



**A CORPUS-BASED STUDY OF ENGLISH SYNONYMS:
PRODUCE, CREATE, AND MANUFACTURE**

BY

PONPETH THIPSOUVANH

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

This study examines three English synonym, *produce, create, and manufacture* focusing on the similarities and differences in term of meanings, degree of formality, collocation, and grammatical pattern. Two online dictionaries (the Cambridge Advance Learner’s Dictionary and the Oxford Advanced Learner’s Dictionary) were used to help determine the meanings of the synonyms. Furthermore, the study explores 100 concordance lines to determine the similarities and differences between the studied words.

The result show that the three synonyms in this study are loose synonym and cannot be used interchangeably in all contexts. Although the synonyms share the same core meaning, they all have their own unique traits in meanings, degree of formality, collocation, and grammatical patterns. Moreover, the corpora provide additional linguistic information that does not exist in online dictionaries such as collocation and grammatical pattern.

Keywords: Synonyms, Verbs, Corpus, Corpora, Corpus-based study, Cambridge, Oxford, Online dictionaries

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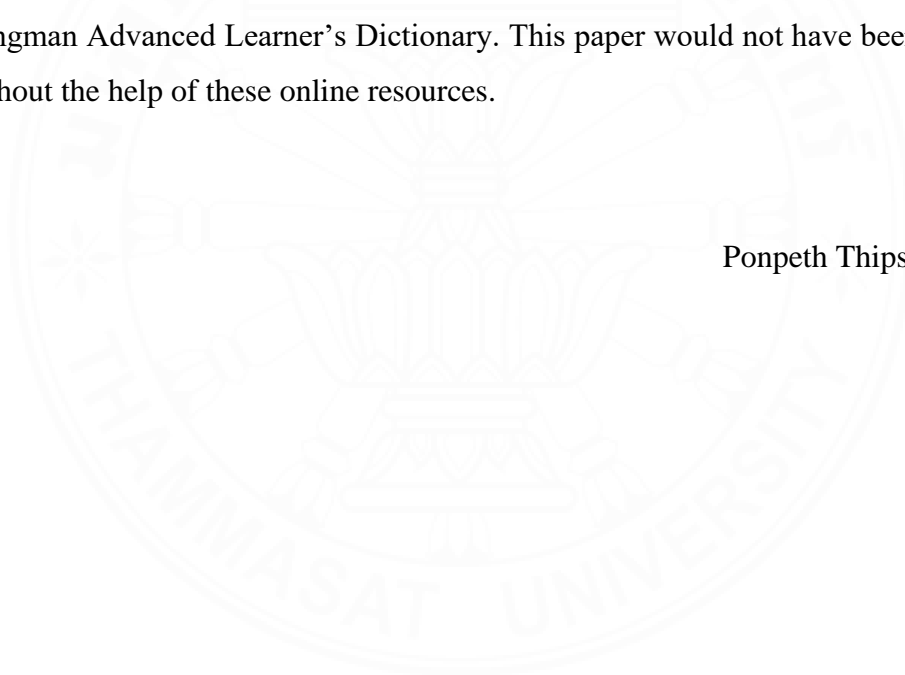


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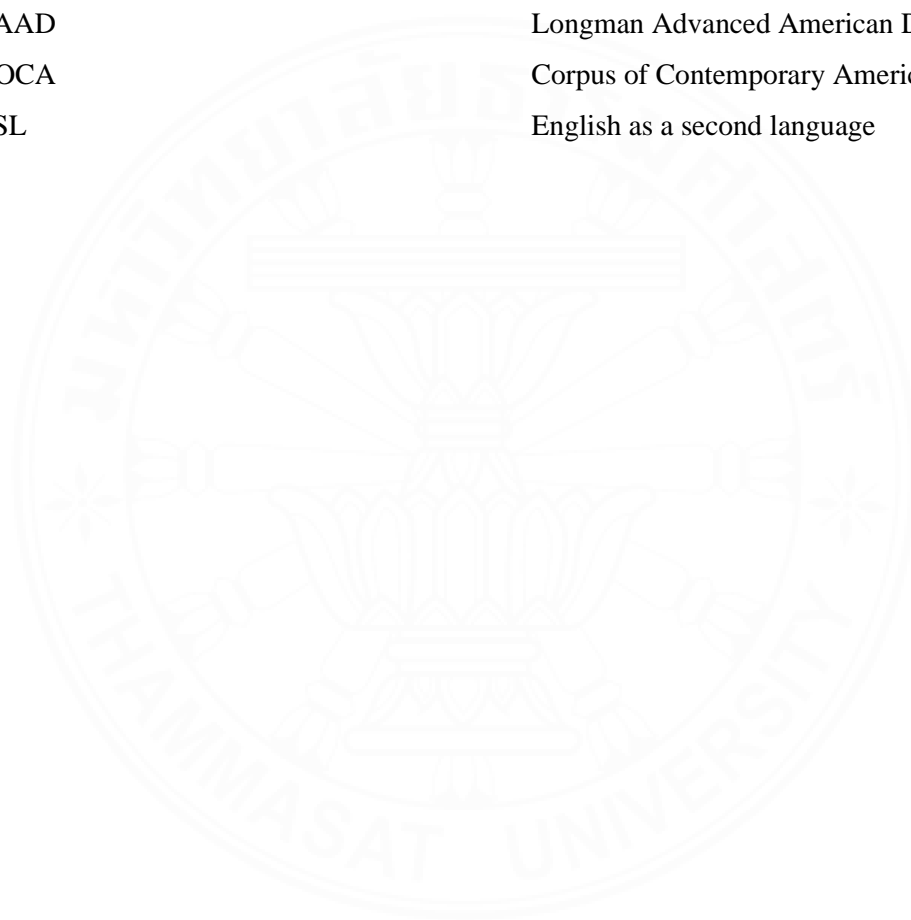


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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
OALD	Oxford Advanced Learner's Dictionary
CALD	Cambridge Advanced Learner's Dictionary
LDOCE	Longman Dictionary of Contemporary English
LAAD	Longman Advanced American Dictionary
COCA	Corpus of Contemporary American English
ESL	English as a second language



CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Without a doubt, English is currently considered the current global lingua franca. What this means is that English is the medium that is used to communicate between people who have different first languages. According to Harmer (2007), English is one of the most used languages in the world. It is so commonly used that there are more of second and third language English speakers out there when compared to the number of English native speakers. English as a lingua franca has impacted many fields of the world such as business, trade, science, technology, aviation, entertainment, and diplomacy. Undeniably, English plays a crucial role in international communication and has become one of the most important factors in globalization.

Since the focus of English as a lingua franca is on communication, speaking has become the most important skill to master when learning the language. Out of all the components that are required of an English speaker to be able to speak proficiently, vocabulary stands out as the most important component. Nosratinia et al. (2013) suggest that vocabulary is one of the most essential skills in English because without grammar you may still be able to understand some language, whereas, without vocabulary, you may not be able to understand any part of the language at all, hence we can interpret that the same concept will apply to communication as well. With some vocabulary, a person may be able to verbally communicate, but without any vocabulary, a person may not be able to verbally communicate at all.

Based on the Cambridge Advanced Learner Dictionary (2013), a synonym is a word or phrase that has the same or nearly the same meaning as another word. Moreover, synonyms are often considered the elements of vocabulary learning that English learners often struggle with. Synonyms can be difficult for English learners to use because the meanings of synonyms are so close to each other. English learners, especially at lower proficiency, sometimes struggle to pick the right word that best fits the context.

Of all available synonyms in English, *Produce, Create, and Manufacture* are the three words that stood out the most for our research. Based on the Cambridge Advanced Learner Dictionary (2013), the words *produce and create* are considered B1 level and the word *manufacture* is considered to be B2 level which makes those three words stand at a similar academic level. Furthermore, based on the researcher's experience, those three words share a very similar meaning in definition and are often misused by lower-proficiency English learners. When the learners approached the researcher with the question, the researcher was not able to provide a definitive answer for them and was only able to tell the differences between the synonyms based on the researcher's intuition.

Additionally, research by Siaw-Fong Chung (2011) investigates the synonyms *create* and *produce* through the Brown corpus and Frown corpus. In this study, the researcher will be looking at three synonyms: *create, produce, and manufacture*. Moreover, the researcher will be collecting data from the Corpus of Contemporary American English (COCA) database in contrast to the Brown and Frown corpora.

For those reasons, this study aims to examine and distinguish the semantics, usage, and collocates of these synonyms: *produce, create, and manufacture*, through the process of analyzing data from online dictionaries and the COCA database. Additionally, this study will also compare and contrast the similarities and differences between the three synonyms.

1.2 Research Objectives

- 1) To compare and contrast the definitions and meanings of the verb synonyms: *produce, create, and manufacture*
- 2) To investigate the similarities and differences of the grammatical pattern of the verb synonyms: *produce, create, and manufacture*
- 3) To investigate the common noun collocates of the verb synonyms: *produce, create, and manufacture*
- 4) To examine the degree of formality of the verb synonyms: *produce, create, and manufacture* provided by online dictionaries and COCA

1.3 Research Questions

1) What are the similarities and differences in meaning and usage between the three verb synonyms: *produce*, *create*, and *manufacture*?

2) What are the similarities and differences of the grammatical patterns of the verb synonyms: *produce*, *create*, and *manufacture*?

3) What are common noun collocates of the verb synonyms: *produce*, *create*, and *manufacture*?

4) What is the degree of formality of the verb three synonyms: *produce*, *create*, and *manufacture* and how do they rank?

1.4 Definition and Key Terms

1.4.1 Near Synonym

A word or phrase that has nearly identical meaning as another word or phrase in the same language.

1.4.2 Corpora

Collections of data composing both authentic written and spoken text and can be retrieved and analyzed through corpus software

1.4.3 The Corpus of Contemporary American English (COCA)

The largest available corpus representing American English. COCA contains more than 1 billion words representing written and spoken texts from different genres such as fiction, magazine, academic texts, newspaper and so on.

1.4.4 Concordance Line

A line of text taken from a corpus.

