



**A CORPUS-BASED STUDY OF THE SYNONYMS:
CONVEY AND EXPRESS**

BY

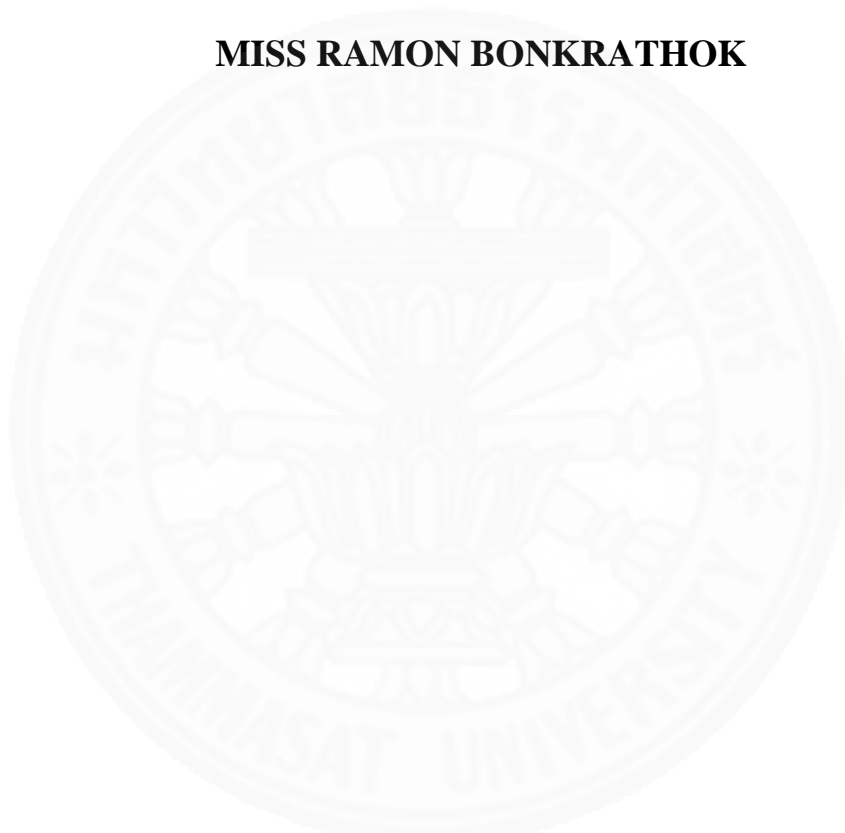
MISS RAMON BONKRATHOK

**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 2018
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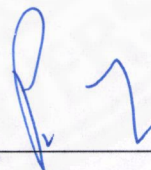
MISS RAMON BONKRATHOK
ENTITLED

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

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Chairman



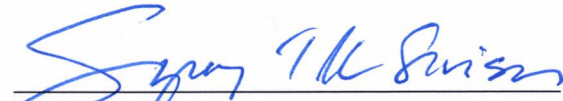
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ABSTRACT

In this study, the researcher desired to research two synonym verbs (*convey* and *express*) in the hope that the similarities and differences between the terms and the ways in which they are used will be revealed, especially in terms of collocations, degrees of formality and grammatical patterns. Concordance lines from the Corpus of Contemporary American English were investigated in order to collect the information. The result of this study reveals that even though *convey* and *express* are synonymous, they cannot substitute each other in every context and content. Therefore, the researcher concludes *convey* and *express* are not perfect or absolute synonyms. They are near-synonyms.

Keywords: Corpus-based study, Synonyms, Collocations, Degrees of formality, Grammatical patterns.

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

The languages of the world today require a lingua franca and English is one of the expedient languages used by most people around the world as the lingua franca. According to many studies, more than half of the words in English language have been borrowed from more than one language (Finegan, 2007). Thus, one word can possibly have complex structures for students that are hardly to understand. One notable problem for Thai learners is most of them know not in depth about the term synonyms. Fromkin and Rodman (1998) stated that “synonyms are words that have the same or nearly the same meaning to each other” (p. 165). For example, you probably know the word *great* (adjective). *Excellent* and *fabulous* are synonyms for the word *great* (adjective). For a long time, many linguists have studied the term synonyms; some linguists have mentioned synonyms are a significant and noticeable spectacle in linguistics, but in many respects, they are a puzzling spectacle (Taylor, 2002). Some research from Divjak and Gries (2006) mentioned that in many recent years, linguists have given less attention on the term synonyms than other phenomena, hereby they need more attention.

The learning of synonyms is one of the best ways for L2 learners to expand vocabulary knowledge and to avoid using the same words many times. However, one possible problem is Taylor (2012) said “the non-existence of perfect synonyms” (p. 262). Taylor’s notion supported by Chung (2011), he also said “perfect synonyms or absolute synonyms are words which are absolutely identical in meaning and completely interchangeable in every context” (p. 399). It is rare or impossible that all features will occur, as noted by Taylor (Taylor, 1995). Perfect synonyms are lexical items that have the same meaning and possible to replace each other in all contents or contexts, hence they are scant to be found. More than 90 percent of synonyms words are likely to be near synonyms rather than perfect synonyms. For meaning of the word near synonyms

by Cruse (1986), "Near synonyms defines as lexical items whose senses are identical in respect of central or semantic traits but differ in minor or peripheral traits" (p. 267).

In this study, the researcher will examine the patterns of language relating to synonyms especially in synonyms verbs between two verbs: *convey* and *express*. The researcher chose these two synonym verbs for the main reason that most of my students confuse these two verbs. My students do not actually know how to use the two verbs in the correct content or context. And they have some questions in class such as *what the difference between the verbs is convey and express?* These questions interested the researcher, stimulating study on the two synonym verbs to answer the students' question. Furthermore, the verbs *convey* and *express* tend to be used in an academic or general context. However, there is a lack of research on the two synonym verbs. Therefore, after the researcher contemplated the two verbs she decided they are appropriate examples of transitive verbs to research on. And the researcher hopes to provide more information on these two verbs and help the students, other learners, even teachers in understanding the usage of the words in different contexts. The researcher will use the corpus named the Corpus of Contemporary American English (COCA) to represent the concordance lines in order to see the relevant information, such as collocation, degrees of formality, and grammatical patterns, apart from what is given in the dictionaries about the two verbs.

1.2 Research objective

To explore the similarities and differences between *convey* and *express* in term of collocations, degrees of formality, and grammatical patterns.

