

BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG



KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH - NHẬT

Sinh viên : Nguyễn Hồng Hạnh

HẢI PHÒNG – 2024

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**A STUDY ON HOW TO USE SYNONYMS
EFFECTIVELY**

**KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY
NGÀNH: NGÔN NGỮ ANH – NHẬT**

**Sinh viên: Nguyễn Hồng Hạnh
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Tên đề tài: A Study On How To Use Synonyms Effectively

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1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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Hải Phòng, ngày ... tháng ... năm 2024

XÁC NHẬN CỦA KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

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Chuyên ngành: Ngôn ngữ Anh-Nhật
Nội dung hướng dẫn: A Study On How To Use Synonyms Effectively

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đồ án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

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Độc lập - Tự do - Hạnh phúc

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Đề tài tốt nghiệp: A Study On How To Use Synonyms Effectively

1. Phần nhận xét của giáo viên chấm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viên chấm phản biện

Được bảo vệ

Không được bảo vệ

Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên chấm phản biện

(Ký và ghi rõ tên)

Abstract

Since the appearance of synonyms, humanity's verbal treasure has continuously expanded, becoming increasingly rich. Through learning synonyms, our vocabulary will improve and our word choice will also become richer. Besides, this also helps us better understand the language we learn, specifically how to use words. The synonym itself is born from the etymology in a different form. That's also how a new word is created.

Synonyms are an essential part of the English language that we could not live without, in writing or speaking. They are the most powerful type of descriptive tool, making them an important part of both prose and poetry alike. Synonyms provide freedom for word choice and allow authors to choose words with the right connotation to fit their style and serve their purpose.

This is a small project, which aiming to clarify the important role of synonyms as well as its contributions to the learning and using of a language, specifically English. In addition, the study will also provide guidance on how to use synonyms effectively.

Acknowledgement

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Hai Phong, 2024
Nguyen Hong Hanh

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PART I: INTRODUCTION

1. Rationale

The world is developing quickly, but the language barrier still is an invisible obstacle that people have to face nowadays. English is like a bridge, bringing people from different regions closer, while also creating many opportunities in our studies and work. Learning English brings many benefits, some of them being: * It allows you to communicate with people from different countries and cultures. You will be able to understand their language and share information or ideas in a way that is easier for others to comprehend than when communicating using your own native language. * Learning English makes it easier for you to read books, articles, blogs and other types of written content in another language. * Learning English opens up more job opportunities as employers may prefer candidates who are fluent in multiple languages rather than just one. All of the benefits listed above are great reasons to learn English, but there is also another benefit that can be gained by learning this language. This benefit is not just related to practical use but also mental and emotional growth. By immersing yourself in an entirely new culture and language, you will become more open-minded and flexible which may help you develop your personality as a person while broadening your horizons on many different topics.

In Vietnam, English is considered a second language and is taught as a mandatory subject in schools. The author explores how learning and understanding synonyms contributes to learning and working in English. English teachers sometimes feel discouraged by difficulties with vocabulary, especially students' use of English words. Most students have difficulty with lack of vocabulary, distinguishing synonyms in certain contexts, and choosing and using words correctly and effectively in communication and work.

Recognizing the serious consequences of choosing and using the wrong words, repeating words or using words that are too common, these problems need to be resolved. One of the important factors that can solve the problem is learning how to use synonyms effectively. The content of this study is to introduce synonyms to those who are studying or using English as part of their work, help them understand how they work in sentences and provide necessary guidance when using them.

2. Significance of the study

It is necessary to use synonyms to enrich our vocabulary in studies and work. Thus, the author conducted a study titled "*A Study On How To Use Synonyms Effectively*"

It is hoped that this research will help English learners and users have a better understanding about their problems and properly apply synonyms to improve their word using skill.

3. Aims of the study

This study aims to introduce synonyms and their applications to learning and working with English. In addition, having the right direction from the beginning will make the process of learning and using English inside and outside school and easier and more efficient.

To achieve the stated objectives, the research focuses on the following topics:

- Synonyms knowledge basis
- Guidance on how to use synonyms effectively.

4. Research question

The following research question was posed: How to apply synonyms to your work effectively?

5. Scope of the study

The subjects of this study are limited to fourth-year university students in English major. This survey's samples will be on how to use synonyms effectively in writing, speaking, listening, reading exercise and learning vocabulary. A self-administered questionnaire serves as the survey instrument. Participants complete the questionnaire on their own. The questionnaire contains both closed-ended and open-ended questions.

6. Methods of the study

The quantitative method is used to gather data for the study. A survey questionnaire for fourth-year university students in English major was used to collect data.

All conclusions and recommendations are made based on the results of the data analysis of the study.

7. Design of the study

The study is divided into five main parts:

Part I is an *Introduction*, this chapter provides an overview of the research such as rationale, significance, aims, research questions, scope, methods and design of the study.

Part II is *Development* - the core of this chapter is divided into two chapters:

Chapter 1: Theoretical Basis

1. *This section provides details on synonyms definition and types of synonyms.*
2. *This section provides details on the synonyms usage.*

Chapter 2: Methodology

This chapter provides a detailed introduction to: the researcher; participants; resources and materials; instruments for collecting data; data collection procedures; and finally, a conclusion.

Part III is *Data Analysis*

This part consists of two parts.

The first is the design of the survey questionnaires, which presents the questions to be included in the survey.

The second is data analysis. The second section analyzes in detail the data collected after the survey.

Part IV is the *Results and discussion*, then the proposed solutions and finally some recommendations for students after the survey process.

Part V is the *Conclusion*, which summarizes what was given in previous chapters, the limitations of the study, and makes recommendations for further study.

PART II: DEVELOPMENT

Chapter 1: Theoretical Basis

A. Overview of Synonym

1.1 Definition of synonyms

“A synonym is a word you use when you can’t spell the other one.” – Baltasar Gracián.

Synonyms are words belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable in some contexts.

Many scholars have different opinions regarding the definition of synonyms. For example, Melenciuc (2000) explains synonyms as words of the language which have almost identical meanings but are different in morphemes.

Arnold (1983) offers another definition which describes the notion "synonymy" explained by identity of meaning and interchangeability.

If we see the Charles Smith's definition (2006), synonyms are words which agree in expressing one or more characteristic ideas in common.

The coincidence in the essential meanings of linguistic elements which at the same time usually preserve their differences in connotations and stylistic characteristics is often known as synonymy.

Synonyms can be any part of speech (e.g. nouns, verbs, adjectives, adverbs or prepositions), as long as both members of the pair are the same part of speech.

For example,

Noun: student – pupil, lady – woman

Verb: help – assist, obtain – achieve

Adjective: sick – ill, hard – difficult

Adverb: quickly – speedily, profoundly – deeply

Preposition: on – upon, regarding – concerning

Conjunction: so that – in order that, however – nevertheless

Note that synonyms are defined with respect to certain senses of words; for instance, pupil as the "aperture in the iris of the eye" is not synonymous with student. Similarly, he expired means the same as he died, yet my passport has expired cannot be replaced by my passport has died.

Some linguists claim that no synonyms have exactly the same meaning (in all contexts or social levels of language) because etymology, orthography, phonic qualities, ambiguous meanings, usage, etc. make them unique. However, many people feel that the synonyms they use are identical in meaning for all practical purposes. Different words that are similar in meaning usually differ for a reason: feline is more formal than cat; long and extended are only synonyms in one usage and not in others, such as a long arm and an extended arm.

This is what many linguists have referred to as the duality or dual characteristics of synonyms. Regarding duality or the dual characteristics, synonyms are said to be both the same and different: they are the same in that they often share the same denotative components and they are different in that their connotative components or connotations are usually very different. This also means that when we attempt to use one word of a group of synonyms for a particular context, great consideration should be taken.

Let us examine the following the following set of synonyms:

	Denotative components	Connotative components
Attempt (v)	Make effort	implies making an essentially single effort
Try (v)	Make effort	Stresses effort or experiment made in the hope of testing or providing something.
Endeavour (v)	Make effort	stresses the implication of exertion and difficulty
Essay (v)	Make effort	implies difficult but also suggests tentative trying or experimenting
Strive (v)	Make effort	implies great exertion against great difficulty and specially suggests persistent effort

When we analyze the semantic features of words in the above set, we find that there is no identity in all their semantic features. The five words have some common feature (or the denotative component) but one word in the set has only this feature while others have some additional features also.

A further illustration will be supplied by a group of synonymous nouns: hope, expectation, and anticipation. They are considered to be synonymous because they all three mean "having something in mind which is likely to happen". There is strongly pronounced difference in their shades of meaning. Expectation may be either of good or of evil. Anticipation, as a rule, is a pleasurable expectation of something good. Hope is not only a belief but a desire that some event would happen. The stylistic difference is also quite marked. The Romance words anticipation and expectation are formal literary words used only by educated speakers, whereas the native monosyllabic hope is stylistically neutral. Moreover, they differ in idiomatic usage. Only hope is possible in such set expressions as: to hope against hope, to lose hope, to pin one's hopes on something.

1.2 Classification of synonyms

1.2.1 Buca's classification of synonyms

Novikov (1968) was the first who made the attempt to classify synonyms. He in his paper wrote about the complete interchangeableness and partial interchangeableness, as well as the existence of perfect and partial synonyms. Building on this idea, Buca (Buca, 1971) thought that the interchangeableness of the synonyms may be viewed from two aspects from the number of contexts in which it can occur, and the degree of success of using words interchangeably. So he listed four different types of changeableness, along with their suitable synonyms:

1. Complete interchangeability when the words can be used interchangeably in every context;
2. Partial interchangeability when the words can be used interchangeably only in specific context;
3. Absolute interchangeability- it doesn't result in any changes in the context from a semantic aspect, there is also no change in the style, nor there is a change in the affective aspect;

4. Relative interchangeability it can bring about semantic, stylistic and affective changes, depending on the context.

1.2.2 Collison's classification of synonyms

Collison (1939), for example, lists nine ways of distinguishing between alleged synonyms:

(1) One term is more general and inclusive in its applicability, another is more specific and exclusive, e.g. refuse/reject. Cf. ending/inflexion, go on foot/march.

(2) One term is more intense than another, e.g. repudiate/refuse. Cf. immense/great, towering/tall.

(3) One term is more highly charged with emotion than another, e.g. repudiate or reject/decline. Cf. looming/emerging, louring/threatening.

(4) One term may imply moral approbation or censure where another is neutral, e.g. thrifty/economical, eavesdrop/listen.

(5) One term is more 'professional' than another; e.g. calcium chloride/chloride of lime/bleaching powder; decease/death; domicile/house; to ordain (a priest) or induct (a vicar), consecrate or instal (a bishop)/appoint (a professor).

(6) One term belongs more to the written language; it is more literary than another, e.g. passing/death. Within literary language further distinctions can be made, such as poetical and archaic.

(7) One term is more colloquial than another, e.g. turn down/refuse. The spoken language, too, includes further distinctions such as familiar, slangy and vulgar.

(8) One term is more local or dialectal than another, e.g. Scots flesher/butcher, or to feu/to let.

(9) One term belongs to child-talk, is used by children or in talking to children, e.g. daddy, dad, papa/father (in which different social levels are discernible), teeny/tiny, etc.

(Collison, 1939, p. 61-2)

1.2.3 Lyons's classification of synonyms

Lyons (1981) posits three types of synonym: full, total, and complete synonyms, differentiating them on the basis of the totality of meaning and context. They are defined as follows:

(i) Synonyms are fully synonymous if, and if only, all their meanings are identical;

(ii) Synonyms are totally synonymous if, and only if, they are synonymous in all contexts;

(iii) Synonyms are completely synonymous if, and only if, they are identical on all (relevant) dimensions of meaning. (p. 50-1)

The three types are used as a starting point to distinguish 'absolute synonymy' and 'partial synonymy'. Lyons (1981) defines absolute synonymy as 'fully, totally and completely synonymous' and partial synonymy as 'synonymous, but not absolutely so' because they are either not complete 'on all (relevant dimensions of meaning)' or total. In other words they are not 'synonymous in all contexts' (p. 51). He also proposes the notion of 'descriptive synonymy', which he compares with 'complete synonymy' as follows:

[T]he selection of one lexeme rather than another may have no effect on the message being transmitted. In this case, we can say that the intersubstitutable lexemes are completely synonymous. The selection of one rather than the other may change the social or expressive meaning of the utterance, but hold constant its descriptive meaning (if it has descriptive meaning) in which case, we can say that the intersubstitutable lexemes are descriptively synonymous (Lyons, 1977, p. 160).

If two words have identity in all their semantic features they are called absolute synonyms. The occurrence of absolute synonyms not only depends on the lexical meaning but also on the distributional characteristics of the words. How to find out the absolute synonyms? One common test applied to know whether two lexical items are absolute synonyms or not is the test of interchangeability and substitution. Two lexical units can be absolute synonyms if and only if they are interchangeable for one another in all contexts without the slightest change in their meaning. But this is rarely found, if we do not say, it is almost impossible to get complete synonyms in a language. To quote Ullmann "absolute synonymy is an extremely rare occurrence, a luxury that a language can ill afford".