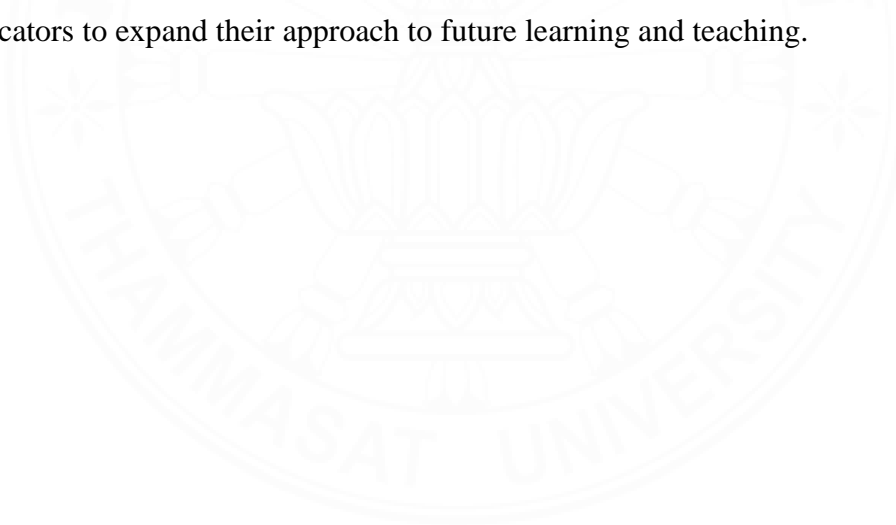
1.5 Scope of the Study

This study focused on comparing and contrasting three verb synonyms: *produce*, *create*, and *manufacture*. Cambridge Advanced Learner's Dictionary and Oxford Advanced Learner's Dictionary were applied to the study to help define the definitions of the terms and examples. Corpus of Contemporary American English

(COCA) was applied to this study to help determine the similarities and differences of the synonyms. The examples from each synonym were derived from the first 100 concordance lines provided by the corpora. Moreover, COCA provides authentic data from both written and spoken texts.

1.6 Significance of the Study

As mentioned earlier, synonyms are one of the most important elements in English language learning that second language learners often struggle with. This same concept can be applied to Thailand because students studying English in Thailand are considered to be English as a second language (ESL) learners. This study will enable the students in Thailand to be able to use the most appropriate synonyms that best suit the context. Furthermore, this study can help provide more corpus-based information to educators to help in their pedagogy. This study can also provide insight into the significance and importance of a corpus-based study and could encourage other educators to expand their approach to future learning and teaching.



CHAPTER 2

REVIEW OF LITERATURE

Previous studies have discovered that synonyms are one part of language learning that English learners struggle with the most. Perhaps, one of the reasons may be because to master English vocabulary, the learner must master the use of synonyms, which is no easy task because the English language has such an enormous corpus of synonyms. (Laufer, 1990). Furthermore, synonyms can be distinguished using many criteria such as collocations, grammatical patterns, and the degree of formality.

2.1 Definition of Synonyms

According to Jackson and Amvela (2000), the term synonymy is derived from the word *sunonumon* from the Greek language which means “having the same name”. Although the word synonyms have a core meaning of “having the same name”, many dictionaries have defined the word synonyms slightly differently from each other while still pertaining to its original meaning. For instance, according to the online the Oxford Advanced Learner’s Dictionary (2015), the word synonym refers to “a word or expression that has the same or nearly the same meaning as another in the same language”. Similarly, if we look at the definition from Cambridge Advanced Learner Dictionary (2013), the term synonym refers to “a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language”.

Synonyms are a big part of the English language and can be experienced in all shapes or forms. For example, learners can experience synonyms from everyday conversations, newspapers, online articles, or academic textbooks. Even though the richness of synonyms in English is so dense, which can result in inappropriate usage, it still has its benefits such as allowing the learners to make the best vocabulary choices to express their feelings and thoughts in their conversations and writings (Sukulratanacharoen, 2012).

2.2 Types of Synonyms

There are two main types of synonyms in the English language, strict and loose synonyms. Words that are strict synonyms are words that can be used interchangeably in all aspects, contexts, and situations. This also means that words that are strict synonyms must not change the word's intended meaning, style, and connotation when replacing each other in the context. Chalker and Weiner (1998) suggest that true synonyms or strict synonyms are extremely rare in the language and that they may not exist at all. Moreover, Phoochareonsil (2010) explained that when a strict synonym appears, one of the words either changes the original meaning or disappears from the language over a period of time due to its redundancy. Furthermore, Taylor (2002) added that strict or exact synonyms are very rare in the English language because synonyms often differ from each other by their semantics, syntactic, or pragmatic point of view.

On the other hand, loose synonyms refer to words that have similar or overlapping meanings with other words. Unlike strict synonyms, loose synonyms cannot substitute for each other in all contexts or situations because it may change the intended meaning, connotation, style, or the synonyms may have a different grammatical pattern from each other. Loose synonyms are the most common type in the language (Jackson & Amvela, 2000, p.109) and are often what linguists refer to when they refer to synonyms in their studies (Petcharat & Phoochareonsil, 2017). An explicit illustration of loose synonyms is the words *find* and *discover*. Although both of these words have a similar core meaning to each other, that is to *find/discover* something, it cannot be used interchangeably in all contexts. For instance, the word '*found*' cannot replace the word '*discovered*' in this sentence, "Marie Curie discovered radium in 1898." The reason is that the word '*discovered*', if replaced by the word '*found*' in this context, may change the style and intended meaning of the sentence, which is to be the first person to come across radium (Jackson & Amvela, 2000, p. 94, as cited in Petcharat & Phoochareonsil, 2017).

2.3 Criteria for Distinguishing Synonyms

2.3.1 Dialects

According to the Oxford Advanced Learner's Dictionary (2015), dialects refer to "the form of a language that is spoken in one area with grammar, words, and

pronunciation that may be different from other forms of the same language”. Many countries use English as their native language. Thus, depending on the part of the world, people may use different words to describe the same thing. For example, the word *‘football’* in English generally refers to the name of the sport that uses any parts of the body, except the arms and hands, to maneuver the ball into the opposing goal. In contrast, the same sport is referred to as *‘soccer’* in American English.

This list below provides some synonyms between British and American English.

British	American
Football	Soccer
American football	Football
Chips	French fries
Lift	Elevator
Taxi	Cab
Petrol	Gasoline

Moreover, synonym differences in terms of dialect are also common within the same country. For example, people who grow up in the Midwestern United States may refer to carbonated beverages as *‘pop’*, while people on the East Coast may refer to the same drink as *‘soda’*, and people from the South region may refer to it as *‘soft drinks’*.

2.3.2 Degree of Formality

Although loose synonyms are words that share similar meanings they can differ in terms of the degree of their formality. “One is not expected to use an informal word in a very formal situation”(Phoochereonsil, 2010). Generally speaking, words that have a high degree of formality often appear in formal contexts such as academic writing or newspapers (Jackson & Amvela 2000). On the contrary, words that are considered to have lower formality often appear in informal contexts such as daily conversations or text messages. For example, the words *‘dad’* and *‘father’* are synonyms, however, the word *‘dad’* is more likely to appear in an informal context whereas the word *‘father’* is more likely to appear in a formal context.

This list below provides some synonyms that are differentiated by their degree of formality.

Formal	Informal
Beverage	Drinks
Money	Cash
Obtain	Get
Demonstrate	Show
Apologize	Say sorry

2.3.3 Collocations

A collocation is defined as “a combination of words in a language that happens very often and more frequently than would happen by chance”. (Oxford Advanced Learner’s Dictionary, 2015). In addition, Lewis (200) provides his definition of collocation as “collocations are not words that are ‘put together’, but they are the phenomenon that certain words naturally and statistically significantly co-occur in texts than random frequency” (p. 132).

To illustrate the point, let us take a look at the adjective synonyms ‘*rancid*’ and ‘*addled*’ as an example. While these two words share a common meaning, one word tends to have different noun collocations than the other. The word ‘*rancid*’ is often paired with bacon or *butter*, while the word ‘*addled*’ is often paired with *eggs* or *brains* (Petcharat & Phoochareonsil, 2017).

2.3.4 Grammatical Patterns

Another intriguing criterion that is used to differentiate between different synonyms is the grammatical pattern. This criterion was proposed by Phoochareonsil (2010). In the research, it is suggested that one can use grammatical patterns as a way to distinguish synonyms in English. Based on the study, Phoochareonsil (2010) found that “quite often, words with a similar meaning do not have the same possible grammatical patterns”. As an example, Petcharat and Phoochareonsil (2017) used the phrase ‘*consist of*’ and ‘*be made up of*’ to illustrate the point. While both of the phrases mean “to be formed from two or more things or people”, they require a different grammatical pattern to work. The phrase ‘*consists of*’ requires the use of active voice construction as in “My family *consists of* four people”, whereas the phrase ‘*be made up of*’ requires the use of passive construction as in “My family *is made up of* four people”.

In contrast, when those phrases are used in a reversed structure, it results in ungrammaticality. For example, the phrases “My family *is consisted of* four people” and “My *family makes up of* four people” are both incorrect.

2.4 Relevant Studies

As we have discussed prior, synonyms are difficult and can be quite challenging for ESL learners. Many previous studies have studied, examined, and discussed many different pairs of synonyms; the definitions, grammatical patterns, collocations, and the degree of formality. These are some studies that stood out and are the most relevant to our study.

Kayaoğlu (2013) did a study investigating the use and effectiveness of corpus learning. The goal of the study was to explore how use of a corpus can help students learn to differentiate between different near-synonyms. The Corpus of Contemporary American English was chosen for this study. The participants were 23 intermediate-level students majoring in English. Moreover, the researcher employed a quasi-experimental study (one-shot design) with a pre-test and post-test of in-house design. For the experiment, the students were asked to complete the same test twice on the same day. The first time was at the beginning of the test when students had no prior knowledge of COCA. The second test was after the students were made familiar with COCA. A t-test was used to see whether or not there was an improvement between the pre-test and the post-test. The result from the t-test indicated that there was a statistically significant difference between the two tests. The results from the test were much better after students learned how to use COCA. This proves that corpus learning is effective and can be useful for students in differentiating between different synonyms. Additionally, while the study is limited to quantitative data, the researcher selected five participants at random for an interview. The results from the interview explained that students found COCA to be useful but at the same time demanding. Some students even found great pleasure in “discovering regularities of patterning in the corpus”. However, some students also mentioned that the large corpora overwhelmed them which led them to further confusion. Nevertheless, the result from the study proved that the use of corpus (COCA) played an essential role in helping the students learn how to

differentiate between different synonyms and hence proved to have great potential in many other areas of ESL and EFL classes.

