



**A CORPUS-BASED STUDY OF ENGLISH SYNONYMS:
*ATTACK AND ASSAULT***

BY

MISS PATCHAKARN PAN-AKART

**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 2020
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ENTITLED

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

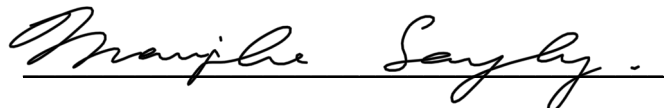
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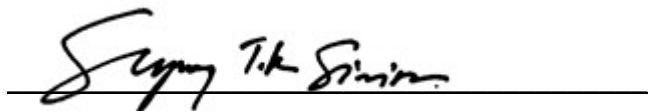
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ABSTRACT

The study investigates two synonyms, namely *attack* and *assault* as verbs and nouns based on three criteria: senses of meaning, genres, and collocations. The data of the target synonyms derived from Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary in Online version, along with the Corpus of Contemporary American English (COCA). The result indicates that the target synonyms differ in three criteria. According to the senses of meanings, *assault* as verb implies to affect someone's senses of perceptions while *attack* as verb and noun can be more general; *attack* as a verb and noun seems to have a high degree of informality in terms of their genres. Based on COCA frequency and the MI value, the majority of noun and adjective collocates of *attack* are associated with broader and more general themes whereas most of the noun and adjective collocates of *assault* are related to a specific and narrower sense. For this reason, these synonyms are considered as near-synonyms. This corpus-based study is not only about lexical knowledge of synonyms, but it can also offer pedagogical implications. Since a corpus can contribute much more insightful lexical knowledge in the real-world context, this might encourage English teachers to promote corpora as an authentic source in addition to dictionaries.

Keywords: Corpus, Corpus-based study, COCA, Synonym, Senses of meaning, Genres, Collocation

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Since English vocabulary have included and applied a lot of words from other languages such as Greek, Latin or even French, it gains a larger size. As a result, the synonyms in English language have been increased; however, the synonyms are unable to apply interchangeably in every context (Palmer, 1997). Therefore, the learners must understand and gain more in-depth linguistic knowledge; those synonyms contain the same meanings but are applied in different areas and purposes. Most second language learners, according to Lee and Liu (2009), rely on dictionaries, which provide meanings and synonyms without detailing their various uses. Even if the authorized dictionaries have developed the definitions and provide many example sentences, they seem to be unable to provide enough linguistic knowledge to L2 learners. They have still interchangeably used a set of synonyms in all contexts.

The word '*attack*' is included in the most relevant 9000 words to learn among countless words in sets of synonyms and is in the top 3000 most common words (Oxford Learner's Dictionary, 2016). In addition, from the military English teaching experience of the researcher, during class, questions were often raised about how to differentiate *attack* and *assault*. The responses given to students, however, are based only on intuition and personal context; no clear academic evidence is given. For this purpose, by using dictionaries and corpus data as the main data sources, it would be worth systematically researching these two synonyms as both verb and noun.

The goal of this study was to look into two English synonyms for verbs and nouns, *attack* and *assault*. The study has examined the similarities and differences with respect to senses of meaning, genres and collocations by using Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary in Online version, and the Corpus of Contemporary American English (COCA). L2 learners should pay attention to the differences between these synonyms in order to utilize them in appropriate collocations and settings, according to the findings of this study.

1.2 Research questions

1. What are the senses of meanings and genres of the two target words - *attack* and *assault* – as verb and noun?
2. What are the possible collocations of the two target synonyms - *attack* and *assault* – as verb and noun?

1.3 Research Objectives

1. To study the senses of meanings and genres of the two target words - *attack* and *assault* – as verb and noun through the dictionary and corpus-based information.
2. To investigate the possible collocations of the two target words - *attack* and *Assault* – as verb and noun through the dictionary and corpus-based information.

1.4 Definition of terms

Corpus: A electronically systematic collection of authentic written and spoken language texts on computer software that can be used to gain language information in diverse genres that would go unnoticed by intuition.

Corpus-based study: The qualitative and quantitative analysis of language in a collection of electronic texts, either spoken or written.

COCA: The Corpus of Contemporary American English (COCA) is the world's largest free online archive, with over 450 million words of texts spanning spoken English, novels, magazines, newspaper articles, and academic work from 1990 to the present.

Concordance line: A list of examples of English usage produced by native English speakers, which is collected in the COCA.

Synonym: A word or phrase that has the same or almost the same meaning as another word or phrase in the same language.

Senses of meaning: Words that have multiple definitions that differ in connotation as well as their typical usage contexts.

Genres: a mix of words (oral and written) and acts that have become more or less habitual in order to perform and acknowledge specific social identities and activities in relatively stable and consistent ways within a discourse.

Collocation: Words that are likely to appear in the same sentence as the headword on a regular basis and occur more frequently than they would by chance; nonetheless, some collocations, such as strong tea and powerful car, are set in stone.

1.5 Scope of the study

This study was limited to a corpus-based investigation of English synonyms and only looked at two synonyms in terms of verbs and nouns: *attack* and *assault*. Three dictionaries were used to compile the data: Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary in Online version, all of which are well-known English dictionaries, including the Corpus of Contemporary American English (COCA). The collocations of the target words are considered a term of noun and verb collocations. The goal of the study is to show how these two target words as verbs and nouns differ in their usage.

1.6 Significance of the study

This research of the two English synonyms as verb and noun is significant in several aspects.

1.6.1 The results of this study will demonstrate if the two synonymous verb and noun words are absolute or near synonyms, as well as how each term should be employed in real-world situations.

1.6.2 The findings of the study will encourage English instructors and L2 students to be aware of the semantic and collocational differences between the two synonyms for verb and noun, as well as the proper use of the words in context.

1.6.3 The study promotes a corpus-based analysis of the synonyms, *attack* and *assault*, and demonstrates how English teachers and L2 students can use the corpus-based software in addition to dictionaries to teach and learn English.

1.7 Organization of the study

The study includes five chapters as follows:

Chapter One includes an introduction, describes the background of the study, research questions, research objectives, definition of terms, scope of the study, significance of the study and organization of the study.

Chapter Two consists of a review of academic literature in four main areas: (1) Corpus linguistics/ Corpus-based studies (2) The concept of synonyms (3) criteria for distinguishing synonyms and (4) previous studies.

Chapter Three describes the target words, instruments, data collection and data analysis for the research.

Chapter Four provides the results of the study.

