International Journal of Language and Literary Studies
Volume 8, Issue 1, 2026
Homepage : http://ijlls.org/index.php/ijlls

Unveiling the Subtle Distinctions Between *Adapt*, *Adjust*, and *Modify*: A Corpus-Based Analysis of English Synonyms

Ali Ahmed Hizam Julul
Department of English, Faculty of Languages, Sana'a University, Yemen
jululmind@gmail.com

Yahya Mohammed Ali Al-Marrani
Department of English, Faculty of Education and Applied Sciences Arhab, Sana'a University, Yemen
almarrani99@gmail.com

DOI: http://doi.org/ 10.36892/ijlls.v8i1.2469
APA Citation: Julul, A. H. H. & Al-Marrani, Y. M. A. (2026). Unveiling the Subtle Distinctions Between *Adapt*, *Adjust*, and *Modify*: A Corpus-Based Analysis of English Synonyms. *International Journal of Language and Literary Studies. 8*(1).57-91. http://doi.org/10.36892/ijlls.v8i1.2469

Received: *12/11/2025*
Accepted: *25/12/2025*
Keywords: *COCA, noun and adverb collocates, near-synonym, semantic preference*

Abstract
This study investigates the similarities and, more importantly, the differences among the English synonymous verbs, namely adapt, adjust, and modify in terms of their collocations and semantic preferences. Despite being presented in major dictionaries as synonyms, these verbs exhibit subtle distinctions that lead to confusion among EFL learners. The data were drawn from the Corpus of Contemporary American English (2020). Additionally, this research employed quantitative and qualitative corpus-based method. A Mutual Information (MI) of ≤ 3 and a minimum frequency of < 20 occurrences was applied to ensure statistical significance. Semantic preferences were further examined using the UCREL Semantic Analysis System to categorize collocates into semantic domains. The findings revealed that adapt and modify shared the highest number of noun collocates, indicating a strong synonymous relationship, whereas modify and adjust showed the weakest overlap. The adverbial patterns confirmed that adapt aligned closely with adjust in contexts denoting gradual or behavioral change, while modify was associated with scientific or technical alterations. These results demonstrated that the three verbs cannot be used interchangeably in all contexts. In general, this study provides valuable pedagogical implications for English language teaching and learning, emphasizing the importance of corpus-informed approaches in differentiating near synonyms.

1. INTRODUCTION

A growing body of research (e.g., Narkprom, 2024; Chaokongjakra, 2023; Phoocharoensil, 2021) has provided compelling evidence for the pivotal role of vocabulary mastery in enhancing learners' overall linguistic and rhetorical competence. Honing on this notion, Milton (2013, p. 75) emphasizes that "developing learners' vocabulary knowledge appears to be an integral feature of developing their language performance generally." Similarly, Gardner (2013, p. 2) metaphorically describes vocabulary as "the fuel of language, without which nothing meaningful can be understood or communicated," underscoring its indispensable role

in effective language use. Within the realm of vocabulary acquisition, synonyms are recognized as powerful rhetorical resources that enable speakers and writers to express identical concepts through varied linguistic perspectives (Séguin, 2021). The richness and ubiquity of synonymous expressions in English testify to the language's dynamic and evolving nature. Consequently, mastering synonymy should remain a focal point of learners' attention, as it empowers them to convey meaning with greater precision, subtlety, and communicative sophistication (Liu & Espino, 2012).

Although mastering a wide range of synonyms is crucial for achieving higher levels of linguistic proficiency, several studies (e.g., Ahmad et al., 2019; Sridhanyarat, 2018; Aroonmanakun, 2015) have revealed that English learners often experience considerable confusion when attempting to select the most appropriate synonym in a given context. This difficulty arises from the fact that each synonym carries subtle yet distinctive shades of meaning, making them not entirely interchangeable across all contexts (Edmonds & Hirst, 2002). In essence, synonyms can substitute for one another only within a restricted range of linguistic environments (Niwesworakarn et al., 2023). Supporting this view, Edmonds and Hirst (2002, p. 107) argue that if two synonyms were capable of fully and consistently replacing each other in every context while preserving identical meaning and communicative effect, one would eventually "fall into disuse" or "acquire a new nuance of meaning."

Before the emergence of corpus linguistics, non-native learners of English typically relied on dictionaries or personal intuition to resolve the ambiguity surrounding synonym selection (Wei, 2006; Xiao & McEnery, 2006). However, a substantial body of research (e.g., Liu, 2023; Aroonmanakun, 2015; Hu, 2015) has shown that such reliance is overly simplistic, as dictionary-based information alone is insufficient to capture the intricate distinctions among synonyms in terms of their collocational patterns and semantic preferences. With the advent of corpora, linguistic inquiry has undergone a paradigm shift, enabling researchers to examine language through extensive authentic data rather than through intuition or prescriptive sources (Song, 2021; Flowerdew, 2013). There is now a growing consensus that the subtle differences among near-synonyms can be empirically identified through corpus-based analyses that reveal their distinctive linguistic behaviors in real contexts. Indeed, numerous corpus-driven investigations have successfully unearthed meaningful lexical and semantic contrasts that had

long remained obscured in traditional approaches (e.g., Li, 2019; Jarunwaraphan & Mallikamas, 2020; Supanfai, 2022; Panrat & Yanasugondha, 2024).

The present study aims to investigate the similarities and, more importantly, the differences among the English synonymous verbs adapt, adjust, and modify with respect to their collocational behavior and semantic preferences. These verbs were selected because they occur with notably high frequency in everyday discourse and constitute essential items within the English lexicon. According to the Oxford Advanced Learner's Dictionary (2020) and the Longman Dictionary of Contemporary English (2014), these verbs are listed among the top 3,000 core words in English which were identified based on their frequency and pedagogical significance for learners. Consequently, their inclusion at early stages of language instruction is crucial, as they provide valuable insights into how meaning and usage interact in naturally occurring contexts. Furthermore, dictionary definitions tend to present these verbs as nearly absolute synonyms that can be used interchangeably across contexts. This generalized representation, however, obscures the subtle linguistic distinctions that differentiate them, leaving non-native learners vulnerable to misapplication in contexts where only one verb is pragmatically or semantically appropriate.

To gain a deeper understanding of the similarities and, more importantly, the differences among the target verbs examined in this study, a comparative overview of their meanings as defined in the Oxford Advanced Learner's Dictionary (2020.) and the Longman Dictionary of Contemporary English (2014) is presented in Table 1 below.

Table 1

The Data of the Target Verbs in (OALD 10th) and (LDOCE 6th)

	(OALD 10th)	(LDOCE 6th)
adapt	A. To change your behaviour in order to deal more successfully with a new situation. E.g. 1. We have had to *adapt* quickly to the new system.	A. To gradually change your behaviour and attitudes in order to be successful in a new situation. E.g. 3. The children are finding it hard to *adapt* to the new school.

	B. To change something in order to make it suitable for a new use or situation E.g. 2. The classroom has been *adapt*ed to take wheelchair.	B. To change something to make it suitable for a different purpose. E.g. 4. The car has been *adapt*ed to take unleaded gas.
adjust	A. Get used to a new situation by changi the way you behave and /or think e.g. 5. it took him a while to *adjust* to livi alone. B. to change something slightly to make more suitable for a new set conditions or make it work better. e.g. 6. *Adjust* your language to the age your audience.	A. To gradually become familiar with new situation. e.g. 7. My parents had trouble *adjust*ing living in an apartment. B. to change or move something slight to improve it or make it mc suitable for a particular purpose. e.g. 8. taste the soup and *adjust* t seasoning.
modify	A. To change something slightly especially in order to make it more suitable for a particular purpose. e.g. 9. patients are taught how to *modify* their diet. B. To make something such as behaviour less extreme e.g. 10. she refused to *modify* her behaviour	To make small changes to something in order to improve it and make it more suitable or effective. e.g. 11. the feedback will be used to *modify* the course for the next year

A close examination of the dictionary definitions and examples presented in Table 1 reveals that the three verbs share a common semantic meaning denoting a form of change intended to make something more suitable for a new situation, use, or purpose. For instance, in examples (2), (4), (6), (8), (10), and (11), the verbs adapt, adjust, and modify could plausibly substitute for one another to express the notion of alteration for suitability. To illustrate, example (6)

"Adjust your language to the age of your audience" could be rephrased as "Adapt (or modify) your language to the age of your audience" with little loss of meaning. Another overlap is evident between adapt and adjust in contexts implying personal or behavioral change, as in example (5) "It took him a while to adjust to living alone" where adapt could replace adjust without altering the intended meaning. Despite these apparent overlaps, the dictionary data perpetuate the misconception that these verbs are virtually absolute synonyms, capable of substituting for one another across all contexts. The limited examples provided in dictionaries only partially reflect their actual linguistic behavior, offering little insight into their distinctive collocational patterns and semantic preferences. Thanks for corpus linguistics, these distinctions can be unveiled with a view to discriminating these verbs from one another and enabling EFL learners to decide on a suitable choice when favoring any of these synonyms over another. The following section reviews previous corpus-based investigations into English near-synonyms.

2. LITERATURE REVIEW

2.1.Synonyms

The term synonym, derived from the Greek roots syn ("alike") and onym ("name"), originally referred to words sharing similar meanings (Murphy, 2010). Linguists generally concur that synonymy entails the expression of a single meaning through multiple lexical items (Szudarski, 2018; Webb & Nation, 2017; Taylor, 2002). However, degrees of synonymy vary across the lexicon: some pairs exhibit strong semantic equivalence, whereas others overlap only partially. For example, while *tall* and *high* may seem synonymous, only *tall* can collocate naturally with girl (Taylor, 2002). Hence, scholars distinguish between absolute and near synonyms. Absolute synonymy defined by complete interchangeability and identical meaning is widely regarded as rare or even theoretically impossible (Cruse, 1986; Edmonds & Hirst, 2002; Taylor, 2002; O'Grady & Archibald, 2016). Consequently, most lexical pairs are better described as near-synonyms, which share central semantic features but differ in collocation, connotation, or stylistic register (Cruse, 1986; Xiao & McEnery, 2006; Liu, 2013). As dictionaries often obscure such fine-grained distinctions (Boontam & Phoocharoensil, 2022), recent studies increasingly employ corpus-based approaches to uncover the subtle semantic and collocational behaviors of near-synonymous words (Selmistraitis, 2020; Panrat & Yanasugondha, 2024).

