates the meaning of each adverb by using three learner dictionaries to find whether two adverbs have similar meaning and they are synonyms. The researcher collects concordance lines of each word from COCA in order to study the frequency between using ‘entirely’ and ‘totally’ in written and spoken. Moreover, all collected concordance lines will be investigated for grammatical patterns, collocation, and formality of the context.
4.1 The frequency of \textit{entirely} and \textit{totally}

There are 171 tokens from 197 tokens of \textit{Entirely} that occurs in written. Similarly with \textit{Totally}, the most of tokens which are 157 from 233 fall in written. Although, there are only a few tokens that fall in spoken for both ‘entirely’ and ‘totally’, ‘totally’ is used in spoken language 32.62\% higher than ‘entirely’ which is used in spoken language 13.20\% as table 1 as shown below.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|c|}
\hline
& \textbf{Entirely} & & \textbf{Totally} & \\
\hline
& Tokens & Percentage & Tokens & Percentage \\
\hline
\textbf{Written} & & & & \\
\hline
& 171 & 86.80\% & 157 & 67.38\% \\
\hline
\textbullet Academic & 55 & 27.92\% & 25 & 10.73\% \\
\hline
\textbullet Fiction & 53 & 26.90\% & 43 & 18.45\% \\
\hline
\textbullet Magazine & 44 & 22.34\% & 54 & 23.18\% \\
\hline
\textbullet Newspaper & 19 & 9.64\% & 35 & 15.02\% \\
\hline
\textbf{Spoken} & & & & \\
\hline
& 26 & 13.20\% & 76 & 32.62\% \\
\hline
\textbf{All registers} & 197 & 100\% & 233 & 100\% \\
\hline
\end{tabular}
\caption{The frequency of \textit{entirely} and \textit{totally}}
\end{table}
The graph below shows the comparison between ‘entirely’ and ‘totally’ as the purple bar chart represents ‘entirely’ registers and the orange one represents ‘totally’ registers. Most of the tokens of both words are in written more than in spoken about two or three times.

**Figure 2** The comparison bar chart of the frequency of *entirely* and *totally*

4.2 The grammatical patterns of ‘entirely’ and ‘totally’

**Table 2** The grammatical patterns of *entirely*

<table>
<thead>
<tr>
<th>Possible Grammatical Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. S + V. to be+ entirely + Adj.</td>
</tr>
<tr>
<td>• ....,and for a portion of that second she’s not even entirely sure what she’s seeing…</td>
</tr>
<tr>
<td>• ....,counting slowly until the air was entirely clear of clouds. His heart was still…</td>
</tr>
</tbody>
</table>
• …the shrewder analysts say, it's not entirely clear that U.S. policy has “failed.”

• …off from its cash flow. The agency is entirely self-supporting, generating all …

• …Quick Hits is not entirely certain, but it seems a reasonable concept that for…

---

2. S.+ Auxiliary verb+ entirely+ Vinf

• …They don’t entirely trust our resolve. I will say, Bob, though, we are seeing…

• …for some reason I can’t entirely explain. I felt too shy to approach her…

• …take the lead in setting the agenda, even if it should not entirely dictate it…

• …practice of entertaining friends at home might entirely disappear from American…

• …That did not entirely satisfy Democrats, including Senator Maria Cantwell of…

---

3. S.+ V. to be+ V3+ entirely.

• …Second, the intervention was delivered entirely by mail. A modality that could…. 

• …that was slowly eroded by decades of flights and then destroyed entirely by…

• …hydrogen is the lightest and simplest element, made entirely during the big bang.

• …an ancient vehicle that appeared to be fuelled entirely by water, and a curious …

• …Drive-in I ordered a banana split made entirely with banana ice cream, hold the…

---

4. S.+ V. to be+ entirely+ V3
• …that the iPhone 7 Plus was entirely sold out, and the much coveted jet-black….

• …the shell collector said, “you’re not entirely recovered,” but even as he said this…

• …The Zurich planners were not entirely focused on pilgrimage to the places of the…

• …most devout Hindus, whose lives are entirely focused on Mother Ganga. He…

• …then shall your glory be entirely achieved, and from then on shall your reign …

5. S+ Auxiliary verb+ Vinf + entirely+ Adj.

• …While the feedback may not be entirely positive, productive, or pleasant, it …

• …now he would never be entirely certain why Theodora had hated him. Perhaps..

