



**A CORPUS-BASED STUDY OF ENGLISH SYNONYMS:  
RICH, WEALTHY, AND AFFLUENT**

**BY**

**ORAYA SRIYANG**

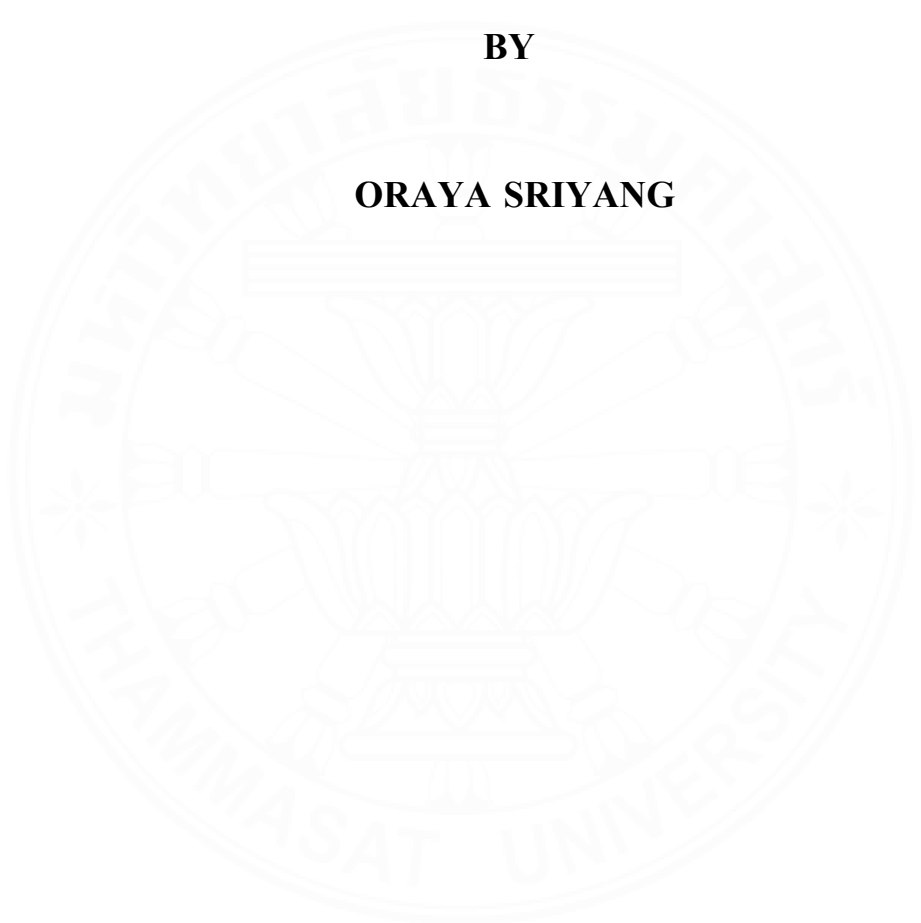
**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING**

**LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2023**

**A CORPUS-BASED STUDY OF ENGLISH SYNONYMS:  
RICH, WEALTHY, AND AFFLUENT**

**BY**

**ORAYA SRIYANG**



**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING  
LANGUAGE INSTITUTE  
THAMMASAT UNIVERSITY  
ACADEMIC YEAR 2023**

THAMMASAT UNIVERSITY  
LANGUAGE INSTITUTE

AN INDEPENDENT STUDY

BY

ORAYA SRIYANG

ENTITLED

A CORPUS-BASED STUDY OF ENGLISH SYNONYMS:  
RICH, WEALTHY, AND AFFLUENT

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

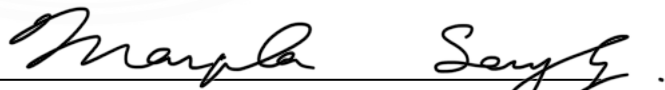
on June 14, 2024

Chairman



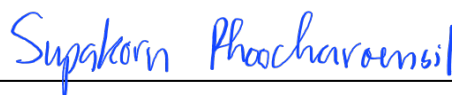
(Assistant Professor Vimolchaya Yanasugondha, Ph.D.)

Member and Advisor



(Assistant Professor Monnipha Somphong, Ph.D.)

Director



(Associate Professor Supakorn Phoocharoensil, Ph.D.)

Independent Study Title	A CORPUS-BASED STUDY OF ENGLISH SYNONYMS: RICH, WEALTHY, AND AFFLUENT
Author	Oraya Sriyang
Degree	Master of Arts
Major Field/Faculty/University	English Language Teaching Language Institute Thammasat University
Independent Study Advisor	Assistant Professor Monnipha Somphong, Ph.D.
Academic Year	2023

## ABSTRACT

The study investigated three adjective synonyms in English, namely *rich*, *wealthy*, and *affluent* concentrating on two criteria: degree of formality and noun and adverb collocation with semantic preference. Two online dictionaries (Longman Dictionary of Contemporary English and Merriam-Webster Dictionary) and the Corpus of Contemporary American English (COCA) were employed to explore the similarities and differences among the synonyms. The results indicated that based on their frequency of use across eight different genres, ‘affluent’ is the most formal followed by ‘wealthy’ and ‘rich’, respectively. Regarding the collocation and semantic preference, not all synonyms co-occur with the same words and they have unequal and distinct semantic categories. In terms of noun collocation, ‘rich’ and ‘wealthy’ are frequently used to describe people, occupations and money. ‘Wealthy’ and ‘affluent’ are also used to modify nouns about people and locations. Only ‘rich’ is found to explain nouns related to food, facts, and events. With regard to the adverb collocation, ‘rich’ and ‘wealthy’ are used when referring to the wealth related to emotional issues. ‘Wealthy’ and ‘affluent’ are used to express the wealth modified by adverbs which are related to the great size. Only ‘rich’ is applied when referring to the importance and abundance in terms of academic and specific disciplines or fields. This study suggested that the synonymous adjectives ‘rich’, ‘wealthy’, and ‘affluent’ are near- synonyms; therefore, they cannot be substituted in every context.

**Keywords:** Synonym, Corpus-Based Study, Noun Collocations, Adverb Collocations, Genres



## ACKNOWLEDGEMENTS

The completion of this research could not have been achieved without the support from various people.

Foremost, I would like to express my sincere gratitude to my advisor, Assistant Professor Dr. Monnipha Somphong who devoted her time, invaluable advice and patience to support me throughout this independent study. Her guidance helped me research and write this study.

Besides my advisor, I would like to specially thank to Assistant Professor Dr. Vimolchaya Yanasugondha for her insightful comments and suggestions which were useful for developing my study.

I would like to extend my thanks to all of the instructors and staff the Language Institute, Thammasat University who broadened my knowledge on English Language Teaching and encouraged me to carry out this study.

In addition, I am thankful to my classmates for helping and encouraging me throughout the period of my study at Thammasat University.

Lastly, I am grateful to my family, especially my mother who has always been supportive of my education.

Without all of those mentioned above, I would not have been able to complete this study.

Oraya Sriyang

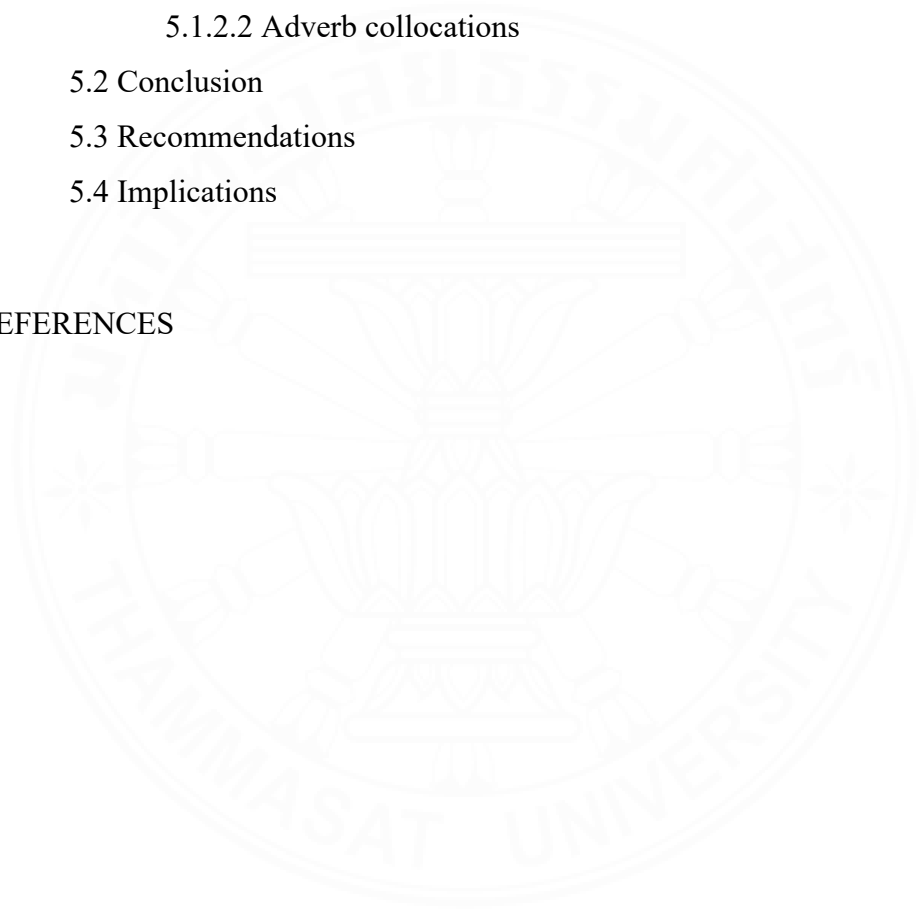
## TABLE OF CONTENTS

	Page
ABSTRACT	(1)
ACKNOWLEDGEMENTS	(3)
LIST OF TABLES	(7)
CHAPTER 1 INTRODUCTION	1
1.1 Background of the study	1
1.2 Research objectives	3
1.3 Research questions	3
1.4 Definitions of key terms	3
1.5 Scope of the study	5
1.6 Significance of the study	5
1.7 Organization of the study	6
CHAPTER 2 REVIEW OF LITERATURE	7
2.1 Synonyms	7
2.1.1 Definition of synonyms	7
2.1.2 Types of synonyms	7
2.2 Criteria for distinguishing synonyms	8
2.2.1 Degree of formality	8
2.2.2 Collocation	9
2.2.3 Semantic preference	9
2.2.4 Grammatical pattern	10
2.3 Relevant studies	10