2.2.Corpus-based Criteria for Distinguishing Near-Synonyms

Recent corpus-based studies have highlighted the effectiveness of using collocational patterns and semantic preferences to identify both the similarities and, more importantly, the distinctions among near synonyms (e.g., Aroonmanakun, 2015; Petcharat & Phoocharoensil, 2017; Selmistraitis, 2020; Chaengchenkit, 2023; Panrat & Yanasugondha, 2024). Scholars emphasize that collocation and semantic preference should be analyzed together, as the latter is often inferred from a word's recurrent collocates (Li, 2019; Selmistraitis, 2020; Szudarski, 2018). Among the corpora employed, the Corpus of Contemporary American English (COCA) has been the most widely used (e.g., Aroonmanakun, 2015; Jarunwaraphan & Mallikamas, 2020; Selmistraitis, 2020; Chaengchenkit, 2023; Panrat & Yanasugondha, 2024), followed by the British National Corpus (BNC) (e.g., Chung, 2011; Li, 2019; Supanfai, 2022). Findings consistently indicate that, despite overlapping semantic features, the notion of full interchangeability among near synonyms is largely unsupported.

2.3.Collocations

Many scholars argue that a word's meaning is shaped not only by the word itself but also by the words it commonly co-occurs with. Firth (1957) was among the first to highlight the importance of lexical associations between a node and its adjacent collocates. Building on this insight, researchers (e.g., Baker, 2010; Timmis, 2015) have emphasized that words exhibit systematic preferences for certain co-occurring words, which help distinguish their meanings from those of near synonyms. Similarly, Sinclair (1991) defines collocates as "items that occur physically together or have stronger chances of being mentioned together" (p. 170). Thornbury (2002) cautions that substituting a near synonym for a typical collocate can produce nonstandard or unnatural expressions. For instance, *heavy coffee* is perceived as nonstandard, whereas *strong coffee* occurs frequently and is widely accepted (Webb & Nation, 2017; Webb et al., 2012). Knowledge of collocational patterns is therefore essential for learners and teachers of English, as it helps avoid nonstandard usage (Szudarski, 2018).

Recent studies further underscore the role of collocates in differentiating near synonyms. Petcharat and Phoocharoensil (2017) and Lertcharoenwanich (2023) demonstrate that the greater the number of overlapping collocates between two words, the stronger their synonymous status, and vice versa. For example, Chaokongjakra (2023) found that *important* and *crucial* exhibit strong synonymy due to substantial overlap in noun collocates, whereas pairs such as *crucial* and *significant* or *important* and *significant* show weaker synonymy, reflecting their limited shared collocates.

2.4.Semantic Preference

Semantic preference is closely related to collocation but differs in focus. While collocation examines the relationship between a node word and an individual adjacent collocate, semantic preference considers how a node word co-occurs with a group of collocates belonging to the same semantic domain (Supanfai, 2022; Phoocharoensil, 2021). Hunston (2007, p. 266) defines semantic preference as "the frequent co-occurrence of a lexical item with items expressing a particular evaluative meaning," and Lindquist (2009, p. 57) describes it as "the relation between a word and semantically related words in a lexical field." For example, Edmonds and Hirst (2002) note that *pass away* is restricted to humans, whereas its near synonym *die* can also refer to animals or plants. Similarly, the verb *cause* exhibits distinct preferences depending on its argument structure: when transitive, it typically collocates with illnesses (e.g., heart disease), but when ditransitive, the second object often refers to negative feelings (e.g., *causes them discomfort*).

Recent research has increasingly applied semantic preference alongside collocation to differentiate near synonyms (e.g., Li, 2019; Jarunwaraphan & Mallikamas, 2020; Chaengchenkit, 2023; Panrat & Yanasugondha, 2024). These studies reveal that near synonyms often share some semantic preferences, reflecting their synonymy, yet display distinct preferences that limit their interchangeability. For instance, Supanfai (2022) found that the nouns *people* and *persons* share collocates related to health, employment, and emotions, but *people* also collocates with terms related to numbers, negative actions, and ethnicity, while persons aligns with legal contexts.

Taken these findings together, corpus-based approaches are shown to be highly effective in revealing the subtle similarities and differences among English near synonyms which are often missing from advanced dictionaries. Importantly, differences in collocation and semantic preference highlight the risks of using near synonyms interchangeably, which may result in nonstandard usage. Motivated by this gap, the present study investigates the English synonymous verbs *adapt*, *adjust*, and *modify* using corpus analysis. It addresses the following research questions:

1. What are the significant similarities and differences among *adapt*, *adjust*, and *modify* in terms of collocations?

2. What are the significant similarities and differences among *adapt*, *adjust*, and *modify* in terms of semantic preferences?

3. METHODS

3.1.Target Words

This study focuses on three English synonymous verbs: *adapt*, *adjust*, and *modify* . These verbs were selected for two main reasons. First, their overlapping basic meanings denoting a change to cope with a new situation or to make something suitable for a new purpose, as indicated in the OALD (10th ed.) and LDOCE (6th ed.), often create difficulties for non-native learners in selecting the appropriate verb for a given context. Second, these verbs rank among the most frequent core words in English and are therefore prioritized in elementary language instruction. Importantly, traditional dictionary definitions fail to highlight their subtle differences in collocational patterns and semantic preferences. With the advent of corpus tools, however, these subtle similarities and differences can now be systematically examined, providing learners with the guidance needed to accurately distinguish and use each verb in context.

3.2.The Corpus of the Study

The updated version of the Corpus of Contemporary American English (COCA, 2020), accessible online at (http://english-corpora.org), was employed in this study to analyze the target verbs in terms of collocations and semantic preferences for several reasons. First, COCA comprises a vast collection of American English texts, systematically balanced across multiple genres, including spoken language, fiction, magazines, newspapers, academic texts, TV and movie subtitles, blogs, and online web pages. This balance enables reliable cross-genre comparisons and facilitates the identification of significant similarities and differences among English synonyms. Second, the corpus exceeds one billion words and has been continuously updated from 1990 to 2020, with approximately 25 million words added annually (Davies, 2020). As a monitor corpus, COCA thus provides a dynamic reflection of contemporary language use across genres and over time.

3.3. Procedures and Data Analysis

To address the first research question, the collocate function of COCA was employed to investigate the noun and adverb collocates of the target verbs. Since the focus was on verbs, particular attention was given to nouns functioning as subjects or objects, as well as to the most frequent adverbs modifying the target verbs. Lemma searches were conducted for each verb, with a span o;f four words to the left and right of the node, as Sinclair (1991) notes that associations beyond this range are generally negligible. Collocational strength was assessed using an MI value of ≤ 3, which indicates a significant association between the node and its collocate (Cheng, 2012). However, low-frequency collocates may yield artificially high MI values; therefore, a minimum frequency threshold of ≤ 20 occurrences per million words was also applied to ensure meaningful associations (Greaves & Warren, 2010; Hunston, 2022). The resulting collocates were exported to spreadsheets, where filtering functions were used to rank them from highest to lowest frequency, allowing the identification of overlapping collocates indicative of the relative synonymous status of the target verbs.

For the second research question, the semantic preferences of each target verb were analyzed based on the 100 most frequent noun collocates, using an MI ≤ 3 and a minimum frequency threshold of 13. Following Hardiman and Nuraniwati (2023), these collocates were automatically annotated with semantic domains using the UCREL Semantic Analysis System (USAS), a dictionary-based tool that categorizes English words into 21 main domains and 232 sub-domains (Archer et al., 2002). The annotated data were then exported to spreadsheets, and Pivot Tables were used to summarize and compare the semantic domains across the three target verbs, thereby revealing both shared and distinct semantic preferences.

Figure 1:*The USAS Semantic Tag (http://ucrel.lancs.ac.uk/usas/)*

A general and abstract terms	**B** the body and the individual	**C** arts and crafts	**E** emotion
F food and farming	**G** government and public	**H** architecture, housing and the home	**I** money and commerce in industry
K entertainment, sports and games	**L** life and living things	**M** movement, location, travel and transport	**N** numbers and measurement
O substances, materials, objects and equipment	**P** education	**Q** language and communication	**S** social actions, states and processes
T Time	**W** world and environment	**X** psychological actions, states and processes	**Y** science and technology
Z names and grammar			

4. RESULTS AND DISCUSSION

4.1.Collocations of the Target Verbs

This section presents the findings addressing the first research question by examining the noun and adverb collocates most frequently associated with *adapt*, *modify*, and *adjust*. Particular attention is given to overlapping collocates that appear in close proximity to the target verbs, with an MI value of ≤ 3 and a minimum frequency threshold of ≤ 20, as these indicate significant associative strength and potential insight into the relative synonymous status of the verbs.

4.2.Noun Collocates of the Target Verbs

Table 2 shows the overlapping noun collocates of *adapt*, *modify*, and *adjust*, identified from the most frequent collocates for each verb 85 for *adapt*, 77 for *modify*, and 113 for *adjust* with a frequency ≤ 20 and MI ≤ 3 . Collocates exceeding these thresholds may appear more frequently but are considered weakly associated and less reliable indicators of significant patterns (Cheng, 2012; Greaves & Warren, 2010).

