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**A DISCOURSE ANALYSIS OF THE
 SYNONYMOUS AND ANTONYMOUS
 EXPRESSIONS USED IN READING
 PASSAGES OF TOEFL iBT**

**Field : THE ENGLISH LANGUAGE
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**MASTER THESIS IN THE ENGLISH LANGUAGE
 (SUMMARY)**

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CHAPTER 1 INTRODUCTION

1.1. RATIONALE

Few studies have touched upon the uses of synonyms and antonyms in reading passages. This study is concerned with synonymous and antonymous expressions used TOEFL iBT reading passages which test takers have to deal with. Most standardized tests - including TOEFL iBT - use synonym and antonym questions to test verbal skills. These questions ask test takers to identify the word that is most similar or dissimilar to another word, effectively testing their knowledge of two words, phrases or sentences. For these reasons, I would like to deal with the research "*A Discourse Analysis of the Synonymous and Antonymous Expressions Used in Reading Passages of TOEFL iBT*".

1.2. SIGNIFICANCE OF THE STUDY

The study is expected to enable learners in general and test takers in particular to use words effectively, avoiding repetition of words when speaking and writing by using synonyms or antonyms.

1.3. AIMS AND OBJECTIVES

1.3.1. Aims

This study aims to examine the linguistic features of synonymous and antonymous expressions used in TOEFL iBT reading texts at discourse level, and provide the potential test takers with practical knowledge to deal with the synonymous and antonymous expressions in the reading passages.

1.3.2. Objectives

These objectives are to guide the study to describe synonymous and antonymous expressions used in TOEFL iBT in

terms of syntactic and semantic patterns and to identify the strategies that the TOEFL iBT test takers may use in dealing with the comprehending and answering questions in reading passages.

1.4. SCOPE OF THE STUDY

This study will examine the synonymous and antonymous expressions used in the reading passages of such TOEFL iBT books *TOEFL iBT m-Reading*, *TOEFL iBT i-Reading*, *TOEFL iBT Insider Reading*, *Barron's TOEFL iBT Internet-Based Test 2006-2007-2008*, and *The Official Guide to the TOEFL Test*.

1.5. RESEARCH QUESTIONS

1. What kinds of synonymous and antonymous expressions are used in the reading passages of TOEFL iBT?
2. What are the linguistic features of synonymous and antonymous expressions used in TOEFL iBT in terms of semantics and discourse analysis?
3. What are the strategies that learners and test takers may use when dealing with synonymous and antonymous expressions?

1.6. ORGANIZATION OF THE STUDY

Chapter 1: Introduction

Chapter 2: Literature review and theoretical background

Chapter 3: Methods and procedures

Chapter 4: Findings and discussion

Chapter 5: Conclusion and implications

Chapter 2
LITERATURE REVIEW
AND THEORETICAL BACKGROUND

2.1. REVIEW THE PREVIOUS STUDIES

Many researchers have studied synonymous and antonymous expressions at different levels. They are *A Study of Synonymous Group: "To Like, to Love, to Adore, to Admire, to Esteem, to Worship" and their Vietnamese Equivalents*, *A Study on English and Vietnamese Synonyms in the Field of Outward Appearance*, and *Problems of Synonyms in the Translation*. Moreover, the thesis *Context clues in reading texts of "Barron's TOEFL iBT" book* (2009), analyzes about *context clues*.

2.2. THEORETICAL BACKGROUND

2.2.1. Synonyms and Antonyms

2.2.1.1. Definitions of Synonym and Antonym

Synonymy is defined by Lyons [29, p. 60] that "Expressions with the same meanings are synonymous. Two points should be noted about this definition. First, it does not restrict the relation of lexemes to words: it allows the possibility that lexically simple expressions may have the same meaning as lexically complex expressions. Second, it makes identity, not merely similarity, or meaning the criterion of synonymy."

In *Webster's New Dictionary of Synonyms*, an antonym is defined as "a word so opposed in meaning to another word, its equal in breadth or range of application, that it negates or nullifies every single one of its implications". [31, p. 30a].

2.2.1.2. Semantic and Syntactic Features

a. Synonyms

Synonyms do not always have exactly the same meanings. You will recall that synonyms can mean either the same thing or *almost* the same thing.

Lyons [29] introduces the notion of absolute synonymy. It can be seen that such synonyms are extremely rare. It is important to distinguish between partial and near synonyms.

