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Exploring the Difficulties Encountered by EFL Students in Understanding and Using English Hyponyms and Antony*ms*

استكشاف الصعوبات التي يواجهها ِ طلاب اللغة الإنجليزية لغةً أجنبية في فهم واستخدام الأسماء المشمولة والتضاد في اللغة الإنجليزية

A Thesis Submitted in Partial Fulfillment for the Requirements of M A Degree in English Language (Linguistics)

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DEDICATION

To lovely parents and to my brothers.

ACKNOWLEDGEMENTS

ABSTRACT

This study aimed at exploring the difficulties encountered by E F L students in understanding and using English hyponyms and antonyms. A test was used as a data collection; the test was verified by the four specialists of English language teachers. The study followed the quantitative way method as well as descriptive and analytical method. The sample of the study was limited to the fourth year students at Comboni College, Khartoum .The sample was randomly selected and consisted of (40) students of 4th year. The study arrived at the following results: Firstly, EFL students at Comboni College,(Khartoum)are not able to identify hyponyms correctly, particularly insubordinate and co-hyponyms. Secondly, EFL students at Comboni College, (Khartoum) are not able to use and understand antonyms appropriately. According to above results, the researcher recommended that: Teachers of English should give more exercises to EFL students, so as to be able to identify hyponyms correctly. Secondly, Teachers of English should introduce students' different types of antonyms, so as to facilitate learning process.

المستخلص

هدفت هذه الدراسة لإستكشاف الصعوبات التى تواجه طلاب اللغة الإنجليزية لغة أجنبية في فهم وإستخدام الأسماء المشمولة والتضاد .إستخدم الإختبار أداة جمع البيانات .إتبع الباحث طريقة الكمي؛وصفي وتحليلي لجمع وتحليل البيانات.إنحصرت عينة الدراسة علي طلاب السنة الرابعة بكلية كمبوني ؛الخرطوم. تم إختيارهم بصورة عشوائية وإشتملت العينة علي(أربعين) طالبا لدي المستوي الرابع.توصل الدراسة إلي النتائج التالية: أولاً؛ طلاب اللغة الإنجليزية بكلية كمبوني؛ الخرطوم ليس بمقدورهم التعرف علي الأسماء المشمولة بصورة صحيحة؛بصفةخاصة التوابع والكلمات المشمولة.ثانيا؛طلاب اللغة الإنجليزيةفي كلية كمبوني؛الخرطوم غير قادرين لإستخدام وفهم الأسماء المشمولة بصورة أفضل. إستنادآ للنتائج المذكورة اعلاه؛ اوصى الباحث: أولاً؛ علي لأساتذة اللغة الإنجليزية منح الطلاب مزيد من التمارين ؛ حتي تكون علي دراية بالأ سماء المندرجة بصورة سليمة. علي أساتذة منح مزيد من التمارين ليسهل عملية التعلم.

Definitions of Terms

EFL: Is an abbreviation for English as a foreign language.

SPSS: Statistical package for social sciences.

Sample: Subjects who actually participate in a study.

Validity: Is the extent to which a concept, conclusion or measurement is well-founded and corresponds accurately to the really world.

Reliability: Consistency of results.

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CHAPTER ONE

INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0   Background of the Study

Lexical items are not only used of getting a certain' meanings 'they also have relations.

The meaning "tulip" and "rose "are included in flower, and elephant in mammal. The meanings of "tulip and rose "are included in flowers that are hierarchically hyponyms. The lexical items "old" and young are completely antonyms. This research is done on the hyponyms and antonyms to raise teachers' knowledge and students 'performance in English language.

Hyponyms and antonyms are only the most important of the lexical relations it is possible to identify within the vocabulary of a language.

Hyponym is an important structural principle in many languages with classifiers, while antonym (oppositeness) may be characterized as a relationship of incompatibility between two terms with respect to some given dimension of contrast. An understanding of semantics it is important for understanding language in social contexts, as these are likely to affects meaning, and for understanding varieties of English and affects of style.

It is thus one of the most fundamental concepts in linguistics. The study of semantics includes the study of how meaning is constructed, interpreted, clarified, negotiated, contradicted and paraphrased.

1.1   Statement of the Study Problem

The researcher noticed that, students have problems in understanding and using hyponyms and antonyms in English language so, the researcher would like to discover it.

Using and understanding of hyponyms and antonyms are very interesting in everyday life. If the students do not understand the meaning of hyponym, they might get wrong message. If they do not know how and when to use it, they are sure to give the wrong thought. In both situations, the result is breakdown in communication.

Secondly, the students have insufficient knowledge about hyponyms and Antonyms correctly.

1.2   Questions of the Study

This study sets out to answer the following questions:

1- To what extent are 4th year students at Comboni College able to use hyponyms correctly in writing?

2- To what extent are 4th year students at Comboni College able to use antonyms appropriately?

3-To what extent are 4th year students at Comboni College able to identify different hierarchies of a hyponyms and antonyms correctly?

1.3   Hypotheses of the study

1- E F L students at Comboni College, (Khartoum) are not able to identify hyponyms correctly.

2- E F L students at Comboni College, (Khartoum) are not able to use and understand antonyms appropriately.

3- E F L students at Comboni College, (Khartoum) are not able to differentiate between hyponyms and antonyms.

1.4   Objectives of the Study

This study aims to explore:

1- To explore whether 4th year students at Comboni College are able to use hyponyms correctly.

2- To examine whether 4th year students are able to use antonyms appropriately.

3- To explore whether 4th year students at Comboni are able to identify different hierarchies of hyponyms and antonyms correctly**.**

1.5   Significance of the Study

The importance of this study is to explain:

1- It improves English language teachers to become conscious of their students a weakness and insufficient knowledge of using hyponyms and antonyms exactly.

2- It shows the teachers' competence and students' performance in using and understanding hyponyms and antonyms.

3- It develops vocabularies of English language.

1.6   Methodology of the Study

The researcher adopts the descriptive and analytical method to outline the study. As for data collection, the researcher will design a test for students; researcher will select a random sample. Finally, the result will be use (SPSS) computer program.