Chapter Five contains a statement of conclusions and recommendations for further research.



CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews relevant academic literature in four main parts: (1) Corpus linguistics, (2) The concept of synonyms (3) Criteria for distinguishing synonyms (4) Previous studies.

2.1 Corpus linguistics/ Corpus-based studies

2.1.1 Definitions of Corpora

Bennett (2010, p.12) states that “A corpus is a principled collection of authentic texts stored electronically that can be used to discover information about language that may not have been noticed through intuition alone.”

Nesselhauf (2011, p.13) also claims that “Corpus of Contemporary American English (COCA) is the largest free online resource containing more than 450 million words of texts with comprehensive and representative data covering spoken English, fiction, magazines, newspaper articles, and academic writing. Moreover, the Corpus of Contemporary American English (COCA) is a user-friendly search engine, powerful, multifunctional, and contains contemporariness in its data.”

2.1.2 Corpus linguistic techniques

The techniques and tools for the study come from corpus linguistics and can be useful for an English language study. These relate to measures of comparison of corpus and keywords, collocations, and dictionary building. Commercially accessible corpus linguistics software is used to perform the study techniques.

When comparing corpora from different sources or dates, frequency information is always the most helpful (Hunston, 2006). The importance of some text elements, such as a text's "aboutness," stylistic traits, or text genre descriptors, can be determined by the keywords found. They just provide interdictors of patterns, which must be analyzed by the researcher using KWIC searches even though these keywords provide quantitative evidence of observations, reducing researcher bias (Baker, 2004).

To determine what is and is not "normal" as a reference corpus, one can compare one's own corpora to one other or to a massive, publicly accessible corpus using positive and negative keywords.

Johnson, Culpeper, and Suhr (2003) employed keywords to evaluate three newspapers against the British National Corpus during a 5-year period in a discourse study of political correctness in British newspapers. Keywords were used in both tests to identify topics of possible interest, which were then assessed qualitatively via KWIC searches. In a context of business and management, external corpora may therefore be important when a researcher wants to analyze either a particular form of organizational text or specific definition.

2.2 The Concept of synonyms

Thornbury (2002, p.28) states that synonyms only have similar meaning. When L2 learners see words having similar meanings, it might cause confusion.

Synonyms are useful for broadening the lexical competences of L2 learners. They have the expertise to choose relevant words in appropriate settings and to enhance their English skills so that they can speak clearly. There are two main types of synonyms which are perfect synonyms and near-synonyms.

2.2.1 Perfect synonyms

Perfect synonyms are words that have the exact same meaning and may be used interchangeably in any situation (Chung, 2011). In a corpus, the synonyms have the same frequency of linguistic use. Because terms are not always interchangeable in every context, this type of synonym is uncommon in language use (Chung, 2011). Paradis (2012) claims that perfect synonyms have never been found in English language. Cruse (2000) as cited in Sembihara (2007:7) elaborated further that there's no absolute synonymy in English because firstly, the function or usage of one of them would become gradually unnecessary and would soon be dropped or abandoned. Secondly, their interchangeability in all contexts cannot be proved because the number of contexts is infinite. For example, the meanings of the words spirit in French and ghost in English show the similarity of usage, but the word spirit is recently used in a broader sense, whilst the word ghost signifies spirit (Chalermsook, 2014).

2.2.2 Near-synonyms

Near-synonyms, on the other hand, refer to terms that have similar meanings but cannot be substituted for one another in all situations (Murphy, 2003). Many studies also claim that near synonyms have overlapping meanings and cannot be substituted for one another, such as look, watch, and see (Oxford Advanced Learner's Dictionary, 9th edition, 2015, p. 893). The dictionary gives the meanings which all mean “*to turn your eyes in a particular direction.*”, and collocations of *look*, *watch*, and *see*, as synonyms as follows:

Look refers to “to turn your eyes in a particular direction: If you look carefully, you can just see our house from here; or she looked at me and smiled.”

Watch refers to “to look at sb/sth for a time, paying attention to what happens: to watch television; watch what I do, then you try.”

See refers to “to become aware of sb/sth by using your eyes: She looked for him but couldn't see him in the crowd; I hate to see you unhappy.”

The collocational information of watch, see, and view is included in the dictionary, indicating that you are able to see/view a program, movie, or film but you cannot use the words see and look within the setting of see/view TV. Moreover, view is used especially in business contexts. View is more formal than see.

Because most target vocabulary are merely near synonyms, not perfect synonyms, L2 learners must be aware of the differences and contextual usages of each word in order to choose the most appropriate phrase for a given context. To put it another way, their senses of meaning cannot be replaced in all contexts.

2.3 Criteria for Distinguishing Synonyms

The corpus-based analysis of the two synonymous verbs and nouns was manually done after the data was collected from the Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary in Online version, and the Corpus of Contemporary American English (COCA)

2.3.1 Senses of Meaning

It refers to words that have several meanings, differ in connotation, and have distinct situations in which they are used. According to Murphy (2003), words can have multiple meanings, therefore their denotation is linked to the senses that are present in all situations. Moreover, O'Keeffe, MaCathy, and Carter (2007) indicate that word meanings and their distinctive surroundings of usage that contribute to conflicting contexts must be taken into account.

2.3.2 Genres

It refers to a collection of verbal (oral and written) and physical behaviors that have become more or less routine within a discourse in order to consistently and uniformly perform and recognize specific socially situated identities and activities. Cai (2012) looked into the words "great," "excellent," "amazing," "terrific," and "wonderful." The Corpus of Contemporary American English (COCA) delivered the information. The findings show that *excellent* is used more frequently than other synonyms. In the spoken genre, *fabulous*, *fantastic*, *great*, *terrific*, and *wonderful* seem to occur, while in magazines, *awesome* and *excellent* are mostly used. These synonyms have different collocated adverb numbers and several overlapping collocated nouns.

2.3.3 Collocations

It refers to words that the headword frequently co-occur with and occur more frequently than would occur by chance; yet, some collocations are fixed such as strong tea and powerful car. It is defined by Sinclair (1991, p.170) as the occurrence of two or more words in a text within a short interval of each other. Bennette (2010, p.8) implies the concept of collocation as "the statistical tendency of words to co-occur. This means that when one word is used, there is a high statistical probability that a certain word or

words will occur alongside of it.” Words will typically co-occur with various collocates in a collection of synonyms. Palmer (1997) suggested that since they have collocational limitations, some synonyms vary. They are in other words, meant to co-occur with unique words, for example, “pay” usually combines with “attention”, and “commit” usually collocates with crime. In addition, Phoocharoensil (2020) points out that one vital role in language use is collocations.