Table 2:

The Overlapping Noun Collocates of Adapt, Modify and Adjust

NO	**verb**	***adapt***		***modify***		***adjust***	
	noun collocates	Freq	MI	Freq	MI	Freq	MI
1.	model	139	3.17	83	3.07	141	4.02

2.	strategy	87	4.27	53	4.27	90	3.93
3.	instruction	76	4.48	75	4.75	63	3.78
4.	settings	21	3	37	4.16	212	5.74
5.	environment	493	5.03	76	3.62		
6.	ability	404	4.96	67	3.08		
7.	technique	129	4.03	63	4.18		
8.	items	102	3.94	79	3.38		
9.	methods	97	4.11	41	3.5		
10.	materials	80	3.83	36	3.26		
11.	curriculum	77	4.4	70	4.86		
12.	organism	74	4.82	36	4.97		
13.	practices	61	3.35	97	4.57		
14.	recipe	338	6.85	33	3.36		
15.	habitat	41	3.83	28	5.04		
16.	instrument	41	3.26	23	4.1		
17.	requirement	36	3.28	48	3.24		
18.	structures	33	3.48	103	3.99		
19.	questionnaire	30	4.8	20	4.85		
20.	protocol	30	3.6	22	4.66		
21.	procedure	29	3.19	78	3.7		
22.	interventions	21	3.78	52	3.68		
23.	format	22	3.31	22	4.1		
24.	demands	70	4.32			49	3.54
25.	difficulty	65	3.96			113	4.95
26.	surroundings	54	6.13			34	5.17
27.	realities	41	5.07			35	4.66
28.	inability	37	4.75			28	3.85
29.	flexibility	35	4.6			33	4.16
30.	lifestyle	34	3.66			46	3.77
31.	tactics	29	4.09			32	3.88
32.	temperatures	23	3.43			162	4.71
33.	expectations			21	3.09	122	4.43

Freq = Frequency , MI = Mutual Information Score

The corpus data in Table 2 reveal that *adapt*, *modify*, and *adjust* overlap in four noun collocates which include *model, strategy, instruction*, and *settings* all with MI ≤ 3 and frequency ≤ 20, indicating a low degree of synonymy among the three verbs when taken together. However, by examining these verbs in pairs, it appears that *adapt* and *modify* share 23 overlapping noun collocates, including model, strategy, instruction, technique, method, practice, and curriculum, suggesting a notably strong synonymous status (Szudarski, 2018; Phoocharoensil, 2020; Lertcharoenwanich, 2023). Concordance analysis shows that when *adapt* and *modify* co-occur with collocates such as model, technique, method, strategy, practice, and instruction, they behave similarly both in denotational and colligational aspects. In these contexts, both verbs function as transitive verbs followed by the collocate as a direct object, denoting a change made to something to make it suitable for a new use or purpose. Further evidence of the strong synonymy is observed with the noun *item*, which commonly appears with both verbs as the subject of passive constructions, again conveying a similar sense of purposeful change (see figure 2). These patterns indicate that, in contexts with shared collocates, *adapt* and *modify* can often be used interchangeably, reflecting both their semantic and syntactic alignment.

Figure 2

Samples of the Concordance Lines of Item as a Collocate of Adapt and Modify in COCA

Despite the considerable overlap between *adapt* and *modify*, notable differences also emerge. For instance, when co-occurring with *environment*, *adapt* frequently takes the preposition to (e.g., *adapt* to environment), denoting a change that enables one to cope with new situations. In contrast, *modify* typically appears as a transitive verb with *environment* as a direct object, conveying the sense of improving or making the environment more suitable (see concordance lines 1and 2). A similar distinction arises with *ability*, where both verbs appear in infinitive constructions (e.g., ability to *adapt*, ability to *modify*). Here, *modify* generally denotes altering something to serve a different purpose, whereas *adapt* implies *adjust*ing oneself to manage new situations. These findings suggest that, although overlapping collocates indicate potential synonymy, denotational and colligational differences underscore that *adapt* and *modify* cannot be used interchangeably in all contexts. Moreover, not all overlapping collocates reliably signal synonymy; only those appearing with similar meanings and colligational patterns across a substantial number of concordance lines can be considered indicative of a strong synonymous relationship.

1. . schedule. # " We'll learn how mentally tough we are and how we *adapt* to *environments* we're not used to. As long as we have each other

2. though they can treat your condition, they may not be knowledgeable about how to *modify* your work *environment* to alleviate the strain. # " At our clinic we try

When it comes to *adapt* and *adjust*, Table 2 shows that these verbs share thirteen collocates, including *model, strategy, instruction, settings, demand, difficulty, surrounding, reality, inability, flexibility, lifestyle, tactics*, and *temperatures*. The significant statistical values of these collocates indicate a notable synonymous relationship. However, compared with *adapt* and *modify*, the smaller number of shared collocates suggests that *adapt* and *adjust* are less strongly synonymous. Concordance line analysis of the overlapping collocates reveals that *adapt* and *adjust* behave similarly across all shared nouns. For example, with demand and reality, both verbs consistently denote changes made to suit a particular situation. As shown in Figure 3, *adapt* and *adjust* are frequently followed by the preposition to and the respective noun, reflecting comparable colligational patterns. These findings suggest that, in contexts with demand and reality, *adapt* and *adjust* can be considered interchangeable due to their aligned denotations and colligation behavior.

Figure 3

Samples of the Concordance Lines of Adapt and Adjust Collocating with Demand And Reality

culture, to esteem humanism and to **adapt** to the **demands** of varying situations. Once we have foun
t requires your body to **adapt** to new **demands**, which can help you lose weight and tone faster. You
ese technologies face challenges and will need to **adapt** to accommodate increasing **demands** on cr
y will need to be **adapted** to the **demands** of different subject areas, as the warrants and claims need
ds that can not store, compute and **adapt** to the **demands** of the environment is a radically different
year-old said his body eventually **adjusted** to the **demands** of his job. Now, he rarely sleeps more than six
how well the Catholic laity **adjusts** to the **demands** of this growing group of men and their families; let u
layer who is struggling to **adjust** to the **demands** of playing pro ball and managing his affairs lies largely
ers and students will **adjust** to new **demands** and come out ahead. The scores, released Wednesday, "
itions that first-year students face as they **adjust** to the **demands** of college. They concluded that this tran
town in the countryside, zniqing had to **adapt** to the tough **reality** as best they could. Wha
ested in creating something Chinese... better **adapted** to our **reality**. "' Enlightened officia
ever, it is **reality** that must **adapt** itself to the fantasy. That's how it becomes " alternative.
vice the commercial flexibility it needs to **adapt** to the market **reality**, " says Richard Ged
flects the many creative approaches being taken to **adapt** to this potential **reality**, such as
reconsidering their views on immigration and **adapting** to the **reality** that self-deportatio
ket capitalism has **adjusted** to changed **realities** that have left liberals puzzled and unsettle
because they can **adjust** to commercial **realities** far more quickly they can out manouevre t
agmire and a resistance to **adjusting** to **realities** on the ground. Programs were never tested
se to the recession gradually **adjusted** to new economic **realities** and thus became less agg
quickly **adjust** to the practical **realities** of engineering's present and future. # By Norman I

Turning to *modify* and *adjust*, Table 2 shows that the two verbs shared five collocates including *model, strategy, instruction*, *settings* and *expectation* indicating a weak synonymous relationship between the two verbs. According to Lertcharoenwanich (2023), a small number of shared collocates signals a weak synonymy. Accordingly, *modify* and *adjust* exhibit the least synonymous status compared with the pairs *adapt modify* and *adapt adjust*.

Overall, a limited collocational overlap exists among *adapt*, *modify*, and *adjust* when considered together. In pairs, *adapt* and *modify* show the strongest synonymous status, *adapt* and *adjust* demonstrate a strong relationship, and *modify* and *adjust* reveal only a weak connection. Following Cheng (2012), collocates with MI ≤ 3 and a frequency threshold of ≤ 20 occurrences are considered significantly associated with node words (Greaves & Warren, 2010). Collocates failing to meet these criteria are deemed insignificantly associated. The present study adheres to these standards, in line with previous research (Panrat & Yanasugondha, 2024; Chaengchenkit, 2023; Chaokongjakra, 2023; Lertcharoenwanich, 2023), confirming that overlapping collocates may behave similarly in some contexts and diverge in others, supporting the view that near synonyms cannot be used interchangeably in all contexts

(Edmonds & Hirst, 2002; Jarunwaraphan & Mallikamas, 2020; Phoocharoensil & Kanokpermpoon, 2021; Chaengchenkit, 2023).

This study differs from prior research in its methodological rigor. Only collocates with MI ≤ 3 and a minimum frequency threshold of ≤ 20 were included, whereas earlier studies often considered low-frequency collocates (e.g., Phoocharoensil, 2020; Panrat & Yanasugondha, 2024; Chaengchenkit, 2023; Chaokongjakra, 2023), which may not be significantly associated with node words (Biber, 2006; Greaves & Warren, 2010). By including all statistically significant collocates, this study uncovered a more comprehensive set of overlapping nouns, providing a stronger and more reliable picture of the collocational relationships among the target verbs. In contrast, prior studies that restricted analyses to the top 30 most frequent collocates often excluded important overlaps, limiting the identification of synonymy. For instance, in Lertcharoenwanich (2023), several significant collocates of *empty* were omitted due to the inclusion of only the top 30 collocates, resulting in minimal overlap with *blank* and *vacant*. Similarly, Panrat & Yanasugondha (2024) found little overlap among *clear*, *apparent*, *obvious*, and evident because only the top 30 collocates were analyzed. These observations suggest that future corpus-based research on near synonyms should adopt statistical thresholds that ensure the inclusion of all significant collocates, thereby providing a more robust and accurate analysis of similarities and differences.

4.3.The Adverb Collocates of the Target Verbs

This section examines the overlapping adverb collocates that most frequently co-occur with the target verbs. Only adverbs meeting two criteria were included: an MI score of ≤ 3 and a minimum frequency of 20 occurrences in proximity to the target verbs.

The corpus data in Table 3 indicates that *adjust* has the highest number of adverb collocates (25), followed by *adapt* (20) and *modify* (14). Regarding shared collocates, the three verbs have only three overlapping adverbs in common: easily accordingly, and constantly, which aligns with the noun collocate findings in suggesting a relatively weak overall synonymous status among them. Pairwise comparisons reveal that *adapt* and *adjust* share eight adverbs (quickly, easily, successfully, rapidly, accordingly, constantly, continually, and gradually), whereas *modify* and *adjust* overlap in just four (easily, accordingly, slightly, and constantly). Interestingly, *adapt* and *modify*, despite having the highest overlap in noun collocates, share only the same three adverbs noted above.

