



Sudan University of Science and Technology

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# **Analyzing and Evaluating EFL learners' Errors while Using Synonyms**

(A Case Study of Sudan University of Science and Technology)

**تحليل وتقييم اخطاء دارسي اللغة الانجليزية لغة اجنبية عند استخدام  
المترادفات**

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in English Language (Applied Linguistic)

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# Dedication

To my father who passed away some years ago, may Allah's mercy and forgiveness be upon his soul, Amen.

To all my Family.

# Acknowledgements

First of all thanks are due to Allah Almighty, then ,I would like to express my gratitude to my supervisor Dr. NajlaTaha for ,her knowledge and skill. Iam appreciative her wisdom, guidance and directions through this study.

Iam thankful to my all friends and colleagues Awatif Alias and Thoyba Khalid for supporting me during the period of all research.Finally my gratitude is conveyed to all teachers at Sudan University of Science and Technology and everybody who has dedicated some of his/her valuable time or effort that have made-this research a reality.

## **Abstract**

This study aims to analyze and evaluate EFL learners 'errors in using synonyms. The study has employed descriptive-analytical method. Furthermore, questionnaire was used as a tool to recognize ways and techniques used by English teachers in teaching synonyms. Another tool that used in this study was a test. The study's population was represented by students of College of Languages and College of Education from students of third year, English Department. Random sample comprising of (25) students from each college were selected. A number of results were reached by the study; some of the most important ones were: students of English understand synonyms and they are able to use them correctly. It was also found out that students of College of Languages are better in acquisition of synonyms than students of College of Education. The researcher recommended the following: EFL learners should use specialized dictionary of synonyms. EFL learners put more efforts to learn how to use synonyms as an integrated part in English language.

## المستخلص

تهدف الدراسة الي تحليل و تقييم اخطاء متعلمي اللغة الانجليزية لغه اجنبيه في استخدام المترادفات . استخدمت الدراسة المنهج الوصفي التحليلي ، كما استخدمت ايضا اداه الاستبانة لمعرفة الطرق التي يستخدمها معلمي اللغة الانجليزية في تدريس المترادفات. وايضا اختبار للطلاب, ومثل طلاب المستوي الثالث لغه انجليزيه بكليتي اللغات والتربيه بجامعة السودان للعلوم و التكنولوجيا مجتمع الدراسة . تم اختيار عينه عشوائيه مكونه من (50) طالب بواقع (25) طالبا من كل كليه . توصلت الدراسة الي عدد من النتائج من اهمها: يستوعب طلاب اللغة الانجليزية المترادفات و يستخدمونها بصورة صحيحة. وجدت الداسه ان طلاب كليه اللغات افضل من طلاب كليه التربيه في استخدام المتادفات. وبناءا علي ما جاء في نتائج الدراسة ، يوصي الباحث بالاتي: علي متعلمي اللغة الانجليزية استخدام قاموس متخصص في المترادفات. علي متعلمي اللغة الانجليزية لغه اجنبيه بزل المزيد من الجهد في كفيته تعلم و استخدام المترادفات لاهميتها في اللغة.

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# **CHAPTER ONE**

## **INTRODUCTION**

# Chapter One

## Introduction

### 1-0 Background:

The term meaning is of course much more familiar to us all, and the term semantics was first used to refer to the development and change of meaning; Certainly the study of the change of meaning can be fascinating.

Semantics is the study of meaning that is used to understand human expression through language .Semantic perhaps is the most difficult part of the linguistics to learn because basically meanings in a language are indefinite or undetermined, remember that language is arbitrary because the relationship between forms and their meanings are sometimes cannot logically proved.

Although a form can have more than one meaning, there is always a primary or original meaning that is express.

Under the subject of semantics, the researcher shall deal with the concept or some relations between words that are, on a narrow interpretation, or called "Sense or lexical relation", such as, "Polysemy, Hyponymy and Synonym ...."

The researcher focuses on Synonyms. Synonyms are words that substitute in a context for other words. Synonyms are words or phrases that mean the same meaning as another words or phrases in the same language.

The original of the word comes from ancient Greek, syn (with) and onoma mean (name). Synonyms can be any part of speech "such as nouns, verbs, adjective, adverbs or prepositions". English rich in synonyms for the historical reason that its vocabulary has come from two different sources, in the early medieval period of Norman French "from Latin and old English" Anglo – Saxon words often with some words being used principally by the Saxon peasantry "folk, freedom,

bowman and their synonyms by the Norman nobility." "People, liberty, archer" (Maja, 2009).

This research is done on the field of Synonyms. The study raises teacher, awareness of students of English, it will develop and promote them.

### **1- 1Statement of the problem:**

The researcher focus on investigating learners of English usage of synonyms. Synonyms is an area of difficulties for EFL learners, because it is difficult to guess, and have no fixed rule to follow and no basic to refer. Using and understanding Synonyms is very important in learning vocabulary, which is regarded as the first step towards fluency in English language.

### **1-2Objectives of the study:**

This study aims to investigate:

- Difficulties that faced learners in using Synonyms correctly.
- The influence of focusing on learning Synonyms upon EFL learners.
- The role of using suitable activities in using synonyms.

### **1-3Question of the study:**

This study is going to provide answers for the following questions:

1. To what extent Do EFL learners use Synonyms correctly?
2. How far the techniques and activities employed by teachers in teaching synonyms are useful for learners' usage of synonyms?

### **1- 4 Hypotheses of the study:**

The researcher assumes the following:

1. EFL learners have difficulties in using Synonyms correctly
2. The techniques and activities that employed in teaching synonyms are not sufficient for student usage of synonyms.

### **1-5 Significance of the study:**

The study is important for the following:

Synonyms are important aspect of language fluency and it enriches vocabularies of EFL learners, which help them to understand their syllabi(four skills).

### **1-6 Methodology of the study:**

The researcher adopted descriptive and analytical method and designed a test which is used as a tool to collect data. The researcher selected the sample randomly, and they are the third level students of College of languages (25) and College of education (25) at SUST they are (50) students. Another tool that used in this study is a questionnaire for teachers of English language at Sudan University of Science and Technology and Omdurman Islamic University. It consisted of (10) items distributed to (20) teachers at SUST and OIC.

### **1-7 Limits of the study:**

The study will be carried out to the following limitations; place is restricted to Khartoum locality, Sudan University of Science and Technology, Faculty of Languages/English department. Time is limited to the academic years( 2017 – 2018) and topic is limited to the Analysis and Evaluation of Errors made by EFL Learners in using Synonyms.

**CHAPTER TWO**  
**LITERATURE REVIEW AND PREVIOUS**  
**STUDIES**

## **Chapter two**

### **Literature Review and Previous Studies**

#### **2.0 Introduction:**

The researcher focuses on relevant fields of semantics, vocabulary. The term semantics and meaning the term semantics is a recent addition to the English language. A detailed account of its history is to be found in Read (1993).

This chapter consists of two parts: theoretical framework and previous studies. In the first part the researcher presents some definitions for synonym, background on vocabulary and lexical relations established as part of literature review. As for the theoretical framework the researcher tried to show some relevant previous studies which carried out by some researchers.

#### **2.1 What is Semantics :**

The meaning of language is always interested to study, since when we learn or use the language it deals with its meaning. The meaning of a language is often seen from the relation of a word with other word. Hurford et.al. (2007) states that the sense of an expression is a semantic relationship of an expression with other expressions in the language.

Semantics is the study of meaning of words, phrases and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean, semantics is the technical term used to refer to the study of meaning. Unfortunately "meaning" covers a variety of aspects of language and there is no very general agreement either about what meaning is or about the way



in which it should be described (Palmer,1977). The meanings of words and sentences in a language can safely be taken as known to competent speakers of the language. Native speakers of languages are the primary source of information about meaning. The student (or the professor) of semantics may well be good at describing meanings, or theorizing about meaning in general, but he has no advantage over any normal speaker of a language in the matter of access to the basic data concerning meaning.

English, like most languages, has a number of different dialects. Just as the pronunciation of English varies from one dialect to another, so there are also differences in the various semantic facts from one dialect of English to another.

Note that we are using 'dialect' in the way normal in Linguistics ,i.e. to indicate any variety of a language, regardless of whether it has prestige or not. In this sense, every speaker, from the London stockbroker to the Californian surfer speaks some dialect (Saeed,2003).