CHAPTER 3 RESEARCH METHODOLOGY	14
3.1 Target words	14
3.2 Research instruments	14
3.3 Data analysis	15
3.3.1 The analysis of the distribution across different genres and the degree of formality	15
3.3.2 The analysis of noun and adverb collocations	15
CHAPTER 4 RESULTS	17
4.1 Degree of formality	17
4.2 Collocations and semantic preference	20
4.2.1 Noun collocates of ‘rich’, ‘wealthy’, and ‘affluent’	20
4.2.2 Semantic preference of noun collocates of ‘rich’, ‘wealthy’, and ‘affluent’	21
4.2.2.1 Semantic preference of noun collocates of ‘rich’	21
4.2.2.2 Semantic preference of noun collocates of ‘wealthy’	23
4.2.2.3 Semantic preference of noun collocates of ‘affluent’	24
4.2.3 Adverb collocates of ‘rich’, ‘wealthy’, and ‘affluent’	25
4.2.4 Semantic preference of adverb collocates of ‘rich’, ‘wealthy’, and ‘affluent’	27
4.2.4.1 Semantic preference of adverb collocates of ‘rich’	27
4.2.4.2 Semantic preference of adverb collocates of ‘wealthy’	29
4.2.4.3 Semantic preference of adverb collocates of ‘affluent’	30

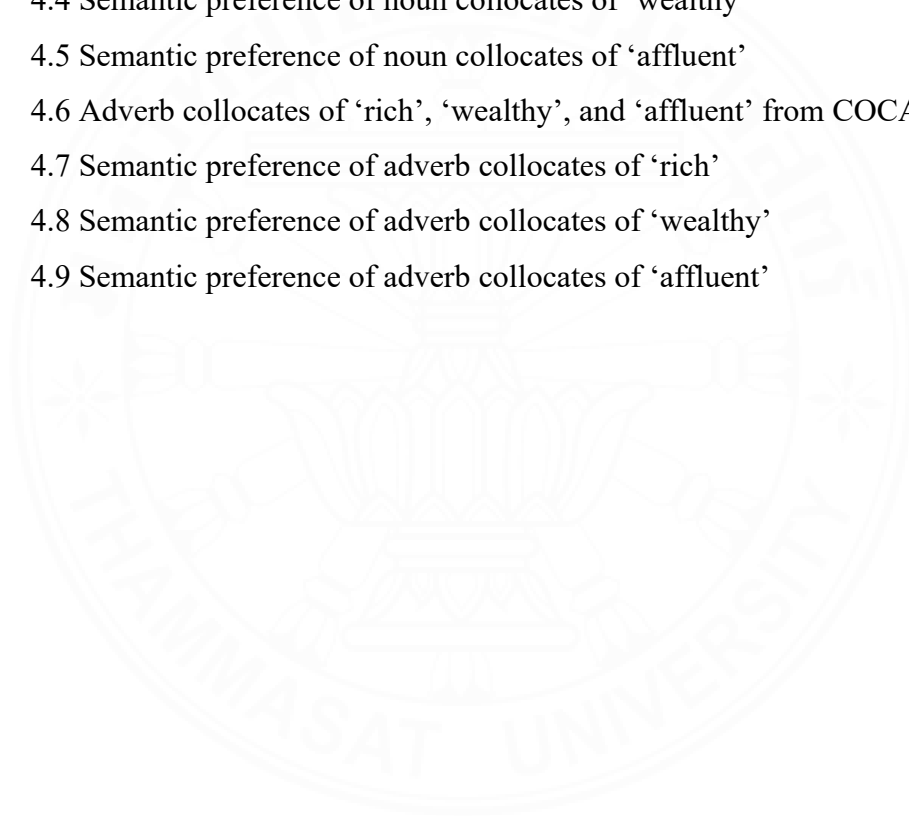


CHAPTER 5 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	32
5.1 Summary of the findings	32
5.1.1 Degree of formality	32
5.1.2 Collocations	32
5.1.2.1 Noun collocations	33
5.1.2.2 Adverb collocations	33
5.2 Conclusion	34
5.3 Recommendations	34
5.4 Implications	35
REFERENCES	36



## LIST OF TABLES

Tables	Page
1.1 Definitions and examples of 'rich', 'wealthy' and 'affluent'	2
4.1 Distribution of the synonyms 'rich', 'wealthy', and 'affluent' across eight genres with their frequency of occurrences	17
4.2 Noun collocates of 'rich', 'wealthy', and 'affluent' from COCA	20
4.3 Semantic preference of noun collocates of 'rich'	22
4.4 Semantic preference of noun collocates of 'wealthy'	23
4.5 Semantic preference of noun collocates of 'affluent'	24
4.6 Adverb collocates of 'rich', 'wealthy', and 'affluent' from COCA	26
4.7 Semantic preference of adverb collocates of 'rich'	27
4.8 Semantic preference of adverb collocates of 'wealthy'	29
4.9 Semantic preference of adverb collocates of 'affluent'	30



# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Vocabulary plays an important role in communication. David Wilkins (1972) stated that effective communication depended on both grammar and vocabulary. Similar to Neuman & Dwyer's statement (2009), learners needed to know words to speak (expressive vocabulary) and words to listen (receptive vocabulary) so that they can communicate effectively. According to the importance of vocabulary, learning vocabulary has become necessary in instruction in every academic institution.

On the other hand, learning vocabulary especially synonyms is considered a difficult task for English as a Foreign Language learners (EFL). Martin (1984) found that even advanced learners made mistakes in speaking and writing in regards to the use of synonyms. Although a set of synonyms has similar meanings, they are not identical and cannot be replaced in every context. For these reasons, learners tend to use inappropriate word choices which lead to unnatural English spoken and written productions. An example of synonyms are 'quick' and 'fast' which are two synonymous adjectives have the same core meaning. Learners who do not know the differences between both words are likely to substitute them in every context without awareness of ungrammaticality and unnatural language (Szudarski, 2018; Thornbury, 2002). In fact, 'quick' refers to the actions responding in a short time; however, 'fast' is used in the manner of movement. In some contexts, 'quick' and 'fast' have different meanings. For instance, a quick learner is a person who learns something easily whereas a fast learner is someone who learns something in a short time (Aroonmanakun, 2015). To avoid making unintentional mistakes in communication, synonyms should be effectively taught through pedagogical methods in academic institutions.

The basic solution to tackle the synonym difficulty is the use of dictionaries. The definitions of three adjective synonyms 'rich', 'wealthy', and 'affluent' in this present study, they are derived from two well-known and reliable American dictionaries, namely Longman Dictionary of Contemporary English (online version) and Merriam-Webster Dictionary (online version).

**Table 1.1***Definitions and Examples of 'Rich', 'Wealthy' and 'Affluent'*

Synonyms	Longman Dictionary of Contemporary English	Merriam-Webster Dictionary
<b>rich</b>	someone who is rich has a lot of money and valuable possessions e.g. <i>She found herself a <b>rich</b> husband.</i>	having abundant possessions and especially material wealth e.g. <i>Her investments have made her <b>rich</b>.</i>
<b>wealthy</b>	having a lot of money, possessions etc. such as <i>the <b>wealthy</b> nations of the world</i>	having wealth: very affluent such as <i><b>wealthy</b> landowners</i>
<b>affluent</b>	having plenty of money, nice houses, expensive things etc. such as <i><b>affluent</b> families</i>	having an abundance of goods or riches such as <i>an <b>affluent</b> society</i>

As shown in Table 1.1, three synonymous adjectives shared the core meaning of having a lot of money and valuable possessions. Due to limited space in dictionaries, they cannot provide information covering various aspects such as the frequency of use in different genres, the degree of formality, collocations, similarities, and differences among synonyms which are important criteria to distinguish the synonyms. Therefore, the information provided does not help learners to understand how to appropriately use 'rich', 'wealthy', and 'affluent' in different contexts.

There are few studies conducted to distinguish synonyms 'rich', 'wealthy', and 'affluent'. Even though the studies by Nugroho (2018) and Kumdee (2022) examined synonyms 'rich' and 'wealthy' which was similar to the present study, it merely focused

on two synonyms and noun collocation. However, the present study explores both noun and adverb collocations. The data of the previous study were drawn from the British National Corpus (BNC) whereas the current study is based on data from the Corpus of Contemporary American English (COCA).

To eliminate those gaps and obtain a more thorough understanding of synonyms ‘rich’, ‘wealthy’, and ‘affluent’, this study explores similarities and differences among these synonymous adjectives in terms of genres and collocations through authentic data from COCA. In addition, the study investigates semantic preferences among three synonyms to reveal how they differ in terms of semantics.

## **1.2 Research Objectives**

- 1) To investigate the degree of formality of the synonyms ‘rich’, ‘wealthy’, and ‘affluent’ distributed across different genres
- 2) To examine the similarities and differences of the synonyms ‘rich’, ‘wealthy’, and ‘affluent’ in terms of collocations and semantic preference

## **1.3 Research Questions**

- 1) What is the degree of formality of the synonyms ‘rich’, ‘wealthy’, and ‘affluent’ distributed across different genres?
- 2) What are the similarities and differences of the synonyms ‘rich’, ‘wealthy’, and ‘affluent’ in terms of collocations and semantic preference?

## **1.4 Definitions of Key Terms**

The following are the specific key terms used in the study.

### ***1.4.1 Corpus or Corpora (plural)***

A corpus is a large collection of spoken and written authentic texts stored in a computer database. The texts are systematically selected and analyzed by the corpus software. The corpus is usually used for teaching and research. There are a number of notable English language corpora e.g., the American National Corpus (ANC), the British National Corpus (BNC), the Corpus of Contemporary American English (COCA), and the International Corpus of English (ICE).

### ***1.4.2 The Corpus of Contemporary American English (COCA)***

COCA is a large corpus that consists of more than one billion words of text, distributed in eight genres: spoken, fiction, popular magazines, newspapers, academic texts, TV and Movies subtitles, blogs, and other web pages.

### ***1.4.3 Concordance Line***

Concordance lines derive from the query information from COCA known as keyword in context (KWIC). Each concordance line includes the target word in the middle so learners can study words used before and after the target word.

### ***1.4.4 Synonyms***

Synonyms are a group of words which have close meanings but cannot be interchangeably substituted with each other in all contexts. For example, synonyms share the same core meanings but they are different in terms of the degree of formality (Petcharat , 2017; Phoocharoensil, 2020).