1.3 Research Questions

What are the similarities and differences between the verbs *convey* and *express* in terms of collocations, degrees of formality, and grammatical patterns?

1.4 Significance of the Study

When the second language learners find words that have similar meaning to each other, such as get and receive, there is a chance that they will be confused. Words that have similar meanings may cause uncertainty for learners if they are unfamiliar with the usage. Thus, learners should know the most suitable word to use depending on the context. In class, most teachers present the theory of near synonyms for helping students to create more accuracy in learning vocabulary.

In this study, the researcher studies synonym verbs *convey* and *express*, in term of collocations, degrees of formality, and grammatical patterns. Furthermore, the study can be significant to English learners, including English teachers. The first reason, for the English learners, is so they can identify the collocations, degrees of formality, and grammatical patterns of *convey* and *express*. For the second reason, English teachers can use data from this study as samples in their class. For example, they can provide sample sentences of verbs: *convey* and *express* that shown in COCA to students for teaching grammatical patterns. In addition, this study is also essential to writers or people who want to use synonymous words in their writing. These words can make the content of writing more captivating and also help avoid dull text.

1.5 Scope of the Study

The researcher focused on synonym verbs but did not cover all verbs, only two: *convey* and *express*. The study was limited to only 500 concordance lines from American English for each verb, which was drawn from generalized corpora only the Corpus of Contemporary American English (COCA). The concordance lines will be used to analyze the similarities and differences among in term of collocations, degrees of formality, and grammatical patterns of the two verbs.

1.6 Definitions of Terms

This study has key terms that have specific definitions that are defined as follows:

1.6.1 Synonym refers to a word or phrase that means exactly or nearly the same as another lexeme (word or phrase) in the same language.

1.6.2 Perfect synonym refers to lexical units of the same category of words (e.g. noun class) that have absolutely identical meanings.

1.6.3 Near synonym refers to words that seem to share some, but not all, of the shades of meaning implied by two different lexical items.

1.6.4 Corpus is a collection of texts of written (or spoken) language presented in electronic form.

1.6.5 Corpus-based study is the study of language in a collection of electronic texts, spoken or written, in terms of both qualitative and quantitative analysis.

1.6.6 COCA is the abbreviation of the Corpus of Contemporary American English which is the largest freely-available corpus of English, and the only large and balanced corpus of American English.

1.6.7 Concordance line is the result obtained from corpus software showing the use of the searched keyword in the middle of various contexts.

1.6.8 Collocation refers to a sequence of words or terms that co-occur more often than would be expected by chance.

1.6.9 Degree of formality is the term that signals analysis of words between formal and informal contexts.

1.6.10 Grammatical pattern is a model for describing the syntactic environments of individual lexical items, derived from studying their occurrences in authentic linguistic corpora.

1.7 Organization of the study

The corpus-based study of two synonym verbs, *convey* and *express*, consists of five main chapters.

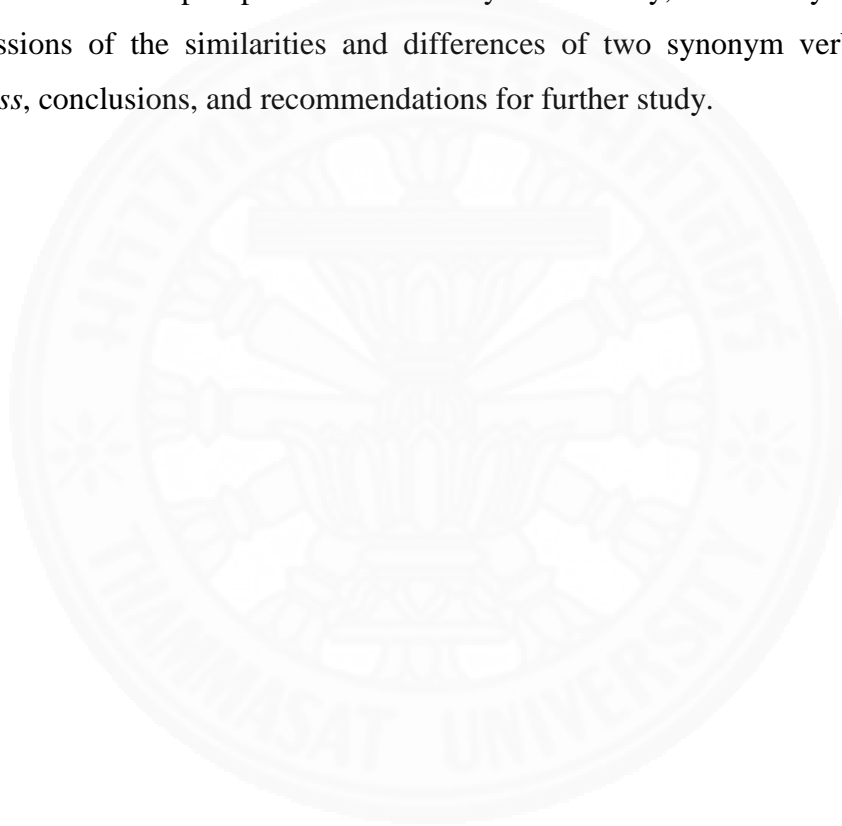
The first chapter consists of background of the study, research objective, research question, significance and scope of the study of the study, definitions of terms, and lastly organization of the study.

The second chapter presents a review of literature, including the concept of corpora, synonyms, criteria for distinguishing synonyms, and relevant research studies.

The third chapter describes the research methodology, particularly the instrument that was used in the study, the data collection and the data analysis.

The fourth chapter explains the methodology used for analysis and data collection and reports the results on the similarities and differences between *convey* and *express* in terms of collocations, degrees of formality, and grammatical patterns.

The last chapter presents a summary of the study, a summary of the findings, discussions of the similarities and differences of two synonym verbs *convey* and *express*, conclusions, and recommendations for further study.



CHAPTER 2

REVIEW OF LITERATURE

Reviewing the literature consists of three main parts: (2.1) the concept of corpora, (2.2) the concept of synonyms, and (2.3) relevant research studies.