(After Lyons 1968, 437)

1.2.4 Palmer's classification of synonyms

Palmer (ibid., p. 89-91) suggests five ways in which a set of synonyms may differ:

1. Sets of synonyms belonging to different dialects of the language (e.g. fall in American English and autumn in British English)
2. Words that are used in different styles (e.g. gentleman, man and chap)

3. Some words may be said to differ only in their emotive or evaluative meaning (e.g. politician and statesman)
4. Some words are collocationally restricted, i.e. they occur only in conjunction with other words (e.g. rancid with bacon or butter)
5. Many words are close in meaning, their meanings overlap – looser sense of synonymy (the kind of synonymy that is exploited by the dictionary maker)

1.2.5 Cruse's classification of synonyms

Cruse (2000) divides the degrees of synonymy into three categories:

- Absolute synonymy
- Propositional synonymy
- Near-synonymy

a) Absolute synonymy

Generally, Cruse (1986) indicates that absolute synonymy is expressed by some words as perfect, total, complete, actual, real or full synonymy. Furthermore, the term "absolute synonymy" refers to two lexical items which considered absolute synonyms, i.e., they have similar meaning when all their contextual relations are identical. Also, Cruse says that absolute synonyms are unattainable and impractical since their relations cannot be easily tested in all contexts. However, the degree of similarity changes by time. Therefore, Cruse (1986) introduces the words 'sofa' and 'settee' as an example. The given words are regarded synonyms hence the word 'sofa' is viewed more elegant than the word 'settee'. Consequently, the word 'settee' is nowadays considered as more elegant than the word 'sofa'. The given words are considered as absolute synonyms by some people (Cruse, 1986).

b) Propositional synonymy

The term 'proposition' is a term for the logical/truthful content of the sentence. Propositional synonymy occurs when two synonyms are interchangeable without any change of truth-conditional properties, i.e. by usage of a synonym the logical/truthful condition of the content does not change. It is a question of style, not a question of the logical structure of sentences. The truth-conditional properties have the main function for the hearer to encode the message in a direct way. However, they vary in one or more aspect of the meaning.

Propositional synonyms have shared aspect, which is a semantic mode, and a different aspect, typically the expressive mode, but it is not a requirement. "Differences in the meanings of propositional synonyms, by definition, necessarily involve one or more

aspects of non-propositional meaning, the most important being (i) differences in expressive meaning, (ii) differences of stylistic level (on the colloquial-formal dimension), and (iii) differences of presupposed field of discourse.” Cruse (2000: 158) It means that two propositional synonyms must vary in at least one of these aspects, frequently in more than one. Expressed meaning is given by the speaker’s attitude or emotions. Non propositional meaning as mentioned above occurs when a proposition “does not exhaust the content of a message”. Cruse (2004: 6) He also differentiates two types of non-propositional synonymy, i.e. propositional attitude and expressive meaning.

The difference can frequently be made on account of the distinct context of the sentence or interference by euphemism. Cruse states the example of violin: fiddle in the sentences: John bought a violin and John bought a fiddle where the difference is made by the characteristics of the speaker. Propositional synonymy is a frequent type and I expect to find it especially in fiction and also in academic prose, although not so frequently.

c) Near-synonymy

This type is very close to propositional synonymy, but also to non-synonymy. The line is very fuzzy. It is generally very hard to classify to which category some words belong. Differences between near-synonyms are minor or they hide in the background.

Determining the category is difficult with regard to the minor differences or differences hiding in the background. Minor differences can consist of differences in the intensity scale (good: awesome, small: tiny, run: speed), adverbial specialization of verbs (gaze: stare), aspectual distinctions (rude: coarse) or difference of prototype center (mature: advanced). Background differences consist of some kind of contrastive matter, for example gender, distinction as in beautiful: handsome.

lexical items whose senses are identical in respect of ‘central’ semantic traits, but differ, if at all, only in respect of what we may provisionally describe as ‘minor’ or peripheral’ traits (1986, p. 267).

d) Clusters

One other special type is called clusters of synonyms by Cruse (2004). The clusters express the complexity of the group. They are divided into centered and non-centered clusters. The first mentioned type expresses the same object by many words on different levels of style and they are circled around one stylistically unmarked item. Cruse illustrates it by the example of die which can be expressed also as *pass away*,

kick the bucket, etc. The second type has no core item because all the expressions may overlap each other and between members of the group there are slight differences, e.g. *look, stare, gaze, observe, watch, see, regard* or another cluster of *strange, unknown, unfamiliar*.

Crystal (2010) states list of kinds of synonyms according to their points of difference. **It is simple and clear although it should be included as an addition to propositional synonymy.** Standing by itself the distribution could be misleading, and, for this reason, it is not sufficient distribution. Cruse's distribution is simpler and without these differences, but more complete.

a) Territorial synonyms: Synonyms which differ in dialect are the first type. Dialect difference is typical for words used for a small area, frequently one word with different grammar or pronunciation. For example, the word mother is pronounced differently in London and in the southwest of Britain.

E.g. autumn (British English) – fall (American English)

football (B.E) – soccer (A.E)

sidewalk (A.E) – pavement (Atlantic)

film (B.E) – movie (A.E)

underground (B.E) – subway (A.E)

lorry (B.E) – truck (A.E)

motor car (B.E) – automobile (A.E)

centre (B.E) – center (A.E)

b) Stylistic synonyms: There is also stylistic difference usually for formal and informal synonyms or common and technical expression.

e.g. thanks – thank you (abbreviation)

examination – exam laboratory – lab (abbreviation)

the late – dead perspire – sweat (euphemisms)

die – kick the bucket (sl.) – perish (literary) – decease (formal)

c) Phraseological synonyms: Collocational difference is characterized by each of the synonyms being typically associated with specific words.

e.g. do – make tell – speak – say

ill – sick deep – profound

hear – listen language – tongue

d) Difference in emotional feelings or connotation depends if the speaker wants to express pleasant or unpleasant emotions to the hearer and according to that the speaker chooses the apt synonym.

e.g. keep silent – shut up!

go out < get out (of here) < beat it/scram!

1.2.6 Kvetko's classification of synonyms

Kvetko (2009: 69) talks about perfect (i.e. absolute, complete) and partial synonymy, and his opinion is clearly explained, but he completes his classification with other types of synonyms. Nevertheless, as in the previous case, the other types should be sub-levels of partial synonymy. Still it is worth mentioning because it may provide insight into the source of synonyms.

a) Stylistic synonyms are synonyms which have stylistic or emotional coloring while having the same denotation (the same general sense). The connotation is based on coloring, attitude and emotions. An example is the words *child* and *baby*. The expression *baby* has a more subtle connotation.

b) Ideographic synonyms (or near, relative synonyms) are the group of synonyms which other linguists call “partial” synonyms, as mentioned by Kvetko. The group consists of synonyms which differ in intensity and degree of what they express. For example, *large* and *enormous* both express size but *enormous* is ‘bigger’ than *large*.

c) Synonymic pairs and series include several subgroups and in each group one word is more general, more neutral than the other words and they appear in different grammatical classes.

1.2.7 Edmunds's classification of synonyms

Edmunds (1999) divides synonyms (which he refers to as ‘variation’) into four categories: stylistic, expressive, denotational and collocational.

Variation category	Variation type	Example
Stylistic	Geographical dialect	loch : lake
	Temporal dialect	lapidate : stone (to death)
	Social dialect	loo : toilet : w.c (water closet)
	Language	verboden : forbidden
	Sublanguage	matrimony : wedlock : marriage
	Formality	pissed : drunk : inebriated
	Force	ruin : wreck : destroy
	Concreteness	name : christen
	Floridity	house : habitation
	Euphemism	toilet : bathroom : washroom
	Familiarity	divulge : disclose : reveal : tell
	Simplicity	hound : dog
Expressive	Emotive	daddy : dad : father
	Expressed attitude	skinny : thin : slim
Denotational	Denotation	account : chronicle : report
	Implication	mistake : slip : lapse
	Suggestion	help : aid : assist
	Frequency of expression	version : story
	Fine-grained technical	alligator: crocodile
	Abstract dimension	seep : drip
	Continuous dimension	mistake : error : blunder
	Binary dimension	escort : accompany
	Complex 'dimension'	begin : start : initiate
	Specificity	eat : consume : devour : dine : gobble
	Extensional overlap	high : tall
	Fuzzy overlap	forest : woods
Collocational	Optional restrictions	land : perch
	Idiom	bite the dust : ~gnaw the powder
	Grammatical collocation	correct : right
	Subcategorization	teach : instruct

(Adapted from Bawcom, 2010, p. 25)

2. History of synonyms

The word "synonym" dates back over 500 years, to late Middle English. The term is derived from Latin from the Greek word *sunōnumon*, neuter form (used as a noun) of the adjective *sunōnumos*, from *sun-* meaning 'with' + *onoma* meaning 'name' in the Greek language.

The meaning of the word has remained unchanged for all these centuries. There is even a saying, going back to 1892, "Once a synonym, always a synonym". The word has been taught to generations of English-language students and is commonly known by the general public. Many other languages have a similar word for "synonym" with the same or similar spelling.

3. Sources of synonyms

3.1 Borrowings

One word is borrowed the other is native, for example,

ask (native) – question (French) – interrogate (Latin)

fear (native) – terror (French) – trepidation (Latin)

bodily (native) – corporeal (Latin)

help (native) – aid (Latin)

and many others: *belly, to gather, empty, to end, to raise, teaching* (native) are synonyms of *abdomen, to collect, vacuous, to complete, to ascend, instruction* (Latin)... respectively.

It is the English borrowed words that contribute to the prosperity of English synonyms today. In the study of words, we find that English has the largest vocabulary and the most synonyms of any language in the world. Latin, French and Greek were the main source of English synonyms. The bulk of the borrowed words come from Latin, almost throughout the entire English history. French loans influx into the Middle English Period. Borrowed words derive from Greek are pervasive in every branch of art and science for Greek people once dominate the world in art, science and philosophy.

3.2 Dialectal words

One word may be local or dialectal:

lift (British) – elevator (American)
flat (British) – apartment (American)
car (British) – automobile (American)

3.3 Euphemisms

One word may be more euphemistic than the other:

prison – re education center
die – pass away – rest in peace (RIP)
mad – insane

3.4 Shift of meaning

One word, owing to the change of meaning, becomes a synonym of the other. For example, with the meaning of "person who work on a farm or a factory", *hand* becomes a synonym of *worker*; or with the meaning of "fine baked white clay", *china* becomes a synonym of *porcelain*.

3.5 Word-formation

a. Derivation

e.g. phonetic – phonetical
synonymic – synonymous
deceptive – deceitful
hypothesis – supposition

b. Compounding

e.g. return – come back	found – set up
postpone – put off	devise – work out
rise – get up	dismiss – lay off
give up – abandon	cut down – diminish

c. Conversion

e.g. conversation – talk/chat
laugh – laughter
give – hand
monkey – imitate

d. Shortening

e.g. lab – laboratory

4. Problems relating to synonymy

4.1 Criteria of synonymy

Traditional linguistics solved this problem with the conceptual criterion and defined synonyms as words of the same category of parts of speech conveying the same concept but differing either in shade of meaning or in stylistic characteristics.

Some aspects of this definition have been criticized. Among them, the term "shades of meaning" has been condemned for its vagueness and lack of precision.

In contemporary research on synonymy semantic criterion is frequently used. In terms of componential analysis synonyms may be defined as words with the same denotation, or the same denotative component, but differing in connotations, or in connotative components.

In modern research on synonyms the criterion of interchangeability is sometimes applied. According to this, synonyms are defined as words which are interchangeable at least in some contexts without any considerable alteration in denotational meaning. This criterion of interchangeability has been much criticized.

For example:

In the following extract, in which a young woman rejects a proposal of marriage, the verbs like, admire and love, all describe feelings of attraction, approbation, fondness:

"I have always liked you very much, I admire your talent, but, forgive me, — I could never love you as a wife should love her husband."

(From *The Shivering Sands* by V. Holt)

The three verbs like, admire and love all belong to the group of synonyms to like — to admire — to love — to adore — to worship, though they all describe more or less the same feeling of liking, describes it in its own way: "I like you, i. e. I have certain warm feelings towards you, but they are not strong enough for me to describe them as "love"," — so that like and love are in a way opposed to each other. Meanwhile, admire describes feelings like respect or warm approval —feeling of liking towards idols.

Thus, there are synonyms that are not interchangeable and even negate each other. Attempts at ascribing to synonyms the quality of interchangeability are equal to stating that subtle tints in a painting can be exchanged without destroying the picture's effect. Another example, the verb 'kill' is considered as a synonym of the verb 'murder' and

can interchange 'murder' but not the reverse since the killing that happens accidentally is different from committing it intentionally i.e. 'murder'. (Cruse, 1986:88)

4.2 The debate about whether negation and antonym are a synonymous phenomenon

Many people, including me, are confused or have questions about this topic. Through searching and researching, it was very lucky when I learned about Arimitsu's research article.

Below is a part of the research article by author Arimitsu:

Firstly, typical positive-negative sentence pairs are given below. The negative sentence contains a negative word such as “no”, “not”, “nothing”, and “never”.

(1) a. Anna is Japanese.

b. Karen is not Japanese.