### ***1.4.5 Degree of Formality***

The degree of formality is a criterion to distinguish synonyms used in formal or informal contexts. For instance, three adjective synonyms ‘dangerous’, ‘hazardous’, and ‘risky’ occur in both formal and informal contexts. However, hazardous is the most formal; dangerous seems to be the most informal word (Thammasoonthorn, 2020).

### ***1.4.6 Collocation***

Collocation is a criterion to distinguish synonyms by statistically appearing together more frequently than randomly e.g., heavy rain not thick rain (Cambridge Dictionary Online Version).

### ***1.4.7 Semantic Preference***

Semantic preference refers to “the relation between an individual word and a set of semantic categories” (Flowerdew, 2012). For instance, the synonyms ‘persist’ and ‘preserve’, ‘persist’ seems to co-occur with a word or phrase expressing negative

meaning and an unpleasant situation. On the other hand, ‘preserve’ involves strong determination and great effort to complete a difficult task (Phoocharoensil, 2021).

#### ***1.4.8 Grammatical Pattern***

Grammatical Pattern is a criterion to distinguish synonyms in terms of the structure of the words. For example, ‘consist of’ and ‘be made up of’ have the same core meaning. ‘Consist of’ is used in active structure e.g., My family consists of four people. However, ‘be made up of’ is always found in passive structure e.g., My family is made up of four people (Phoocharoensil, 2010).

### **1.5 Scope of the Study**

This study examines the similarities and differences of three synonymous adjectives ‘rich’, ‘wealthy’, and ‘affluent’. The authentic data from the Corpus of Contemporary American English (COCA) were collected and analyzed to distinguish the target synonyms by using two criteria, namely the degree of formality and collocations. For collocations, noun and adverb collocates from the top-30 frequency lists were selected in this study; however, some collocates were excluded because of lower MI scores than three. Moreover, the collocations were investigated to establish semantic preference of ‘rich’, ‘wealthy’, and ‘affluent’. Some examples of the use of synonyms were also extracted from concordance lines and presented in sentences and phrases.

### **1.6 Significance of the Study**

Learning a large number of synonyms helps enhance learners’ communication skills in both speaking and writing. However, a variety of synonyms can cause learners’ confusion and lead to miscommunication when they replace words in inappropriate contexts. Based on this study focusing on the synonyms ‘rich’, ‘wealthy’, and ‘affluent’, there are two benefits for both learners and teachers. First, the findings will reveal the similarities and differences of ‘rich’, ‘wealthy’, and ‘affluent’ in terms of genres, collocations, and semantic preference so learners are able to appropriately use the target synonyms in correct contexts. Second, teachers can provide authentic and correct examples of the use of synonyms in the classroom. In addition, learners can

self-study synonyms from the corpus. Hunston (2002) suggested that low-proficiency students should be taught by data-driven learning (DDL) through teacher-led activity; however, high-proficiency students can study through learner-led learning. Boontam's study (2022), employed a data-driven learning (DDL) to improve Thai EFL students' synonym learning through the use of online corpus, the British National Corpus (BNC). The second-year EFL students at a university in Thailand were selected to be participants. Similarly, the study on using online corpora and online dictionaries to improve students' grammar mastery was conducted at a public university in Indonesia. In addition, the first-semester students were chosen to be the participants (Fauzan, Basthomi & Ivone, 2022). To be effective in corpus-based learning through self-study, this style of learning is suggested for high-proficiency students at the the intermediate level.

### **1.7 Organization of the Study**

This study consists of five chapters. Chapter 1 is the introduction including the background, research objectives and questions, the definitions of the key terms, the scope, the significance, and the organization of this study. Chapter 2 is the review of theories related to synonyms, criteria to distinguish synonyms, and relevant studies. Chapter 3 describes the research methodology that consists of the research instrument, data collection, and data analysis. Chapter 4 provides the results and discussion of the study. Finally, Chapter 5 reveals the conclusion and recommendations for those who are interested in further research.



## CHAPTER 2

### REVIEW OF LITERATURE

This chapter reviews the literature regarding (1) synonyms, (2) criteria for distinguishing synonyms, and (3) relevant studies.

#### 2.1 Synonyms

##### 2.1.1 Definition of Synonyms

The term ‘synonyms’ originated from Greek word ‘sunonumon’ referring to having the same name (Jackson & Amvela, 2000). Synonyms are words having ‘sameness or similarity of meaning in the same language’ (Jackson, 2002). Many dictionaries provided the definitions of synonyms e.g., ‘a word or expression that has the same or nearly the same meaning as another in the same language’ (Oxford Advanced American Dictionary online) and ‘a word with the same meaning as another word in the same language’ (The Longman Dictionary of Contemporary English online). The lists below show the examples of synonym pairs.

begin	commence
keep	retain
leave	depart
tell	inform
live	reside

(Jackson, 2002, p. 17)

However, there are only few synonyms in English which can be substituted in another context and give the exactly same meaning (Jackson & Amvela, 2007).

##### 2.1.2 Types of Synonyms

There are two types of synonyms, namely strict (absolute or perfect) synonyms and loose (near) synonyms.

**1) Strict Synonyms (Absolute or Perfect Synonyms)** Strict synonyms are described to be used interchangeably in all contexts. It implies that it is quite rare or uncommon to find two words that have exactly the same meanings (Edmond & Hirst,

2002). Some linguists explained why absolute synonyms became almost impossible to find as they caused redundancy in languages (McCarthy, O’Keeffe & Walsh, 2010). The lists below are examples of strict synonym pairs.

lift	elevator
culver	pigeon
dorp	village
fain	willing
yare	readily

(Jackson & Amvela, 2000, p. 94)

**2) Loose Synonyms (Near-Synonyms)** Loose synonyms or near-synonyms sometimes known as plesionyms are words having similar meanings but they slightly differ in semantics and stylistics (DiMarco et al., 1993) as follows:

buy	purchase
find	discover
kid	child

## 2.2 Criteria for Distinguishing Synonyms

The ways to distinguish near-synonyms were various criteria such as formality, connotation, and collocation (Phoocharoensil, 2020). Similarly, a number of corpus-based studies related to synonyms focused on the results of the similarities and differences between the synonymous words, colligation, collocation, distribution patterns, formality, and semantic preference/prosody (Phoocharoensil & Kanokpermpoon, 2021).

### 2.2.1 Degree of Formality

Although a pair of words has similar meanings, in many instances a word is more formal than the other one e.g., obtain-get, receptacle-bin, and buy-purchase (Longman Advanced American Dictionary, 2013). To distinguish the degree of formality, the data from COCA regarding the frequent use of synonyms in eight genres i.e., spoken language, fiction, magazines, newspapers, academic texts, TV and movie subtitles, blogs, and webpages were selected for analysis. For example, the words with high degree of formality are expected to be used in formal contexts such as academic

texts whereas other words used in spoken or colloquial language are considered to have a high degree of informality.

According to Klinubol's study (2022), the synonymous nouns 'job', 'career', and 'occupation' have different levels of formality. The findings showed that 'job' has the highest degree of informality as it most frequently occurs in TV and movie subtitles, followed by blogs, and spoken language respectively. Conversely, 'career' and 'occupation' represent a high degree of formality. Based on their frequent use of all genres, 'career' is mostly found in newspapers and magazines while 'occupation' is highly used in academic texts and newspapers.

### ***2.2.2 Collocation***

Collocation is one of the toughest challenges that EFL learners experience for speaking and writing production. The collocation defined as 'the company that keeps words' was first introduced by Firth in 1957 (Firth, 1968). Baker (2006) stated that certain words were likely to co-occur with other words in particular contexts. Collocations have three categories: strong, weak, and medium strength. For the strong collocation e.g., rancid butter, curly hair, and winding road, it means the link between two words is fixed and restricted. The weak collocation is more predictable and a word can collocate with many other words e.g., white wine or red wine. The last type of collocation is medium strength e.g., holding a meeting and carrying out a study. The words go together with greater frequency than the weak ones (Lewis, 1997).

### ***2.2.3 Semantic Preference***

Another criterion to distinguish synonyms is semantic preference which is close to collocation. Semantic preference was defined as 'the possibility for words to be limited to particular semantic fields' (Cheng, 2012) and 'the relation between an individual word and a set of semantic categories' (Flowerdew, 2012). For instance, the verbs collocating with 'consequence' are negative or adversative meanings e.g., face, suffer, evade, forbear, and befall while 'result' collocates with verbs related to research context e.g., generalize, replicate, interpret, summarize, and corroborate. 'Outcome' covers a variety of semantic categories and shares some verbs collocating with both 'result' and 'consequence' (Phoocharoensil, 2020).

#### **2.2.4 Grammatical Pattern**

Grammatical pattern is another criterion used to distinguish synonyms. Based on Clark's statement (2003), strict synonyms must have the same syntactic patterns. Moreover, most synonyms in English which are loose synonyms have similar meanings but different grammatical patterns.

Phitayakorn (2016) found that synonyms 'advise', 'recommend', and 'suggest' shared the same grammatical patterns as follows:

advise/ recommend/ suggest + something

advise/ recommend/ suggest + that + Subject + (modal verb) + verb (infinitive)

advise/ recommend/ suggest + that + Subject + verb

### **2.3 Relevant Studies**

All studies in this section applied the language corpus i.e., the Corpus of Contemporary American English (COCA) and British National Corpus (BNC) to investigate synonyms in various aspects, namely genres, formality, collocation particularly noun and adverb collocates, semantic category as well as their similarities and differences. The previous research selected focused on adjective synonyms which are related to the present study.

Aroonmanakun (2015) examined 'fast' and 'quick' to find similarities, differences, and noun collocates. He found that the two adjectives differed in noun collocation. 'Quick' referred to the actions responding in a short time and mostly collocated with nouns such as answer, breakfast, and comment; however, 'fast' was used in the manner of movement e.g., acceleration, attack, and boat. In some cases, 'quick' and 'fast' shared the same noun but different meaning. For example, a fast learner was someone who could learn some skills in a short time, conversely, a quick learner meant people who learned something easily. He also concluded that information from language corpora was more influential and valid than learner's dictionaries.

Nisani (2015) examined three words 'possible', 'probable', and 'likely' in her corpus-based study on English synonyms. She emphasized their meaning, noun collocation, and the degree of formality by using two dictionaries, namely the Oxford Advanced Learner's Dictionary and Longman Dictionary of Contemporary English to compare differences and similarities. For the formality degree, 'probable' was mostly

used in formal patterns, followed by ‘likely’ and ‘possible’. The researcher also stated that the strong collocations of ‘possible’ and ‘likely’ were possible world and likely voter respectively. Finally, the three adjectives could not be substituted with one another in all contexts.