Semantics is defined as the study of meaning of language and the aim of semantics is to explain and clarify the nature of the various kinds of the communication between people made possible by language (Al Busairi, 2010).

## **2.2 Background on vocabulary**

Vocabulary is an important part of language learning and teaching. Student sometimes are considered to have reading problems when in fact they have vocabulary problems which inhibit them from reading and discussing a passage. Researchers have identified vocabulary development as a critical aspect of successful reading and have found reading instruction that focuses on growth of students' vocabulary can result in enhancing their abilities to infer the meaning (Rupley, Logan, Nichols,1998). Vocabulary is linked to all areas of learning. In order to develop students' skills, students need to know a certain amount of words.

When most of us think about language, we think first about words. words alone do not make language; grammar is needed to combine them in some intelligible way. As mentioned before, words do not occur as isolated items but rather with in a complex network. Therefore, knowledge of different levels of lexical items is essential for language to use the target language effectively. However, knowing a word is not an easy process for language learners. The most frequently cited elaboration of what it means to know a word comes from Nation (2001). Nation conceptualized word knowledge as the ability to understand the form of a word while listening or reading, which means receptive knowledge, and the ability to appropriately use the written and spoken form, which means the productive knowledge. He extended the elements of knowledge in to three wider concepts: form, meaning, and use. Moreover, words are relatively easy to learn, and indeed all of us go on learning them all forever. They are also the least stable part of language. Words come in to being, change their pronunciation and meanings, and disappear completely-all with comparative ease. yet it is true that the vocabulary is the focus of language. it is in words that sounds to e and meanings, interlock to allow us to communicate with one another, and it is words that we arrange together to make sentences, conversation, and discourse of all kinds. thus we have a paradox in that the most ephemeral part of language is also the center where meaning, pronunciation and grammar come together (pyles and alago, 1970).synonyms is involved in vocabulary. It is used to explain and interpret some meanings of language. Thus these relations save learners, time for looking several words upon dictionary. Vocabulary plays an important role in language teaching. All EFL teachers know that students must learn a great deal of words that are common to speakers and writers of English use to communicate. The importance of vocabulary teaching is one of the curriculum areas, which is recognized among teachers and students. In spite of this, vocabulary learning and teaching was given little or no attention in the past. Until the mid 1980svocabulary was considered to be "neglected aspect" and "poor relationship

with EFL teaching and learning" (Maiguashca,1993; Meara, 1981).Some authors said that it had been given too much attention before and students did not need help to learn words; they could do it alone.

Many factors underlie this belief. Allen (1983) stated that vocabulary was neglected in teachers' preparation programs because teachers felt that grammar should be emphasized more than vocabulary because it was already given too much attention in language. Allen also pointed out that specialists in methodology fear that students would make mistakes in sentence construction if too many words were learned before the basic grammar was mastered. Consequently, teachers were led to believe that it was best not to teach much vocabulary. They also believed that word meaning could be learned only through experience and cannot be adequately taught in a classroom. All these facts are true, in the sense that if students know the meaning of the words without learning the sentence construction they will make mistakes when they put words together in a sentence.

### **2.3 Lexical relations:**

Kreidler (1998) defines lexical or sense relations as "the relations of meaning between words, as expressed in synonymy ,.....etc ."Thus, sense relations can be seen from the similarity of meaning as in synonymy, the inclusion of meaning as in hyponymy, and the oppositeness of meaning as in antonym. Whereas Cruse (2004) classifies sense relations into two classes, i.e. those that express identity and inclusion between word meanings and those that express opposition and exclusion. The second class discusses the sense relations between words whose meaning are opposite or excluded from other words

There is no doubt that lexical units play a great role in shaping the quality of second language acquisition but this importance is not well reflected in the size or type of research conducted on lexical errors. Richards (2002) claims that less attention has been paid to vocabulary than that to other fields of language' such

as grammatical competence, contrastive analysis, reading and writing'. Xiao Ming (2001) relates this neglect to Zughoul's (1991) factors. The first is the influence of the audio-lingual methods which are based on the belief that phonology and syntax are more important than lexis in second language acquisition. A second factor is connected with the result of 'teachers' and 'theorists' reactions against learners' over-exaggeration of vocabulary learning and the teachers' over-emphasis on structure construction'. The third factor, according to Zughoul (ibid.29), is that vocabulary has only been used as a tool to facilitate the study of syntactic and phonological structural topics.

Generally words have denotative meaning (dictionary meaning) and they sometimes have associative meaning (implied meaning). But words also have relations are: synonym , antonym , hyponymy ,prototypes, homophony, homonymy, polysemy , metonymy, taxonomy and collocation .most people think of synonymy as implying having the same meaning, but it is easy to show that synonymy is always partial, never complete," tall" and "high" are usually given as synonyms (Hago,2005).

Words are arbitrary symbols and are independent identities so far as their outer facet-spelling and pronunciation, is concerned-but semantically, all words are related in one way

Another word which is related to other words is related to them in sense, hence sense relations.

- Antonym defined as words that are opposite in meaning, the basic property of words that are antonyms is that they share all but one semantic property. Beautiful and Tall are not antonyms; beautiful and ugly, or tall and short, are. The property they do not share is present in one and absent in the other.

A. The lights are on.

B. The lights are off.

{not A}={B}; {not B}={A}> complementary antonyms.

A. John borrowed a book from Mary.

B. Mary lend a book to John.

{A}={B};{not A}- {not B}> converses.

Collocation refers to the use of words that co-occur together for example; sip coffee/tea.

- Polysemy defined as "word having two or more closely related meanings".

1-The sun is very bright today.

2-She is a very bright student.

bright in (1) means "shining" and in (2) it means "intelligent" .

- **Hyponymy:** defined as the sense relation between two expressions where by the sense of one expression is included in the sense of another.

The meaning of red is included in the meaning of scarlet red-super ordinate term (Heteronym) scarlet-Hyponym of red (kind of red).

Tulip, Ros> Flower.

Lion, Elephant, Mammal> Animal.

Richard and Schmidt (2002) define **synonymy** as "a word which has the same sense,or nearly the same as another word". Take a look at these sentences.

1-The Street is very wide/broad.

2-you have my deep/profound sympathy.

In these examples, each pair of the italic words is synonymous .In (1) wide and broad are replaceable each other and the meaning of the sentence remains the same-Similarly, deep and profound in (2) can replace each other and the meaning of the sentence does not change.

- Homonymy defined as "words which are written in the same way and sound alike but which have different meanings".

Our house is on the west bank of the river.

I want to save my first salary in the bank.

Bank in (1) means "side of a river" and in (2) means "financial institution".

Bank in (1) and (2) are homonyms. They are written in the same way and sound alike, but their meanings are different.

- Homonymy and Synonymy: Actually, homonymy is different from synonymy although both are relations between words .Generally, homonymy is a word that has more than one meaning, where as synonymy denotes two or more words that have approximately the same meaning (Al derson 1984).

Class inclusion relation of kind of is best demonstrated Taxonomies, by Hypoymic hierarchies of names for plants and animals. Cruse (2004)states that "taxonomy is a sub-type of hyponymy" In his other book(1995)he states ,"A useful diagnostic frame for taxonomy is: An X is a kind/type of Y .Take a look at these pairs:

**X**

**Y**

Apoodle is a type of dog

poodle : dog

An orchid is a type of flower

Orchid : flower

A banana is a type of fruit

Banana : fruit

In these examples, each of X is a hyponym of Y' But what distinguishes taxonomy from hyponymy ? Cruse (ibid) states that ".....a taxonym must engage with the meaning of its superordinate in a particular way, by further specifying what is distinctive about it. "

(1) A puppy is a type of dog.

(2) A teenager is a type of person.

The key distinctive characteristics of a poodle is being ' small and having thick curling hair', and poodle makes it more defined as compared to other types of dog as dalmatian and bull dog. On the contrary, puppy does not specify the characteristics of dog as compared to several types of dog as poodle, dalmatian and bulldog . The key distinctive characteristics of puppy in the class of dog is that it only indicates a “ young dog” . Therefore, puppy cannot be said to be a ' type' of dog. Similarly, teenager in sentence (2) is not a type of person since it refers to a person who is between 13 and 19 years old Cruse(ibid).