2.1 The concept of corpora

2.1.1 The definition of corpora

Crystal (1992) said the term corpus or the plural form corpora is “a collection of linguistic data, either compiled as written texts or as a transcription of recorded speech” (p. 85). He also said “the main purpose of a corpus is to verify a hypothesis about language. For example, to determine how the usage of a particular sound, word, or syntactic construction varies” (p. 85). In terms of language study, is the most significant data dealing with corpus linguistics. Furthermore, a computer corpus is defined as “a large body of machine-readable texts”. In term of modern linguistics “corpus refers to a large collection of linguistic data, either written texts or a transcription of recorded speech, which can be used as a starting point of linguistic description or as a means of verifying hypotheses about a language” (Crystal, 1995, 477). Moreover, Dash (2005) mentioned “a corpus is actually designed for accurate study of the linguistic properties, features, and phenomena observed in a language” (p. 12). Lastly, Flowerdew (2004) prove that the main feature of corpus linguistics is it can represent insist examples of language patterns based on obvious information.

2.1.2 Types of corpora

In this section, the researcher shows some examples of types of corpora and how they are represented in a variety of particular contexts.

The first type of corpus is general corpora or another named reference corpora. One example of this corpus is COCA. The second type is specialized corpora which data in corpora is a specific genre or unique time. Three examples of corpora are the Michigan Corpus of Spoken, the International Corpus of Learner English and the last

one is the Nottingham Health Communication Corpus. The two more types of corpora are not widespread use because of most features similar to each other. There are comparable corpora and parallel corpora.

In this study, the researcher uses COCA because from Davies (2008) mentioned COCA is the largest freely available corpus of English. And it is the only large and balanced corpus of American English. COCA was published in 2008. Today more than tens of thousands of users use this corpus per month.

2.1.3 The main features of corpora

Studies in corpus linguistics tackle machine-readable texts which are deemed to be a suitable basis to analyze a specific set of research questions. The corpus is a size which goes against analysis by human nature within a suitable span of time. Corpora have always taken advantage of using software search tools. Concordances enable users to examine words in different settings. Other tools create frequency data and measure how often a particular word appears in a corpus. Concordances and frequency data demonstrate the qualitative and quantitative which are equally vital to corpus linguistics.

2.2 The concept of Synonyms

2.2.1 The definition of synonyms

The English language contains millions of words. These words occur for helping people communicate with each other. Sometimes the words have clearly different meaning. But some of the words also contain the same meaning. We call these synonym words. More than eighty years ago, Stern defined synonyms as “words with identical or partly identical referential range, but different semantic ranges. That is to say, they denote the same referents, but each word denotes it in an aspect that somehow differs from the others. When a speaker wants to denote a referent, he is practically always seeing it in a peculiar context, into which one of the synonyms may fit, but not necessarily the others” (Stern, 1931, p. 226).

Cruse (2002) mentioned “synonyms have similarity and identity of meaning between senses associated with two or more different lexical forms” (p. 486). And

Aichison (1999) defines the word synonym is a lexical item that can be exchanged without modification of the meaning of words. Moreover, other researchers have mentioned synonyms are the words that even though the sound or spelling is differing, contain the same, or nearly the same, meaning.

The last and the most comprehensive definition seems to be the offered by VinÑeler “Synonyms are considered to be two or more words which in a certain period of time that is on the synchronic plane, and within one and the same system of a language, overlap for at least one of the existing meanings” (VinÑeler, 1983, p. 33).

2.2.2 Perfect synonyms

According to the Czech linguist, synonyms can be definite synonyms and incomplete synonyms. Both synonyms are categorized under perfect and estimated. The linguist finds that perfect synonyms are variations of the same type of words with similar meanings and the approximate synonyms are considered “lexical units” of the same kind of words, possessing a single or same dominant characteristic.

In this regard, Ullmann (1967) considered that “the true synonyms are the words that can be used interchangeably in any setting and it does not affect the original definition of a particular sentence” (p. 109). The English linguist only considers the flawless or absolute synonyms can be considered true synonyms since they can only be found in restricted situations and are deemed as similar to each other.

In conclusion, most researchers do not believe that there is an existence of perfect synonyms and that such words are only valid if used in a scientific context. For supporting the notion above, the researcher named Bogza (1960) admitted perfect synonymy only in scientific terminology, where “there exist synonymous doublets and triplets. They name the same concept and therefore are perfect synonyms” (p. 340).

2.2.3 Near synonyms

Nowadays, many dictionaries contain a synonyms part that can be a response to the second language learners' needs. However, the second language learners need to be aware that no two words share the same meaning. Thus, some researchers have said "there are no perfect synonyms" (Fromkin, Rodman, & Hyams, 2011, p. 196). Near

synonyms or plesionyms are “words that are similar in the term of meaning and are almost synonyms but not quite, very similar but not identical, fully intersubstitutable but instead varying in their shades of denotation, connotation, or emphasis,” as mentioned by three researchers (DiMarco, Hirst, & Stede, 1993). The researcher named Cruse also mentioned near synonyms are items which share some shades of meaning together. The words have close features in common but cannot be interchangeably used in all contexts (Cruse, 2000). In this regard, Cruse guarantees that it must be more than 90% possible to insist on one near-synonym while concurrently denying the other. He confirms that the words *foggy* and *misty* are near synonyms in that it is possible to deny one member of the near synonyms while affirming the other as in the following sentence: *It wasn't foggy last night or it was just misty*. It is clear that mistiness is a lower degree of fogginess and therefore they are near synonyms.

Incidentally, Murphy (2003) defined the term near synonyms as items which have identical features but not identical in term of meaning. For the near synonyms type, he said that it has different from other types because it affects the sentential truth-conditions. In addition, near synonyms are common in language and can be found without much effort. The words share the same meaning as something which does not represent the truth but they can be distinguished in small ways. A lie is a purposeful way to mislead someone and a clear denial of the truth.

2.3 Criteria for distinguishing synonyms

The synonym verbs in this study can be distinguished by the following criteria:

2.3.1 Collocations

In the Oxford Advanced Learner's Dictionary (2010), the definition of the word collocation is "a combination of words in a language that happens very often and more frequently than would happen by chance" (p. 279). But in many cases, some collocations can be separated from each other. For example, *set* and *record* are collocations but they can separate from each other as well. From the research of Thornbury (2002), he gives the example sentence that the collocation *set* and *record* separate from each other and the sentence is *He set the junior record in 1990*.