Example: They live in a *big/large* house.

Big and *large* are generally regarded as synonyms, but clearly, they are not synonymous in all of their meanings.

b. Antonyms

If we make a componential analysis of antonyms, we will find that antonyms of any pair share all but one semantic feature that contrasts them in meaning. The feature they do not share is present in one but absent in the other. Thus, we may say the semantic features of a pair of antonyms must be very similar. This can be shown by the pair of man and woman:

Man : [+Human], [+Adult], [+Male]

Woman : [+ Human], [+Adult], [-Male]

Words belonging to different categories or word classes cannot be contrasted with each other, or they cannot form an antonymous pair.

2.2.2. Lexical Decomposition

Consider the examples of the words *mare*, *stallion* (horse) and *hen*, *rooster* (chicken). We can understand these words that all share the property of being animals. For their part, *stallion* and *rooster* share the feature [+male], while *mare* and *hen* share the feature [+female]. The point here is that we can decompose the concept of *rooster* into more primitive elements. The set of those elements can

help encode what we know about the meaning of *rooster* and it can encode ways in which *rooster* is semantically related to other concepts. Nouns like these lend themselves more straightforwardly to this kind of lexical decomposition into sets of features than do more abstract nouns or verbs.

2.2.3. Discourse Analysis

Discourse analysis is the examination of language use by members of a speech community. It involves looking at both language forms and language functions and includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and cultural factors that aid in our interpretation and understanding of different texts and types of talk. A discourse analysis of written texts might include a study of topic development and cohesion across the sentences.

2.2.4. Context Clues

2.2.4.1. The Definition of Context Clues

Robinson [38] asserts that the term *context clues* are used to indicate a vague and general way of searching the words surrounding an unknown word to see if the reader can guess at the meaning. Meanwhile, Spears [41] states that the word *context clues* refers to the way a word is used in a particular sentence or passage that help reveal the meaning of a word we are unsure of.

2.2.4.2. The Types of Context Clues

Robinson [38] distinguishes two kinds of *context clues*: syntactic clues and semantic clues. In this study, the researcher mentions only semantic clues used as the way of expressing synonymous and antonymous expressions. They are definition by synonym, synonym clues and definition by contrast, antonym clues.

2.2.5. Referring Expressions

Referring expressions can be anaphoric, cataphoric or exophoric. Anaphoric referents are often expressed as a pronoun. Anaphoric referents can also be synonymous expressions. Finally, anaphoric referents can be a direct repetition of the original expression. [2, p. 111]

2.3. SUMMARY

This chapter reviews the previous studies as well as theories relevant to the study. The focus of the study is on syntactic realizations and semantic features of synonymous and antonymous expressions so the description analyses of syntactic framework by Quirk [37], of semantic features by Lyons [29], by Halliday and Hasan [16] and componential analysis by Nida [32] are included in this chapter. Then, context clues based on Robinson's [38] and Spears's [41] theory are used to analyze synonymous and antonymous expressions in reading passages of TOEFL iBT.

Chapter 3

METHODS AND PROCEDURES

3.1. RESEARCH METHODOLOGY

This research paper is mainly a descriptive research using qualitative information. Besides, interpretive method is dealt with in the stages of this study.

3.2. RESEARCH PROCEDURES

The interpretive and descriptive methods are conducted in order to draw out some implications to the teaching and learning of synonyms and antonyms.

3.3. DESCRIPTION OF POPULATION AND SAMPLES

The subjects involved in the research paper were reading passages which were extracted from TOEFL iBT materials: *TOEFL iBT m-Reading*, *TOEFL iBT i-Reading*, *TOEFL iBT Insider Reading*, *Barron's TOEFL iBT Internet-Based Test 2006-2007-2008*, and *The Official Guide to the TOEFL Test*.

3.4. DATA COLLECTION AND ANALYSIS

First is selecting the data which are relevant to be analyzed by reading the whole data repeatedly until the researcher understands what the content of each text; second is taking notes from the data to recognize syntactic realizations of synonymous and antonymous expressions and the semantic features found in each reading passages by sorting data obtained; the last is classifying the data into grammatical structure and semantic clues like synonym clue and antonym clue.

Data analysis is as follows. First is explaining the data in each category by selecting kinds of context clues, then the researcher describes how the context clues are used in reading passages of TOEFL iBT books. Second is analyzing the data and sentences from each category more deeply. Finally, making conclusion from the result of analysis which gave detail description related to context clues perspectives.