From the corpus-based study on synonyms ‘equal’ and ‘identical’ in the Corpus of Contemporary American English (COCA), Crawford and Csomay (2016) revealed that two words were interchangeable in particular contexts.

e.g. These two students are equal/identical in the performance on the exam. Moreover, the study discovered that ‘equal’ occurred in an abstract concept such as opportunities, rights, and protection. In contrast, ‘identical’ collocated with concrete nouns e.g., twins, houses, and items. Furthermore, the word ‘equal’ (20,480 times) occurred more frequently than ‘identical’ (8,080 times). The researchers mentioned that a large amount of data from language corpus enhanced the linguistic analysis.

According to the corpus-based study on synonyms by Petcharat and Phoocharoensil (2017), three adjectives ‘appropriate’, ‘proper’, and ‘suitable’ were investigated through the Corpus of Contemporary American English (COCA) and three different dictionaries. It found that the most formal synonyms were ‘appropriate’, ‘suitable’, and ‘proper’ respectively. For noun collocation, all words shared the same noun i.e., place. In addition, the word ‘proper’ had more noun collocates than ‘appropriate’ and ‘suitable’ as it covered more meanings than others. The study highlighted the differences of the synonyms in formality, collocations, and grammatical patterns.

Nugroho (2018) conducted the study on two near-synonymous words: rich and wealthy in terms of the meaning and noun collocation through online dictionaries and the British National Corpus (BNC). The results point out that ‘rich’ is more commonly used in both spoken and written communication than ‘wealthy’. Furthermore, the term ‘rich’ is used to describe persons and things such as country and color while ‘wealthy’ is generally used to describe persons such as merchants and industrialists. In summary, ‘rich’ and ‘wealthy’ are near-synonyms as they are not interchangeably substituted with each other.

A set of three synonyms ‘dangerous’, ‘hazardous’, and ‘risky’ was explored by using three criteria, namely sense of meaning, degree of formality, and collocations.

The results were ‘dangerous’ referring to danger in general, ‘hazardous’ connected to people’s health and scientific facts, and ‘risky’ related to economic danger. In terms of formality, ‘hazardous’ seemed to be the most formal while ‘dangerous’ was frequently used in spoken and TV/movie subtitles and considered the least formal term. According to the study focusing on noun and adverb collocates, it was reported that ‘dangerous’ involved more categories than ‘hazardous’ and ‘risky’. In addition, the synonyms shared the same categories i.e., condition, thing, business. Interestingly, every synonym mostly collocated with adverbs showing the degree e.g., terribly, very, extremely, increasingly, and equally. Therefore, ‘dangerous’, ‘hazardous’, and ‘risky’ are loose synonyms and cannot be substituted for each other in all contexts (Thummasoonthorn, 2021).

Thongpan (2021) investigated the formality, collocations and semantic preference of three synonyms ‘far’, ‘distant’ and ‘remote’. According to the comparison of the information from the Corpus of Contemporary American English (COCA) among eight genres, ‘remote’ was more formal than ‘far’ and ‘distant’. In addition, there was not any synonym sharing the same collocates and semantic categories. The results indicated that ‘distant’ collocated with nouns e.g., time, kinship, sound, and a unit of distance; ‘remote’ was used in the electronic equipment and computer symptoms or servers. In terms of adverb collocates, ‘distant’ occurred with a variety of adverbs whereas ‘far’ hardly appeared with adverbs. In summary, though these synonyms had similar meanings, they could not be interchangeable in all contexts.

The study of synonymous adjectives ‘wondrous’, ‘prodigious’ and ‘stupendous’ was conducted by Malik, Abbas, and Pervaiz (2022). It compared and contrasted similarities and differences in terms of meaning and collocation. The data were collected from the British National Corpus (BNC) and the Longman Dictionary of Contemporary English. The study revealed that ‘prodigious’ was most frequently used followed by ‘stupendous’ and ‘wondrous’ respectively. Interestingly, these three adjectives mostly appeared in written English and hardly occurred in the spoken genre. Importantly, ‘prodigious’ was used in many academic disciplines and considered the most formal of the group. The term ‘stupendous’ co-occurred as the pre-modifier of head noun e.g., number, view, and achievement based on data from both the dictionary and BNC. It was noticeable that ‘wondrous’ collocated with nouns providing positive

connotations e.g., possibility, creature, God, event, and life. Consequently, three synonymous adjectives had similar fundamental meanings but different in the use of specific discipline, degree of formality, and noun collocation. These synonyms cannot be substituted in all situations.

Kumdee (2022) examined the differences and similarities synonyms ‘rich’ and ‘wealthy’. Two online dictionaries and the British National Corpus (BNC) were selected to investigate their noun collocation. The findings revealed that the synonyms shared few noun collocates such as rich men and wealthy men. In terms of the degree of formality, both words have the highest frequency of use in non-academic texts. In addition, they have some occurrences in academic genres. Therefore, the synonyms ‘rich’ and ‘wealthy’ tend to be used in both formal and informal contexts.

Kongcharoen and Thummanuruk (2023) examined three synonymous adjectives ‘perfect’, ‘flawless’, and ‘impeccable’ through data from the Corpus of Contemporary American English (COCA). The findings suggested that ‘perfect’ was most frequently used in TV/movies as spoken language. On the other hand, ‘flawless’ and ‘impeccable’ highly appeared in fictions, magazines, web pages, and blogs and considered written language. Furthermore, ‘impeccable’ suitably collocated with nouns in hotel discourse e.g., impeccable taste, impeccable politeness, and impeccable manner while ‘flawless’ was mostly used in the topics related to appearance e.g., flawless face, flawless skin, and flawless complexion. For noun collocates of ‘perfect’, it was followed by a variety of nouns e.g., perfect time, perfect timing, perfect solution, perfect health, perfect food, perfect support, and perfect sense. Thus, three synonyms have similar meanings but they cannot be interchangeably used in every context.

All previous related studies have shown that synonyms cannot be substituted in every context based on distinguishing synonym criteria: frequency, collocations, degree of formality, semantic preference, and semantic prosody. At present, this study aims to investigate three synonymous adjectives ‘rich’, ‘wealthy’, and ‘affluent’ in relation to their genres and collocations. In the next section, the methodology will be stated.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter explains the methodology used in this study. It includes (1) target words, (2) research instruments, and (3) data analysis.

#### **3.1 Target Words**

The target words in this study are three synonymous adjectives including ‘rich’, ‘wealthy’, and ‘affluent’. The words are selected due to their importance and frequent usage in spoken and written English. The term ‘rich’ was presented in Longman Communication 3000 as well as ‘wealthy’ and ‘affluent’ in Longman Communication 9000. It indicated that these three synonyms were important to study for effective communication in speaking and writing. In addition, there were several questions posted online regarding the usage and differences among the synonyms. Despite a variety of answers from online users, they derived from their intuition without the usage of criteria to distinguish the synonyms and concrete academic evidence to support them. Therefore, the study of similarities and differences among ‘rich’, ‘wealthy’, and ‘affluent’ was worth analyzing in terms of genres, degree of formality, and collocations.

#### **3.2 Research Instruments**

There are two main research instruments used in this study including online dictionaries and corpus.

Longman Dictionary of Contemporary English (LDOCE) and Merriam-Webster Dictionary were selected because they are well-known and reliable tools. The dictionaries do not only provide meanings, pronunciation, and example sentences like general dictionaries but they also present synonyms, antonyms, collocations, and related words.

The Corpus of Contemporary American English (COCA) consisted of more than one billion words of text. The corpus presented eight genres: spoken, fiction, popular magazines, newspapers, academic texts, TV and Movies subtitles, blogs, and other web pages.



COCA was selected to investigate in the study for two main reasons, namely its enormous size of words of text and new texts updated to the corpus. First, the Corpus of Contemporary American English is one of the large corpora which is 5-6 times larger than British National Corpus (BNC). Second, the corpus is not static. It means that the present English texts are added to COCA to increase the size of the corpus.

### **3.3 Data Analysis**

The study aims to address two research questions regarding the distribution across different genres, the degree of formality, and the noun and adverb collocations of synonymous adjectives: ‘rich’, ‘wealthy’, and ‘affluent’.

#### ***3.3.1 The Analysis of the Distribution across Different Genres and the Degree of Formality***

The data are drawn from COCA to investigate the frequency and distribution across different genres of the target synonyms. The corpus provides information on distribution in eight genres, namely spoken, fiction, popular magazines, newspapers, academic texts, TV and Movies subtitles, blogs, and other web pages. Moreover, the information regarding different genres is also analyzed to indicate the degree of formality. For example, the informal genres include the TV and movie subtitles genre and spoken whereas academic texts are considered a formal genre. Interestingly, magazines and newspapers are in between formal and less formal genre.

#### ***3.3.2 The Analysis of Noun and Adverb Collocations***

Noun and adverb collocations frequently occurring with the target synonyms are explored based on collocational strength. In this stage, a Mutual Information (MI) value or score is used to determine the collocational strength to select the common noun and adverb collocates. However, MI scores have some limitations because collocates with a high MI score are not representatives due to their low occurrences in the corpus (Cheng, 2012). When the study examines common collocations, both MI score and frequency should be considered (Schmitt, 2010). Therefore, the nouns and adverbs collocating with the target words in COCA with top-30 frequency lists and MI score equal or higher than 3 are examined in this present study. Conversely, some nouns and

adverbs meeting the criteria are excluded as they do not have a relationship with the target synonyms. Finally, nouns and adverbs are categorized into different themes based on their semantic preference. To illustrate the usage of the target words, some sentence examples are selected to show how nouns and adverbs appear with ‘rich’, ‘wealthy’, and ‘affluent’ in different contexts.



## CHAPTER 4

### RESULTS

This chapter presents the findings to address the research questions regarding the degree of formality of target synonyms ‘rich’, ‘wealthy’, and ‘affluent’ distributed across different genres and nouns and adverbs collocating with the synonyms.

#### 4.1 Degree of Formality

The findings regarding the degree of formality of the synonyms ‘rich’, ‘wealthy’, and ‘affluent’ are presented below.