(2) a. I don't have any friends in this country at all.

b. I have no friends in this country at all.

We understand our experience as broken up according to basic categories (of objects, events, states, properties, relations, etc.) We understand these categories as abstract containers, so that whatever is within the category is in the appropriate container. Thus, a negation of some type (or category) of experience is understood as characterizing what is outside the category. It makes perfectly good sense, therefore, that model theoretic semantics should analyze the “not” operator as a set complementation, that is, not-X is interpreted as all those falling “outside” the set X”.

(The Body in the Mind: 40)

Secondly, the distinction between the terms “contrast” and “antonym” should be clarified. LDCE (340) defines them as follows:

Contrast: (1) a difference between people, ideas, situations, things etc. that are being compared; (2) something that is very different from something else; (3) the degree of difference between the light and dark parts of a television picture; (4) the differences in color, or between light and dark, that an artist uses in paintings or photographs in order to create a particular effect.

Antonym: a word that means the opposite of another word. (ibid. 55)

We can assume that contrasts and antonyms are fairly similar, yet different. Antonyms possess a certain contrast: however, the most important aspect of an antonym is that it

implies an “opposite” meaning. This relationship is very similar to that between negation and opposition, as was discussed in Arimitsu (2003, 34):

Negation: (a) X is a fine friend /

(b) X is not a fine friend.

Opposition: (a) X is a fine friend /

(b) X is a bad friend.

The basic concept of negation could be stated as the contrast between “X and NOT X”. On the other hand, opposition is a bipolar idea, and occasionally strongly fixed. For example, “in-and out”, “man and woman”, “dead and alive”, “black and white”, “long and short”, “rich and poor”, “heavy and light” etc., are pairs that are strongly fixed. Some of these pairs are frequently used to express the meaning of negation. These pairs can adequately express the meaning of negation without using a direct negative marker such as “not” or “no”.

► Contrary negation

Contrary negation is a phenomenon that allows a middle word. It can be applied to arguments, to predicate words within a metaphor, or to an entire metaphor or predicate. It is also called “scalar negation” as we can see in (6), but not all the contrary negations are based on the scale as we can see in (7) and (8).

(6) This coffee is not hot. (This coffee can be lukewarm, cold, boiling, etc.)

(7) My umbrella is not black. (My umbrella can be blue, red, white, yellow, green etc.)

(8) This book is not interesting. (This book can be boring, outstanding, etc.)

When a word is negated, it need not necessarily have only a single meaning. It could take on several other possible meanings.

► Contradictory negation

We can classify “contradictory” as a sub-category of contrary. In studies of logic, these two categories, “contrary” and “contradictory”, are treated as equivalents. However, most of the examples in ordinary language are those of contrary negation: contradictory negations, on the other hand, possess unique characteristics.

(9) 2 is not odd. (2 is even.)

(10) This cat is not male. (This cat is female.)

(11) My grandfather is dead. (My grandfather is not alive.)

Contradictory words do not include any middle word. There are only two opposite words, and when one word is denied, it automatically indicates the other.

B. Using synonyms

1. Purposes of using Synonyms

a. Adding Variety and Color to Our Language

Imagine if we used the same word over and over again. It would get boring pretty quickly, right? Synonyms come to the rescue by giving us alternative words with similar meanings. They make our language more interesting and vibrant.

b. Avoiding Repetition

Have you ever read something where the same word was repeated too many times? It can be tiresome and dull. Synonyms help us avoid this repetition by providing different words that convey the same message. They allow us to express ourselves in a more diverse and engaging way.

c. Enhancing Clarity and Precision

Sometimes, a single word might have multiple meanings or interpretations. By using synonyms, we can provide clarity and ensure that our intended message is understood. Synonyms allow us to choose the word that best fits the context and conveys our exact meaning.

d. Expanding Vocabulary

Using synonyms helps us expand our vocabulary. When we encounter new words with similar meanings, we learn more about the nuances and shades of language. It's like discovering new flavors of words and becoming a master of expression.

“The richness of the human experience would vanish without synonyms.” –
Thesaurus Rex

2. Requirements to use synonyms effectively

"The difference between the right word and the almost right word is the difference between lightning and a lightning bug." -Mark Twain

To choose and use synonyms appropriately, you must meet the following requirements:

- Correctly determine the context;
- Correctly determine the connotation;
- Determine collocation to ensure grammatical connection.

The 3 factors mentioned below will be the premise to help you use synonyms effectively.

2.1 Context (the situation that synonyms are used)

Context is the facets of a situation, fictional or non-fictional, that inspire feelings, thoughts and beliefs of groups and individuals. It is the background information that allows people to make informed decisions. Most of the time, the view of a person on a subject will be made in response to the presented context.

2.1.1 In Writing

Context provides meaning and clarity to the intended message. Context clues in a literary work create a relationship between the writer and reader, giving a deeper understanding of the intent and direction of the writing.

Literary context is background information or circumstances you provide to inform why something is taking place; context can also be the backstory of a character, provided to inform their behavior and personality.

***4 Important Types of Context in Writing**

Historical context: Providing the time period and its current events can inform the general mood of the era, setting the stage for the tone of your piece of writing and creating an understanding of the society at the time.

Physical context: The attributes of a place can also inform how a plot unfolds or how characters develop.

Cultural context: Beliefs, religion, marriage, food, and clothing, are all elements of cultural context that sometimes need to be provided in order to fully understand an author's story.

Situational context: Situational context is why something is happening based on the event itself.

2.1.2 In Communication

Context in communication refers to the environment or setting in which communication takes place, which includes elements like the participants, the physical setting, the psychological environment, and the cultural backdrop.

The context of a communication process shapes the meaning, interpretation, and effectiveness of the encoded messages transmitted between the sender and the receiver.

***10 Important Types of Context in Communication**

(1)Temporal Context

The concept of temporal context encompasses the timing of the message delivery and the sequence of events.

For instance, a message delivered at the wrong time might not receive the intended reaction, and can lead to misunderstanding or confusion. Just ask a comedian – timing is everything!

Likewise, understanding the chronology or sequence of communicated messages helps in deriving their contextual meaning, preserving the flow and coherence of the communication.

(2)Social-Psychological Context

Social-psychological context refers to the climate and environment of a communication interaction shaped by interpersonal communication, relationships, status distinctions, norms, and roles.

The social status, power dynamics, and general sentiments between communicators influence their message delivery, reception, and interpretation.

Respect towards authority, friendliness between friends, adherence to societal norms and values, consideration of gender roles—all of these shape this context.

(3)Cultural Context

Cultural context refers to the shared beliefs, values, norms, and behaviors of the people within the communicating group. The dominant cultural context in the situation will impact the communication styles expected in the situation.

This context carries substantial weight because people from different cultures often carry different communication etiquettes, norms, and interpretations. Therefore, if there are multiple different cultures at play, there can often be miscommunication due to cultural differences.

Each culture have their own gestures, pauses, conversational distance, eye contact, and many more unspoken rules, which greatly vary from one culture to another.

(4)Physical Context

Physical context refers to the actual location and environment where communication takes place, and includes the presence or absence of physical stimuli.

This type of context has a significant influence on the communication process as certain environments and surroundings can directly impact how messages are sent, received, and interpreted.

The architecture, furniture arrangement, noise levels, level of privacy, temperature, lighting: each of these aspects shape the communication environment and its dynamics.

(5)Social Context

hge social context refers to the societal structures and systems within which the communication occurs. This isn't about cultural values but social rules, but the concepts are interlinked.

Society's structures and systems could include family units, peer groups, organizations, societies, and even broader social-economic systems. The social context provides insight into the social roles and norms that shape the implicit rules of communication.

(6)Historical Context

Historical context in communication refers to the background, circumstances, or events in the past that influence the understanding and interpretation of the present communication.

Messages are often interpreted through the lens of prior events and experiences, which impact the views and reception of the receiver. Historical context helps in understanding the origins and development of current communication and literature.

Without considering the historical context, communication risks misinterpretation, as messages can be tied to past time frames with distinct norms, societal behaviors, and expected reactions.

(7)Relational Context

Relational context in communication refers to the established relationship and shared history between the communicators.

The history of interactions and the nature of the relationship between the communicators significantly affect the meaning extracted from their communication. In fact, the established rapport, goodwill, and trustworthiness based on prior interactions often dictate the manner of current and future interactions.

Relational context also affects how messages are presented. Friends will communicate differently than strangers, and long-term colleagues will communicate differently than newly-introduced workmates.

(8)Functional Context

Functional context refers to the intended goal or function of communication.

The function can vary from giving or receiving information, problem-solving, decision-making, persuading, entertaining, expressing feelings, and so forth. This

context will affect the method of communication used and the kind of content that's conducive to achieving the intended goal.

Understanding the function of communication can lead to selecting the right communication practices to facilitate the desired outcomes.

(9)Situational Context

Situational context refers to the specific circumstances or events that surround a communication act.

These circumstances can include factors like the event that led to this communication, the reason for communicating, and the immediate reactions required by the situation. It shapes the communication and its urgency, formality, and style.

Situational context is important in understanding the nuances of messages that can be lost without understanding the specific circumstances of the situation.

(10)Environmental Context

Environmental context in communication encompasses the broader physical, social, and cultural environment impacting the communication process.

This can include the geographical location, cultural norms, societal structures, climatic conditions, and the available communication infrastructure of this environment.

Often, environmental context creates potential barriers or facilitators to effective communication, and understanding it can enhance the adaptation and effectiveness of communication strategies.

2.1.3 In Storytelling

In storytelling, it is everything that surrounds the characters and plot to give both a particular perspective. No story takes place without contextual information and elements.

In terms of storytelling, there are only two kinds of context: narrative and non-narrative. The former gives us information on the story and the latter gives us information on everything outside of the story.

Narrative context

- ❖ Character
- ❖ Plot
- ❖ Setting

Narrative context is everything that explains “what’s going on” in a story.

Non-narrative context

- ❖ Historical
- ❖ Authorial
- ❖ Critical

Non-narrative context is everything outside the story that influences our thoughts and opinions on the subject matter.

2.2 Connotation (associational meaning when using synonyms)

Connotation is the array of emotions and ideas suggested by a word in addition to its dictionary definition. Most words carry meanings, impressions, or associations apart from or beyond their literal meaning.

For example, the words "child" and "kid" mean the same thing, but to call someone a "kid" has a slightly informal and therefore disrespectful connotation.

The nature of connotations is that they are not explicitly defined, so they can be used in both purposeful and accidental ways to convey subtle meaning or subtext: you might call someone a "kid" on purpose to imply some disrespect, or you may do so without realizing the connotation of your words.

2.2.1 Classification 1

***3 Types of Connotation**

Connotations can be positive, negative, or neutral, depending on the associations evoked by a given word. When a writer is choosing the right words to express an idea, considering whether a given word has positive, negative, or neutral connotations is vital to getting across the right idea to a reader.

Positive Connotations

Ulterior meanings that are positive in essence are the positive connotations. Good associations with any word make them categorized under this label.

For example, "Affordable" almost always refers to a minimal price point that is manageable for the buyer but has a welcoming association with the socioeconomic state of people.

Negative Connotations

The words become automatically associated with something negative for primarily the feelings they arouse.

To give an example, affordable things can be called "Cheap" which has a negative additional meaning of being average in quality.

Neutral Connotations

Words with additional meanings that do not have particularly positive or negative associations are neutral connotations. These meanings are often the closest to literal meanings of the words.

Carrying on with the example, “Inexpensive” is an adjective used to refer to something that is not expensive. It has the same meaning as affordable and cheap but has neither very positive nor very negative connotations.

2.2.2 Classification 2

2.2.2.1 Connotation of degree or intensity

Connotation of degree or intensity indicates how strongly or how intensely an action, for example, takes place or is performed.

e.g. to surprise — to astonish — to amaze — to astound
to satisfy — to please — to content — to gratify — to delight — to exalt
to shout — to yell — to bellow — to roar
to like — to admire — to love — to adore — to worship

In the above list the synonymic groups headed by **to satisfy** and **to like** contain words which can be differentiated not only by the connotation of intensity but by other types which will be described later.

2.2.2.2 Connotation of duration

Connotation of degree of duration indicates how long an action, for example, takes place or is performed.

e.g. to stare — to glare — to gaze — to glance — to peep — to peer
All the synonyms except *to glance* denote a lasting act of looking at somebody or something, whereas *to glance* describes a brief, passing look. Other examples:

to flash (brief) — to blaze (lasting)
to shudder (brief) — to shiver (lasting)
to say (brief) — to speak, to talk (lasting)

All these synonyms have other connotations besides that of duration.

2.2.2.3 Emotive connotation

e.g. to stare (surprise, curiosity, etc.)
He *glared* at her (i.e. He looked at her angrily)
He *gazed* at her (i.e. He looked at her steadily and attentively; probably with admiration or interest)
to chuckle – to sneer – to grin (a broader and a rather foolish smile)
alone — single — lonely — solitary

The adjective *lonely* also has an emotive connotation. She was *alone* implies simply the absence of company, she was *lonely* stresses the feeling of melancholy and desolation resulting from being *alone*. A *single* tree on the plain states plainly that there is (was) only one tree, not two or more. A *lonely* tree on the plain gives essentially the same information, that there was one tree and no more, but also creates an emotionally colored picture.

to tremble — to shiver — to shudder — to shake

The verb *to shudder* is frequently associated with the emotion of fear, horror or disgust, etc. (e. g. to shudder with horror) and therefore can be said to have an emotive connotation in addition to the two others.