2.3.4 Mutual Information (MI) score

The score, which determines whether two words co-occur by chance or have a clear collocation relation, was utilized to classify collocations for this investigation. The value of MI, on the other hand, is not limitless. Rare occurrences are predicted to have a significant impact on the MI list (Cheng, 2012). In other words, while, in a corpus, the number of occurrences can be quite low, certain collocations with high MI scores may not be the most representative prompts (Szudarski, 2018). The MI score must be used in conjunction with a minimum frequency criterion, according to Schmitt (2010).

2.4 Previous related studies

A variety of studies have focused on examining synonyms distinguished by corpus-based data from various large corpora, such as the COCA or the BNC. Significance and senses of meaning, collocations, grammatical patterns, and degree of formality were the most common criteria most researchers used to distinguish synonyms.

Chung (2011) compared the Brown Corpus and Frown Corpus results for two synonyms: create and produce. According to the findings, both create and produce are frequently used as a base form and in the -ed forms, and the target words contained overlapping meanings: ‘bring into existence, cause to happen, arise, or exist’ and ‘make or create a man-made thing.’ However, *create* and *produce* are followed by different objects. Abstract objects seem to follow the verb create in fewer quantity and with high possibility of creativity, while objects produced usually followed the verb produce in greater quantity with low level of creativity.

Tharanatham (2013) looked at the distinctions in syntax, vocabulary, and style between remember, recall, and recollect, as well as how these three synonyms were

dispersed throughout genres. The study mainly focused on the three synonymous words. One famous British Dictionary and one famous American Corpus were employed as research tools. All synonymous verbs were investigated regarding how these verbs distributed to different genres. The researcher compared the information elicited from the COCA's primary five hundred concordance lines with the definitions and grammatical forms of each verb from the dictionary. The collocations were chosen from the top twenty that frequently co-occurred with the words. Because of the changes in formality, grammatical patterns, and collocations, remember, recall, and recollect were shown to be near-synonyms.

Phoocharoensil (2020) investigated the patterns of genres and collocation within which the three synonyms '*consequence, result, and outcome*' usually occur. The collected data relied on eight genres currently available in COCA. The results demonstrate that these synonyms are used in a variety of genres and with a variety of collocations. 'Consequence' is generally associated with negative verbs and adjectives, and common collocates of 'result' have an obvious link to research-oriented settings. The collocates of the word 'outcome' have the most diverse set of semantic qualities, but they are not linked to any specific contexts. According to the study, EFL teachers should use this linguistic information on synonym to develop classes.

Wongwanitkajon (2018) explored the similarities and differences between two verb synonyms, fight and battle, in terms of collocation information and grammatical patterns from the dictionary and COCA. The results showed that both synonyms, however, shared many noun collocations in the categories of 'Warfare and Military,' 'Health and Medicine,' and 'Social Issues,' with some unique characteristics of each appearing in these classes, and there was a discovery that distinguishes the usage of fight and battle. Fights were more common in the categories of 'Law,' 'Economy,' and 'Environment,' 'Sports,' and 'Entertainment,' while battles were more common in the categories of 'Environment,' 'Sports,' and 'Entertainment.' In terms of grammatical patterns, the most common pattern in authentic contexts was the way the two synonyms were preceded by their direct subjects without any propositional phrases. The preposition for was the most commonly used among the prepositional phrases. For example, combat tended to produce many more patterns, while war had the distinct feature of being accompanied by gerund phrases. As a result, language learners,

particularly those studying English as a second language, must always be aware of the similarities and differences of any synonyms in order to appropriately employ them.

According to Schwarz and Hauser (2016), semantic prosody can influence evaluative judgment. For example, the verb trigger influenced the evaluative inferences of the outcome. The common co-occurrence of a word can lead to assumptions, which can influence evaluative inferences. It was also mentioned that semantic prosody is a significant factor in impression creation, judgment, and decision-making, and that future research should focus on it.

Begagić (2013) found that all word types of 'make sense' collocations are more generally found in a negative environment and more frequently found in the newspaper genre than in the academic genre in her research. This shows that people have a stronger ability to speak about and write about difficult and tragic events (Galtung and Ruge, 1982). A further interesting finding was that the word form 'make sense'. In a negative world, making sense is more common, while makes sense and made senses are more common in a positive environment.

Haily & Jung's (2013) frequency analysis does not show any obvious connections between the words cute and beautiful. They don't seem to appear in the same circumstances. The distribution of collocates according to word class is more comparable for collocations of nice and beautiful. Pretty and beautiful have semantic preferences that are more similar. However, the results show that the two terms are not entirely interchangeable, and that they are not used interchangeably in all situations.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes: (1) the target words, (2) the instruments (3) the data collection, and (4) the data analysis.

3.1 Target Words

In this study, the target words were two synonymous verbs: *attack* and *assault*. Oxford Advanced Learner's Dictionary (2016) was used to select the words. As can be seen, the verbs *attack* and *assault* are frequently used interchangeably in a variety of situations. Therefore, the study was aimed at investigating the similarities and differences of two English words as verbs and nouns, with meanings and collocations.

3.2 Instruments

3.2.1 Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary in Online version

The dictionaries were the main resources used for obtaining information on the target synonymous verbs. The three dictionaries were reliable dictionaries that provided definitions, pronunciations, example sentences, and grammatical information. To examine the senses of meaning and collocations, the information first analyzed the meanings and collocations from the definitions in the dictionaries and, as a result, the sample sentences of each verb that were offered inside the dictionaries.

3.2.2 The Corpus of Contemporary American English (COCA)

The American corpus which served as the study's main corpus, was another data collection tool. The concordancing program demonstrates native speakers' use of English in real-life situations in a variety of genres, including Fiction, Magazine, Newspaper, Academic writing, and Spoken language. The senses of meanings of the target terms as verbs and nouns were examined using the primary randomly searched 300 concordance lines to see if other senses of meanings were identified in COCA for

the essential situations, aside from those found in dictionaries. In terms of collocation, the information were drawn from the highest twenty and thirty collocations, respectively, that typically co-occurred with each verb and noun to search out noun and adjective collocations of the target synonyms, and word classes of those collocates.