This Taxonomy shows five ranks: swamp white oak/ white oak/oak/oak/tree/ plant. As we have seen, meaning is also to be found in the context of situation and all the other levels of analysis in the context of situation and all the other levels of analysis as well. Moreover, he was concerned with total distribution but with the more obvious and more interesting co-occurrences, the mutual expectancy of word as he put it (Palmer,1977).

Methods for discovering word sense relations from textual data have been developed in a monolingual as well as in a bi- and multi-lingual context. Monolingual methods are based on the distributional hypotheses of meaning and of semantic similarity, according to which semantically similar words present similar distributional behavior (Miller 1995).

The cooccurrences of the words in texts, or the syntactic frames in which they occur, constitute their sets of context features. The similarity of these sets reveals the similarity of the corresponding words (Church and Hanks, 1990; Dagan et al., 1993; and Lin, 2002).

In a bi-(or multi-) lingual setting, word sense relations can be discovered by using translational information. In this case, the context of the SL words, that serves to calculate their similarity, corresponds to their translation equivalents (TEs) in other languages. The TEs are used to build vectors for the SL words whose similarity shows their semantic relatedness (van der plas and Tiedemann, 2006). However, apart from revealing the relations of SL words, their TEs can also serve to analyze their semantics.

## **2.4 Definitions of synonymy**

Expressions with the same meaning are synonymy. There are two points which should be noted about this definition. First it doesn't restrict the relation of synonymy to lexemes, it allows for the possibility that lexically simple expressions may have the same meaning as lexically complex expressions. Second it makes (identity, not merely similarity), of meaning (Lyons, 1996).

Synonyms are words that substitute in a context for another words. synonym is nothing but the similar meaning of a particular word or its semantic relation. (James and Smith, 2007) , defined synonym is the relationship between two predicates that have the same sense.

So, synonym is a word or a phrase that means the same as another word or a phrase in the same language. Synonyms add interest and life to reading and writing .synonyms can be any part of speech, as long as both members of the pair are the same part of speech, Generally, you wouldn't use more than two synonyms in the same sentence. Instead, to give variety to a paragraph, you'd use a synonym as a similar word to avoid repeating the same words from sentence to sentence or



paragraph to paragraph. An example of synonyms is the words car and automobile .more examples of English synonyms are: noun (student and pupil) verb (buy and purchase) adjective (sick and ill) adverb (quickly and speedily) preposition (on and upon).Note that synonyms are defined with respect to certain senses of words; for instance, "pupil as the aperture in the iris of the eye" is not synonymous with student. Similarly he expired means the same as he died, yet my passport has expired cannot be replaced by my passport has died Nation (ibid).

According to Saeed (2003), synonymy can be defined as a kind of sense relationship between words, in which such words exhibit similar basic sense .Cruse (1986) states that "natural language abhor absolute synonyms, just as nature abhors a vacuum". According to Oxford dictionary ( 2006) , synonym is a word or phrase that has the same meaning as another word or phrase in the same language . Synonymy between two words involves sameness of sense and two words may be defined as synonyms if they are mutually hyponymous. For example, sofa and settee are both hyponyms of furniture and both mutually entailing since if Bill is sitting on a settee is true, then it is true that Bill is sitting on a sofa, and vice versa . Synonyms can be defined as two or more words of the same language, belonging to the same part of speech and possessing one or more identical or nearly identical denotational meanings, interchangeable at least in some contexts, without any alteration on the denotational meaning, but differing in the morphemic, composition ,phonemic shape, shades of meaning, connotations, affective value, style ,valiancy and idiomatic use.

The above definition is perfect, because its containing all features that find and dominant in synonyms.

Although pairs of words we mentioned above are synonyms in English, there is still slight difference in meaning. For example, Christmas and Spring Bank holidays but they are not necessarily part of one's vacation. Similarly, although

youth and adolescent are used to refer to people of the same age, only the word adolescent has the meaning of the word immature in a phrase such as:

He is such an adolescent!

So, some linguists believe that it would be inefficient for a language to have two words or phrases whose meaning is absolutely identical in all contexts. However, there are no real synonyms, that no two words have exactly the same meaning.

Nevertheless, it is true that there are pairs of 'native' and 'foreign' words. Thus we have brotherly and fraternal, buy and purchase, world and universe, and many others. The 'native' words are often shorter and less learned; four-letter words (in the quite literal sense) are mostly from Anglo-Saxon.

However, be maintained that there are no real Synonyms, that no two words have exactly the same meaning. "Ability" and "capacity". For example, are often considered Synonyms; yet there is an important shade of difference between them "ability" is the power to do something; "capacity" is the power to hold something (Christ,1966).

Synonym is used to mean "sameness of meaning". It is obvious that for the dictionary maker. Many sets of words which have the same meaning they are Synonyms, or for Synonymous of one another. This makes it possible for them to define "Gala" as "festivity" or "movies" as "thrush", though there is a little use in this method if neither word is known to the reader, e.g if 'hoastiz' is defined as "stink-bird" or "nerve" as "fim" Of course, dictionaries seldom rely solely on Synonymy but odd descriptive details to enlighten the reader (Palmer,1977).

At the very least two synonymous terms may differ in style or register. So, for example, baby and neonate both refer to newborn humans, but while the neonate was born three weeks premature means the same as the baby was born three weeks premature, What a beautiful neonate! Is distinctly peculiar. Some

synonyms differ in terms of stylistic markedness. Less obvious differences in expressiveness come about through the use of synonyms that indicate familiarity with object being referred to such as the variations of kinship terms: Mother=mum=mummy=ma. Regional and dialectal variations of a language may also give rise to synonyms that may or may not co-occur in the language at large: valley=dale=glen or autumn=fall. Sociolinguistic variation thus plays a very large part in the existence of near synonymy in a language Palmer (ibid).

Synonymy is a relation between predicates, and not between words (i.e. word-forms). Recall that a word may have many different senses; each distinct sense of a word (of the kind we are dealing with) is a predicate. When necessary, we distinguish between predicates by giving them subscript numbers. For example, hide<sub>1</sub> could be the intransitive verb, as in let's hide from Mummy; hide<sub>2</sub> could be the transitive verb, as in Hide your sweeties under the pillow; hide<sub>3</sub> could be the noun, as in We watched the birds from a hide; and hide<sub>4</sub> could be the noun, as in The hide of an ox weighs 200 lbs. The first three senses here (the first three predicates) are clearly related to each other in meaning, whereas the fourth is unrelated. It is because of the ambiguity of most words. The sentence The thief tried to hide the evidence, for example, makes it clear that one is dealing with the predicate hide<sub>2</sub> (the transitive verb). Hide is a synonym of conceal MaCarty(1990).

The following pairs of words share at least one sense in common, but do not share all their senses (i.e. they are like hide and conceal). For each pair: (a) give a sentence in which the two words could be used interchangeably without altering the sense of the sentence-use a slash notation, as we have done in practice above; (b) give another sentence using one of the words where a different sense is involved. As a guide, we have done the first one for you.

(1) deep/profound

(a) You have my deep/profound sympathy.

This river is very deep (This river is very profound is unacceptable.)

Clearly the notions of Synonymy and sense are interdependent. You cannot understand one without understanding the other. These concepts are best communicated by a range of examples. In general, when dealing with sense relations, we shall stick; we admit the existence of many genuinely unclear, borderline cases. In considering the sense of a word, we abstract a way from any stylistic, social, or dialectal associations the word may have- we concentrate on what has been called the cognitive or conceptual meaning of a word. Saeed (ibid).

How many kids have you got?

How many children have you got?

Here we would say that kids and children have the same sense, although clearly they differ in style, or formality. Learning synonyms, through a learner's active analysis of corpus data, may help learners clarify differences in meaning and thus enhance vocabulary competence. Furthermore, words with apparent similarity in L1 meaning should be taught with their typical collocates in context (Harvey and Yuill, 1997; Partington, 1998 ).