1.7   Limits of the Study

This study is limited to exploring the difficulties that encounter E F L students in understanding and using English hyponyms and antonyms. The study is conducted in Khartoum locality at Comboni College, Khartoum 4th year students among 2019/2020.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

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LITERATURE REVIEW AND PREVIOUS STUDIES

2.0Introduction

This chapter discusses the theoretical aspects related to exploring the difficulties encountered by EFL students in understanding and using English hyponyms and antonyms.

It also presents some previous studies which were conducted in the same field.

Part One: Literature Review

Overview:

2.1 Use of Lexical Relation in English Language

According to Mukhalad (2017: 944) lexical relations is one of the most important subfields of semantics which are entirely concerned with approaching the meanings of words through relating them to other words within English sentences. Such relations are manifested according to the type of the relation that a word may have with another word or words as when having two words with close meanings, two words with opposite ones and so on. They play major role in explaining the exact meaning of words in relation to other words and not in relation to the meaning of the word itself. The study aims at exploring such types of semantic relations by showing the main features of lexical relations in addition to surveying their main types that are widely used in the explanation and analysis of the meanings of words. The study focuses in particular on synonyms, antonyms and

hyponyms with various instances. Finally, it aims at showing the importance of lexical semantics in the use of language as well as the analysis of meanings.

2.2 Syntagmatic and Paradigmatic Relations:-

Cruse (1986) carefully details the important types of lexical relations that occur with stressing on paradigmatic and syntagmatic relations. Paradigmatic relations hold between elements that can be substituted for one another in the same context, whereas syntagmatic relations hold between elements that can occur together in the same context. Syntagmatic lexical relations should first of all be seen in contrast to their paradigmatic counterparts, meaning relations such as synonymy, antonym and hyponymy. Both types of lexical relation have their place in a theory of lexical semantics, reflecting different kinds of relationships within a lexical field. For that very reason they also have a very definite importance for lexicographers, for they have to draw on his knowledge of these relations when defining lexical item (ibid). For instance, the word bark, even though it could apply to a number of different animal types, is prototypically associated with dog. This prototypicality in the relationship reaches a degree where it becomes part of the meaning of the verb bark. In a sense then one could say that a dog is the prototypical barker and that an essential meaning relation develops between the two lexical items. Eventually it boils down to the fact that the meaning of one lexical item is encapsulated in the meaning of another (Lyons, 1995). On the other hand, Paradigmatic (vertical) relations are those that bind the elements of a group or a class of lexemes from paradigm of a single world to whole lexical fields.

2.3 The Major Lexical Relations-

Mukhalad (2017:945) compares the major kinds that fall within the lexical relations are various all of which refer to the fact that the meanings of words can be studied, explained and analysed in terms of their relations with other words in

various ways. This section is entirely devoted to survey such lexical relations including synonyms, antonyms and hyponyms.

2.4 Definition of a Hyponym

Hyponymy (Greek hypo-under) is the lexical relation described in English by the phrase kind/type/sort of. A chain of hyponyms defines a hierarchy of elements: sports car is a hyponym of car since a hyponym of car is a kind of car, and car, in turn, is a hyponym of vehicle since a car is a kind of vehicle. Other example of hyponym hierarchies include

. Blues - jazz- music,

.ski- parka- parka-jacket,

.commando- soldier- member of armed forces,

.martini- cocktail- drink and

.paper- back- book.

A standard identification procedure for hyponymy is based on nation of class – inclusion: A is hyponym of B if every A is necessarily a B, but not every B is necessarily an A. For example, every car is a vehicle, but not every vehicle is a car, since there are also buses, motorbikes and truck .Hence, car isa hyponym of vehicle. Furthermore, hyponymy is usually taken to be transitive: if A is a hyponym of B, and B of C, then A is a (more remote) hyponym of C.

The concept of hyponymy can be made intuitively clear on the basis of examples like those given above , and hyponyms in other languages are often easy to identify: in Tzeltl (Mayan, Mexico),for example, chenek' beans, ixim`corn" ti,bal. Meat, and wale sugarcane are among the obvious hyponyms of well lunch bail

food(Berlin 1992:186).But as soon as one tries to make nation of hyponymy explicit various problems are encountered .The definition of hyponymy as class which-inclusion ,for example ,seem to be powerful ,since there are many cases which fit the class –inclusion, definition which could not be described with the formula kind /type/sort(Cruse 1986). For example, as noted by Wierzbicka(1984),every(male)policeman is necessarily someone's son, and not every member of the category 'someone's son 'and we would not want to describe the relation between male policeman and someone's son as an example of hyponymy. W ww d s g/ynn .uni – Paris .t r21-7-2019.

George (2012:118-119) says that, a hyponymy is when the meaning of one form is included in the meaning of another; the relationship is described as hyponymy.

Examples are the pairs: animal/dog/poodle, vegetable/carrot, flower/rose, tree/

banyan. The concept of "inclusion" involved in this relationship is the idea that if an object is a rose, then it necessarily a flower, so the meaning of flower is included in the meaning of raised .Or; rose is a hyponym of flower. When we consider hyponym us connections we are essentially looking at the meaning of words in some type of hierarchical relationship. We can represent the relationships between a set of words such as animal, ant, asp, banyan, carrot and soon. We can

say that "horse is a hyponym of animal "or "cockroach is a hyponym of insect". In

these two examples ,animal and insect are called super ordinate (=higher level)

terms. We can also say that two or more words that share the same super- ordinate term are co-hyponyms .so, dog and horse are co-hyponyms and superordinate term is animal. It is worth emphasizing that it is not only words for "things" that are

hyponyms. Words such as punch shoot and stab, describing "actions "can all be treated as co-hyponyms of the super ordinate term injure.