• …The sink didn’t look entirely bad. It was porcelain, and very old. It had…

• …That outcome can be entirely new. It is shaped by the whole network of …

• …that did not meet the eye and that might not be entirely beneficial to colored people.

Table 2 above shows the top five grammatical patterns of ‘entirely’ which are found from 197 registers. It seems that ‘entirely’ occurs mostly with verb to be as shown in three of the grammatical patterns.

Similarly with ‘totally’, three of the grammatical patterns from top five lists occur with the verb to be as in table 3 below.
Table 3 The grammatical patterns of *totally*

<table>
<thead>
<tr>
<th>Possible Grammatical Patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. S + V. to be+ totally + Adj.</strong></td>
</tr>
<tr>
<td>• …there’s no reason for you to talk to me like that. <em>It’s totally unprofessional.</em> Fu..</td>
</tr>
<tr>
<td>• …of practices between partners <em>that violate privacy are totally unacceptable</em>…</td>
</tr>
<tr>
<td>• …<em>when condition in my career are totally perfect</em> and I won’t get in trouble for…</td>
</tr>
<tr>
<td>• …That’s what it is. So <em>I think it’s totally appropriate</em> he does it. It’s interesting to…</td>
</tr>
<tr>
<td>• …intelligent, and grace. <em>Chinese standard are totally different.</em> She has to speak….</td>
</tr>
<tr>
<td><strong>2. S.+ totally+ V1/V2</strong></td>
</tr>
<tr>
<td>• …Everything so happy and blissed out. <em>I just totally lost all my inhibitions.</em></td>
</tr>
<tr>
<td>• …discussed Beta with her. <em>Dennis Garrison totally refused</em> to meet my eye. I said, …</td>
</tr>
<tr>
<td>• …Oh , yes, I do. <em>I totally do.</em> I mean, as I got older, you know….</td>
</tr>
<tr>
<td>• …right now. It’s not something <em>I totally think about.</em> You guys probably think…</td>
</tr>
<tr>
<td>• …What’s the <em>one bit of parenting philosophy you totally believe in?</em> I think kids….</td>
</tr>
<tr>
<td><strong>3. S.+ V. to be+ totally+ V3</strong></td>
</tr>
<tr>
<td>• …I felt like <em>I was totally accepted</em> by my teammates and the rest of the students,…</td>
</tr>
</tbody>
</table>
• …I mean, Judy and I were totally and actively involved in trying to deflect, you…

• …besotted with Radhika that was totally obsessed with thoughts about her and…

• …I mean Indonesia was totally devastated by this ten years ago.

• …,is there anything about you in this book, or is this totally made up?

4. S.+ Auxiliary verb+ totally+ Vinf+ N.

• …I can totally see Michelle Obama, Laura Bush, or Hillary Clinton – all these…

• …the truth would totally incriminate her. Friend could,….

• …Like, Sam’s family will totally adore Gilly and reinstate Sam as…

• …Lash that to the end of a branch, and you could totally stick it to a mammoth,…

• …I wouldn’t be forced to do a superficial change. I could totally gut it. She says…

5. S+ V.to be+ (a/an/the/-)+ totally+ adj.+ N.

• …whole story or whether he forgot, that’s a totally separate issue. But as far as his…

• …both of which were totally original works, and Pipe Dream…

• …There are totally different challenges and huge learning curves…. 

• …which is a totally human trait, on the right and on the left – no one is above…

• …what makes Welcome to My Life so fun to watch is the totally gorgeous art style,…
Although some patterns of ‘totally’ are similar to patterns of ‘entirely’, there is an interesting grammatical pattern shown in the second pattern of ‘totally’. This pattern does not have the verb to be or auxiliary verb, but ‘totally’ can be used with a main verb alone which is a quite frequently used pattern.

4.3 The collocations of ‘entirely’ and ‘totally’

The Oxford Advanced Learner’s Dictionary or OALD (2015) defines ‘collocation’ as “the fact of two or more words often being used together, in the ways that happen more frequently than would happen by chance. The following table shows all adjectives and verbs that collocate with ‘entirely’ and ‘totally’. It shows the frequency that each word occurs with.