**Table 4.1**

*The Distribution of the Synonyms ‘Rich’, ‘Wealthy’, and ‘Affluent’ across Eight Genres with their Frequency of Occurrences*

Rank	‘Rich’			‘Wealthy’			‘Affluent’		
	Genre	Frequency	Per million	Genre	Frequency	Per million	Genre	Frequency	Per million
1	Webpages	13,428	108.07	Blogs	4,300	33.43	Newspapers	1,170	9.61
2	Magazines	13,142	104.23	Webpages	4,106	33.05	Magazines	995	7.89
3	Blogs	13,379	104.03	Newspapers	3,253	26.72	Academic texts	926	7.73
4	Newspapers	10,760	88.38	Magazines	2,882	22.86	Webpages	492	3.96
5	Fictions	9,416	79.58	Spoken	2,697	21.38	Blogs	501	3.90
6	TV and movie subtitles	8,769	68.47	Academic texts	1,966	16.41	Spoken	402	3.19
7	Spoken	8,556	67.83	Fictions	1,754	14.82	Fictions	177	1.50
8	Academic texts	7,051	58.86	TV and movie subtitles	849	6.63	TV and movie subtitles	44	0.34
	Total	84,501	85.09	Total	21,807	21.96	Total	4,707	4.74

As shown in Table 4.1, it is obvious that ‘rich’ has the highest frequency of use at 85.09 per million words, which is 4 and 18 times higher than the frequency of use of ‘wealthy’ (21.96 per million words) and ‘affluent’ (4.74 per million words). This corresponds to the fact in the Longman Dictionary of Contemporary English Online that ‘rich’ is used at a high frequency level while ‘wealthy’ and ‘affluent’ are at a medium and low level of frequency, respectively. Interestingly, the three target synonyms ‘rich’, ‘wealthy’ and ‘affluent’ have orders of frequency use of first four genres in writing. This supports the findings in Kumdee’s study (2022) that ‘rich’ is highly used in magazine and ‘wealthy’ has the highest number of frequency use in non-academic texts.

Regarding the degree of formality, the findings reveal that firstly, ‘rich’ is the most commonly used in all genres as its frequency and the number of uses per million of all genres is much higher than ‘wealthy’ and ‘affluent’. The orders of frequency use of ‘rich’ are webpages, magazines, blogs, newspapers, fictions, TV and movie subtitle, spoken, and academic texts, respectively. This means that ‘rich’ can be used in both formal and informal contexts. In addition, its highest number of frequency use is webpages (108.07 per million) and the lowest frequency use is academic texts (58.86 per million). It can be concluded that ‘rich’ more commonly occurs in informal rather than formal contexts.

Secondly, the synonym ‘wealthy’ has the first three highest orders of frequency use, namely blogs (33.34 per million), webpages (33.05 per million), and newspapers (26.72 per million); however, the term is used least in TV and movie subtitle (6.63 per million). This supports that ‘wealthy’ tends to occur in informal rather than formal contexts. In addition, the word ‘wealthy’ seems to be generally used in informal contexts as the spoken genre (21.38 per million) is the fifth order of all genres.

Thirdly, another synonym ‘affluent’ frequently occurs in newspapers (9.61 per million), magazines (7.89 per million), and academic texts (7.73 per million), respectively. Conversely, this term appears in TV and movie subtitles (0.34 per million) as the lowest frequency use which is approximately 20 times lower than the top-three genres of the rank. This proves that ‘affluent’ highly occurs in formal rather than informal contexts.

To compare and distinguish the target synonyms in terms of the degree of formality, the findings from COCA point out that ‘rich’ tends to be the most commonly used in informal contexts compared to ‘wealthy’ and ‘affluent’. Although its occurrence in the academic genre is much higher than that of the other two synonyms, its academic texts are ranked at the last order of all genres. Conversely, in the academic texts genres of ‘wealthy’ and ‘affluent’ are at the sixth and third order, respectively. Another piece of evidence to support this point is the much higher frequency use of ‘rich’ in spoken genre (67.83 per million) than the use of ‘wealthy’ and ‘affluent’ at 21.38 and 3.19, respectively. Moreover, ‘affluent’ seems to be the most formal synonym as its academic texts genre is at the third order of the rank compared to ‘rich’ and ‘wealthy’ that their academic genres are ranked at eighth and sixth in order. This evidence suggests that ‘affluent’ has a much higher degree of formality than ‘rich’ and ‘wealthy’.

Therefore, ‘rich’ has the lowest degree of formality as it is mostly used in webpages and least used in academic texts. Although ‘wealthy’ and ‘affluent’ seem to have a similar degree of formality, ‘wealthy’ has a lower degree of formality than ‘affluent’. Due to the frequency of use of ‘wealthy’, this term most frequently occurs in blogs and least appears in TV and movie subtitles. In addition, ‘affluent’ has the highest degree of formality as it highly occurs in newspapers at the first order and academic texts at the third order but least occurs in TV and movie subtitles.

Overall, the results support Kumdee’s study (2022) that ‘rich’ and ‘wealthy’ lie in all genres with the highest numbers for non-academic texts. Moreover, both words have some occurrences in academic genres, meaning that they can be used formally and informally. In terms of the degree of formality of ‘affluent’, the findings from this current study accord with the data drawn from British National Corpus (BNC). It found that ‘affluent’ highly exists in non-academic texts (6.6 per million words), academic texts (6.13 per million words) and newspapers (3.44 per million words), respectively. On the other hand, this term occurs least in spoken (1 per million words) and fiction (0.94 per million words) genres. The results suggest that ‘affluent’ has the high degree of formality and mainly appears in writing, especially in formal contexts.

## 4.2 Collocations and Semantic Preference

The findings regarding collocations and semantic preference of synonymous adjectives ‘rich’, ‘wealthy’, and ‘affluent’ are presented below.

### 4.2.1 Noun Collocates of ‘Rich’, ‘Wealthy’, and ‘Affluent’

The findings regarding top-30 noun collocates of ‘rich’, ‘wealthy’ and ‘affluent’ collected from COCA are demonstrated below.

**Table 4.2**

*Noun Collocates of ‘Rich’, ‘Wealthy’, and ‘Affluent’ from COCA*

Rank	‘Rich’			‘Wealthy’			‘Affluent’		
	Noun Collocate	Frequency	MI - Scores	Noun Collocate	Frequency	MI - Scores	Noun Collocate	Frequency	MI - Scores
1	<b>tax</b>	2090	3.74	<b>tax</b>	2024	5.44	<u>suburb</u>	240	8.71
2	soil	549	4.32	<u>family</u>	1204	3.36	<u>neighborhood</u>	188	6.09
3	tradition	464	3.44	nation	574	3.74	<u>family</u>	186	3.17
4	flavor	411	4.71	individual	467	4.11	area	182	3.86
5	diet	327	3.55	<b>corporation</b>	453	5.57	community	167	3.92
6	heritage	301	4.41	<b>businessman</b>	338	6.87	society	129	4.36
7	<b>corporation</b>	287	3.16	donor	302	6.22	county	94	4.07
8	wealth	245	3.25	<u>elite</u>	232	5.28	district	87	4.38
9	vitamin	226	4.30	owner	202	3.39	parent	78	3.00
10	texture	219	4.74	investor	196	4.30	class	74	3.16
11	chocolate	200	3.30	<b>merchant</b>	190	6.20	town	64	3.28
12	diversity	191	3.20	<u>neighborhood</u>	169	3.43	consumer	54	4.16
13	sauce	184	3.15	<u>suburb</u>	165	5.66	population	51	3.31
14	<i>lifestyle</i>	157	3.18	<u>client</u>	162	3.22	<u>resident</u>	46	4.16
15	mineral	156	4.19	income	150	3.00	<u>household</u>	45	4.91
16	deposit	112	3.61	taxpayer	121	4.49	customer	36	3.38
17	<b>merchant</b>	109	3.66	<u>resident</u>	120	3.03	audience	35	3.47
18	vein	107	3.82	patron	120	5.65	voter	34	3.33
19	nutrient	107	3.87	landowner	114	7.03	<i>lifestyle</i>	33	5.19
20	tapestry	106	5.88	<u>household</u>	109	3.68	background	29	3.64
21	<b>businessman</b>	101	3.38	farmer	89	3.22	black	27	4.46
22	scent	98	3.55	estate	83	3.16	<u>client</u>	26	3.09
23	vocabulary	83	3.27	industrialist	71	8.04	peer	25	4.43
24	dessert	80	3.09	entrepreneur	68	4.34	buyer	25	4.83

Rank	'Rich'			'Wealthy'			'Affluent'		
	Noun Collocate	Frequency	MI - Scores	Noun Collocate	Frequency	MI - Scores	Noun Collocate	Frequency	MI - Scores
25	antioxidant	79	5.37	developer	62	3.44	target	23	3.04
26	hue	74	4.30	banker	62	4.48	neighbor	19	3.07
27	playground	72	3.63	widow	62	4.68	clientele	19	7.72
28	calcium	72	3.68	collector	60	4.48	professional	18	4.00
29	aroma	71	4.71	contributor	53	4.13	retiree	18	6.42
30	harvest	69	3.22	enclave	48	6.33	<u>elite</u>	14	3.74

*Note.* **Bold text** refers to a collocate shared by rich and wealthy only.

*Italic text* refers to a collocate shared by rich and affluent only.

Underlined text refers to a collocate shared by wealthy and affluent only.

As seen in Table 4.2, it shows the top-30 noun collocates of 'rich', 'wealthy', and 'affluent'. There are no noun collocates shared by all target synonyms. However, there are four noun collocates shared by the synonyms 'rich' and 'wealthy', i.e. 'tax', 'corporation', 'merchant', and 'businessman'. 'Lifestyle' is the only one noun collocates shared by 'rich' and 'affluent'. In addition, there are the greatest number of noun collocates shared by 'wealthy' and 'affluent', i.e. 'family', 'elite', 'neighborhood', 'suburb', 'client', 'resident', and 'household'. The results regarding the shared noun collocates of 'rich' and 'wealthy' accord with Kumdee (2022), whose study found that 'merchant' is one of noun collocates shared by two synonymous adjectives.

#### 4.2.2 Semantic Preference of Noun Collocates of 'Rich', 'Wealthy', and 'Affluent'

The findings of the classification of noun collocates of each target synonym into semantic categories are presented below.