One should be warned against confusing words with emotive connotations and words with emotive denotative meanings, e. g. to love — to admire — to adore — to worship; angry — furious — enraged; fear — terror — horror. In the latter, emotion is expressed by the leading semantic component whereas in the former it is an accompanying, subsidiary characteristic.

2.2.2.4 Evaluative connotation

The evaluative connotation conveys the speaker's attitude towards the referent, labelling it as good or bad.

e.g. well-known — famous — notorious — celebrated,

The adjective *notorious* bears a negative evaluative connotation and *celebrated* a positive one.

Cf.: a **notorious** murderer, robber, swindler, coward, lady-killer, flirt, but a **celebrated** scholar, artist, singer, man-of-letters.

e.g. to produce — to create — to manufacture — to fabricate

The verb *to create* characterizes the process as inspired and noble. *To manufacture* means "to produce in a mechanical way without inspiration or originality". So, *to create* can be said to have a positive evaluative connotation, and *to manufacture* a negative one.

The verbs *to sparkle* and *to glitter* are close synonyms and might well be favored by supporters of the interchangeability criterion. Yet, it would be interesting to compare the following sets of examples:

A. His (her) eyes **sparkled** with amusement, merriment, good humor, high spirits, happiness, etc. (positive emotions).

B. His (her) eyes **glittered** with anger, rage, hatred, malice, etc. (negative emotions).

The combinability of both verbs shows that, at least, when they are used to describe the expression of human eyes, they have both emotive and evaluative connotations, and, also, one further characteristic, which is described in the next paragraph.

2.2.2.5 Causative connotation

e.g. to sparkle – to glitter

One's eyes *sparkle* with positive emotions and *glitter* with negative emotions. However, this connotation of *to sparkle* and *to glitter* seems to appear only in the model "Eyes + Sparkle/Glitter".

The causative connotation is also typical of the verbs we have already mentioned, *to shiver* and *to shudder*, in whose semantic structures the cause of the act or process of trembling is encoded: *to shiver* with cold, from a chill, because of the frost; *to shudder* with fear, horror, etc.

To blush and *to redden* represent similar cases: people mostly *blush* from modesty, shame or embarrassment, but usually *redden* from anger or indignation. Emotive connotation can easily be traced in both these verbs.

to injure – to wound

To injure and *to wound*, in whose semantic structures the cause of the act or process of causing physical damage is encoded:

"To injure" implies physical damage in an accident.

"To wound" implies physical damage caused by weapons in a fight, a war.

2.2.2.6 Connotation of manner

The connotation of manner indicates how an action, for example, is performed.

e.g. to stroll — to stride — to trot — to pace — to swagger — to stagger — to stumble

All denote different ways and types of walking, encoding in their semantic structures the length of pace, tempo, gait and carriage, purposefulness or lack of purpose.

to stroll (to walk with leisurely steps)

to stride (to walk with long and quick steps)

to trot (to walk with short and quick steps)

to pace (to walk with even steps)

to swagger (to walk with bold steps)

to stagger (to walk with unsteady, unbalanced steps)

to stumble (to walk with unsteady, unbalanced steps as if one is about to fall down)

The verbs *to peep* and *to peer* also have this connotation in their semantic structures: to peep = to look at smb/smith furtively, by stealth

to peer = to look at smb/smith with difficulty or strain.

to ask – to question – to interrogate

"ask" has a very general meaning of seeking information

"question" would mean constantly asking, searching questions.

"interrogate" would suggest systematic and thorough questioning by a person authorized to do so (often in a threatening manner).

The verbs to like — to admire — to love — to adore — to worship, as has been mentioned, are differentiated not only by the connotation of intensity, but also by the connotation of manner. Each of them describes a feeling of a different type, and not only of different intensity,

2.2.2.7 Connotation of attendant circumstances

Connotation of attendant circumstances indicates the related context or environment where an action, for example, is performed

e.g. find, fumble, struggle (one's way)

to pump – to pour – to funnel – inject (capital)

to peep — to peer

The verbs *to peep* and *to peer* have already been mentioned. They are differentiated by connotations of duration and manner. But there is some other curious peculiarity in their semantic structures. Let us consider their typical contexts.

One *peeps* at smb/smith through a hole, crack or opening, from behind a screen, a half-closed door, a newspaper, a fan, a curtain, etc. It seems as if a whole set of scenery were built within the word's meaning. Of course, it is not quite so, because "the set of scenery" is actually built in the context, but, as with all regular contexts, it is intimately reflected in the word's semantic structure. We shall call this the connotation of attendant circumstances.

This connotation is also characteristic of *to peer* which will be clear from the following typical contexts of the verb.

One *peers* at smb/smith in darkness, through the fog, through dimmed glasses or windows, from a great distance; a short-sighted person may also peer at things. So, in the semantic structure of *to peer* are encoded circumstances preventing one from seeing clearly.

2.2.2.8 Connotation of attendant features

e.g. flat, villa, cottage, bungalow

pretty, handsome, beautiful

The synonyms *pretty*, *handsome*, *beautiful* have been mentioned as the ones which are more or less interchangeable. Yet, each of them describes a special type of human beauty:

beautiful is mostly associated with classical features and a perfect figure, *handsome* with a tall stature, a certain robustness and fine proportions, *pretty* with small delicate features and a fresh complexion.

2.2.2.9 Stylistic connotations

Stylistic connotations stand somewhat apart for two reasons.

Firstly, some scholars do not regard the word's stylistic characteristic as a connotative component of its semantic structure.

Secondly, stylistic connotations are subject to further classification, namely: colloquial, slang, dialect, learned, poetic, terminological, and archaic.

Here again we are dealing with stylistically marked words, but this time we approach the feature of stylistic characteristics from a different angle: from the point of view of synonyms' frequent differentiation characteristics.

Here are some examples of synonyms which are differentiated by stylistic connotations. The word in brackets starting each group shows the denotation of the synonyms.

meal – snack, bite (col.), snap (dial.), repast, refreshment, feast (formal).

These synonyms, besides stylistic connotations, have connotations of attendant features. *Snack*, *bite*, *snap* all denote a frugal meal taken in a hurry; *refreshment* is also a light meal; *feast* is a rich or abundant meal.

man – chap, fellow (coll.),

– bloke, guy (sl.)

– gentleman (form.)

urinate – empty one's bladder, void (form.),

– check the plumbing, check the sand box,

– water the lilies (or bushes), drain a vein (sl.),

– leak, pee, piss, shake hands with a friend (vul.)

– do, go or make number one, pee pee, wee wee (child.)

2.3 Collocation (grammatical connection)

Collocation is a term in English that refers to the way some words naturally go together more often than others. In simple words, collocations are pairs or groups of words that are often used together.

Collocation is also considered one of the criteria to distinguish synonyms.

e.g. do – make tell – speak – say

ill – sick deep – profound
 hear – listen language – tongue

This criterion will contribute significantly to the choice of synonyms that match their natural word associations and will also make your English expression sound natural and easier to understand.

3. Things to avoid

Synonyms are useful tools that can improve your assignments. But placing synonyms where they don't belong can lead to below common mistakes:

*Overdoing it

Ever heard the saying, “too much of a good thing, isn't good anymore?” When you use too many synonyms, you start to lose clarity in your work. Sometimes using simple language is the way to go.

Example:

Original sentence with synonyms	Simplified sentence
The periods altered hastily in the historical scarce cycle.	The seasons changed rapidly in the past few months.

The original sentence littered with synonyms shows that it's difficult to comprehend a series of complex words thrown together with no clear relationship. It just becomes a lot of big words with no real substance to it.

*Wrong connotation

Using the wrong synonym can change the meaning of the sentence entirely, especially since each word you add comes with its own set of connotations and associations attached. Being aware of this can help you avoid making an error.

Example:

Sentence	Word	Definition	Meaning
It's challenging to understand the intent of the author.	Challenging	Testing one's abilities; demanding	It really tests your ability to understand.
It's stimulating to understand the intent of the author.	Stimulating	Encouraging interest or enthusiasm	It intrigues you to understand

On the surface, it might seem like the word works well in each sentence, but when you take a closer look, you can see a significant difference. It's important to understand the sentiment and tone that each word is trying to convey. Both words make sense in a particular context, but in this case, they don't work for the same one.

*Technical or coined terms shouldn't be replaced with synonyms

In academic writing, technical terms may need to be repeated at regular intervals. This is fine because such words cannot be replaced with synonyms.

Chapter 2: Methodology

1. Introduction

In applied social research, survey research is one of the most important and useful measurement research methods. Survey research is defined as a systematic investigation conducted through the use of a survey. Surveys are an excellent way to collect opinions and learn what people think about the contexts and situations you want to investigate. This allows you to collect information directly from people who are affected by a specific context when used in research. One of the most compelling arguments for survey research is that it allows writers to collect the most authentic data sets through a systematic investigation. Survey research can be used to collect specific information from identified first responders.

Based on the benefits of survey research, the author decided to use a survey questionnaire as the main data collection method for the graduate paper. The writer describes the research context (students and their backgrounds, resources, and materials), resources and materials, data collection tools and procedures, and how they are integrated with the research paper in this chapter.

2. The researcher

The study was carried out by a student who has been the last year student at Hai Phong Management and Technology University. She has unbounded curiosity about English and is always trying to find a way to solve vocabulary problems. Therefore, the researcher has learned and found enormous potentiality of learning how to use synonyms effectively. Research applies the following criteria: easy to learn, easy to find, interesting, and effective. The author suggests that maybe there are some more methods to strengthen students' passion for learning, make students love learning English that they can apply in the future.

3. Participants

All relevant data used for analysis in this study were collected from 36 fourth-year university students in English major. Their ages are 22 years old. Their current English level is assessed at the high level. However, everyone's word using ability is different. Furthermore, students were selected as research subjects because they were willing to try new techniques and learning methods.

Synonyms are very familiar and accessible for learners, so they can be applied to most people.

4. Instruments for collecting data

In order to obtain the desired data, the data were collected through a data questionnaire (Appendix) let them elaborate on their viewpoints about the synonyms.

In this study, the questionnaire consisted of 8 questions. The 8-question questionnaire asked participants to give their opinions on using synonyms and their level of understanding of the synonym.

5. Data collection procedure

The results were collected one month later using a survey form, along with a record of additional student comments.

PART III: DATA ANALYSIS

1. The design of the survey questionnaires

The survey was distributed to fourth-year university students in English major to find out the reality of using English synonyms. The students are asked to check the answer that best corresponds to their opinion. The questionnaire contains the following eight questions:

Question 1 aims to exploit information about students' English learning time.

Question 2 aims to exploit information about students' English proficiency.

Question 3 aims to assess students' knowledge of English synonyms.

Question 4 In your opinion, is it important to learn how to use synonyms?

Question 5 Students' main purpose to use synonyms.

Question 6 How students use English synonyms.

Question 7 What is the decisive factor for you to choose and use a synonym?

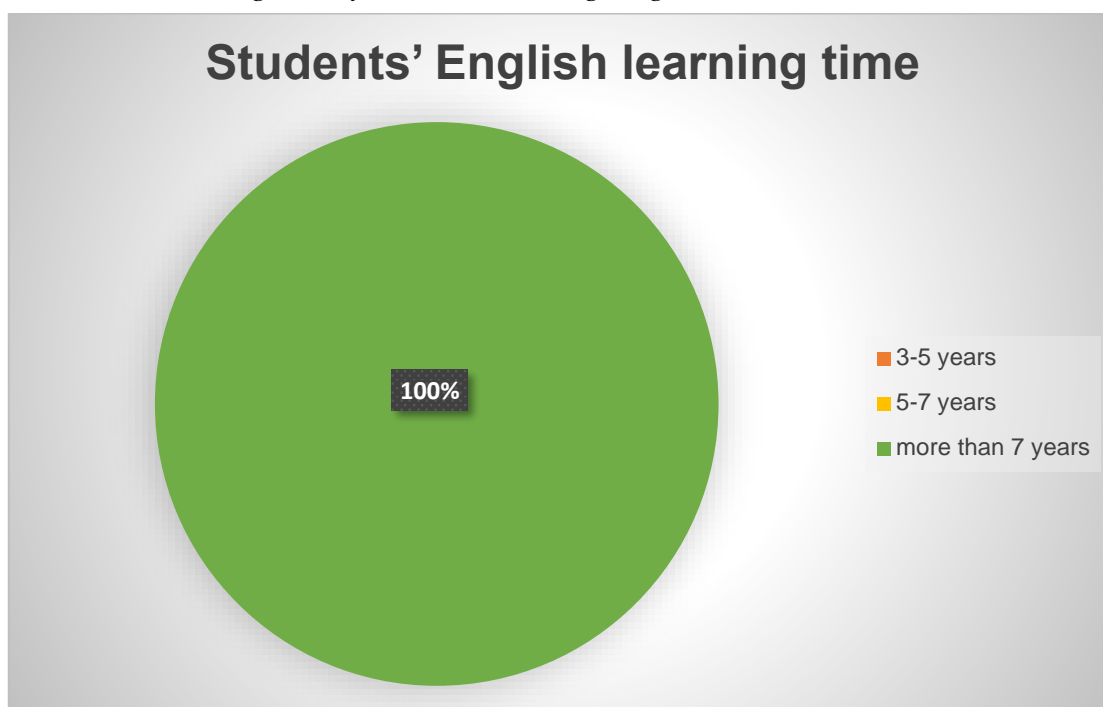
Question 8 Does using synonyms effectively contribute to improving your academic performance?