Ralph w.Fasold/Jeff Connor-Linton(2014:154) affirmthat, a hyponym is a word of another if itssemantic meaning is more specific than the other'. Dog is a hyponym of animal Palmer(2004:85-87) said that a hyponymy involves us the nation of inclusion in the sense that tulip and rose are included in flower, and lion and elephant in mammal (or perhaps animal-see below).Similarly scarlet is included in red .Inclusion is thus a matter of class membership. The 'upper 'term is the superordinate and the 'lower' term the hyponym.

Lyons(1963:70-1) observes that in classical Greek there is a super ordinate term to cover a variety of professions and crafts, 'carpenter,' doctor', flute player' helmsman 'shoemaker', but that would not include doctor, flute player or helmsman. Similarly ,and rather strangely ,there is no super ordinate term for all colour words, red, blue, green, white ,ect.; the term Coloured usually excludes black and white (and grey too) ,or else(used to refer to race),means 'non white'. In one of its meanings it may actually be superordinate to itself in another meaning (though we should usually avoid using both terms in the same context).The word sheep is used for all creatures of certain species; it is super ordinate term of ewe lamb, ramect. There are similar terms pigs for sow, boar, piglet and horse for stallion mare ,colt ,ect. We can, of course avoid the ambiguity of dog by using the term male ;male dog would be the hyponym to contrast with bitch .we can also form hyponym us sets where no single –Word hyponyms exist in English in similar way, e.g. giraffe .male giraffe, female giraffe, baby giraffe. The terms cattle and Poultry are a little odd in that, though they super ordinate .Hyponymy involves entailment .To say this is a tulip entails This is a flower, and, this is scarlet entails this is red. We can formalize the relation between tulip and flower as Ax (T(x)-

F(x)), though such a formula by itself will not bring out the hierarchical classification involved in hyponym, for since a tulip and a flower are also plants ,we can say Ax(T(x)_P(x)),and Ax(F(x)-P(x)),but it must not follow from this that tulip and flower are both co-hyponyms of plant. We need further to specify that flower is an immediate hyponym of plant and that tulip is an immediate hyponym of flower .This kind of analysis forms the basis of Catnap's(1956) meaning postulates, where it is suggested that the meaning of lexical items can be stated in terms of such entailments. Thus, as we saw, x is a bachelor entails x is unmarried (Ax (B(x)-M(x)).In this sense, of course, being a bachelor is hyponym us to being unmarried. Meaning postulates thus essentially treat hyponymy as the basic sense relation. Patrick (2006p: 46-53) says that hyponymy relation is important for describing nouns, but it also figures in the description of verbs and, to a lesser extent, adjectives. It is concerned with the labeling of sub-categories of a word's denotation: what kinds of Xs are there and what different kinds of entities count asYs. For example, a house is one kind of building, and a factory and a church are other kinds of building; buildings are one kind of structure; dams are another kind of structure. The pattern of entailment that defines hyponymy is illustrated in (3.8) If it is true that there is a house next to the gate, then (with respect to the same gate at the same point in history) it must be true that there is a building next to the gate; it cannot be otherwise. On the other hand, if we are given (3.8b) as true information, then we cannot be sure that (3.8a) is true. It might be true, but there are other possibilities: the building next to the gate could be a barn or any other kind of building. That is why the second half of (3.8c) has been scored out; to show that – though it could follow – (3.8a) does not have to follow from (3.8b). Terminology: building is a superordinate2for house and nouns labelling other kinds of building. House, barn, church, factory, hangar and so forth are hyponyms of building. It is possible to generalise about the pattern shown in (3.8): a sentence,

such as (3.8a), containing a hyponym of a given superordinate entails a sentence that differs from the original one only in that the supeordinatehas been substituted for its hyponym, as in (3.8b). The sentence with the hyponym entails the corresponding sentence with the super-ordinate replacing it, but the entailment goes one way only – not from the sentence containing the superordinate. This generalisation is not water-tight. There are some other conditions that would have to be stated, for instance the sentences must not be negative. With reference back to (3.8), if we knew that it was true that there isn't a building next to the gate, and then we could be sure that (talking about the same gate at the same time) there is not a house next to the gate. Because of the negative, not, the entailment goes the other way round: from the sentence with the superodinate to the corresponding one with the hyponym. Incidentally, this highlights the fact that there being a building by the gate is a necessary condition for there to be a house by the gate. If there is no building at the gate, then there cannot be a house there. Intuitively it is reasonable to say that 'building' is a component of the meaning of house: a house is a 'building for living in'. Prototypicality has to be brought into consideration for the has-relation, but is not needed for hyponymy.

2.3.1 Hierarchies of Hyponyms.

According to (Patrick, 2006:48) affirms that, house is a hyponym of the superordinate building, but building is, in turn, a hyponym of the superordinate structure; and, in its turn, structure is a hyponym of the superordinate thing. A superordinate at a given level can itself be a hyponym at a higher level, as shown in figure 3.2.

thing   superordinate of *structure*
  |
structure   hyponym of *thing*; superordinate of *building*
  |
building   hyponym of *structure*; superordinate of *house*
  |
house   hyponym of *building*
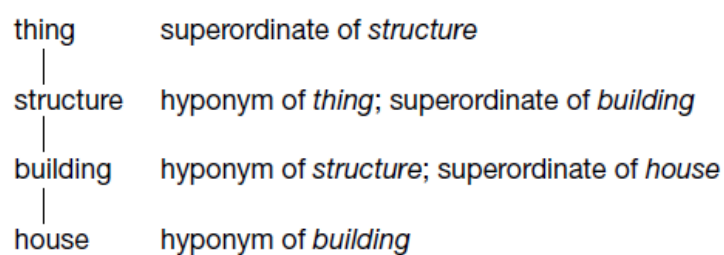
2.3.2. Superordinates can be Hyponyms and Vice Versa.