##### 4.2.2.1 Semantic Preference of Noun Collocates of 'Rich'

**Table 4.3**

*Semantic Preference of Noun Collocates of 'Rich'*

Semantic Categories	Noun Collocates of 'Rich'
1. People	corporation

Semantic Categories	Noun Collocates of 'Rich'
2. Occupations	merchant, businessman
3. Food	flavor, diet, vitamin, texture, chocolate, sauce, mineral, nutrient, scent, dessert, antioxidant, calcium
4. Facts and Events	tradition, heritage
5. Money	tax, wealth, deposit
6. Miscellaneous	soil, gap, harvest, diversity, lifestyle, vein, tapestry, disparity, vocabulary, hue

As shown in Table 4.3, the top-30 noun collocates of 'rich' were categorized into six different themes based on their semantic properties. The first category related to people is about having a lot of money and valuable possessions. The noun collocate under people theme is 'corporation' as exemplified in (1). The second group of noun collocates involves occupations, namely 'merchant' and 'business' as shown in the example (2). Third, there are a number of noun collocates under the food theme e.g., 'flavor', 'diet', 'vitamin', 'chocolate', and 'texture'. However, the meaning of 'rich' for this category refers to "contain a lot of something" as seen in the example (3). The fourth group related to facts and events consists of two noun collocates: 'tradition' and 'heritage'. For this theme, 'rich' is defined the interest and importance of facts, events and ideas as shown in the example (4). Fifth, the category under the money theme includes three noun collocates: 'tax', 'wealth', and 'deposit' in the example (5). Finally, there are the greatest number of noun collocates under the miscellaneous theme including 'soil', 'gap', 'harvest', 'diversity', 'lifestyle', 'vein', 'tapestry', 'disparity', 'vocabulary', and 'hue'. It shows that the term 'rich' has various meanings and can be used in different contexts as shown in the following examples.

1) The Authors Guild is not a **rich corporation**, but an organization of authors trying to stop the rich corporations from stealing their intellectual property.

2) There was a **rich merchant** who lived on a rue.

3) The tea has a **rich flavor** and strong floral aroma.

4) There is a **rich tradition** of folkloric dances called Congadas.

5) The **rich tax** rates went down.



In addition, the word ‘rich’ co-occurs with some noun collocates such as ‘soil’ and ‘harvest’ referring to specific meanings as seen in the examples (6-7).

6) They do need **rich soil** and moisture.

7) I am expecting some day to reap a **rich harvest** from the seeds sown in the State of Texas.

Interestingly, ‘rich’ referring to “have a lot of money and valuable possessions” is mostly used to describe people and occupations such as ‘corporation’, ‘merchant’, and ‘businessman’. This is similar to Kumdee’s (2022) finding that this word co-occurs with the people and job theme e.g., ‘man’, ‘people’, ‘kids’, ‘ones’, ‘girl’, ‘peasant’, and ‘merchant’.

#### 4.2.2.2 Semantic Preference of Noun Collocates of ‘Wealthy’

**Table 4.4**

*Semantic Preference of Noun Collocates of ‘Wealthy’*

Semantic Categories	Noun Collocates of ‘Wealthy’
1. People	family, individual, corporation, donor, elite, client, taxpayer, resident, patron, landowner, widow, contributor
2. Occupations	businessman, investor, merchant, farmer, industrialist, entrepreneur, owner, developer, banker, collector
3. Locations	nation, neighborhood, suburb, household, estate, enclave
4. Money	tax, income

Noun collocates of ‘wealthy’ were classified into four groups based on their semantic properties as shown in Table 4.4 above. The first group related to people is considered the majority of noun collocates in the example (8). Second, the category is associated with occupations such as ‘businessman’, ‘investor’, and ‘merchant’ as exemplified in (9). The noun collocates of the third group are considered under the location theme, namely ‘nation’, ‘neighborhood’, ‘suburb’, ‘household’, ‘estate’ and ‘enclave’ in the example (10). Finally, it is the money group which consists of two noun collocates: ‘tax’ and ‘income’ as shown in the example (11).

8) In a remote village, a **wealthy family** built a beautiful house.

9) One of the big donors to Freedom Partners is **wealthy businessman**, Charles

Koch.

10) Japan is not a successful and **wealthy nation** as it used to be in 1990s.

11) My proposal is to roll back the **wealthy tax** cuts.

According to the high number of noun collocates appearing in the first and second groups, ‘wealthy’ is mostly used to describe people and occupations which accord to Nugroho’s (2018) study that ‘wealthy’ is more commonly used to describe human beings. In addition, ‘wealthy’ co-occurs with noun collocates under the location theme. The findings from the current study are similar to Kumdee’s (2022) results in which ‘wealthy’ is mostly used about people and jobs. Furthermore, these two studies share the noun collocates of ‘wealthy’ under people, occupations and location themes e.g., ‘family’, ‘individual’, ‘businessman’, ‘merchant’, ‘farmer’, ‘nation’, ‘suburb’, and ‘household’.

#### 4.2.2.3 Semantic Preference of Noun Collocates of ‘Affluent’

**Table 4.5**

*Semantic Preference of Noun Collocates of ‘Affluent’*

Semantic Categories	Noun Collocates of ‘Affluent’
1. People	family, community, society, parents, class, consumer, population, resident, customer, audience, voter, black, client, peer, buyer, neighbor, clientele, professional, retiree, elite
2. Locations	suburb, neighborhood, area, country, district, town, household
3. Miscellaneous	lifestyle, background, target

Noun collocates of ‘affluent’ were divided into three groups depending on their semantic features as illustrated in Table 4.5. For the first group, there are the highest number of noun collocates which are mostly used to describe people as shown in example (12). Second, this category involves location theme as exemplified in (13). The rest of noun collocates are under a miscellaneous group i.e., ‘lifestyle’, ‘background’, and ‘target’ in the examples (14-16).

12) Jarrah came from an **affluent family** and attended private Christian schools.

13) Farnham grew up in an **affluent suburb** in northeastern Massachusetts.

14) An artist and teacher who threw over a big house and **affluent lifestyle** in Pittsburgh to come West and be an environmental activist.

15) De La Hoya did not come from an **affluent background** but rather achieved his riches and star appeal from his success in amateur and professional boxing.

16) However, such impressions were not globally positive, as the less **affluent target** was perceived as interpersonally warmer and friendlier.

Interestingly, 'affluent' is frequently used to describe people and locations based on the number of noun collocates of each category.

According to all findings regarding collocation and semantic preference of the three synonymous adjectives, it reveals that the noun collocates of 'rich' are divided into most semantic groups followed by 'wealthy' and 'affluent' respectively. The synonyms 'rich', 'wealthy' and 'affluent' share only one semantic category, namely the people theme. The synonyms 'rich' and 'wealthy' share three semantic groups including people, occupations and money. Additionally, 'wealthy' and 'affluent' share two semantic categories: people and locations while the people and miscellaneous themes are shared by 'rich' and 'affluent'.

These findings imply that three synonymous adjectives are related as there are some noun collocates shared among them. However, some semantic preference and noun collocates are not shared among the synonyms. It shows that although the three synonyms can be used to describe a noun in the contexts of people, only some synonyms can be used in particular contexts. In other words, only 'rich' and 'wealthy' can be used to modify occupations and money while 'wealthy' and 'affluent' are used to describe nouns regarding locations. Additionally, only 'rich' is found to explain nouns in terms of food, facts, and events, referring to the large amount of something, the interest and importance of facts, events and ideas.

#### ***4.2.3 Adverb Collocates of 'Rich', 'Wealthy', and 'Affluent'***

The findings regarding top-30 adverb collocates of 'rich', 'wealthy' and 'affluent' collected from COCA are presented below.

**Table 4.6***Adverb Collocates of 'Rich', 'Wealthy', and 'Affluent' from COCA*

Rank	'Rich'			'Wealthy'			'Affluent'		
	Adverb Collocate	Frequency	MI - Scores	Adverb Collocate	Frequency	MI - Scores	Adverb Collocate	Frequency	MI - Scores
1	<b>incredibly</b>	146	3.13	extremely	195	4.13	more	776	4.04
2	dead	98	3.55	independently	163	6.27	less	263	5.19
3	<i>ultra</i>	63	4.98	<i>fabulously</i>	132	9.99	most	240	3.50
4	biologically	58	5.16	<u>relatively</u>	112	3.32	<u>relatively</u>	118	5.90
5	<i>extraordinarily</i>	57	4.03	<b>incredibly</b>	49	3.30	increasingly	37	4.44
6	<i>fabulously</i>	53	6.92	<i>extraordinarily</i>	36	5.11	mostly	31	3.50
7	unusually	38	3.11	enormously	34	5.21	largely	24	3.78
8	wonderfully	38	3.65	<i>disproportionately</i>	32	5.86	highly	22	3.08
9	<i>obscenely</i>	34	6.84	<i>obscenely</i>	32	8.50	fairly	20	3.85
10	<i>immensely</i>	33	3.72	<i>ultra</i>	31	5.70	newly	20	4.49
11	<i>disproportionately</i>	28	3.92	<i>immensely</i>	29	5.28	merely	16	3.37
12	<i>infinitely</i>	26	3.45	<u>vastly</u>	19	3.91	mainly	13	3.78
13	<i>insanely</i>	21	4.23	financially	18	3.00	predominantly	13	5.66
14	exceedingly	20	3.18	moderately	17	4.33	primarily	10	3.00
15	sinfully	19	7.56	predominantly	14	3.26	economically	9	4.55
16	<i>spiritually</i>	18	3.00	<i>fantastically</i>	13	6.33	<b>incredibly</b>	7	3.00
17	<i>fantastically</i>	18	5.06	ridiculously	12	4.26	moderately	7	5.55
18	musically	15	3.62	<i>insanely</i>	12	5.17	socially	6	3.67
19	disgustingly	15	6.07	comfortably	11	3.19	comparatively	6	5.65
20	impossibly	13	3.10	hugely	10	3.61	overwhelmingly	5	4.37
21	deliciously	12	4.17	spectacularly	9	4.74	<i>disproportionately</i>	5	5.69
22	materially	11	3.40	exceedingly	8	3.61	considerably	4	3.34
23	ecologically	11	3.59	unbelievably	8	4.03	comfortably	4	4.24
24	immeasurably	11	4.82	<i>infinitely</i>	7	3.30	culturally	3	3.32
25	agriculturally	11	6.80	massively	7	3.85	<u>vastly</u>	2	3.17
26	astonishingly	10	3.46	extravagantly	7	6.31	solidly	2	4.56
27	obnoxiously	10	6.06	comparatively	6	3.14	<u>modestly</u>	2	4.68
28	<i>absurdly</i>	9	3.25	<i>spiritually</i>	6	3.16	securely	2	4.69
29	graphically	8	3.12	<i>absurdly</i>	6	4.41	doubly	2	4.92
30	theologically	8	3.63	<u>modestly</u>	4	3.17	conspicuously	2	5.24

Note. **Bold text** refers to a collocate shared by the three synonyms.