The questionnaire was written in English.

2. Data analysis

2.1 The result from the students' English learning time

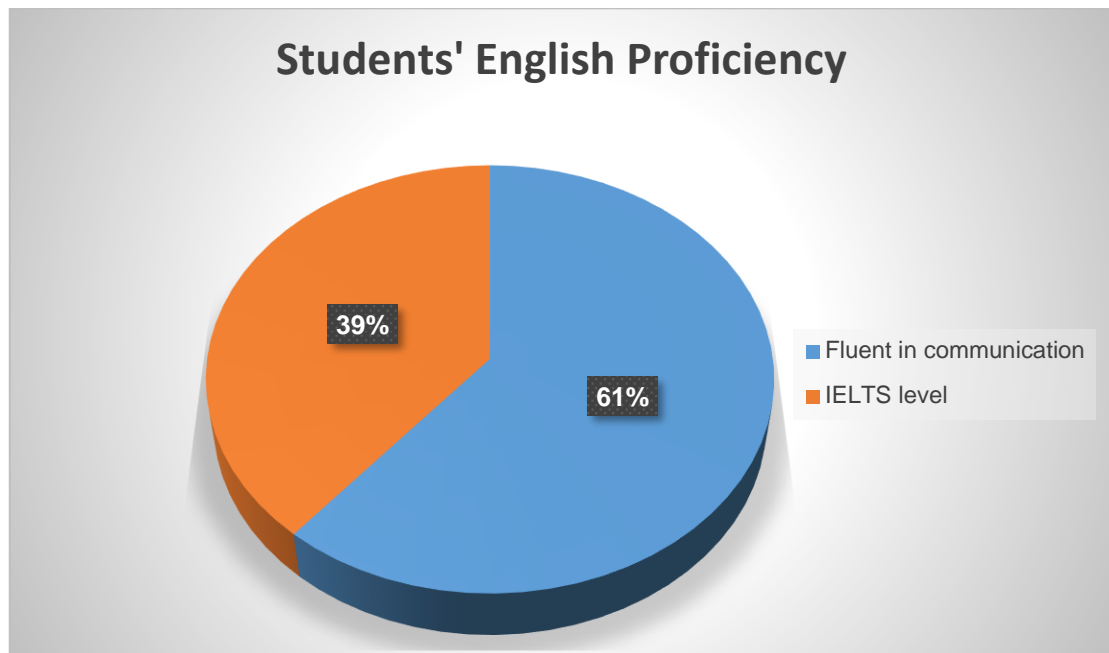
Question 1: How long have you been learning English?



The chart above shows that 100% (36 students) of the respondents have studied English for more than 7 years. That is a long time for students, proving that learning English has become necessary. In fact, most students have access to English from a very early age and English has become a mandatory subject in most training programs from elementary school, secondary school, and high school to University. The Ministry of Education really pays special attention to this subject, and considers English almost as Vietnamese's second language.

2.2 The result from Students' English Proficiency

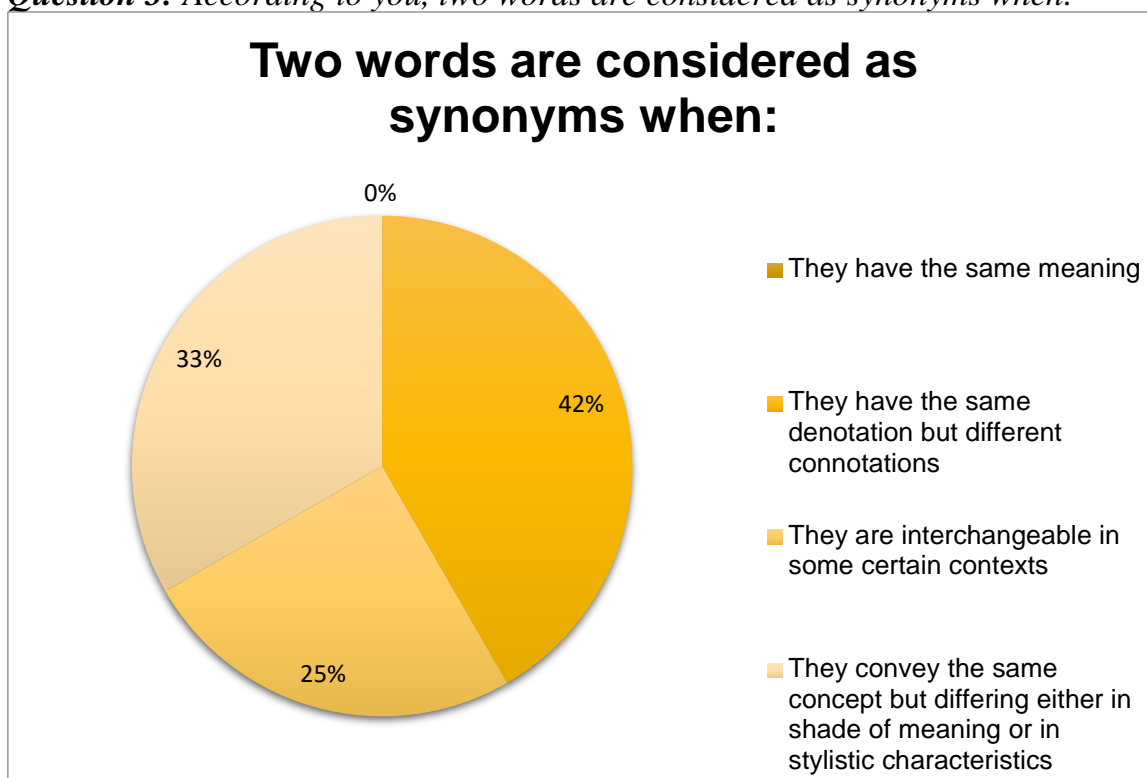
Question 2: How is your English level?



The given pie chart reveals the students' English level. 61% (22 students) of surveyed students identified themselves as being able to communicate in English fluently. The remaining 39% (14 students) achieved IELTS level of 6 points or higher. Thus, all students participating in the survey have stable English knowledge and can apply English well in real life. They really learn English with a clear purpose and are willing to try many methods to improve their English proficiency.

2.3 The result from students' knowledge of English synonyms

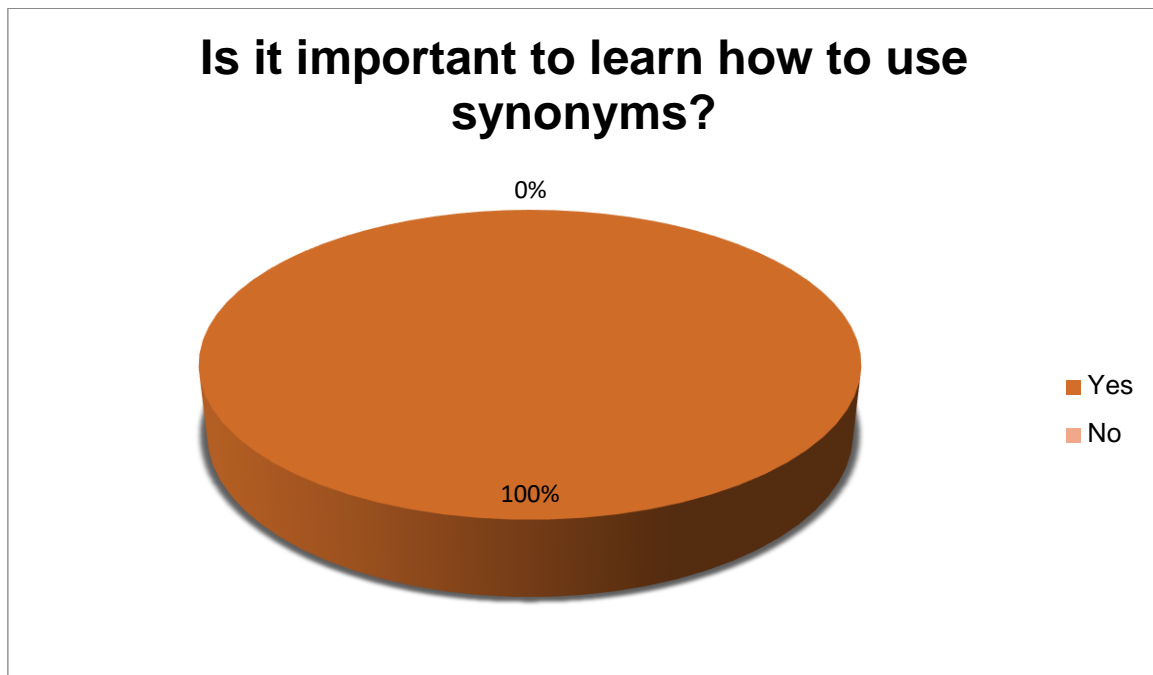
Question 3: According to you, two words are considered as synonyms when:



The figures displayed on the pie chart above are the results from students' knowledge of English synonyms. 42% corresponding to 15 students identified synonyms through "They have the same denotation but different connotations". 33% (12 students) of survey participants chose "They convey the same concept but differing either in shade of meaning or in stylistic characteristics" as synonym identification sign. The remaining 25% (9 students) chose the criterion of interchangeability to define synonyms. The most sketchy definition is not chosen by anyone. All three selected options are features used by many linguists to identify synonyms. There is no perfect definition, but through this question it can be confirmed that all surveyed students have a certain understanding of synonyms.

2.4 The result from whether learning how to use synonyms is essential or not

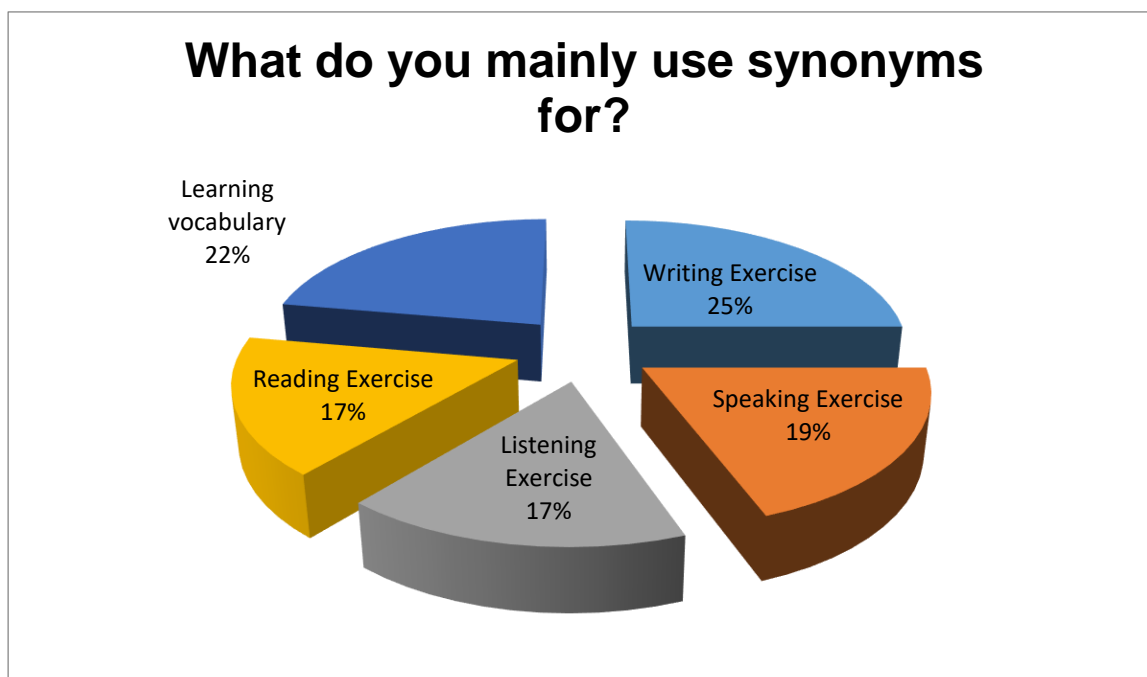
Question 4: In your opinion, is it important to learn how to use synonyms?



The data on pie chart 4 reflected students' awareness of the importance of learning how to use synonyms. The number of students who answered yes was 100% (36 students). This is an absolute result of how much interest they have in using synonyms. This partly proves that many students have applied synonyms in learning and using English.