## **2.5 Synonym substitution**

Synonym substitution is a strategy created by group of graduate students from the state University of West Georgia , and is conjoined in Elaine Roberts' article (1999), “ Critical Teacher Thinking and Imaginations: uncovering two vocabulary Strategies to increase comprehension” (p.66) .Unlike the other strategies , this strategy requires that students first read the assigned passage or text before new words are introduced . Students then are asked to self-select difficult words from the passage, where they then decide on a definition and check that definition in context or dictionary. Next, students substitute a synonym for

the word in the passage. After, students illustrate their selected word to the rest of the class where they are asked to guess the word. Finally, the word is presented as an analogy. For example, if the difficult words selected were dagger and saber, students could then draw an analogy between “dagger: knife and saber: sword” where old words are connected to new words Roberts (1999) . This strategy is extremely time consuming, but it leads to a significant amount of interaction with words selected; which leads to greater retention and word building. Roberts (ibid) says that the purpose of this strategy is to make comparisons of vocabulary words and their meanings (p.74). A variation of the strategy is to have students work in groups where they select difficult words from a passage and substitute synonyms for difficult words. Next, the group teach the analogies to the class where they illustrate the words and present it in the class. Students will be able to substitute synonyms for difficult words, check them in context and draw analogies between old words and new vocabulary.

## **2.6 types of Synonym**

Synonyms can be classified into two major groups: Absolute synonyms and near synonyms.

### **2.6.1. –Absolute synonyms:**

Also known as complete synonyms are words which are identical in meaning in all its aspects, i.e. both in grammatical meaning and lexical meaning, including conceptual and associative meanings. Synonyms of this type are interchangeable in every way. It is observed that absolute synonyms are rare in natural languages and some people even hold that such synonyms are non-existent. Absolute synonyms are found in the special languages; and restricted to highly specialized vocabulary, such as scarlet-fever/ scarlatina in medicine, and composition/compounding in lexicology, etc.

Pairs of absolute words are frequently found in languages; Loan words may co-exist with native words as alternative. For example ,the recently introduced “mobile” as given an Arabic term (or terms) which differs from one Arab country to another . However, the origin term is used side by side with the two native term or terms. In Sudan the native terms “aljawal” and “almahmmul” co-exist with the foreign “mobile”. Similarly, in the Middle East and Gulf countries more terms are used as “assahrawi” and “alkhlwi” and perhaps others, are used as alternatives (Al busiari,2010). It has been suggested that true or total or absolute synonyms are mutually interchangeable in all their environments .But it is almost certainly the case that there are no total synonyms in this sense.

Ullman points out that "One of the few places where full word synonymy seems reasonable common is to technical vocabulary, giving as example the fact in medicine inflammation of the "blind guts" can be synonymously refer to as either 'caecitis' or 'typhlities'(Ullman ,1957). There are synonyms (words with exactly the same).

Lexemes may be described as absolute synonyms if only they have the same distribution in all their meanings and in all their contexts of occurrence.

Absolute synonymy is defined as almost non-existent. In fact it is probably restricted to highly specialized vocabulary that is purely descriptive (Lyons,1996).

Lyons proposes a different classification of synonyms,"(i)synonyms are fully synonymous if, and only if all their meanings are identical;(ii)synonyms are totally if, and only if they are synonymous in all contexts;(iii)synonyms are absolute synonymous if and only if they are identical on all relevant dimension of meaning"( Cruse 1995).

Murphy showed that “Everybody and everyone are not lexical synonyms since they are not mutually substitutable in every context” (Murphy,2003).

## 2.6.2 near Synonyms:

Also called Relative-Synonyms are similar or nearly the same in (denotation, connotation, and range of application).but embrace different shades of meaning or different degrees of a given quality. Take change/alter/ vary for example. To change a thing is to put another thing in its place; to alter a thing is to make it different from which it was before; to vary a thing is to alter it in different manner and at different times ,e.g. 'A man changes his habits ,alters his conduct, and varies his manner of speaking'. The concept can be expressed in a variety of ways. Synonyms may differ in denotation in the range and intensity of meaning. As for items belonging to synonym sets, there are many different kinds of relations that can be seen. Accordingly, this affects the errors made by L2 learner's One common error is to use a semantically restricted term when a more general one should be used. This is exemplified in \*I have to rectify (instead of correct) my younger brothers all the time. Rectify is restricted in the sense that it is only used with abstract nouns that denote something bad or wrong ,i.e. you can rectify abuses, errors and mistakes, but not brothers. Correct, on the other hand, is a word that can be used to cover a wide range of actions .You can, for instance, correct a person, paper or your watch. There, all of which therefore are hyponyms of the superordinate term correct. For example, one can reform but not emend a person and one can remedy but not redress a situation. This thus means that" hyponyms cannot often be used in all the contexts open to the superordinate. By the same token, co-hyponyms (the entire set of specialized items related to a superordinate) may rarely be used interchangeably" (Martin, 1984) . The near synonyms spectator and onlooker denote yet another semantic distinction. While spectator has the connotation that your presence was planned, onlooker does not .It would therefore be incorrect to say \*One of the spectators was hurt in the accident .Near synonyms in a lexical set may also be distinguished from each other by intensity. In the following synset, in which surprise is the superordinate , there is a clear

increase in intensity :surprise, astonish, amaze ,astound and flabbergast , flabbergast being the strongest of all the items. The choice of synonyms can be also reflect the speaker's attitude. While the verbs persevere and enjoy denote approbation, persist and be subjected to involve negative feelings. Both continue and receive ,on the other hand ,are quite neutral in this respect .Thus , depending on the choice of verb in a sentence like This region enjoys/receive/ is subjected to thirty inches of rain a year, different speaker attitudes may be denoted .Many items in synonym sets also involve more than one semantic contrast (Martin,1984).In Rudzka & Ostyn (1981), for example ,a more detailed analysis than a mere increase in intensity is given of synonym set surprise, astonish ,amaze, astound and flabbergast discussed above:

**Table.(2.1)**An Example of an Analysis of a Lexical Field of Near Synonyms(Rudzka.,1981)

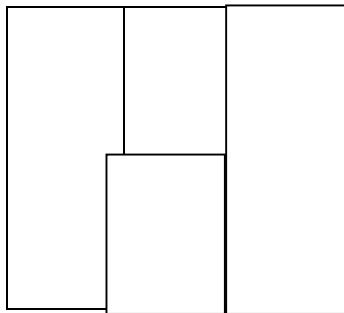
	<b>Affect with wonder</b>	<b>Because unexpected</b>	<b>Because Difficult to believe</b>	<b>So as to cause confusion</b>	<b>So as to Leave one helpless to act or think</b>
surprise	+	+			
astonish	+		+		
amaze	+			+	
astound	+				+
flabbergast	+				+

some are other near synonyms in this field that are also restricted in their use, some words have a wider range of meaning than others .For example, Timid and timorous are Synonymous ,but the former is applied to both the state of mind in which a person may happen to be at the moment, and to the habitual disposition, and the latter only to the disposition .Therefore, timid has a wider range of

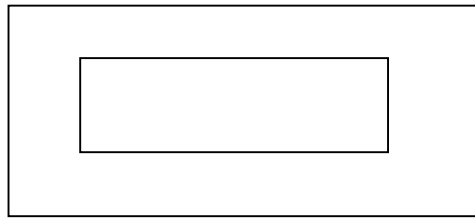


meaning than timorous. It is the same with comprehend and understand. The verb understand is used in a much more extended sense than comprehend. Whatever is comprehended is understood, but in many cases, comprehend cannot take the place of understand. It would be quite correct to say, I did not comprehend his arguments, although I understood the language, and all the sentences. Another illustrative example is the synonymous group of (extend, increase, and expand) they share a general sense but have different implications:

- 1-The company has decided to increase its sales by ten per cent next year.
- 2-The owner of the restaurant is going to extend the kitchen by ten feet this year.
- 3-The metal will expand if heated.



**Extend**



**increase**

**expand**

Difference in connotation by connotation we mean the stylistic and emotive coloring of words. Some words shade one same denotation but differ in their stylistic appropriateness. For example, the words borrowed from French and Latin are generally more formal than native words: answer/respond, storm/tempest, wood/forest, unlike/dissimilar, handy/manual, homely/domestic, fleshy/carnal. In each pair, the first term is native and not style-specific where as the second term is borrowed either from French or Latin and is more formal. These borrowings are more appropriate for formal and technical writing. Difference in application; many words are Synonymous in meaning but different in usage in simple terms. They form different collocations and fit in to different

sentence patterns. For allow and let are Synonyms, but we allow some body to do something and let somebody do something. It is the same with answer and reply .Answer is a transitive verb and takes direct object while reply is an intransitive verb and needs a preposition 'to' to function transitively. Therefore, we say answer the letter but reply to the letter. Nevertheless, answer the door is perfectly all right whereas reply to the door is unacceptable. Sense and meaning are synonymous and interchangeable in some cases.