The hyponymy relation passes through intermediate levels in thehierarchy, which means that house is not only a hyponym of building, but is also a hyponym of building's immediate superordinate, structure; and, via structure, house is also a hyponym of thing. Thing is a superordinate for all the words on lines that can be traced down from it in the hierarchy, and so on, as shown in Figure 3.3.

thing	superordinate of *structure*, *building* and *house* (and some other words)
structure	hyponym of *thing*; superordinate of *building* and *house* (and some other words)
building	hyponym of *thing* and *structure*; superordinate of *house* (and some other words)
house	hyponym of *thing*, *structure* and *building*; superordinate of some other words
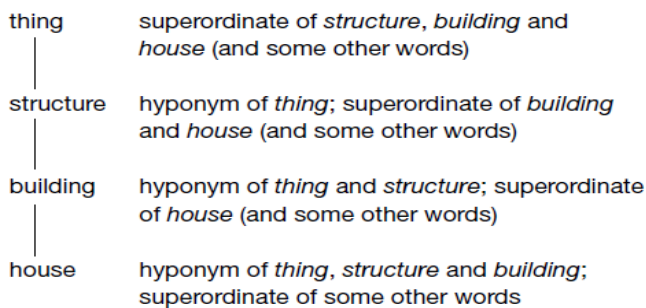
2.3.3 Hyponym Passes through Intermediate Levels.

Patrick (2006:48-49) says that, the significance of hyponymy passing through intermediate levels is that a hierarchy of this kind guarantees numerous inferences. Thus if someone who is speaking the truth tells us about a house, we know, with certainty and without having to ask, that the entity in question is a building, that it is a structure and that it is a thing. The phrase and some other words are used in Figure 3.3 because the diagram shows only a fragment of the hierarchy. There are other kinds of thing besides structures (for example, plants are things); there are other kind of structures besides buildings (for example, dams are structures); there are also words that are hyponyms of house (for example, cottage and bunga-low). It will be seen that this interacts in an interesting way with the has-relation, making further inferences possible. High in the hierarchy, the senses of words (the specifications that determine their denotation;) are rather general and un-detailed, which has the consequence that these words denote many different kinds of entity.

At successively lower levels, the meanings are more detailed and, therefore, the words denote narrower ranges of things (see Figure 3.4)

```
thing          'physical entity'
  |
structure      'thing with connections' = 'physical entity with connections'
  |
building       'structure with walls and a roof' = 'thing with connections,
               with walls and a roof' = 'physical entity with connections,
               with walls and a roof'
  |
house          'building for living in' = 'structure, with walls and a roof, for living in' =
               'thing with connections, with walls and a roof, for living in' = 'physical
               entity with connections, with walls and a roof, for living in'
```

2.3.4 Hyponym Senses Get Successively more Detailed

Patrick (2006:49) clarifies that please take 'with connections' as short for 'with connections between its parts'. Notice that the meaning of a hyponym is the meaning of its immediate superordinate elaborated by a modifier; so the meaning of house is the meaning of building modified, in this case by the modifier 'for living in'. Because building is itself a hyponym one level below structure, its meaning is that of structure plus a modifier, 'with walls and a roof '; and so on. Figure 3.5 shows more of the hyponym hierarchy for nouns in English, though still only a small fraction of it. (Compound words like garden tool and postgraduate enter into semantic relations in the same way as simple words do.)The ways in which Figure 3.5 is incomplete are obvious. There are different kinds of places (islands, summits, fields and villages, for instance).There are different kinds of times (for example, dawn, noon, evening).There are other products besides tools and vehicles (items of furniture, for instance). Buildings and dams are not the only kind of structures that exist (bridges are another). Students are not the only kind ofperson1; and so on. Person appears twice, in recognition of the ambiguity mentioned in physical person', shown in figure3.5 as a person2,a
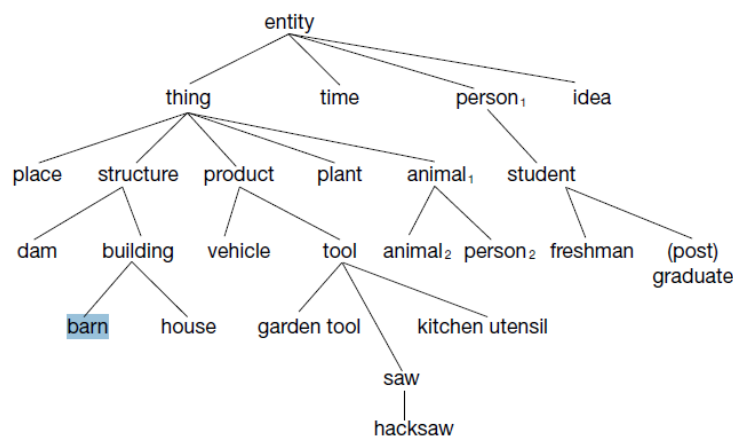
2.3.5 Part of the Hyponym Hierarchy of English Nouns

According to Patrick (2006:50) said that a hyponym of animal 1, and 'psychological individual', shown as person1, the immediate superordinate of student. Animal appears twice in the tree because it has two senses in ordinary English usage: animal1'living thing other than plants', which, of course, includes humans; and animal2'animal1other than humans'. It is person2that bears the has-relation to the body parts discussed .Miller and Fellbaum (1991) report on the development of WordNet, a substantial and systematic computer database of English word meanings. By 1991 Word Net contained entries for more than 54,000 different words. In creating the database, they found that a hyponym hierarchy with twenty-six high-level superordinates, such as time, plant, animal andso forth, 'provides a place for every English noun. The high-est. three levels in Figure 3.5 are largely based on their description of the hyponym hierarchy for nouns in English. To keep the diagram manage-able, however, I have omitted nineteen of their twenty-six high-level superordinates; so Figure 3.5 represents merely a tiny sample of the full picture.

