國立政治大學英國語文學系

碩士學位論文

近義詞 ADMIT 和 CONFESS—以語料庫及問卷為本之研究

An Analysis of the Near-Synonyms ADMIT and CONFESS based on Corpus and Questionnaire

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AN ANALYSIS OF THE NEAR-SYNONYMS ADMIT AND CONFESS BASED ON CORPUS AND QUESTIONNAIRE

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To Prof. Siaw-Fong Chung

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碩士論文題要

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論文題要內容：

近義詞組ADMIT及CONFESS於語義及句法使用上皆有重疊之處，例如：兩者皆能銜接名詞片語、介系詞片語以及*that*子句等。雖然這組近義詞組在語義或句法上的使用皆十分雷同，然而，在過往研究中並未論及兩者的差異，因此，本研究採用語料庫研究法，以《英國國家語料庫》（British National Corpus）作為研究工具，檢索ADMIT及CONFESS作為動詞的語料，並且從中隨機分別抽樣300筆進行分析。本研究採用短語的概念，包含了ADMIT及CONFESS的句法結構及ADMIT及CONFESS的語境之分析。另外，根據語料庫分析結果和從辭典中提取出的語義特徵，本研究亦包含一份問卷，此問卷旨在檢驗英語者使用ADMIT和CONFESS時，面對不同的句法結構和語義特徵，是否影響這組近義詞的選用傾向。

研究結果顯示ADMIT比CONFESS具有較高的使用頻率。此外，ADMIT擁有較多的語義，另一方面，CONFESS則是被用來描述更狹窄且特定的語義。最後，ADMIT和不同的句法結構的搭配分佈較為平均，而CONFESS則更傾向與特定句型搭配。

最後，本研究希望透過分析這組近義詞組在句法、語境及語義特徵的差異，來區辨ADMIT和CONFESS，並提供此方法以區辨別組近義詞組。

關鍵字：近義詞、ADMIT、CONFESS、語料庫、短語、問卷

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Abstract

This study shows a corpus and questionnaire study of the near-synonymous pair, ADMIT and CONFESS. Both words share a similar meaning and have overlaps of sentence patterns. For instance, both words can be followed by a noun phrase, a prepositional phrase, and a *that*-clause, respectively. Even though the two words behave similarly, no corpus-based analysis on the two near-synonyms can be seen. Thus, we utilized the British National Corpus to extract the concordance lines of ADMIT and CONFESS for the following analysis. By adopting the concepts of phraseology, the study includes the analysis of syntactic structures and semantic contexts of ADMIT and CONFESS.

On top of the results of the corpus analysis and the semantic features extracted from the dictionaries, we also included a questionnaire. The questionnaire aimed to examine English native speakers' word selections of ADMIT and CONFESS when different syntactic structures and semantic features of the two words were manipulated.

Overall, the results of the study showed that ADMIT has a much higher usage frequency than CONFESS does. Second, ADMIT contains more definitions and it can be used to convey more general meanings. By contrast, CONFESS is mostly used to describe more specific meanings. Lastly, ADMIT collocates more evenly with different syntactic structures while CONFESS shows a more specific tendency with certain syntactic structures. The results can shed light on the usage of the two words and provide the way to be applied for other pairs of near-synonyms as well.

Keywords: near-synonyms, ADMIT, CONFESS, corpus, phraseology, questionnaire

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CHAPTER 1

INTRODUCTION

1.1 Background and Motivation of the Study

Near-synonyms refer to the words that share a similar meaning in general. Using near-synonyms interchangeably enriches the complexity and coherence of texts. However, while near-synonyms seem to possess a similar definition, they may differ in some areas, such as denotation and patterns (Gu, 2017; Liu, 2010). As stated by Taylor (2003), "while perfect synonyms are rare, "near synonyms" are especially numerous." (p. 263). With the differences between near-synonyms, it is impossible for near-synonyms to be interchangeable in every context (Inkpen & Hirst, 2006; Inkpen, 2007). To use near-synonyms appropriately, we need to understand their differences in context so that we can avoid any imprecise word usage.

The reason to examine ADMIT and CONFESS, a pair of near-synonyms is due to their high degree of similarities and insufficient descriptions in existing work. In Chinese, the two words are both translated as *chéng rèn* (承認), to mean that one agrees that one has done something wrong or illegal, while in English dictionaries, the two words are commonly used to explain one another; that is, CONFESS is usually involved in the explanation of ADMIT and vice versa. For instance, in the *Oxford Dictionary,* the definitions of ADMIT are 'to agree, often unwillingly, that something is true (confess)' and 'to say that you have done something wrong or illegal (confess)' while the definitions of CONFESS include 'to admit, especially formally or to the police, that you have done something wrong or illegal' and 'to admit something that you feel ashamed or embarrassed about'. The sample sentences are given below.

(1.1) *a. He **admitted** his guilt/ mistake.* (*Cambridge Dictionary*)

*b. We persuaded her to **confess** her crime.* *(Oxford Dictionary)*

(1.2) *a. Don't be afraid to **admit** to your mistakes.* *(Oxford Dictionary)*

*b. He has **confessed** to the murder*. (*Cambridge Dictionary*)

In all of these examples, when a person validates the truthfulness of an event, ADMIT and CONFESS can both be used. In (1.1 a) and (1.1 b), both words can be followed

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by a noun while (1.2 a) and (1.2 b) demonstrate that the pattern can be [*to* + NP]. ADMIT and CONFESS can also have the following patterns as shown in the following samples (1.3) and (1.4).

(1.3) *a. She **admitted** (that) she had made a mistake.* (*Cambridge Dictionary*)

*b. I have to **confess** (that) when I first met Reece I didn't think he was very bright.* (*Cambridge Dictionary*)

(1.4) *a. She **admits** to being strict with her children.* *(Oxford Dictionary)*

*b. He **confessed** to sleeping/having slept through most of the movie.* (*Cambridge Dictionary*)

The meaning of ADMIT and CONFESS in these sample sentences are the same as the one shown in (1.1) and (1.2) while the patterns following ADMIT and CONFESS are with or without *that* and those *that* take on a [*to* + V-*ing*].

Due to the overlaps in sentence patterns and English definitions, the complex semantic and syntactic structures of the near-synonyms ADMIT and CONFESS require further investigation and discrimination. Thus, the current study intends to investigate the near-synonyms ADMIT and CONFESS in terms of their syntactic and semantic structures through a corpus-based linguistic analysis and a followed-up questionnaire.

According to Cruse (1986), near-synonyms display "a low degree of implicit contrastiveness" (p. 266), which may refer to tiny contrasts in semantic features or syntactic structures that are not fully shown in dictionary definitions. In this case, the assistance of corpus can help us to obtain informative and accurate data (Liu, 2010). Thus, the study will probe into the similarities and differences of the two near-synonyms in terms of their syntactic structures and semantic contexts found in the data extracted from the corpus. Besides corpus-based analysis, to further identify the subtle differences between the usage and the authentic word choice of the near-synonyms ADMIT and CONFESS, this study also adopts a questionnaire to look into English native speakers' word choice of ADMIT and CONFESS.

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1.2 Research Questions of the Study

The four research questions of this study are as follows:

1. What are the similarities and differences between the syntactic structures of ADMIT and CONFESS?
2. What kinds of semantic contexts are ADMIT and CONFESS frequently appearing in?
3. What is the relationship between syntactic structures and semantic contexts of ADMIT and CONFESS?
4. Is English native speakers' word selection of ADMIT and CONFESS affected by certain syntactic structures and semantic features?

These four research questions will be addressed based on quantitative linguistic analyses employing corpus data and the results of the questionnaire.

1.3 Significance of the Study

This study demonstrates the usage of near-synonyms ADMIT and CONFESS, which may benefit EFL learners and teachers. Present dictionary definitions may not be sufficient to identify their usage differences. Moreover, the inadequacies in existing studies that compare ADMIT and CONFESS prompt this corpus-based study to shed more light on this intriguing linguistic phenomenon. The results of the study are hoped to benefit the distinguishing of the pair of near-synonyms and the identification of the appropriate contexts to use the two words respectively. Furthermore, the methodology of the study can be applied for other pairs of near-synonyms as well.

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CHAPTER 2
LITERATURE REVIEW

To distinguish the near-synonyms, ADMIT and CONFESS, we review related papers about near-synonyms, the existing descriptions of ADMIT and CONFESS, and the concept of phraseology in the following sections.

2.1 Near-Synonymy

Previous studies have indicated that the concept 'synonym' is common but complex and worth investigation (Gu, 2017; Liu, 2010; Li & Liu, 2017; Taylor, 2003). 'Absolute synonyms' (Inkpen & Hirst, 2006, p. 223) or 'perfect synonyms' (Lyons, 1968, p. 448; Taylor, 2003, p. 265), which can substitute each other in all contexts and possess identical meanings, are extremely rare in occurrence (Lyons, 1968; Taylor, 2003). As stated by the philosopher Leibniz (1704, cited in Church et al. 1994, p.154), "two things are identical if one can be substituted for the other without affecting the truth." This concept, substitutability, is commonly used to explore how similar two words can be. For instance, Church et al. (1994) adopted this notion to examine the relationship of *ask for* and *request* by considering their overlap of Verb-Object pairs. The large overlap indicated that *ask for* and *request* have similar distributions. The results also pointed out that a less frequent word can be substituted by a more frequent word but the latter sometimes cannot be replaced by the former. The example above echoed the rarity of perfect synonyms.

However, there are still some words signifying similar meanings and concepts, which were defined by Cruse (1986, p. 266) as 'near-synonym' or "lexical items whose senses are identical in respect of central semantic traits, but differ in minor or peripheral traits". In other words, near-synonyms seem to share the same meaning but they are not completely intersubstitutable in every context because they may have various grammatical or collocational constraints (Inkpen & Hirst, 2006; Liu, 2010).

To better understand the similarities and differences of near-synonyms, the use of a corpus is a common and trusted way to extract abundant and authentic concordance lines, which can display the contexts in which a chosen word occurs, to show the

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representativeness of language use (Gu, 2017). Numerous studies have adopted a corpus-based approach to examine near-synonyms from different aspects. Liu (2010) observed the complicated internal semantic structures among a set of adjectives, including *chief*, *main*, *major*, *primary,* and *principal*, by adopting a corpus-based behavioral profile (BP) approach. Additionally, the study investigated the top ten nouns modified by these adjectives. According to Firth (1957, p. 7), "the complete meaning of a word is always contextual". That is, the examination of collocational environment is necessary to gain a better understanding of a word. Similarly, as Halliday stated (1966, p. 156), "it is the lexical restriction which is under focus: the extent to which an item is specified by its collocational environment". Liu (2010) considered the lexical meanings of these nouns and classified them into different categories such as abstract, concrete, dual, institution, position-title, and non-position-title, to determine the typical noun collocates and usage patterns of the adjectives. Biber et al. (1998) focused on the grammatical associations to show the distinction between the near-synonyms *begin* and *start* by investigating their valency possibilities in two different registers. The analysis indicated that *begin* has a greater grammatical preference to be a transitive verb than *start* in both registers. This illustrated that though these near-synonyms are similar in meanings and grammatical potential, they still have some striking differences.

As for pedagogical implication, the results of a corpus-based analysis would provide some suggestions to make teaching materials conform to the actual language use. Once L2 learners become more sensitive to the semantic and syntactic preference of near-synonyms, they will be able to distinguish near-synonyms and choose appropriate words to convey their messages (Li & Liu, 2017). Tsui (2004) stated that the corpus data allow teachers to discover how language is used in authentic contexts rather than following existing, unnuanced grammar rules. This further allows teachers to address students' confusion regarding near-synonyms because they can adopt convincing linguistic evidence from the corpus to explain lexical differences and lexical preferences in different contexts more clearly.

Based on Firth (1957, p. 11), "know a word by the company it keeps". The

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collocational environment is also a key to examining a word. Therefore, this study's focus on ADMIT and CONFESS aims to probe into these two words' distributions of syntactic structures and semantic contexts. The following section will introduce existing descriptions of ADMIT and CONFESS.

2.2 ADMIT and CONFESS

Even though no corpus-based study on the comparison of ADMIT and CONFESS existed prior to this study, discussions of these two words can be found in books and papers. First, from a syntactic perspective, ADMIT and CONFESS can not only be used as transitive verbs (e.g. *He **admitted** his mistake*.) and intransitive verbs (e.g. *He has **confessed** to the murder.*) but also dative verbs (e.g. *I must **confess** all my mistakes to you.*), which uses dative alternation. ADMIT and CONFESS in Levin's (1993) book are categorized as 'Non-Alternating *to* Only' verbs because they are featured solely in the [NP1 V NP2 *to* NP3][1] grammatical pattern (e.g. *She **confessed** her difficulty to Gabriel*.); in other words, ADMIT and CONFESS cannot be used as alternating verbs (not e.g. ***She **confessed** Gabriel her difficulty.*)

Furthermore, in terms of the verb type, the two words are classified as *say* verbs (Levin, 1993), which are "verbs of communication of propositions and propositional attitudes" (Gropen et al., 1989, cited in Levin, 1993, p.46). The two verbs serve to express a speaker's own opinions or to declare a stance. This is supported by the descriptions in WordNet as well, ADMIT and CONFESS mainly function as communicative verbs (Miller, 1995). On the other hand, Bergler (1991) defined ADMIT and CONFESS as reporting verbs, whose functions are to "carry a varying amount of information about time, manner, factivity and reliability, etc. of the original utterance" (p. 217). Based on the discussion above, the two verbs, ADMIT and CONFESS, are commonly classified into the same category. The features these two words hold in common are frequently investigated by researchers while the

[1] The grammar codes included in the paper are presented in the brackets. The element that demonstrates the word being exemplified is shown in capital letters, while others are in lower-case letters. Actual words and sentences are presented in italics.

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differences between them are not well-addressed. Thus, this study aims to probe into their slight nuances and try to seek distinctions between them.

In terms of the meanings of the two words, we consulted the *Oxford Dictionary* and the *Cambridge Dictionary* for the definitions of these two words. The *Oxford Dictionary* definitions are listed in Table 2.1 and the *Cambridge Dictionary* definitions are presented in Table 2.2.

Table 2.1 Definitions of ADMIT and CONFESS in the *Oxford Dictionary*

ADMIT	CONFESS
1. to agree, often unwillingly, that something is true [accept truth] (confess)	1. to admit, especially formally or to the police, that you have done something wrong or illegal
2. to say that you have done something wrong or illegal [accept blame] (confess)	2. to admit something that you feel ashamed or embarrassed about
3. to allow somebody/something to enter a place; to allow somebody to become a member of a club, a school or an organization [allow to enter/ join]	3. to tell the God or a priest about the bad things you have done so that you can say that you are sorry and be forgiven
4. admit somebody to/into a hospital, an institution, etc. [to hospital]	

Table 2.2 Definitions of *Admit* and *Confess* in *Cambridge Dictionary*

ADMIT	CONFESS
1. to agree that something is true, especially unwillingly [accept]	1. to admit that you have done something wrong or something you feel guilty or bad about
2. to say that you have done	2. in the Christian religion, especially

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	something dishonest or have not succeeded in doing something	the Rome Catholic Church, to tell God or a priest what you have done wrong so that you can be forgiven
3.	to allow someone to enter a place; to allow a person or country to join an organization [allow in]	
4.	to allow someone to enter a hospital because they need medical care	

In Table 2.1 and Table 2.2, the overlapped senses (shaded) presented that these two near-synonyms are commonly used to explain each other in the dictionaries. As shown in Table 2.1, the first and second meanings of ADMIT in the *Oxford Dictionary* are both explained by the word *confess*. Additionally, the first and second meanings of CONFESS involve the word *admit* as well. The definitions of CONFESS in the *Cambridge Dictionary* also include the word *admit* to explain the speaker verifies what he or she has done. Even though the words ADMIT and CONFESS have various meanings in the dictionary, only the definitions shaded in Table 2.1 and 2.2 are included in the study.

Despite the two words having seemingly identical meanings and pattern usages, ADMIT has a much higher frequency of use than CONFESS, which can be verified by the number of hits in the corpus. It is noteworthy that when comparing two similar verbs semantically and syntactically, with one used at a higher frequency than the other, we can "highlight special features (specific syntactic pattern, collocation with a certain subject type, etc.) and avoid overgeneralization" (Williams, 1996, p. 192). As the nuances between near-synonyms are shown, learners would clearly know that in certain contexts, the near-synonyms can interchange in some contexts, but not all. In this study, we believe that the comparison of ADMIT and CONFESS in terms of syntactic structures and semantic contexts might help to discriminate ADMIT and CONFESS. In section 2.3, the concepts and previous studies associated with phraseology will be introduced as the theoretical foundation of the present study.

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2.3 Phraseology: Patterns and Meanings

Phraseology has been widely discussed in corpus linguistics to illustrate how people use language. Defined by Hunston and Francis (2000), the patterns of a word are "all the words and structures which are regularly associated with the word and which contribute to its meaning" (p. 37). We can observe the repeated 'association patterns' (Biber et al., 1998, p. 5), which refer to "the systematic ways in which linguistic features are used in association with other linguistic and non-linguistic features", by examining a large number of instances from the corpus (Biber et al., 1998). With the observation, we can find out how language use is systematically patterned. Hunston and Francis (2000) articulated that corpus analysis enables researchers to explore specific words or phrases in actually-occurring language usage to see what is 'central and typical', which means the frequent or dominant usages (Hanks, 1987; cited in Hunston & Francis, 2000, p. 17) and tell that from the less frequent word usages.