3.5. RELIABILITY AND VALIDITY

The research was carried out objectively on the data collected from reading passages of TOEFL iBT materials without the researcher's interference. So the results of the findings and recommendations might meet the demand of reliability of this study.

Chapter 4

FINDINGS AND DISCUSSION

4.1. SYNONYMOUS AND ANTONYMOUS EXPRESSIONS USED IN TOEFL iBT IN TERMS OF SYNTACTIC PATTERNS

4.1.1. Syntactic Realizations of Synonymous Expressions

a. Verbs

- Verb as Predicative

- (1) Many researchers believe that global warming is causing Greenland's ice caps to melt at accelerated rates, which would *dilute* nearby salt water and **diminish** its density; this could prevent the water from sinking and end circulation. [55, p. 73]
The complex verb *diminish* functions as predicative. It is synonymous with *dilute* in the same sentence.

- Verb as Subject Complement

- (7) Now, however, the main goal of artists was to *destroy* those traditions; they had become revolutionaries. Art and literature became more controversial and shocking, because the main goal of the artists was to **undermine** traditional ideas and values. [54, p. 179]

In the passage, the complex verbs *undermine* and *destroy* are verbs as subject complement in the sentence. They are synonyms.

- Verb as Adjective Phrase Complement

- (8) Termites *eat* dead wood, because it is easier to **consume** than live wood. [56, p. 244]

In this situation, the verbs *consume* and *eat* are both dynamic activity verbs. The phrase *eat dead wood* is predicative and *to consume (dead wood)* – an adjective phrase complement.

b. Nouns

- Noun as a Subject

- (9) The steam engine that was produced at the turn of the century allowed more textile *factories* to be built because factories no longer needed to be built near a river. The steam engine also had another side effect. It helped turn England from a rural society into an urban society, since the textile **mills** were built close to the major urban areas, with their ready access to the railroads. [54, p. 245]

The words *mills* and *factories* are in a noun phrase. Both nouns are synonyms. *Mills* and *factories* are the head and the premodifier is “textile”.

- Noun as an Object

- (17) The Tikopia also have strict rules designed to prevent the *overexploitation* of their limited resources. If a person wishes to catch or eat fish, he or she must first seek the permission of the chief to prevent the **depletion** of fish stocks.

[54, p. 248]

Depletion and *overexploitation* are nouns as objects. They are synonymous in this situation.

- Noun as a Prepositional Complement

- (20) The *number* of classrooms with Internet connections differs by the income level of students. Using *the percentage* of students who are eligible for free lunches at a school to determine income level, we see that nearly twice as many of the schools with more affluent students have wired classrooms as those with high **concentrations** of low-income students. [57, p. 332]

In this passage, the simple word *number* and the noun phrase *the percentage* are synonyms for the complex noun *concentrations*, formed with a verb + *-ation* to make an abstract noun.

c. Adjectives

- Attributive as Premodifier

- (25) This means that young children lack many of the *thinking* skills that adults have. The development of the human brain has four basic stages, each of which is identified through the development of new **cognitive** abilities in the child.

[56, p. 226]

The complex adjective *cognitive* in this sentence is the same as the present participle *thinking* in the first sentence, used as an attributive.

- Attributive as Postmodifier

- (28) First, humans have an *innate* immune system that is **intrinsic** in all organisms, and it functions particularly through establishing biological barriers and creating biochemical reactions that immediately respond with a maximal effort in order to destroy infectious microbes. [55, p. 95]

In this passage, *intrinsic* has the function of attributive as postmodifier. *Intrinsic* and *innate* are synonyms.

- Predicative as Subject Complement

- (29) It was absolutely **indispensable** for producing the film used in early movie projectors because only it provided the *necessary* flexibility that allowed this film to be wrapped up in spools and placed in canisters. [55, p. 106]

The derived adjective *indispensable* in this passage functions as predicative as subject complement. It is synonymous with *necessary* in the same sentence.

d. Adverbs

- *Adverb as Adjunct*

- (30) *The rise of captivity narrative as a popular literary genre in colonial America was inextricably connected to the state of the Puritan church during early colonization. The connection was so inseparable that the narratives presented were used as Puritan propaganda intended to cow Christians into absolute submission to religious authority, which they believed God set forth in the Bible.* [55, p. 214]

The word that is modified by *inextricably* is *connected*. In the next sentence, the clause *this connection was so inseparable* refers back to the idea that the church and captivity narratives were *inextricably connected*, so both *inextricably* and *inseparable* describe this connection. Thus, *inseparably* is an appropriate synonym for *inextricably*.