Table 4 The adjective collocations of ‘entirely’ and ‘totally’

<table>
<thead>
<tr>
<th>Adjective (s)</th>
<th>Entirely</th>
<th>Totally</th>
<th>Adjective (s)</th>
<th>Entirely</th>
<th>Totally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Different</td>
<td>13</td>
<td>16</td>
<td>10 Right</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2 New</td>
<td>13</td>
<td>2</td>
<td>11 Lost</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3 Clear</td>
<td>7</td>
<td>1</td>
<td>12 Honest</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>4 Possible</td>
<td>5</td>
<td>-</td>
<td>13 Illogical</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>5 Sure</td>
<td>4</td>
<td>-</td>
<td>14 Inappropriate</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>6 Free</td>
<td>3</td>
<td>1</td>
<td>15 Separate</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>7 Dependent</td>
<td>2</td>
<td>2</td>
<td>16 Unacceptable</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>8 Accurate</td>
<td>2</td>
<td>1</td>
<td>17 Untrue</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>9 Certain</td>
<td>2</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The table 4 shows that some adjectives do not occur with ‘entirely’ and some do not occur with ‘totally’. According to 197 tokens, ‘entirely’ frequently occurs with different, new, and clear, while ‘totally’ frequently occurs with different a little more than ‘entirely’ followed by right and honest.

Table 5 The verb collocations of ‘entirely’ and ‘totally’

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Entirely</th>
<th>Totally</th>
<th>Verbs</th>
<th>Entirely</th>
<th>Totally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Is</td>
<td>6</td>
<td>5</td>
<td>15 Are</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2 Was</td>
<td>6</td>
<td>3</td>
<td>16 Agree</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>3 Be</td>
<td>4</td>
<td>3</td>
<td>17 Understand</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4 Make</td>
<td>3</td>
<td>4</td>
<td>18 Lose</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5 Change</td>
<td>3</td>
<td>3</td>
<td>19 Go</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6 Focus</td>
<td>3</td>
<td>3</td>
<td>20 Sell</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7 Eliminate</td>
<td>3</td>
<td>-</td>
<td>21 Get</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>8 Were</td>
<td>3</td>
<td>-</td>
<td>22 Adore</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>9 Give</td>
<td>2</td>
<td>1</td>
<td>23 Ban</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>10 Abandon</td>
<td>2</td>
<td>-</td>
<td>24 Believe</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>11 Base</td>
<td>2</td>
<td>-</td>
<td>25 Devastate</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>12 Depend</td>
<td>2</td>
<td>-</td>
<td>26 Feel</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>13 Explain</td>
<td>2</td>
<td>-</td>
<td>27 Forget</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>14 Pay</td>
<td>2</td>
<td>-</td>
<td>28 Ignore</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

In term of verb collocates, some words occur with ‘entirely’ but are never used with ‘totally’ such as eliminate, abandon, base, depend, explain, etc. On the other hand, some verbs have been found collocating with ‘totally’ (get, adore, ban, believe, devastate, feel, forget, and ignore) without any occurrence with ‘entirely’.
4.4 Formality of ‘entirely’ and ‘totally’

Many linguists defined the scope of ‘Formality’ differently, but the similarity is that written works are more formal than spoken as written works stick with forms and minimize ambiguity. Even if adverbs are used more in informal contexts, it still occurs in formal context (Labov, 1972 cited in Heylighen & Dewaele, 1999). In order to arrange the formality of four registers excluding spoken register which is the least formal, academic register is accepted as the most formality as its data share technical topics rather than personal topic between senders and addressees. In the same time, newspaper is in the second range followed by magazine and fiction register. Although, there are some similarities between the three of them in sense of close topics, the language that is written in fiction will be creative and informal so that it can catch addressees’ attentions. (Biber & Conrad, 2009 cited in arnold,2012) The table below shows the compared data between using ‘entirely’ and ‘totally’ which are found in written registers fields.