Additionally, Jafarpour et al. (2013) conducted a study investigating the effectiveness of a corpus-based approach toward teaching and learning collocations in English. The study compared and contrasted the similarities and differences of effects between corpus-based learning and traditional learning. The participants of the study were students with similar knowledge in terms of their proficiency and collocation competence. After finishing the selection process, the researcher split the participants into two groups: the experimental group that was taught collocation through corpus-based learning, and the control group that was taught collocation through a traditional approach. Based on the result of the study, both groups managed to progress and improve their collocation competence, however, it was clear that the experimental group made more progress compared to the control group. Moreover, it was mentioned that the experimental group showed that a corpus-based approach was more effective in developing writing fluency for ESL learners. With the ability to access authentic data through a corpus, the experimental group was able to find and correct their mistakes by themselves. The corpus also allows learners to learn through visual learning, making the collocations more apparent to the learners. Lastly, it was suggested that learners tend to remember what they have learned better because learning through corpus requires learners to search the data for themselves. This concluded that a corpus-based approach has a big impact on learning collocations and tends to be more effective and efficient when compared to a traditional learning approach in the long run.

Siaw-Fong Chung (2011) conducted a corpus-based analysis of the verb synonyms *create* and *produce*. The study utilized two corpora - the Brown Corpus (compiled in the 1970s) and the Frown Corpus (compiled in the 1990s) to provide data for the study. The information from both corpora can be obtained through the ICAME website. The results from the data were then compared to the British National Corpus through the application called Sketch Engine. The researcher used AntConc concordance - a corpus analysis software program to search for information. The result shows 466 instances of the word 'create' and 481 instances of the word 'produce'. The instances were then analyzed manually. One of the main questions that was asked in the study was related to the similarities and differences between the words 'create' and

‘produce’. The results showed that create and produce have two main similarities. First, they most frequently appear as a bare infinitive and in the past tense (-ed) form. Second, they share an overlapping meaning as ‘to bring something into existence’ and ‘to cause something to happen, occur, or exist’. In terms of differences, ‘create’ and ‘produce’ can be differentiated by their selection preferences. The word ‘create’ is often followed by objects that are fewer in quantity. Additionally, these objects often have a higher possibility of requiring creativity in their creation. On the other hand, the word ‘produce’ is more often followed by objects that are mass-produced, usually created or manufactured by factories. Comparatively, the objects that followed the word ‘produce’ often have less creativity in their creation. Lastly, the word ‘produce’ is the only word that is associated with food or farming. For instance, ‘the cow produced milk’ or ‘the tree produced oxygen’.

Phoocharoensil (2010) also conducted an extremely detailed corpus-based study of five verb synonyms: *ask*, *beg*, *plead*, *request*, and *appeal* focusing on their lexical, syntactic, and stylistic information. Data for the study was taken from two major sources: learner’s dictionaries and concordance lines. The three dictionaries that were chosen were the Oxford Advanced Learner’s Dictionary (OALD, 2005), Longman Dictionary of Contemporary English (LDOCE, 2009), and the Cambridge Advanced Learner’s Dictionary (CALD, 2009). Additionally, Wordsmith Tools - a text analyzing tool (version 3.0) were used to analyze concordance lines from *Time* which can represent the journalistic language. Based on the result of the study, it was shown that all five synonyms share a core definition, which is to “ask someone to do something”. However, further investigation shows an area of differences between the synonyms. The word ‘ask’ is basic and general whereas the word ‘beg’ implies some anxiety or urgency of the request. The word ‘plead’ implies the seriousness and importance of the request. The word ‘request’ is often concerned with politeness and the choice of degree of formality when making a request. Lastly, the word ‘appeal’ is often associated with seriousness, urgency, and the formality of the request. Additionally, the word is associated with court and legal systems. Furthermore, the researcher examined the grammatical patterns of the five synonyms. There are two most common grammatical patterns for *ask*. The first pattern is ask+sb+if/whether, which often is a permission or a request to do something. The second pattern is ask+sb+for+sth, which is asking or

requesting something from someone. For *beg*, the most common grammatical patterns are *beg+sb+for+sth* as in ‘begged for mercy’ and *beg+to-V.inf* as in ‘begged to return’. The word *plead* also had two most common grammatical patterns, *plead+for+sth* as in ‘plead for a full disability pension’ and *plead+with+sb+V.inf* as in ‘Plead with Mr. Claes to resign’. The word *request* only has one grammatical pattern that was the highest in terms of frequency: *request+that+S+V.inf* as in ‘requested that the meeting be postponed’. Lastly, the most frequent grammatical patterns for *appeal* are *appeal+to+sb/sth* as in ‘appeal to the supreme court’ and *appeal+against+sth* as in ‘appeal against a jail sentence’. Even though all five synonyms had a grammatical structure that is exclusive to them, they still share some common grammatical patterns. For example, *ask*, *beg*, *request*, and *plead* can all be used with the pattern: *ask/beg/plead/request+for+sb+sth*. Based on the corpus data, the word *appeal* is often associated with the legal system and is not often used in general writings. In addition to grammatical structure, the synonyms: *ask*, *beg*, *plead*, *request*, and *appeal* can have different connotations and represent a different level of ‘seriousness or urgency’ which these synonyms allow the language user to pick the best possible choices that best represent their feelings. Due to its association with the court and legal system, the word ‘appeal’ itself stood out as the most neutral word. However, *appeal* can have a negative connotation when appearing with the preposition *against* as in ‘*appeal against* Parche’s conviction’. In conclusion, despite having a similar core meaning, these synonyms do differ in terms of specific details and senses of meaning. While it is possible to use the same synonyms in some sentences, it is impossible to use all five synonyms interchangeably in all sentences and contexts due to their differences in connotation, collocations, and some grammatical patterns.

Aroonmanakun (2015) investigated two adjective synonyms: *quick* and *fast*. The purpose of the study is to use COCA to help examine the frequency top 100 noun collocations of the adjective synonyms. The requirements were that the collocates of *quick* and *fast* that were provided by COCA must have a MI Score of three or higher. Through the research, the researcher found that information from dictionaries may be insufficient and the use of corpora can provide needed information not included in the dictionaries. Through the use of a corpus (COCA), the research showed that *quick* seems to focus more on “the quality of action”, whereas *fast* focus more on “the manner

of the action or motion”. Additionally, the researcher mentioned that some noun collocates that work with both *quick* and *fast*, however, there are also noun collocates that work exclusively with only one of the synonyms. For example, ‘*action*’ as a noun works with both *quick* and *fast*, both adjectives imply the same meaning. Both *quick action* and *fast action* means to get something done in a short amount of time. However, when trying to pair both adjectives with *a learner*, they imply a different meaning. A *quick learner* is someone who has the ability to learn something new easily. On the other hand, a *fast learner* is someone who learns something in a short amount of time. While both of these phrases are quite similar, they do imply a slight difference in meaning. Therefore, it can be concluded that *quick* and *fast* are near synonyms and cannot be used interchangeably in all situations.

Petcharat & Phoocharoensil (2017) conducted another highly detailed corpus-based study of the synonyms appropriate, proper, and suitable. In this study, the researcher investigated the meanings, degree of formality, collocations, and grammatical patterns of the chosen synonyms. Two main sources of data were chosen for the study. The first source of data is from online dictionaries, namely the Longman Dictionary of Contemporary English 6th edition (LDOCE), the Longman Advanced American Dictionary 3rd edition (LAAD), and the Macmillan Collocations Dictionary. The second source of data is from the Corpus of Contemporary American English (COCA). In this study, the researcher used online dictionaries (LDOCE and LAAD) to provide information regarding the meanings, degree of formality, collocations, and any significant grammatical patterns. Moreover, the Macmillan Collocations Dictionary will further provide information about collocations and grammatical structures. In addition to the dictionaries, three hundred concordance lines of each synonym from COCA were investigated. The data from the dictionaries and COCA were then compared to find the similarities and differences. The results show that while the three synonyms ‘appropriate’, ‘proper’, and ‘suitable’ share a core meaning, i.e. ‘being right or acceptable’ they do differ in terms of detailed meanings, degree of formality, collocation, and grammatical structure. In terms of meaning, based on the results from the study it was shown that while the three synonyms ‘appropriate’, ‘proper’, and ‘suitable’ share a core meaning, however, these synonyms cannot be used interchangeably in all situations. According to the study, the word ‘proper’ shows a

more detailed meaning than the words ‘appropriate’ and ‘suitable’. Even though all three words refer to the meaning ‘right for something’ the word *proper* often contains additional details that are related to *rules* or *social standards*. Additionally, the researcher also mentioned that the synonyms are also different in terms of “senses of meaning”. For example, when the word ‘appropriate’ is used it often means ‘right for something’ in a *general* sense. However, if the word ‘suitable’ is used in a similar context, it often means that “a particular thing has the *right qualities* for something”. Lastly, the word ‘suitable’ is often associated with a person while the other two synonyms are not. Regarding the degree of formality, the researcher used information from online dictionaries as well as the data from COCA to provide additional insights. In terms of formality scale, the word ‘appropriate’ scored the highest followed by the word ‘suitable’ and then the word ‘proper’. In terms of collocation, the researcher concluded that all three synonyms share some common nouns and adverb collocates but not all. Environmentally and linguistically are examples of adverb collocates that only occur with the word ‘appropriate’ and not ‘proper’ or ‘suitable’. Lastly, the researcher also examined the grammatical pattern of the three synonyms. Based on the result it was revealed that all three synonyms share a total of eight grammatical structures. The pair *appropriate* and *suitable* share the most common grammatical structure (14 structures). Additionally, it was also shown that *appropriate* and *suitable* can appear in all grammatical structures of *proper*, but not vice versa. Overall, it was concluded that these three synonyms share similar meanings and can replace each other in some but not all situations.