Francis (1995) stated that "syntax and lexis are co-selected, and we cannot look at either of them in isolation" (p. 143). That is, in addition to words themselves, syntactic structures also constitute the whole meaning. Thus, clear-cut distinctions between lexis and syntactic structures are difficult to identify. When a combination of words possesses a clear meaning and occurs in the company of other words frequently, a pattern can be observed and recognized. Namely, "a pattern is a description of the behavior of a lexical item" (Hunston & Francis, 2000, p. 247) and the term can also refer to the information related to the phraseology of a word.

This section reveals the interdependent association between lexis and syntactic structures. Furthermore, the meaning is constituted by the whole phrase instead of a single word. With the notions mentioned above, the current study aims to investigate the dominant syntactic structures and the collocating semantic contexts of ADMIT and CONFESS. Finally, focusing on the similarities and differences between the two words allows us to examine whether ADMIT and CONFESS are interchangeable in different contexts.

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CHAPTER 3
METHODOLOGY

This study adopted the definitions from two dictionaries and focused on 600 concordance lines taken from the *British National Corpus* (BNC)[2] to explore the similarities and differences of the two words in terms of their syntactic structure distributions and semantic contexts.

The aim of the chapter is to display how data were retrieved and analyzed. Section 3.1 introduces the corpus used in the study. Section 3.2 presents the method of extracting data from the BNC step by step. In section 3.3, the criteria of analysis on syntactic structures and semantic contexts are introduced. Sub-section 3.3.1 describes the way we classified the grammatical patterns as different patterns and sub-patterns while sub-section 3.3.2 shows the way how we identified and categorized different semantic contexts. Lastly, section 3.4 is the brief summary of this chapter.

3.1 The Corpus

In the study, we adopted the BNC, which was established in 1991 and completed in 1994, as the source to retrieve the corpus data. About 100-million words were collected and annotated in the BNC. In this corpus, up to 90% of the data are written and only 10% of the data are spoken. Data from the BNC were accessed through the BNC-web (http://corpora.lancs.ac.uk/BNCweb/), which is a web-based application for searching and retrieving natural language use data.

3.2 The Method for Extracting Data

In this study, the definition of lemma refers to "the base form of a word, disregarding grammatical changes such as tense and plurality" (Biber et al.,1998, p.29). Moreover, Hunston (2002) proposed that word forms will be categorized in the same lemma only if they belong to the same word-class such as verb or noun. In this sense, *admit*, *admits*, *admitting*, and *admitted* all belong to the lemma ADMIT, while

[2] See http://corpora.lancs.ac.uk/BNCweb/

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confess, *confesses, confessing,* and *confessed* belong to the lemma CONFESS. To differentiate lemma from word form, lemmas are capitalized, while the word forms are in lower-case italic. To distinguish these near-synonyms, we obtained data from the BNC web by using the strings '{admit}_V*' and '{confess}_V*' (see Figure 3.1) as the command[3].

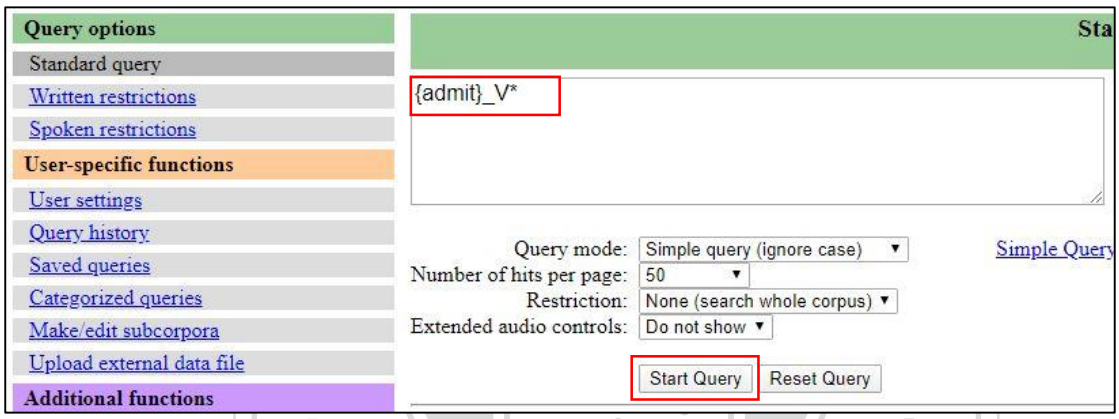

Figure 3.1 The query of ADMIT on the BNC[4]

The results of the command line retrieved 110.98 instances per million words for ADMIT (Figure 3.2) and 15.91 instances per million words for CONFESS (Figure 3.3). The results indicated that ADMIT is used at a much higher frequency than CONFESS. With the strings, the data belonging to both ADMIT and CONFESS were included in the following analysis.

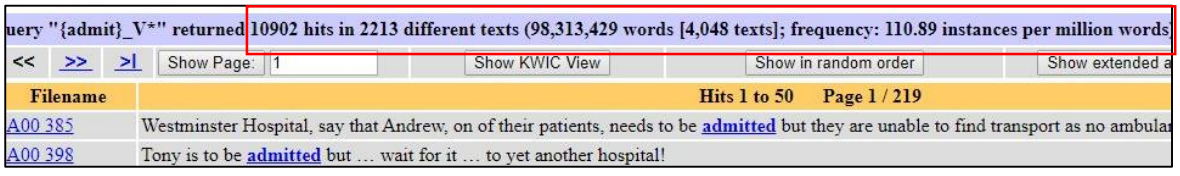

Figure 3.2 The search results of ADMIT

[3] The language data adopted in the study were obtained on November 16th, 2019.
[4] We took ADMIT as an example to demonstrate how we conducted searches using BNC-web. CONFESS is also searched in the same way.

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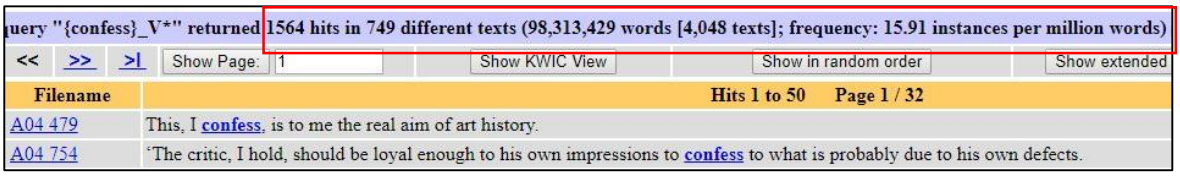

Figure 3.3 The search results of CONFESS

As a result, an initial 10,902 concordance lines of ADMIT and 1,564 concordance lines of CONFESS were downloaded and saved respectively into two Excel files for further analysis. Yet, the two numbers differed greatly, so we randomly picked 300 concordance lines of ADMIT and CONFESS respectively. With the text information provided by the BNC, the written and spoken data were easily separated. The study only adopted the written data. We adopted a random selection to obtain representative samples. In order to randomly arrange all the written data of ADMIT and CONFESS, each concordance line was assigned a random number between 0 and 1 by using the RAND function in Excel as can be seen in the column labeled as 'Random' in Figure 3.4. The data were then sequenced based on the random numbers generated. Moreover, the 'sort and filter' function was applied and all written data were arranged from the smallest to the largest based on the random number generated. In this case, the top 300 lines of ADMIT and CONFESS were selected respectively for the following analysis.

Number of hit	Random	Le
8607	0.58883141	lication under r27 . Under r29 hearsay statements can be
9267	0.36974356	ucestershire Royal Hospital two weeks before . She was
2422	0.48146216	contained . She was weepy when her husband was first
800	0.05140169	s necessary .] [I think it is .] [And when can she -- be
10523	0.70118148	ped around her . Her condition deteriorated and she was
1761	0.86935389	e patient , a fine girl of about twelve years old had been
3066	0.80990861	It has been estimated that as many as 10% of old people
6176	0.8934263	cared -- you 'd had two more strokes the night you were
5090	0.66029687	iberal " was at last dropped . The Liberal Unionists were
2991	0.67045568	rable appeal and importunity on my part the patient was
5417	0.70065929	ay be expressly prescribed that the evidence is not to be

Figure 3.4 The random number addressed to lines of ADMIT

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Among the 300 concordance lines of ADMIT, only 180 lines were analyzed in the study while the rest were excluded for several reasons as follows. The number of hits for each definition was excluded (a) ADMIT defined as 'to enter a place or to be accepted as a member' (72 hits), (b) ADMIT used in direct speech, where ADMIT cannot show its syntactic and semantic features (48 hits). Therefore, in total, 120 concordance lines were excluded in the analysis of ADMIT. As for the 300 concordance lines of CONFESS, only 221 lines were retained for further analysis.[5] 79 concordance lines were excluded, including 19 lines related to religion: 'to tell God or a priest what you have done wrong so that you can be forgiven', and 60 lines were direct speech. The main goal was to keep the concordance lines of ADMIT and CONFESS that have the meaning 'to admit that you have done something wrong' in the study.

3.3 Data Analysis

In the study, each instance was examined sentence by sentence and further categorized based on their syntactic structures to address the First Research Question (i.e., What are the similarities and differences between the syntactic structures of ADMIT and CONFESS?). In addition to the analysis of syntactic structures, semantic contexts were considered as well to illustrate the similarities and differences between the two words. Thus, with the results mentioned above, the Second Research Question (i.e., What kinds of semantic contexts are ADMIT and CONFESS frequently appearing in?) can be addressed more completely. All the results of usage frequencies were presented in percentages with examples to illustrate the categories of syntactic structures and semantic contexts. Based on the results of the two research questions, the study further examined the relationship between syntactic structures and semantic contexts to answer the Third Research Question.

The Fourth Research Question (i.e., Is English native speakers' word selection of

[5]Due to differing number of concordance lines between ADMIT and CONFESS, we presented and discussed the study's results in terms of percentages rather than number of hits.

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ADMIT and CONFESS affected by certain syntactic structures and semantic features?) would be clarified with the results of the questionnaire, which is about how English native speakers use the two words.

In sub-section 3.3.1, the basis of classification of patterns and sub-patterns was introduced and illustrated with sample sentences while in sub-section 3.3.2, the criteria to identify and encode the types of semantic contexts will be presented.

3.3.1 Analyzing the Grammatical Patterns

In this study, we aim to observe the complements of the two verbs and find out their frequent syntactic structures. As stated by Hunston and Francis (2000) that "complementation patterns are usually the most interesting facts about verb" (p.37). Complement is defined as the element completing the meaning of the verb or adjective (Biber et al., 1998). To categorize the syntactic structures of these two words, one column entitled "pattern" was added in Excel in Figure 3.6 to record their grammatical patterns based on the line-by-line examination.

Node Word	Right	Pattern
<<< admitted >>>	making more threats to Mr Loren in a park in Cheltenham .	ADMIT + VP
<<< admitted >>>	real respect for . [Bradl is the only Honda rider who really r	ADMIT + Ø
<<< admitted >>>	that the question mark over his future is unsettling him . He	ADMIT + CP
<<< admitted >>>	executing the demolition and Denega admitted causing work	ADMIT + VP
<<< admitted >>>	millions of mortgage payers and business people suffered n	ADMIT + CP
<<< admitted >>>	the meter reading mix up … blaming it on a clerical er	ADMIT + CP
<<< admitted >>>	he felt sorry for the ?0,000 striker . [He 's probably come at	ADMIT + CP
<<< admitted >>>	causing death by reckless driving . The court heard Hayton l	ADMIT + VP
<<< admitted >>>	a charge of wounding Jeremy Chitty , causing grievous harn	ADMIT + (to) NP

Figure 3.6 The categories of patterns[6]

Four patterns were proposed to classify all the data of ADMIT and CONFESS. First, when the node word (either ADMIT or CONFESS) is followed by a clause, including *that*-clause and *wh*-clause, the concordance lines would be categorized in

[6] To illustrate how concordance lines are annotated and sorted, we present the snapshot of the encoding format of ADMIT only. CONFESS was coded in the same format.

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[ADMIT/ CONFESS + CP] as can be seen in example 3.1. Here, CP refers to a complementizer phrase. Second, in (3.2), for example, if the node word is followed by a noun phrase or a noun phrase introduced with *to*, the line belongs to [ADMIT/ CONFESS + (*to*) NP]. NP indicates a noun phrase. Furthermore, the pattern [ADMIT/ CONFESS + VP] includes the concordance lines in which the node words are followed by *to* V-*ing,* V-*ing*, or *to be*, which was shown in example 3.3. Finally, if the node word is not followed by a clause, a noun phrase, or a verb, the samples belong to the pattern [ADMIT/ CONFESS + Ø] (see example 3.4).

(3.1) *He **admitted** that he was unprepared.*

(3.2) *They **admitted** their part in the escape.*

(3.3) *Hayton **admitted** causing death by reckless driving.*

(3.4) *She suspected that her friend had been more ill than she **admitted.***

Based on the four identical patterns, further examination was carried out and the results were recorded in the column named "sub-pattern" (see Figure 3.7). The four patterns can be further divided into various sub-patterns as shown in Table 3.1.

Right	Pattern	Sub-Pattern
displaying illegal advertising signs at his ground must pay a	ADMIT + VP	ADMIT + Ving
attempting to have sex with her when she was eight , should	ADMIT + VP	ADMIT + Ving
. Where the evidence seems incontrovertible , it may someti	ADMIT + Ø	ADMIT + Ø
Dittmar had never played better . It was the red-haired left-h	ADMIT + CP	ADMIT + (to NP) a clause
three charges of obtaining money by deception but disputed	ADMIT + (to) NP	ADMIT + NP
, had changed his attitude to black people . It was , therefore	ADMIT + Ø	ADMIT + Ø
in a statement issued through their lawyers that they were gc	ADMIT + CP	ADMIT + (to NP) that-clause
driving with excess alcohol but said he should n't be banned	ADMIT + VP	ADMIT + Ving
that [four or five boys in a row was all I could manage] . Y	ADMIT + CP	ADMIT + (to NP) that-clause
to the lowest order in the church , that of deacon . The [gol	ADMIT + (to) NP	ADMIT+ to NP
an offence under the Public Order Act and burglary . Senter	ADMIT + (to) NP	ADMIT + NP

Figure 3.7 The categories of sub-pattern

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Table 3.1 Pattern and sub-pattern

pattern	sub-pattern
[ADMIT/ CONFESS + CP]	[ADMIT/ CONFESS + (*to* NP) *that*-clause]
	[ADMIT/ CONFESS + (*to* NP) a clause]
	[ADMIT/ CONFESS + (*to* NP) *wh*-clause]
[ADMIT/ CONFESS + (*to*) NP]	[ADMIT/ CONFESS + NP]
	[ADMIT/ CONFESS + *to* NP]
	[ADMIT/ CONFESS + NP1 *to* NP2]
[ADMIT/ CONFESS + VP]	[ADMIT + V-*ing*]
	[ADMIT/ CONFESS + *to* V-*ing*]
	[be *admitted to be*] / [CONFESS *to be*][7]
[ADMIT/ CONFESS + Ø]	[ADMIT/ CONFESS + Ø]

The first category [ADMIT/ CONFESS + CP] can be further divided into three types: [ADMIT/ CONFESS + (*to* NP) *that*-clause], [ADMIT/ CONFESS + (*to* NP) a clause], and [ADMIT/ CONFESS + (*to* NP) *wh*-clause]. The second pattern, [ADMIT/ CONFESS + (*to*) NP], can be further organized in three sub-patterns: [ADMIT/ CONFESS + NP], [ADMIT/ CONFESS + *to* NP], and [ADMIT/ CONFESS + NP1 *to* NP2]. The third pattern [ADMIT/ CONFESS +VP] can be classified into three sub-patterns, including [ADMIT + V-*ing*], [ADMIT/ CONFESS + *to* V-*ing*], [be *admitted to be*], and [CONFESS *to be*]. Finally, the fourth pattern [ADMIT/ CONFESS + Ø] remained as one category since no pattern variation was observed.

In total, ten categories of sub-pattern were proposed and several concordance lines are displayed below to exemplify the categories of patterns and sub-patterns.

(3.5)

a. pattern: [ADMIT+ CP], sub-pattern: [ADMIT+ (*to* NP) *that*-clause]

[7] The two sub-patterns [be admitted to be] and [CONFESS to be] are the two exclusive usages to ADMIT and CONFESS respectively.

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e.g., *He **admitted** to her that he was unprepared.*

b. pattern: [ADMIT + CP], sub-pattern: [ADMIT + (*to* NP) a clause]

e.g., *Local planners **admitted** they went too far.*

c. pattern: [ADMIT + CP], sub-pattern: [ADMIT + (*to* NP) *wh*-clause]

e.g., *Tamar **admitted** what she had tried to deny for the last few weeks.*

d. pattern: [ADMIT + (*to*) NP], sub-pattern: [ADMIT + NP]

e.g., *They **admitted** their part in the escape.*

e. pattern: [ADMIT + (*to*) NP], sub-pattern: [ADMIT *to* NP]

e.g., *... another man who **admitted** to the murder ...*

f. pattern: [ADMIT + (*to*) NP], sub-pattern: [ADMIT NP1 *to* NP2]

e.g., *... the first person who had **admitted** a crime to a journalist.*

g. pattern: [ADMIT + VP], sub-pattern: [ADMIT + V-*ing*]

e.g., *Hayton **admitted** causing death by reckless driving.*

h. pattern: [ADMIT + VP], sub-pattern: [ADMIT + *to* V-*ing*]

e.g., *He had **admitted** to having undertaken experiments without following ...*

i. pattern: [ADMIT + VP], sub-pattern: [be *admitted to be*]

e.g., *It is proved and **admitted** to be a risk.*

j. pattern: [CONFESS + VP], sub-pattern: [CONFESS *to be*]

e.g., *He vacillates and **confesses** to be puzzled.*

k. pattern: [ADMIT + Ø], sub-pattern: [ADMIT + Ø]

e.g., *She suspected that her friend had been more ill than she **admitted.***

Through categorizing the grammatical patterns of ADMIT and CONFESS, the percentage showed the frequently-used constructions of the two words.