O	Adverb Collocates of *Adapt*	Freq	MI	Adverb Collocates of *Modify*	Freq	MI	Adverb Collocates of *Adjust*	Freq	MI
	quickly	302	4.82	genetically	392	9.9	accordingly	448	8.5
	easily	238	5.17	slightly	220	6.08	seasonally	313	11
	successfully	112	5.91	easily	89	4.33	automatically	229	6.6
	readily	72	6.02	significantly	71	4.77	quickly	227	4.1
	rapidly	58	4.73	accordingly	62	6.66	easily	132	3.9
	accordingly	55	5.81	otherwise	45	3.14	constantly	94	4.6
	perfectly	55	4.07	heavily	34	4.25	fully	88	3.6
	specially	46	6.78	substantially	29	5.52	properly	87	4.6
	constantly	45	3.83	chemically	28	8.17	slightly	81	3.7
	locally	39	5.69	somewhat	27	3.54	slowly	78	3.6
	continually	31	5.15	specifically	24	3.08	upward	73	5.9
	naturally	26	3.21	extensively	23	6.1	manually	68	7.2
	widely	25	3.36	subsequently	22	5.17	carefully	62	3.7
	poorly	24	4.33	constantly	21	3	downward	56	6.1
	flexibly	23	9.6				annually	47	4.9
	loosely	22	5.32				continually	38	5.2
	culturally	21	5.03				gradually	38	4.2
	gradually	21	3.74				rapidly	38	3.8
	freely	20	4.33				appropriately	36	5.4
	originally	20	3				periodically	31	5.8
							continuously	28	5.4
							statistically	25	4.4
							socially	24	4.1
							successfully	24	3.3
							dynamically	22	7.6

The results indicate that *adapt* and *adjust* exhibit a considerable synonymous status, sharing eight adverb collocates, followed by *modify* and *adjust* with four overlapping adverbs. In contrast, *adapt* and *modify*, despite a substantial overlap in noun collocates, share only three adverbs. This discrepancy can be attributed to the nature of adverbs in English: unlike nouns, adverbs particularly those of manner, time, and place are more flexible and can occur with a wide range of verbs, making them less reliable indicators of synonymous status. Additionally, adverbs that typically appear at the beginning or end of a sentence may fall outside the standard

four-word span on either side of the node word (Sinclair, 1991), and thus are not captured as collocates in this analysis.

However, certain technical adverbs with high frequency and an MI value of < 3 can serve as strong indicators of synonymous status when they overlap between verbs. When such adverbs are exclusive to a single verb, they help characterize and distinguish it from its near synonyms. For instance, *genetically* and *chemically* occur exclusively with *modify*, highlighting that this verb specifically conveys changes in genes or chemical processes. Similarly, *automatically*, *manually*, and *dynamically* are exclusive to *adjust*, reflecting its use to denote slight changes applied to correct the function or position of machines or tools. Adverbs such as *seasonally*, *annually*, and *periodically*, which also appear with *adjust*, indicate changes occurring over extended periods, such as a season or a year. For *adapt*, the exclusive adverbs *culturally* and *naturally* signal that the verb refers to behavioral changes aimed at dealing effectively with new cultural or natural environments.

4.4.The Semantic Preference of Adapt, Modify and Adjust

This section addresses the second research question, focusing on the similarities and differences among the target verbs in terms of their semantic preferences.

Table 4:

The Distribution of the Noun Collocates of the Target Verbs in the USAS 21 Semantic Domains

	Semantic Domains	*Adapt*	*Modify*	*Adjust*	Sum
1	Substances, Materials, Objects & Equipment	10	15	22	47
2	Psychological Actions, States & Processes	18	20	8	46
3	**General & Abstract Terms**	**13**	**9**	**12**	**34**
4	Linguistic Actions, States & Processes	14	10	2	26
5	**Numbers & Measurement**	**3**	**3**	**18**	**24**
6	Social Actions, States & Processes	10	7	2	19
7	**The Body & The Individual**	**1**	**2**	**14**	**17**
8	9 sum	10 69	11 66	12 78	13 21 3
14	**Food & Farming**	**6**	**5**	**4**	**15**
15	Money & Commerce	2	4	6	12

16	**Govt. & The Public Domain**	**2**		**7**		**1**		**10**	
17	Life & Living Things	6		3		0		9	
18	**Architecture, Buildings, Houses & The Home**	**1**		**3**		**3**		**7**	
19	The World & Our Environment	3		2		2		7	
20	**Science & Technology**	**3**		**4**		**0**		**7**	
21	22 Sum	23	23	24	28	25	16	26	67
27	**Movement, Location, Travel & Transport**	**2**		**1**		**3**		**6**	
28	Education	3		3		0		6	
29	**Entertainment, Sports & Games**	**1**		**1**		**1**		**3**	
30	Time	1		0		1		2	
31	**Arts & Crafts**	**1**		**1**		**0**		**2**	
32	Emotional Actions, States & Processes	0		0		1		1	
33	**Names & Grammatical Words**	**0**		**0**		**0**		**0**	
34	35 Sum	36	8	37	6	38	6	39	20
40		**410**	**10**	**420**	**10**	**430**	**10**	**440**	**30**

The automatic classification of the noun collocates into 21 USAS semantic domains, as presented in Table 4 and Chart 1, revealed noteworthy patterns. Notably, the majority of collocates (213 collocates, 71%) clustered in approximately one-third of the domains, including "Substances, Materials, Objects & Equipment," "Psychological Actions, States & Processes," "General & Abstract Terms," "Linguistic Actions, States & Processes," "Numbers & Measurement," "the Body & the Individual," and "Social Actions, States & Processes." Although *adapt* (69), *modify* (66), and *adjust* (78) exhibited similar total numbers of collocates in these domains, closer inspection shows that *adapt* and *modify* shared a stronger semantic preference overlap, while *adjust* differed substantially, with only partial intersection.

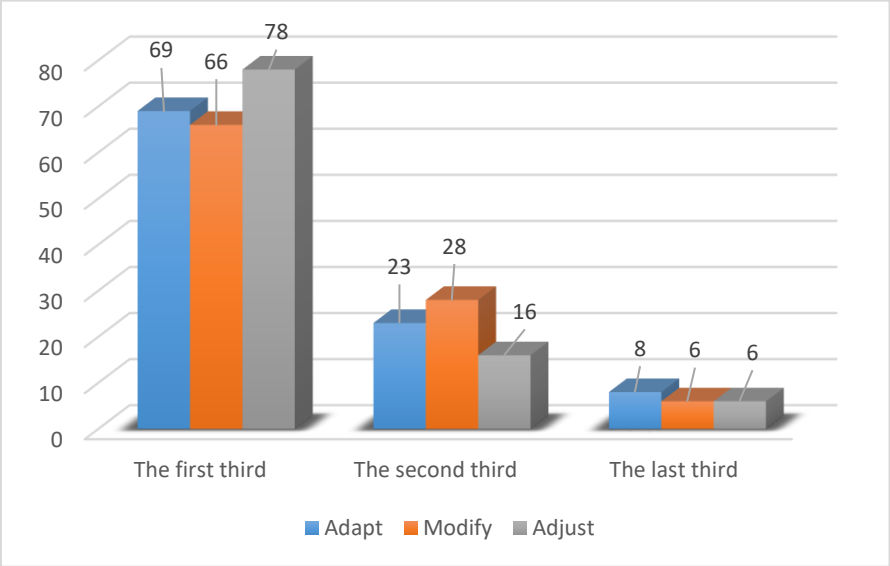
In the next third of semantic domains which includes "Food & Farming," "Money & Commerce," "Government & the Public Domain," "Life & Living Things," "Architecture, Buildings, Houses & Home," "Movement, Location, Travel & Transport," and "the World & Our Environment",67 collocates (22%) were distributed. Here, the three verbs behaved more similarly, with comparable numbers of collocates across the domains, aside from minor differences.

Finally, the last third of semantic domains which includes "Science & Technology," "Education, Entertainment, Sports & Games," "Emotional Actions, States & Processes,"

"Time," "Arts & Crafts," and "Names & Grammatical Words" showed minimal association, with only 20 collocates (7%) appearing in these domains. This distribution highlights that the bulk of the target verbs' semantic preferences are concentrated in specific core domains, with *adapt* and *modify* showing greater alignment than *adjust*.

Chart 1:

The Distribution of the Target Verbs Noun Collocates in the USAS Semantic Domains



4.5.The Semantic Preference of Adapt Versus Modify

The corpus data in Table 4 and Chart 1 indicate that *adapt* and *modify* share substantial overlapping semantic preferences. This overlap is particularly evident in the first four semantic domains. In the "Psychological Actions, States & Processes" domain, *modify* and *adapt* account for 20 and 18 noun collocates, respectively, with shared collocates such as procedure, technique, method, and framework falling under the "Mental Object" and "Means, Method" subdomains. However, some collocates are exclusive, e.g., attitude (subdomain: "Thought and Belief") and attempt (subdomain: "Trying") for *modify*. In the "Substances, Materials, Objects & Equipment" domain, *modify* and *adapt* include 15 and 10 collocates, respectively, with overlapping items such as *item* and *instrument* in the "Objects Generally" subdomain. Unique to *adapt* is flexibility, appearing under the "Texture" subdomain.

Within the "Linguistic Actions, States & Processes" domain, *adapt* and *modify* have 14 and 10 collocates, respectively, overlapping in subdomains like "Speech Acts," "Paper Documents and Writing," and "Speech: Communicative." Distinct subdomains include *adapt* collocates in "Green Issues," "Media," and "Communication in General," whereas *modify* collocates appear in "Language, Speech, and Grammar." Finally, in the "General and Abstract

Terms" domain, *adapt* and *modify* scored 13 and 9 collocates, respectively, with overlap in the "General Actions, Making" subdomain (e.g., practice). Exclusive collocates for *adapt* appear in subdomains such as "Affect, Change," "Being," "Comparing," "Constraint," "Evaluation," and "General Kinds and Groups," while *modify* features collocates in "Inclusion, Exclusion" and "Using. "Overall, these findings highlight a strong semantic preference overlap between *adapt* and *modify*, alongside distinct patterns that reflect their non-interchangeability in certain contexts.

4.6.The Semantic Preference of Adjust Versus Adapt and Modify

The corpus data in Table 4 reveal a limited semantic preference overlap between *adjust* versus *adapt* and *modify*. In the domains where *adapt* and *modify* collocates are densely concentrated, *adjust* tends to appear in considerably smaller numbers. For instance, in the "Number and Measurement" domain, *adjust* occurs with 18 collocates predominantly related to length, height, speed, volume, weight, or quantity, whereas *adapt* and *modify* each appear with only three. Similarly, in "The Body and Individual" domain, *adjust* has 14 collocates such as., *tie, belt, cuff, gloves, scarf, sunglasses* while *adapt* and *modify* register only one and two collocates, respectively; notably, *adjust* is also strongly associated with eyes in the "Anatomy and Physiology" subdomain.