2.5 The result from Students' main purpose to use synonyms

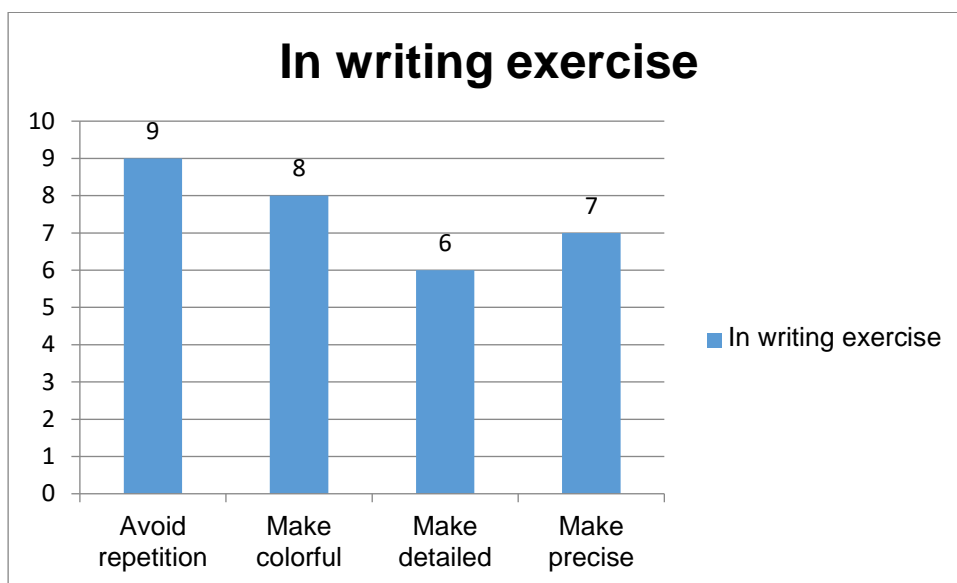
Question 5: What do you mainly use synonyms for?



Based on the results of the pie chart, we know the students' purpose of using synonyms. The difference between the options is not really obvious, it can be considered quite balanced. However, the number of students using synonyms for writing exercise is still much higher (25%, 9 students). 22% (8 students) of students use it for learning vocabulary and 19% corresponding to 7 students use for speaking exercise. 17% (6 students) applies it to listening or reading exercise. In fact, all five options have more or less mutual influence in complementary relation.

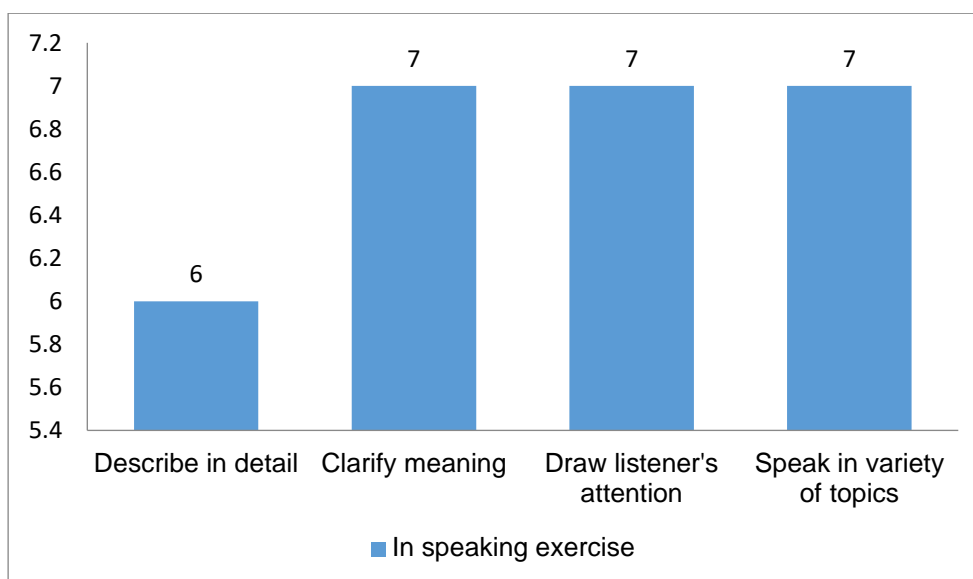
2.6 The result from how students use English synonyms

Question 6.1: How do you use synonyms in writing exercise?



"Avoid repetition" (9 students) and "make colorful" (8 students) is the goal of many students when using synonyms in writing exercise. Besides, "make precise" (7 students) and "make detailed" (6 students) are also of interest to them. According to feedback, most students mainly use dictionaries and thesauruses to find synonyms and know how to use them.

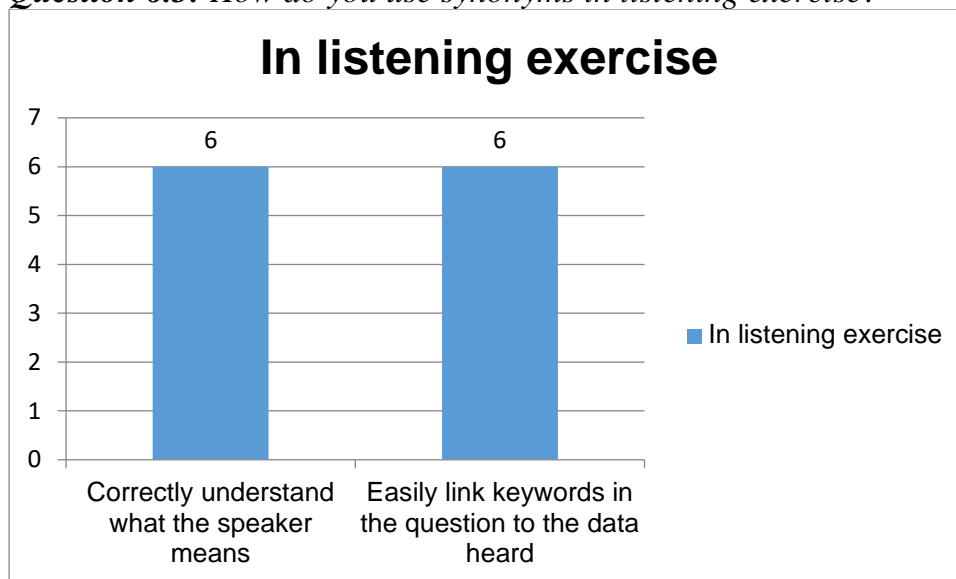
Question 6.2: How do you use synonyms in speaking exercise?



All students (7 students) use synonyms in speaking exercise mainly to "draw listener's attention", "clarify meaning" and be able to "speak in variety of topics". 6 students use them when they want to "describe in detail". Some responded that they learned and

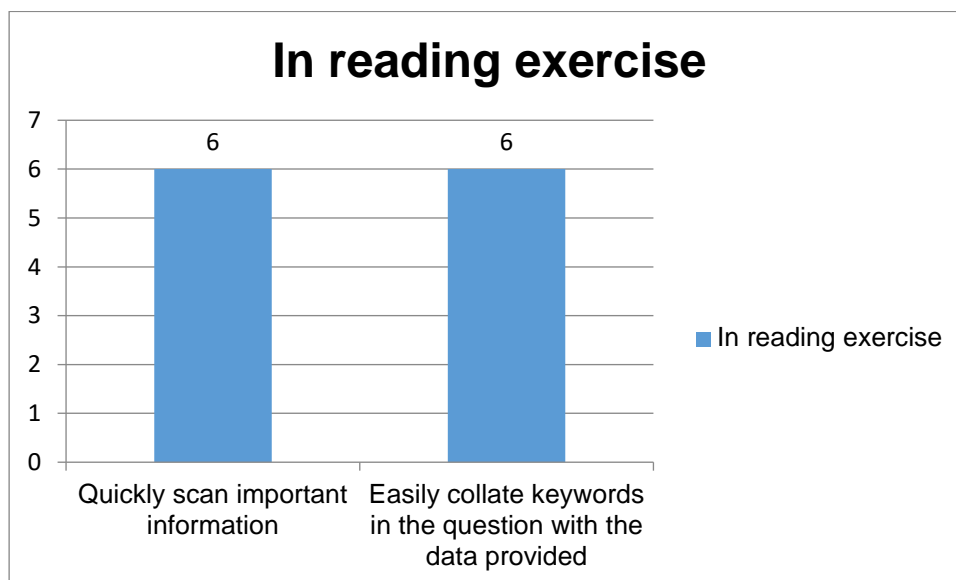
knew synonyms through listening to people converse and applied them naturally when making speeches. Some discovered their mistake in using the wrong word and then checked it in the dictionary.

Question 6.3: *How do you use synonyms in listening exercise?*



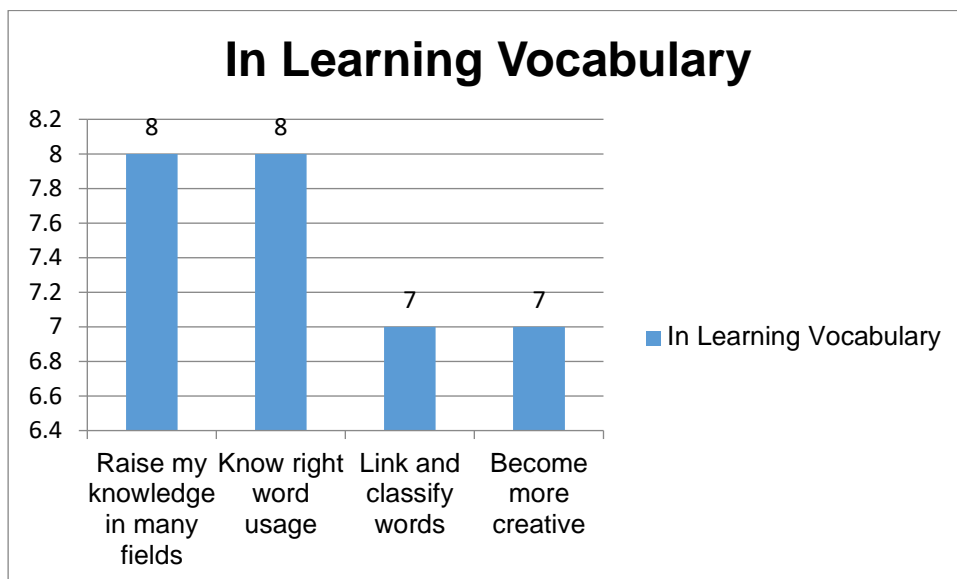
Students who use synonyms in listening exercise mostly aim to "Correctly understand what the speaker means" and "Easily link keywords in the question to the data heard".

Question 6.4: *How do you use synonyms in reading exercise?*



Students who use synonyms in reading exercise mostly aim to "Quickly scan important information" and "Easily collate keywords in the question with the data provided".

Question 6.5: How do you use synonyms in learning vocabulary?

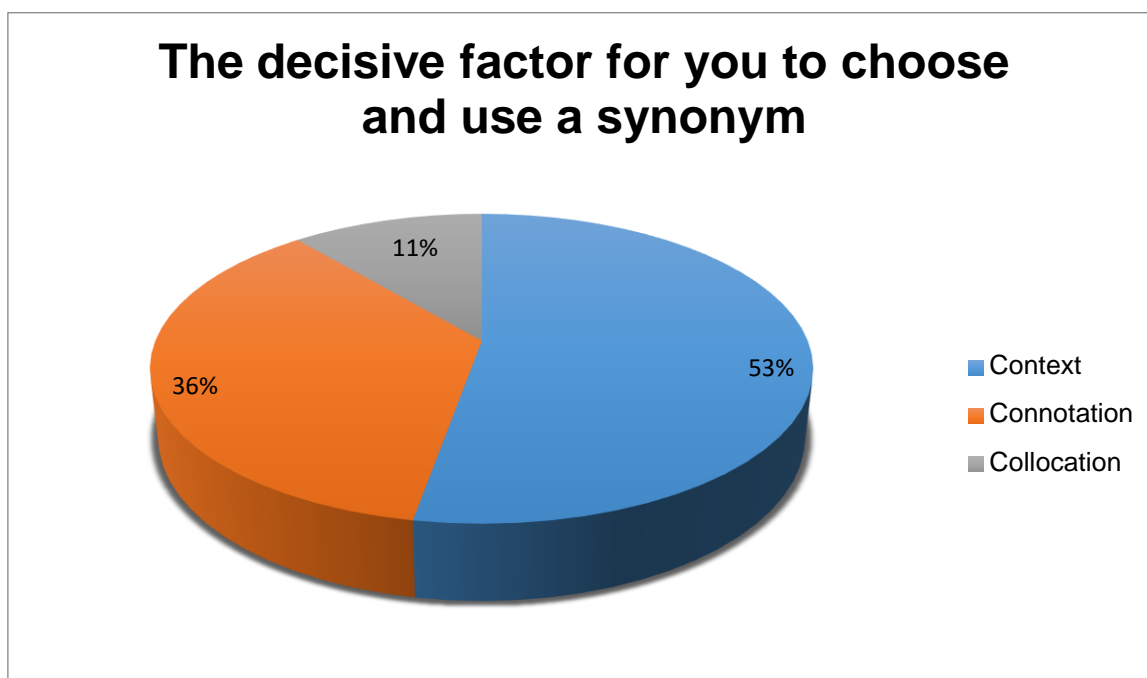


Vocabulary is the foundation for all remaining skills. Learning and using synonyms for this is meaningful: "raise my knowledge in many fields" (8 students), "know right word usage" (8 students), "link and classify words" (7 students), and "become more creative"(7 students). Their way of learning and using synonyms is looking up and taking notes, associating and classifying them, make sentences and practice communicating.