3.3.2 Analyzing the Semantic Contexts

The study examined the semantic contexts by classifying the complements of ADMIT and CONFESS. As for the concordance lines belonging to [ADMIT/ CONFESS + Ø], we analyzed the subject matter being admitted or confessed by the

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speaker based on the context.

First, the study classified all concordance lines to examine whether the subject in the main clause is also the subject of the complement. Based on this classification, all instances were coded as [same subject in the main clause and the complement] and [different subjects in the main clause and the complement]. (see Figure 3.9).

Pattern	Sub-Pattern	Same subject/ Different subjects
ADMIT + CP	ADMIT + (to NP) a clause	Same subject
ADMIT + VP	ADMIT + Ving	Same subject
ADMIT + VP	ADMIT + Ving	Same subject
ADMIT + Ø	ADMIT + Ø	Different subjects
ADMIT + CP	ADMIT + (to NP) a clause	Different subjects
ADMIT + (to) NP	ADMIT + NP	Same subject
ADMIT + Ø	ADMIT + Ø	Same subject
ADMIT + CP	ADMIT + (to NP) that-clause	Same subject
ADMIT + VP	ADMIT + Ving	Same subject
ADMIT + CP	ADMIT + (to NP) that-clause	Same subject

Figure 3.9 The first semantic level

If the subject in the main clause is also the one in the complement, it would be coded as the abbreviation [SS]. In contrast, if the speaker in the main clause is not the subject in the complement, the instance is coded as the abbreviation [DSs]. Two examples are listed below to illustrate the codes.

(3.6)

a. [SS]:

e.g., *Shelley* ***admitted*** *that she had fallen in love with his music*.

b. [DSs]:

e.g., *She* ***admitted*** *it was a pretty paw show*.

In sentence (3.6a), the issue admitted is *that she had fallen in love with his music* and the subject *she* refers to *Shelly,* the subject in the main clause; thus, the example was coded as [SS]. In contrast, in sentence (3.6b), the subject in the main clause *she* is

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different from the subject in the complement *it*. Therefore, it was coded as [DSs]. This is the first level to distinguish each concordance line.

In addition to the involvement of the speakers, the second semantic level contains 3 categories, including [action], [feeling], and [state] (see Figure 3.10).

Sub-Pattern	Same subject/ Different subjects	Action/ Feeling /State
ADMIT + (to NP) a clause	Same subject	state
ADMIT + Ving	Same subject	action
ADMIT + Ving	Same subject	action
ADMIT + Ø	Different subjects	action
ADMIT + (to NP) a clause	Different subjects	state
ADMIT + NP	Same subject	action
ADMIT + Ø	Same subject	state
ADMIT + (to NP) that-clause	Same subject	state
ADMIT + Ving	Same subject	action

Figure 3.10 the second semantic level

We referred to three dominant online dictionaries: *Longman Dictionary of Contemporary English*, *Cambridge Dictionary,* and *The Oxford English Dictionary* to define these semantic classifications of the complements. Table 3.2 lists the definitions of the second semantic level.

Table 3.2 Definition of second semantic level by the researcher

Semantic level	**Definition**
[action]	The thing that someone has done.
[feeling]	Someone expresses emotions or feelings toward people or things.
[state]	Someone or something is in a certain condition at a particular time except for emotional condition.

Based on the context, if what was admitted or confessed mainly emphasized that someone had done something, this concordance line was classified into [action]. Take

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one instance from the BNC for example: (a) *...another man who* ***admitted*** *to the murder ...* The example contained the action taken by the speaker; that is *murder*. The examples belonging to [action] all presented the subject matter about a person's action.

Besides, if the subject matter admitted or confessed was generally about emotions, feelings, or fondness toward others, the sentence was classified into [feeling]. Two instances were listed to exemplify:(b) *She* ***admitted*** *to herself that she was more than attracted to him* and (c) *He* ***admitted*** *that they got very upset ....* The pair of examples (c) and (d) both gave emphasis on the speakers' feelings and emotions. In example (b), the sentence *she was more than attracted to him* projected the speakers' fondness toward the man, while in example (c), the sentence *they got very upset* especially highlighted the negative emotion they had.

Lastly, if the issue admitted or confessed was related to a condition or way that a person or thing was in, the sentence belonged to [state]. Example (d) and (e) can be used to illustrate the codes: (d) *He* ***admitted*** *to her that he was unprepared for this specific situation ...* and (e) *George Bush finally* ***admitted*** *that parts of the American economy are clearly in a recession.* The two sentences focused on the condition of people or things at a particular time. Example (d) highlighted the person's condition that he hadn't gotten ready for facing certain circumstances. On the other hand, in example (e), the sentence *parts of the American economy are clearly in a recession* described the state of the American economy at the specific time.

3.4 Summary of the Chapter

This chapter first introduced the method to retrieve data of ADMIT and CONFESS in the BNC corpus. From the BNC, we finally adopted 300 concordance lines of ADMIT and CONFESS respectively for the follow-up analysis. The complements of the two near-synonyms were then focused to further investigate their syntactic structures and semantic contexts. Next, the criteria of the classification in terms of grammatical patterns and semantic contexts were described.

In Chapter 4, the findings in terms of syntactic structures and semantic contexts

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are presented.

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CHAPTER 4

RESULTS

This chapter reports the major findings of the two near-synonyms ADMIT and CONFESS in the following sequence. Section 4.1 demonstrates the distributional information of each word form in the BNC. Section 4.2 displays the distributional information of grammatical patterns and discusses similarities and differences between ADMIT and CONFESS. Section 4.3 illustrates the semantic contexts ADMIT and CONFESS frequently appear in. In section 4.4, the relationship between grammatical patterns and semantic contexts is shown.

4.1 Distributional Information of Each Word Form

Table 4.1 presents the distributional information of each word form in terms of frequency of occurrences and percentage of the total number of hits of ADMIT and CONFESS in BNC.

Table 4.1 Distributional information of each word form

Verbs	Freq. %	Example
Admit (infinite base)	26% (2,834)	*I have to **admit** that …*
Admit (finite base)	7.14% (778)	*I **admit** that …*
Admits	11.42% (1,245)	*John **admits** they are …*
Admitted (past tense)	**29.1% (3,172)**	*He **admitted** to us that …*
Admitted (past participle)	21.6% (2,355)[8]	*It must be **admitted** …*
Admitting	4.74% (518)	*People are **admitting** as …*
Total	100% (10,902)	
Confess (infinite base)	26.15% (409)	*I must **confess** that I …*
Confess (finite base)	13.49% (211)	*I **confess** my fears …*

[8] The ambiguity tags, VVN-AJ0, were categorized in the VVN in the study. Based on the tagging instructions in BNC, the tagger has a preference for the first choice tags over second choice tags.

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Confesses	9.53% (149)	*Tom* ***confesses*** *that …*
Confessed (past tense)	**36.96% (578)**	*Henry* ***confessed*** *it.*
Confessed (past participle)	8.12% (127)	*which is being* ***confessed****...*
Confessing	5.75% (90)	*He says,* ***confessing*** *to …*
Total	100% (1,564)	

It is noted that ADMIT is much more common than CONFESS and both words are mostly used in the past tense. Based on the dictionary definitions, ADMIT means that one has done something wrong or that someone gets permission to enter a place. Even though the word ADMIT contains more than one definition, we know that the definition 'verifying one has done something wrong' applies to the majority of ADMIT occurrences after consulting the results of *Wordnet* (Miller,1995). And this is the only definition included in the study. We adopted 300 instances of ADMIT and CONFESS respectively and kept 180 and 221 instances for further analysis. These instances all showed ADMIT and CONFESS as 'verifying one has done something wrong'. In the following section, we show the results of the syntactic structures of ADMIT and CONFESS.

4.2 Grammatical Patterns

This section presents the answer to First Research Question, which relates to the similarities and differences of the grammatical patterns of ADMIT and CONFESS. The study focuses on the complement of the two verbs and discusses their frequency distribution. All concordance lines included in the study were classified into four different patterns: [ADMIT/ CONFESS + CP], [ADMIT/ CONFESS + (*to*) NP], [ADMIT/ CONFESS + VP], and [ADMIT/ CONFESS + Ø]. Then, except for the pattern [ADMIT/ CONFESS + Ø], the other three patterns were further categorized into two or three sub-patterns to provide a deeper analysis. The results are presented in Table 4.2 with examples.

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Table 4.2 The grammatical patterns of ADMIT

Pattern[9]	**Sub-Pattern**	**Freq.**	**Example**
ADMIT + CP (43%)	ADMIT + *(to₁*[10] NP*) that*-clause	**24% (43)**	*He **admitted** to her that he was unprepared.*
	ADMIT + (*to₁* NP) a clause	**18% (32)**	*She **admitted** to him she didn't know her daughter could drink so much.*
	ADMIT + (*to₁* NP) w*h*-clause	1% (2)	*Tamar **admitted** what she had tried to deny for the last few days.*
ADMIT + (*to*) NP (24%)	ADMIT + NP	**19% (35)**	*They **admitted** their part in the escape.*
	ADMIT + *to₂* NP	4% (7)	*…the man who **admitted** to the murder …*
	ADMIT + NP1 *to₁* NP2	1% (2)	*…person who had **admitted** a crime to a journalist.*
ADMIT + VP (18%)	ADMIT + V-*ing*	15% (27)	*Hayton **admitted** causing death by reckless driving.*
	ADMIT + *to₂* V-*ing*	2% (3)	*He had **admitted** to having undertaken experiments*
	be *admitted to₃ be*	1% (2)	*It **is** proved and **admitted** to be a risk.*
ADMIT + Ø (15%)		15% (27)	*She suspected that her friend had been more ill than she **admitted.***
Total		100% (180)	

[9] CP refers to complementizer phrase and NP refers to a noun phrase. VP refers to the verb phrase.
[10] To$_1$ denotes the action to a goal, to$_2$ is used as an object preposition to emphasize what the subject has done, and to$_3$ is follow by infinitive *be* and adjective to describe the subject.

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Table 4.2 presents that ADMIT is most frequently used in the [ADMIT+ CP] pattern, which reaches over 40% of the word's usage. The [ADMIT + (*to*) NP] pattern is the top second frequently-used pattern constituting 24%, and the third most frequent pattern is [ADMIT + VP] (18%). The pattern [ADMIT + Ø] accounts for a smaller percentage of the usage with only 15% of the coverage.

As for CONFESS, all concordance lines were categorized in the same way as we did for ADMIT. Therefore, all examples were categorized into different patterns and sub-patterns as well. Table 4.3 displays the results of CONFESS in terms of grammatical structures.

Table 4.3 The grammatical structures of CONFESS

Pattern	**Sub-Pattern**	**Freq.**	**Example**
CONFESS + CP (43%)	CONFESS + (*to*$_1$ NP) *that*-clause	**29% (65)**	*He **confesses** to her that he killed a man…*
	CONFESS + (*to*$_1$ NP) a clause	12% (27)	*I **confess** I was a little shaken…*
	CONFESS + (*to*$_1$ NP) w*h*-clause	2% (3)	*I must **confess** to you what I 've done wrong.*
CONFESS + (*to*) NP (31%)	CONFESS + NP	**15% (34)**	*She even begins to **confess** her inner dissatisfaction.*
	CONFESS + *to*$_2$ NP	14% (30)	*Marek had **confessed** to the murder of Mills.*
	CONFESS + NP1 *to*$_1$ NP2	2% (5)	*I must **confess** all my mistakes to you!*
CONFESS + VP (9%)	CONFESS + *to*$_2$ V-*ing*	8% (18)	*I must **confess** to experiencing some trouble …*
	CONFESS + *to*$_3$ *be*	1% (2)	*He vacillates and **confesses** to be puzzled.*

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CONFESS + Ø (17%)	**17% (38)**	*They needed him to **confess**.*
Total	100% (221)	

As seen in Table 4.3, the most frequent pattern of CONFESS is [CONFESS + CP], which accounts for 43% of all instances, followed by [CONFESS + (*to*) NP] (31 %), [CONFESS + Ø] (17%), and [CONFESS + VP] (9%).

In Table 4.4, the distribution of ADMIT and CONFESS' patterns was shown. We found they both shared a commonality. [ADMIT/ CONFESS + CP] and [ADMIT/ CONFESS + (*to*) NP] hold the predominance among four patterns.

Table 4.4 The distribution of ADMIT and CONFESS' patterns

	Admit	**Freq.**	**Confess**	**Freq.**
1	[ADMIT + CP]	43%	[CONFESS + CP]	43%
2	[ADMIT + (*to*) NP]	24%	[CONFESS + (*to*) NP]	31%
3	[ADMIT + VP]	18%	[CONFESS + Ø]	17%
4	[ADMIT + Ø]	15%	[CONFESS + VP]	9%

While the top two patterns of ADMIT and CONFESS are the same, the other patterns have different preferences. The least used patterns of ADMIT and CONFESS are [ADMIT+ Ø] (15%) and [CONFESS + VP] (9%), respectively. It is clear that CONFESS tends to be used with its top three patterns and ADMIT is used with the four patterns more evenly.

In terms of more detailed classification, the top five most frequently-used sub-patterns of ADMIT and CONFESS are shown in Table 4.5.

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Table 4.5 The top five sub-patterns of ADMIT and CONFESS

	Admit	**Freq.**	**Confess**	**Freq.**
1	[ADMIT + (*to*$_1$ NP) *that*-clause]	24%	[CONFESS + (*to*$_1$ NP) *that*-clause]	29%
2	[ADMIT + NP]	19%	[CONFESS + Ø]	17%
3	[ADMIT + (*to*$_1$ NP) a clause]	18%	[CONFESS + NP]	15%
4	[ADMIT + V-*ing*]	15%	[CONFESS + *to*$_2$ NP]	14%
5	[ADMIT + Ø]	15%	[CONFESS + (*to*$_1$ NP) a clause]	12%

Even if the five sub-patterns occupied different proportions in ADMIT's and CONFESS' usage, the two words collocate with rather similar top five sub-patterns. Among five sub-patterns of ADMIT, four sub-patterns are identical to CONFESS' top five sub-patterns. This suggests that most of the time, ADMIT and CONFESS are used with similar syntactic structures. For instance, both ADMIT and CONFESS are used mostly with the same top sub-pattern [ADMIT/ CONFESS + (*to*$_1$ NP) *that*-clause].

Yet, there are still some slight differences among the top five sub-patterns of ADMIT and CONFESS. The top fourth sub-patterns of ADMIT: [ADMIT + V-*ing*] is an *admit*-only sub-pattern, which cannot collocate with CONFESS. In other words, V-*ing* is acceptable to directly follow ADMIT (15%), but we cannot find any concordance line of CONFESS used in this grammatical structure. Take a concordance line from the BNC for example *She* ***admitted*** *destroying property by fire*. The sentence displays that *destroying property by fire* was used as the complement of ADMIT. Besides, the other difference among the top five sub-patterns is that CONFESS can notably be followed by a noun phrase (15%) as well as a noun phrase introduced with *to* (14%), while ADMIT shows a much clearer preference for [ADMIT + NP] (19%) than for [ADMIT + *to*$_2$ NP] (4%).

Furthermore, two sub-patterns are exclusive to ADMIT and CONFESS,

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respectively, though they are not included in the top five sub-patterns. The two sub-patterns are [be *admitted to be*] and [CONFESS *to be*]. It is noted that ADMIT is used in the passive voice while CONFESS is not.

Among these top five sub-patterns of ADMIT, two belong to the pattern [ADMIT + CP], one belongs to the pattern [ADMIT + (*to*) NP], one is categorized into [ADMIT + VP] pattern and the other is in the [ADMIT + Ø] pattern. As to CONFESS' top five sub-patterns, two belong to the [CONFESS + CP] pattern, two are in the [CONFESS + (*to*) NP] pattern and the other comes from the [CONFESS + Ø] pattern. In contrast, ADMIT's top five sub-patterns distribute more evenly to 4 patterns, while CONFESS' focus more on three of the four patterns. The tendency is in line with the results of patterns shown in Table 4.4.

Overall, these top five sub-patterns constitute over 90% of ADMIT's usage and 85% of CONFESS' usage. In this case, the top five sub-patterns can be considered typical syntactic structures and can therefore be incorporated into teaching materials to educate learners on the usage of ADMIT and CONFESS.

In summary, with the distribution of the patterns and sub-patterns, the preferred syntactic structures of ADMIT and CONFESS can be observed. ADMIT and CONFESS show a similar tendency to collocate with certain patterns and they have highly repeated top five sub-patterns even if there are still three differences. One of the differences is that ADMIT has one more sub-pattern [ADMIT + V-*ing*] compared to CONFESS' sub-pattern types. Another is that CONFESS can be evenly used in both sub-patterns [CONFESS + NP] and [CONFESS + *to* NP] while ADMIT shows a stronger tendency to go with the sub-pattern [ADMIT + NP] only. The construction [ADMIT + *to* NP] is mostly used when the word ADMIT refers to 'acceptance or permission to enter a place' and the definition is not included in the study. Thus, the sub-pattern [ADMIT + *to* NP] occupied less percentage. The other is that two sub-patterns seem similar but they slightly differ from each other: [be *admitted to be*] and [CONFESS *to be*]. They are exclusive to ADMIT and CONFESS, respectively.