3.3 Data Collection

The data of the study came from the dictionaries and the American English corpus called COCA. The goal of the study was to find answers to the two research questions. The definitions of the target words were firstly presented. COCA was then enlisted to determine the frequency and distribution of the target synonyms, *attack* and *assault*, across genres in all eight genres. The study was searched for noun and adjective collocates which commonly accompanied the two synonymous words as verbs and nouns in order to answer the second question. The usual collocates were chosen based on statistical corpus-based approaches that estimated collocational strength. Collocations were identified for this study using the Mutual Information (MI) value or score, which indicated whether two words co-occurred by chance or had a significant relation in terms of collocation. The MI value, on the other hand, has some limits. Rare incidents will very certainly rise to the top of the MI list (Cheng, 2012). In this study, the strength of collocation was assessed using a combination of frequency and MI value. The collocated noun and adjective that were in the top-20 and top-30, respectively, frequency list shown in the corpus had the significant value of MI score of > 3 .

3.4 Data Analysis

To conduct this study, *attack* and *assault* were examined for their senses of meanings, genres and collocations. The data were derived from the three online learner's dictionaries and concordance lines. The selected dictionaries were Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary. In this study, they were supposed to provide information about meanings.

The Corpus of Contemporary American English (COCA) was another important data source, in addition to the three dictionaries. The software tool was used

to look at 300 concordance lines for each synonym. The software assisted in the sorting of synonyms in contexts for easier analysis. The corpus-based data demonstrated information about word frequency, genres, and collocations.

The data from the three dictionaries and the information from the corpus were compared when the inquiry was finished. The corpus was supposed to yield far more information than the three dictionaries. This did not, however, imply that the corpus had all of the information about these specific words. Because this study employed just 300 concordance lines for each word, there may be some collocations that exist but are not found in these concordance lines.

3.4.1 Senses of meaning

The meanings of these verbs and nouns were researched using the definitions and sample sentences provided in the dictionaries to find parallels and differences in their meanings. The senses of meanings of every target word as both verb and noun would be considered to see whether they shared the same core meaning or not. If the meaning of every verb and noun was absolutely synonymous or only the same as the others, these two target words are perfect synonyms or near-synonyms, respectively.

3.4.2 Genres

The genre in which each target words would be used is easily obtained from the corpora by using the “Chart” command. A researcher might use this chart command in the COCA interfaces to check for genres and sub-genres in which a word appeared.

3.4.3 Collocations

The collocations of the two synonymous verbs and nouns were searched manually for the highest twenty collocations that usually come with each word. The frequency of occurrences of the collocations were examined in order to identify the words that frequently co-occurred with the headword, as well as their word classes.

3.4.4 Mutual Information (MI) score

In the study, both frequency and the MI value calculated the strength of collocation. The noun that collocates the target verbs were in the top-20 frequency list

presented in COCA and whose MI score is less than 3, which is the significant threshold for collocational association (Cheng, 2012). Adjectives that collocate with the target nouns were subjected to the same criteria, but the range was expanded to include adjectives in the top-30 frequency list due to their higher frequency in COCA than noun collocates.



CHAPTER 4

RESULTS AND DISCUSSION

This chapter reveals and discusses the similarities and differences of the two target synonyms (in both verb and noun), *attack* and *assault*. The findings were divided into three main parts which were senses of meaning, genres and collocations. The data were drawn from four sources which were the Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary in Online version (2021), and the Corpus of Contemporary American English (COCA). The last part is a discussion of the finding.

4.1 Senses of Meanings

The definitions of the two synonymous words as both verb and noun were collected from Oxford, Macmillan, and Cambridge Dictionary in Online version to find the shared and the different meanings among these two target words. The meanings of each verb are presented below in details.

4.1.1 *Attack* and *Assault* as verb

Table 4.1 The definitions of the verbs *attack* and *assault*

	<i>Attack</i> (V.)	<i>Assault</i> (V.)
1. Oxford Learner's Dictionary	<p>1. to use violence to hurt or kill somebody e.g. Most dogs will not attack unless provoked.</p> <p>2. to use weapons, such as guns and bombs against an enemy in a war, etc. e.g. Enemy forces attacked at night.</p>	<p>1. to <i>attack</i> somebody violently, especially when this is a crime e.g. He has been charged with assaulting a police officer.</p> <p>2. to affect your senses in a way that is very unpleasant or uncomfortable e.g. Loud rock music assaulted our ears.</p>

2. Macmillan Dictionary	<p>1. to use violence to harm a person, animal, or place e.g. It was shortly before midnight when the terrorists attacked.</p> <p>2. to use weapons to try to defeat an enemy e.g. The enemy attacked at dawn.</p>	<p>1. to <i>attack</i> someone violently e.g. An elderly woman was assaulted and robbed.</p>
3. Cambridge Dictionary	<p>1. to try to hurt or defeat using violence e.g. He was attacked and seriously injured by a gang of youths.</p>	<p>1. to <i>attack</i> someone violently e.g. He had attempted to sexually assault the woman.</p>

Based on table 4.1, the findings of the two synonymous verbs revealed that the two synonyms share the same core meanings in the senses of *to use violence to harm or hurt someone*.

The two verbs, on the other hand, have different senses of meaning. This is confirmed by the fact that words can have several meanings, and word denotation is linked to senses, which is one of the conditions (Murphy, 2003). Thus, the two synonyms tended to have different meanings. It can be noted that the term of verb, *attack* was shown in the senses of “*To use violence to hurt someone*”. The different sense of meaning of *assault* is when it is also used to affect someone’s senses of perceptions.

4.1.2 *Attack and Assault* as noun

Table 4.2 *The definitions of the nouns attack and assault*

	Attack (n.)	Assault (n.)
1. Oxford Learner's Dictionary	<p>1. an act of using violence to try to hurt or kill somebody e.g. Five people were killed in the attacks that took place last night.</p> <p>2. an act of trying to kill or injure the enemy in war, using weapons such as guns and bombs. e.g. Rebel forces launched an attack on civilian targets.</p>	<p>1. the crime of <i>attacking</i> somebody physically e.g. Both men were charged with assault.</p> <p>2. an act of criticizing somebody/something severely e.g. The suggested closures came under assault from all parties.</p> <p>3. the act of trying to achieve something that is difficult or dangerous e.g. The government has mounted a new assault on unemployment.</p>
2. Macmillan Dictionary	<p>1. a violent attempt to harm a person, animal, or place e.g. a vicious attack</p> <p>2. an organized attempt to defeat an enemy, using weapons e.g. We mounted a surprise attack against their ammunition depot.</p>	<p>1. a physical <i>attack</i> on someone, or the crime of physically <i>attacking</i> someone e.g. He was charged with assault.</p> <p>2. a strong criticism e.g. The article was a vicious assault on Bell's integrity.</p> <p>3. a serious attempt to achieve something difficult</p>
3. Cambridge Dictionary	<p>1. a violent act intended to hurt or damage someone or something e.g. a racist attack.</p>	<p>1. a violent <i>attack</i> e.g. He was charged with sexual assault.</p>

	2. a strong criticism of someone or something* e.g. a scathing attack on the president	2. a determined or serious attempt to do something difficult e.g. Women's groups have demanded a nationwide assault on sexism in the workplace.
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Based on table 4.2, The examination into the two synonymous words revealed that they share some core meanings in the senses of *a violent act to harm or hurt someone*.