In short, all students do not have a standard method for using synonyms. They all need detailed instructions to apply synonyms effectively in learning and using English.

2.7 The result from how students select and use English synonyms

Question 7: What is the decisive factor for you to choose and use a synonym?



It cannot be denied that all three factors mentioned above are important for the selection and use of synonyms. However, there will still be one of them that takes precedence when considered as a decisive factor.

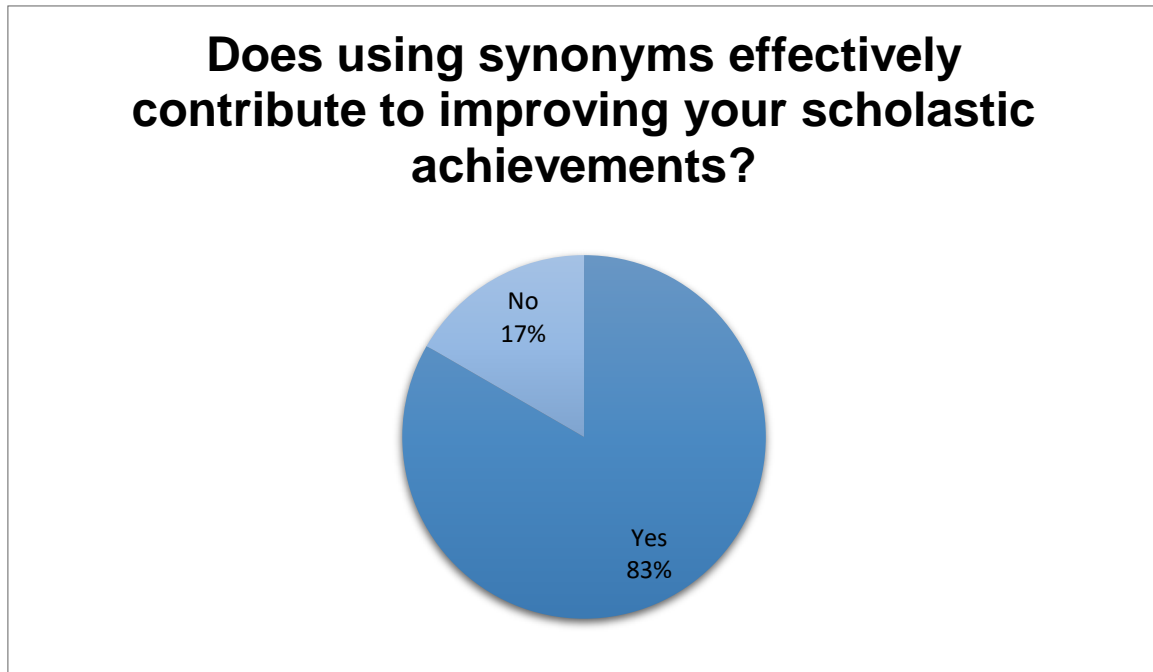
The pie chart above shows that 53% (19 students) or more than half of the students surveyed believe that context is the decisive factor for choosing and using a synonym. In pages 20 to 24, I mentioned and analyzed how context affects the use of words and synonyms.

The connotation element also receives a lot of attention from synonym users (36%, 13 students).

The remaining factors with 11% votes (4 students) are also important but do not affect your expression performance too much.

2.8 The result from how using synonyms effectively impacts to students academic performance

Question 8: Does using synonyms effectively contribute to improving your academic performance?



In this pie chart, the data shows how using synonyms effectively impacts to students' academic performance. 30 students (83%) found the effects of synonyms on learning English. This is a large number that shows the contribution of synonyms to their learning and use of English. The minority (17%, 6 students) denies it. Perhaps it's because they don't have an effective method of using synonyms or have found more suitable methods for improving their academic performance.

PART IV: FINDING AND DISCUSSION

1 Finding and discussion

The original survey results were based on 36 students from English learning groups, who responded. First, 100% of students said they have studied English for more than 7 years. Since every single respondent had studied English for more than 7 years, it is clear that they had some background and understanding while learning English.

22 students (61%) were able to communicate in English fluently, the remaining 39% (14 students) achieved IELTS score of at least 6 points. 15 (42%) students identified synonyms through "They have the same denotation but different connotations". 12 students (33%) chose "They convey the same concept but differing either in shade of meaning or in stylistic characteristics" as synonym identification sign. 9 students (25%) chose the criterion of interchangeability to define synonyms. 100% (36 students) of students think that learning how to use synonyms is important. The number of students using synonym for writing exercise is 25% (9 students). 22% (8 students) of students use it for learning vocabulary and 19% corresponding to 7 students use for speaking exercise. 17% (6 students) applies it to listening or reading exercise. 53% (19 students) or more than half of the students surveyed believe that context is the decisive factor for choosing and using a synonym. 13 students (36%) vote for "connotation" and 4 students (11%) vote for "collocation". 30 students (83%) supported the idea that using synonyms effectively is beneficial for improving scholastic achievements. The remaining 6 students (17%) opposed that idea.

Each student has different goals and their own ways to accomplish those goals, but in general, they do not have a specific method and need detailed guidance on how to use synonyms effectively.

2. Suggested Solutions

2.1 How to use synonyms effectively in writing exercise

Using synonyms in your writing is an easy way to connect with your audience and keep your writing fresh.

*Difficulties in writing:

- ❖ A limited and mind-numbing vocabulary
- ❖ Simple rephrasing or rewording
- ❖ Striving for variety but were having difficulty finding the right words

*Solutions:



Observe and Replace

Self-awareness of what words you choose to use is the key to becoming a better writer. Observe the words or key phrases you always use. Research for alternatives. Once you identify which words need changed, slowly replace the ones you regularly use with their alternatives. If you use them enough, eventually it will stick. You can make it a goal to work on 5 phrases or words at a time.

E.g. For example -> For instance/ to illustrate
Really -> surely/ certainly/ actually
Show -> display/ reveal/ expose/ indicate

Gauge Word Fit Based on Context



A thesaurus is a great tool to help broaden word choice, but it's not always easy enough to just pick any old word from a list. Don't substitute words without considering context. While it presents you with words that are related to what you have, they may have slightly different definitions.

Consider the yellow bananas above. If you call them mouth-watering, this paints an entirely different meaning than you might if you just called them delicious.

This is why they say in order to improve one's writing style; the person must also be willing to invest time reading. By reading, you observe what makes sense to use by noticing how words differ in meaning and usage.

There are also some instances, like learning colloquial terms, which can be learned by conversing and interacting with people which brings us to our next point.

Maintain a Record of New words You Encounter

One of the things you may want to consider including in your writer's notebook is maintaining a record of new words you come across.

Take note of their meaning and how they were being used. Cite examples.

Doing so will allow you to easily recall and use them when needed. Try to use them in your day to day conversations to grow accustomed to it.



Keeping track of your favorite synonyms and jotting down different ways to say something can help you with writing dialogue and also improving the revision process of your work.

Enhance your writing style with Euphemisms

Euphemisms can help you avoid offending your readers. Euphemisms are the “nice words” we say when other words might be too strong.

E.g. Die -> pass away/ rest in peace (RIP)

Short -> petite

Mad -> insane

Use Idioms to Spice It Up

Idiomatic expressions can make a reader pause, think and evaluate a situation. There are instances wherein using idioms can help denote cultural aspects as well.

E.g. It rains cats and dogs = it rains very heavy

Let the cat out of the bag = tell a secret

The trick with using idioms in your writing is to use them sparingly and only when absolutely necessary – you don't want to risk your work sounding cliché.

Be Precise

Merely using an adjective is not going to provide a reader with the most vivid picture of what's going on. Take the time to use the surroundings as means of comparison or contrast. These are some ways you can say it better:

E.g. The room is hot. -> The room's temperature is oven-like.

John is tall. -> John almost reaches the ceiling.

Avoid the use of “very”

The author of Dead Poets Society, N.H Kleinbaum, pointed out that using “very” to describe something is an act of laziness, to which we absolutely agree!

For lack of apt words to describe something, people tend to insert the word “very” to up the degree of the adjective. This can be avoided by introducing new words into your vocabulary to properly portray the intensity you aim for.

E.g. Very big -> immense/ enormous

Very quick -> rapid

Very shy -> timid

Very noisy -> deafening

Develop a love for stories and creative pieces

Keep a pile of nonfiction novels for a good read. This form of writing exposes you to different approaches to describing a scene or situation. Best selling authors have acquired the skill of using words and phrases to perfectly paint a clear picture or situation. They take you to the plot and let you imagine what happens next as if you were there.

*Some example writings

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, most of men were studying part-time but from 1980, studying part-time was decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, women studying full-time were increased and not only full-time, part-time also were increased. In 1990, studying full-time was three times as many students as in 1970. If compare men and women, as you see, in 1970, men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, women were studying part-time more than men and studying full-time was same number. It shows you women has a high education now.

(Writing 5 points)

The examiner gave this writing 5 points for the following reasons:

- It's too short and low on detail. There are no specific references to the data.
- Overall, it's difficult to understand.
- There are major sentence structure problems (highlighted in red).

The bold graph shows the television audiences throughout the day. It shows that the percentage of audiences is zero percent in early morning but it gradually rises upto ten percent at 8:00 am and maintains the same for the next two hours. There is a slight gradual fall in percentage in next two hours however after that it rises sharp upto twenty percent within the next two hours. After this the graph rises very fast and attains its peak at 10 pm which is about forty five percent. The graph gradually falls down and at 2:00 am it is at five percent. The thinner graph shows the percentage of radio audiences. Unlike the television one the peak percentage of the radio audiences is at 8:00 am which is about 30 percent. Then it gradually falls and it corresponds with the television one at two pm. After that it gradually falls but with a small increase in percentage at 4:30 to 6:00 pm. The percentage of audience then gradually goes down and at four am it is the lowest which is near 2 percent. These graphs prove the progressive popularity of television. !?

(Writing 7 points)

The examiner gave this writing 7 points for the following reasons:

- Lack of sufficient detail in the general overview
- Awkward expressions
- Minor issues with word forms

BAND 9.0 Sample

The bar chart compares the time spent by 10 to 15-year-olds in the UK on two activities, namely chatting online and playing computer games.



Overall, we can see that playing computer games **is marginally more popular** than chatting on the Internet. However, completely different trends can be seen if we look at the specific figures for boys and girls.

Boys aged between 10 and 15 clearly **favour playing** on games consoles over chatting online. According to the chart, while 85% of boys play computer games every day, only 55% chat online daily. Furthermore, the majority of boys play on their consoles for more than one hour each day, and 10% do this activity for four hours or more.

By contrast, girls prefer chatting online. Close to 70% of 10 to 15-year-old girls **engage in online conversation** each day, compared to about 50% of this cohort who play computer games. Of the girls who do play on consoles, most of them play for less than an hour, whereas most girls who chat online do so for more than one hour, and nearly 10% chat for four hours or more.

Robert IELTS Town

Source: Simon

(Writing 9 points)

2.2 How to use synonyms effectively in speaking exercise

25% of your score is based on how well you can express yourself using a wide range of words and phrases. If you are aiming for 6 points, you just need to use simple words — but correctly. If you are aiming for points 7 or higher, you need to show that you can use some ‘less common’ vocabulary, including less common synonyms of common words.

Some tips

Expressing your opinion in **various ways**:

I think that...



- It seems to me that ...
- As far as I'm concerned ...
- As I see it ...
- In my opinion...
- From my point of view...

When receiving your topic, link the vocabulary related to that topic. Emphasize key word with its synonyms to **avoid repetition**. For example: Topic of Children. It becomes monotonous to keep using the word “**children**,” but what alternatives can you use? While a toddler and an adolescent are children, not all children are toddlers and adolescents, so you can’t use these words interchangeably. Instead, you could use, “**the youth**,” “**the young**,” “**minors**,” or “**juveniles**.” “Kids” should be avoided always as it is informal.

Some words should be replaced with synonyms because they are imprecise and rather low level. Examples of this are: good, bad, big, small and nice. It is correct to say, “Fossil fuels are **bad** for the environment,” but it lacks the sophistication you would expect to see in a higher level answer. Here, we would prefer the word, “**damaging**” or “**harmful**.”

Context is important when using synonyms for words like, “**important**”. While “**essential**” is a synonym, it is inappropriate to say, “Addiction to the internet is an essential issue of our time”. Instead, you could use it instead of “important” when you use the expression, “It is important that government deal with” Or, you could use “**critical**,” or “**vital**”.

Lastly, idiomatic expressions should be avoided as well since they are not particularly academic.



2.3 How to use synonyms effectively in listening exercise

At the beginning of the Listening test you are given 30 seconds to look at the questions. You can use this time to predict what you will hear in the recording. First, look at the keywords — the ones that hold the meaning. These will give you an idea of what to listen out for. But beware! It is unlikely you will hear these exact words in the recording. It is much more likely you will hear different words that mean the same thing. These are called ‘synonyms’. Examiners use keyword synonyms to test if you really understand what the text means, rather than just recognising words.