In general, the top five sub-patterns, which constitute 91% of the usage of ADMIT and 87% of the usage of CONFESS, dominate the frequently-used syntactic

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structures of the two near-synonyms. Thus, these top five frequently-used syntactic structures of ADMIT and CONFESS are important for educators and learners to handle the natural usages.

Based on the results in this chapter, in general, we summarize the following conclusions toward the two words. First, the two words show high overlapped usage of constructions that they tend to be used in similar patterns and top five sub-patterns. Additionally, ADMIT is used more evenly in the four patterns while CONFESS is more frequently used in three of the four patterns. Second, ADMIT shows more sub-pattern types than CONFESS. That is, ADMIT includes three sub-patterns in the pattern [ADMIT + VP] while CONFESS only includes two sub-patterns in the pattern [CONFESS + VP]. Third, ADMIT contains more definitions than CONFESS. According to the dictionary definitions listed in Chapter Two, we know that ADMIT contains not only 'say that you have done something wrong' but also 'allow somebody to enter a place' while CONFESS does not.

In the next section, the semantic contexts ADMIT and CONFESS frequently appear in will be shown.

4.3 Semantic Contexts

This section presents the answers to Second Research Question, which is associated with the semantic contexts of ADMIT and CONFESS. The study classified these semantic contexts through two semantic levels. First, we examined whether the subject in the main clause is identical to the subject in the complement. If the two subjects refer to the same speaker, the instance is coded as [SS][11]. On the contrary, if the subject in the main clause is different from the subject of the complement, the instance is coded as [DSs]. In addition, based on the second semantic level, these concordance lines can be classified into three types: [action], [feeling], and [state]. The semantic contexts of ADMIT are displayed in Table 4.6.

[11] [SS] is the abbreviation of [same subject in the main clause and the complement] while [DSs] is the abbreviation of [different subjects in the main clause and the complement].

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Table 4.6 The semantic contexts of ADMIT

	1st semantic level	**2nd semantic level**	**Example**
ADMIT	[SS] **67% (121)**	[action] **42% (76)**	*He **admitted** driving with excess alcohol.*
		[feeling] 7% (13)	*Honour **admitted** he felt sorry.*
		[state] **18% (32)**	*He **admitted** that he was unprepared for this specific situation.*
	[DSs] 33% (59)	[action] 2% (3)	*He **admitted** that Riddle had made a will three or four years back.*
		[feeling] 1% (1)	*…despair was regarded as an emotion which should never be **admitted**.*
		[state] **30% (55)**	*Norman Lamont **admitted** unemployment would keep on rising.*
Total	100% (180)	100% (180)	

ADMIT is much more frequently used in the [SS] context (67%) than in the [DSs] context (33%). With the classification of the second semantic level, the distribution of each context type can be seen in Table 4.6 as well. In the [SS] context, ADMIT is frequently used in the [action] (42%), which is far more than the other two types: [feeling] (7%) and [state] (18%), while in the [DSs] context, [state] (30%) tends to be a more common context than the other two types: [action] (2%) and [feeling] (1%). In short, the [SS] + [action] context is the most frequent context in the [SS] context, and the combination of [DSs] and [state] is the most common one in the [DSs] contexts.

Next, the semantic contexts of CONFESS are examined and classified. Table 4.7 presents the results.

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Table 4.7 The semantic contexts of CONFESS

	1st semantic level	**2nd semantic level**	**Example**
CONFESS	[SS] **87% (192)**	[action] **32% (70)**	*He **confesses** that he killed a man on board the spaceship.*
		[feeling] **16% (36)**	*I **confess** that I' m a little taken aback.*
		[state] **39% (86)**	*I **confess** that I have not the same trust in some your peers.*
	[DSs] 13% (29)	[action] 1% (4)	*He **confessed** that Santerre was funding Abbot Bere's construction.*
		[feeling] 0% (0)	X
		[state] 12% (25)	*The store manager **confessed** that staff at Burger King are poorly motivated.*
Total	100% (221)	100% (221)	

Obviously, CONFESS has a much closer relationship with the [SS] context (87%) than the [DSs] context (13%). In the [SS] context, 39% of the instances are further classified into the [state] context, 32% of the instances belong to the [action] context and 16% of the instances are in the context [feeling]. The three contexts mentioned above are the dominant contexts collocating with CONFESS and they constitute 87% of the coverage.

On the other hand, few concordance lines belong to the [DSs] context. The context [DSs + state] takes up 12% of the coverage and becomes the dominant combination in the [DSs] context.

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Based on the results in Table 4.6 and Table 4.7, both ADMIT and CONFESS collocate much more frequently with the [SS] contexts than with the [DSs] contexts. The top three contexts of ADMIT and CONFESS are listed in Table 4.8 to better display and further compare their distributions.

Table 4.8 The top three contexts of ADMIT and CONFESS

		The top three contexts	**Freq.**
ADMIT	**1**	[SS] + [action]	42% (76)
	2	[DSs] + [state]	30% (55)
	3	[SS] + [state]	18% (32)
CONFESS	**1**	[SS] + [state]	39% (86)
	2	[SS] + [action]	32% (70)
	3	[SS] + [feeling]	16% (36)

In Table 4.8, CONFESS shows a stronger tendency to describe the subject matter related to the speaker than ADMIT does. Two of the ADMIT's top three contexts are in the [SS] context and one is in the [DSs] context. By contrast, all of CONFESS' top three contexts are in the [SS] context. These three contexts account for 90% of ADMIT's usage and 87% of CONFESS' usage. Furthermore, it is also noted that the context [feeling] has a larger opportunity to collocate with CONFESS than ADMIT.

A number of instances (4.1a-f) are listed below to illustrate ADMIT's and CONFESS' top three contexts.

(4.1)

a. *He **admitted** driving with excess alcohol.*

Coded as: [SS] + [action]

b. *Norman Lamont **admitted** unemployment would keep on rising.*

Coded as: [DSs] + [state]

c. *He **admitted*** to her *that he was unprepared for this specific situation.*

Coded as: [SS] + [state]

d. *I **confess** that I have not the same trust in some your peers.*

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Coded as: [SS] + [state]

e. *He **confesses** that he killed a man on board the spaceship.*

Coded as: [SS] + [action]

f. *I **confess** that I' m a little taken aback.*

Coded as: [SS] + [feeling]

In example (4.1a), the event *driving with excess alcohol* describes the speaker's action that he had driven a car after drinking alcohol. The context is about the speaker and what he had done, which indicates that the subject in the main clause and the complement is identical. On the other hand, in example (4.1b), the speaker *Norman Lamont* admitted the situation that the rate of unemployment would consistently increase. The issue admitted in this example is about the condition of the unemployment rate at a particular time, which shows that the subject *unemployment* in the complement is different to the subject *Norman Lamont* in the main clause. The example (4.1c) showed that the speaker recognized that he didn't get ready to face the situation, which indicated that he was in a certain condition then. In this case, the sentence is categorized into the context [SS] + [state].

In example (4.1d), the speaker acknowledges the thing *I have not the same trust in some of your peers* that he or she has difficulty believing some people, which mainly describes the speaker's condition. In example (4.1e), it is clear that the speaker *he* recognized what he had done, which is murder. The main idea of the sentence focuses on the speaker's action. As for the example (4.1f), the speaker reveals that *I'm a little taken aback*, which indicates that the speaker feels surprised. The emotion of the speaker is the main point in the sentence.

In conclusion, ADMIT and CONFESS generally behave similarly in terms of semantic contexts. First, ADMIT is used more commonly in the [SS] contexts than in the [DSs] contexts, and CONFESS also shows the same tendency. This tendency can be also observed in Table 4.6 and it conforms with the distribution of ADMIT's and CONFESS' top three frequent contexts. Second, the context [feeling] is the least used context collocating with both ADMIT and CONFESS. That is, both words are mainly

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used to describe that somebody has done something wrong (action) or people/ things are in a certain condition at a particular time (state). Furthermore, for the classification of the first semantic level, the context [feeling] scarcely appears in the [DSs] contexts. This tendency can be applied to both ADMIT and CONFESS. Yet, in contrast, the context [feeling] exhibits a slightly higher tendency to collocate with CONFESS than with ADMIT.

In the next section, with the distribution of grammatical structures and semantic contexts in section 4.2 and section 4.3, the study turns to the relationship between the grammatical patterns and semantic contexts.

4.4 The Relationship between Grammatical Patterns and Semantic Contexts

Section 4.2 and section 4.3 introduced the frequent grammatical patterns and common semantic contexts of ADMIT and CONFESS. Based on the results presented in the previous two sections, this section aims to introduce the relationship between grammatical patterns and semantic contexts.

To better depict the big picture of the relation between syntactic structures and semantic contexts collocating with ADMIT and CONFESS, the study adopted four patterns and three categories: [action], [feeling], and [state] as the classification criteria. The following analysis is a 4 x 2 x 3 design, which includes 4 patterns, 2 types in the first semantic level, and 3 types in the second semantic level. The results of ADMIT are presented in Table 4.9. Moreover, the dominant combination within each pattern is marked in bold.

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Table 4.9 The distribution of patterns and semantic contexts (ADMIT)

	Grammatical Pattern	**Semantic contexts**	**Freq.**
ADMIT	[ADMIT + CP] (42%)	[SS] + [action]	6% (11)
		[SS] + [feeling]	5% (9)
		[SS] + [state]	12% (22)
		[DSs] + [action]	1% (2)
		[DSs] + [feeling]	0% (0)
		[DSs] + [state]	**18% (33)**
	[ADMIT + (*to*) NP] (23%)	**[SS] + [action]**	**18% (32)**
		[SS] + [feeling]	1% (2)
		[SS] + [state]	2% (5)
		[DSs] + [action]	0% (0)
		[DSs] + [feeling]	0% (0)
		[DSs] + [state]	2% (5)
	[ADMIT + VP] (19%)	**[SS] + [action]**	**16% (29)**
		[SS] + [feeling]	1% (1)
		[SS] + [state]	1% (1)
		[DSs] + [action]	0% (0)
		[DSs] + [feeling]	0% (0)
		[DSs] + [state]	1% (1)
	[ADMIT + Ø] (16%)	[SS] + [action]	2% (4)
		[SS] + [feeling]	1% (1)
		[SS] + [state]	2% (4)
		[DSs] + [action]	1% (1)
		[DSs] + [feeling]	1% (1)
		[DSs] + [state]	**9% (16)**
total	100%		100% (180)

In the pattern [ADMIT + CP], it is obvious that the combinations account for more

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percentages than the combinations in the other three patterns. The results that more combinations with a higher proportion are in the pattern [ADMIT + CP] are predictable since the pattern [ADMIT + CP] is the most dominant pattern for ADMIT (42%). Besides, the three dominant combinations are related to the contexts [action] and [state], which suggests that ADMIT collocates with the contexts [action] and [state] more than with the context [feeling]. Moreover, the distributions in the patterns [ADMIT + (*to*) NP], [ADMIT + VP] and [ADMIT + Ø] show identical tendency that only one combination takes up apparently higher proportion. Four examples from the BNC are extracted to demonstrate the most dominant combination in each pattern as follows:

(4.2)

a. *Norman Lamont* ***admitted*** *unemployment would keep on rising*.

Coded as: [ADMIT+ CP] + [DSs] + [state]

b. *He* ***had admitted*** *a charge of wounding Jeremy Chitty*.

Coded as: [ADMIT + (*to*) NP] + [SS] + [action]

c. *Todd yesterday* ***admitted*** *driving with excess alcohol*.

Coded as: [ADMIT + VP] + [SS] + [action]

d. *The sum of 10s.0d*[12] *per week for the new pension was, he* ***admitted****, inadequate*.

Coded as: [ADMIT + Ø] + [DSs] + [state]

Example (4.2a) indicates that the speaker *Norman Lamont* acknowledged the situation regarding the rising unemployment rate. The subject *Norman Lamont* in the main clause is different from the subject *unemployment* in the complement. In example (4.2b), the speaker *He* acknowledged the fact that he had made other injured, which puts emphasis on the speaker's behavior. In example (4.2c), the sentence stresses the speaker *Todd* verified what he had done. The part underlined indicates clearly the complement of the verb describes the speaker's deed. Lastly, in example (4.2d), *he*

[12] £1 = 20s. = 240d

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admitted is at the end of the segment, which is the reason why the instance belongs to [ADMIT + Ø]. The subject matter admitted by the speaker is about the insufficient money for retirement, which is the condition of things.

Next, the focus of the study switched to the usage of CONFESS, the distribution of the combinations in each pattern is exhibited in Table 4.10.

Table 4.10 The distribution of patterns and semantic contexts (CONFESS)

	Grammatical Pattern	**Semantic contexts**	**Freq.**
CONFESS	[CONFESS + CP] (42%)	[SS] + [action]	11% (25)
		[SS] + [feeling]	8% (18)
		[SS] + [state]	**19% (42)**
		[DSs] + [action]	1% (2)
		[DSs] + [feeling]	0% (0)
		[DSs] + [state]	3% (8)
	[CONFESS + (*to*) NP] (31%)	[SS] + [action]	11% (24)
		[SS] + [feeling]	4% (9)
		[SS] + [state]	**12% (26)**
		[DSs] + [action]	0% (0)
		[DSs] + [feeling]	0% (0)
		[DSs] + [state]	4% (9)
	[CONFESS + VP] (10%)	**[SS] + [action]**	**5% (11)**
		[SS] + [feeling]	3% (6)
		[SS] + [state]	2% (4)
		[DSs] + [action]	0% (0)
		[DSs] + [feeling]	0% (0)
		[DSs] + [state]	0% (0)
	[CONFESS + Ø] (17%)	[SS] + [action]	4% (10)
		[SS] + [feeling]	2% (4)

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		[SS] + [state]	**6% (14)**
		[DSs] + [action]	1% (2)
		[DSs] + [feeling]	0% (0)
		[DSs] + [state]	4% (8)
Total	100%		100% (221)

Table 4.10 shows that the tendency of ADMIT also applies to CONFESS. Four examples are listed to illustrate the most dominant combination in each pattern as follows:

(4.3)

a. *I have only to beg your pardon and* ***confess*** *that I entirely misread the situation.*

Coded as: [CONFESS + CP] + [SS] + [state]

b. *Given my reputation for intelligence, I hardly dared* ***confess*** *my lack of comprehension.*

Coded as: [CONFESS + (*to*) NP] + [SS] + [state]

c. *They had* ***confessed*** *to spying for Mossad (the Israeli secret service).*

Coded as: [CONFESS + VP] + [SS] + [action]

d. *Karl would not be with them much longer and they would probably never see him again and, he had to* ***confess****, he wouldn't mind if he never saw him again as long as either of them lived.*

Coded as: [CONFESS + Ø] + [SS] + [state]

The instance (4.3a) shows even though the speaker tried very hard to catch up, he still failed to understand completely and correctly because the interlocutor expressed her opinion at a fast pace. Thus, he asked her to slow down and verified his condition that he misinterpreted the whole situation. The condition that the speaker cannot interpret the whole situation properly is emphasized so the instance belongs to the context [CONFESS + CP] + [SS] + [state]. Next, the example (4.3b) portrays the speaker had difficulty acknowledging he did not quite understand because he was famous for

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being a clever and bright person. The subject matter confessed by the speaker was the condition that he did not know that much about the thing that he believed he should understand. In example (4.3c), the speaker acknowledged they worked for an organization, trying to secretly get information about their opponents. The verb phrase in the example mainly describes the thing that the speaker has done. Finally, in example (4.3d), the speaker's thought reveals that whether he can see Karl again does not matter to him, which indicates that his condition and he is not a big fan of Karl.

After analyzing the most dominant combinations within each pattern, the comparison of ADMIT's and CONFESS' top three frequent combinations among all combinations are exhibited in Table 4.11 to better describe the tendency.

Table 4.11 The top three frequent combinations of ADMIT and CONFESS[13]

	ADMIT	Freq.		CONFESS	Freq.
1	[CP] + [DSs] + [state]	18%	1	[CP] + [SS] + [state]	19%
1	[(*to*) NP] + [SS] + [action]	18%	2	[(*to*) NP] + [SS] + [state]	12%
2	[VP] + [SS] + [action]	16%	3	[CP] + [SS] + [action]	11%
3	[Ø] + [DSs] + [state]	9%	3	[(*to*) NP] + [SS] + [action]	11%

The top three dominant combinations constitute over 50% of ADMIT's and CONFESS' usage respectively, which suggests their importance and representativeness. As a result, these combinations can be seen as the primary learning and teaching point to acquire how to use ADMIT and CONFESS naturally. The results can be applied to design the teaching materials or sample sentences to demonstrate the usage of the two words. In this way, students can learn the authentic usage of ADMIT and CONFESS unconsciously.

In summary, the most dominant combination in each pattern and the top three combinations in Table 4.11 show the same tendency. Based on the results, the

13 Among 24 combinations of ADMIT, two combinations hold the same percentage and take the first place; thus, both are listed in Table 4.11. Similarly, among 24 combinations of CONFESS, two combinations hold the same percentage and take third place.