4.1.2. Syntactic Realizations of Antonymous Expressions

a. Verbs

- *Verb as Predicative*

- (31) He must *accept* the inevitability of death. He chooses to *reject* despair; instead, he takes pride in himself and in his accomplishments, and he values human relationships. [57, p. 23]

The single verb *reject* functions as predicative. *Reject* is certainly an antonym for *accept* in the previous sentence.

b. Nouns

- *Noun as a Subject*

- (32) *Tsunamis* are unlike *wind-generated waves*, which many of us may have observed on a local lake or at a coastal beach, in that they are characterized as *shallow-water waves*, with long periods and wave lengths. [57, p. 5]

The noun *tsunamis* functions as a subject and they are in contrast to *wind-generated waves*.

- *Noun as an Object*

- (33) This creates an *overabundance* of some goods and a *lack* of other goods. [54, p. 100]

The noun *overabundance*, with the prefix *over-* (too much), is opposite in meaning to *lack* in the same sentence. *Overabundance* has the function of a noun as an object.

c. Adjectives

- *Attributive as Premodifier*

- (39) More *affluent* and more *educated* people were more likely to be innovators or early adopters, while the *poor* and the *uneducated* were more likely to be laggards. [54, p. 142]

The complex adjectives *affluent* and *educated* function as attributive as premodifier, while *poor* and *uneducated* function as noun-phrase heads.

- *Predicative as Subject Complement*

- (40) TB can also lie *dormant* in the body for months or even years before becoming *active* so many infected individuals are completely unaware of their illness. [55, p. 90]

The complex adjective *dormant* stands after a verb and it functions as predicative as subject complement. *Active* does the same function. Clearly, *dormant* is the opposite of *active*.

4.2. SYNONYMOUS AND ANTONYMOUS EXPRESSIONS USED IN TOEFL iBT IN TERMS OF SEMANTIC PATTERNS

4.2.1. Synonymous Expressions Used in TOEFL iBT in Terms of Semantic Patterns

4.2.1.1. Context Clues

a. Definition by Synonym

Punctuation synonyms are punctuation marks that express the same meaning. Some useful punctuation marks that might help to understand the meaning of an unknown word are the following: commas (,), dashes (–), colon (:), double quotation marks (“ ”), parenthesis (()), single quotation mark (‘ ’). From these, synonymous expressions can be found.

(48) Additional intensive chemical properties include the tendency of a substance to react with another substance, to tarnish, to corrode, to explode, or to act as a poison or **carcinogen** (*cancer-causing agent*). [57, p. 173]

The noun phrase *cancer-causing agent* is considered to be a synonym for *carcinogen*, which means *agent causes cancer*.

The use of this context clue can help the readers to figure out an unknown word, especially to define the term *carcinogen* which is considered as an unknown word for the readers. In fact, the meaning of the term *carcinogen* is implied in the sentence. The writer adds defining phrases separated by brackets. Therefore, the readers can know the meaning of the term *carcinogen* by reading the whole sentence because the definition of *carcinogen* is available in the sentence. The writer explains *carcinogen* as “a substance to react

with another substance, to tarnish, to corrode, to explode, or to act as a poison (cancer-causing agent).

In some cases, an appositive – a noun or a noun phrase which is set off by commas and which modifies another noun – can help to identify the meaning of an unknown word.

(49) From the producers, which manufacture their own food, energy flows through the system along a circuit called the food chain, reaching consumers and eventually decomposers. Ecosystems generally are structured in a **food web**, *a complex network of interconnected food chains*, comprising both strong interactions and weak interactions between species in the food web. [57, p. 202]

In this passage, the noun compound *food web* is explained as a noun phrase *a complex network of interconnected food chains* that follows “;”.

Synonyms and restatements help readers learn the meaning of an unknown word by presenting an alternate term or phrase that means the same as the word. Signal words include “**also known as,**” “**sometimes called,**” “**that is**” and “**in other words.**” These phrases let the readers know that the other word or phrase has the same meaning as the unknown word.