Jarunwaraphan and Mallikamas (2020) undertook corpus-based research examining two noun synonyms: *chance* and *opportunity*. In this study, the authors also utilized online dictionaries and COCA as a tool for their research. The Longman Dictionary of Contemporary English and the Cambridge Dictionary were the two main sources of information providing meanings and grammatical pattern confirmation. The primary source of data however came from COCA, examining the genre charts, the degree of formality, and the noun and adjective collocates. The data provided by the dictionary revealed that both synonyms have very similar definitions, however, *chance* has one more definition which is a *risk*. Both words are very common in English and appear in the top 1000 words of both spoken and written English. Next, the results from

COCA show that both *chance* and *opportunity* appear very often in communication or spoken language. However, *Opportunity* appears more in academic-related genres which means the word has a higher degree of formality when compared to *chance*. Furthermore, after observing the data from COCA, the author separates the verb collocates of *chance* into these five categories:

1) “to remove or take away a chance of something happening, or to cause a positive or negative result to the chance or possibility of something”. Some of the examples include: blow, cut, make, risk, end, destroy, and ruin.

2) “To reduce the possibility of something or make something less likely to happen”. Some of the examples include: lower, decrease, lessen, and diminish.

3) “To increase the possibility or opportunity of something”. Some examples include: raise, boost, increase, and double.

4) “To obtain or have an opportunity or possibility of something or to do something”. Some examples include: stand, take, decide, and win.

5) “To judge or decide the possibility of something”. Some examples include: put and assess.

Moreover, the verb collocates of opportunity were separated into seven categories:

1) “To create or increase or bring about an opportunity or possibility of something or occasion that will allow something to happen”. Some examples include: create, develop, promote, and build.

2) “To find or show that an opportunity or possibility exists. Some examples include: spot, explore, pursue, and seek.

3) “To take or have an opportunity or possibility”. Some examples include: seize, embrace, grasp, and buy.

4) “To use or experience an opportunity to do something or allow something to happen”. Some examples include: exploit, use, repeat, and experience.

5) “Not to take or have recognized an opportunity”. Some examples include: overlook, ignore, deny, and lack.

6) “To control or allow a particular number of opportunities of something happening”. Some examples include: limit and restrict.

7) “To make certain that an opportunity or possibility of something can happen”. Some examples include: ensure and guaranteed.

The data obtained from COCA can be used to conclude that there are some overlapping meanings between the two synonyms. Additionally, both synonyms can be used and expressed both positively and negatively. However, despite the overlapping in meaning, they do not share all verb collocates and cannot be used interchangeably in all contexts. Furthermore, the author repeated the same process with the adjective collocates of the synonyms and found similar results. Both synonyms share some of the same or similar collocates, but some adjective collocates that prefer one synonym over the other. For example, the adjective *random* favors the word *chance* over *opportunity*. In conclusion, while these two synonyms are very near-synonyms, they do have their unique characteristics. For instance, opportunity is more formal and appears more in written language whereas chance is less formal and appears more in common spoken language. Both synonyms also share many same or similar collocates, however, they still cannot be used interchangeably in all situations.

Through the series of previous research and studies, it can be concluded that there are multiple ways to investigate and examine the phenomenon of synonyms. By viewing and comparing different previous studies, the researchers have determined and decided to employ the most recent and common approach to conducting the research. Two different materials were chosen to conduct this study. The materials that were chosen for this study are online dictionaries and COCA. Online dictionaries were chosen due to their accessibility to the general public. Online dictionaries can also provide extra information that is not provided by corpora such as multiple different definitions and the level of the word based on CEFR standard. On the other hand, COCA was chosen due to its large and diverse data size. COCA represents real-world language use and contains texts from a wide range of genres such as fiction, magazines, newspapers, academic journals, and so on. At the same time, COCA is easily accessible and is also available for free to the general public.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Target Words

The study focused on three verb synonyms: produce, create, and manufacture. One of the many reasons for choosing these three synonyms is due to their similar academic level in the language. According to the Longman Dictionary of Contemporary English (LDOCE), the word *produce* is classified as S1/W1 which means that it is one of the 1000 most frequent words in both spoken and written English. Similarly, the word *create* is classified as S2/W1. However, for the word *manufacture*, LDOCE did not provide the classification for that particular word, instead, they provided the classification for the word *manufacturer*, which is a noun classification of *manufacture*. Based on the result, the word is classified as W2 level. Additionally, Cambridge Advanced Learner's Dictionary classified the word *produce and create* as B1 level, and the word *manufacture* as B2 level according to the CEFR standard. Therefore, we can conclude that these three verb synonyms are at a similar academic level and appear very often in both spoken and written language.

3.2 Materials

Two major research instruments were utilized in this study. They are online dictionaries and a corpus database. The online dictionaries that were used in this study were the Cambridge Advanced Learner's Dictionary (<https://dictionary.cambridge.org/dictionary/english/>) and the Oxford Advanced Learner's Dictionary (<https://www.oxfordlearnersdictionaries.com/>). Both dictionaries have a reputation for their resourcefulness and are widely accepted as one of the most reliable online dictionaries in the English language. In addition to the online dictionaries, the research also utilized the data from the Corpus of Contemporary American English (COCA) to help analyzed the context and the concordance lines of the synonyms. COCA is chosen due to its reliability and its database size which contains well over one billion words.

3.3 Data Collection

To carry out the research, the researcher followed these steps during the data collection process:

3.3.1 Online Resources

The researcher collected definitions and example sentences provided by online dictionaries and then compared the data from different dictionaries to each other. The goal was to identify the similarities and differences between the data provided by both dictionaries. The researcher also examined the first 100 concordance lines of the synonyms provided by COCA to help verify the authenticity of the definitions.

3.3.2 Examining Genres

The researcher collected and examined the frequency of the synonyms by their genres to help determine the degree of formality

The researcher also examined the first 100 concordance lines of the synonyms provided by COCA to help determine the authenticity of the degree of formality.

3.3.3 Examining Collocates

The researcher collected and examined the collocates of the synonyms. The requirements of the collocates are:

- a. They must be in the top 30 most frequent collocates
- b. They must be nouns that appear after the synonyms
- c. They must have a MI score of three or higher

3.3.4 Examining Concordance Lines

The researcher examined the top 100 concordance lines to help determine the possible grammatical patterns of the synonyms. The researcher examined the concordance lines one by one and put each one into a category then range the frequency from the highest to lowest frequency.

3.4 Data Analysis

To analyze the data, the researcher followed these steps during the data analysis process:

3.4.1 Analyzing Process

The researcher used data obtained from COCA by:

- a. Identify the frequency of the verb synonyms by genres
- b. Examined the degree of formality of the verb synonyms by genres
- c. Examined and identified the context of the verb synonyms by looking at the first 100 concordance lines provided by COCA
- d. Examined and identified the grammatical pattern of the verb synonyms by looking at the first 100 concordance lines provided by COCA
- e. Examined the top 30 noun collocations of the synonyms provided by COCA

3.4.2 Similarities and Differences

After analyzing all the necessary data, the researcher compared and contrasted the data in an attempt to find the similarities and differences between the three studied synonyms. Furthermore, the researcher identified how the synonyms were used in different contexts in terms of definitions, grammatical patterns, collocations, and the degree of formality.

CHAPTER 4

RESULTS

4.1 Definitions from Online Dictionaries

The definitions in this study are collected from Oxford Advanced Learner's Dictionary (OALD) and Cambridge Advanced Learner's Dictionary (CALD). Additional information will be collected from the COCA concordance line to help compare and contrast the meanings provided by the online dictionaries. An example sentence will also be provided along with the definitions if the dictionary provides that information as well.

4.1.1 Produce Definitions

The definitions of *produce* provided by OALD are as follows:

1. To make things to be sold especially in large quantities
 - a. Our company mainly *produces* goods for export.
2. To grow or make something as part of a natural process; to have a baby or young animal
 - a. All our meat is locally *produced*
3. To create something, especially when skill is needed
 - a. She *produced* a delicious meal out of a few leftovers
4. To cause a particular result or effect
 - a. A phone call to the manager *produced* the result she wanted
5. To show or bring out something or make something appear from somewhere
 - a. He *produced* a letter from his pocket
6. To produce somebody. If a town, country, etc. produces somebody with a particular skill or quality, that person comes from that town, country, etc.
 - a. He is the greatest athlete this country ever *produced*
7. To be in charge of preparing a film, play, etc
 - a. She *produced* a TV series about adopted children.

The definitions of *produce* provided by CALD are as follows:

1. To make something or bring something into existence
 - a. France *produces* a great deal of wine for export
2. When animals produce young, they give birth to them
 - a. Our cat *produced* four kittens during the course of the night
3. To cause a reaction or result
 - a. The senator's speech *produced* an angry response from the opposition
4. To organize the practical and financial matters relating to the preparation of a film, play, television, or radio program
5. To be in charge of making a musical recording and to be responsible for the arrangement of the music, the combination of the different instruments or voices, and the general sound of it
6. To bring something out from somewhere and show it
 - a. He *produced* a letter from his desk that he asked me to read
7. To result in or discover something, especially proof
 - a. A lengthy police investigation failed to *produce* any evidence on which the suspect could be convicted

4.1.2 Examining Produce Corpus Data

Based on the information collected, the following definitions of *produce* were overlapping definitions provided by both online dictionaries. Furthermore, the data from the COCA concordance lines reaffirm that the provided definitions from online dictionaries are authentic and are used in a real-world language.