On the other hand, the two synonyms tended to have same meanings because the asterisk on the meaning of the noun *attack* from Cambridge Dictionary includes the different sense of meaning from the others. It shows that the noun *attack* can also refer to mental and verbal violence. It can be noted that the nouns *attack* and *assault* almost share the core meaning of “*a violent act to hurt or kill someone physically and mentally*”. But they seem to have differences in some linguistic features such as collocations and the degree of formality. So, there is no clear answer from the sense of meaning, only to indicate whether they are absolute or near synonyms. The answer should be supported from the following parts, genres and collocations.

4.2 Genres

The findings about the overall frequency of the two target synonyms in eight distinct genres are presented first, followed by the collocations with which the synonyms were regularly employed in response to the two questions.

4.1.1 *Attack* and *Assault* as verb

Table 4.3 The genres of the verbs *attack* and *assault*

<i>Attack</i> (V.)			<i>Assault</i> (V.)		
Genre	Frequency	Per million	Genre	Frequency	Per million

Spoken	6823	54.09	TV/Movie subtitles	509	3.97
Webpages	5785	46.56	Newspaper	503	4.13
Blogs	5736	44.60	Webpages	450	3.62
Newspaper	4462	36.65	Spoken	427	3.39
Magazine	4282	33.96	Blogs	403	3.13
Fiction	4282	18.47	Magazine	366	2.90
TV/Movie subtitles	4096	31.98	Fiction	185	1.56
Academic	2401	20.04	Academic	156	1.30
Total	35770		Total	2999	

It clearly shows that *attack* occurs more frequently than the other synonym. More particular, the number of *attack* events (35,770 tokens) is more than twelve times higher than the number of *assault* events (2,999 tokens). It can be seen that both synonyms have a high level of informality, as their occurrences are highest in the genres of Spoken and TV/movie subtitles, respectively. The observation is borne out by the lowest frequency in the genre of Academic respectively.

4.2.2 *Attack* and *Assault* as noun

Table 4.4 The genres of the nouns *attack* and *assault*

<i>Attack</i> (n.)			<i>Assault</i> (n.)		
Genre	Frequency	Per million	Genre	Frequency	Per million
Spoken	15793	125.21	Newspaper	6044	49.65
Webpages	12774	102.81	Spoken	4840	38.37
Newspaper	12411	101.95	Magazine	3813	30.24
Blogs	12128	94.3	Blogs	3408	26.5
Magazine	10506	83.32	Webpages	3385	27.24

TV/Movie subtitles	8285	64.69	TV/Movie subtitles	2421	18.9
Academic	5892	49.19	Academic	1790	14.94
Fiction	5240	44.29	Fiction	1525	12.89
Total	83029		Total	27226	

It is noticeable that *attack* happens the most frequently of the two synonyms. *Attack* (83,029 tokens) has more than three times the number of occurrences than *assault* (27,226 tokens). It can be seen that *attack* has a high degree of informality, as evidenced by the fact that it occurs most frequently in the Spoken and Webpage genres, respectively. *Assault*, on the other hand, has a high level of formality, as it is the most common type of crime in the Newspaper genre. The lowest frequency in Academic and Fiction supports both observations.

4.3 Collocations

In response to the two questions, the findings are presented by the collocations with which the synonyms are commonly used and the semantic preferences of those collocations.

4.3.1 *Attack* and *Assault* as verb

The common noun collocates of the verbs *attack* and *assault* are covered in this section, which corresponds to the second question.

In this section, noun collocates that are frequently used with the verbs *attack* and *assault* are shown and discussed. The nouns that collocate with the target verbs are in the top-20 frequency list presented in COCA. The selected verbs must have a MI value of at least 3 to be statistically significant (Cheng, 2012).

Table 4.5 The top-20 collocations of the verbs attack and assault

Rank	Attack (v.)	Freq.	MI Scores	Assault (v.)	Freq.	MI Scores
1	Iran	355	7.38	Woman	673	3.48
2	Israel	171	5.67	Officer	302	4.75
3	Iraq	170	5.55	Police	209	3.57
4	Helicopters	145	9.34	Girl	167	2.55
5	Ads	144	7.27	Charge	76	3.29
6	Obama	100	3.56	Victim	72	3.23
7	America	71	3.03	Male	55	3.84
8	Romney	58	4.02	Weapon	52	2.69
9	Dogs	57	5.08	Guard	45	3.14
10	Helicopter	49	6.80	Kavanaugh	43	9.84
11	Aircraft	46	5.86	Girlfriend	41	3.70
12	Humans	46	4.79	Arrest	36	3.93
13	Targets	39	5.63	Ear	35	2.85
14	Mode	34	5.25	Inmate	34	4.94
15	Skills	34	3.45	Cop	33	2.72
16	Taiwan	29	5.89	Female	29	3.20
17	Civilians	29	5.77	US	76	4.31
18	Ad	28	4.35	Allegation	24	3.86
19	Pearl*	25	5.87	Smell	22	3.45
20	Machine	24	3.39	Pedestrian	21	5.32

* The asterisk indicates that Pearl refers to the place called “the Pearl River”.

For example, ...*for a total of 1,400. On January 7, 1841, they **attacked** the Pearl River...* (MilitaryHist, 2004). It was from the genre of Magazine.

The following lines help confirm and support the findings.

Table 4.6 The list of the target verbs in context.