Following the strategy of synonyms, most of the second language learners think words can be replaced by their synonyms. Thus, this thought can be the reasons for errors in collocation. For example, *I like to eat a hamburger* and *I like to consume a hamburger*. In terms of collocation, the first sentence sounds more acceptable than the second sentence. Therefore, according to a synonym strategy, learners initial believed that a certain word can be replaced by another word with a close meaning, and this can lead to collocation mistakes and grammatically incorrect sentences.

2.3.2 Degree of Formality

In the term of formality degree, related words may have close meanings but may not be appropriate in all contexts. Therefore, we can say that certain words may be more appropriate for a particular setting, or they may be informal terms used in conversational English. In the table below is shown the examples of synonyms that have different of degree of formality:

Table1. Informal and Formal words

Informal	Formal
Beauty	Pulchritude
Die	Decrease
Letter	Missive

(Jackson & Amvela, 2000, p. 95)

Formal language is official language and more widely used in written communication than informal language. It is used when writing or also speaking for professional or academic purposes such as textbooks, official reports, academic articles, and also official speeches, while informal language is casual and natural language. It is usually used with friends or family members in conversation or in writing short messages. Normally, it occurs in spoken language more than writing.

2.3.3 Grammatical patterns

The "grammatical patterns" criterion is proposed by the Phoocharoensil, (2010). He mentioned even though the words are in the same set of synonyms, they do not share the exact meaning or the similarity of grammatical patterns. "*Consist of and be made up of are two phrases that share the same meaning which is to be formed from two or more things or people*" (Longman Dictionary of Contemporary English, 2014, p. 37). But they are not similar the term of grammatical structures. Even if the words are closely related, they do not have the same definition and are used differently. The two phrases can have the same actual definition but they cannot be always used in the same grammatical structure.

2.4 Relevant research studies.

The researcher studied two synonyms verbs *convey* and *express*, using the COCA as the main method. Additionally, with regard to research on English synonyms, there are numerous researchers who have proceeded with previous related research about synonymous words, especially synonym verbs, or also have used the COCA as the major method similar to this study. Furthermore, in term of collocations, degrees of formality, and grammatical patterns also, there have been some relevant research studies focused on this term the same as in this study.

Phoocharoensil (2010) explored the five synonyms verbs for specific purposes such as lexical, syntactic, or stylistic information. He began to study the five verbs by using three learners' dictionaries compared with corpus-informed data. At the last the result from the three learners' dictionaries showed that they cannot cover all details of the five words such as grammatical patterns or collocations information. But the result from the corpus-based study seems to cover much more information that is not existent in dictionaries. Additionally, one of the benefits of corpora is they can also give sample sentences of synonyms verbs to learners or teachers. Thus, learners and teachers could be able to have access to the probing meanings of the five synonyms words in the study.

Chung (2011) explored both likeness and unlikeness of two synonyms verbs *create* and *produce* and used three corpora (Brown Corpus, Frown Corpus, and British National Corpus) for analysis. The results show that the preposition "for" can be used

with these two words, such as to create for a large national purpose and if you are going to produce for home use only. However, the researcher found that the use of “out of” with only create and the use of over and upon for only produce. The researcher gathered that the common prepositions used with the words create and produce. This research found the collocations of 300 concordance lines and found that most used three synonymous verbs.

Cai (2012) studied the adjective *great* and its near synonyms such as *excellent*, *fabulous*, *terrific*, *awesome*, and *fantastic*. He chose the word *great* because it is a high-frequency word in English. Furthermore, after he studied three thesauruses of English, he chose a set of high-frequency synonymous adjectives such as *wonderful* and *awesome* because they shared the same meaning of the chunk “very good”, as a subject for research. In his research, he thought the word *great* and its synonyms must differ in some place, thus, the purpose of his study was to explore the differences among the word *great* and its synonyms. For his method, he used the COCA to collect all the data. He focused on the frequencies of the near synonyms and collocations and also paid attention to the different meanings in different contexts. And the result of this study showed the most used word is the word *great* and the words that are increasing in usage across time are *awesome*, *fabulous*, and *fantastic*. However, from the collocational analysis, the word *great* is the most used word but the trend is to use it less when compared with the words *fabulous*, *fantastic*, *terrific*, and the older sense of *awesome*, because these words trend to more use. Lastly, the findings of this research advocated a similar position to the previous research claiming the meanings and uses of synonyms are clearly different. For instance, the adjective *fabulous*, *fantastic*, *great*, *terrific*, and *wonderful* occur more in the spoken genre evidenced by COCA, while the adjective *awesome* and *excellent* are occurring in various magazines.

The researcher named Kummerdchart (2013) considered the three synonyms verbs *defend*, *protect*, and *safeguard*. He focused on the four main aspects containing collocations, grammatical patterns, formality of context, and sense of meaning. The researcher retrieved the data of three verbs from the first 500 concordance lines of COCA. And he also used Oxford Advanced Learner’s Dictionary Online (2011) for comparing the result with COCA. Next, WordNet 3.1 was also used in order to find a sense of the meaning for each synonym verb. Finally, the findings of this research

showed that although the three synonym verbs were near synonyms, they also had differences in features such as grammatical patterns or collocations.

Somrang (2013) analyzed the three words *give*, *provide* and *offer* in order to make a distinction between referential meanings, grammatical patterns and collocations. The data was collected from LDOCE and BNC. The former provides definitions and grammatical patterns while the latter provides both spoken and written texts of native speakers. Concordance lines of the verbs were taken from the BNC to compare and contrast the synonyms and give more details. The findings suggest that the three verbs have the same essential definition but cannot be used in all contexts because of their dissimilar meaning.

The study of “*a corpus-based analysis of the six synonymously used adjectives nice, kind, lovely, friendly, gorgeous and pleasant*” was carried out by Malgorzata (Malgorzata, 2014). The researcher’s purpose was representing a new angle on the semantic differences of six adjectival near synonyms by investigating their most frequent collocations and their stylistic variation. Moreover, this study also contradicts some definition points in dictionaries and changes some features of the descriptions in reference works. In terms of method, the researcher divided the investigation into two parts. The first part was qualitative method, he studied the description in the dictionaries of the set of near synonyms. The second part was quantitative method; he studied the nominal collocations of the six synonyms by COCA. For the conclusion, the result of this study showed that the definition in dictionaries is not enough for explaining the differences between the six synonyms. Therefore, this study also showed the way to solve the problems of dictionaries using expressions and collocations in corpus. Furthermore, the word "kind" is used the most in term of collocations such as kind eyes and kind words. And in the part of stylistic variation, this study also said the word "kind" has the highest informal word usage while the word "pleasant" is usually occurring in formal form.