Further differences are evident in "Linguistic Actions, States & Processes," where *adapt* and *modify* account for 14 and 10 collocates, respectively, compared to just two for *adjust*. A similar pattern occurs in "Social Actions, States & Processes," with *adapt* and *modify* scoring 10 and 7 collocates, respectively, while *adjust* has only two. These findings indicate that, unlike *adapt* and *modify*, *adjust* exhibits distinct semantic preferences, reflecting its more specialized usage and weaker overlap with the other target verbs.

Despite the distinctions noted above, some semantic preference overlap between *adjust*, *adapt*, and *modify* persists, underscoring their near-synonymous status. For example, in the "General and Abstract Terms" domain, the verbs appear with 13, 9, and 12 collocates, respectively, overlapping in subdomains such as "General Actions," "Comparing," and "Evaluation." Similarly, in the "Substances, Materials, Objects and Equipment" domain, *adjust*, *adapt*, and *modify* occur with 22, 10, and 15 collocates, respectively. While some subdomains e.g., "Objects Generally" and "Texture" show partial intersection, the collocates of *adjust* tend to denote minor adjustments to everyday objects, such as *strap, knob, brake*, and *rack*. In contrast, *adapt* and *modify* share collocates such as *structure, instrument, item*, and *materials*, reflecting changes to objects or materials in a broader or more functional sense. In

the "Psychological Actions, States & Processes" domain, *adapt* , *modify* , and *adjust* exhibit 18, 20, and 8 collocates, respectively, with *strategy* serving as a common noun collocate in the "Wanting, Planning, Choosing" subdomain. These findings demonstrate that, despite some overlap indicating near-synonymy, the verbs maintain distinct semantic preferences across subdomains, highlighting their context-dependent usage.

Overall, the findings indicate that *adapt*, *modify*, and *adjust* share a considerable semantic relation, as evidenced by overlapping semantic preferences. When examined in pairs, however, the degree of overlap varies: *adapt* and *modify* exhibit a strong semantic preference overlap, reflecting a robust synonymous status, whereas *adapt* and *adjust* and *modify* and *adjust* show weaker overlap, indicating a comparatively lower synonymous status. Notably, *adjust* demonstrates distinctive patterns, with many of its collocates concentrated in semantic domains where those of *adapt* and *modify* are sparse, and vice versa, highlighting its more specialized usage.

Despite the substantial semantic preference overlap between *adapt modify*, a detailed examination of the subdomains of the USAS 21 semantic fields revealed notable verb-specific distinctions. These findings support previous research (e.g., Aroonmanakun, 2015; Jarunwaraphan & Mallikamas, 2020; Phoocharoensil & Kanokpermpoon, 2021; Sridhanyarat & Phoocharoensil, 2023) indicating that, even when English synonyms share strong semantic preferences, they are not interchangeable in all contexts. Moreover, the results align with studies (e.g., Selmistraitis, 2020; Supanfai, 2022; Niwesworakarn et al., 2023) demonstrating that semantic preference analysis effectively uncovers meaningful distinctions between near synonyms.

It is noteworthy that previous studies on near synonyms often limited the semantic preference analysis to the top 20–30 collocates (e.g., Panrat & Yanasugondha, 2024; Chaengchenkit, 2023; Chaokongjakra, 2023; Lertcharoenwanich, 2023; Phoocharoensil, 2020), which excluded many significantly associated collocates and resulted in only partial insights. Narkprom (2024) reported that including more collocates beyond the top 30 reveals additional overlapping themes among target words. In contrast, the present study analyzed all significant noun collocates (100 per verb), enabling a more comprehensive examination of the similarities and differences among the target verbs. Future research is therefore encouraged to adopt statistical criteria that ensure the inclusion of all significant collocates.

Another limitation of prior research lies in the manual categorization of collocates into semantic domains based on intuition and background knowledge (e.g., Sridhanyarat & Phoocharoensil, 2023; Chaokongjakra, 2023; Narkprom, 2024). By contrast, this study

employed the USAS semantic tagger to automatically assign all 300 noun collocates to semantic domains, a method validated for accuracy and reliability in annotating English words into domains and subdomains (Hardiman & Nuraniwati, 2023).

5. CONCLUSION

This corpus-based study aimed to investigate the similarities and differences among the synonymous verbs, namely *adapt, modify* and *adjust* based on their collocations and semantic preferences in COCA. The findings of this study revealed that among the three target verbs, *adapt* and *modify* exhibited the strongest synonymous status, followed by *adapt* and *adjust*, which shared a considerable number of overlapping noun collocates. In contrast, *modify* and *adjust* demonstrated a weaker synonymous status due to their limited collocational overlap. Beyond shared collocates, each verb also exhibited unique noun collocates, confirming their status as near synonyms. A closer examination of concordance lines showed that these verbs could be used interchangeably in certain contexts, reflecting similar denotational and colligational patterns. However, in other contexts, differences in meaning and grammatical behavior highlighted that near synonym cannot be used interchangeably in all situations. Importantly, overlapping collocates alone cannot serve as definitive evidence of synonymy; only a detailed concordance analysis can confirm true similarity. Regarding adverb collocates, *adapt* and *adjust* shared a moderate number of overlaps, while *modify* and *adjust* shared few, mirroring the pattern observed in nouns. Interestingly, *adapt* and *modify*, despite their substantial noun overlap, had only three overlapping adverbs. This suggests that noun collocates are stronger indicators of synonymy than adverbs, although the presence of technical adverb overlaps still supports synonymous relationships. With respect to the semantic preference, the findings exhibited a high degree of overlap between *adapt* and *modify*, while *adjust* diverged, with many of its collocates concentrated in semantic domains where *adapt* and *modify* rarely occurred. These findings reinforce the view that English synonyms, despite strong similarities, cannot always be used interchangeably.

Of the Limitations, the current study is lexically limited to only three English verbs denoting change, namely *adapt, modify* and *adjust*. Therefore, further work is required to address the differences and similarities among other verbs denoting change in English language which were not covered in the current study. Additionally, this study relied exclusively on COCA, representing American English. The findings may differ if the BNC or multiple corpora are used as sources of the data. As COCA is a monitor corpus updated over time, the findings

of this study reflect only the 2020 version and could shift with future updates. What is more is that the linguistic criteria used to differentiate among these near synonyms were limited to their collocations and semantic preferences. Thus, future studies might include other linguistic criteria such as semantic prosody and colligational behaviour which are supposed to uncover further distinctions among these near synonyms and make it clearer for non-native learners to use them appropriately in their due contexts.

Pedagogical implications suggest that non-native learners should focus on intrinsic features such as collocations and semantic preferences to distinguish synonyms. Teachers and learners are encouraged to consult corpus-based resources like COCA when dictionaries provide insufficient information. For instance, corpus-based lessons, exercises, examples or quizzes should be included in the syllabi to accentuate the contextual differences among the near synonyms in some linguistic aspects such as exclusive collocates, or clusters, genre, and colligational patterns so that non-native learners of English can avoid erroneous usage of language and feel safe to make the appropriate lexical choices.

REFERENCES

Almakrob, A. Y., & Al-Ahdal, A. A. (2020). An Investigation of the Near-Synonyms in the Quran: A collocational Analysis. *The Asian ESP Journal*, 327-341.

Chen, Q. (2024). A Corpus-Based Behavioral Profile Study of the Near-Synonyms: Serious, Severe, Grave, Grievous. *Journal of Contemporary Educatonal Research, 8*(3), 60-68.

Chung, S.-F. (2017). A Corpus-Based Approach to Distinguishing the Near-Synonyms Listen and Hear. *Journal of Linguistics and Language Teaching, 8*(1), 0.

GU, B.-j. (2017). Corpus-Based Study of Two Synonyms—Obtain and Gain. *Sino - US English Teaching, 14*(8), 511-522.

Lee, C.-Y. (2009). Effects of Collocation Information on Learning Lexical Semantics for Near Synonym Distinction. *Computational Linguistics and Chinese Language Processing, 14*(2), 205-220.

Lin, Y.-Y., & Chung, S.-F. (2021). A Corpus-Based Study on Two Near-Synonymous Verbs in Academic Journals: Propose and Suggest. *English Teaching & Learning, 45*(2), 189-216.

O'Grady, W., & Archibald, J. (2016). *Contemporary Linguistic Analysis : An Introduction.* Pearson.

Uba, S. Y., & Irudayasamy, J. (2023). Is it 'Increase' or 'Rise?' A Corpus-based Behavioural Profile Study of English Near-Synonym Verbs. *MEXTESOL Journal, 47*(1), 1-8.

Urunbaevna, S. F. (2022). A Corpus-Based Study of Near Synonyms: Should and Have To. *European Journal of Business Startups and Open Society, 2*(2), 93-99.

Yang-hua, X., & Deng-feng, L. (2022). A Corpus-based Analysis of English Near-synonymous Adverbs:Absolutely, Utterly. *Journal of Literature and Art Studies, 12*(4), 359-365.

Abdumanapovna, S. A. (2021). Using Corpus-Based Data To Linguistically Investigate Absolute And Loose Synonyms. *International Journal of Aquatic Science, 12*(3), 2886-2898.

Ahmad, S. S., Mahmood, M. A., & Ahmad, M. (2019). A Corpus Based Analysis of Conflicting Synonyms in Technical Writings. *international journal of educational sciences, 25*(1-3), 25-38.

Ajmal, M., Kumar, T., Ritonga, M., & Nukapangu, V. (2022). A Corpus-Based Analysis of the Adjectives and Synonyms -Beautiful, Handsome, and Pretty. *World Journal of English Language, 12*(2), 159-168.

Akbari, Z. (2014). The role of grammar in second language reading comprehension: Iranian ESP context. *Procedia Social and Behavioral Sciences, 98*, 122-126. Retrieved August 2019, from www.sciencedirect.com

AlAmro, M. (2019). A Corpus Based Study on English Synonyms: Babble, Blather, Chatter,Gibber, Jabber and Prattle. *International Journal of Social Sciences & Educational Studies, 6*(1), 122-133.

Alanazi, Z. (2022). Corpus-based analysis of near-synonymous verbs. *Asian-Pacific Journal of Second Asian-Pacific Journal of Second, 7*(15), 1-25.