*Italic text* refers to a collocate shared by rich and wealthy only

Underlined text refers to a collocate shared by wealthy and affluent only.

As seen in Table 4.6 above, it shows the top-30 adverb collocates of ‘rich’, ‘wealthy’, and ‘affluent’. Two adverb collocates, namely ‘incredibly’ and ‘disproportionately’ are shared by all target synonyms. The highest number of adverb collocates shared by ‘rich’ and ‘wealthy’ consist of ‘ultra’, ‘extraordinarily’, ‘fabulously’, ‘obscenely’, ‘immensely’, ‘infinitely’, ‘insanely’, ‘spiritually’, ‘fantastically’ and ‘absurdly’ while there are three adverb collocates shared by ‘wealthy’ and ‘affluent’ which are ‘relatively’, ‘vastly’, and ‘modestly’. However, there are no adverb collocates shared by ‘rich’ and ‘affluent’. Based on the number of adverb collocates, it suggests that in terms of the common use with adverbs, the synonyms ‘rich’ and ‘wealthy’ are closer than ‘rich’ and ‘affluent’ as well as ‘wealthy’ and ‘affluent’.

#### ***4.2.4 Semantic Preference of Adverb Collocates of ‘Rich’, ‘Wealthy’, and ‘Affluent’***

The findings of the classification of adverb collocates of each target synonym into semantic categories are demonstrated below.

##### **4.2.4.1 Semantic Preference of Adverb Collocates of ‘Rich’**

**Table 4.7**

*Semantic Preference of Adverb Collocates of ‘Rich’*

<b>Semantic Categories</b>	<b>Adverb Collocates of ‘Rich’</b>
1. Degree of Wealth	incredibly, dead, ultra, fabulously, immensely, exceedingly, impossibly, immeasurably, absurdly, extraordinarily, unusually, infinitely
2. Emotion	fantastically, insanely, obscenely, disgustingly, obnoxiously, astonishingly, wonderfully
3. Academic / Specific Disciplines	biologically, ecologically, agriculturally, theologically, graphically, musically
4. Miscellaneous	disproportionately, sinfully, spiritually, deliciously, materially,

Based on Table 4.7, the adverb collocates of ‘rich’ were divided into four semantic categories. The first group describes the degree of wealth as seen in the example (17). The following group related to the wealth, variety and abundance by using the terms regarding emotion in the example (18-20). The third category is under academic and specific theme which describes the importance and abundance of academic and specific disciplines or fields as exemplified in (21). The final group is related to wealth, variety and abundance of other issues such as ‘disproportionately’, ‘sinfully’, and ‘spiritually’ as demonstrated in (22-23).

17) These **incredibly rich** elitists make a ton of money doing business in wealthy western nations.

18) The films that showed the wonderful life of **fantastically rich** people in northern Tehran.

19) Have you read every business self-help book and still haven't experienced a fraction of the success of the **disgustingly rich** authors?

20) Giving enormous tax breaks to **obscenely rich** people in a state of emergency is something Bush did.

As shown in the examples (19-20), the adverb collocates involving negative emotion provide the meaning of being wealthy in sarcastic way.

21) Whales and turtles often get caught up in crab traps because they feed in **biologically rich** areas.

22) He's financially poor, yet **spiritually rich**.

23) The tray I am passing around features one of my favorite nut cheeses -- a **sinfully rich** and addicting Mac Ricotta.

It is noticeable that the adverb collocate ‘sinfully’ most frequently occurs in the contexts with respect to food when referred to “savory and sweet”.

Additionally, the findings show that some adverb collocates co-occurring with ‘rich’ can provide various meanings such as the degree of wealth, variety, abundance and importance of the contexts in the examples (24-25).

24) The Middle East is similarly **disproportionately rich** in natural gas.

25) Some proportion of the population gets to be **disproportionately rich**.

#### 4.2.4.2 Semantic Preference of Adverb Collocates of ‘Wealthy’

**Table 4.8**

*Semantic Preference of Adverb Collocates of ‘Wealthy’*

Semantic Categories	Adverb Collocates of ‘Wealthy’
1. Degree of Wealth	extremely, independently, fabulously, relatively, incredibly, extraordinarily, ultra, moderately, spectacularly, exceedingly, infinitely, extravagantly, comparatively, absurdly, modestly
2. Emotion	obscenely, fantastically, ridiculously, insanely, comfortably, unbelievably
3. Size	enormously, immensely, vastly, hugely, massively
4. Miscellaneous	predominantly, disproportionately, financially, spiritually

The adverb collocates of ‘wealthy’ were categorized into four semantic groups, as seen in Table 4.8. The first group describes the degree of wealth as shown in the example (26). The second category is related to emotion as illustrated in the example (27). The following group including the adverbs providing the meaning of great size is demonstrated in the example (28). The last semantic category involves the wealth in various issues such as ‘predominantly’, ‘financially’ and ‘spiritually’ as in the examples (29-30).

26) Kish once served as a palace resort for Iran 's rich and famous, and for **fabulously wealthy** Arab sheikhs.

27) Now **comfortably wealthy**, Casey is pursuing his pet project, convincing heads of state.

28) The road to the statehouse was paved by the Jaegers, his wife Camilla's **enormously wealthy** and influential family.

29) The form of a tax cut will benefit **predominantly wealthy** people.

30) It makes you almost feel bad for the **financially wealthy** people who don't realize how blessed they are.

#### 4.2.4.3 Semantic Preference of Adverb Collocates of ‘Affluent’

**Table 4.9**

*Semantic Preference of Adverb Collocates of ‘Affluent’*

Semantic Categories	Adverb Collocates of ‘Affluent’
1. Degree of Wealth	more, less, most, relatively, increasingly, highly, fairly, incredibly, moderately, comparatively, overwhelmingly, considerably, comfortably, solidly, modestly, securely, doubly, conspicuously
2. Size	largely, vastly
3. Miscellaneous	mostly, newly, merely, mainly, predominantly, primarily, economically, socially, disproportionately, culturally,

As shown in Table 4.9, there are three semantic categories of the adverb collocates of ‘affluent’. The first group under the degree of wealth theme consists of the highest number of adverb collocates as seen in the examples (31-32). The following group is related to the great size which contains the least number of adverb collocates as in the example (33). The last group covers a variety of issues about wealth, especially the proportion and specific groups of rich people as exemplified in (34-35).

31) Schools in **more affluent** areas will flourish.

32) This situation is changing, as Tesla sells more vehicles to **less affluent** buyers.

33) New Jersey and New York are **largely affluent**, intelligent and intellectual types that are more inclined to believe in Global Warming.

34) Clients are **mostly affluent** and are buying multiple properties costing between 3 million dirhams (\$817,000) and 6 million dirhams.

35) The rise of powerful patronage networks involving local government officials, and **newly affluent** entrepreneurs, investors, and developers.

As shown in Table 4.7, 4.8, and 4.9, the adverb collocates of ‘rich’ are categorized into the highest number of semantic groups followed by ‘wealthy’ and ‘affluent’ respectively. The target synonyms ‘rich’, ‘wealthy’, and ‘affluent’ are similarly described by adverbs expressing the degree of wealth. Two synonyms ‘rich’ and ‘wealthy’ share three semantic categories, namely the degree of wealth, emotion



and miscellaneous themes. Similarly, the synonyms 'wealthy' and 'affluent' share three semantic categories: the degree of wealth, size and miscellaneous themes. However, the degree of wealth and miscellaneous themes are shared by 'rich' and 'affluent'.

Importantly, when referring to the wealth related to emotional issues, 'rich' and 'wealthy' are applied whereas 'wealthy' and 'affluent' are used to express the wealth modified by adverbs which are related to the great size. In addition, only 'rich' is applied when referring to the importance and abundance in terms of academic and specific disciplines or fields.

The findings regarding the collocation and semantic preference show that 'rich', 'wealthy' and 'affluent' frequently occur with different nouns and adverbs collocates. It means that the target synonyms are likely to appear with a specific word rather than others. In terms of semantic preference, although these three synonyms share similar meaning, they have different and unequal distribution amongst categories. Moreover, the findings support the previous study by Kumdee (2022) who concluded that 'rich' and 'wealthy' are loose synonyms and cannot be interchangeably replaced due to their different semantic preference. The results also accord with Nugroho's (2018) study which stated that 'rich' and 'wealthy' are near-synonymous words because they have identical senses in respect of central semantic traits. However, they are not substitutable in certain contexts. The findings of this current study suggest that though these three adjective words are synonymous, they differ in formality and semantic preference. Therefore, they cannot be interchangeably employed in all contexts.

## CHAPTER 5

### CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of four topics (1) a summary of the findings, (2) the conclusion, (3) recommendations, and (4) implications.

#### **5.1 Summary of the Findings**

The results of this study indicate the distinctions among three adjective synonyms, ‘rich’, ‘wealthy’, and ‘affluent’ in terms of two criteria: the degree of formality and collocations integrated with semantic preference. All findings collected from COCA reveal that the target synonyms’ degree of formality and collocations are different.

##### ***5.1.1 Degree of Formality***

With regard to the degree of formality, the target synonyms ‘rich’, ‘wealthy’, and ‘affluent’ are distinct in their common use in either formal or informal contexts based on their use distributed across different genres. ‘Rich’ is likely to be the most informal as it is most commonly used in webpages and least used in academic texts. Similarly, ‘wealthy’ seems to be informal as it most frequently appears in blogs and least in TV and movie subtitles. However, ‘wealthy’ is considered to be more formal than ‘rich’ because it often appears in newspapers and academic texts while ‘rich’ less frequently occurs. ‘Affluent’ is likely to be the most formal among the three synonyms as it most highly occurs in the genres of newspapers and academic texts, respectively.

##### ***5.1.2 Collocations***

In terms of the collocations, the findings present that the target synonyms ‘rich’, ‘wealthy’, and ‘affluent’ are near- synonyms which share the same core meaning of “having a lot of money and valuable possessions”. Yet, they do not share any noun collocates and only two adverb collocates including ‘incredibly’ and ‘disproportionately’ are shared by all synonyms.

**5.1.2.1 Noun Collocations** Based on the top- 30 noun collocates of ‘rich’, ‘wealthy’, and ‘affluent’, there is no noun collocate shared by all synonyms. The synonyms ‘rich’ and ‘wealthy’ share four noun collocates, namely ‘tax’, ‘corporation’, ‘merchant’, and ‘businessman’. The term ‘lifestyle’ is the only noun collocate shared by ‘rich’ and ‘affluent’. Additionally, ‘wealthy’ and ‘affluent’ share the highest number of noun collocates, i.e. ‘family’, ‘elite’, ‘neighborhood’, ‘suburb’, ‘client’, ‘resident’, and ‘household’.