It is obviously the case that many words are close in meaning, is overlap. There is, that is to say close sense of synonym. This kind of synonymy that is exploited by the dictionary maker for “mature”, possible near synonyms are “adult”, “ripe” and “perfect” . For “govern: we may suggest “direct” “control” , “determine” and “require”, while “loose” has large set of near synonyms such as: “inexact” , “free”, “relaxed”, “vague”, “ lax”, “unbound”, in attentive and slack (Palmer,1977).

## **2.7 Reasons of synonyms:**

English is very rich of synonyms because of borrowing. Therefore, we notice that many words have their Latin-origin synonyms as in buy/purchase; world/universe; kingly/royal; etc.(Sperber& Wilson 1986/1995) in which the use of different expressions in the same contexts is expected to give rise to different inferential effect. A more general approach to synonymy allows there to be degrees of synonymy where this may be considered to involve degrees of semantic overlap and it is this sort of synonymy that is typically assumed by lexicographers in the construction of dictionaries. Kill and murder are strongly but not absolutely synonymous, differing perhaps in terms of intentionality of the killer/murderer and also the sorts of objects such expressions may take(one may kill a cockroach but does not thereby murder it). Some semanticist's thing that there cannot be real synonyms for a number of reasons:

(i) Some sets of synonyms belong to different dialects of the language. For instance, the term Fall is used in (America) and in some western countries of Britain used Autumn.

(ii) Synonyms belong to different styles, and there is a similar situation as in kid (informal), child (formal) and offspring (very formal), (though not with quite the same stylistic characteristics, but differing rather in degrees of formality).

(iii) Some words may be said to differ only in their emotive or evaluative meanings as in freedom and liberty; hide and conceal.

(vi) Some words are collocationally restricted, i.e. they occur only in conjunction with other words as in pretty with woman and handsome with men; and rancid occurs with bacon or butter, addled with eggs or brains.

(vii) Some words are close in meanings, or that their meanings overlap. There is, that is to say, a loose sense of synonymy. This is the kind of synonymy that is exploited by the dictionary-maker: direct, control, determine and require.

## **2.8 Criteria of synonymy:**

.Notional criterion: Synonyms are words of the same category of parts of speech conveying the same notion but differing either in shade of meaning or in stylistic characteristics.

. Semantic criterion: In terms of componential analysis synonyms may be defined as words with the same denotation or the same denotative component but differing in connotations or in the connotative component.

.The criterion of interchangeability: Synonyms are words which are interchangeable at least in some contexts without any considerable alteration in the denotational meaning .

Very little research has investigated the effects of synonymy on vocabulary learning .Higa (1963)found that learning two synonyms at one time is more

difficult than learning two unrelated words, and synonymy has been listed as one of several factors that can make words more difficult to learn.(Laufer,1990) However, to my knowledge, no studies have examined the difficulty of learning a synonym for a known word versus that of learning a non-synonym .This is surprising because learning the synonyms of known words is a very common occurrence in vocabulary learning, and intuitively and logically, learning a synonym would be easier than learning a non-synonym .The present study was designed to determine whether learning synonyms for known second language(L2) words is easier than learning non-synonyms .The reason for this was not to advocate the teaching of synonyms but rather to improve our understanding of the vocabulary acquisition process. If words with known synonyms are learned more easily than words without known synonyms , learning new words would become easier as a learner's vocabulary size increases because more and more words are likely to have known synonyms .Vocabulary difficulty would thus be affected by the amount of prior learning. Learners with larger vocabularies would be able to learn words more easily than learners with smaller vocabularies because increased vocabulary knowledge would help to facilitate learning.

Laufer (1990) reported that synonymy is one of seven interlexical factors that can reduce the chances of vocabulary acquisition. She gave two reasons that synonyms may be more difficult to learn than other words. First ,learners often make mistakes using synonyms because some of them may be substituted effectively in some contexts but not in others. For example, strong and powerful have similar meanings ,but usually tea is only strong, and engines may be powerful but are rarely strong .This is an important point and demonstrates that some synonyms might be more difficult to learn than others because synonyms with similar meanings do not always have the same collocates. Certainly, some words such as good and nice are synonymous in many contexts, while others such

as powerful and strong are synonymous to a lesser degree .The second reason she gave is that less advanced learners are unlikely to try to learn words with similar meanings when they have a greater need to learn unknown L2 meanings. Learning words with known synonyms may be easier than learning words without known synonyms because learners may be able to transfer their knowledge of syntax and collocation from known synonyms to less frequent synonyms .Typically, when learning a non-synonym , L2 learners use their first language(L1)knowledge of that item and information from the context in which it was encountered to help learn that word .While on some occasions, this combination of L1 andL2 knowledge may be sufficient to use or understand the word quickly, more often ,learning the word is likely to be a slow process that involves repeated encounters of the word in context.

## **2.9 previous studies:**

The researcher found some researches written on synonyms and vocabulary in which synonyms is included .Thus the researcher focuses on vocabulary as a relevant field to review previous studies .The previous studies were local and international.

1- (Mohammed, 2014-2015) conducted a study on "Investigating the Understanding and Use of Synonyms and Antonyms of English Language", Sudan University of Science and Technology ,M.A degree . The tool used in the research was a test in third year at Sudan University of Science and Technology. The main finding is that; synonyms and antonyms cause problem in learners.

This study shares some point of view this research, that students face problems in understand and use synonyms.

2-The topic is about “Evaluation Computer Use in Teaching English Vocabulary”, Sudan University of Science and Technology.The tools used in research were test for students and questionnaire for teachers in secondary

schools. The main findings were: Lack of using computer in teaching English vocabulary and students who use computer a void vocabulary mistakes.

The above study related vocabulary to means of technology, to show how a computer facilitates learning English vocabulary. It is relevant to the researcher's topic because synonyms are vocabulary that can be taught by computer to facilitate learning and acquiring new vocabulary.

3- (Majed Alanazi ,2017) conducted a study on "On the Production of Synonyms by Arabic Speaking of EFL Learners" The tools used in research was Translation test for student in third year university at Tabuk University in Saudi Arabi. The main finding were:(1) lack of knowledge of some English lexical items;(2)the fact that many Saudi EFL learners are not aware of the fact that true synonyms which have the same meaning components do not exist;(3)lack of exposure to real-life English sentences (4) L1 interference;(5) lack of focus on the acquisition of vocabulary in schools in Saudi Arabia; and (6) lack of familiarity of the correct collocation in English.

This study shares some point of view this research that many students are not aware of the fact that true synonyms do not exist, and some student's lose concentration on the acquisition of vocabulary.

4- (Stuart Webb,2007) conducted a study on "The effects of synonymy on second-language vocabulary learning " The tools that used in research was tests for Japanese students of English as a foreign language from two first- year classes at a university in Fukuoka, Japan. The results indicate that synonymy may facilitate vocabulary learning, and provide evidence supporting Nation's (1990,2001) theory of learning burden. Nation suggested that the more a word represents knowledge that is already known, the more easily it will be learned.

This study shares some point of view this research synonyms is involved in vocabulary, and it is used to explain and interpret some meanings of language

.Thus these relations save learners, time for looking several words upon dictionary.

**CHAPTER THREE**  
**METHODOLOGY**



# Chapter Three

## Methodology

### 3.0 Introduction

This chapter gives account of methodology. In this chapter the researcher shows all the steps that were undertaken from the beginning up to the end of the research. This methodology was use by the researcher to achieve the required objectives. It consisted of method, tool, population, sample, validity and reliability of the tool and procedures.

### 3.1 Research methods

The researcher used the quantitative study. It was also descriptive and analytical method. The quantitative method was used to show the number of respondents and their percentages in each of the result. Then all issues were judged and discussed to arrive at a whole judgment to confirm or reject the hypotheses. Data were analyzed by using the Statistical Package for the Social Sciences (SPSS).