Alsubaie, S. (2015). An analysis of classroom discourse: Elicitation techniques in EFL classrooms. *International Journal of English Language Teaching, 3*(8), 29-39.

Anderson, R. C., Spiro, R. J., & Anderson, M. C. (1977). *Schemata as scaffolding for the representation of information in connected discourse.* Technical Report, University of Illinois at Urbana Champaign, Center for the Study of Reading.

Archer, D., Rayson, P., Piao, S., & McEnery, T. (2004). Comparing the UCREL Semantic Annotation Scheme with Lexicographical Taxonomies. *In Proceeding of the EURALEX-2004 Conference*, (pp. 817-827).

Armbruster, B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read.* Washington, DC: The U.S. Department of Education.

Aroonmanakun, V. (2015). Quick or fast: A corpus based study of English synonyms. *Language Education and Acquisition Research Network (LEARN) Journal, 8*(1), 53-62.

Arppe, A., & Jarvikivi, J. (2007). Every method counts: Combining corpus-based and experimental evidence in the study of synonymy. *Corpus Linguistics and Linguistic Theory, 3*(2), 131-159.

Aswini, P., & Srinivasan, R. (2016). Corpus-Based Studies – Some Perspectives. *International Journal of Applied Engineering Research, 11*(4), 2340-2342.

Azar, B. S. (2003). *Fundamentals of English Grammar* (3rd ed.). New York: Longman.

Baisa, V., & Suchomel, V. (2014). SkELL: Web Interface for English Language Learning. *Natural Language Processing Centre Faculty of Informatics, Masaryk University*, 63-70.

Baker , P., Hardie, A., & Mcenery, T. (2006). *A glossoary of Corpus Liguistics.* Edinburgh: Edinburgh University Press.

Baker, P. (2010). *Sociolinguistics and Corpus Linguistics.* Edinburgh: Edinburgh University Press.

Barnes, E. M., & Dickinson, D. K. (2017). The impact of teachers' commenting strategies on children's vocabulary. *Exceptionality, 25*(3), 186-206.

Bi, Z. (2019). A Semantic Prosody Analysis on Two Synonymous Pairs in English Native Speakers' and Chinese Learners' Writings. *English Language Teaching, 12*(8), 14-19.

Biber, D., Conrad, S., & Reppen, R. (2004). *Corpus linguistics: Investigating language structure and use.* Cambridge: Cambridge University Press.

Boontam, P. (2021). Are You Being Naughty, Disobedient, or Rebellious? A Corpus-Based Study of English Synonyms. *NIDA Journal of language and comunication, 26*(40), 2-21.

Boontam, P., & Phoocharoensil, S. (2022). Broaden Your Horizons:Distribution and collocational Patterens of the English Synonyms 'expand', 'widen', and 'broaden'. *The international Journal of Communication and Linguistic Studies, 20*(1), 107-123.

Brevik , L. M., Olsen, R. V., & Hellekjær , G. O. (2016). The complexity of second language reading: Investigating the L1-L2 relationship . *Reading in a Foreign Language* , 161–182 .

Brezina, V. (2018). *Statistics in Corpus Linguistics :A practical guide.* Cambridge: Cambridge University Press.

Brown, G., & Yule, G. (1983). *Discourse Analysis.* London: Cambridge University Press.

Cai, J. (2012). Is it "great" enough? A corpus-based study of "great" and its near synonyms. *(Master's thesis) Ball State University, Indiana, United State of America*.

Castello, D. (2014). A corpus study of strong and powerful. *MA Research*.

Cazden, C. B. (1988). Classroom discourse: The language of teaching and learning. Retrieved from scholar.google.com

Chaengchenkit, R. (2023). A Corpus-based study of the synonyms cease, halt, and stop. *Language Education and Acquisition Research Network, 16*(1), 473-494.

Chang, Y. (2017). Study on the Discourse Analysis in the Application of English Reading Teaching. *2017 International Conference on Arts and Design, Education and Social Sciences*, (pp. 1186-1194).

Chaokongjakra, W. (2023). Is it 'important,' 'significant,' or 'crucial'? A Corpus Based Study of English Synonyms. *Language Education and Acquisition Research Network, 16*(2), 512-532.

Charles, & Meyer. (2004). *English Corpus Linguistics : An Introduction.* Cambridge: Cambridge University Press.

Cheng, W. (2012). *Exploring Corpus Linguistics :Language in Action.* New York: Routledge.

Christian, M. (2014). Synonymy, plesionymy and sameness of meaning : A corpus-based behavioral profile analysis of adjectives of size. *MA Thesis*.

Chung, S.-F. (2011). A corpus-based analysis of "Create" and "Produce". *Chang Gung Journal of Humanities and Social Sciences, 4*(2), 399-425.

Cobb, T., & Boulton, A. (2015). *Classroom applications of corpus analysis. In D. Biber & R. Reppen (eds), Cambridge Handbook of English Corpus Linguistics.* Cambridge: Cambridge University Press.

Cook, G. (1989). *Discourse.* HongKong: Oxford University Press.

Coxhead, A. (2000). A new academic word list. *TESOL Quarterly, 34*(2). doi:https://doi.org/10.2307/3587951

Crawford, W. J., & Csomay, E. (2016). *Doing Corpus Linguistics.* New York: Routledge.

Dash, N. S. (2008). *Corpus Linguistics : An Introduction.* New Delhi: Person Education.

Davies, M. (2010). The Corpus of Contemporary American English as the first reliable monitor corpus of English. *Literary and Linguistic Computing, 25*(4), 447-464.

Davies, M. (2020). The new corpus of contemporary American English (COCA 2020). *Language Institute Thammasat University (LITU) Webinar,*.

Davies, M. (2022). *The Corpus of Contemporary American English (COCA 2021)*. Retrieved 2023, from https://www.english-corpora.org/coca/

Effendi, I. S., Amalia, R., & Lalita, S. A. (2020). Are Synonyms Always Synonymous? A Corpus assisted Approach to Announce, Declare, and State. *Asian TEFL, 5*(1), 1-20.

Fang, X. (2013). The Application of Corpus in Distinguishing English Synonyms. *International Conference on Education Technology and Management Science* (pp. 1495-1498). Atlantis Press.

Friginal, E. (2018). *Corpus Linguistics for English Teachers : New Tools, Online Resources, and Classroom Activities.* New York: Routledge.

Gee, J. (1999). *An Introduction to Discourse Analysis Theory and Method.* 11 New Fetter Lane, London EC4P 4EE: Routledge.

Gong, S.-p., & Wu, P.-y. (2012). Collocation, Semantic Prosody, and Near-synonymy: The HELP Verbs in Mandarin Chinese. *International Journal of Computer Processing Of Languages, 24*(1), 3-15.

Goźdź-Roszkowski, S. (2013). Exploring near-synonymous terms in legal language. A corpus-based,phraseological perspective. *Linguistica Antverpiensia, New Series- Themes in Translation studies, 12*, 94-109.

Gries, S. T. (2010). Behavioral profiles: A corpus-based perspective on synonymy and antonymy. *ICAME Journal, 34*(1), 121-150.

Gries, S., & Divjak, D. (2009). *Behavioral profiles: a corpus-based approach towards cognitive semantic analysis', in V. Evans and S. S. Pourcel (eds.) New Directions in Cognitive Linguistics, pp. 57–75.* Amsterdam and Philadelphia: John Benjamins.

Hardiman, D. P., & Nuraniwati, T. (2023). Semantic Preference and Semantic Prosody of the Collocations of Sustainable in NOW Corpus. *The Southeast Asian Journal of English Language Studies, 29*(1), 184-199.

Housen, A., Kuiken, F., & Vedder, I. (2012). *Dimensions of L2 performance and proficiency: Complexity, accuracy and fluency in SLA.* John Benjamins Publishing.

Hu, C., & Yang, B. (2015). Using sketch engine to investigate synonymous verbs. *International Journal of English Linguistics, 5*(4), 29-41.

Hu, H. (2015). A semantic prosody analysis of three adjective synonymous pairs in COCA. *Journal of Language and Linguistic Studies, 11*(2), 117-131.

Hunston, S. (2022). *Corpora In Applied Linguistics.* New Yor: Cambridge University Press.

Imsa-ard, P., & Phoocharoensil, S. (2022). "A Whole New World… Wait, Is It a Whole, Entire, or Total World?": The Extraction of Collocations for the Three English Synonym Discrimination. *3L: Language, Linguistics, Literature, 28*(2), 67-82.

Inkpen, D., & Hirst, G. (2006). Building and Using a Lexical Knowledge Base of Near-Synonym Differences. *Computational Linguistics, 32*(2), 223-262.

İŞLER, C. (2022). Near-Synonymy Analysis of Three Adverbials: Surprisingly, Astonishingly and Amazingly. *Urdu Universitesi Sosyal Bilimler Enstitusu Sosyal Bilimler Arastirmalari, 12*(2), 627-648.

Jafarpour, A. A., Hashemian, M., & Alipour, S. (2013). A Corpus-based Approach toward Teaching Collocation of Synonyms. *Theory and Practice in Language Studies, 3*(1), 51-60.

Jarunwaraphan, B., & Mallikamas, P. (2020). A Corpus-Based Study of English Synonyms: Chance and Opportunity. *Reflections, 27*(2), 218-245.

Jiang, X. (2012). A Study of College English Classroom Discourse. *Theory and Practice in Language Studies*, 2146-2152.

Jin, S., & Zhuhui, Y. (2020). Corpora-Based Comparative Analysis of Synonyms "Situation, Environment and Circumstance". *International Journal of Literature and Arts, 8*(4), 206-216.

Jirananthiporn, S. (2018). Is this problem giving you trouble? A corpus-based examination of the differences between the nouns problem and trouble. *Thoughts, 2*, 1-25.

Jones, C., & Waller, D. (2015). *Corpus Linguistics for Grammar : A guide for research.* London and New York: Routledge.

Kayaoglu, N. (2013). The Use of Corpus for Close Synonyms. *The Journal of Language and Linguistic Studies, 9*(1), 128-144.

Kennedy, G. (1998). *An Introduction to Corpus Linguistics.* New York: Longman.