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comparison of ADMIT and CONFESS can be made and the results are in line with previous sections. First, ADMIT tends to be used in the different patterns more evenly than CONFESS does, which conforms to the results in section 4.2. The top three frequent combinations of ADMIT in Table 4.11 are used in three different patterns and takes up similar percentages, while those of CONFESS in Table 4.11 are used only in the two repeated patterns [CONFESS + CP] and [CONFESS + (*to*) NP]. That means CONFESS shows the tendency to be used more specifically in certain patterns. Second, according to the results in this section, ADMIT generally collocates with the [SS] and the [DSs] contexts more evenly than CONFESS does. CONFESS tends to be used in the [SS] contexts most of the time, which can be observed in Table 4.10 or Table 4.11 that none of the top frequent combinations belong to [DSs] contexts. The tendency is also in line with the results in section 4.3. Third, the two contexts [action] and [state] collocate with ADMIT and CONFESS way more than the context [feeling] does. In addition, even though the context [feeling] is not the dominant context of ADMIT and CONFESS, it has a closer relation with CONFESS.

4.5 Summary of the Chapter

The chapter first presented the distributional information of each word form of ADMIT and CONFESS, which indicated that ADMIT and CONFESS are mostly used in the past tense. Section 4.1 also presented the number of instances included in the study. For section 4.2, the distribution of ADMIT's and CONFESS' grammatical patterns was shown and compared to each other. The two words behave similarly in terms of patterns and sub-patterns. For instance, the top two frequent patterns of ADMIT and CONFESS are identical. Besides, the two words have high overlapped results in the top five sub-patterns. Among them, ADMIT and CONFESS have four identical sub-patterns though they hold different proportions. In terms of the different sub-patterns among the top five sub-patterns, the sub-pattern [ADMIT + V-*ing*] is exclusive to be used with ADMIT. On the other hand, CONFESS can collocate with the two sub-patterns [CONFESS + *to* NP] and [CONFESS + NP] but ADMIT especially tends to collocate with the sub-pattern [ADMIT + NP] only. Besides, both

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words can be followed by *to be*, but ADMIT needs to be used in the passive voice while CONFESS needs not to: [be *admitted to be*] and [CONFESS to be]. Overall, the results in this section show that ADMIT is used more evenly in the four patterns while CONFESS isn't.

In section 4.3, the context types of ADMIT and CONFESS are analyzed through two semantic levels. The top three contexts show that ADMIT tends to be used in the [SS] contexts more than in the [DSs] contexts, which also applies to CONFESS. In addition, the contexts [action] and [state] are much more common than the context [feeling]. Also, the context [feeling] exhibits a higher possibility to be used with CONFESS than with ADMIT.

Finally, section 4.4 demonstrated the relationship between grammatical patterns and semantic contexts. According to the results, the top dominant combination in each pattern was shown and the top three frequent combinations among all combinations were presented as well, which showed the same tendency as the previous sections. This might shed light on the way how to use ADMIT and CONFESS more naturally and specifically.

Based on the results in this chapter, ADMIT and CONFESS have high overlapped tendency in usage. Four tendencies about the two words are listed below. First, ADMIT is used more frequently than CONFESS. Second, ADMIT includes more definitions than CONFESS and it appears that ADMIT contains a larger scope of meaning than CONFESS. In this case, ADMIT contains more details and information while CONFESS seems to be used in a more specific and limited way. Third, ADMIT collocates with more varieties of syntactic structures than CONFESS. Fourth, ADMIT is used with those patterns and sub-patterns more evenly while CONFESS tends to collocates only with certain constructions.

In next chapter, we adopted the definitions and semantic traits from dictionary to design a questionnaire to further examine and verify native speakers' usages of the two words.

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CHAPTER 5
QUESTIONNAIRE

In Chapter 4, we analyzed the syntactic structures of ADMIT and CONFESS as well as their semantic contexts based on corpus data. The results in corpus showed the main patterns and sub-patterns are almost identical. Besides, there is no obvious difference in the category of semantic contexts. Moreover, in the corpus, we cannot find the symmetrical instances that are in the same construction but with different semantic features. Therefore, we included the questionnaire to examine English native speakers' word selections of ADMIT and CONFESS by manipulating syntactic structures and semantic features. On top of the results of corpus data, we chose four syntactic structures to design the questionnaire and predict the native speakers' word selection. As for the semantic features, we adopted them from the dictionary definitions. Generally, the chapter aims to explore whether English native speakers' word choices of ADMIT or CONFESS would be influenced by different syntactic structures and semantic features.

Considering the complexity and difficulty of the two near-synonyms, we only recruited English native speakers instead of English learners. In the study, English native speakers refer to those who come from the inner circle as stated by Kachru (1985). In Figure 5.1, Kachru claimed three distinctions toward English. For those countries belonging to the inner circles, most of the people there take English as their native language. Thus, we only adopted American, British, and Canadian participants in the survey.

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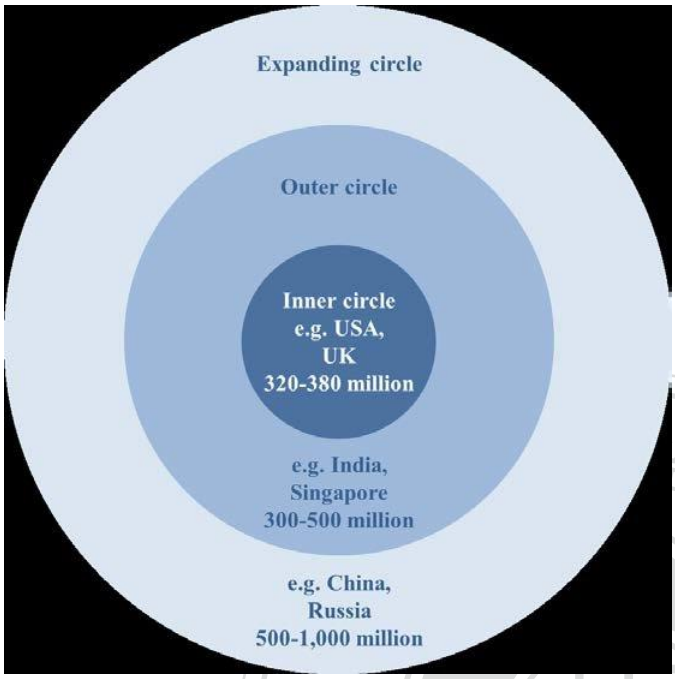

Figure 5.1 Kachru's three circles of English (adapted from Crystal, 2003, p.61)

In section 5.1, we present the methodology of the questionnaire, including participants, materials and design, and procedure while section 5.2 shows the results and discussion of the questionnaire. In the end, section 5.3 is the brief summary of the whole chapter.

5.1 Methodology of Questionnaire

The main purpose of the online questionnaire is to examine whether English native speakers' word choice of ADMIT and CONFESS would be affected by certain syntactic structures and semantic features. To differentiate lemma from the responses in the questionnaire, the responses are in lower-case italic: *admit, confess, both*, though they are in the past tense in the sentences included in the questionnaire.

5.1.1 Participants

The data in the study were collected through a number of social media groups,

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language exchange applications, and instant messages from November 16, 2020 to February 13, 2021. We describe the information regarding the questionnaire to the participants, including the purpose, the required participants, the time it took, and the way it was carried out, and put the link on the social media group pages or sent directly to those who are qualified and interested in the survey.

In total, one hundred and fifty-seven English native speakers completed the questionnaire, among which, twenty-six were excluded for that they were from the outer circle or the expanding circle such as Singapore, India, Indonesia, Philippines, Afghan, Hong Kong, and Vietnam. Thus, only one hundred and thirty-one native speakers were involved in the study.[14] Their responses (84 Americans, 35 British, and 12 Canadians) were included for the following analysis. Even though in the Chi-Square test, the British participants' responses showed slight differences from the responses of the American participants, there is no obviously different tendency between their responses and the ones of the American participants based on the percentage. Hence, we did not separate their responses in the following analysis[15].

5.1.2 Materials and Design

The questionnaire was a 4 x 4 design with two variables, which constituted 16 questions in total. Two variables in the survey are syntactic structures and semantic features, both of which were shown in Table 5.1

[14] The 131 English native speakers' information is listed (See Appendix B).
[15] For further examination, we analyzed the responses of the American participants and the British participants separately and presented the results in Appendix C.

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Table 5.1 Syntactic structures and semantic features in the Study

Syntactic structures		**Semantic features**
1. [ADMIT/ CONFESS+ *that*-clause]		a. Something wrong
2. [ADMIT/ CONFESS + *wh*-clause]	+	b. Something wrong (formal)
3. [be *admitted to be*]		c. Something true
4. [ADMIT + V-*ing*]		d. Something embarrassing

The first row of Table 5.1 presents the first variable: syntactic structures. The study adopted 4 syntactic structures due to the following reasons. First of all, the syntactic structure [ADMIT/ CONFESS + *that*-clause] was included for the highest frequency in the BNC; it was the most frequently-used construction for both ADMIT and CONFESS. To explore the influence of different syntactic structures, another similar syntactic structure[16] [ADMIT/ CONFESS + *wh*-clause] was involved in the study as well. In other words, the involvement of the second syntactic structure was for the comparison with the first construction. For these first two patterns, ADMIT and CONFESS were directly followed by a clause. For the third and fourth syntactic structures [be *admitted to be*] and [ADMIT + V-*ing*], both of them only existed in the concordance lines of ADMIT. According to the results in Chapter 4, CONFESS is not used in these two syntactic structures. In other words, these two syntactic structures are *admit*-only constructions. Hence, they were included to test whether English native speakers would also prefer ADMIT in these two constructions in the questionnaire. We hoped the results of the questionnaire might cast more light on these two syntactic structures.

The second row of Table 5.1 displayed the other variable: semantic features.

[16] The pilot test was carried out by ten participants in the course of questionnaire design and all of them are with high English proficiency level. The results of the pilot test indicated that it was better to remove the syntactic structure [ADMIT/ CONFESS + a clause] which was included originally in our questionnaire. The pilot results showed that [ADMIT/ CONFESS + a clause] had high overlapped responses with the sentences belonging to [ADMIT/ CONFESS + *that*-clause]. The existence and absence of '*that*' before a complementized clause was not obvious and they confused the participants who reported to have consistently read pairs of identical sentences. Thus, to acquire more precise results, we excluded the distracting syntactic structure [ADMIT/ CONFESS + a clause].

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With the dictionary definitions from the *Oxford Learner's Dictionary, Cambridge dictionary, Longman English Dictionary, Collins English Dictionary, Macmillan English Dictionary Online (US)*, and *Merriam-Webster Learner Dictionary*[17], it is noted that ADMIT and CONFESS appear to share similar basic definitions to some degree (See Table 5.2)[18].

Table 5.2 the Dictionary Definitions of ADMIT and CONFESS

	ADMIT	CONFESS
Oxford Learner's Dictionary	1. To agree, often unwillingly, that something is true 2. To say that you have done something wrong or illegal	1. To admit something that you feel ashamed or embarrassed about 2. To admit, especially formally or to the police, that you have done something wrong or illegal.
Cambridge Dictionary	1. To agree that something is true, especially unwillingly. 2. To say that you have done something dishonest or have not succeeded in doing something	1. To admit that you have done something wrong or something you feel guilty or bad about
Longman English Dictionary	1. To agree unwillingly that something is true or that someone else is right	1. To admit, especially to the police, that you have done something wrong or illegal

[17]https://www.oxfordlearnersdictionaries.com/
https://dictionary.cambridge.org/zht/
https://www.ldoceonline.com/
https://www.collinsdictionary.com/
https://www.macmillandictionary.com/
https://learnersdictionary.com/

[18] The definitions of ADMIT about acceptance and permission are unrelated to the study; thus, they were not listed in Table 5.2. Likewise, the definitions of CONFESS related to the priest and God were excluded from the study.

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	2. To say that you have done something wrong, especially something criminal	2. To admit something that you feel embarrassed about
Collins English Dictionary	1. If you admit that something bad, unpleasant, or embarrassing is true, you agree, often unwillingly, that it is true.	1. If someone confesses to doing something wrong, they admit that they did it.
Macmillan English Dictionary Online (US)	1. To agree that something is true, especially when you are unhappy, sorry, or surprised about it 2. To say that you have done something wrong or illegal	1. To admit that you have committed a crime (to admit that you have done something wrong) 2. To admit something about yourself that you would not normally tell people because you are embarrassed about it or they could be disappointed by it
Merriam-Webster learner dictionary	1. To say usually in an unwilling way that you accept or do not deny the truth or existence of (something)	1. To admit that you did something wrong or illegal 2. To talk about or admit something that makes you embarrassed, ashamed, etc.

Based on these dictionary definitions, we adopted two definitions of ADMIT and two definitions of CONFESS, respectively, which were commonly presented in different dictionaries, to design the questionnaire. These four definitions were as follows: “To say that you have done something wrong or illegal” (ADMIT); yet, “To admit, especially formally or to the police, that you have done something wrong or illegal” (CONFESS). In another pair, “To agree, often unwillingly, that something is true”

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(ADMIT), and "To admit something that you feel ashamed or embarrassed about." (CONFESS). With the consideration of the limited space of the paper, the semantic features were shown in the abbreviations such as "wrong", "wrong(formal)", "true", and "embarrassing" respectively, which were the key elements underlined in Table 5.2.

In view of four syntactic structures and four meanings at the same time, 16 sentences were created (See Table 5.3) and all of them are in the past tense. All sentences were retrieved from either dictionaries mentioned above or the BNC and we edited them by eliminating the distracted or redundant information to keep the sentences short and clear (all sentences contained less than 15 words).

Table 5.3 16 Sentences in the Questionnaire

	Example	**Expected answer**
What-clause + wrong	a. *Ted **admitted/ confessed** what he did was a mistake.*	*Admit*
What-clause + wrong (formal)	b. *Sam **admitted/ confessed** to the judge what he did was a mistake.*	*Confess*
What-clause + true	c. *Vic **admitted/ confessed** what he had tried to deny was in fact true.*	*Admit*
What-clause + embarrassing	d. *Thomas **admitted/confessed** what he did to the little kids was a shame.*	*Confess*
That-clause + wrong	e. *Nick **admitted/ confessed** that he made a mistake.*	*Admit*
That-clause + wrong (formal)	f. *Daniel **admitted/ confessed** to the judge that he made a mistake.*	*Confess*
That-clause + true	g. *Jason **admitted/ confessed** that he still has a lot to learn.*	*Admit*
That-clause + embarrassing	h. *Toby **admitted/ confessed** that he didn't really know how to work on the simple*	*Confess*

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	math.	
(be *admitted*) *to be* + wrong	i. *The arrangement was generally **admitted/ confessed** to be wrong.*	*Admit*
(be *admitted*) *to be* + wrong (formal)	j. *The judge declared the arrangement was generally **admitted/ confessed** to be wrong.*	*Admit*
(be *admitted*) *to be* + true	k. *The manager said the arrangement was generally **admitted/ confessed** to be reasonable.*	*Admit*
(be *admitted*) *to be* + embarrassing	l. *The manager said the arrangement was generally **admitted/confessed** to be shameful.*	*Admit*
V-*ing* + wrong	m. *She **admitted/ confessed** stealing money from the cash counter.*	*Admit*
V-*ing* + wrong (formal)	n. *In the court, she **admitted/confessed** stealing money from the cash counter.*	*Admit*
V-*ing* + true	o. *His wife **admitted/ confessed** having difficulty communicating with him.*	*Admit*
V-*ing* + embarrassing	p. *His wife **admitted/confessed** having a secret affair with his colleague.*	*Admit*

With the 4x4 design, four sentences were presented in each syntactic structure while each semantic feature was shown in four sentences as well. The design would be explained one by one as follows.

First, to distinguish the semantic features [wrong] and [wrong (formal)], we added certain words to highlight the formality of the setting, situation or the person the speakers admit/ confess to. Take the pair of instances (a) and (b) for example. *Ted **admitted/ confessed** what he did was a mistake,* presented the speaker verified that he had done something wrong. Compared to instance (a), instance (b) *Sam **admitted/ confessed** to the judge what he did was a mistake*, was added the specific words *to the*

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judge, which highlighted the formality by emphasizing the person the speakers admit to/ confess to. The same purpose was achieved in the pair of sentences (e) and (f) in the identical way; that is, adding the specific words *to the judge* in the sentence (f). As for the pair (i) and (j), *the judge declared* was put in the instance (j) to portray the formal identity of the speaker to differ from the instance (i). In the construction [V-*ing*], the pair (m) and (n) were distinguished by inserting the words *in the court* in the instance (n), which emphasized the formality of the setting in the instance (n).

Additionally, the semantic feature [true] was presented in sentences (c), (g), (k), and (o) with different constructions. This semantic feature aims to present a fact or an existing condition which the speaker believed. Sentence (c), *Vic* ***admitted/ confessed*** *what he had tried to deny was in fact true,* showed that the speaker verified something he did not want to admit/ confess was a truth. Sentence (g), *Jason* ***admitted/ confessed*** *that he still has a lot to learn,* presented the speaker *Jason* acknowledged a truth that he was not perfect that he still needed to improve on something. Sentence (k), *The manager said the arrangement was generally* ***admitted/ confessed*** *to be reasonable,* presented the condition that the manager considered the arrangement was sensible, which highlighted the fact the manager believed. As for the instance (o), the speaker *his wife* verified the situation that it was difficult to communicate with him. The condition that the speaker believed was emphasized.

Lastly, the semantic feature [embarrassing] in the instances (d), (h), (l), and (p) was stressed with certain words. In sentence (d), the word *shame* was used to form the embarrassing condition that the speaker verified that he had done something to the children. In example (h), the words *simple math* highlighted the awkwardness of a situation due to *Toby*'s inability to do simple math. The existence of the adjective *simple* exaggerated his degree of embarrassment. Third, in the example (l), the specific word *shameful* worked as the word *shame* in the example (d) to project the embarrassing feeling the speaker possessed. Finally, the term *secret affair* in the instance (p) highlighted the speakers' embarrassment. It was truly an awkward situation that the wife verified that she had cheated on her husband and had an extramarital affair even with her husband's co-worker.