1. Natural process; Producing the young or babies
 - a. Corpus data: "low population density after selection and can **produce** a larger number of offspring"
2. Create something or bring something into existence. Especially when skills are needed
 - a. Corpus data "Gate's company **produced** a couple of operating systems"
3. To cause-effect, reaction, or result

- a. Corpus data “we could **produce** a good immune response in people who had never been infected”
- 4. To show or bring out something
 - a. Corpus data “He **produced** a flashlight from his pocket before stepping into the adjoining”
- 5. To be in charge of a movie, play, or music production
 - a. Corpus data “In the wake of not **producing** an album for an entire decade”

4.1.3 Create Definitions

The definitions of *create* provided by OALD are as follows:

- 1. To make something happen or exist
 - a. Scientists disagree about how the universe was *created*
- 2. To produce a particular feeling or impression
 - a. He’s eager to *create* a good impression at work
- 3. To give somebody a particular rank or title
 - a. He was *created* a baronet in 1715

The definitions of *create* provided by CALD are as follows:

- 1. To make something new, or invent something
 - a. The Bible says that God *created* the world
- 2. To show that you are angry (old-fashioned)
 - a. If she sees you an ice cream she’ll only start *creating*
- 3. To cause something to exist, or to make something new or imaginative
 - a. He *created* some of the most magnificent works of art ever made
- 4. To make something exist such as problems, responsibilities, jobs, opportunities, money, and wealth
 - a. The new development will *create* hundreds of jobs in the area
- 5. To make something new, especially to invent something
 - a. In 1991, McCahill and his researchers *created* an easy way to navigate the internet and find information on it, known as ‘Gopher’

4.1.4 Examining Create Corpus Data

Based on the information collected, the following definitions of *create* were overlapping definitions provided by both online dictionaries. Furthermore, the data from the COCA concordance lines reaffirm that the provided definitions from online dictionaries are authentic and are used in a real-world language.

1. To make something or bring something into existence
 - a. Corpus data “They are **creating** a black hole at the center of Vulcan?”
2. To make something exist such as impression, jobs and wealth
 - a. Corpus data “King County businesses to **create** a list of potential businesses to be visited”

4.1.5 Manufacture Definitions

The definitions of *manufacture* provided by OALD are as follows:

1. To make goods in large quantities, using a machine
 - a. This company *manufactures* the equipment used to make contact lenses
2. To invent a story or an excuse
 - a. A news story *manufactured* by an unscrupulous journalist
3. To produce a substance
 - a. Plants use the sun’s light to *manufacture* their food

The definitions of *manufacture* provided by CALD are as follows:

1. To produce goods in large numbers, usually in a factory using a machine
 - a. He works for a company that *manufactures* car parts
2. To invent something, such as an excuse or story, in order to deceive someone
 - a. She insisted that every scandalous detail of the story had been *manufactured*

4.1.6 Examining Manufacture Corpus Data

Based on the information collected, the following definitions of *create* were overlapping definitions provided by both online dictionaries. Furthermore, the data

from COCA concordance line reaffirm that the provided definitions from online dictionaries are authentic and are used in a real-world language.

1. To make a large quantity of something using a machine
 - a. Corpus Data “Employes 60 workers and will **manufacture** about 200 cars this year”
2. To make a story to deceive or trick something
 - a. Corpus Data “accused Republican of trying to **manufacture** a crisis where none exists”

4.2 Degree of Formality

4.2.1 Produce

According to statistics provided by COCA, if we take a look at the instances of word *produce* per million separated into different genres, we can see that *produce* is formal and is used often in a formal style of writing.

Table 4.2.1

Produce Frequency PER MIL PER COCA

SECTION	ACAD	MAG	WEB	BLOG	NEWS	SPOK	FIC	TV/M
FREQ	14777	14706	10779	9414	8307	4307	2286	1658
WORDS (M)	119.8	126.1	124.3	128.6	121.7	126.1	118.3	128.1
PER MIL	123.36	116.63	86.75	73.20	68.23	34.15	19.32	12.95

Table 4.2.1 shows that *produce* most often appears in ACAD and MAG genres, followed by WEB and BLOG. On the other end, *produce* appears the least in TV/M, FIC, and SPOK genres. Based on the data provided by COCA it can be indicated that *produce* is often used in written language over spoken language. Furthermore, to justify the degree of formality of the word *produce*, we have to look at all the different genres that could be categorized under writing. In this case, academic and magazine stood out as the highest percentage when compared to other written genres such as fiction. This suggests that *produce* is often used in formal writings such as academic writing over other less formal writing such as fiction.

Moreover, we investigate the concordance lines of *produce* and most examples only use the word in a formal context. Even in a spoken genre that can be considered informal, the word was still used formally. The examples are shown below.

Concordance Lines (Formal):

(4) at various garden shows, run demonstration gardens and produce a bimonthly TV show.

(15) that it would be admissible and that it could have produced a different result,

(18) organism so far after it that's to follow is to produce a draft, and so that's how we end up in

(19) heroes and villains in the saga. Criticizing Mel Gibson for producing a film on the execution of Jesus without first seeing the movie

(25) it was the time to begin to see whether we could produce a good immune response in people who had never been infected,

(27) as the passive attack is producing a higher chance of success with fewer nodes.

(45) be interpreted by HPF compilers as advice concerning how to produce a parallel program. On a scalar machine,

As mentioned previously, although *produce* is mostly used in a formal written context, it can be used in an informal context as well. These are some examples from concordance lines showing how *produce* was used in an informal context. Most examples were categorized under fictional writing.

Concordance Line (Informal):

(23) to transform it into a needlepoint shop. He produced a flashlight from his pocket before stepping into the adjoining

(48) One of the young monks produced a pocketful of leaves, sprouts of the weed that had begun

(64) Nothing is done in this world without producing a sound.

(70) The tiny speaker below the maintenance screen produced a tinny, minimally inflected voice

(76) Elizabeth Parker, "I produced a weak smile."

4.2.2 Create

Create is the word with the highest frequency among the three synonyms. Based on the result from COCA, it can be concluded that *create* is often used in written language over spoken language.

Table 4.2.2

Create Frequency PER MIL PER COCA

SECTION	WEB	BLOG	ACAD	MAG	NEWS	SPOK	TV/M	FIC
SFREQ	24450	24799	21892	22679	15031	11349	4822	3112
WORDS (M)	124.3	128.6	119.8	126.1	121.7	126.1	128.1	118.3
PER MIL	196.77	192.82	182.75	179.86	123.47	89.97	37.82	26.30

Table 4.2.2 shows that *create* mostly appears under BLOG and WEB and are closely followed by MAG, ACAD, and NEWS genres. Although not as high as other genres, *create* also appears often in the SPOK genre as well. On the other hand, it appears the least under the TV/M and FIC genre. If we look at the genres, we can see that ACAD, NEWS, and MAG can be thought of as more formal when compared to BLOG or WEB.

Moreover, by looking at the list of frequencies, we can see that the number of frequencies is spread out all around the board, and *create* is not dominated by a single genre. This is a good indication that *create* can be used in all types of contexts, both formal and informal, even though it leans more toward the formal side. Regardless, by examining Table 4.2.2, we can conclude that the degree of formality of the word *create* could be considered to have both high and low degrees of formality.

To further assess the degree of formality of *create*, we look at the concordance lines to see how the word is used in context. The examples are as below.

Concordance Line (Formal):

- (1) Options regarding Minor Suppliers Commonly, Tag heuer even creates a auto racing technique of cardigan available in a few coloring
- (6) lateral wheels seemed to jerk between the tunnel walls, creating a bumpy experience while the vehicle quietly whirred through

(10) wind of charged particles along with the Sun's magnetic field create a cavity around our star called the heliosphere.

(13) Wikis provide an opportunity to synthesize ideas and create a collaborative project that is broader, deeper, and more

(14) do political preferences create a compatible political theology, or does theoryology affects

Concordance Line (Informal):

(2) We are creating a better world where you and your family can be take care

(3) They are creating a black hole at the center of Vulcan?

(37) It should have enough power to create a fracture. You can smash the rest out of the way

(38) Like the rest of the supervisors, she tries to create a friendly work environment

(42) I'm going to show you a makeup artist's trick to create a halo around the lip, which suddenly gives the whole face

4.2.3 *Manufacture*

Lastly, based on the result from COCA, *manufacture* is the word with the lowest frequencies when compared to *produce and create*. Although its frequency is low, we can still determine the degree of formality by looking at the frequency by genre on COCA.

Table 4.2.3

Manufacture Frequency PER MIL PER COCA

SECTION	MAG	ACAD	WEB	BLOG	NEWS	SPOK	FIC	TV/M
FREQ	1282	1175	964	821	599	411	267	252
WORDS (M)	126.1	119.8	124.3	128.6	121.7	126.1	118.3	128.1
PER MIL	10.17	9.81	7.76	6.38	4.92	3.26	2.26	1.97

Table 4.2.3 shows that *manufacture* mostly appear under MAG and ACAD genre followed by WEB, BLOG, and NEWS. On the other hand, TV/M, SPOK, and

FIC are among the lowest genres the word appears in. Considering that ACAD, MAG, BLOG, WEB, and NEWS are genres based on formal writing, it can be concluded that while *manufacture* rarely occurs in the language (low frequency) when compared to its synonyms (*produce and create*), it appears mostly in formal writing when the word is utilized. To further investigate the word, we examine the concordance lines and the result supports that the word *manufacture* has a high degree of formality.

Concordance Lines (Formal):

- (2) Using that data, a thief can manufacture a card and use it at another ATM.
- (4) accused Republicans of trying “to manufacture a crisis where none exists”
- (8) On the other hand, the costs of manufacturing a good sometimes exceed the price consumers will pay
- (14) This eliminates the need to engineer, design, and manufacture a range of different connections for one installation.
- (21) The 3M Corporation developed and manufactures a window-safety film offering a unique way to protect lives

4.2.4 Comparing Genres

In terms of formality, the results from COCA show that *produce*, *create*, and *manufacture* are used more in a formal context than informal context with an exception of *create* where it is possible to be used in both formal and informal context.

Table 4.2.4

Comparison Between Produce, Create, and Manufacture by Genres

Produce	ACAD	MAG	WEB	BLOG
Create	WEB	BLOG	ACAD	MAG
Manufacture	MAG	ACAD	WEB	BLOG

Table 4.2.4 shows the top four genres of *produce*, *create*, and *manufacture*. One of the most noticeable things is that although the ranking is slightly different, these three words have the same top genres as their top four. These genres are academic,

magazine, website, and blogs. Based on the genres provided by COCA, these four genres are the most formal genres and heavily focus on written language over spoken language. With the high rate of occurrence in ACAD, MAG, WEB, BLOG genres and low frequency in TV/M, FIC, and SPOK, it can be concluded that *produce*, *create*, and *manufacture*, although possible to use in an informal context, tend to lean more toward formal contexts which means that those three synonyms have a high degree of formality.