Khalil, S., Muhammad, S., Hamid, N., & Khatoon, S. (2022). Frequency and Collocational Meanings of Near-synonymous Adjectives in Secondary School Level English Textbooks in Pakistan: A Corpus-based Study. *Erevna: Journal of Linguistics & Literature, 6*(2), 30-42.

Khisamova, V., & Khismatullina, L. (2015). Comparative-Analysis Based Study of Synonymous Relational Adjectives in Tatar and English. *Mediterranean Journal of Social Sciences, 6*(3), 394-400.

Khojasteh, L., & Shokrpour, N. (2014). Corpus Linguistics and English Language Teaching Materials :A Review of Recent Research. *Khazar Journal of Humanities and Social Sciences, 17*(3), 5-17.

Kiatthanakul, T. (2015). A corpus based study of English synonyms: achieve, accomplish, and attain. *MA thesis Thammasat University*.

Kruawonga, T., & Phoocharoensilb, S. (2022). A GENRE AND COLLOCATIONAL ANALYSIS OF THE NEAR-SYNONYMS TEACH, EDUCATE AND INSTRUCT: A CORPUS-BASED APPROACH. *TEFLIN Journal, 33*, 75-97.

Kübler, S., & Zinsmeister, H. (2015). *Corpus Linguistics and Linguistically Annotated Corpora* . London and New York: Bloomsbury.

Landry, K. (2002). Schemata in Second Language Reading. *The Reading Matrix, 2, 3*.

Lee, C., & Liu, J. (2009). Effectts of collocation information on learning lexical semantics for near synonymous distinction. *Computational Linguistics and chinese language processing, 14*(2), 205-220.

Lertcharoenwanich, P. (2023). Analysis of Collocations and Semantic Preference of the Near-synonyms: Blank, Empty, and Vacant. *Language Education and Acquisition Research Network, 16*(1), 365-383.

Lertcharoenwanich, P., & Phoocharoensil, S. (2022). A Corpus-based Study of the Near-synonyms: Purpose, Goal and Objectve. *rEFLectons, 29*(1), 148-168.

Li, E. (2019). A Corpus-assisted Study of Synonyms in EFL Teaching:Take Preserve and Conserve as Examples. *Linguistics and Literature Studies, 7*(2), 39-50.

Lindquist, H. (2009). *Corpus linguistics and the description of English.* Edinburgh: Edinburgh University Press.

Liu, D. (2010). Is it a chief, main, major, primary, or principal concern? A corpus-based behavioral profle study of the near-synonyms. *International Journal of Corpus Linguistics, 15*(1), 56-87.

Liu, D., & Espino, M. (2012). Actually, Genuinely, Really, and Truly : A corpus-based Behavioral Profle study of near-synonymous adverbs. *International Journal of Corpus Linguistics, 17*(2), 198-228.

Liu, D., & Espino, M. (2012). Actually, Genuinely, Really, and Truly : A corpus-based Behavioral Profle study of near-synonymous adverbs. *International Journal of Corpus Linguistics*, 198-228.

Liu, S. (2023). A Corpus-based Comparative Study on English Synonyms in COCA: Taking Illustrate, Explain and Interpret as Examples. *The Educational Review, 7*(5), 577-580.

Longman dictionary of contemporary English (6th ed.). (2014). Person Education Limited.

Ly, T. H., & Jung, C. K. (2015). A Corpus Investigation: The Similarities and Differences of cute, pretty and beautiful. *The Southeast Asian Journal of English Language Studies, 21*(3), 125-140.

Maarof, N., & Yaacob, R. (2011). Meaning-making in the first and second language: reading strategies of Malaysian students. *Procedia Social and Behavioral Sciences, 12*, 211-223. Retrieved from www.sciencedirect.com

Maci, S. M., Jablonkai, R. R., Lukasik, M., Daraselia, S., & Knuchel, D. (2019). Disambiguating near synonyms in medical discourse : A multilayered corpus analysis of disease, illnessand sickness in the British National Corpus. *Linguaggi Specialistici e Traduzione Tecnica, 1*, 127-150.

Mahmood, M. A., Ahmad, S. S., & Ahmad, M. (2019). A Corpus Based Analysis of Conflicting Synonyms in Technical Writings. *Int J Edu Sci, 25*(1-3), 25-38.

Malik, M. Z., Abba, A., Pervaiz, B., & BNC, ‘. i. (2022). A Corpus-Based Study of English Adjectives: ‘Wondrous’, ‘Prodigious’ and. *Pakistan Journal of Humanities and Social Sciences, 10*(2), 589-601.

Mansoor, M. (2013). Collocation, Colligation and Semantic Prosody. *Future Studies Centre*, 1-34.

Martinez , R., & Schmitt, N. (2015). *Vocabulary. In Biber & Reppen(Eds), The Cambridge Handbook of English Corpus Linguistics(Ist ed.,pp.439-459).* Cambridge: Cambridge University Press.

Matsumoto, Y. (2003). *Lexical Knowledge Acquisition.In Mitkov .R (ed) the Oxford Handbook of Computational Linguistics.* Oxford and New York: Oxford University Press.

McEnery , T., & Hardie, A. (2012). *Corpus Linguistics : Method, Theory and Practice.* Cambridge, New York: Cambridge University Press.

McEnery, T., & Wilson, A. (2001). *Corpus Linguistics : An Introduction.* Edinburgh : Edinburgh University Press.

McMillan, K., & Weyers, J. (2010). *How to write Dissertations & Project Reports.* England: Pearson Education.

Meyer, C. F. (2004). *English Corpus Linguistics :An Introduction.* Cambridge: Cambridge University Press.

Mikhailov, M., & Cooper, R. (2016). *Corpus Linguistics for Translation and Contrastive Studies: A guide for research.* New York: Routledge.

Mitkov, R. (2003). *The Oxford Handbook of Computational Linguistics.* New York: Oxford University Press.

Moon, R. (2010). *What can a corpus tell us about lexis? in A. O'Keeffe and M. McCarthy (eds.) The Routledge Handbook of Corpus Linguistics.* London and New York: Routledge.

Murphy, M. L. (2003). *Semantic relation and the lexicon: Antonymy, synonymy, and other paradigms.* Cambridge: Cambridge University Press.

Mustapha, Z. (1995). Schemata as a Reading Strategy. Retrieved from https://files.eric.ed.gov/fulltext/ED415497.pdf

Ngula, R. S. (2018). Corpus Methods in Linguistics Studies. *Perspectives on Conducting and Reporting Research in the Humanities*, 205-223.

Niwesworakarn, N., Phoocharoensil, S., Petkaew, J., & Intasingh, S. (2023). Collocational Patterns of the Synonyms Join, Participate, and Attend: A Corpus-Based Study. *The International Journal of Communication and Linguistic Studies, 22*(1), 63-77.

Niwesworakarn, N., Phoocharoensil, S., Petkaew, J., & Intasingh, S. (2023). Collocational Patterns of the Synonyms Join, Participate, and Attend: A Corpus-Based Study. *The International Journal of Communication and Linguistic Studies, 22*(1), 63-77.

Nugroho, Y. D. (2018). A Corpus Linguistics Investigation of Two Near-Synonymous Words: Rich and Wealthy. *Journal of English Teaching and Research, 3*(2), 118-127.

O'Keeffe, A., & McCarthy, M. (2010). *The Routledge Handbook of Corpus Linguistics.* New York: Routledge .

Oakes, M. (1998). *Statistics for Corpus Linguistics.* Edinburgh: Edinburgh University Press.

Oeinada, G., Beratha, N. S., Sudipa, N., & Satyawati, M. S. (2021). The Use of Japanese Synonymous Verbs GIVE: A Corpus-based Study. *The International Journal of Social Sciences World, 3*(1), 15-23.

Ohiemi, J., Duro-Bello, O., & Udaa, J. (2015). Application of British National Corpus to the Teaching and Learning of Synonyms in English Language in Some Selected Higher Institutions in Nigeria. *Academic Journal of Interdisciplinary Studies, 4*(2), 357-366.

O'keeffe, A., Mccarthy, M., & Carter, R. (2007). *From Corpus to Classroom : language use and language teaching.* Cambridge: CAMBRIDGE UNIVERSITY PRESS.

Oxford advanced learner's dictionary (9th ed.). (2015). Oxford University Press.

Panrat, T., & Yanasugondha, V. (2024). A corpus-based study of English synonyms clear, obvious, apparent, and evident: Implications for ELT. *Language Education and Acquisition Research Network, 17*(1), 162-187.

Panyapayatjati, C. (2016). A corpus based study of English verbs synonyms : grieve, mourn, and regret. *MA thesis Thammasat University*.

Pearson Education. (2014). *Longman dictionary of contemporary* (6th ed.). Harlow, UK: Pearson Education Limited.

Peirsman, Y., Geeraerts, D., & Speelman, D. (2015). Te corpus-based identifcation of cross-lectal synonyms in pluricentric languages. *International Journal of Corpus Linguistics, 20*(1), 54-80.

Petcharat, N., & Phoocharoensil, S. (2017). A Corpus-Based Study of English Synonyms: Appropriate, Proper, and Suitable. *Language Education and Acquisition Research Network, 10*(2), 10-24.

Phitayakorn, W. (2016). A corpus-based study of English Synonyms: Advice, Recommend, And Suggest. *Master thesis*.

Phoocharoensil, S. 2. (2022). Primary, Main, and Major: Learning the Synonyms through Corpus Data. *Journal of Language Studies, 22*(4), 76-89.

Phoocharoensil, S. (2010). A corpus-based study of English synonyms. *International Journal of Arts and Sciences, 3*(10), 227-245.

Phoocharoensil, S. (2020). A Genre and Collocational Analysis of Consequence, Result, and Outcome. *The Southeast Asian Journal of English Language Studies, 26*(3), 1-16.

Phoocharoensil, S. (2021a). Multiword Units and Synonymy: Interface between Collocations, Colligations, and Semantic Prosody. *GEMA Online Journal of Language Studies, 21*(2), 28-45.

Phoocharoensil, S. (2021b). Semantic prosody and collocation: A corpus study of the near-synonyms persist and persevere. *Eurasian Journal of Applied Linguistics, 7*(1), 240-258.

Phoocharoensil, S., & Kanokpermpoon, M. (2021). Distinguishing the near-synonyms 'increase' and 'rise': Genre and collocation investigation. *Kasetsart Journal of Social Sciences, 42*, 968-975.