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For hypothesis, we predicted that English native speakers' word selection of ADMIT or CONFESS would be influenced by syntactic structures and semantic features simultaneously. In terms of the first two semantic features, [wrong] and [wrong (formal)], we manipulated these two semantic features to examine their influence on native speakers' word selections in different syntactic structures. First, in the *what*-clause and *that*-clause, we predicted the responses would be only influenced by semantic features because these two constructions collocate with both ADMIT and CONFESS frequently based on the corpus result. In other words, the semantic features involved in the instances were the key elements influencing native speakers' preference in their responses. Thus, in the two constructions, we predicted that the native speakers' preference of the responses might depend on the different semantic features highlighted in the sentences: [wrong] for *admit* and [wrong (formal)] for *confess*. For example, instances (a) and (e) present the semantic feature [wrong], which was extracted from the definition of ADMIT. Accordingly, the native speakers' preference in responses might go to *admit* rather than *confess*. On the other hand, examples (b) and (f) demonstrate the feature [wrong (formal)], so the native speakers in the study might show a tendency of selecting *confess*. As for the following two constructions: [be *admitted to be*] and [V-*ing*], we predicted that the majority of native speakers' responses would be *admit* since the constructions are *admit*-only syntactic structures. To put it differently, in the instances (i), (j), (m) and (n), most of the native speakers in the study might choose *admit*.

As to the two semantic features [true] and [embarrassing], both of them are vague in the dictionary and we hoped that the results can be used to examine whether native speakers can tell the two semantic features clearly. In the constructions [*what*-clause] and [*that*-clause], the word selections were decided by the semantic features since the two constructions frequently collocate with both ADMIT and CONFESS in the BNC. That is, the native speakers' responses depended on the different semantic features: [true] for *admit* and [embarrassing] for *confess.* The instances (c) and (g) display the feature [true] from the definition of ADMIT. Consequently, the native speakers were believed to have a higher probability of choosing *admit* as their

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responses. Moreover, the semantic feature [embarrassing] is shown in the examples (d) and (h) so our assumption is that native speakers might tend to choose *confess* as their responses. On the other hand, in the constructions [be *admitted to be*] and [V-*ing*], we predicted most native speakers in the study might select *admit* as their responses considering that these two constructions are *admit*-only structures according to the results in Chapter 4. Hence, in the sentences (k), (l), (o), and (p), most of the native speakers in the study might choose *admit*.

Given the complexity and difficulty, we only adopt English native speakers as the participants in the survey. Besides, on top of corpus data, we can make prediction and examine how semantic features extracted from dictionaries and syntactic structures influence native speakers' authentic word choices. The results are believed to help us explore more about the usage of the two words. Expected answers are listed in Table 5.4.

Table 5.4 Expected answers

	Expected answer
What-clause + wrong	*Admit*
What-clause + wrong (formal)	*Confess*
What-clause + true	*Admit*
What-clause + embarrassing	*Confess*
That-clause + wrong	*Admit*
That-clause + wrong (formal)	*Confess*
That-clause + true	*Admit*
That-clause + embarrassing	*Confess*
(be *admitted*) *to be* + wrong	*Admit*
(be *admitted*) *to be* + wrong (formal)	*Admit*
(be *admitted*) *to be* + true	*Admit*
(be *admitted*) *to be* + embarrassing	*Admit*
V-*ing* + wrong	*Admit*

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V-*ing* + wrong (formal)	*Admit*
V-*ing* + true	*Admit*
V-*ing* + embarrassing	*Admit*

5.1.3 Procedure

The online questionnaire contained three sections and was presented in Google Form. First, the purpose of the survey and the contact information of the researcher were shown at the very beginning. Then, in section two, the participants needed to provide their basic personal information such as native language, nationality, English proficiency level, and educational level. By choosing a number from 1 to 8, the participants indicated what proficiency level they believed they were at. '1' represented the basic level while '8' was the most advanced level (see Figure 5.1). This section aimed to make sure all participants included in the study are English native speakers.

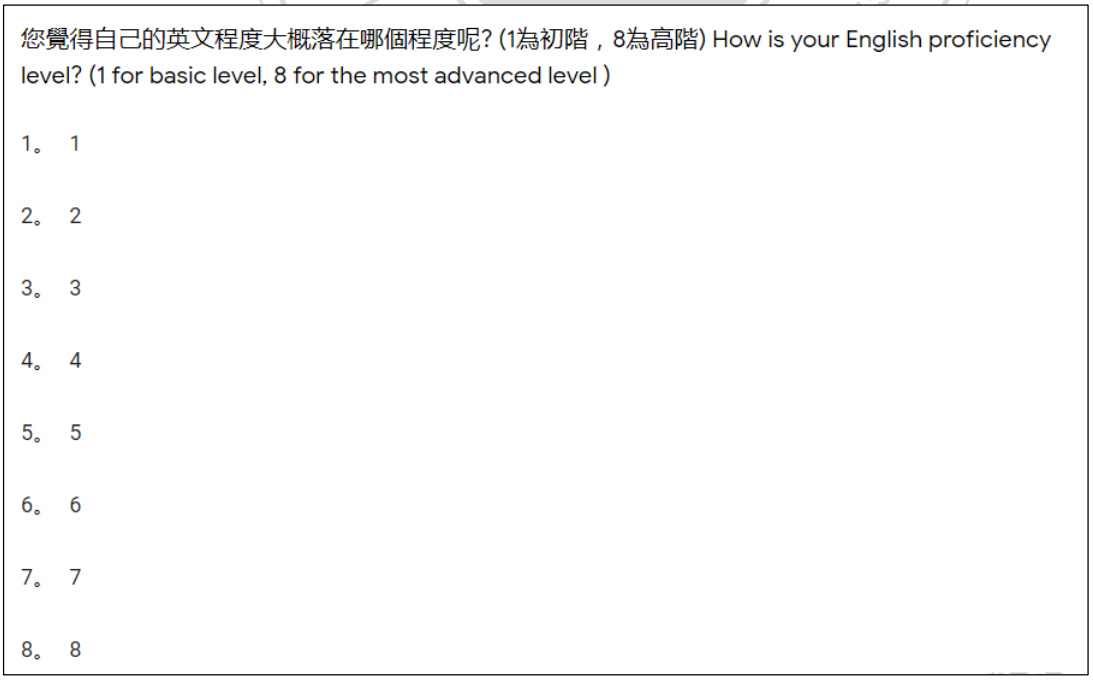

Figure 5.1 Participants' proficiency level

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The last part of the online survey showed the instructions 'It is normal to read similar sentences while answering these questions. There is no absolutely "correct" answer, please fill in the blank by intuition.' Then, 16 sentences were presented in two pages. After reading the sentence one by one at a time, the participants had to choose *admit*, *confess,* or *both* to complete the sentence (see Figure 5.2).

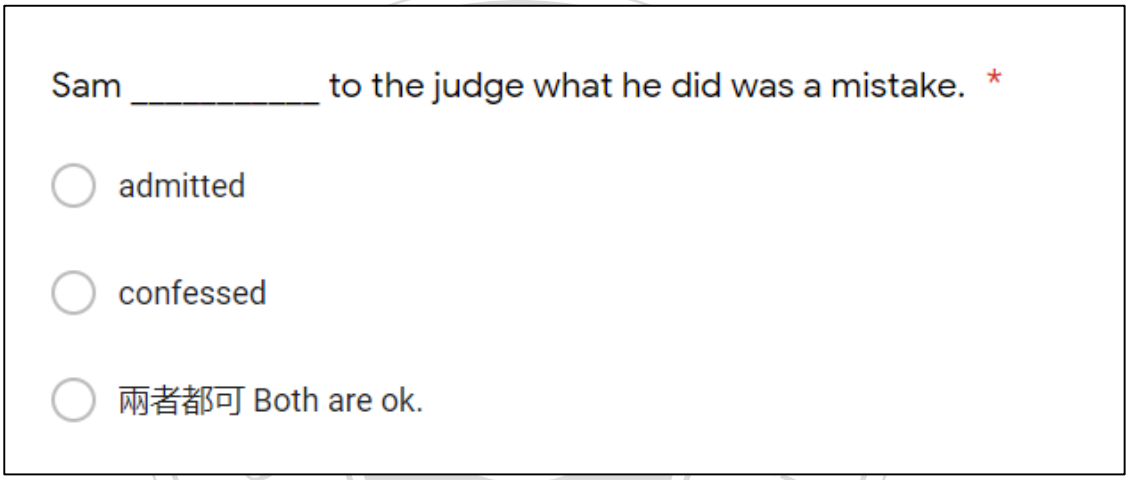

Figure 5.2 Form of question in the questionnaire

In the process of filling out the questionnaire, the participants finished self-paced reading and showed their preference of *admit*, *confess,* or *both* without the limitation of time. Once they finished the questions on the page, they moved on to the next page by clicking on the 'next page' button. The whole questionnaire took less than 10 minutes in average to complete.

5.1.4 Data Analysis

In the study, 157 participants completed the questionnaire and only 131 participants were included for the following analysis. As a result, there were 2,096 valid responses (131*16) in total. After downloading the data into an Excel file, we labeled each participant, proficiency level, nationality, syntactic structure, semantic

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feature, and response. The coding was shown in Table 5.5.

Table 5.5 Coding of the questionnaire

nationality	Syntactic structures	Semantic features	Response
American 1 British 2	*What*-clause 1 *That*-clause 2 *(*Be *admitted) to be* 3 V-*ing* 4	wrong 1 wrong (formally) 2 true 3 embarrassing 4	*admit* 1 *confess* 2 *both* 3

It was noted that proficiency level was not considered as a variable in the study, for that all native speakers believed they were at '7' or '8'. Besides, to show the differences between ADMIT and CONFESS more clearly, the study replaced every record of *both* with one record of *admit* and one record of *confess*, which was shown in Figure 5.3[19]. In this case, each response showed a clear preference of ADMIT or CONFESS. The number of valid responses turned out to be 2,840 records in total.

subject	proficiency	nationality	syntactic s	semantics	response
1	8	1	4	1	1
1	8	1	4	1	2
2	8	1	4	1	2
3	8	1	4	1	1
3	8	1	4	1	2
4	7	1	4	1	1
4	7	1	4	1	2
5	8	1	4	1	1
5	8	1	4	1	2
6	7	1	4	1	2

Figure 5.3 Codes of response

[19] If the three responses: *admit, confess, both* remained separated, the results showed that *both* usually accounted for the highest percentage, which showed no differences between ADMIT and CONFESS.

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It can be seen that in Figure 5.3, two records belonged to subject 1 and their responses showed '1' and '2' respectively, which was the record originally belonged to the response *both*. These 2,840 responses were used to examine the significance among two variables and the responses from the participants through a Chi-Square test within the SPSS.

5.2 Results and Discussion

One hundred and thirty-one participants were involved in the study. With a 4 x 4 design (two variables: syntactic structures and semantic features), 16 questions were created in the study. 131 participants completed 16 questions and the records belonging to the response *both* were replaced by two records that one belonged to *admit* and the other belonged to *confess*. As a result, the study included 2,840 valid responses in total. In the design of the study, syntactic structures and semantic features possibly impacted the participants' word selection on *admit*, *confess* or *both*. The participants' responses to the combinations of four syntactic structures and four semantic features were then examined for significance. The Chi-Square test results of the participants' responses are presented in Table 5.6.

Table 5.6 Chi-Square tests of the combination of variables

Chi-Square Tests				
Syntactic structure		Value	Df	Asymptotic Significance (2-sided)
what-clause	Pearson Chi-Square	22.351	3	.000
	N of Valid Cases	755		
that-clause	Pearson Chi-Square	36.239	3	.000
	N of Valid Cases	775		
(Be *admitted) to be*	Pearson Chi-Square	6.456	3	.091
	N of Valid Cases	582		

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V-*ing*	Pearson Chi-Square	41.499	3	.000
	N of Valid Cases	728		

In Table 5.6, the results showed that three combinations were significant:

(1) [*what*-clause + 4 semantic features] ($\chi 2(3, 755) = 22.351$, $p = 0.000$)

(2) [*that*-clause + 4 semantic features] ($\chi 2(3, 775) = 36.239$, $p = 0.000$)

(3) [V-*ing* + 4 semantic features] ($\chi 2(3, 728) = 41.499$, $p = 0.000$).

Then, we further observed the percentages of responses in all combinations to explore the distribution of the responses. The word selections with the higher percentage in each combination were in bold. The adjusted residual of over 1.96 or less than -1.96 indicated that the case reached significance, which was marked shaded. Table 5.7 shows the results of four syntactic structures and semantic features in terms of the two semantic features [wrong] and [wrong(formal)]in Cross-Tabulation.

Table 5.7 The results of [wrong] and [wrong (formal)] in the Cross-Tabulation

			Admit	***Confess***	**Total**
What-clause	wrong	Count	**65.4% (121)**	34.6% (64)	100% (185)
		AR[20]	3.6	-3.6	
	wrong (formal)	Count	44.7% (84)	**55.3% (104)**	100% (188)
		AR	-2.9	2.9	
That-clause	wrong	Count	**67.6% (125)**	32.4% (60)	100% (185)
		AR	3.2	-3.2	
	wrong (formal)	Count	39.8% (78)	**60.2% (118)**	100%(196)
		AR	-5.8	5.8	
(Be *admitted*) *to be*	wrong	Count	**88.0% (125)**	12.0% (17)	100% (142)
		AR	1.5	-1.5	
	wrong (formal)	Count	**80.4% (119)**	19.6% (29)	100% (148)
		AR	-1.4	1.4	

[20] AR is the abbreviation of adjusted residual.

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V-*ing*	wrong	Count	43.7% (80)	**56.3% (103)**	100% (183)
		AR	-1.6	1.6	
	wrong (formal)	Count	39.8% (72)	**60.2% (109)**	100% (181)
		AR	-2.8	2.8	

Table 5.7 shows that in the constructions what-clause and that-clause, the results are in line with our predictions that CONFESS can be used to convey a more specific meaning than ADMIT. The results of [*what*-clause + wrong] revealed that *admit,* which had an adjusted residual of 3.6, was chosen by 65.4% of the participants while *confess* (adjusted residual= -3.6) was chosen by only 34.6% of the participants. That is, to complete the sentence: *Ted* _____ *what he did was a mistake*, over half of the participants preferred *admit*. As for the combination [*what*-clause + wrong (formal)], both *confess* (adjusted residual=2.9) and *admit* (adjusted residual= -2.9) reached significance. Over 50% of the participants chose *confess* (55.3%) as their response to the sentence: *Sam* _____ *to the judge what he did was a mistake*, while 44.7% of the participants chose *admit.* Based on the results mentioned above, it was noted that *confess* was selected much more in [wrong (formal)] (55.3%) than in [wrong] (34.6%). To sum up, compared to the results in [*what*-clause + wrong], the results in [*what*-clause + wrong (formal)] showed that the participants' preference and acceptability of *confess* increased, which conformed to our previous prediction that CONFESS was specifically used in a formal condition.

As for the second syntactic structure [*that*-clause], the results related to the semantic features [wrong] and [wrong (formal)] conformed to our predictions. First, *admit* accounted for up to 67.6% (adjusted residual = 3.2), which was much more than *confess*: 32.4% (adjusted residual = -3.2) in the combination [*that*-clause + wrong]. Next, the combination [*that*-clause + wrong (formal)] showed that 60.2% of the participants in the survey chose *confess* (adjusted residual = 5.8) as their response to complete the sentence: *Daniel* _____ *to the judge that he made a mistake*, which meant only 39.8% of the participants selected *admit* (adjusted residual= -5.8). The results were in line with our prediction and the tendency is identical to the one in

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the construction [*what*-clause]. Compared to the results in [*that*-clause + wrong], *confess* had a greater possibility being the dominant response in the combination [*that*-clause + wrong (formal)]. This suggested that according to these participants' responses, *confess* was used to describe one had done something wrong, especially in a formal condition.

For the only construction [(be *admitted*) *to be*] not showing significance ($p > .05$) in Table 5.6, it was clear that the adjusted residuals failed to reach significance; however, the tendency of responses could still be generated and explained by observing the percentage of results. This was an *admit*-only construction and the results were identical to our prediction that *admit* occupied over 80% of the responses. It appeared that this construction had greater impacts on the participants' word selection way more than 2 semantic features did. Thus, over 80% of the participants chose *admit* with both semantic features [wrong] and [wrong (formal)].

For the last construction [V-*ing*], this was also an *admit*-only construction but the native speakers in the survey seemed not to prefer ADMIT in these two combinations, which is different from our prediction. In the combination [V-*ing* + wrong], 56.3% of the native speakers chose *confess* as their responses to complete the sentence: *She*_____ *stealing money from the cash counter,* while only 43.7% of the native speakers chose *admit*. Second, to complete the sentence belonging to the combination [V-*ing* + wrong (formal)]: *In the court, she* _____ *stealing money from the cash counter,* 60.2% of the participants chose *confess* (adjusted residual= 2.8) as a response. Only 39.8% of the participants preferred *admit* (adjusted residual= -2.8). In summary, *confess* received more preference than *admit* in both combinations [wrong] and [wrong (formal)], though this is an *admit*-only construction in the corpus data. The potential reasons might be that the present participle can work as a noun. Based on the corpus data in Chapter 4, the syntactic structure [CONFESS + NP] is the third most frequent construction, which can possibly explain the tendency here. Moreover, considering ADMIT and CONFESS show almost identical syntactic patterns, we infer that English native speakers might gradually accept the usage that CONFESS collocates with this construction as well.