### 3.2 Tools of the study

#### 3.2.1 Test

A test was used as a tool to collect the required data. The test was constructed to obtain data from students of third year, English Department, College of Languages at (SUST).

The test contained four key questions: some in the understanding of synonyms and the other in use of synonyms. Each major question of the test consisted of (5) items hence there are twenty items.

All the students are aged between (16 to 23) years old , the academic level of the students was good and they taught English as a second language .The students were helpful and happy. Therewere some questions from the students on the

meanings of some words, enough time was devoted to students (test); about half an hour.

The test papers were collected individually. All the copies were gathered and obtained by this way .Thus proper context was produced for the test of the study.

### **3.2.2 Questionnaire**

Another tool that had been used in this study is a questionnaire for teachers at Sudan University of Science and Technology (SUST) and Omdurman Islamic University (OIU) . It consisted of (10) items distributed to (20) teachers, at (SUST) and (OIU). The teachers' questionnaire was administered to teachers by hand, and was given up to 2 days to respond to the statements, one form was returned unfilled, and 3 were lost.

### **3.3 Population and sample of the study**

The population of the study includes EFL learners at (SUST) in Khartoum state, the researcher used a random sample, and selected randomly third year students of English at university.

This sample consists of (50) male and female students, (25) were college of languages and the other (25) from college of education.

### **3.4 Procedures**

The information of the test was based on synonyms; it was collected from an easy dictionary of synonyms. It was also typically gathered from reference 'Semantics'; a course book (2010).

The test distributed to (50) students (male and female) at third year in (SUST). According to this, the researcher designed a test of two varieties. Synonyms, and vocabulary comprehension. The two varieties mentioned above, are an attempt to make the test objective and more reliable, to be more accurate test was analyzed statistically. The room was large and good, the weather was nice, the students were unstressed, relaxed doing the test, the respondents sat on comfortable seats. And the researcher distributed the test papers to (50) students, the total of students

were (100) students, in the different rooms but in the same conditions. The researcher selected them randomly to choose the exact sample of the study. All participants were native speakers of Sudanese Arabic, who were learning English as a foreign language under similar conditions.

### **3.5 Test validity and reliability**

Validity and reliability are closely related to assessment of any test which is supposed to yield reliable and valid data. There for, the validity and reliability of the test in the present study have been measured in the following sections.

#### **3.5.1 Reliability**

Reliability of a test is that the test should be administered to (50) students ( male and female ) at third year in (SUST) . According to this, the researcher designed a test of two varieties. Synonyms, and vocabulary comprehension.

Then after a week, it was administered gain for the same group in the same conditions .Each major question of the test consisted of (5) items hence there are twenty items.

The purpose of the testing and retesting is to assess and identity the reliability of the test. A reliability analysis for the test and retest scores has been conducted to measure the reliability coefficient of the test.

In this study reliability analysis has been used to measure the correlation between yields the same sources if it is given to the same set of students in the same conditions in the future. In other words, reliability concerns the consistency of the test judgments and results. The value of good reliability ranges between (0-1).

The researcher chose Cronbach's Alpha to measure the reliability of the test. That method depends on correlation. Also it is based on standardized items of the test. The reliability of the test is 0.90 this mean that the test is reliable. The

correlation of each specific item with the some/total of other items in the scale is 0.85 this mean that the questionnaire is reliable.

### **3.5.2 Validity**

Validity concerns the truth of the test and it`s relation to what it is intended to test. The researcher passed the test and the questionnaire to the doctors and got an amendment to them.

The test is this study wills valid if it measures what is supposed to measure, validity is often discussed under the headings: face, construct, predictive, and concurrent.

The results of this investigation prove that the test and questionnaire used in this study are valid, because it measured what is supposed to measure and is free from systematic errors.

**CHAPTER FOUR**  
**DATA ANALYSIS AND DISCUSSION**

# Chapter four

## Data Analysis and Discussion

### 4-0 Introduction

Chapter four is useful as it shows study questions, tables of test results, discussions and testing hypotheses. The tables are discussed to provide answers for the study questions. So, the results of the test are obtained .Then the researcher confirms or rejects them due to the obtained results of the study.

### 4-1 Analysis of the Test

A test was use as a tool to collect the required data. The test was constructed to obtain data from students of third year.

Question one: To what extent do EFL learners use synonyms correctly? This is the first study question .It is answered through the discussion of the table and master table below.

#### 4-1-1: Data analysis for Students at College of Languages :

**Table (4-1)** Fill in the space with a similar meaning :

Words	Correct		Incorrect		Total No.	
	Freq.	Per. %	Freq.	Per. %	Freq.	Per.
1-glad	17	68.0	8	32.0	25	100%
2-student	17	68.0	8	32.0	25	100%
3-false	18	72.0	7	28.0	25	100%
4-lots	9	36.0	16	64.0	25	100%
5-fast	18	72.0	7	28.0	25	100%
Total	15.8	63.20	9.2	36.60	50	100%

As seen from the above table that the word (false) with higher percentage (72.0%) that due to the word (false) more familiar to the students whereas (glad ,student)with good percentage (68.0%) because no more common, while the word (lots) with low percentage because this word is unfamiliar to the students.

It is clear from the above table that the majority of the respondents answer to question (1) (right) with (63.20%) of the total sample, while the percentage of respondents who answered (wrongly)is (36.80%) of the total investigated sample. From this result students understand synonyms .

**Table (4-2)** Write a suitable word to complete the sentence:

Words	Correct		Incorrect		Total No	
	Freq.	Per. %	Freq.	Per. %	Freq.	Per.
1-(wide / board)	14	56.0	11	44.0	25	100%
2-(deep / profound)	24	96.0	1	4.0	25	100%
3-(extend / increase)	22	88.0	3	12.0	25	100%
4-( hide /conceal)	8	32.0	17	68.0	25	100%
5-(side/edge)	10	40.0	15	60.0	25	100%
Total	15.6	62.40	9.4	37.60	50	100%

As regards table (4-2) that the words (deep, profound)with high percentage (96.0%) are familiar and more uses between students, and (extend, increase) also familiar while the words, while (hide, conceal)with low percentage (32.0%) this means that these words are unfamiliar to students.

It is clear from the above table that the majority of the respondents answered question (2) (true) with (62.40%) of the total sample, while the percentage of respondents who answered (wrongly) ( 37.60%) of the total investigated sample.

**Table (4-3)** Writing the similar meaning:

Words	Correct		Incorrect		Total No	
	Freq.	Per. %	Freq.	Per. %	Freq.	Per.
1- large	17	68.0	8	32.0	25	100%
2- fall	13	52.0	12	48.0	25	100%
3- man	5	20.0	20	80.0	25	100%
4- hide	2	8.0	23	92.0	25	100%
5- begin	21	84.0	4	16.0	25	100%
<b>Total</b>	11.6	46.40	13.4	53.60	50	100%

As regards table (4-3) that the word (begin) with high percentage (84.0%) is familiar and more uses between students, and (large) also familiar with percentage(68.0%), while the word (hide)with low percentage (8.0%) this means that these words unfamiliar to students. The majority of students failed to know some words and put them in sentences.

It is clear from the above table that the majority of the respondents answered question (3) (true) with (46.40%) of the total sample, while the percentage of respondents who answered (false) (53.60%) of the total investigated sample.

**Table (4-4)** Matching words with their similar meaning:



Words	Correct		Incorrect		Total No	
	Freq.	Per. %	Freq.	Per. %	Freq.	Per.
1-defeated/ overcome	13	52.0	12	48.0	25	100%
2-lazy/ indolent	15	60.0	10	40.0	25	100%
3-ignore/ avoid	13	52.0	12	48.0	25	100%
4-buy /purchase	17	68.0	8	32.0	25	100%
5-different/ various	16	64.0	9	36.0	25	100%
<b>Total</b>	14.8	59.20	10.2	40.80	50	100%

It is quite clear, from the above table (4-4) most students answers the word (buy/purchase) true because this word is more commonly used with high percentage (68.0%). While these words (defeated/overcome, ignore/avoid) with average percentage (52.0%) because these words are uncommonly used. In this question the majority of students have some problems in knowing some words.