Try these tips for thinking of and using synonyms:

- ❖ As you listen to the recording and get a quick glimpse at the questions, **pay attention to the words that have meanings similar to the phrases and words in the questions**. For instance, you could hear “number of people who buy” in the recording, but in the question “customers” is written instead.
- ❖ The significance of synonyms is more clearly seen in the summary completion questions; In these questions, candidates should be ready to read and complete the summary at the same time they listen to the recording.
- ❖ The Listening section is designed to assess **your ability to understand the main idea of a paragraph and the range of possible synonyms**. In other words, examiners try to determine whether you can grasp the overall meaning of the recording; this unquestionably shows the significance of knowing synonyms.
- ❖ One last tip. In the Listening test, you might hear speakers from the united states, the United Kingdom, Australia, etc. There are great **differences between popular words in British and American English**, and these might appear in the test as synonyms.

2.4 How to use synonyms effectively in reading exercise

There are various challenges facing candidates who sit the reading test, including the time limit and identifying very subtle ideas. But the biggest difficulty is

that you need a wide range of vocabulary so that you can understand the texts you are given to read, but more specifically you need to know what words are considered synonyms in order to answer the questions. The reason for this is simply because the words given in the questions will not be the same as the words given in the text.

First of all, when you read the questions, you should **underline "keywords"** or "content words." These are words that give clues to an answer. They might involve names, numbers, or big ideas.



Here is a TRUE/FALSE question from that passage on boating:

In the 1800s, there was a lot of money to be made robbing ships.

In this sentence, I have underlined the keywords. Now we can look to the following paragraph, where the answer to this question is found:

"In the nineteenth century, with the increasing value of goods being shipped around the world, governments began to take action against pirates. These criminals of the seas predated upon merchant marine vessels in order to steal their valuable cargo, and this became a very lucrative trade."

Here, we would need to have a good grasp of synonyms in order to find the right answer. Firstly, we would look for the date. Numbers can often guide us to the right part of a text, but we don't always find them listed exactly as they are in the question. In this case, "1800s" is a synonym of "the nineteenth century," so that directs us to this short paragraph. Next, we can see "robbing ships" is a synonym of "steal" and "vessels" and specifically the people who steal from ships are called "pirates." Finally, "a lot of money" has the same meaning as "lucrative."

By putting all of these ideas together, we can see that the answer is true. This would not be possible without the knowledge of synonyms because the question basically says the same thing as the text, except in different words.

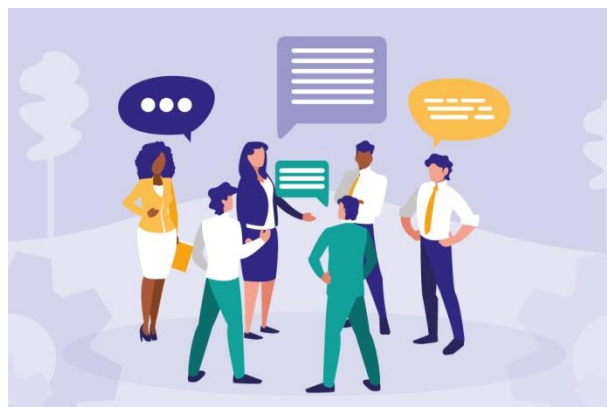
In some cases, the words that appear are **antonyms, which means the opposite of synonym**. However, these function in the same way. For example: if someone "no longer" does something, then they do not "continue to" do it. The

opposite of "little impact" is "great impact", but you can also see "shaped our world immense" mentioned in the paragraph. Suppose if the key word of the question is "little impact" then the answer will be FALSE.

Doing this is useful for scanning and close reading. These are two skills that can help you locate the correct answer within the reading passage, without wasting time studying every single word.

2.5 How to use synonyms effectively in learning vocabulary

One way to expand your vocabulary using synonyms is to **read extensively**. Reading books, articles, and other materials can expose you to new words and their synonyms. As you see new words, look up not only them but also their synonyms in the thesaurus as well. By regularly **finding synonyms by consulting a thesaurus**, you expose yourself to a wide range of words and their meanings. This exposure helps you become familiar with words that may not have been a part of your everyday vocabulary. As a result, you gradually expand your word bank, allowing you to choose the most appropriate word for any given context. Another way is to use flashcards to memorize synonyms and their meanings. You can also practice **writing sentences using synonyms** for common words. Besides, you also should pay attention to the synonyms in communication. Try to **use synonyms when you write or talk**.



When you are expanding your vocabulary, circling keywords can prove to be a great practice. After circling the words, look up their synonyms, **list and classify** them all. For example, when you encounter the word "great", you can find several synonyms, such as "remarkable, fantastic, extraordinary, wonderful, sublime, and unmatched". Thus, you will see how effective synonyms are used to learn and develop vocabulary from one single word.

3. Recommendations

3.1 Tips how to select synonyms

Step 1: Use Your Own Knowledge

Firstly, if you've already had successful experiences in using particular synonyms, perhaps try trusting your own judgement until corrected otherwise. This method is what native speakers do without realizing and what foreign speakers should perhaps learn to do too. After all, you won't always have an online dictionary on hand to check meaning and may have to instead rely on your own knowledge and intuition.

Step 2: Research Possible Synonyms

Secondly, using online resources to investigate possible synonyms for the words you wish to paraphrase can also be a good idea. A simple right click on Microsoft Word can, for example, offer a number of useful alternatives. However, for a more comprehensive investigation, you might wish to consider using sites such as:

<https://www.powerthesaurus.org/>

<https://www.synonyms.com/>

<https://www.synonym-finder.com/>

<https://www.thefreedictionary.com/>

<https://www.thesaurus.com/>

Step 3: Consider Formality

Though it is undoubtedly challenging to know how formal a word is or isn't (and therefore how appropriate it is likely to be in academic settings), one quick rule to remember is that words of French/Latin origin tend to be more formal than those with a Germanic etymology. Take phrasal verbs, for example. An expression such as 'put out the fire' would be considered much more formal if the Latin 'extinguish' were used in place of the Germanic 'put out'.

Step 4: Determine Frequency and Collocation

Next, you might wish to determine how frequent a word is in modern English to rule out archaisms, slang and other colloquial language. While you're doing this, it might also be a good idea to compare the words which tend to appear before and after the word you're investigating (it's collocates). Both can be done at the same time using free-access corpora such as the British National Corpus or the Corpus of Contemporary American English. While it takes effort to learn how to investigate synonyms in this way, doing so will give you invaluable insight into word meaning.

Step 5: Trial and Error

Finally, there's good old trial and error. Hand in a piece of written work full of awkward synonyms and your academic tutor will soon let you know. Similarly, use ancient or rude synonyms when speaking to a native speaker and watch their face for a reaction... You'll soon know which words worked and which didn't!

3.2 Some key notes

Language is a dynamic and ever-evolving entity, influenced by cultural and regional factors. When using synonyms, it is crucial to consider any cultural or regional differences that may impact their usage and understanding. Here are a few aspects to keep in mind:

- ❖ **Idiomatic expressions:** Different cultures and regions have their own unique idiomatic expressions, which may not have direct equivalents in other languages or dialects. When using synonyms, be cautious of idiomatic expressions that may not carry the same meaning or cultural relevance.
- ❖ **Colloquialisms and slang:** Colloquial language and slang can vary significantly from one region to another. Synonyms used in a specific regional context may not be understood or may have different connotations in other regions. Consider your target audience and their cultural background when selecting synonyms to ensure effective communication.
- ❖ **Cultural sensitivities:** Certain words or phrases may carry different cultural sensitivities or taboos. It is crucial to be aware of these cultural nuances when using synonyms, especially if you are writing for a global or diverse audience. Respectful and inclusive language choices are essential for effective communication.

3.3 Some common mistakes to avoid (supplemented)

- ❖ **Overusing synonyms:** It can be tempting to replace every instance of a word with its synonym to avoid repetition. However, excessive synonym usage can make your writing convoluted and difficult to follow. Instead, focus on using synonyms strategically to enhance your message.
- ❖ **Choosing inappropriate synonyms:** Not all synonyms are created equal. It is crucial to select synonyms that accurately convey the intended meaning and fit the context of your sentence. Using a synonym that has a slightly different connotation or denotation can alter the message you want to convey.

- ❖ Ignoring grammatical nuances: Synonyms may have different grammatical properties, such as being a noun or a verb. Failing to consider these nuances can result in grammatically incorrect sentences. Always ensure that the synonym you choose aligns with the grammatical structure of your sentence.
- ❖ Forgetting about register and tone: Synonyms can vary in their formality, register, and tone. It is essential to consider the desired tone of your writing and choose synonyms accordingly. Using an overly formal synonym in an informal piece or vice versa can create a jarring effect.

3.4 Some reliable online Thesauruses

[Thesaurus](#): The online Thesaurus helps you find synonyms by listing words with similar meanings.



[Visual Thesaurus](#): This amazing tool makes visual maps around the meaning of words. It is fascinating and so practical to see how word meanings are related.

[Power Thesaurus](#): If you are looking for another online thesaurus, this is a brilliantly simple tool for you. For each word, the website gives you a list of synonyms and tells you how closely related the meanings are. This tool is also available as an app for iPhone and Android.

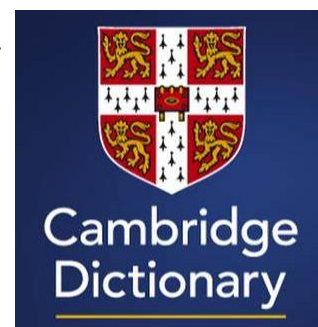
[Business Thesaurus](#): If you are looking for words that are used in business, this Thesaurus is a nice tool. It only shows you synonyms as a list without any further information about the words, so it is useful if you need to look up synonyms quickly at work.

[Merriam Webster Thesaurus](#): This online tool is a practical tool to find alternative words in English. It is a detailed tool that categorizes alternative words based on meaning. You can get more information about the words and phrases as well as example sentences instead of only a list of words.



[Cambridge Dictionary](#)

This is my favorite online English dictionary. You can find out how to say words correctly, what they mean, or you can read examples. Its special category for business words is useful if you want to learn words in a business context.

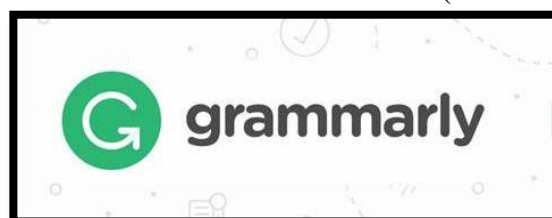


Collocation Dictionary to find English synonyms

[Writefull](#): This tool is especially useful for writing at work. One of my favorite features is that you can see how synonyms are used in context in real texts. You can also compare two synonyms and see which one fits better in context.



[Collocation Dictionary](#): Some words go together naturally. If you want to find an alternative word for 'bad', a serious problem sounds better than a poor problem. How do you know which words go well together? Collocations! A collocation dictionary shows you words in context. If you use common word combinations (collocations), you will sound more natural in English.



[Grammarly](#)

Grammarly is a practical grammar-checking tool that helps you with your English writing and grammar. The tool edits all of your written work and checks for grammar and spelling mistakes. Professionals worldwide use Grammarly to check their emails and other important documents.

PART V: CONCLUSION

1. Overview of the study

The purpose of this study was to assist fourth-year university students in English major in guidance how using synonyms effectively. This study consists of 5 parts.

Part I is an introduction to the study. It introduces readers to basic information about the reason for doing this thesis, how to do it and the purpose of doing it.

Part II is the study's development section, which consists of two chapters. The first chapter provides a theoretical overview as well as detailed information on synonyms. This is a case study that includes definitions and procedures. This research's techniques, such as data collection and analysis, can be found information in here. Chapter 2 contains information about this study.

Part III is a detailed examination of the collected data. Two 8-question survey questionnaires (English and Vietnamese versions) for students were created, the results explored and presented in this section by data analysis.

Part IV summarizes the collected results, analyzes them, and makes suggested solutions and recommendations based on the previously collected data.

The final section is a synopsis of the preceding sections and chapters. This is also the section where you will draw conclusions, discuss pedagogical implications, and make suggestions for future research.

2. Limitation of the study

Although the study has some strong points, such as data collection methods and student survey questionnaires, it is clear that the study has a number of shortfalls due to time constraints, a lack of source information, the researcher's ability, and other unanticipated factors. To begin with, the researcher was unable to conduct other methods, such as classroom observation, due to time constraints and, to some extent, experience, which could have made the obtained results more reliable.

3. Suggestions for further studies

The study's findings are expected to provide guidance to synonyms usage for fourth-year university students in English major. Because it only focuses on university students, this study cannot address all aspects of the problem.

First, due to its many limitations, the author only used survey questionnaires in this study. As a result, future researchers can use more other methods to increase authenticity, such as observation, interviews, and checking. Next, for comparison

purposes, researchers can also extend the survey objects; for example, compare two classes.

In general, the research has limitations, but it was completed with the assistance of the supervisor and her own efforts. With the limitations listed above, I hope this research will help Vietnamese university students, who learn and use English, improve their ability of using synonyms.

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6.5 How do you use synonyms in learning vocabulary?

The answer:

7. What is the decisive factor for you to choose and use a synonym?

- A. Context B. Connotation C. Collocation

8. Does using synonyms effectively contribute to improving your academic performance?

- A. Yes B. No

Thank you for your support!