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On the other hand, in terms of the other two semantic features [true] and [embarrassing], the results related to each construction in the Cross-Tabulation are listed in Table 5.8.

Table 5.8 The results of [true] and [embarrassing] in the Cross-Tabulation

			Admit	***Confess***	**Total**
What-clause	true	Count	47.0% (95)	**53.0% (107)**	100% (202)
		AR	-2.3	2.3	
	embarrassing	Count	**59.4% (107)**	40.6% (73)	100% (180)
		AR	1.7	-1.7	
That-clause	true	Count	**63.7% (121)**	36.3% (69)	100% (190)
		AR	2.0	-2.0	
	embarrassing	Count	**59.8% (122)**	40.2% (82)	100% (204)
		AR	.8	-.8	
(Be *admitted*) *to be*	true	Count	**87.9% (124)**	12.1% (17)	100% (141)
		AR	1.5	-1.5	
	embarrassing	Count	**80.1% (121)**	19.9% (30)	100% (151)
		AR	-1.5	1.5	
V-*ing*	true	Count	**70.4% (119)**	29.6% (50)	100% (169)
		AR	6.4	-6.4	
	embarrassing	Count	43.6% (85)	**56.4% (110)**	100% (195)
		AR	-1.7	1.7	

In the combinations [*what*-clause + true] and [*what*-clause + embarrassing], the results differed from our predictions. We expected that the tendency of the responses would depend on which word the definition was extracted from. That is, [true] was adopted from the definition of ADMIT so most participants' responses would be *admit*. On the other hand, [embarrassing] was adopted from the definition of CONFESS so most native speakers' responses might be *confess*. However, the results showed reversed tendency. In [*what*-clause + true] combination, only 47% of the

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native speakers chose *admit* (adjusted residual = -2.3) and 53% of the participants chose *confess* (adjusted residual= 2.3) while completing the sentence: *Vic* _____ *what he had tried to deny was in fact true*. In contrast, we expected that more participants might choose *confess* in the combination [*what*-clause + embarrassing]. However, only 40.6% of them selected *confess* (adjusted residual = -1.7) to complete the sentence: *Thomas* _____ *what he did to the little kids was a shame*, and up to 59.4% of the participants chose *admit* (adjusted residual = 1.7) instead. The possible reasons for the reversed tendency might be that the semantic features [true] and [embarrassing] were vague and subjective, which heavily relied on each individual's interpretation. Hence, the percentage of *admit* and *confess* differed from what we had expected.

In the combination of [*that*-clause + true], 63.7% of the participants preferred *admit* (adjusted residual= 2.0) as their response to complete the sentence: *Jason*_____ *that he still has a lot to learn,* which was much more than the number of the participants choosing *confess* (36.3%) and its adjusted residual is -2.0. The combinations [*that*-clause + embarrassing] failed to reach significance. Yet, we can still observe the distribution by the percentage *admit* and *confess* occupied respectively. Based on their responses, the sentence: *Toby* _____*that he didn't really know how to work on the simple math* was completed with *admit* (59.8%) and *confess* (40.2%). Generally, the results were slightly different from our predictions and it revealed that *admit* received more preference in both semantic features [true] and [embarrassing], which suggests that compared to CONFESS, ADMIT contains a larger scope of meaning and was used much more frequently. Namely, CONFESS displayed a more specific meaning and was used less frequently. Take the results of [*what*-clause + true] and [*what*-clause + embarrassing] for example. In the [*what*-clause + true], the percentage of *confess* was only higher than *admit* for 6% while in the [*what*-clause + embarrassing], the percentage of *admit* was much higher than *confess* up to 18.8%. Therefore, we inferred that ADMIT might possess a broader scope of meanings than CONFESS. Furthermore, each individual's interpretation of the semantic features [true] and [embarrassing] might vary from

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person to person. Thus, the tendency might slightly differ from our prediction.

For the two *admit*-only constructions [(be *admitted*) *to be*] and [V-*ing*], the results of the former construction were in line with our prediction while the results of the latter one were slightly different. In the combinations [(be *admitted*) *to be* + true] and [(be *admitted*) *to be* + embarrassing], the results were identical to our predictions that *admit* is the dominant response. Based on the responses, more than 80% of the native speakers in the study chose *admit* to complete the following two sentences: (1) *The manager said the arrangement was generally* _____ *to be reasonable* and (2) *The manager said the arrangement was generally* _____ *to be shameful.* In the combination [V-*ing* + true], 70.4% of the participants selected *admit* (adjusted residual= 6.4) to complete the sentence: *His wife* _____ *having difficulty communicating with him*. On the other hand, in the combination [V-*ing* + true], the sample sentence was: *His wife* _____ *having difficulty communicating with him.* Up to 70.4% of the participants selected *admit* (adjusted residual= 6.4) to fill in the blank in the sentence, while only 29.6% of the participants' word choice went to *confess* (adjusted residual= -6.4). The native speakers' preference of word selection in this combination was clear. Lastly, in the combination [V-*ing* + embarrassing], the sentence: *His wife* _____ *having a secret affair with his colleague* presented the awkward situation that the wife had a secret romance with the husband's co-worker. To fill in the blank, 56.4% of the participants responded *confess* while 43.6% of them chose *admit* instead. In general, the results related to the construction [V-*ing*] were slightly different from our prediction but the distribution of the responses was in line with the semantic features. Additionally, we infer that the construction [V-*ing*] is gradually accepted to be used with CONFESS.

To conclude, in terms of the semantic features [wrong] and [wrong (formal)], the results of the constructions [*what*-clause] and [*that*-clause] are identical and they suggest that CONFESS is used to express a more specific meaning while ADMIT is used to show a more general meaning. The results of the questionnaire were in line with this prediction that *admit* was the dominant choice with the semantic feature [wrong] while *confess* was more frequently chosen with the semantic feature [wrong

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(formal)] in both constructions [*what*-clause] and [*that*-clause]. For the results of the two *admit*-only constructions [(be *admitted*) *to be*] and [V-*ing*], the former showed that the construction had an impact on the word selection much more than the semantic features while the latter indicated that the English native speakers might gradually accept that CONFESS was used in the [V-*ing*] construction. In the construction [(be *admitted*) *to be*], the majority of the participants chose *admit* (over 80%) with whichever semantic features so the option *admit* was undoubtedly in a dominant position. It appeared that the construction had an obviously huge impact on native speakers' word selections while the semantic features did not. The results were believed to enrich the understanding of the syntactic structure. For the other *admit*-only construction [V-*ing*], the results revealed a tendency that was a little unexpected from our prediction. *Confess* became the dominant response in both combinations: [V-*ing* + wrong], [V-*ing* + wrong (formal)]. It seemed that the acceptability and preference of *confess* collocated with the construction [V-*ing*] is getting higher for English native speakers even though this was an *admit*-only construction in the BNC. Besides, that the present participle can work as a noun might be another possible reason. Based on the corpus data in Chapter 4, the syntactic structure [CONFESS + NP] is the third most frequent construction, which can possibly explain the tendency here.

Considering the semantic features [true] and [embarrassing], we predicted that *admit* was the dominant choice with the semantic feature [true] while *confess* was more frequently chosen with the semantic feature [embarrassing]. Nevertheless, the results in the construction [*what*-clause] was different, which suggested that the indistinctness of the semantic features [true] and [embarrassing] might influence the results. Compared to the meaning of [wrong], the definitions of the semantic features [true] and [embarrassing] might be vague. With various personal interpretations, the participants might choose different responses, which might cause the unpredictable results. In the construction [*that*-clause] and the *admit*-only construction [(be *admitted*) *to be*], the results showed that *admit* received more preference in both semantic features [true] and [embarrassing], which suggests that *admit* contains a

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larger scope of meaning. Last but not least, for the other *admit*-only construction [V-*ing*], the results revealed a tendency that was unexpected from our prediction. *Confess* became the dominant response in the combination [V-*ing* + embarrassing] though the construction only collocated with *admit* in the BNC. The potential reason is that the present participle can work as a noun. Based on the corpus data in Chapter 4, the syntactic structure [CONFESS + NP] is the third most frequent construction, which can possibly explain the tendency here. In addition, we inferred that the *admit*-only construction is gradually accepted to collocate with CONFESS as well.

5.3 Summary of the Chapter

The chapter first introduced the methodology of the questionnaire, including participants, materials and design, and procedure. The design of the 16 questions in the survey was explained one by one. Additionally, section 5.2 presented the results of the responses in the Chi-Square test and Cross-Tabulation. In terms of the semantic features [wrong] and [wrong (formal)], the constructions [*what*-clause] and [*that*-clause] generally showed a similar tendency that the semantic feature plays an imperative role in the participants' word selections. CONFESS receives a higher preference with the semantic feature [wrong (formal)] than with the semantic feature [wrong]. In other words, ADMIT is used to express a general semantic feature [wrong] while CONFESS is used to show the more specific semantic feature [wrong (formal)]. For the two *admit*-only constructions [(be *admitted*) *to be*] and [V-*ing*], their results showed reversed tendencies. For the former, the results reveal that *admit* is in the dominant position with whichever semantic features. As for the latter, *confess* received more preference in both semantic features [wrong] and [wrong(formal)] even though the construction [V-*ing*] is an *admit*-only construction based on the corpus data. Given the high overlapped syntactic structures of ADMIT and CONFESS in the corpus, we infer that the *admit*-only construction [V-*ing*] gradually gets the acceptability by English native speakers to be used with CONFESS.

As for the two semantic features [true] and [embarrassing], the results of [*what*-clause] indicated that the definitions of the two semantic features are vague. Thus, the

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participants may have multiple interpretations, which causes the unexpected tendency. As to the results of the construction [*that*-clause], the tendency of the results suggested that ADMIT might contain a larger scope of meaning and possess a much higher usage frequency compared to CONFESS. In the *admit*-only construction [(be *admitted) to be*], the distribution of the responses is identical to the one of the results with the semantic features [wrong] and [wrong (formal)]. It seemed that the construction strongly influenced native speakers' word selection that most of their responses went to *admit* in whichever semantic features. Lastly, the results of the construction [V-*ing*] is slightly different from our prediction but the distribution of the responses is in line with the semantic features.

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CHAPTER 6

CONCLUSION

In this chapter, the conclusion of the study will be presented. In section 6.1, we will summarize the thesis to answer the research questions. In section 6.2, pedagogical implications will be provided for language teachers to teach the syntactic structures of ADMIT and CONFESS. The template includes the frequently-used syntactic structures, the most confusing constructions, and the constructions exclusive to ADMIT or CONFESS, respectively. In section 6.3, some limitations and suggestions for future studies will be shown.

6.1 Summary

The study aims to investigate the near-synonyms ADMIT and CONFESS in terms of their syntactic and semantic structures through a corpus-based linguistic analysis and a questionnaire. The results will be concluded to address the following research questions:

1. What are the similarities and differences between the syntactic structures of ADMIT and CONFESS?
2. What kinds of semantic contexts are ADMIT and CONFESS frequently appearing in?
3. What is the relation between syntactic structures and semantic contexts of ADMIT and CONFESS?
4. Is English native speakers' word selection of ADMIT and CONFESS affected by certain syntactic structures and semantic features?

To answer the First Research Question, we examined each concordance line of ADMIT and CONFESS to categorize their syntactic structures. The results showed that ADMIT and CONFESS perform similarly in terms of patterns and sub-patterns. The two words collocate with four identical patterns and high overlapped top five

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sub-patterns. As for the differences, the sub-pattern [ADMIT + V-*ing*] is exclusive to be used with ADMIT (e.g., *Hayton **admitted** causing death by reckless driving*). That means ADMIT can be used in more types of sub-patterns than CONFESS. Besides, CONFESS can both collocate with the two sub-patterns [CONFESS *to* NP] (e.g., *Marek had **confessed** to the murder of Mills*) and [CONFESS NP] (e.g., *She even begins to **confess** her inner dissatisfaction*) while ADMIT only shows preference of the sub-pattern [ADMIT NP] (e.g., *They **admitted** their part in the escape*). The construction [ADMIT *to* NP] is used frequently when ADMIT refers to the meaning of 'accepting others to enter a place or an organization' but the meaning is excluded from the study. Additionally, in the pattern [ADMIT/ CONFESS + VP], ADMIT and CONFESS show different ways to collocate with *to be*. ADMIT is used in the passive voice [be *admitted to be*] while CONFESS is used in the construction [CONFESS *to be*]. On the whole, ADMIT is used more evenly in the four patterns compared to CONFESS. In other words, CONFESS tends to be used in a more specific way.

The Second Research Question is related to the semantic contexts in which we analyzed each concordance line through two semantic levels. Based on the first semantic level, the contexts can be classified into the [SS] context and the [DSs] context. The definition of the [SS] context means the subject in the main clause is identical to the subject in the complement while the definition of the [DSs] context means the subject in the main clause is different from the subject in the complement. For the second semantic level, there are three types: [action], [feeling], and [state]. Based on the results, both ADMIT and CONFESS show two identical tendencies. First, they both collocate with the [SS] contexts more than the [DSs] contexts. That means the two words mostly used to convey something related to the speakers. Second, the contexts [action] and [state] show a higher frequency than the context [feeling] to collocate with both ADMIT and CONFESS. The context [feeling] is the least used context of ADMIT and CONFESS but it exhibited a slightly higher possibility to be used with CONFESS.

To address the Third Research Question, the top three frequent combinations are listed as follows:

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Table 6.1 the top three frequent combinations

	ADMIT	Freq.		CONFESS	Freq.
1	[CP] + [DSs] + [state]	18%	1	[CP] + [SS] + [state]	19%
1	[(*to*) NP] + [SS] + [action]	18%	2	[(*to*) NP] + [SS] + [state]	12%
2	[VP] + [SS] + [action]	16%	3	[CP] + [SS] + [action]	11%
3	[Ø] + [DSs] + [state]	9%	3	[(*to*) NP] + [SS] + [action]	11%

The results indicated that ADMIT tends to be used in the different patterns more evenly than CONFESS does. Second, ADMIT and CONFESS are used more in the [SS] contexts than the [DSs] contexts. Also, the tendency of CONFESS is much more obvious in comparison to the tendency of ADMIT.

Lastly, the Fourth Research Question is associated with the results of the questionnaire. With the results of corpus analysis, we adopted semantic features from dictionaries to further examine native speakers' word choice of ADMIT and CONFESS. Meanwhile, based on the results of Chapter 4, we chose 4 syntactic structures to design the questionnaire. Due to the complexity and difficulty of the two near-synonyms, we only recruited English native speakers in this questionnaire. The results showed that certain syntactic structures and semantic features truly influenced the participants' responses. First, in the semantic features [wrong] and [wrong (formal)], the results in the constructions [*what*-clause] and [*that*-clause] are in line with our predictions that *confess* can be used to convey a more specific meaning than *admit*. For the *admit*-only construction [(be *admitted*) *to be*], the results are completely identical to our predictions that over 80% of the participants chose *admit* in the semantic features [wrong] and [wrong (formal)]. As for the other *admit*-only construction [V-*ing*], the results are completely different from our prediction. *Confess* received more preference than *admit* did in both semantic features [wrong] and [wrong (formal)], though this is an *admit*-only construction in the corpus. Given that ADMIT and CONFESS show almost identical syntactic patterns, we infer that English native speakers might gradually accept the usage that CONFESS collocates with the construction [V-*ing*] as well.

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Furthermore, in terms of the semantic features [true] and [embarrassing], the [*what*-clause] construction showed the reversed results from our predictions, which indicated the two semantic features [true] and [embarrassing] are vague. For the construction [*that*-clause], we predicted that the semantic feature [true] is for *admit* and [embarrassing] is for *confess*. However, the results showed that *admit* received more preference in both semantic features [true] and [embarrassing], which suggests that ADMIT contains a larger scope of meaning. The *admit*-only construction [(be *admitted*) *to be*] heavily impacted the participants' word selection way more than the two semantic features. Over 80% of the participants preferred *admit* in every combination. For the other *admit*-only construction [V-*ing*], the results are slightly different from our prediction but the distribution of the responses is in line with the semantic features. The results suggest that English native speakers' acceptability of the construction [V-*ing*] used with CONFESS gradually increases.

In conclusion, the results of Chapter 4 and 5 are believed to shed light on the usage of the two near-synonyms. First, ADMIT has a much higher usage frequency than CONFESS does. Second, ADMIT contains more definitions. Next, ADMIT is used to describe a more general meaning (e.g., [wrong]) while CONFESS is used for a more specific meaning (e.g., [wrong (formal)]). Third, ADMIT is used more evenly in the different syntactic patterns while CONFESS shows an obvious tendency to collocate with certain patterns only.

6.2 Pedagogical Implication

In the section, pedagogical implications regarding the constructions of the two words are presented. Based on the results of the study, the two near-synonyms can be used in the various syntactic structures and their construction types are almost identical. Given the high overlapped construction of the two words, we believe that learners should be introduced to the most frequently used constructions first when learning the two words. Second, among all sub-patterns, those constructions with different types of *to* should be emphasized as well since learners might be confused about the function of different *to*. Though *to* looks the same in the different sub-

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patterns, they play different roles in the constructions. Finally, those grammatical patterns exclusive to ADMIT and CONFESS respectively should be organized and put emphasis on to highlight the different usages between the two near-synonyms. After learning these three sections, learners would better understand the similarities and differences between the two words and how to use them naturally.