The researcher named Ruenroeng (2014) considered three synonymous verbs: *ruin*, *demolish*, and *destroy*, represented in a study of 3 main parts. The first part was investigating the different sections between the three synonyms following their grammar patterns. The second part was examining the notion of meaning. And the last part was checking their suitable contexts. In terms of method, the researcher used the

Oxford Advanced Learner's Dictionary Online as the main references in this study and WordNet for searching the meaning of the three synonyms. The last instrument was COCA. It was used for searching words or phrases, collocations, frequency of words and also parts of speech. Lastly, the result of this study was that the meaning and grammatical patterns of the three synonyms are not the same, they just share some meaning and patterns together. Furthermore, the degrees of formality in the three synonyms are also different. For instance, the words *ruin* and *destroy* are usually used in an informal context while the word *demolish* often occurs in formal context.

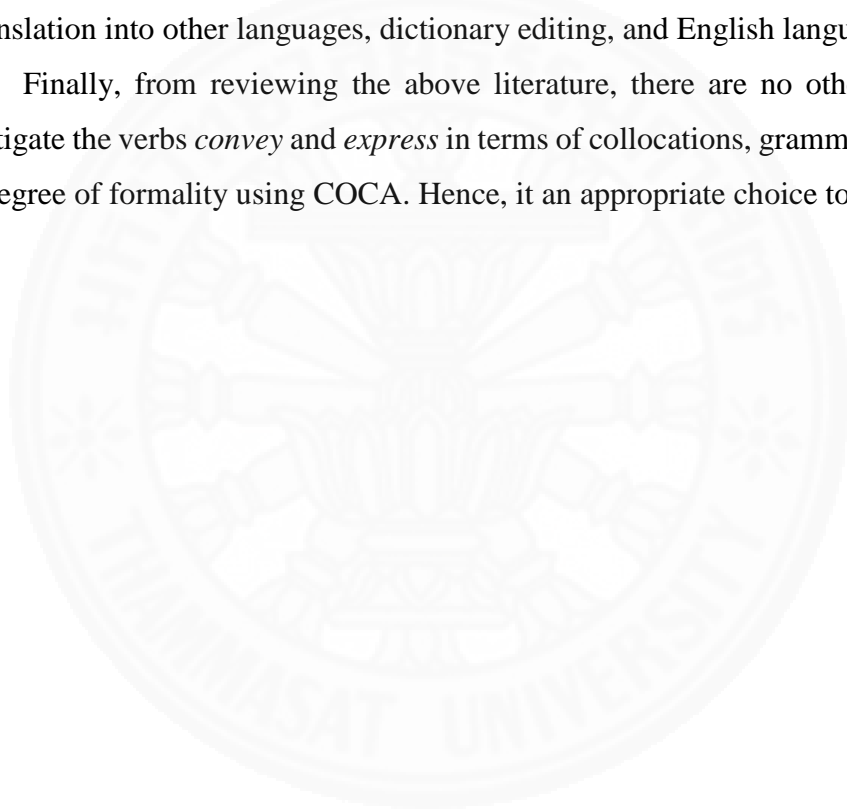
Kiatthanakul (2015) studied three synonyms verbs: *achieved*, *accomplished*, and *attained* and focused on only the forms of past tense and past participle of the three verbs. The researcher was researched on the collocation and sense of meaning to identify the likeness and unlikeness of the three synonyms verbs. The data of this study were collected from two dictionaries. The first dictionary was Oxford Advanced Learner's Dictionary (2015) and the second dictionary was Longman Dictionary of Contemporary English (2014). And the result of the two dictionaries was compared with the result from COCA. And the consequent showed even though the three verbs shared some common meanings and collocations to each other. They also had differences in term of collocation and sense of meaning. Therefore, the researcher concluded the three synonyms verbs can substitute for each other in some contents and contexts.

Panyapayatjati (2016) considered the three English synonymous verbs: *grieve*, *mourn*, and *regret* for three main purposes: referential meaning, grammatical patterns, and noun collocations. Then, he used two main research instruments. One was the Longman Dictionary of Contemporary English online (LDOCE) and the other was the COCA. By analyzing the data, he compared the result of the two methods. And the result from COCA showed that although the three verbs can be considered synonyms of each other, the semantic nuances, grammatical patterns or collocation are different to each other. Therefore, in some context the three verbs cannot be replaced one by another.

Gu (2017) studied the two verbal synonyms: *obtain* and *gain*. He chose these two verbs because they are ranked in used words in the top 1000 frequency. As a methodology, he used three online corpora: Sketch Engine, BNC (British National

Corpus) and Just the Word to compare the two synonyms in terms of genre, colligation, collocation, and semantic prosody. The result of the study showed the word *obtain* is most collocated with a concrete noun that is used in pure and practical science. And we usually see the word *obtain* in law and business English. In terms of semantic prosody, the word *obtain* has mixed characters. The word *gain* is most collocated with an abstract noun, and we usually see the word *gain* in commerce and economy, politics, and social science. In terms of semantic prosody, most of them aligned with the positive semantic prosody. Lastly, the researcher also mentioned his discovery could influence the fields of translation into other languages, dictionary editing, and English language teaching.

Finally, from reviewing the above literature, there are no other studies that investigate the verbs *convey* and *express* in terms of collocations, grammatical patterns, and degree of formality using COCA. Hence, it an appropriate choice to research this.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes: (3.1) the subjects, (3.2) the data collection, and (3.3) the data analysis.

3.1 Corpus

Two similar verbs *convey* and *express* were selected and sourced using the online corpus (COCA). The data in this study was taken from COCA and the program is considered user friendly considering that it is made up of more than 100 million words in written English and demonstrates keywords in context. The concordance lines make it efficient to study lexical and structural information. Additionally, words and phrases can be found from fragments of speech. At the same time, information is given on how frequently a word appears and the meaning of the words in different contexts. Therefore, it is appropriate to analyze the two synonym verbs.

3.2 Data collection

The COCA corpus online enables sourcing for words or phrases based on aspects of speech. COCA was used to retrieve variations of *convey* and *express* in the first 500 concordance lines. The results are based on the number of times the word occurs. The lexical and structural information about the keyword can be analyzed effortlessly. The top 10 collocations that appear alongside the two words and the statistics of the distribution were retrieved from COCA. Furthermore, in terms of grammatical patterns, the sentence structure was retrieved from COCA.