Piao, S., Bianchi, F., Dayrell, C., D'Egidio, A., & Rayson, P. (2015). Development of the Multilingual Semantic Annotation System. *Human Language Technologies: The Annual Conference of the North American* (pp. 1268-1274). Colorado: Association for Computational Linguistics.

Pijuntug, P. (2015). A Corpus-based study on the English Synonyms : respond, reply, and answer. *Master's thesis*.

Putri, N. M., Rajeg, M., & Wandia , K. (2017). The Study of Adjective Admirable and Its Near Synonyms in Corpus of Contemporary American English (COCA). *Jurnal Humanis, 18*(2), 144-152.

Qi, D. (2022). Choice Between the Synonymous Pairs of Sutoppu and Teishi: A Case Study on Synonyms of Western Loanwords and Sino-Japanese in Modern Japanese Based on Corpus. *Acta Linguistica Asiatica, 12*(2), 27-50.

Qin, Z., & Le, Z. (2020). Corpus-Based Approach to Explore the Semantic Prosody of Synonym: A Case Study of "Lead to" and "Result in". *US-China Foreign Language, 18*(8), 247-252.

Rayson, P., & Mariani, J. (2009). Visualizing corpus linguistics.In M. Mahlberg, V. González-Díaz, & C. Smith (Eds.). *Proceedings of the Corpus Linguistics Conference*, (pp. 20-23). Liverpool.

Ruenroeng, C. (2014). A corpus-based analysis of the English synonyms; ruin,demolish,destroy. *MA thesis Thammasat University*.

Sangseekaew, K. (2022). A Corpus-Based Study of English Synonyms: Normal, Regular, Common, Ordinary, and Usual. *New English Teacher, 17*(1), 113-135.

Sangseekaew, K. (2023). A Corpus-Based Study of English Synonyms: Normal, Regular, Common, Ordinary, and Usual. *The New English Teacher, 17*(1), 113-135.

Sattar, S., & Salehi , H. (2012). The Role of Teaching Reading Strategies in Enhancing Reading Comprehension. *International Journal of Current Life Sciences, 4*(11), 10922-10928.

Sayyed, S. W., & Al-Khanji, R. R. (2019). A Corpus-Based Analysis of Eight English Synonymous Adjectives of Fear. *International Journal of Linguistics, 11*(1), 111-138.

Séguin, M. (2021). Corpus based study of verbs explain and clarify as an example of assistance in pedagogical settings. *Explorations in English Language and Linguistics, 8*(2), 144-184.

Selmistraitis, L. (2020). Semantic Preference, Prosody and Distribution of Synonymous Adjectives in COCA. *Journal of Language Studies, 20*(3), 1-18.

Shahzadi, A., Asghar, A., & Javed, S. (2019). Effectiveness of Corpus in Teaching English Synonyms. *Journal of Corpus Linguistics, 2*(1), 51-65.

Sinclair, J. (2003). *Reading Concordances : An Introduction.* Longman.

Sinclair, J. (2004). *Corpus, Concordance,Collocation.* New York: Oxford University Press.

Sinclair, J. (2004). *Trust the Text : Language, corpus and discourse.* New York: Routledge.

Somrang, T. (2013). A corpus-based study on the synonymous English verbs of give, provide, offer. *MA Independent study. Thammasat University, Bangkok,Thailand*.

Song, Q. (2021). Effectiveness of Corpus in Distinguishing Two Near-Synonymous Verbs: Damage and Destroy. *English Language Teaching, 14*(7), 8-20.

Sormet, R. (2017). A corpus-based study of the English Synonyms almost, virtually, and practically. *MA Thesis , Thammasat University*.

Sridhanyarat, K., & Phoocharoensil, S. (2023). A corpus-based Investigation of English Near Synonyms: Assess, Evaluate,and Measure. *Humanities, Arts and Social Sciences Studies, 23*(1), 208-219.

Sriwangrach, B. (2024). A Contrastive Corpus-based Study of American and English Adjectives: 'Important' and 'Signifcant'. *International Journal of Education, 12*(2), 32-44.

Stefanowitsch, A. (2020). *Corpus linguistics : A guide to the methodology.* Berlin: Language Science Press.

Stubbs, M. (1993). *British Traditions in Text Analysis. In M. Baker,F. Francis and E. Tognini-Bonelli (eds.) Text and Technology: In honour of John Sinclair.* Amsterdam: John Benjamins.

Su, D. (2017). Semantics and chunking in written and conversational discourses A corpus study of two near-synonymous words in Mandarin. *Chinese Language and Discourse, 8*(1), 51-94.

Sumonsriworakun, P. (2022). A Corpus-Based Investigation of English Synonyms: Disadvantage, Downside, and Drawback. *Language Education and Acquisition Research Network, 15*(2), 649-678.

Supanfai, P. (2022). People or Persons?: A Corpus-based Study. *rEFLectons, 29*(3), 603-620.

Suzuki, K. (1987). Schema Theory: A Basis for Domain Information Design. *Paper prepared for the symposium, Application of Schema Theory to Instructional Design, at the Annual Meeting of the Association for Educational Communications and Technology.* Atlanta, GA. Retrieved from http://www.gsis.kumamoto-u.ac.jp/ksuzuki/resume/papers/1987a.html

Swan, M. (2016). *Practical English Usage.* Oxford: Oxford University Press.

Szudarski, P. (2018). *Corpus Linguistics for Vocabulary : A guide for research.* New York, NY: Routledge.

Taylor, J. R. (2002). Near synonyms as co-extensive categories: 'high' and 'tall' revisited. *Language Sciences, 25*, 263-284.

Thao, L. T., & Kim, S. Y. (2018). A Corpus Analysis of Collocational Behaviors of near-synonymous Adjective. *Multimedia-Assisted Language Learning, 21*(4), 181-210.

Thomson, A., & Martinent, A. (2015). *A Practical English Grammar.* New York: Oxford University Press.

Thongpan, N. (2022). A Corpus-Based Study Of English Synonyms Of The Adjectives 'Far', 'Distant', And 'Remote. *Journal of Positive School Psychology, 6*(6), 3986-4001.

Tian-meng, J. (2023). A Comparative Study of the Usage of Synonyms Based on BNC—Taking Assessment and Evaluation as Examples. *Journal of Literature and Art Studies, 13*(1), 29-35.

Timmis, I. (2015). *Corpus Linguistics for ELT : Research and Practice.* New York: Routledge.

Tognini-Bonelli, E. (2001). *Corpus Linguistics at Work.* Amsterdam and Philadelphia: John Benjamins.

Tomić, G. (2021). A corpus -based analysis of the collocational behavior of the nouns deformity and malformation in medical English. *Journal of English for specific purposes at tertiary level, 9*(2), 297-317.

Uba, S. Y. (2015). A corpus-based behavioural profile study of near synonyms: Important, essential, vital, necassary, and crucial. *International Journal of English Language and Linguistics Research, 3*(5), 9-17.

Vivekmetakorn , C. K., & Thamma, M. (2015). Teacher Questioning from a Discourse Perspective. *Language Education and Acquisition Research Network (LEARN) Journal, 8*(1), 63-87.

Walsh, S. (2002). Construction or obstruction: Teacher talk and learner involvement in the EFL classroom. *Language Teaching Research*, 3-23.

WANG, Q. (2019). A Corpus-based Contrastive Study on Semantic Prosody of English near Synonyms: A Case Study of Motive and Motivation. *Journal of Arts & Humanities, 8*(1), 1-15.

Wang, S., & Huang, C.-R. (2017). Word sketch lexicography: new perspectives on lexicographic studies of Chinese near synonyms. *Wang and Huang Lingua Sinica, 3*(11), 1-22.

Weisser, M. (2016). *Practical Corpus Linguistics : An Introduction to Corpus-Based Language Analysis* . Oxford: Wiley Blackwell.

Weisser, M. (2016). *Practical Corpus Linguistics :An Introduction to Corpus-Based Language Analysis.* UK: Willey Blackwell.

Wilkin, B. (1984). The Role of Adequate Schema for Reading in Good and Poor Readers' Comprehension of Text. *Education and Human Development Master's Theses* . Retrieved from https://digitalcommons.brockport.edu/ehd_theses/1200

Wu, S. (2018). A corpus-based study of the Chinese synonymous approximatives shangxia, qianhou and zuoyou. *Corpus Linguistics and Linguistic Theory, 17*(2), 1-31.

Xiang, L., & Juan, L. (2017). A Corpus-based Contrastive Study on the Acquisition of Synonyms of Chinese EFL Learners. *Journal of Literature and Art Studies, 7*(7), 925-934.

XIAO, R., & MCENERY, T. (2006). Collocation, Semantic Prosody, and Near Synonymy: A Cross-Linguistic Perspective. *Applied Linguistics, 27*(1), 103-129.

Yang, B. (2016). A corpus-based comparative study of learn and acquire. *English Language Teaching, 9*(1), 209-220.

Yang, B. (2020). A Corpus-based Study of Synonymous Epistemic Adverbs Perhaps, Probably, Maybe and Possibly. *Research Journal of Education, 6*(8), 158-168.

Yang, H. (2022). A Corpus-Based Study on Synonyms in Chinese Learners' English: A Case Study of "Affair" and "Event". *Journal of Contemporary Educational Research*, 9-16.

Yevchuk, A. (2022). An Empirical Study of Near-synonym Choice: A Comparison of Advanced EFL Learners to L1 English Speakers. *Taikomoji kalbotyra, 17*, 79-94.

Ying, H. (2024). A comparative study of synonyms based on BNC corpus: A case study of IGNORE and NEGLECT. *Lecture Notes on Language and Literature, 7*(2), 151-159.

Yuliawati, S., & Indira, D. (2019). Near Synonyms and the Feature of Word Sketch Difference of the Sketch Engine: A Case Study of the English Adjectives Brave: Courageous. *International Journal of Recent Advances in Multidisciplinary Research, 6*(3), 4684-4689.

Yusu, X. (2014). On the Application of Corpus of Contemporary American English in Vocabulary Instruction. *International Education Studies, 7*(8), 68-73.

Zhang Le, Z. (2020). Corpus-Based Approach to Explore the Semantic Prosody of Synonym: A Case Study of "Lead to" and "Result in. *US-China Foreign Language*, 247-252.