(52) The **Inuits** (also **known as** the *Eskimos*) colonized the polar coasts of the Arctic, the Yupiks the coast of southwestern Alaska, and the Aleuts the Aleutian Islands. [57, p. 169]

The proper noun *Eskimos* is a synonym for *Inuits*, following the phrase **known as** and the brackets (). *Inuits* means “members of a people inhabiting the Arctic (northern Canada or Greenland or

Alaska or eastern Siberia).” The Algonquians called them Eskimos (“eaters of raw flesh”) but they call themselves the Inuits.

b. Synonym Clues

Synonym clues are words around a difficult word that mean the same or nearly the same as the word. Synonym clues used in reading texts of TOEFL iBT are as follows:

(64) Italian immigrants, like most ethnic minorities entering America, *clustered together* in ethnically **homogenous** groups in order to receive help from fellow countrymen.

[55, p. 124]

A key context clue is that minorities tend to *cluster together to receive help from fellow countrymen*. This suggests that they live in groups among people from their own background. Therefore, when facing the question *The word homogenous in the passage is closest in meaning to*

A. similar B. disciplined C. different D. mysterious

test takers can choose the correct answer A (similar).

(68) The whale retained a tail and lacked a fluke, the major means of locomotion in modern cetaceans. The structure of the backbone shows, however, that *Ambulocetus* swam like modern whales by *moving* the rear portion of its body up and down, even though a fluke was missing. *The large hind legs were used for **propulsion** in water.* [53, p. 63]

- *Propulsion (n)*: the action of propelling, cause to move forward with force

In this context, *Ambulocetus*, a whale, moves the rear portion of its body up and down, and the large hind legs are used for

propulsion in water. That means the whale in the sentence used its hind legs to push itself forward in the water.

(74) Scholars do not know whether *Beowulf* is the *sole surviving epic* from a flourishing Anglo-Saxon literary period that produced other great epics or whether it was **unique** even in its own time. [57, p. 22]

- *Unique (adj)*: alone, unequaled, unequalled, singular, the single one of its kind

- *Sole (adj)*: exclusive, lone, lonesome, only, solitary, being the only one

The meaning of the adjective **unique** in the above sentence comes from the reference to the phrase the *sole surviving epic* in the previous sentence. *Unique* and *sole* have the same component of “being the only one.” In this situation, test takers can guess the meaning of *unique* in the question: *The word unique in the passage is closest in meaning to*

A. old B. rare C. perfect D. weak

The answer choice is B (rare). Because it is the only one, it is *rare*.

4.2.1.2. Referring Expressions

According to the explanation of anaphoric referents in Chapter 2, anaphoric referents can also be synonymous expressions. The following are some examples of using referents to refer to the predecessors.

- Personal pronouns:

(87) People find this most useful when they are watching movies. When they watch a horror movie, they can hear *a murderer* as

he walks up behind the victim and the sound will actually come from behind the listener! [56, p. 27]

The pronoun **he** refers to *a murderer* in the previous part of the sentence.

- Thing pronouns:

(90) Since the laws of physics, not some arbitrary decision, have determined the general form of *applied-art objects*, **they** follow basic patterns, so much so that functional forms can vary only within certain limits... [53, p. 45]

The highlighted word **they** refers to the phrase *applied-art objects*, which immediately precedes it.

4.2.2. Antonymous Expressions Used in TOEFL iBT in Terms of Semantic Patterns

4.2.2.1. Context Clues

a. Definition by Contrast

(96) Parasites that live on the surface of their host are **known as ectoparasites**. Fleas, lice, and some molds and mildews are examples of ectoparasites. Many other parasites, like tapeworms, malaria parasites, many kinds of bacteria, and some fungi, **are called endoparasites** because they live inside the bodies of their hosts. [57, p. 274]

- *Ectoparasite (n)*: any external parasitic organism

[+ concrete], [+ animate], [+ external]

- *Endoparasite (n)*: any of various parasites that live in the internal organs of animals

[+ concrete], [+ animate], [- external]

In this passage, the noun **ectoparasites**, with the prefix *ecto-* (meaning “outside” or “outer”), is an antonym for **endoparasites**, with

the prefix *endo-* (meaning “within”). These two adjectives share all their components [+ concrete], [+ animate] except one, but they are contrasted by the component [external]. Thus, *ectoparasites* and *endoparasites* are antonyms.

b. Antonym Clues

Antonym clues are words around a difficult word that mean the opposite or nearly the opposite as the word.