4.3 Collocation

Since all the words studied are verbs, the main collocates that this study will observe will be their noun collocates. As mentioned previously, *produce*, *create*, and *manufacture* are loose synonyms of each other, therefore it is possible for them to have both similar and unique noun collocates that only apply to specific words. In this study, we will be using COCA to examine the top 30 most frequent noun collocates of each synonym with a 3.0 or higher MI score. Moreover, because we want to know what type of nouns our studied verb acted on, we will be looking at nouns that exclusively come after the studied verbs.

4.3.1 Produce Collocates

Table 4.3.1

Top 30 Noun Collocates of Produce Ranging by Frequency

Collocates	Frequency	MI Value	Collocates	Frequency	MI Value
results	1048	5.66	energy	364	4.09
food	358	3.54	electricity	319	6.52
goods	302	6.11	effects	262	4.41
section	223	4.08	quality	209	3.88
products	207	4.21	evidence	206	3.26

oil	199	3.35	images	198	4.37
amounts	172	5.64	weapons	156	4.13
offspring	148	7.35	milk	137	4.70
fruit	136	4.93	outcome	135	5.17
jobs	131	3.05	documents	114	4.40
eggs	111	4.69	meat	107	4.22
fuel	106	4.11	crops	103	5.76
qualities	1-2	6.83	product	99	3.25
benefits	98	3.21	hydrogen	97	6.25
heat	94	3.00	insulin	91	6.75

4.3.2 Produce Semantic Preference

In an attempt to explore the collocates of *produce* deeper, the collocates from Table 4.3.1 will be grouped into different categories based on their semantic preference. After consulting dictionaries and concordance lines, the collocates were classified into five different categories below.

1. Source of power or energy
2. Things that use oxygen to grow or stay alive
3. Chemical substances or gas
4. Purchasable items
5. Advancement or improvements
6. Miscellaneous

1	energy, electricity, fuel, oil, heat
2	offspring, fruit, crops
3	hydrogen, insulin

4	products, goods, food, weapons, images, documents, eggs, meat, milk
5	quality, qualities, benefits, jobs, results, outcome
6	effects, section, evidence, amounts, images

After consulting the data, *produce*'s collocates were categorized into five main groups. Based on the data provided, *produce* seems to collocate with nouns that represent a type of energy, nouns that represent living things, nouns that represent a type or gas or chemical substances, nouns that represent things that can be made for sale, and nouns that represent a form of advancement or an indication that something is producing results. 'Offspring' is the noun collocate with the highest MI score of 7.35. This means that *produce* is often paired with offspring which is a good indication that the word can be used together with living things. Moreover, 'insulin' and 'hydrogen' both scored an MI score of 6.5 and above which is also a good indication that produce is often paired with gaseous substances. Lastly, 'goods', 'electricity', and 'qualities' all scored six or higher MI scores.

4.3.3 Create Collocates

Table 4.3.3

Top 30 Noun Collocates of Create Ranging by Frequency

Collocates	Frequency	MI Value	Collocate	Frequency	MI Value
job	3977	7.02	problem	701	3.83
opportunities	621	5.58	environment	606	4.73
sense	527	3.18	conditions	493	4.47
space	468	3.47	illusion	410	7.23
wealth	329	5.16	value	304	3.23

content	303	3.67	images	298	4.01
atmosphere	281	5.03	impression	268	5.46
image	250	3.33	custom	247	6.04
opportunity	228	3.14	incentives	223	6.09
products	217	3.32	account	213	3.19
climate	206	3.69	web	203	3.07
demand	195	3.59	chaos	194	5.08
environments	187	5.48	awareness	184	4.32
models	183	3.24	characters	182	3.32
tension	173	4.77	confusion	167	4.71

4.3.4 Create Semantic Preference

Classifying and grouping the collocates of *create* were much harder due to the high frequency and its nature to be used in many different contexts. However, after consulting dictionaries and concordance lines, the collocates were grouped into five different groups based on their semantic preference as listed below.

1. Negative situation or feelings
2. Positive situation or feelings
3. Finances and wealth advancement
4. Computer parts, function, and software
5. Miscellaneous

1	problem, chaos, tension, confusion
2	space, impression, atmosphere, image, characters
3	job, opportunities, wealth, value, opportunity, incentives, demand

4	images, accounts, web, models, content
5	environment, sense, conditions, illusion, custom, products, climate, environments, awareness

When analyzing data regarding the semantic preference of *create*'s collocates, it was very difficult to put one word into a single category. Since the word *create* is so versatile, it allows the same collocate to be used in many different contexts. For example, the word 'environment' and 'conditions' were both used in a negative and positive situations, therefore it did not fit in the first nor the second category. Another interesting thing is there are some words that are the same word but only differ in singular and plural form such as the word 'image' and 'images'. When investigated further, it was shown that 'images' (plural form) often means pictures whereas 'image' (singular form) often refers to the act of improving the image of a person. Lastly, create also often associates with words that can be used to describe both positive or negative situations, words that represent financial growth, and words that associate with digital or online contents.

4.3.5 Manufacture Collocates

Table 4.3.5

Top 30 Noun Collocates of Manufacture Ranging by Frequency

Collocates	Frequency	MI Value	Collocate	Frequency	MI Value
products	101	6.69	sale	79	7.42
goods	55	7.18	weapons	48	5.95
distribution	38	6.64	product	37	5.35
drugs	31	5.04	parts	28	4.82
runs	28	5.17	production	27	4.68

cars	26	4.48	evidence	22	3.26
consent	18	6.26	equipment	18	4.67
devices	16	5.03	drug	16	3.59
plastic	15	4.67	importatio n	14	9.99
methamphe tamine	14	9.39	vaccines	13	7.25
component s	12	5.23	bombs	12	5.94
delivery	12	5.03	computers	11	4.79
fuel	10	4.23	pharmaceu ticals	10	8.17
automobile s	10	7.72	explosives	10	7.06
steel	9	4.56	crisis	9	3.52

4.3.6 *Manufacture Semantic Preference*

In comparison to *produce and create*, the process of classifying and grouping *manufacture's* collocates was quite straightforward. After consulting the data and concordance lines, the collocates were split into six groups as listed below.

1. Medicines
2. Weapons
3. Automobiles
4. Obtainable goods
5. The process of creating, transferring, or exchanging commodity
6. Miscellaneous

1	drugs, drug, methamphetamine, vaccine, pharmaceuticals
2	weapons, bombs, explosives
3	parts, cars, automobiles
4	products, goods, product, equipment, devices, plastic, components, computers, fuel, steel
5	sale, distribution, runs, production, importation, delivery
6	evidence, consent, crisis

After consulting the data, *manufacture's* collocates were split into six main groups based on their semantic preference. Noticeably, *manufacture* had the least words under the 'miscellaneous' group. Most of the top 30 collocates fall nicely under one category or another. Based on the data, the word *manufacture* seems to collocate with nouns that are some types of drugs, weapons, and automobiles. Moreover, it also collocates often with words that describe the process of transportation and sales. Furthermore, the word can be used with the process of creating general goods that are obtainable by the public in their daily life.

4.4 Grammatical Pattern

Apart from definition, degree of formality, and collocation, another important factor that can differ between different synonyms is their grammatical pattern. Grammatical pattern was first proposed by Phoochareonsil (2010) as a way to distinguish synonyms in English. One of the greatest ways to get authentic data on grammatical patterns is to study the word's concordance lines provided by corpora. For this study, the researcher will be investigating the top 100 concordance lines of the studied word provided by COCA.

4.4.1 Produce

According to the concordance lines from COCA, these are the possible grammatical patterns for *produce*.

Table 4.4.1*Possible Grammatical Patterns of Produce PER COCA*

No	Grammatical Pattern	Concordance Line Example	Freq
1	S + V1/V2 + (Adj) + O	the body produced a chemical reaction to create a desired	37
2	Preposition + S + V + (Adj) + O	to produce a better ride	28
3	Modal V. + (Adv) + V1 + O	should produce a change of 0.2k between	12
4	S + V.be + V.ing + (Adj) + O	as the attack passive is producing a higher chance of success	9
5	V. have + V3 + O	Which have produced a bounty of possible new uses	7
	Conjunction + S + V + (Adj) + O	and produce a bimonthly TV show	4
6	S + V + (Preposition) + Gerund + O	Nothing is done in this world without producing a sound	3

After analyzing the possible grammatical pattern of *produce*, it can be concluded that the studied word is mainly used in an active form. In terms of active voice, produce was used mostly in a present and past tense tenses. Moreover, it was found that produce often comes after the preposition ‘to’ as in ‘to *produce* something’. *Produce* also often comes after modal verbs such as can, could, and would. Furthermore, produce is also found in perfect tenses as well. Out of 100 top concordance lines, the word *produce* was followed by an article 82 out of 100 times.

4.4.2 Create

According to the concordance lines from COCA, these are the possible grammatical patterns for *create*.

Table 4.4.2*Possible Grammatical Patterns of Create PER COCA*

No	Grammatical Pattern	Example	Freq
1	Preposition + S + V + (Adj) + O	another method to create a buffer	32
2	S + V.be + V.ing + (Adj) + O	We are creating a better world where you and your family can be taken care	27
3	S + V1/V2 + (Adj) + O	Tag Heuer even creates a auto racing technique	17
4	Conjunction + S + V + (Adj) + O	opportunity to synthesis ideas and create a collaborative project that is broader	10
5	Modal V. + (Adv) + V1 + O	They can create a broader kind of culture of public	9
6	V. have + V3 + O	Youtube has even created a few fleeting sensations	5

According to the definition of *create* provided by online dictionaries, the main definition is ‘to bring something into existence’. Therefore, by definition, *create* should be used in an active voice as in ‘to *create* something’. This understanding is also supported by the data retrieved from COCA. Based on the top 100 concordance lines, *create* often comes after the preposition ‘to’ as in ‘to *create* something’. Moreover, it also often comes in the form of continuous tenses. Hence, supporting the understanding that *create* is more likely to appear in an active voice over a passive voice. Furthermore, out of 100 top concordance lines in COCA, it was shown that *create* was followed by an article 100 percent of the time.