3.3 Data analysis

The researcher observed the first 500 concordance lines of the verbs (*convey* and *express*) and then analyzed the collocations, degrees of formality and grammatical patterns of two synonyms.

In term of collocations, the data were analyzed by the first 500 concordance lines. The top 10 nouns that tend to co-occur with the two synonyms verbs are represented in the form of a table. The rank of the table will start from high-frequency words to low-frequency words that co-occur with the verbs (*convey* and *express*).

In terms of degrees of formality, the researcher will analyze the data by grouping the sentences into 5 categories (academic textbook, magazine, news, fiction, and spoken) and presenting the percentages of each group in a pie chart.

In terms of grammatical patterns, the structure of sentences were analyzed by the researcher. Then all the grammatical patterns that were found in COCA will be presented in this research by comparing them with the grammatical patterns from the Oxford Learner's Dictionary.

CHAPTER 4

RESULTS AND DISCUSSION

In the previous chapter, the researcher discussed the methodology used for analyzing the data. Thus, in this chapter, the researcher reports on results and discussion of the data in term of collocations, degrees of formality, and grammatical patterns of two synonyms: *convey* and *express*.

4.1 Results of the verb *convey*

4.1.1 Collocation

Convey is a transitive verb, therefore, the words which can co-occur after ‘*convey*’ should be nouns. And the nouns which tend to be present together with *convey* in COCA are considered in the table below:

Table 2: Shows top 10 nouns which always appear together with *convey*

Rank	Words	Frequency (times)
1	Sense	36
2	Idea	23
3	Emotion	19
4	Feeling	12
5	Impression	11
6	Mood	3
7	Notion	2

8	Belief	2
9	Aspect	2
10	Wish	2

Table 2 represents the top 10 nouns which collocate with the verb *convey* from the first 500 sample sentences from COCA. The noun 'sense' is in the first rank which occurs with the verb *convey* 36 times; for example:

- *think, oftentimes, some of the Republicans who are discussing this issue don't convey a sense of understanding of -- of the lives of women. Secondly, I* (in line 51)
- *Once we were grappling on her throw rug in our underthings, I attempted to convey a sense of my misgivings to her. I eyed her anyway in a fashion* (in line 185)

It is followed by 'idea' which appears in the second rank (23 times). For example:

- *plots, and/or themes. # For this question, the top-score-point response will convey the idea that the poem and the text both have the moon as their topic.* (in line 199)
- *the picture was different. As indicated before, the retail sales figure may convey a better idea of what is taking place in the total economy of a county* (in line 385)

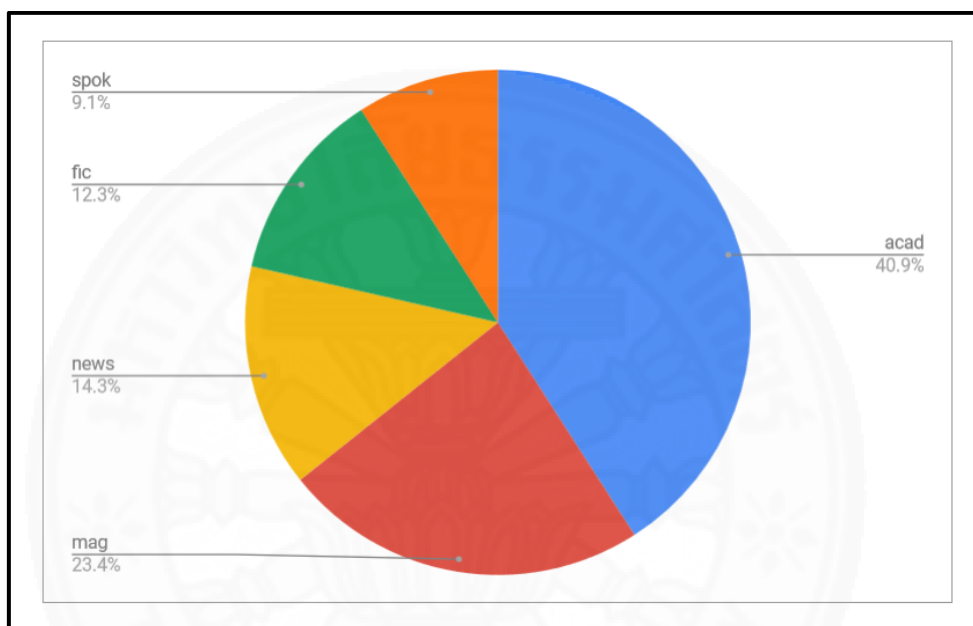
The last rank is the noun 'wish', which happened only 2 times. For example:

- *citrus seasonings. Prepared with loving hands and packaged in eye-catching containers, these fruit gifts convey the wish for health and happiness for the season and the new year to come* (in line 278)

- *disputes over a caregiver's course of action should the patient lack the capacity to convey his or her own wishes. # Some 60 percent of Americans do not have (in line 308)*

4.1.2 Degree of formality

Figure 1: Distribution of *convey* in different genres.



The word *convey* was shown in COCA 5495 times from 1990 to 2017.

Figure 1 represents the percentage of how the verb *convey* is distributed in different genres in the first 500 tokens in concordance lines. The results from COCA showed the word *convey* appears most frequently in academic textbooks (40%), followed by magazines (23%), news (14%), and fiction (12%). And this verb is least found in spoken mode (the percentage was only 9%).