(97) Whereas **intensive** properties help identify or characterize a particular kind of matter, *extensive* properties relate to the amount present. [57, p. 173]

- *Intensive (adj)*: characterized by a high degree or intensity; tending to give force or emphasis; (of agriculture) intended to increase productivity of a fixed area by expending more capital and labor.

- *Extensive (adj)*: large in spatial extent or range or scope or quantity”; “broad in scope or content”; “(of agriculture) increasing productivity by using large areas with minimal outlay and labor”.

From the explanation above, *extensive* is an antonym for *intensive*, especially with the conjunction *whereas* to indicate the contrast.

4.2.2.2. Transitions that Signal the Contrast

Antonyms help readers find the meaning of an unfamiliar word by presenting an alternate word in context that has the opposite meaning. Contrasting signal words for antonyms include “even though,” “*although*,” “however,” “in contrast,” “unlike,” “but,” “nonetheless,” “nevertheless,” “whereas,” “regardless,” “despite,” “yet” and “different.” There are also phrases that signal a contrast between the units of the sentence, such as “on the other hand” and “on the contrary”.

(106) Because many factors come together to produce a life-threatening tsunami, foreseeing them is not easy. *Despite this*, researchers in meteorology persevere in studying and predicting tsunami behavior. [55, p. 10]

Despite this means “*even so; regardless*” is used to indicate that the meaning of the second sentence is antonymous with that of the previous sentence.

4.3. WHAT STRATEGIES TO HELP LEARNERS OR POTENTIAL TEST TAKERS IN TAKING TESTS IN RELATION TO SYNONYMOUS AND ANTONYMOUS EXPRESSIONS IN READING TEXTS OF TOEFL iBT

4.3.1. Test Takers’ Strategies for Synonymous and Antonymous Expressions

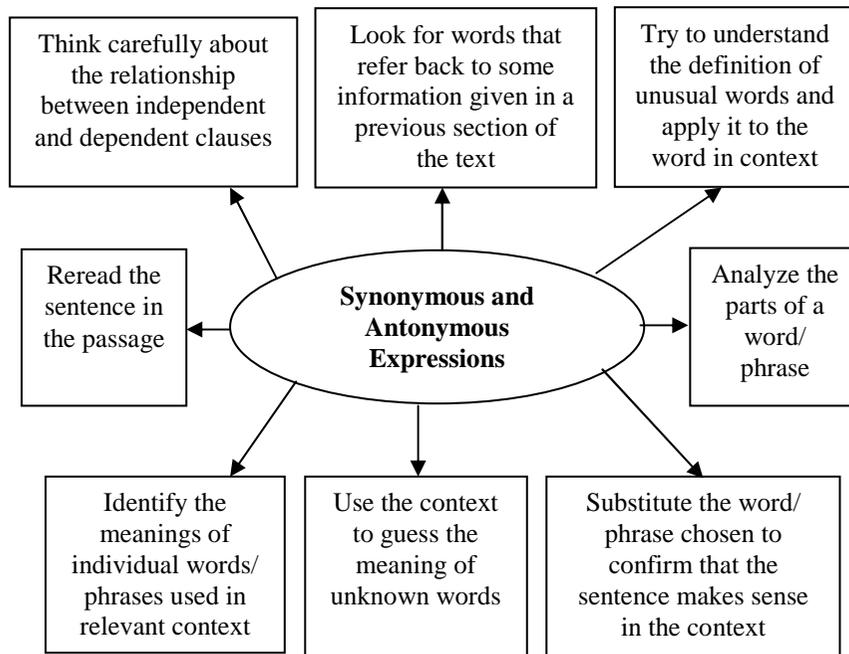


Figure 4.1: Mindmap to Understand Synonymous and Antonymous Expressions

4.3.2. Teachers’ Perception and Behavior in TOEFL iBT Reading Passages Related to Synonymous and Antonymous Expressions

4.3.2.1. Recognizing Antonyms

Antonyms can often be recognized by their prefixes and suffixes. *Many antonyms can be created simply by adding prefixes.* As test takers or learners learn prefixes, such as *a-*, *de-*, *non-*, and *un-*, can be added to words to turn them into antonyms.

4.3.2.2. Understanding Context Clues

Usually the best strategy is to look at the structure of the word. The first thing is to see if a part of the word – the root – looks familiar. Another way to dissect meaning is to look for prefixes and suffixes. (see Appendix A for prefixes).