A teaching material that introduces the constructions of ADMIT and CONFESS is presented in Table 6.2. The most frequently used grammatical patterns for both ADMIT and CONFESS are listed in the first column with sample sentences. In the second column, the constructions with different types of *to* are listed so that learners can easily identify the differences among these *to*. In the third column, we organize the different constructions between ADMIT and CONFESS. With the list, learners can not only understand the frequent usages of the constructions easily but also identify the peripheral differences between the two words. Thus, the table can be used as a template for learners to get familiar with the constructions and make their own sentences as practice.

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Table 6.2 A corpus-based teaching material for the construction of ADMIT and CONFESS

The most frequently-used patterns	**Patterns with different types of *to***	**Patterns exclusive to ADMIT and CONFESS respectively**
1. **[ADMIT/ CONFESS + (*to*$_1$ NP) *that*-clause]** **e.g.** (1) *He* ***admitted*** *to me that he was unprepared.* (2) *He* ***confesses*** *to her that he killed a man.*	**1. *to*$_1$ + a goal** **[ADMIT/ CONFESS + NP1 *to*$_1$ NP2]** **e.g.** (1) *He* ***admitted*** *a crime to a journalist.* (2) *I must* ***confess*** *my mistake to you.*	**Exclusive to ADMIT** **1. [ADMIT + V-*ing*]** **e.g.** (1) *He* ***admitted*** *causing death by reckless driving.* **2. [be *admitted to be*]** **e.g.** (1) *The new law* ***was*** *generally* ***admitted*** *to be difficult to enforce.*
2. [ADMIT/ CONFESS + NP] **e.g.** (1) *He* ***admitted*** *his mistake.* (2) *She* ***confessed*** *her inner dissatisfaction.*	2. ***to*$_2$ + what the subject has done** **[ADMIT/CONFESS + *to*$_2$ V-*ing*]** **e.g.** (1) *He* ***admitted*** *to having the experiments.* (2) *I must* ***confess*** *to experiencing some trouble.*	**Exclusive to CONFESS** **1. [CONFESS *to be*]** **e.g.** (1) *He* ***admitted*** *a crime to a journalist.*

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3. [ADMIT/ CONFESS + (*to*$_1$ NP) a clause] **e.g.** (1) *She* ***admitted*** *she had made a mistake.* (2) *I* ***confess*** *I was a little shaken.*	3. ***to*$_3$ + *be* adjective (used to describe the subject)** **[be *admitted to*$_3$ *be*]/ [CONFESS to be]** **e.g.** (1) *The new law was generally* ***admitted*** *to be difficult to enforce.* (2) *He* ***confessed*** *to be puzzled.*
4. [ADMIT/ CONFESS + Ø] **e.g.** (1) *I don't like him, I* ***admit****.* (2) *They needed him to* ***confess****.*	

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6.3 Limitations and Future Studies

In the present study, we cautiously examined corpus data and the results of the questionnaire to explore the two near-synonyms. However, some limitations still exist in the study. Hence, we will list and discuss them to offer some suggestions for future research.

In terms of corpus analysis, the limited number of concordance lines in the study is the first limitation. With more corpus data included in future research, the results might provide a more convincing and comprehensive tendency of the near-synonyms' usages. Second, we excluded the concordance lines that ADMIT and CONFESS are used in direct speech since ADMIT and CONFESS cannot show their syntactic features in direct speech. Thus, the syntactic structures and the semantic contexts of those instances are not included in the analysis. Yet, the number of this type of concordance lines is many. Hence, future studies can consider including those instances to examine the semantic contexts. Third, there is no spoken data included in the study. Even if the two words are much more frequently used in the written use than spoken use, the inclusion of the spoken data in future studies helps to present the whole picture regarding the usage of ADMIT and CONFESS.

As for the questionnaire, four limitations in the study should be taken into consideration. First, the type of syntactic structure [*what*-clause] included in the questionnaire is different from the type of the construction [*what*-clause] in Chapter 4. In other words, in the corpus data, *what* refers to a noun phrase in the sentence: *Tamar admitted what she had tried to deny,* while *what* is used to introduce a sentence in the questionnaire: *Ted admitted/ confessed what he did was a mistake*. Second, in terms of the semantic features, it is hard to define and identify [true] and [embarrassing] since some instances might contain these two semantic features at the same time. Besides, the included semantic feature [true] should be [true unwillingly] since the meaning [unwillingly] can better display the feature of the whole semantic context based on the definition and sample sentences in the dictionaries. In the current design, the lack of the feature [unwillingly] might influence the results of the study. Third, with the

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limited space of the questionnaire and the purpose to exclude all the other distracting information, we didn't provide a long context for each sentence. In this case, it might increase the difficulty for the participants to show their word selection of *admit* or *confess*. Fourth, the number of the British participants included in the study was few, which might be the potential reason why the number of the combinations in the Chi-Square test reaching significance is less than the responses of the American participants (See Appendix C). Also, the number of the participants with different nationalities was not even (American participants = 96 and British participants = 35). That is, most of the native speakers in the study are Americans. Thus, the results might be slightly affected and hence not showing the whole picture of the use of the two near-synonyms.

Yet, the results of this study still shed light on the perplexing issue of the acquisition of the two words. According to the concept of phraseology, the meaning is constituted by both words and structures. Therefore, it is more suitable for teachers to provide the frequently-used constructions with commonly-used contexts at the same time when teaching the words. If the sample sentences or the teaching materials are designed based on the results, students might possibly learn unconsciously how to collocate syntactic structures and semantic contexts naturally. Furthermore, ADMIT can be taught first since it is more common and widely-used. The context should include syntactic structures, semantic contexts, and semantic features. Next, CONFESS can be taught and teachers can emphasize what exclusive to be used with CONFESS. Based on the results in the study, the two near-synonyms might be considered from the prototypical point of view in the future study.

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Appendix A

Questionnaire

admit 及 confess 的使用情況
How to use "admit" and "confess"?

本問卷為學術性質之研究，目的為了解 admit 及 confess 的使用情況。
此問卷共有 16 題，答案並無對錯之分。
您所提供的資訊將一切保密，請放心作答。
謝謝您的填答。

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指導教授：鍾曉芳 博士
研究生：王慶華 (fearless017@gmail.com)

The main purpose of this questionnaire is to understand how to use "admit" and "confess".
This questionnaire is purely academic; all of your answers will be kept confidential and used only for academic purpose. Thanks for your assistance and support.

National Chengchi University TESOL
Advisor: Chung, Siaw-Fong
Graduate student: Wang, Ching-Hua (fearless017@gmail.com)

基本資料填答 Basic Information

1. 請問您的母語? What is your native language?

A.中文 Mandarin
B.英文 English
C.其他 others

2. 請問您的國籍? What is your nationality?

_____

3. 請問您的性別認同為何? What is your gender?

A. Male
B. Female
C. Nonbinary
D. Agender
E. Bigender

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4. 請問您的年紀? What is your age?
A. 20 years or under
B. 21-30
C. 31-40
D. 41-50
E. Over 50

5. 您的教育程度 What is your educational level?
A. 國中(含)以下 middle school
B. 高中職 high school
C. 大學 university
D. 研究所(含)以上 graduate school

6. 您覺得自己的英文程度大概落在哪個程度呢?(1 為初階，8 為高階)
How is your English proficiency level? (1 for basic level, 8 for the most advanced level)
A. 1
B. 2
C. 3
D. 4
E. 5
F. 6
G. 7
H. 8

請閱讀完以下題目後，將您認為最適合的答案勾選以填入句子中。此問卷共有 16 題，作答時會看到相似的句子，實屬正常，請依照您的直覺回答，答案並無對錯之分。
Please read the following sentences and choose the most suitable answer to fill in the blank. There are 16 questions in total. It is normal to read similar sentences while answer these questions. There is no absolutely "correct" answer, please fill in the blanks by intuition.

1. Daniel_____ to the judge that he made a mistake.
A. Admitted
B. Confessed
C. Both are ok.

2. Ted _____ what he did was a mistake.
A. Admitted
B. Confessed
C. Both are ok.

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3. Toby _____ that he didn't really know how to work on the simple math.
A. Admitted
B. Confessed
C. Both are ok.

4. Jason _____ that he still has a lot to learn.
A. Admitted
B. Confessed
C. Both are ok.

5. Vic _____ what he had tried to deny was in fact true.
A. Admitted
B. Confessed
C. Both are ok.

6. The arrangement was generally _____ to be wrong.
A. Admitted
B. Confessed
C. Both are ok.

7. She _____ stealing money from the cash counter.
A. Admitted
B. Confessed
C. Both are ok.

8. The manager said the arrangement was generally _____to be reasonable.
A. Admitted
B. Confessed
C. Both are ok.

9. His wife_____ having difficulty communicating with him.
A. Admitted
B. Confessed
C. Both are ok.

10. The manager said the arrangement was generally _____ to be shameful.
A. Admitted
B. Confessed
C. Both are ok.

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11. In the court, she _____ stealing money from the cash counter.
A. Admitted
B. Confessed
C. Both are ok.

12. His wife _____ having a secret affair with his colleague.
A. Admitted
B. Confessed
C. Both are ok.

13. Sam _____ to the judge what he did was a mistake.
A. Admitted
B. Confessed
C. Both are ok.

14. Nick _____ that he made a mistake.
A. Admitted
B. Confessed
C. Both are ok.

15. Thomas _____what he did to the little kids was a shame.
A. Admitted
B. Confessed
C. Both are ok.

16. The judge declared the arrangement was generally _____to be wrong.
A. Admitted
B. Confessed
C. Both are ok.

Thanks for your assistance and support.

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Appendix B

English native speakers' basic personal information

English native speakers' basic personal information

subject	native language	nationality	Age	gender	proficiency level
1	English	American	21-30	Female	8
2	English	American	over 50	Male	8
3	English	American	21-30	Female	8
4	English	American	31-40	Female	7
5	English	American	21-30	Male	8
6	English	American	21-30	Female	7
7	English	American	21-30	Female	8
8	English	American	21-30	Male	8
9	English	American	21-30	Female	8
10	English	American	21-30	Female	8
11	English	American	31-40	Female	8
12	English	American	31-40	Female	8
13	English	Canada	31-40	Male	7
14	English	British	41-50	Male	7
15	English	American	31-40	Female	8
16	English	American	21-30	Female	8
17	English	American	31-40	Female	8
18	English	American	21-30	Male	8
19	English	American	21-30	Female	8
20	English	Canada	20 years or under	Female	8
21	English	American	21-30	Female	7
22	English	American	20 years or under	Female	8
23	English	British	31-40	Female	8
24	English	American	over 50	Female	8
25	English	British	41-50	Male	7
26	English	American	21-30	Male	8
27	English	British	31-40	Male	8
28	English	American	21-30	Male	7
29	English	American	31-40	Male	8
30	English	American	21-30	Male	8
31	English	American	21-30	Male	7

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32	English	British	41-50	Male	8
33	English	American	20 years or under	Male	7
34	English	American	31-40	Male	8
35	English	American	20 years or under	Female	8
36	English	British	31-40	Male	8
37	English	American	21-30	Female	8
38	English	American	31-40	Male	8
39	English	American	21-30	Male	8
40	English	Canada	over 50	Male	8
41	English	American	21-30	Male	8
42	English	Canada	21-30	Female	8
43	English	British	31-40	Male	7
44	English	British	21-30	Male	8
45	English	British	21-30	Female	8
46	English	American	31-40	Female	7
47	English	American	41-50	Female	7
48	English	American	21-30	Female	8
49	English	American	21-30	Male	8
50	English	American	over 50	Male	8
51	English	American	over 50	Female	8
52	English	American	over 50	Male	7
53	English	American	over 50	Male	7
54	English	American	21-30	Male	7
55	English	American	over 50	Female	7
56	English	American	21-30	Male	7
57	English	American	21-30	Male	7
58	English	American	over 50	Male	7
59	English	British	21-30	Nonbinary	8
60	English	American	21-30	Female	8
61	English	American	21-30	Female	8
62	English	American	over 50	Male	7
63	English	British	21-30	Female	8
64	English	American	21-30	Female	8
65	English	American	31-40	Male	7
66	English	British	20 years or under	Male	8
67	English	American	20 years or under	Female	8

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68	English	American	20 years or under	Female	8
69	English	American	41-50	Female	8
70	English	American	21-30	Female	7
71	English	American	20 years or under	Nonbinary	8
72	English	British	21-30	Male	8
73	English	American	21-30	Female	8
74	English	American	20 years or under	Male	7
75	English	British	21-30	Male	8
76	English	British	21-30	Female	8
77	English	American	20 years or under	Female	8
78	English	American	20 years or under	Female	7
79	English	American	21-30	Male	7
80	English	American	20 years or under	Male	8
81	English	American	20 years or under	Female	8
82	English	American	31-40	Male	8
83	English	American	20 years or under	Female	7
84	English	American	20 years or under	Female	8
85	English	American	20 years or under	Male	7
86	English	American	31-40	Female	8
87	English	American	over 50	Male	8
88	English	British	20 years or under	Female	8
89	English	American	20 years or under	Female	8
90	English	British	20 years or under	Female	8
91	English	American	21-30	Female	8
92	English	American	31-40	Female	8
93	English	American	20 years or under	Female	8
94	English	American	21-30	Female	7
95	English	American	21-30	Female	7
96	English	Canada	20 years or under	Male	8
97	English	British	20 years or under	Female	7
98	English	British	21-30	Male	8
99	English	British	21-30	Female	8
100	English	British	21-30	Male	8
101	English	American	over 50	Male	7
102	English	British	21-30	Female	8
103	English	British	21-30	Female	8

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104	English	Canada	21-30	Female	8
105	English	American	41-50	Male	8
106	English	British	20 years or under	Female	8
107	English	British	21-30	Male	8
108	English	British	over 50	Female	8
109	English	British	21-30	Male	8
110	English	British	20 years or under	Female	8
111	English	American	41-50	Male	8
112	English	British	21-30	Male	8
113	English	British	31-40	Female	8
114	English	British	21-30	Male	8
115	English	British	21-30	Male	8
116	English	British	20 years or under	Male	8
117	English	American	21-30	Male	8
118	English	British	31-40	Male	8
119	English	Canada	20 years or under	Female	8
120	English	British	31-40	Male	8
121	English	American	31-40	Female	8
122	English	American	20 years or under	Female	8
123	English	American	31-40	Female	8
124	English	American	21-30	Male	8
125	English	American	20 years or under	Male	8
126	English	Canada	21-30	Male	8
127	English	Canada	31-40	Male	7
128	English	Canada	21-30	Female	7
129	English	American	over 50	Male	8
130	English	Canada	21-30	Male	7
131	English	American	20 years or under	Male	7

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Appendix C

The results from the American and British participants in the Cross-Tabulation

All results from American participants in the Cross-Tabulation[21]

		Admit	Confess	Total
What-clause	Wrong	**65.2% (90)**	34.8% (48)	100% (138)
	Wrong (formal)	43.0% (61)	**57% (81)**	100% (142)
	True	46.0% (69)	**54.0% (81)**	100% (150)
	Embarrassing	**60.9% (81)**	39.1% (52)	100% (133)
That-clause	Wrong	**66.9% (93)**	33.1% (46)	100% (139)
	Wrong (formal)	39.6% (57)	**60.4% (87)**	100% (144)
	True	**64.5% (89)**	35.5% (49)	100% (138)
	Embarrassing	**59.6% (90)**	40.4% (61)	100% (151)
(Be *admitted*) *to be*	Wrong	**88.6% (93)**	11.4% (12)	100% (105)
	Wrong (formal)	**80.6% (87)**	19.4% (21)	100% (108)
	True	**89.4% (93)**	10.6% (11)	100% (104)
	Embarrassing	**81.3% (91)**	18.8% (21)	100% (112)
V-*ing*	Wrong	39.8% (53)	**60.2% (80)**	100% (133)
	Wrong (formal)	38.5% (50)	**61.5% (80)**	100% (130)
	True	**70.2% (87)**	29.8% (37)	100% (124)
	Embarrassing	45.2% (66)	**54.8% (80)**	100% (146)

[21] When the adjusted residual is more than 1.96 or less than -1.96, the cell is in shaded.

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All results from British participants in the Cross-Tabulation

		Admit	Confess	Total
What-clause	wrong	**66% (31)**	34% (16)	100% (47)
	wrong(formal)	50% (23)	50% (23)	100% (46)
	true	50% (26)	50% (26)	100% (52)
	embarrassing	**55.3% (26)**	44.7% (21)	100% (47)
That-clause	wrong	**69.6% (32)**	30.4% (14)	100% (46)
	wrong(formal)	40.4% (21)	**59.6% (31)**	100% (52)
	true	**61.5% (32)**	38.5% (20)	100% (52)
	embarrassing	**60.4% (32)**	39.6% (21)	100% (53)
(Be *admitted*) *to be*	wrong	**86.5% (32)**	13.5% (5)	100% (37)
	wrong(formal)	**80% (32)**	20% (8)	100% (40)
	true	**83.8% (31)**	16.2% (6)	100% (37)
	embarrassing	**76.9% (30)**	23.1% (9)	100% (39)
V-*ing*	wrong	**54% (27)**	46% (23)	100% (50)
	wrong(formal)	43.1% (22)	**56.9% (29)**	100% (51)
	true	**71.1% (32)**	28.9% (13)	100% (45)
	embarrassing	38.8% (19)	**61.2% (30)**	100% (49)

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