4.1.3 Corpus-based grammatical patterns

There are six grammatical patterns of the verb *convey* that the researcher found possible in the first 500 concordance lines from COCA. The rank begins with the grammatical pattern that is most usually found of the word '*convey*' to grammatical patterns that are less often found.

a) *convey* + **noun/noun phrase** (114 tokens)

- LN 3 ‘loved, " says Seiler, the Chicago sex therapist. " If you can *convey* **your pleasure** in touching him and show that you enjoy his arousal, that's’
- LN 32 ‘common ant, although its appearance is certainly uncommon enough. " Rackham sniffed to *convey* **a sense of his bruised dignity**. " I wouldn't pretend to understand God’

b) *convey* + **noun/noun phrase/noun clause (something) to noun/noun phrase (someone)** (24 token)

- LN 81 ‘Services to Youth Linkage, says: " **The main message we are trying to convey to our kids** is that if you stumble, you can get up. Our’
- LN 127 ‘Several papers contained both carefully drawn scientific diagrams and narrative fantasy in order to *convey* **a student's ideas to readers**. For example, one youngster designed a vehicle’

c) *convey* + **clause with that** (10 tokens)

- LN 19 “ I'll show. Count on it. " She shrugged, hoping to *convey* **that she didn't care one way or the other**. " I'll accept’
- LN 62 ‘to carry out. " Forgetsomething? " the fridge messaged. House tried to *convey* **that it hadn't forgotten the dishwasher** or the soap or the alarms. Distraction’

d) *convey* + **clause with question words** (10 tokens)

- LN 41 ‘I began to cry, as did Pam. There were no words to *convey* **what I felt** for Dr. Levey at that moment. He was the angel who’
- LN 244 ‘she looked fascinated, nodding solemnly from time to time, her expression trying to *convey* **how well she understood and agreed with him**. # My friend seemed to think’

e) *convey* + **in** + **noun/noun phrase** (2 tokens)

- LN 339 ‘Mr-McDUFF: I don't know. SCHLESINGER: (Voiceover) What were you trying to *convey* **in your testimony**? (Footage-of-Schlesi) Mr-McDUFF: My -- my attorneys wasn't doi –’

- LN 401 ‘of these notions that can interfere seriously with the Nayaka senses which I want to *convey in English*. Or, put in other words, my aim is heuristic scaffolding’

f) *convey* + **to noun/noun phrase (someone)** + **clause with question words** (1 token)

- LN 145 ‘hear. ! M-HILL: The words " Im sorry " can never *convey to her how I feel*. I do apologize to the parents and to the’

4.2 Results of the verb *express*

4.2.1 Collocation

Express is a transitive verb, therefore, the words which can co-occur after *express* should be nouns. And the nouns which tend to be present together with *express* in COCA are considered in the table below:

Table 3. Shows top 10 nouns which always represent together with *express*.

Rank	Words	Frequency (times)
1	View	23
2	Feeling	22
3	Concern	18
4	Opinion	12
5	Interest	8
6	Gratitude	8
7	Idea	6
8	Love	5
9	Emotion	5

10	Thought	5
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Table 3 represents the top 10 nouns which collocate with the verb *express* from the first 500 sample sentences from COCA. The noun 'view' is in the first rank which occurs with the verb *express* 23 times; for example:

- *you... I only put this forward for your consideration... If I seem to **express a view**, do not pay any attention to it unless you agree with it (in line 106)*
- *great felicity. CLARICE If joy so quickly has forsaken you, Allow me to **express a different view**. No happiness is sweeter, I submit, Than to be (in line 182)*

It is followed by 'feeling' that occurs in the second rank (22 times). For example:

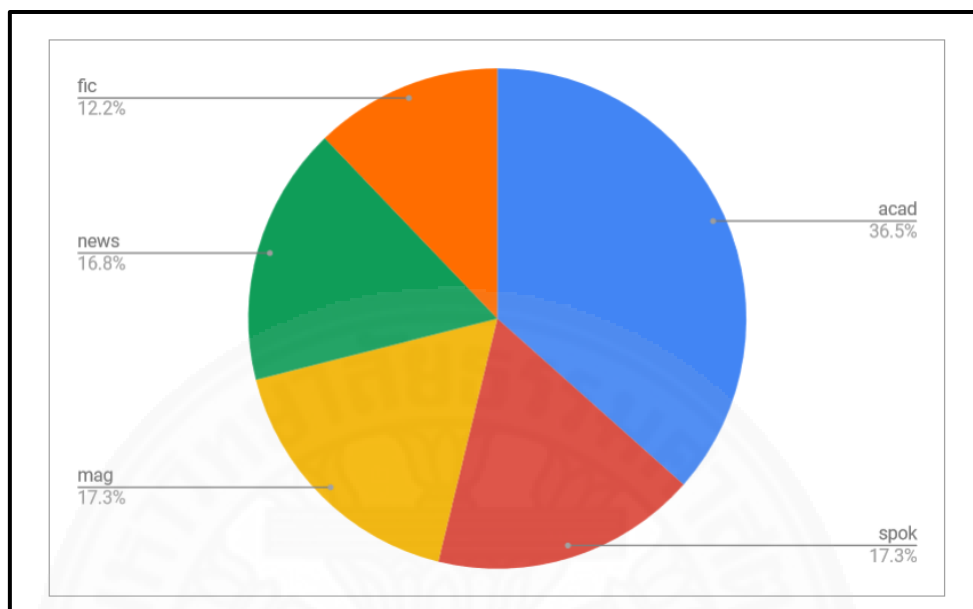
- *defended them and did them so brilliantly, they provided a scaffolding for him to **express these feelings** and get and lose the sense which he had all his life of (in line 31)*
- *And whenever he manages to avoid a meltdown, offer praise. Then help him **express his feelings** and state his needs in a calm way. You can say, (in line 87)*

The last rank is the word 'thought', which occurs only 5 times. For example:

- *But I wasn't going to write a book that kind of didn't **express what I thought** was the case. " Panetta also argues that there is time (on line 113)*
- *expression, I think the courts are reluctant to start telling kids they can't **express thoughts**. " # If that is so, students claiming the right to wear (in line 131)*

4.2.2 Degree of formality

Figure 2: Distribution of *express* in different genres.



The word *express* has been shown in COCA 6428 times from 1990 to 2017.

Figure 2 represents the percentage of how the verb *express* is distributed in different genres in the first 500 tokens in concordance lines. The result from COCA showed the word *express* appears most frequently in academic textbooks (37%), followed by magazines, spoken excerpts, and news (all percentages of these three types are equal, approximately 17%) And this verb is least found in fiction. The percentage was only 10%.