4.4.3 *Manufacture*

According to the concordance lines from COCA, these are the possible grammatical patterns for *manufacture*.

Table 4.4.3

Possible Grammatical Patterns of Manufacture PER COCA

No	Grammatical Pattern	Example	Freq
1	S + V.be + V3 + By	The system is manufactured by the German company	27
2	S + V1/V2 + (Adj) + O	they manufactured and controlled the shells they brought home in return	22
3	Preposition + S + V + (Adj) + O	working around the clock to manufacture a cure for Ebola	15
4	S + V.be + V.ing + (Adj) + O	They are manufacturing a bond, I see, for later tonight	10
5	S + V + (Preposition) + Gerund + O	On the other hand, the costs of manufacturing a good sometimes exceed the price consumer will pay for it	7
6	Act as a Noun	which will have marketing, research and development and manufacturing all under one roof	7
7	Modal V. + (Adv) + V1 + O	We can manufacture and ship 1 million DVDs per day	5
8	V. have + V3 + O	Essentially Crook had manufactured a Yavapai	4

9	Conjunction + S + V + (Adj) + O	The 3M Corporation developed and manufactures a window-safety film offering a unique way to protect	3
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Although *Manufacture* had the highest frequency among the studied words, it had the most possible grammatical patterns. The word is also unique with a grammatical pattern that only applies to it. For instance, manufacture is the only word out of the three studied words that was used in a passive voice. Based on the observation, when manufacture is used in a passive voice, it is often associated with the negative definition of making up lies or tampering with something such as evidence. On the other hand, when manufacture is used in an active voice, it usually refers to the process of making or creating something. Moreover, since ‘manufacturing’ can act as a present participle, gerund, and noun, it was found through the text that in some of the concordance lines, the word manufacturing was acting as a noun rather than a verb. With that in mind, the researcher has identified seven sentences that the studied word was acting as a noun rather than a verb. Furthermore, out of 100 top concordance lines in COCA, it was shown that *manufacture* was followed by an article only 27 out of 100 times which is the lowest among the studied words.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The purpose of this study was to examine the similarities and differences between three verb synonyms *produce*, *create*, and *manufacture*. The words were chosen based on their CEFR standard. All three words studied range from B1 to B2 level which is an appropriate level for high school students. The tools that were used in this study were online dictionaries and a corpus database. There were four criteria that were used to observe the words in this study: the definitions, degree of formality, collocations, and grammatical patterns. The definitions for this study derived mainly from two online dictionaries, the Cambridge Advanced Learner's Dictionary (CALD) and the Oxford Advanced Learner's Dictionary (OALD). On the other hand, information regarding degree of formality, collocations, and grammatical patterns derived from the Corpus of Contemporary American English (COCA). The results show that there are many similarities and differences between the studied words. While *produce*, *create*, and *manufacture* are synonyms of each other, it is not possible to use all three words interchangeably in all situations.

5.1.1 Definitions

According to the Cambridge and Oxford Advanced Learner's Dictionary, *produce*, *create*, and *manufactured* share one core definition: to make or bring something or someone into existence. However, each studied word also possesses its own unique characteristics that differentiate itself from the other synonyms. For instance, according to the online dictionaries, *produce* is used with things that are alive such as a baby or an offspring. Moreover, *produce* is a term that is used when referring to the process of making films or music. Furthermore, *produce* can also mean to 'bring out' something as in 'produce a letter from his backpack'. On the other hand, *create* is unique from *produce* because it is the only word that is often associated with abstract terms such as jobs, opportunities, titles, and feelings. *Create* is also different from *manufacture* because *create* often refers to the process of investing something new whereas *manufacture* often refers to the process of mass producing something that is

already in existence. Lastly, *manufacture* also has a unique characteristic when compared to other studied words. Based on the OALD, *manufacture* can also mean to invent stories, excuses, or lies, therefore, the word can be used negatively, or the word can have a negative connotation to it. In addition, to further provide insight on the authenticity (the definitions are being used in real life) of the definitions provided by the dictionaries, all the definitions were searched in concordance lines in COCA. Based on the results, all the definitions that were provided by the dictionaries were found in COCA therefore confirming its useability and authenticity.

5.1.2 Degree of Formality

Another criterion that people often overlook when it comes to distinguishing synonyms is the degree of formality. While it may seem less significant when compared to other criteria, the degree of formality still provides great perspective to how synonyms differ from each other. In this study, the researcher identified the degree of formality by looking at the highest frequency of the writing genres provided by COCA. Based on the report, all three studied words have a high degree of formality. Table 4.2.1 shows the total frequency of *produce* separated by different writing genres. Per report, ACAD and MAG genres accounted for 44.5% of the total frequency which is an excellent indication that *produce* often appears in formal writings. Similarly, Table 4.2.3 shows that ACAD and MAG are also the two highest genres for *manufacture* which accounted for a total of 42.5% of total frequency. This is also a great indication that *manufacture* appears more often in formal writings. Meanwhile, Table 4.2.2 shows that *create* is a word with the highest total frequency and appears the most in four genres ranging from WEB, BLOG, ACAD, AND MAG. This indicates that *create* is the most commonly used word among the studied words and while it is the most commonly used word, it still appears more in formal writings over informal writings.

5.1.3 Collocations

Collocation is probably the most important criteria in our study. Collocations show different collocates of each synonym and can give important insight on the semantic preference of each synonym. By looking at the data provided by COCA, we were able to identify the differences in semantic preference of *produce*, *create*, and

manufacture. Regarding *produce*, the semantic preferences were broken down into six groups. While some of these groups and collocates overlapped with other studied words, the groups that exclusively apply to *produce* are source of power or energy, things that use oxygen to grow or stay alive, and chemical substances and gas. Meanwhile, the semantic preferences for *create* were broken down into five different groups. In terms of exclusivity, the groups that apply mostly to create and not the other studied words are negative situation or feelings, positive situation or feelings, and finances, computer parts, function and software, and wealth management. For *manufacture*, the semantic preferences were broken down into six groups. The groups that seem to apply exclusively to *manufacture* alone are medicines and the process of creating, transferring, or exchanging commodities. Other than that, the semantic preference groups such as automobiles, weapons, obtainable goods, purchasable goods, and finances and wealth advancement are examples of semantic preference groups that can be applied to all three synonyms.

5.1.4 Grammatical Patterns

Grammatical pattern is yet another intriguing way to distinguish how synonyms differ from each other. By observing the concordance lines on COCA, we can learn what type of grammatical pattern each synonym often occurs in. In this case, when the grammatical pattern of *produce*, *create*, and *manufacture* is observed, it can be seen that the studied words shared many common grammatical patterns. For example, all three studied words can be used in simple, continuous, and perfect tenses. Nevertheless, there are still some differences that are identifiable. For instance, *produce* occurs often in simple tenses (S + V1/V2 + (Adj) + O) while *create* occurs often in phrases that lead with a preposition (Preposition + S + V + (Adj) + O). On the other hand, *manufacture* occurs the most in a passive voice and it is the only studied word that is used in a passive sentence. Moreover, by observing the grammatical patterns, it was found that even though the synonyms were used in the same grammatical pattern, when different synonyms are used, it can mean different things. For example, the sentence “the company created a car” and “the company manufactured a car” can mean two different things. When *create* was used, it can suggest that the car that was created is some sort of ‘new invention’ or possibly a ‘new model’. On the contrary, when *manufacture* was

used, it can be suggested that the car was being ‘mass produced for sale’ and not any sort of invention was involved in the process.

5.2 Discussions

5.2.1 Comparing the Definitions Provided by Dictionaries

Table 5.2.1

Comparing Definitions of Produce Taken from OALD and CALD

Produce	OALD	CALD
	1. To make things to be sold especially in large quantities	1. To make something or bring something into existence
	2. To grow or make something as part of a natural process; to have a baby or young animal	2. When animals produce young, they give birth to them
	3. To create something, especially when skill is needed	3. To Cause a reaction or result
	4. To cause a particular result or effect	4. To organize the practical and financial matters relating to the preparation of a film, play, or television or radio programme
	5. To show or bring out something or make something appear from somewhere	5. To be in charge of making a musical recording and to be responsible for the arrangement of the music, the combination of the different instruments or voices and the general sound of it
	6. To produce somebody. If a town, country, etc. produces somebody with a particular skill or quality, that person comes from that town, country, etc	6. To bring something out from somewhere and show it
	7. To be in charge of preparing a film, play, etc.	7. To result in or discover something, especially proof

According to table 1.1, there are some similarities and differences between the definitions of the word *produce* provided by OALD and CALD. For instance, based on the definition provided by OALD, produce can be used to describe a process of making things at a large quantity to be sold. On the other hand, CALD mentioned that produce can be used to describe a process of discovering or providing proof for something. While there are some differences for both dictionaries, there are also many similarities between them. For example, both dictionaries define *produce* as to make something out of a natural process such as animal giving birth. Moreover, both dictionaries define *produce* as a process of bringing out something to present it to someone. Lastly, both dictionaries mentioned that *produce* is closely correlated to the process of making film, plays, and music.

Table 5.2.2

Comparing Definitions of Create Taken from OALD and CALD

Create	OALD	CALD
	1. To make something happen or exist	1. To make something new, or invent something
	2. To produce a particular feeling or impression	2. To show that you are angry (old-fashioned)
	3. To give somebody a particular rank or title	3. To cause something to exist, or to make something new or imaginative
		4. To make something exist such as problems, responsibilities, jobs, opportunities, money, and wealth
		5. To make something new, especially to invent something

If we take a look at table 5.2.2, we can see that both OALD and CALD provide their own definitions of *create*. However, if we investigate the definitions further, it can be determined that *create* has one core definition that is provided by both dictionaries. Based on the dictionaries, *create* is to make or invent something new or to bring something into existence. This does not only apply to materialist things, but it can also apply to non-materialistic things such as jobs, feelings, responsibilities, opportunities, and problems.