2.3.6 Hyponymy and its Relations

(Patrick, 2006:50:52) states that, two semantic relations should not be confused: hyponymy is about categories being grouped under superordinate terms (for example, tandems, turners and racers are kinds of bicycle; and bicycles, unicycles

and tricycles are kinds of cycle), but the has-relation concerns parts that prototypical members of categories have (for instance, a prototype cycle has wheel(s), a frame, handlebars and pedals; a prototype bicycle has these parts too and also has a chain). Of course, a bicycle does not have tandems, and a chain is not a kind of bicycle, as someone who confused the has-relation and hyponymy might think! There is nonetheless a link between the two relations: hyponyms "inherit" the parts that their superordinates have (Miller and Fellbaum1991: 206). If a prototype superordinate has certain parts then prototype members of that superordinate's hyponyms also have those parts. The information in Figure 3.6 can be used to illustrate this. At the bottom of the hierarchy in Figure 3.6, a prototypical house has a kitchen and at least one bedroom. A prototypical house also has the parts that its prototypical superordinates have: walls and a roof (because proto-typical buildings have those), connections between the parts ("inherited "from structure, one of its higher-level superordinates) and a top, base, front, back and sides (inherited from thing). What has just been said is not offered as a full account of the parts linked to house by the has-relation; for instance, prototypes in the building category also have doors and floors, and prototype houses have those too, by inheritance.

thing	superordinate of *structure*; has a *top, base, front, back* and *sides*
structure	hyponym of *thing*; superordinate of *building*; has *connections*
building	hyponym of *structure*; superordinate of *house*; has *walls* and a *roof*
house	hyponym of *building*; has *bedroom(s)* and a *kitchen*
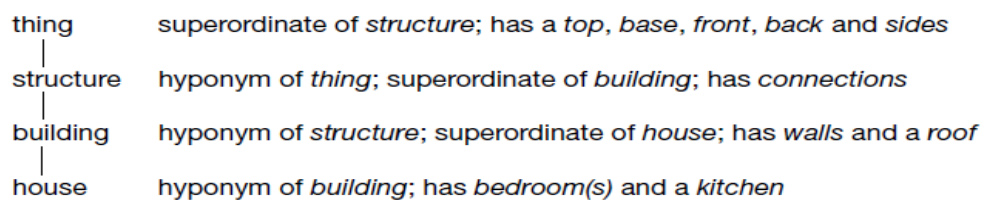
In (3.7) a person (in the sense of a person's body, something that I later labelled person2) was said to have a head, a torso, arms, legs, genitals and a skin. Except for arms and legs, all of these are parts tied to animal1by the has-relation. A prototypical person2 has these parts because of being one kind of animal 1. (You might find it useful to look back to Figure 3.5 tore mind yourself of which senses of animal and person were given which subscripts.) With reference to Figure 3.5, a

prototypical tool has a handle, and prototypical members of hyponyms of tool have handles too, by inheritance. In this way prototypical saws have handles; prototypical garden tools, such as rakes, have handles; prototypical kitchen utensils, such as spatulas and egg whisks, have handles. A non-prototypical kitchen utensil, such as a mixing bowl, however, need not have a handle. For an example from nature, consider the tree name oak.

Meaning of this word comes via the has-relation: a prototypical oak has acorns. A prototypical oak also has a trunk, but this is by inheritance from tree; and, inherited from plant, a prototypical oak has leaves. Note that the inheritance discussed here passes down through hyponymy. It does not pass down to parts of parts. A prototype in the hand category has a palm and fingers, but that does not lead us to expect prototype palms to have their own palm and fingers! As a final point about interactions between the has-relation and hyponymy, it must be pointed out that part words can enter directly into superordinate and hyponym relations. Wrists, knuckles, knees and ankles are hyponyms of the superordinate joint. Limb is a superordinate for arm and leg. Lid is a hyponym of top– it is the 'top of a container.

2.3.7 Incompatibility

According to Patrick (2006:52) a small hyponym hierarchy is shown in Figure 3.7. There are alternative labels and perhaps even different kinds of meals that could have been included (for example, supper, high tea and brunch), but the ones given will do for present purposes.

```
              meal
            ___|___
           /   |    \
    breakfast lunch dinner
```
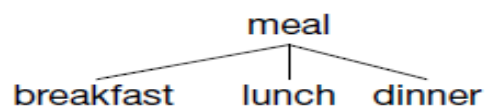
Figure 3.7 some hyponyms of meal breakfast lunch dinner Figure 3.7 Some hyponyms of meal Breakfast, lunch and dinner are hyponyms of meal, their

immediate superordinate word. Hyponymy guarantees that if we hear that some people had a breakfast in Calais, then we know that they had a meal in Calais, because a breakfast is one kind of meal. However, there is no similarly straight entailment from a sentence with the superordinate – from a sentence containing meal to the corresponding sentence with one of its hyponyms. If we are told that some people had a meal in Calais, we cannot conclude, just from that, that they had breakfast there; it might have been a lunch or a dinner. What about relations between hyponyms, like breakfast, lunch and dinner? A semantic relation called incompatibility holds between the hyponyms of a given superordinate. Hyponymy is about classification: breakfast, lunch and dinner are kinds of meal.

Incompatibility is about contrast: breakfast, lunch and dinner are different from each other within the category of meals; they are eaten at different times of day. The pattern of entailment that provides the test for incompatibility is exemplified in (3.9).

The six entailments in (3.9d) capture the fact that (provided the reference of this stays constant), if one of the sentences (3.9a–c) is true, then the other two sentences – made by substitution of incompatible words –must be false. The scoring through in (3.9e) indicates that a comparable set of entailments is not available from negative versions of sentences (3.9a–c). Knowing that a particular container in the freezer is not Name era's breakfast does not allow one to infer that it must be her lunch; it might be her dinner, or my lunch (or even a frozen birthday cake. Philip (2006 p: 946-945) says that a hyponymy is refers to a word that contains the meaning of a more general word, known as the, 'superordinate'. For example oak is a 'hyponym' of the super ordinate tree. In other words a hyponym is a word whose meaning contains all the same features values of another word, plus some additional feature values. For example the meaning of the word sow has exactly the same feature values as the word pig (e.g. [-human] plus some additional

16

ones (e.g. [+adult] [-male]) (Parker and Riley, 2005). This relation is a relation between words that results from a relation between their meaning and leads to a relation between their denotations: the meaning of the hyponym contains "the meaning of the hyponym, and the denotation of the hyponym is a sub-category of the denotation of the hyperonym'' (Lobner: 2002) . Finch (2005) states that much of English vocabulary is linked by a system of an inclusion.. This relation is a vertical relationship that is fundamental to the way in which we classify things. For example, red is a hyponym of colour, flute of musical instrument and hammer of tool. Crystal (2003) considers hyponymy as a relationship between specific and general lexical items. Crystal maintains that hyponymy is a sense relation which obtains between specific and general lexical items, such that the former includes the latter, or a hyponym of the latter. He provides examples: cat is a hyponymy of animal and chair is a hyponymy of furniture.