4.1.3 Corpus-based grammatical patterns

There are six grammatical patterns of the verb *express* that the researcher found possible in the first 500 concordance lines from COCA. The rank begins with the grammatical pattern that is most usually found of the word *express* to grammatical patterns that are less often found.

a) *express* + **noun/noun phrase** (145 tokens)

- LN 2 ‘consumption, " said one grandmother, who showed up at a national rally to *express her concern*. " Putting animal genes into plant genes is crossing the border.’
- LN 348 ‘and colors that leads the eye from one area to another. I want to *express a sense of well-being*, and if a completed painting inspires that feeling in me’

b) *express* + **noun/noun phrase/noun clause (something) to noun/noun phrase (someone)** (3 tokens)

- LN 169 ‘did take off the skin). " * Expert insight: " Lily should *express to Eugene in a loving* but firm way her reasons for wanting to lose weight’
- LN 184 ‘me earlier that you love her so very much that you've been unable to *express your love to your wife*. RIVERA: Let me hear it from you,’

c) *express* + **clause with question words** (2 tokens)

- LN 113 ‘But I wasn't going to write a book that kind of didn't *express what I thought was the case*. " Panetta also argues that there is time’
- LN 188 ‘are doing your best to keep us safe at home. # I can not *express how a mother of three college-age children appreciates* what you are doing for my family’

d) *express* + **in** + **noun/noun phrase** (2 tokens)

- LN 218 ‘deeds and his fate have an almost magical quality, which is very difficult to *express in words, sentences, phrases, essays, or books*. # The epilogue’
- LN 370 ‘local governments to share with them the responsibility of pesticide regulation. 85 Other states are *express in their intention not to preempt local regulation*. 86 Still other states do expressly preempt’

e) *express* + **to** + **noun/noun phrase** (1 token)

- LN 499 ‘great respect for her. And so to have the responsibility to kind of help *express to the world or show the world*, somehow interpret who she is and hope’

f) *express* + **clause with that** (1 token)

- LN 271 ‘appear to be even more pessimistic than female underachievers. Males were more likely to *express* **that social injustices persist today**. They were also less likely to indicate that racial’

4.3 Discussion

In part of discussion, the researcher discusses the resulting of the two synonymous verbs in term of similarities and differences, especially in collocation, degrees of formality, and grammatical patterns. Furthermore, this study has indicated that “*although these two words are synonyms, they are not interchangeable in every context*” as mentioned by Phoocharoensil (2010). Thus, even though synonyms share the same meaning together. It cannot be concluded that they can interchangeable or replace in all contexts and contents. Since in term of collocations, degrees of formality, and grammatical patterns they show differences styles.

4.3.1 Collocations

The researcher analyzed the result of this study and concluded the types of words that are usually used as a collocation of the words convey and express are nouns because they are a transitive verb. They have to be used with objects (nouns). From the top 10 rankings of the words *convey* and *express*, the words that they tend to always co-occur with are idea, emotion, and feeling. That also means the two verbs are appropriate to use with these three nouns. The top three rankings with the word *convey* are sense, idea, and emotion, while, the top three rankings with the word *express* are view, feeling, and concern.

4.3.2 Degree of formality

From the results of the percentages shown, both two verbs often occur in an academic textbook. But the frequency of *express* (37%) in the academic textbook is lower than *convey* (40%). Therefore, learners, teachers and readers tend to find the verb *convey* appear in academic texts more than the verb *express*. Finally, according to the

result, the academic textbook is one type of formal language. Hence, the researcher concluded that *convey* and *express* usually occur in a formal context.

4.3.3 Grammatical Patterns

After the researcher analyze the result of this study, the grammatical patterns of the two verbs are compared and contrasted and shown in two tables below:

Table 4: Shows the grammatical patterns of *convey* and *express* are shared

Convey	Express
<i>convey</i> + noun/noun phrase	<i>express</i> + noun/noun phrase
<i>convey</i> + noun/noun phrase/noun clause (something) to noun/noun phrase (someone)	<i>express</i> + noun/noun phrase/noun clause (something) to noun/noun phrase (someone)
<i>convey</i> + clause with that	<i>express</i> + clause with that
<i>convey</i> + clause with question words	<i>express</i> + clause with question words
<i>convey</i> + in + noun/noun phrase	<i>express</i> + in + noun/noun phrase

Table 4 shows the grammatical structures that *convey* and *express* are shared. Furthermore, after the researcher analyzes the data, the result is there are five possible grammatical patterns of *convey* and *express* that use widespread in the real situation.

Table 5: Shows the grammatical patterns of *convey* and *express* that differ from each other.

Convey	Express
<i>convey</i> + to noun/noun phrase (someone) + clause with question words	<i>express</i> + to + noun/noun phrase

Table 5 shows the grammatical structures that *convey* and *express* do not share with each other. Additionally, after the researcher identifies the data, the result is even though the verbs *convey* and *express* have six patterns of grammar similar to each other. They also do not always interchangeable or replace each other in every context or content. Because they show some patterns that they differ from each other as shown in the table.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter will represent (1) summarization of the study, (2) conclusions of the study, and (4) recommendations for further research.

5.1 A summarization of the study

In this section, the researcher summarizes the similarities and differences of the two synonym words: *convey* and *express* and considers them by the criteria of synonyms and also their distribution in different genres.

5.1.1 Objectives of the study

The researcher aimed to examine the differences between the two synonym words: *convey* and *express* in collocations, degrees of formality, and grammatical patterns.

5.1.2 Selected Synonyms

For doing this study, the researcher focuses on synonyms verbs especially in two verbs: *convey* and *express*. The researcher has used 500 concordance lines derived from the COCA for identifying possible collocations, degrees of formality, and grammatical patterns. These two verbs were investigated in order to distinguish the similarities and differences.

5.2 Conclusions

Given the reasons for doing this research, the researcher's purpose has been to examine the similarities and differences between the two synonym verbs, *convey* and *express* in term of collocations, degrees of formality, and grammatical patterns, by using one main source of data - the COCA corpus. Therefore, after analyzing the discussion above, the researcher has three main conclusions:

The first: even though *convey* and *express* are synonymous, they cannot substitute each other in every context and content.

The second: from the result, the two verbs share a few features that are the same in term of collocations, degrees of formality, and grammatical patterns. And they also present differences in terms of collocations, degrees of formality, and grammatical patterns.

The third: the researcher concludes *convey* and *express* are not perfect or absolute synonyms. They are near synonyms.

5.3 Recommendations for further research

According to the results and conclusions of this study, the researcher has two main points of recommendations for further study.

- The first recommendation is further study can focus on the comparison between two corpora that represent language varieties that are different within the English language, for example, the comparison between COCA and BNC. The COCA represents American English while the BNC represents British English. Therefore, these two corpora can show clearly view in term of similarities and differences in the two Englishes.
- The second recommendation is suggested because research of synonymous verbs is not widespread yet if compared with the research on adjectives and nouns. Therefore, for future investigation, researchers can continue research on the synonym verbs.

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