Genres	Source	Text
WEB	theunitedwest.org	136310 JIHAD ALERT When Israel Attacks Iran MUSLIMS ATTACK JEWS... " A Challenge To All Jews Who Support President Barack Obama "
WEB	theunitedwest.org	's why we must get red of Syrian regimes now to cut Iran arms before attacking Iran I will write part 2 in detail on how we can do it.
BLOG	Pjmedia.com	to start something that will unite everyone behind him. Attack Israel . If Israel attacks back, so much the better. # The only response that will make any
SPOK	NPR_Morning	Syrians and the Hezbollah will miscalculate and will try to attack Israel when it is attacked by Iraq. But nowadays, Israel has a better ability to intercept those missiles
SPOK	CBS_Morning	one safety-related concern. In February, we spoke to a woman who was sexually assaulted by a stranger who tricked the front desk into giving him her room key.
SPOK	NPR_FreshAir	Gold " premieres Friday on HBO. It's about the women who were sexually assaulted when they were young gymnasts under the care of Dr. Larry Nassar. Erin Lee
MOV	...nals: Live at Brazos County Jail	What are you in for? Come here. Assaulted a police officer . You assaulted a police officer ? Yeah. Oh, my goodness, that's serious,
WEB	universalhub.com	by shouting " MOVE, MOVE MOVE! ". Then Cammisaro proceeded to physically assault the officer by shoving him with both hands and attempt to force him through the

The top-20 noun collocates are presented in the table. Some of the target synonym nouns have collocates in common. *Attack* and *assault*, in particular, are collocates with animated nouns. *Attack*, on the other hand, is associated with a location, whereas *assault* is associated with people.

Semantic Preference

The verb of *Attack* collocates with the following nouns:

Table 4.7 The semantic preference of the verb attack

1. Place	Iran, Israel, Iraq, America, Taiwan, Pearl*
2. Animated Object	Obama, Dogs, Romney, Humans, Civilians
3. Vehicle	Helicopter(s), Aircraft
4. Message	Ad(s)
5. Objects	Machine
6. Ability	Skills
7. Procedure	Mode
8. Result	Target

The verb of *Assault* collocates with the following nouns:

Table 4.8 The semantic preference of the verb assault

1. Animated Object (People)	Woman, Officer, Police, Girl, Victim, Male, Guard, Kavanaugh, Girlfriend, Inmate, Cop, Female, Us, Pedestrian
2. Statement	Charge, Allegation, Arrests
3. Tool	Weapon
4. Part of body	Ear
5. Perception	Smell

It can be seen from the Semantic Preference tables that *attack* and *assault* have slightly different distribution patterns of collocation. In terms of placement, the corpus

data show that the verb *attack* is followed by places such as Iran, Israel, or Iraq; and the verb *assault* is followed by animated objects (people) such as women, officer, or police.

4.3.2 *Attack and Assault as noun*

Adjective collocates that are commonly used with the nouns *attack* and *assault* are illustrated and explored in this section. The same criteria were applied to adjectives that co-occurred with the target nouns, but the range was increased to include adjectives in the top-30 frequency list due to their higher COCA frequency.

Table 4.9 The top-30 collocations of the nouns attack and assault

Rank	<i>Attack (n.)</i>	Freq.	MI Scores	<i>Assault (n.)</i>	Freq.	MI Scores
1	Terrorist	3181	10.33	Sexual	5478	11.21
2	Nuclear	540	6.34	Aggravated	559	12.58
3	Personal	519	5.24	Physical	200	6.06
4	Benghazi	443	9.32	Frontal	195	11.28
5	Israeli	262	6.36	Alleged	180	8.26
6	Military	258	4.09	Amphibious	165	12.47
7	Chemical	248	6.53	Simple	161	5.6
8	Deadly	233	7.31	Direct	133	6.12
9	Direct	174	5.31	Military	123	4.63
10	Passing	170	5.59	Final	122	5.21
11	Japanese	167	5.36	Second-degree	117	11.5
12	Major	158	3.34	All-out	113	10.98
13	Coordinated	149	8.21	Domestic	111	6.41
14	Rushing	136	6.98	First-degree	73	10.41
15	Armed	136	5.48	Felonious	71	13.25
16	Massive	130	5.11	Violent	67	6.08
17	Alleged	123	6.18	Verbal	65	7.46
18	Biological	116	5.8	Indecent	59	10.48
19	Vicious	112	7.42	Armed	57	5.83

20	Frontal	111	8.87	Israeli	54	5.69
21	Violent	111	5.20	Deadly	53	6.78
22	Planned	110	4.86	Major	52	3.27
23	Unprovoked	110	11.1	Full-scale	48	9.72
24	Latest	109	4.34	Initial	45	5.16
25	Recent	108	3.10	Brutal	43	6.97
26	Imminent	103	763	Criminal	41	4.73
27	At Hominem	92	10.17	Third-degree	38	11.53
28	Brutal	92	6.46	Massive	37	4.84
29	Initial	90	4.59	Semiautomatic	34	10.63
30	Successful	86	3.79	terrorist	33	5.35

The following lines help confirm and support the findings.

Table 4.10 The list of the target nouns in context.

Genres	Source	Text
WEB	freebeacon.com	according to witnesses, there was never a protest before the terrorist attack on the U.S. Consulate in Benghazi, Libya, where four Americans were killed on Sept. 11.
WEB	agriview.com	that Gov. Romney did not bring up the Sept. 12 terrorist attack on the U.S. Consulate in Benghazi, Libya, which resulted in the death of four Americans,
MAG	Mother Jones	the United States and its allies 100 percent from the risk of nuclear or strategic attack through missile defenses. That's just a physical reality, and anybody who tells
TV	Designated Survivor	n't that be our first priority? In the case of a nuclear or chemical attack , yes. But when a disease is introduced into the population, the infected
NEWS	Arizona Daily Star	shots 2019 # Reynaldo Rios, 27, was convicted of sexual assault and attempted sexual abuse in incidents

		involving two women in August 2016. In both cases the women
NEWS	Arizona Daily Star	He was arrested on charges of sexual abuse, sexual assault and unlawful sexual conduct in a correctional facility.
NEWS	New York Post	O'Neill, 53, of Jackson, was arrested Sunday night and charged with aggravated sexual assault , aggravated criminal sexual contact, sexual assault, and endangering the welfare of
NEWS	Washington Times	of Staples, Minnesota, pleaded not guilty last week to charges including repeated aggravated sexual assault and sexual assault on a victim less than 16 years old. # The

The top-30 adjective collocates are presented in the table. Some collocates are shared by some of the target synonymous words. The difference of adjective collocates in each list of *attack* and *assault* is not statistically significant. However, the target nouns can reflect which adjective they differently prefer at the top three of tables 4.9 and 4.10. Nonetheless, the adjective collocates can be categorized and studied from a semantic perspective depending on their semantic features.