2.3.8 Features of Hyponymy

Illustrative examples:

a) Superordinates (or hyponyms) and subordinates exist in hierarchical relationships. Words can simultaneously exist as both superordinates and subordinates and maybe subject to layering.

 Article (superordinate) the (subordinate) i.e. (the) is a hyponym of article.

b) Co-hyponyms share the same super ordinate and are coordinates article (superordinate) a/ an, the (co-hyponyms)

2.4 Definition of the Antonyms

According to (Mukhalad, 2017:944) defines the term "antonym" is used in semantics as part of the study of oppositeness of meaning. (Crystal, 2003) . Antonym concerns exclusion rather than inclusion and this means that two forms

with opposite meanings are called antonyms .Parker and Riley (2005) indicate that two words are antonyms if their meanings differ only in the value for a single semantic feature , for example dead and alive , hot and cold , above and below . The meanings of members of each pair are presumably identical, except for opposite value of some semantic features. The meanings of dead and alive, for instance, are identical except that dead is marked [-living] and alive is marked [+living]. Different terms are used in the distinction of the different types of antonym. Finch (2005), for example, distinguishes three types of antonym termed: gradable, complementary and relational antonym. Gradable antonyms are terms in which the degree of opposition is said to be gradable, for example wide and narrow, old and young, tall and short. In each of these pairs the opposition is not absolute. There are degrees of width, age and height, so that to say a road is not narrow does not mean it is wide and vice versa. Also the definition of wide, old and tall will vary according to the referent. A tall man is shorter than a tall building and the second type is complementary antonyms. Palmer (2004 p: 94-97) affirms that, an antonym is used for' oppositeness of meaning 'words that are opposite are called antonym .Antonym is often thought of as the opposite of synonymy, but the status of the two are very different .For languages have no real need of true synonyms, and, as we have seen, it is- doubtful whether any true synonyms, exist. But antonym is a regular and very natural feature of language and can be defined fairly precisely. Yet, surprisingly, it is a subject that has often been neglected in books on semantics and it is not even usually given a place in dictionaries. However, there are different kinds of oppositeness, and we must clearly distinguish them .To begin with, English abounds in pairs of words such as wide/narrow, old/young, big/ small, EST. These all of them adjectives, have in common the fact that they may be seen in term s of degrees of the quality involved .Thus a road may be wider than another .We have ,that is to say ,graduation of width ,age, size ,etc.

,all indicated by such adjectives as these. Sapir (1944[1949]) argued that we should handle all these words in terms of grading .The comparative forms of the adjectives (those ending in er or occurring with more) are explicitly graded ,since to say that one road is wider than another ,one boy is older than another or one book is bigger than another is to place them in a graded scale for comparison .Sapir went on to argue that although these comparative forms are preceded linguistically by the simple forms (i.e. formed from them by adding –er or more), they precede them logically in that wide ,old and big can only be understood in terms of being wider ,older bigger than something –some norm or other .They are thus ,said Sapir ,implicitly graded antonyms. 'For most antonyms as set of relationship hold between the comparative forms such that all of the following are mutually implied: The road is wider than the lane. .

The lane is narrow than the road.

The road is less narrow than the lane.

The lane is less wide than the road.

These are related both in terms of simple reversal with switch of antonyms, and the 'more' and 'less' relationship (a gain involving   switch of antonyms).Not surprisingly, since antonyms are gradable ,there are often intermediate terms. Thus we have not just hot/cold, but hot/warm/cool/cold, with the intermediate warm and cool forming a pair of antonyms themselves.We may, perhaps, also include here pairs of the type male/female, married/single; alive /dead .These Lyons(1968:460) treats in term of complementarily, the items being complementary to each other. More obviously   ,some gradable antonyms have some characteristics of the dichotomous pairs:(1) There are some pairs of adjectives ,e .g honest/dishonest, obedient/disobedient ,open/shut that are gradable in terms of more and less ,yet in

which the denial of one is usually taken to assert the other. (2) Some pairs of antonyms are, in Sapir's terms, not 'symmetrically reversible' .That is to say the more and less relationship cannot be applied to them. An example is the pair brilliant and stupid, since more brilliant does equal less stupid or more stupid, less brilliant. Antonym pairs all express opposite or incompatible meanings. An example is the pair rich–poor, where we recognize that a person cannot be both rich and poor in the same way at the same time. This is a semantic definition of antonym. Theoretical research has focused on semantic or logically based classifications of antonyms. Among analyzed antonym classes, there is, for example, a subset termed 'opposites', which includes pairs like dead–alive, married–unmarried. These are semantic opposites that exhaust the scale they refer to in that it is impossible to be married and unmarried at the same time (Leech 1974, Lyons 1977, Cruse 1986). True 'antonyms' like happy– sad, on the other hand, are not mutually exclusive (it is possible to be neither happy nor sad) and unlike opposites, they are gradable. The most disputed category is called 'multiple incompatibles' (Lyons 1977). It includes, for example, the closed set of the seasons of the year, in which winter is incompatible with summer, fall and spring. Lyons (1977) argues that military ranks are an instance of 'ranked multiple incompatibles', where a general is incompatible with a private. He also classifies sets like man–woman–girl–boy as instances of 'orthogonal opposition', another type of opposition where each member of the set is in opposition with two other members. For this example, man is opposed to boy and woman, and girl is opposed to boy and woman. Standard work on lexical relations would treat such pairs as co-hyponyms, and doesn't acknowledge this potential oppositional meaning. This can be due to the fact that all examples of incompatibles are with nouns, whereas the most scrutinized group of antonyms is made up of adjectives. In general, this previous theoretical work identifies a number of types of antonyms among known

antonym pairs, but the research does not try to characterize antonyms from non-antonyms or identify new antonyms on the basis of the identified features.