While the results suggest that words with known synonyms are easier to learn than those without, the results do not necessarily discount Laufer's (1990) argument that synonyms are more difficult to learn than non-synonyms. The reason for this is that the present study investigated initial or partial vocabulary learning, while Laufer was referring to gaining full knowledge of a synonym. Both theories could prove correct. One learners have acquired knowledge of the meaning of a word with a known synonym, they instantly gain partial knowledge of it's paradigmatic association, grammar, and syntagmatic association if they can link it with its synonym.

It is clear from the above table that the majority of the respondents answered question (4) (right) with (59.20% ) of the total sample, while the percentage of respondents who answered (false) (40.80%) of the total investigated sample.

#### **4-1-2: Data analysis for Students at College of Education:**

**Table (4-5)** Fill in the space with a similar meaning:

Words	Correct		Incorrect		Total No	
	Freq.	Per. %	Freq.	Per. %	Freq.	Per.
1-glad	19	76.0	6	24.0	25	100%
2-student	18	72.0	7	28.0	25	100%
3-false	13	52.0	12	48.0	25	100%
4-lots	6	24.0	19	76.0	25	100%
5-fast	16	64.0	9	36.0	25	100%
Total	14.4	57.60	10.6	42.40	50	100%

It is apparent as guided by the table (4-5) that the word (glad) with higher percentage (76.0%) that due to the word (glad) more familiar to the students whereas (student) with good percentage (72.0%) because little familiar, while the word (lots) with low percentage because this word is unfamiliar to the students.

It is clear from the above table that the majority of the respondents answered question (1) (true) with (57.60%) of the total sample, while the percentage of respondents who answered (false) (42.40%) of the total investigated sample.

**Table (4-6)** Write a suitable word to complete the sentence:

Words	Correct		Incorrect		Total No	
	Freq.	Per. %	Freq.	Per. %	Freq.	Per.
1-(wide / board)	9	36.0	16	64.0	25	100%
2-(deep / profound)	20	80.0	5	20.0	25	100%
3-(extend / increase)	20	80.0	5	20.0	25	100%
4-( hide /conceal)	8	32.0	17	68.0	25	100%
5-(side/edge)	15	60.0	10	40.0	25	100%
Total	14.4	57.60	10.6	42.40	50	100%

As regards table (4-6) that the words (deep, profound)and (extend/increase) with high percentage (80.0%) are familiar and more commonly used among students, and (side ,edge) also familiar, while the words (hide, conceal)with low percentage (32.0%) this means that these words unfamiliar to the learners.

It is clear from the above table that the majority of the respondents answered question (2) (true) with (57.6%) of the total sample, while the percentage of respondents who answered (false) (42.40%) of the total investigated sample.

**Table (4-7) Write similar meaning for these words.**

	Correct	Incorrect	Total No
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Words	Freq.	Per.%	Freq.	Per.%	Freq.	Per.
1- large	17	68.0	8	32.0	25	100%
2- fall	10	40.0	15	60.0	25	100%
3- man	6	24.0	19	76.0	25	100%
4- hide	7	28.0	18	72.0	25	100%
5- begin	21	84.0	4	16.0	25	100%
Total	12.2	48.80	12.8	51.20	50	100%

As regards table (4-7) that the word (begin) with high percentage (84.0%) is familiar and more uses between students, and (large) also familiar with percentage(68.0%), while the word (man)with low percentage (24.0%) this means that this word is unfamiliar to students. The majority of students failed in knowing some words and put these words in sentences. This due to students lack of concentration and some problem in grammar.

It is clear from the above table that the majority of the respondents answered question (3) (true) with (48.80%) of the total sample, while the percentage of respondents who answered (false) (51.20%) of the total investigated sample.

**Table (4-8) Match these words with its similar meaning**

Words	Correct		Incorrect		Total No	
	Freq.	Per. %	Freq.	Per. %	Freq.	Per.
1-defeated/ overcome	14	56.0	11	44.0	25	100%
2-lazy/ indolent	20	80.0	5	20.0	25	100%
3-ignore/ avoid	18	72.0	7	28.0	25	100%
4-buy /purchase	14	56.0	11	44.0	25	100%
5-different/ various	18	72.0	7	28.0	25	100%
Total	16.8	67.20	8.2	32.80	50	100%

It is quite clear, from the above table (4-8) most students answers the word (lazy/indolent) true because this word is more commonly used with higher percentage (80.0%). While these words (different/various) and (ignore/avoid) with high percentage (72.0%) because these words are commonly used. In this question the majority of students have no problems in knowing some words.

It is clear from the above table that the majority of the respondents answered question (4) (true) with (67.20%) of the total sample, while the percentage of respondents who answered (wrongly) (32.80%) of the total investigated sample.

### **The comparison between the percentages of students at College of Languages and College of Education.**

It is obvious from the percentages between students of languages and students of educations in that the correct answers of languages' students are higher with 63.40% while education's students correct answers were less with 57.60% which indicate that languages' students were better than education's students in the first question.

As shown as from the percentages between languages student and educations student in that the correct answers of languages' students are higher with 62.40% while education's students correct answers were less with 57.60% which indicate that languages' students were better than education's students in the second question .

As evident from the percentages between languages student and educations student in that the incorrect answers of languages' students are higher with 53.60% while education's students incorrect answers were less with 51.20% which indicate that languages' students were not the best than education's students in the third question.

It is clear from the percentage between language student and educations student in that the correct answers of languages' students are less with 59.20% while education's student's correct answers were higher with 67.20% which indicate that education's students were better than languages' students in the fourth question.

This indicates that languages' students were better than education's students in all questions. So the hypothesis one is rejected, then the researcher is not confirms the hypothesis one in the study.

#### **4-2 Analysis of the Questionnaire:**

The second tool that used in this study is a questionnaire for teachers at SUSTand OIU. It consisted to(10)items distributed to(20) teachers.

To know the trends of the responses of the individual sample for each item of the study axis and then use ratios and frequency and the results were as follows:

The frequency distribution of items that measure hypothesis: (The techniques and activities that employed in teaching synonyms are not sufficient for student's usage synonyms).

**Table(4-9) frequency distribution of the axis of hypothesis**

Statements	Disagree		Neutral		Agree		Strangely Agree	
	Freq	Per.	Freq	Per.	Freq	Per.	Freq	Per.
1-Odd words activity is suitable for understanding synonyms.	1	5.0	5	25.0	9	45.0	5	25.0
2-Filling gaps helps to recall synonyms.	2	10.0	4	20.0	7	35.0	7	35.0
3- Rewrite the sentences with the same meaning in new words ,help students to learn synonyms .	0	.0	1	5.0	8	40.0	11	55.0
4-Multiple choice questions are beneficial way to investigate students stock of synonyms	1	5.0	3	15.0	12	60.0	4	20.0
5- Games are interesting for students to understand synonyms	0	.0	9	45.0	8	40.0	3	15.0
6-Matching activities helps student to know synonyms.	1	5.0	1	5.0	11	55.0	7	35.0
7- Using a specific dictionary for synonyms facilitates the learning of this area	2	10.0	2	10.0	6	30.0	10	50.0
8- Giving extra example sentences consolidates learning synonyms	0	.0	6	30.0	8	40.0	6	30.0
9-Explaining meaning of synonyms is the best technique for facilitating the learning of synonyms.	0	.0	4	20.0	6	30.0	10	50.0
10-Using euphemism is smart technique for teaching synonyms.	0	.0	4	20.0	7	35.0	9	45.0
<b>Total Statement</b>	<b>0.7</b>	<b>3.50</b>	<b>3.9</b>	<b>19.5</b>	<b>8.2</b>	<b>41.0</b>	<b>7.2</b>	<b>36.0</b>

### **According to the table (4-9)**

1-The average of teachers who agree and strongly agree to the first statement (70.0)% while the average of the teachers who disagree and strongly disagree are (5.0)% ,either the samples who don't give any certain replies (25.0)%.And this result shows that all the samples are agree that odd words activity is suitable for understanding synonyms, because these activities allow to the students acquiring new words(vocabulary) that makes the skills of listening, speaking, reading, and writing easier perform to a foreign/target language, which is about (70%).