**Table 6 Formality of ‘entirely’ and ‘totally’**

<table>
<thead>
<tr>
<th></th>
<th>Entirely</th>
<th></th>
<th>Totally</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Register</td>
<td>Academic</td>
<td>55</td>
<td>Magazine</td>
<td>54</td>
</tr>
<tr>
<td>1</td>
<td>Fiction</td>
<td>53</td>
<td>Fiction</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>Magazine</td>
<td>44</td>
<td>Newspaper</td>
<td>35</td>
</tr>
<tr>
<td>3</td>
<td>Newspaper</td>
<td>19</td>
<td>Academic</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>171</td>
<td></td>
<td>157</td>
</tr>
</tbody>
</table>
From the comparison data above, ‘entirely’ is used with the highest frequencies in academic register for 55 tokens, following by fiction (53 tokens) and magazine (44 tokens). On the other hand, magazine is the highest register field that ‘totally’ used. ‘Totally’ occurs in fiction in a second place with 43 tokens and 35 tokens in newspaper.

According to Biber & Conrad (2009), academic holds the highest formality while fiction is the lowest. It seems that ‘entirely’ is used in formality more than ‘totally’ two times. In the same time, it is also used in fiction more than ‘totally’ while newspaper and magazine use ‘totally’ more than ‘entirely.’
CHAPTER 5  
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents (1) a summary and conclusion and (2) recommendations for further study.

5.1 Conclusion

This aim of the study was to study two adverbs of degree; ‘entirely’ and ‘totally’ which are synonymous in term of frequency of use, comparing and contrasting grammatical patterns, collocations, and formality from COCA. To reach the aim, there are two research questions below;

1. What is the frequency of entirely and totally found in written and spoken in COCA?

   The findings of the frequency in term of words being used indicate that there are slightly different tokens numbers in written, whereas the token numbers of spoken show the difference as ‘totally’ is preferred to be used more than ‘entirely’.

2. What are the similarities and differences between grammatical patterns, collocations, and formality of entirely and totally found in COCA?

   There are the similarities and differences in some aspects between these two adverbs of degree. In term of grammatical patterns, ‘entirely’ and ‘totally’ share the most frequent grammatical pattern (number 1) as the findings show in chapter 4, however they still have some differences. ‘Entirely’ seem to be used with auxiliary verbs or verb to be in all top five patterns and ‘totally’ is used with them too except
that ‘totally’ can be used with main verbs alone which is very frequently used. That makes this pattern becomes the second most frequently grammatical pattern. That is the reason why people who use synonym pairs in writing need to be careful.

In addition, collocates given in chapter 4 have shown that some adjectives and some verbs which are used with ‘entirely’ may not be found with ‘totally’. On the other hand, some adjectives and some verbs which are used with ‘totally’ may not be found with ‘entirely’ either. For instance, adjectives ‘sure’ and ‘possible’ have been used with ‘entirely’ only, or verbs ‘ban’ and ‘get’ have been used with ‘totally,’ etc.

Moreover, there are differences found in the findings after comparing formality between using ‘entirely’ and ‘totally’. ‘Entirely’ was used more frequency in formal contexts than ‘totally’. As most of ‘entirely’ data has shown that it is in academic register which has the highest formality. Whereas, ‘totally’ has been used in magazine register the most.

That causes these two words to be considered loose synonym rather than strict synonyms in which they have to be exactly the same in all aspects and can replace each other without causing any differences in meaning.

5.2 Recommendations for further study

This study only captures small amount of the data, even though it uses data from the largest source which is the well known COCA. It cannot be used to generalize world Englishes because this data is directly collected from American English. Also, there are much more factors that this study cannot include. The findings of this data can be just a guideline for people who are interested in topics about adverbs of degree
and synonyms, but it does not cover all points of these topics and focus instead on two intensifiers. Thus, for further studies in the future, more intensifiers are needed to be studied extensively by using more concordance lines, for instance, comparing the differences of grammatical patterns between using intensifiers from different years, and the factors that cause the different usage.
REFERENCES


**Other materials**


## BIOGRAPHY

<table>
<thead>
<tr>
<th>Name</th>
<th>Miss Kunlathida Uansri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth</td>
<td>February 26, 1990</td>
</tr>
<tr>
<td>Educational Attainment</td>
<td>2013, Bachelor Degree of Education in Humanity, Srinakarinwirot university</td>
</tr>
<tr>
<td>Work Position</td>
<td>Teacher</td>
</tr>
</tbody>
</table>