Semantic Preference

The noun of *Attack* collocates with the adjectives:

Table 4.11 The semantic preference of the noun attack

1. Subject	terrorist, nuclear, chemical, personal, Benghazi, Israeli, military, Japanese, alleged, coordinated, armed, bioioical, planned,
2. Quality/Characteristic	deadly, vicious, violent, unprovoked, brutal, successful,
3. Temporal details	passing, rushing, latest, recent, imminent,
4. Position/Direction	direct, frontal, at hominem, initial,

5. Generality/Specific	major
6. Extent	massive

The noun of *Assault* collocates with the adjectives:

Table 4.12 The semantic preference of the noun *assault*

1. Quality/Characteristic	amphibious, simple, second-degree, all-out, first-degree, felonious, violent, verbal, indecent, deadly, brutal, third-degree
2. Subject	sexual, physical, alleged, military, domestic, armed, Israeli, criminal, terrorist
3. Extent	aggravated, full-scale, massive, semiautomatic,
4. Position/Direction	frontal, direct, initial
5. Temporal details	final
6. Generality/Specific	major

It can be seen from the Semantic Preference tables that the distribution pattern of collocation differs slightly between *attack* and *assault*. In terms of placement, the corpus data show that the noun *attack* follows the adjectives that describe the subject such as terrorist, nuclear, and chemical; and the noun *assault* is right after the adjectives that describe the quality or characteristic such as amphibious, simple, and second-degree.

4.4 Discussion

There are three main criteria to discuss the finding and answer the two questions; (1) what are the senses of meanings and genres of the two target words - *attack* and *assault* – as verb and noun? and (2) what are the possible collocations of the two target synonyms - *attack* and *assault* – as verb and noun?

4.4.1 The senses of meaning of *attack* and *assault* as verb and noun

According to the definition of the target words from Oxford Learner's Dictionary, Macmillan Dictionary, and Cambridge Dictionary in online version, the two groups of the target words are near synonyms. Since each definition was examined, the result revealed that: (1) *attack* and *assault* share the same core meanings in the senses of *to use violence to harm or hurt someone* as verb; and (2) *a violent act to harm or hurt someone* as noun. So, the target words share some core meaning in both terms of verb and noun.

However, there are some different details in both verbs and nouns. In the term of verb, *assault* seems to be used to affect someone's senses of perceptions such as ear damage from loudness.

In the term of noun, it can be noted that *attack* was shown in the sense of "*a violent act to hurt or kill someone in both general situation*". The different senses of meaning of *assault* occur when it is also used to denote the core meanings in different ways. *Assault* seems to be used to emphasize more physical and mental violence; and to refer to the act to achieve something difficult. In other words, the noun *assault* is used in a narrower sense. The asterisk on the meaning of the noun *attack* from Cambridge Dictionary denotes a different sense of meaning from the others. It shows that the noun *attack* can also refer to the mental and verbal violence. Therefore, it can be noted that the nouns *attack* and *assault* almost share the core meaning of "*a violent act to hurt or kill someone physically and mentally*". But there are some different contexts and collocations that may make the target nouns unable to be used interchangeably in all contexts. This point will be revealed in the discussion of collocations.

The following lines from the Oxford Learner's Dictionary (2021) help confirm and support more evidence to the findings.

Terrorists **attacked** several targets across the city.

Enemy forces **attacked** at night.

The vines were **attacked** by mildew.

Spain **attacked** more in the second half and deserved a goal.

Five people were killed in **the attacks** that took place last night.

Commanders attempted to prevent **an attack** against the city.

Four women have been sexually **assaulted** in the area recently.

Loud rock music **assaulted** our ears.

Both men were charged with **assault**.

A two-year legal **assault** on alleged tax fraud.

The suggested closures came under **assault** from all parties.

4.4.2 The genres of *attack* and *assault* as verb and noun

According to the genres of the target words from COCA, the two groups of the target words are at the lowest frequency in Fiction and Academic. The genres of the words were examined and the result showed that: (1) *attack* as verb and noun, is highest in number in the genre of spoken, whereas (2) *assault* as verb and noun is highest in number in the genre of TV/movie subtitles and newspaper, respectively. Moreover, the word *attack* is used more frequently than *assault*, as both verb and noun, in the context according to the tokens from the corpus.

Based on the finding of spoken genre and number of the frequency, it can be noted that *attack* as verb and noun are commonly used in the real-world context. On the other hand, *assault* as verb and noun are used for a more specific purpose to communicate in the orthograph such as the genres of TV/movie subtitles and newspaper. Moreover, it can be noticed that *assault* is used when the speaker or writer focus on the word that shows the degree of formality.

According to the discussion of senses of meaning and genres, these can be drawn to answer what the senses of meanings and genres of the two target words as verb and noun are. They share only a core meaning and the usage in the genres indicate different degrees of formality. Therefore, the words *attack* and *assault* seem to be near

synonyms because they share only a core meaning and are able to be applied interchangeably in some contexts.

4.4.3 The collocations of *attack* and *assault* as verb and noun

Since the target words are verbs and nouns, there are two main collocations in the study. The nouns collocate with the target verbs and the adjectives collocate with the target nouns. We will discuss each group of the target words in relation to its collocation found in the corpus data.

Based on the finding of word frequency, some of the target words, as verb, share a few collocated nouns such as the animated nouns. However, *attack* collocates with place, whereas *assault* collocates with people. On the other hand, some of the target words as noun, also share a few collocated adjectives. Although the difference of adjective collocates is not statistically significant, the target nouns can reflect which adjective they differently prefer at top three. The word *attack* collocates with subjects such as terrorist, nuclear, and personal, whereas *assault* collocates with specific characteristics such as sexual, aggravated, and physical. So, it can be noted that the target words can modify the nouns in different areas.

Based on the finding of semantic preference, *attack* and *assault* have slightly different distribution pattern of collocation as both verb and noun. The noun collocation shows that the verb *attack* is followed by place such as Iran, Israel, or Iraq; and the verb *assault* is followed by animated objects such as women, police, or officer; and the adjective collocation shows that the noun *attack* follows the adjectives that describe about the subject such as terrorist, nuclear, and chemical; and the noun *assault* is right after the adjectives that describe about the quality or characteristic such as amphibious, simple, and second-degree.