According to (Brown 2006:4) antonym refers to semantic opposition or 'unrelatedness' (Coulthard et al, 2000:25) and has particularly strong sense relations (Jones, 2002:19). There are a number of different types of antonym as shown below in

Table 2.1 Types of Antonym with Illustrative Examples

Types of antonym	Illustrative examples
a) Complimentarily Presence or existence of one excludes the other	in/ out come/ go
b) Converseness or **converses** Meanings are interdependent with a measure of logical reciprocity	brother/ sister give/ receive
c) Incompatibility or **mutual incompatibles** Relational contrasts and constraints mean that words cannot co-occur	Days of the week, seasons, cycles, generic types, e.g. Her dress is <u>red</u> (i.e. it cannot be <u>blue</u>)
d) Gradation opposition or **gradable opposites** Maybe modified or 'graded' using adverbs of degree, e.g. pretty/ quite/ rather/ very/ really/ extremely, and other items may occur in between	love/ like/ don't mind/ dislike/ hate excellent/ good/ pretty good/ bad/ very bad/ terrible
e) Multiple opposites Items carrying different lexical meanings may have numerous opposites	red/ green (negative, film) c.f. in the red/ in the black (financial terms); and old/ new c.f. old/ young

(Aitchison, 2003:99-101; Colthard et al, 2000:25; McCarthy, 1990:17-19Carter, 1987:18-22)

2.5 Part Two: Previous Studies

This section will present three previous studies that have been conducted in relevant area as the present study.

The researcher found that, some researches were being a written on synonyms and antonyms.

The first study

Mohammed Ali (2015) conducted study entitled: investigating the understanding and using synonyms and antonyms of English language. The study aims to: help English teacher to be aware of their learners, needs as far as synonyms and antonyms are concerned, show English teachers importance of both relations, enrich student of English with proper vocabularies of synonyms and antonyms and support syllabus designers with selective vocabularies of both relations .The study used quantitative method it was also descriptive method and analytical .The sample of the study was limited to third year students of English in college of languages at Sudan University of Science and Technology . It was random sample as fifty third –year students of English were chosen randomly .The study has come out with results as follows: Students of English understand synonyms appropriately, they understand antonyms perfectly .The researcher recommends as follows: Students of English should refer to dictionary of synonyms and antonyms and they should consult the new advanced Cambridge learner's dictionary with C D Rome inside.

The second study

Alzain, N. (2018) conducted a study entitled: 'Investigating Difficulties Encountered by E F L Students in Understanding and Using Synonyms and Antonyms .The sample of the study was limited to the third year students of secondary level .It was randomly selected and consisted of (thirty) third year students of secondary level. The study has come up with results as follows:

Students of secondary level cannot understand synonyms appropriately; they are unable to understand antonyms perfectly. The researcher recommends as follows:

Students of secondary should refer to the dictionary of synonyms and antonyms

The third study

Malik, M (2017) conducted a study entitled: The Significance of the Use of Lexical Relation in English Language ,,in April 2017 .The study focused on the lexical relations are one of the most important semantics relations in exploring the meanings of words in English language .They are mainly used to analysis the meaning of words in terms of their relation to each other within sentence .Those relations vary according to the kind of the relation that a word may have with another word of words .The current study aims at investigating this level of language by illustrating what lexical relations are and how they are manifested in language .In addition ,the study surveys the most importance and most basic kinds of lexical relations .Finally ,it discusses in detail the importance of lexical relations in language use being an important linguistic source in the analysis, understanding and use of language.

CHAPTER THREE

METHODOLOGY

CHAPTER THREE

METHODOLOGY OF THE STUDY

3-0 Introduction

In this chapter the researcher discusses the methods that are used for collecting and analyzing data and describes the participants of the study, and then the researcher discussed the validity and reliability of the study.

3-1 Population

The population of the study is students (40) at Comboni College Khartoum, (Khartoum state).The researcher has collected data using a test distributed to students.

2-3 The Sampling

The sample of this study is the fourth year students at Comboni College Khartoum, who are going to finish their semester (August-2019) in Khartoum state. It consists of 40 students; these 40 students are English majoring in English language.

3-3 Procedures of Data Collection

Data of the study are collected through a test .The test consists of three questions. Question One contains 6 items on three co-hyponyms in the table; students are required to mention at least three co-hyponyms for each the following superordinate. Question Two, students are required to give two antonyms and, then complete the sentences below. Question Three students are required to tick (√) (A) for antonyms and (H)for hyponyms .The students of Comboni College agreed to allow the researcher to conduct the test .The test was conducted in a classroom

at Comboni College Khartoum –private college-Khartoum locality ,students were given an hour to do ,the test was marked by the researcher and total marks for each paper are 50 marks. The researcher analyzed the data statistically using SPSS program. The results of the test will be shown in following chapter.

3-4 Validity:

Validity refer to whether the research investigated the problems that are alleged investigate. There are two types of validity: internal and external validity .It is difficult to mention that the topic of the research comes under the title exploring the difficulties Encountered by EFL Students in understanding and using English hyponyms and antonyms, where the problems when they ordered to mention three co-hyponyms, students are unable to use and understand hyponyms correctly, they do not focus on types of antonyms. In addition to that, students do not concentrate on the word that goes together in hyponyms an exactly. Thus what can be affirmed here is that the researcher investigated the problems of the research which were mentioned before and presented the spinal cord of the study using a specific required tools and procedures that aim research validity.