Table 5.2.3

Comparing Definitions of Manufacture Taken from OALD and CALD

Manufacture	OALD	CALD
	1. To make goods in large quantities, using machine	1. To make a large quantity of something using a machine
	2. To invent a story or an excuse	2. To invent something, such as an excuse or story, in order to deceive someone
	3. To produce a substance	

Table 5.2.3 shows the definition of *manufacture* collected from OALD and CALD. For this instance, Both OALD and CALD provide very similar definitions for the word. It can be concluded that *manufacture* is used to describe two processes. First, the process of making a large amount of something using a machine. Second, the process of making up an excuse or story to deceive or trick someone.

5.2.2 Similarities and Differences of Definitions

The words *produce*, *create*, and *manufacture* are loose synonyms, which means that they have some overlapping meanings and can sometimes be used in place of each other in some situations. However, loose synonyms also mean that each word has a unique characteristic, and they cannot be used interchangeably in all situations. If we look at definitions provided by OALD and CALD, we can determine that the core

meaning of these three synonyms is to make or invent something into existence. For instance, according to the definition provided by OALD, *produce* is to create something new, especially when skill is needed. *Create* is to make something happen or exist, and *manufacture* is to make goods in large quantities using a machine.

Based on the definitions provided by OALD, these three synonyms have to do with making or creating something. However, as mentioned earlier, loose synonyms means that these synonyms have a unique characteristic and can be used in their own unique way. For example, if we look at table 1.1, 1.2, and 1.3 we can determine that *produce and create* often have to do with making or inventing something ‘new’. Whereas *manufacture* has to do with making a large quantity of something, but it does not have to be ‘new’. Rather, *manufacture* usually refers to the process of making a large quantity of something that already exists or has already been invented. If we break it down further, we can see that *produce and create* also have similar and different categories that can be used in. For example, *create* is often used with physical materials and abstract things such as feelings and opportunities. On the contrary, *produce* is used with living things such as a natural process of giving birth or producing a person with unique skills or ability. Moreover, when referring to the creation of film, plays, and music, *produce* is the only word that is mentioned in the dictionaries that has to do with the process of creating film, plays, and music.

5.2.3 Comparing Collocates and Semantic Preference of Produce, Create, and Manufacture

After consulting the data, it is apparent that there are some similarities and differences between *produce, create, and manufacture*. For starters, all three synonyms can be used with items that are purchasable or obtainable by the general public, although some items may sometimes favor one synonym over the other. For example, if the item refers to fresh products such as fruits or vegetables, *produce* will be used over the other synonyms. Moreover, depending on the synonyms, the intended meaning could also be different or changed. For example, both *create* and *manufacture* highly collocate with nouns that are related to computer items. However, when using the word *create*, it often means ‘creating or designing something new’. On the other hand, when *manufacture* is used, it often refers to ‘the process of mass producing the items that

already exist'. Although create and manufacture are synonyms of each other, they can deliver a different message when they are used with the same collocates. Another topic of similarity that was observed was under 'financial improvements'. In this case, both *produce and create* strongly collocate with terms that are used to describe some sort of financial improvement or tools that can provide financial improvement such as jobs, opportunities, and incentives. Another interesting word that was observed was the word 'evidence'. Even though the word falls under 'miscellaneous' category for both produce and manufacture, it was a unique word that caught the attention of the researcher. As mentioned earlier, even though *produce and manufacture* are synonyms of each other, they can deliver a different meaning when used with the same collocate. In this case, the researcher observed how the word 'evidence' differed when paired with *produce and manufacture*. Based on the data, when 'evidence' is paired with *produce*, it often refers to how a certain person could produce evidence toward something. For instance, for winning a case in a legal battle. Moreover, it also could refer to the process of providing evidence for something such as an identification card or a citizenship. On the other hand, when 'evidence' is paired with *manufacture* it often refers to the process of creating or planting fake evidence. As a result, while *produce and manufacturer* are synonyms, when paired with 'evidence' they have a completely opposite meaning and connotation. *Produce* tends to have positive or neutral connotations and often refer to the legal process of something whereas *manufacture* has a negative connotation and often refers to the illegal process of doing something.

While there are many similar collocates between *produce, create, and manufacture*, there are also collocates that are strictly paired with certain synonyms and not the other. For instance, *produce* exclusively paired with words that describe a type of energy such as electricity. It also paired exclusively with things that are alive such as offspring. Furthermore, *produce* also collocates with things that are in chemical or gas form such as hydrogen. When referring to *create*, since the word is so versatile, it does not have many words that are exclusively paired with it. However, when compared with *produce and manufacture*, *create* often has a higher MI score with words that describe financial improvement or advancement. It also highly collocates with abstract words such as illusion. In terms of exclusivity, impression, web, accounts, and awareness are few of the words that are exclusively paired with *create*. In terms of

manufacture, it exclusively collocates with words that describe the process of creating, transferring, or exchanging commodities such as importation and delivery. Moreover, *manufacture* also have a high MI score with words that refer to medicines such as drugs, methamphetamine, and vaccines.

While looking at the collocates of our studied words, the researcher noticed a particular pattern. While some words such as jobs, products, or evidence can collocate with more than one synonym, the definition can completely change depending on the paired synonym. Therefore, it is reasonable to say that the collocate can differ and exclusively pair with certain synonyms depending on the intended meaning. For example, if the person is trying to refer to the process of creating or inventing a new product, then *create* would be the right synonym for this scenario. However, if the person is trying to refer to the process of mass creating a certain product for distribution or sale, then *manufacture* would be a better fit for this scenario. Hence, it is important to consider the intended meaning when choosing synonyms.

5.2.4 Comparing Grammatical Patterns of Produce, Create, and Manufacture

When comparing the grammatical patterns of the studied words, it is clear that the studied words all share very similar patterns. However, despite its near identical grammatical patterns, it is still possible to identify the differences between the synonyms.

Table 5.2.4

Comparing the Frequency of the Grammatical Patterns of Produce, Create, and Manufacture

No	Possible Grammatical Pattern	Produce	Create	Manufacture
1	S + V1/V2 + (Adj) + O	37	17	22
2	Preposition + S + V + (Adj) + O	28	32	15
3	Modal V. + (Adv) + V1 + O	12	9	5
4	S + V.be + V.ing + (Adj) + O	9	27	10
5	V. have + V3 + O	7	5	4
6	Conjunction + S + V + (Adj) + O	4	10	3
7	S + V + (Preposition) + Gerund + O	3	0	7
8	S + V.be + V3 + By	0	0	27

If we look at the data in table 5.2.4, we can see that *produce*, *create*, and *manufacture* share six out of eight possible grammatical patterns, however, in terms of frequency the numbers are quite different. For instance, all three synonyms seem to appear very often after a preposition, however, based on the results in table 4.4.4, *create* comes after prepositions more often than *produce* and *manufacture*. In terms of continuous tense, *create* is also the synonym with the highest frequency. On the other hand, *produce* seems to appear more in simple tenses followed by grammatical patterns ‘after a preposition’ and ‘modal verbs’. In terms of perfect tenses, the tense is shown to appear with all three synonyms, however, it appears at a much lower frequency when compared to other grammatical patterns. Meanwhile, *manufacture* is the only word with a unique grammatical pattern. It was shown by the concordance lines that *manufacture* often appears to be used in a passive voice. However, as mentioned previously, when *manufacture* appears in a passive voice, it is often associated with the definition ‘to

invent story, lie, or excuses’, which have negative meanings and connotation to it. On the contrary, *produce and create* do not have any negative meaning or connotation attached to the word. Therefore, it is possible to explain why *produce and create* appear mostly in an active voice and not in a passive voice. In addition, when *manufacture* is used in an active voice, its definition often associates with ‘to make goods in large quantities using a machine’ which this definition seems to be more in line with *produce and create*’s definition of ‘making something’.

5.3 Conclusion

The following conclusions below are drawn from the results and discussions.

1) The findings in this study suggest that *produce, create, and manufacture* are loose synonyms and share the same core meaning, that is ‘to invent or bring something into existence’. However, by the nature of loose synonyms, they cannot be used interchangeably in all contexts. The use of the most appropriate synonym will depend on the contexts such as intended meaning, degree of formality, grammatical pattern, and collocation.

2) Regarding the formality, *produce and manufacture* possess a high degree of formality. Both words are found often in official writing such as academic texts or magazines. *Create* on the other hand, is used very often in both formal and informal contexts. However, based on the findings from COCA, *create* should be considered to have a high degree of formality as the word appears in formal writings much more often than informal writings.

3) In terms of collocation, *produce, create, and manufacture* share many common collocates. With that being said, there are still many collocates that still only work with or prefer a specific synonym over the others. When choosing which synonym to use which collocate, the user must consider the context and the semantic preference of each word.

4) *Produce, create, and manufacture* share many common grammatical patterns. However, the frequencies of the patterns are different. Each word has a specific type of grammatical pattern that they often appear in. Moreover, there are also some grammatical patterns that only apply to a specific synonym and not the others.

For instance, based on the concordance lines from COCA, the use of passive voice structure only applies to manufacture and not the other words.

5) Traditional dictionaries alone are no longer enough as a source for research. Corpora must be considered when doing research especially in a field of data driven learning (DDL). The majority of information gathered in this study came from a corpus (COCA). Therefore, this study would not have been possible without the help of corpora.

5.4 Implications

The findings and this study can help educators and learners learn the differences between *produce*, *create*, and *manufacture*. It can also help readers learn how to use English synonyms correctly and naturally. Subsequently, the readers may also apply the methods used in this study to help them learn other synonyms. Moreover, this study also proves the usefulness and effectiveness of corpora in learning synonyms. Therefore, the findings in this study should be applied to English learning classes, especially in EFL classes where students often struggle with picking the right synonyms in their writing and reading. Hopefully, the findings in this study can help English learners further enhance their ability to use English synonyms and further enhance their English language acquisition.

5.5 Recommendations

The resources in this corpus-based study mainly came from two online dictionaries and COCA, which is an American based corpus. Therefore, the information that was gathered may be limited to those resources and other key information may be missing. To help fill the gap, it is recommended that a similar study could be conducted using alternative sources such as the Merriam-Webster Advanced Learner's English Dictionary and the British National Corpus (BNC).

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