From the collocation finding given above, there are some interesting collocations that support its definition and scope. First, the words *direct* and *brutal* share slightly common frequency in adjective collocation. It can be noted that these words can modify both *attack* and *assault* to emphasize the characteristics of the harmful action. Second, the word *sexual, physical, and verbal* prefers the noun *assault*

to the word *attack* according to the finding of the top frequency. This evidence can support the definition of *assault* which dominates the senses of emotional affect. Last, the words *First-degree*, *Second-degree*, and *third-degree* collocate with the word *assault* only. These words can refer to the area of law related to crime and punishment. Moreover, the top-two semantic preference of the verbs *assault*, Animated objects, and Statements, can support the evidence that *assault* denotes the senses of human violence especially in females and law.

According to the discussion of the collocations, these can be drawn to answer what the possible collocations of the two target synonyms as verb and noun are.

These are only some examples found in the online dictionaries and corpus. The information may not represent every possible occurrence of those target words. However, the above analysis and discussion of the target words can remind us that despite being similar in core meaning, these target words in the real-world context differ in some linguistic features such as senses of meaning, genres, and collocations. Being critical and applying them in appropriate context are essential skills for language learners to be skillful in communication.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter reviews the conclusions and recommendations in three main parts: (1) Conclusions, (2) Recommendations for further studies and (3) Pedagogical implications

5.1 Conclusions

This study is a corpus-based investigation of the target English synonyms, *attack* and *assault* as both verb and noun. The similarities and differences through senses of meanings, genres and collocations are examined by using three online English dictionaries and COCA. The results of this study point to a large number of probable *attack* and *assault* collocations obtained from the Corpus of Contemporary American English (COCA). The top-20 and top-30 frequency lists offered in COCA outnumber the probable noun and adjective collocates of the target words in terms of word frequency. The selected words have at least ≥ 3 of the MI value to confirm their statistical significance. The result has shown that the target words as verb and noun share some core meaning, but slightly differ in terms of genres and collocations. So, there are three main conclusions.

First, both senses of meaning as verb and noun share some core meanings as ‘*to use violence to harm or hurt someone*’ and ‘*a violent act to harm or hurt someone*’ respectively. But, the different senses of the target verb and noun reveal that the verb *assault* is used to affect someone’s senses of perceptions such as hearing; and the noun is used to emphasize the physical violence in narrower senses and areas such as law and regulations. As a result, the two synonyms are near synonyms because they have some shared meanings and some distinctive meanings when employed as a verb and a noun, respectively.

Second, it can be seen that the genres of the two synonym verbs all have a high degree of informality, with the maximum number of occurrences in the genres of Spoken and TV/movie subtitles, respectively, whereas the lowest frequency is in

Academic. According to the target nouns, it can be seen that *attack* has a very high degree of informality, as its occurrences are highest in number in the genre of Spoken and Webpages, respectively. *Assault*, on the other hand, has a high level of formality because it occurs most frequently in the Newspaper genre. Both, however, are supported by the lowest frequency in Academic and Fiction.

The third conclusion reveals the collocations of the target words. According to the noun collocations, the target synonymous verbs share common collocates. In particular, *attack* and *assault* collocate with animated nouns. However, *attack* collocates with place, whereas, *assault* collocates with people. The Semantic Preference tables as verbs shows that *attack* and *assault* have a slightly distinct collocation distribution pattern. The corpus data suggest that the verb *attack* is followed by places such as Iran, Israel, or Iraq; and the verb *assault* is followed by animated objects (people) such as women, police, or officer. According to the adjective collocations, the target synonymous nouns share some common collocates. The target nouns prefer different adjectives. The semantic preference tables as nouns shows that *attack* and *assault* have slightly different distribution patterns of collocation. In the terms of placement, the corpus data show that the noun *attack* follows the adjectives that describe the subject such as terrorist, nuclear, and chemical; and the noun *assault* is right after the adjectives that describe the quality or characteristic such as amphibious, simple, and second-degree.

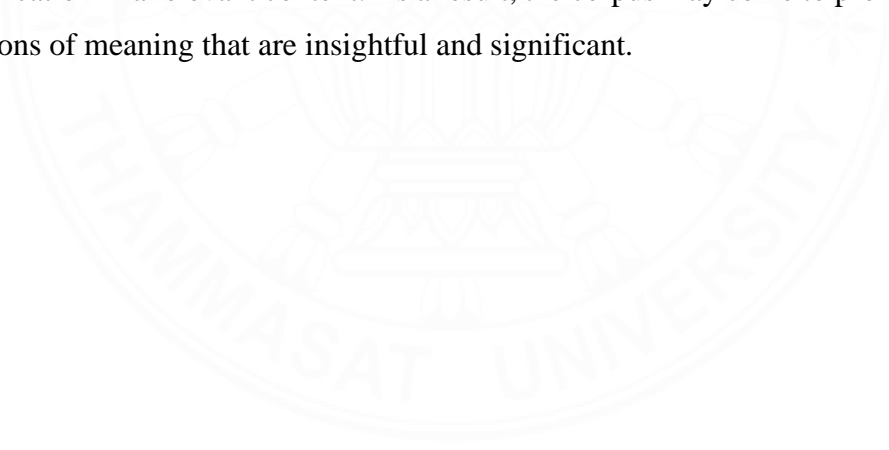
5.2 Recommendations for further studies

The findings of this study may not generalize to all the possible noun and adjective collocates of the target synonyms that native speakers of English use due to the small corpus size,. Furthermore, since the data were drawn from American English, the findings may not be applicable to other languages. An increased corpus size should be used to determine generalizability for both noun and adjective collocates in future investigations. Furthermore, other sources of corpus-based data may show some other different collocations in addition to the Corpus of Contemporary American English. For these reasons, the further study seems to be more generalized to other varieties of English.

5.3 Pedagogical implications

According to the conclusion above, the findings bring some pedagogical implications for English language teaching in the following ways.

First, teachers should teach students to be aware of the different senses of meanings of English synonyms which cannot be used interchangeably in all contexts. Second, teachers should provide and introduce students to the authentic examples from corpus-based data which offer students opportunities to access authentic language in use. Third, one of the most important steps in the development of textbooks or in-house materials is the collection of vocabulary. The number of occurrences represented in a corpus may be used as a guideline or criterion because it demonstrates the authentic use from a variety of genres. It will aid material creators in determining the terms that should be included in materials, as well as their priority order at various levels. Words that occur more frequently should be taught first, followed by words that occur less frequently. Furthermore, lexical knowledge encompasses not only meaning but also implication in a relevant context. As a result, the corpus may come to promote in-depth notions of meaning that are insightful and significant.



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