Regarding the semantic preference, ‘rich’ is used to describe someone or something having a lot of money and valuable possessions with two sets of semantic preference: people and occupations. In addition, ‘rich’ is associated with six semantic categories, namely people, occupations, food, facts and events, money, and miscellaneous when it refers to “contain a lot of something”, “the interest and importance of facts, events and ideas”, and other specific meanings. ‘Wealthy’ is commonly used to modify four themes: people, occupations, locations, and money. The two largest groups with up to twelve and ten noun collocates are people and occupations, respectively. The synonym ‘affluent’ is connected with three sets of semantic preference, including people, locations, and miscellaneous, especially the theme of people which consists of twenty noun collocates such as family, community, and society.

**5.1.2.2 Adverb Collocations** The results show that there are only two adverb collocates shared among three target synonyms, including ‘incredibly’ and ‘disproportionately’. Ten adverb collocates such as ‘ultra’, ‘extraordinarily’, and ‘fabulously’ are found with both ‘rich’ and ‘wealthy’. Moreover, ‘relatively’, ‘vastly’, and ‘modestly’ are shared by ‘wealthy’ and ‘affluent’.

Investigating the synonyms in detail for semantic preference, ‘rich’ is associated with four categories: the degree of wealth, emotion, academic/ specific disciplines and miscellaneous. Interestingly, ‘rich’ is the only term that co-occurs with adverb collocates related to academic and specific disciplines. ‘Wealthy’ commonly appears in four sets of semantic preference: the degree of wealth, emotion, size, and miscellaneous. For the theme of size, all adverb collocates under this theme refer to the great size. ‘Affluent’ consists of three semantic categories: the degree of wealth, size,

and miscellaneous. Additionally, all target synonyms most commonly co-occur with the adverb collocates under the theme of the degree of wealth.

## 5.2 Conclusion

The objectives of this study are to investigate the similarities and differences among the adjective synonyms 'rich', 'wealthy', and 'affluent' in terms of the degree of formality and noun and adverb collocations. The two online dictionaries and the COCA corpus were employed in this study as the main sources of data. The results point out that all synonyms share the core meaning of "having a lot of money and valuable possessions". On the other hand, they cannot be interchangeably used in all contexts due to their unequal degree of formality and frequent occurrences with nouns and adverbs with distinct semantic preference. Finally, this current study suggests that the synonymous adjectives 'rich', 'wealthy', and 'affluent' are near-synonyms; therefore, they cannot be substituted in every context.

## 5.3 Recommendations

In light of the findings of this study, the following recommendations are made for future research.

Due to the time constraints, this corpus-based study examined three synonymous adjectives only in terms of the degrees of formality, and noun and adverb collocations. It is recommended to include grammatical patterns in the criteria of future studies to obtain more understanding of the synonyms.

This study collected the data from only one corpus-based source, the Corpus of Contemporary American English (COCA). Therefore, the findings may not be generalized to other English varieties e.g., British English. The future studies should consider larger corpora such as British English. In addition, other dictionaries should be employed to examine the meaning and usage e.g., Cambridge Advanced Learner's Dictionary, Collins COBUILD Advanced Learner's English Dictionary, and Oxford Advanced Learner's Dictionary.

#### 5.4 Implications

Distinguishing the near-synonyms 'rich', 'wealthy', and 'affluent' is quite challenging for EFL learners to correctly use them in different contexts. The findings of this study can help students have a greater understanding of the differences regarding the degree of formality and collocations. Moreover, students are provided with authentic learning resources to help them naturally use the synonyms as the way native speakers do.

Similarly, English teachers may face the difficulties when they teach their learners how to accurately and naturally use the near-synonyms. The teachers can apply the ideas of this study to design authentic contents from the corpus software, especially COCA to enhance the teaching efficacy in the classroom. Besides teaching synonyms, they also adapt these ideas in teaching speaking and writing skills.

Additionally, the corpus-base contents promote Data-Driven Learning (DDL) which supports students to learn language through the use of corpus data and also promotes them to practice autonomous and inductive learning. For instance, the teachers can assign their students to produce the language through a variety of tasks such as speaking and writing both inside and outside classroom. Then, the students can learn to select the appropriate synonyms for different contexts through observing the examples drawn from some concordance lines from COCA. Finally, the students will get the correct answers from their teachers.

## REFERENCES

- Aroonmanakun, V. (2015). Quick or fast: A corpus-based study of English synonyms. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/102685>
- Baker, P. (2006). *A Glossary of Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- Boontam, P. (2022). The Effect of Teaching English Synonyms through Data-Driven Learning (DDL) on Thai EFL Students' Vocabulary Learning. *Shanlax International Journal of Education (Online)*, 10(2), 80-91. <https://doi.org/10.34293/education.v10i2.4458>.
- Cambridge Dictionary | English Dictionary, Translations & Thesaurus*. (2024). <http://dictionary.cambridge.org/>
- Cheng, W. (2012). *Exploring Corpus Linguistics. Language in Action*. London: Routledge.
- Clark, G. 2003. Analyzing Word Meaning and Representation by Navigating Dictionary Definitions. <http://www.crsc.uqam.ca/en/SiteGraham/index.html>.
- Crawford, W. J. & Csomay, E. (2016). *Doing corpus linguistics*. London: Routledge.
- Di Marco, C., Hirst, G., & Stede, M. (1993). The Semantic and Stylistic Differentiation of Synonyms and Near-Synonyms. <https://www.ling.uni-potsdam.de/~stede/Papers/aaaisymp93.pdf>
- Edmonds, P., & Hirst, G. (2002). Near-synonymy and lexical choice. *Computational Linguistics - Association for Computational Linguistics*, 28(2), 105–144.
- English-Corpora: BNC*. (n.d.). <https://www.english-corpora.org/bnc/>
- English-Corpora: COCA*. (n.d.). <https://www.english-corpora.org/coca/>
- Fauzanz, A., Basthomi, Y., & Ivone, F. M. (2022). Effects of using online corpus and online dictionary as data-driven learning on students' grammar mastery. <https://so04.tci-thaijo.org/index.php/LEARN/article/view/259945>

- Firth, J. (1968). A synopsis of linguistic theory, 1930-55. In F. R. Palmer (Ed.), *Selected papers of J. R. Firth (1952-59)*. (pp. 168-205). Longmans.
- Flowerdew, L. (2012). *Corpora and language education*. Palgrave Macmillan.
- Hunston, S. (2002). *Corpora in Applied Linguistics*. Cambridge: Cambridge University Press.
- Jackson, H., & Amvela, E. Z. (2000). *Words, Meaning and Vocabulary: An introduction to Modern English Lexicology*. <http://ci.nii.ac.jp/ncid/BA819085>.
- Klinubol, N., (2022). *A corpus-based analysis of English synonyms: Job, career, occupation*. Thammasat University.
- Kongcharoen, P., & Thummanuruk, W. (2023). A Corpus-Based Study of the Synonyms: Perfect, Flawless, Impeccable. *36*(1), 1-20.
- Kumdee, S. (2022). *A corpus-based study of English synonyms: rich and wealthy*. *11*, 81-91.
- Lewis, M. (1997). *Implementing the Lexical Approach*. Hove, English: Language Teaching Publications.
- Longman Dictionary of Contemporary English | LDOCE*. (n.d.). <https://www.ldoceonline.com/>
- Malik, M. Z. A., Abbas, A., & Pervaiz, B. (2022). A corpus-based study of English adjectives: ‘Wondrous’, ‘prodigious’ and ‘stupendous’ in BNC. *Pakistan Journal of Humanities and Social Sciences*, *10*(2).
- Martin, M. (1984). Advanced vocabulary learning: The case of synonyms. *Modern Language Journal*, *68*, 130-7.
- Merriam-Webster. (n.d.). Dictionary by Merriam-Webster. In *Merriam-Webster*. <https://www.merriam-webster.com/>
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-k. *The Reading Teacher/the Reading Teacher*, *62*(5), 384-392.
- Nisani, F. (2015). *A corpus-based study of English synonyms: Possible, probable, and likely*. Thammasat University.

- Nugroho, D.Y., & Harapan, P. (2018). A corpus linguistics investigation of two near-synonymous words: rich and wealthy. *Journal of English Teaching and Research*, 3(2), 118–127.
- Petcharat, N., & Phoocharoensil, S. (2017). A Corpus-Based Study of English Synonyms: Appropriate, Proper, and Suitable. *LEARN Journal: Language Education and Acquisition Research Network*, 10(2), 10-24. Retrieved from <https://so04.tci-thaijo.org/index.php/LEARN/article/view/111700>
- Phitayakorn, W. (2022). *A corpus-based study of English synonyms: Advise, Recommend, and Suggest*. Thammasat University.
- Phoocharoensil, S. (2010). A corpus-based study of English synonyms. *International Journal of Arts and Sciences*, 3(10), 227-245.
- Phoocharoensil, S. (2020). A genre and collocational analysis of consequence, result, and outcome. *Journal of Language Teaching, Linguistics and Literature/3L*, 26(3), 1–16.
- Phoocharoensil, S., & Kanokpermpoon, M. (2021). Distinguishing the near-synonyms ‘increase’ and ‘rise’: Genre and collocation investigation. *Kasetsart Journal of Social Sciences*, 42(4), 968–975. Retrieved from <https://so04.tci-thaijo.org/index.php/kjss/article/view/255757>
- Phoocharoensil, S. (2021). Semantic prosody and collocation: A corpus study of the near-synonyms persist and persevere. *Eurasian Journal of Applied Linguistics*, 7(1), 240-258. <https://doi.org/10.32601/ejal.911269>
- Schmitt, N. (2010). *Research vocabulary. A vocabulary research manual*. Palgrave Macmillan.
- Szudarski, P. (2018). *Corpus linguistics for vocabulary: A guide for research*. Routledge.
- Thongpan, N. (2021). *A corpus-based study of English synonyms of the adjectives far, distant, and remote*. Thammasat University.
- Thornbury, S. (2002). *How to teach vocabulary*. Longman.



- Thummasoonthorn, J. (2020). *Dangerous, hazardous, or risky: A corpus-based study of English synonyms*. Thammasat University.
- Walsh, S., McCarthy, M., & O’Keeffe, A. (2009). Vocabulary Matrix: Understanding, Learning, Teaching. *Elt Journal*. 64, 243-246.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Cambridge: MFT Press