2-Judging by the above table (70.0%) of the respondents do agree and strongly agree to the second statement,while the average of the teachers who disagree and strongly disagree are (10.0)% either the samples who don't give any certain replies (20.0)% .and this result shows that all the samples are agree that filling gaps helps students to recall and may facilitate uses of synonyms, is (70%).

3-It is apparent from the percentage of the above table (95.0%) that teachers who agree and strongly agree to the third statement, while the average of the teachers who disagree and strongly disagree is (0.0) % either the samples who don't give any certain replies (0.5)% .and this result shows that the majority of samples are agree that rewriting the sentences with the same meaning in new words( paraphrase) help students to learn synonyms, is (95%).

4-Glancing at the table and percentage above,(80.0%) of the respondents believe that the multipl choice is useful technique in understanding synonyms. while the average of the teachers who disagree and strongly disagree are (5.0)% either the samples who don't give any certain replies (15.0)% .and this result shows that all the samples are agree that multiple choice questions are beneficial way to investigate students stock of synonyms, is (80%).

5-As many as (55.0%) of teachers who agree and strongly agree to the fifth statement , because the Varity of ways in teaching attracts students attention and



keep them focus, while the average of the teachers who disagree and strongly disagree are (0.0)% either the samples who don't give any certain replies (45.0)% .and this result shows that the majority of samples are agree that games are interesting for students to understand synonyms, teachers use word games to practice and review previously taught synonyms items, is (55%).

6-It is quite apparent from this percentage(90.0%) that the majority of teachers agree and strongly agree to the sixth statement, teachers see this statement is important and must be a part of the teaching synonyms, while the average of the teachers who disagree and strongly disagree are (5.0)% either the samples who don't give any certain replies (5.0)% .and this result shows that the majority of samples are agree that(Matching activities helps students to know synonyms) is (90%).

7-The majority of teachers with percentage (80.0%) who agree and strongly agree to the seventh statement, because the dictionary helps us the very deep differences between words of similar meaning ,while the average of the teachers who disagree and strongly disagree are (10.0)% either the samples who don't give any certain replies (10.0)% .and this result shows that all samples are agree that(Using a specific dictionary for synonyms facilitates) which is about (80%).

8-Guided by this percentage (70.0%) most teachers who agree and strongly agree to the eighth statement, this means that by giving them more example sentences, encouraging students to guess the meanings of new words from sentences, while the average of the teachers who disagree and strongly disagree are (0.0)% either the samples who don't give any certain replies (30.0)% .and this result shows that all samples are agree that(Giving extra example sentences consolidates) is (70%).

9-A considerable percentage (80.0%) teachers who agree and strongly agree to the ninth statement, while the average of the teachers who disagree and strongly

disagree are (0.0) % either the samples who don't give any certain replies (20.0) % .and this result shows that the majority of samples are agree that(Explaining meaning of synonyms is the best) is (80%).this statement help students in understanding synonyms and become easier in use.

10-As seen from this percentage (80.0%) respondents who agree and strongly agree to the tenth statement, while the average of the teachers who disagree and strongly disagree are (0.0) % either the samples who don't give any certain replies (20.0)% .and this result shows that all the samples are agree that(Using euphemism is smart technique for teaching synonyms) is (80%).teachers use this technique to add new words with same meanings.

According to Onions (1966) the replacement of a favorable expression for a more accurate but offensive one.

It is clear through the results of the frequency distribution of the responses of sample members that the majority of the samples agreed on the most of the statements that measure the hypothesis (The techniques and activities that employed in teaching synonyms are not sufficient for students usage synonyms) and the number of (10 items), and a total approval was (77%) .So from this result the hypothesis two is rejected.

## **CHAPTER FIVE**

### **CONCLUSION, RECOMMENDATION AND SUGGESTION FOR FURTHER STUDIES**

# Chapter Five

## Conclusion, Recommendation and Suggestions for Further Studies

### 5.0 Introduction:

This chapter is useful for the following reasons:

It reflects problems of the study. It also suggests proper solutions for them and the section calls for other relevant topics of the study. This section is important: it includes the topic, it shows the end of the study, this chapter provides: Findings, recommendations and suggestions for further studies; the researcher; extracts the findings, recommends to suit them and suggests other topics for further studies.

### 5.1 Conclusions:

The researcher achieved the data analysis and come out with its results.

- 1- Students of English they don't have problems in understanding synonyms.
- 2- Students of English they don't have problems in the use of synonyms.
- 3- Languages' students were better than Educations' students in using and understanding Synonyms.

### 5.2 Recommendations:

To solve the above problems, the researcher recommends that:

- 1- Students should refer to a dictionary of synonyms.
- 2- Students should consult new Cambridge advanced learner's dictionary with CD Room inside.

- 3- Reading helps students to select appropriate words and understand their target language and grammar. This means that students have to focus on reading because they help to understand and use language.
- 4- Taken as whole the results that we must shed light on reading process ,because reading is very important in acquiring vocabulary, and vocabulary is one of the most important aspects in teaching and learning a foreign language .
- 5- Vocabulary makes the skills of listening, speaking, reading, and writing easier to perform .and mastering vocabulary is useful in using and understanding synonyms correctly.
- 6- Teachers must be spending more time teaching words that do not have known synonyms than those that do may be more effective because words with more frequent synonyms may be learned more easily.

### **5.3 Suggestions for studies:**

The topic of the study is

This topic is inclusive. It shows elements of progress and it can be developed. For further studies the researcher suggests the following topics:

- Investigation the understanding and use of collocations.
- Investigation the problems of learning vocabulary items in secondary schools.

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## **APPENDIXES**

Appendix(1)

**Sudan University of Science and Technology**

**College of Graduate Studies**

**Master in English**

**Analyzing and Evaluating EFL learners' Errors While Using  
Synonyms**

**Test for EFL University Studies**

**Name: Umayman ALtaher Abdalla.**

**Year: 2017**

**A) Fill in the space with a word having similar meaning the underlined word:**

1- Mona is glad to see her uncle, She is ..... to meet him.

2- A ..... and student are both learners.

3- David did a false drill, he did it in a ..... a way.

4- There is lots of water and ..... green plants in autumn.

5- I will have my lunch so fast and will return..... .

**B) Fill the spaces below with the suitable words:**

1- The student speak with a ..... (Wide / board) British accent.

2- The scouts are crossing a very ..... (deep / profound) river.

3- The company has decided to ..... (extend / increase ) its sales by ten percent next year.

4- the politicians tried to..... (hide/ conceal) the truth from the public .

5- The house stands at the ..... (side / edge) of the lake.

**C) Write a word with its similar meaning and put each word in sentence.**

1- large ..... ..

2- autumn ..... ..

3- man. .... ..

4- hide ..... ..

5- begin..... ..

**D) Match these words with its similar meaning, number one is done as an example**

No	Word (A)	Similar meaning	(C)
1	start	begin	overcome
2	buy		indolent
3	defeated		avoid
4	lazy		purchase
5	ignore		various
6	different		begin

## **Appendix (2)**

**Sudan University of Science and Technology**

**College of Graduate Studies**

**Master in English**

### **Analyzing and Evaluating EFL learners' Errors While Using Synonyms**

**Name:UmaymanAltaherAbdalla**

**Year:2017**

#### **Objectives:-**

This questionnaire aimed to :

1-Analyse and evaluate errors made by students.

2-Collect English teachers views extend on the suitable activities and techniques in teaching synonyms and to see the to which these activities and tools help in understanding synonyms.

statement	Strongly agree	agree	neutral	disagree	Strongly disagree
1-Odd words activity is suitable for understanding synonyms.					
2- Filling gaps is helps to recall synonyms.					
3- 'Rewrite the sentences with the same meaning in new words(paraphrase) ,help students to learn synonyms .					
4-Multiple choice questions are beneficial way to investigate students stock of synonyms .					
5- Games are interesting for students to understand synonyms .					
6- Matching activities helps student to know synonyms.					
7- Using a specific dictionary for synonyms facilitates learning of synonyms .					
8- Giving extra example sentences consolidates learning synonyms .					
9- Explaining meaning of synonyms is the best technique for facilitating the learning of synonyms .					
10- Using euphemism is smart technique for teaching synonyms. *euphemism is an expression intended by the speaker to be less offensive, disturbing, or troubling to the listener than the word or phrase it replaces.					