Antonym questions can be problematic because test takers can easily forget that they are looking for *opposites* and mistakenly choose the synonym. The secret is to keep their mind on the fact that they are looking for the opposite of the word given in the question. If test takers are completing practice exercises like those in a book of vocabulary, they can circle the word *antonym* or *opposite* in the directions to help them remember.

For Sentence Simplification Questions in TOEFL iBT reading tests, test takers should know how to paraphrase (see Appendix B).

Chapter 5

CONCLUSION AND IMPLICATIONS

5.1. CONCLUSION

This research was designed with the aim of analyzing how synonymous and antonymous expressions are used in reading passages of TOEFL iBT and how they are supported to deal with unknown words in TOEFL iBT reading tests.

- The findings gained from the reading passages of TOEFL iBT reveal that synonymous expressions appeared more than antonymous ones.

- The researcher described syntactic realizations of synonymous and antonymous expressions in the reading passages of TOEFL iBT. They are verbs as predicative, subject complement, adjective phrase complement; nouns as subject, object, prepositional complement; adjectives as attributive as premodifier, attributive as postmodifier, predicative as subject complement and adverb as adjunct.

- Context clues are found in many TOEFL iBT reading passages. The context clues including definition by synonym, such as defining phrase, linking words, restatement with signal words, punctuation synonym; and synonym clues are used to recognize synonymous expressions. Referring expressions can be used as synonymous expressions in most of the reading passages of the data. To recognize antonymous expressions, context clues consist of definition by contrast, antonym clues and transitions that signal the contrast.

- The research reveals that teachers' strategies for dealing with synonymous and antonymous expressions are: using context clues to

determine the meaning of unfamiliar words, or looking at the structure of the words based on their prefixes and suffixes. Test takers should also know how to paraphrase to convey the original meaning.

5.2. IMPLICATIONS FOR ENGLISH LANGUAGE LEARNING AND TEST TAKING IN SYNONYMOUS AND ANTONYMOUS EXPRESSIONS

In order to achieve effectiveness in taking TOEFL iBT reading tests, the following points should be paid more attention to:

- Learners and potential test takers should have a deep theoretical insight into elements in synonymous and antonymous expressions in reading passages.

- For synonymous and antonymous expressions in reading passages, context clues are very important. In some contexts, direct clues are not given but are implied. Potential test takers and learners must think about the context and figure out the meaning of unfamiliar and unknown words, either its exact meaning or its general meaning.

- To deal with paraphrasing and polysemy of words, teachers should give learners opportunities to use and test the knowledge of synonyms and antonyms as well as provide them with various effective techniques for paraphrasing and many samples of TOEFL iBT reading tests.

- Teachers can help learners develop their reading skills by means of encouraging them to increase their vocabulary by analyzing word parts; study roots, prefixes, and suffixes; study word families; study the organization of academic texts and overall structure of a reading passage. Learners are also expected to take responsibility for their own learning and become aware of their own strategies, using

metacognition to assist them in improving their own learning endeavors.

- To sum up, knowledge of discourse analysis is crucial for language performance. It is clear that learners' ability to communicate in reading will be better if they are taught the way to cope with synonyms and antonyms effectively. It is believed that the study can be of some help not only to learners to be aware of the importance of vocabulary in context but also teachers of English to develop an effective syllabus designed for learners in the process of reading passages. In addition, more expository texts should be required in the reading classes since there is a difference between expository and narrative texts with regard to types and use of vocabulary. Reading more expository texts would also seem more appropriate preparation for many of the learners, whose primary objective is to pass the TOEFL and to enter an American university.

5.3. LIMITATIONS FOR THE RESEARCH

Due to the shortage of time and limited knowledge of the researcher, this work has got certain restrictions. First, the reading passages in the data were mainly from some TOEFL iBT books; therefore, the findings of synonymous and antonymous expressions could not be abundant. In addition, the study just evaluated synonymous and antonymous expressions in general by analyzing syntactic realizations of synonymous and antonymous expressions based on Quirk's without analyzing types of synonyms and antonyms in the passages. However, hopefully, the study will be a valuable reference for anyone who is interested in the problem.

5.4. SUGGESTIONS FOR FURTHER STUDY

For the sake of reading improvement at the university, I would like to offer some suggestions for further research:

1. Further investigations into different classifications of synonyms and antonyms in reading and listening passages of TOEFL iBT.
2. Further investigations into cohesive devices used in reading passages of TOEFL iBT.
3. More study on paraphrasing in writing using synonyms and antonyms.