3-5 Reliability:

Reliability refers to whether the research produces the same very similar results if it is conducted again under the same or very similar conductions. There are also two types of reliability: internal and external reliability. Thus to achieve reliability the researcher consults some experts of English language(Dr. TajElsir Haj Ibrahim at the Alnilain University, Dr. Ibrahim Ahmed A baker at the Bhari University ,Dr. Abbas Mukhtar Mohammed Badawi and Dr. Najla Taha Bashri at the Sudan University to judge the questions of the test after they had been designed by the researcher to fulfill the aims of the study and produce required findings to make

sure that the questions of the test are coincide with the hypotheses and the problems of the study .They agreed that the questions of the test are appropriate to cover the questions and hypotheses of the study to obtain the study aims.

3.6 Statistical Reliability and Validity for Students Test

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table

	Reliability	**Validity**	**N**
ALPH – CRONBACH	0.88	0.95	3

Validity $= \sqrt{\text{Reliability}}$.

From the above table its shown that the validity of the test is very high (0.95) .This indicate that if we repeat the test we are sure with 95% that it's going to give us the same results.

CHAPTER FOUR

DATA ANALYSIS RESULTS AND DISCUSSIONS

CHAPTER FOUR

DATA ANALYSIS RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter explains the data analyses in the form of tables to carry out the whole percentages and total explanations according to respondents, decisions in this test of three questions related to research.

4.1 The Responses of the Test

The responses to the diagnostic test of the 40 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.
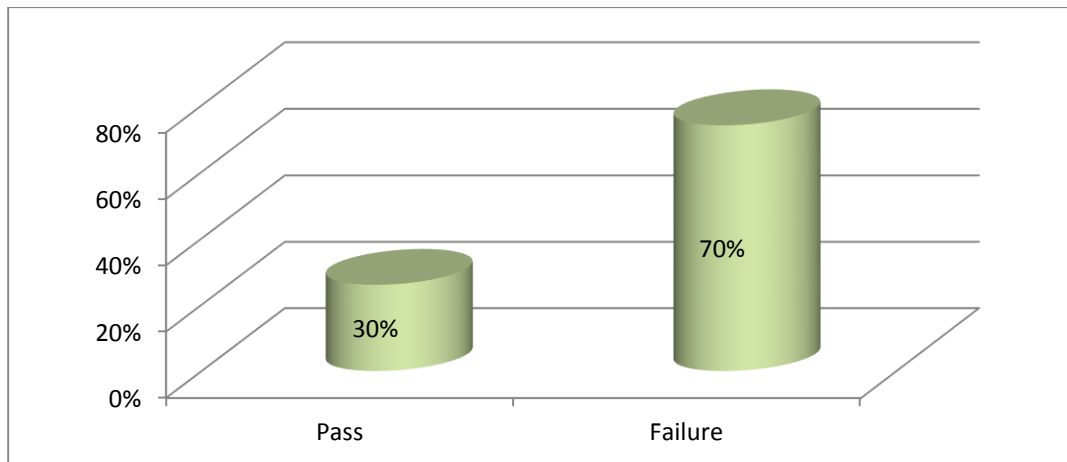
EFL students at Comboni College(Khartoum)are not able to identify hyponyms correctly.

Question one: Mention three cohyponyms for each of the following superordinate

Table (4.1) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	10	30%
Failure	30	70%
Total	40	100

Figure (4.1)

The above table (4.1) and figure (4.1) illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (70%). This justifies that students need to be given adequate   activities on vocabulary that focus heavily on written academic texts.

Question Two: give the antonyms of the following below and use them in sentences.

Table (4.2) shows that the frequency and percentage distribution of the answers according to part (2) are:

Valid	Frequency	Percentage
Pass	6	22
Failure	34	78
Total	40	100

EFL students at Comboni College,(Khartoum)are not able to use and understand antonyms appropriately.

Figure (4.2)

The above table (4.2) and figure (4.2) illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (78%).
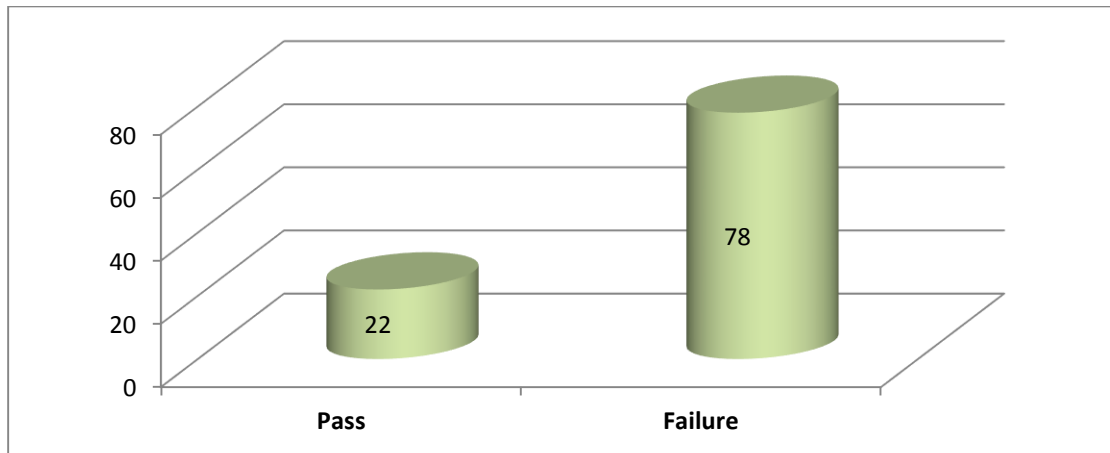
.

Question three: give the antonyms of the following below and use them in sentences

Table (4.3) shows that the frequency and percentage distribution of the answers according to part (2) are

Valid	Frequency	Percentage
Pass	11	27.5
Failure	29	72.5
Total	40	100

EFL students at Comboni College, (Khartoum) are not able to differentiate between hyponyms and antonyms.

Figure (4.3)

The above table (4.3) and figure (4.3) illustrate the percentage and frequency of the answers of the study sample that concern with the questions and shows that most of the sample answers were failure which are represented by the percentage (72.5%).
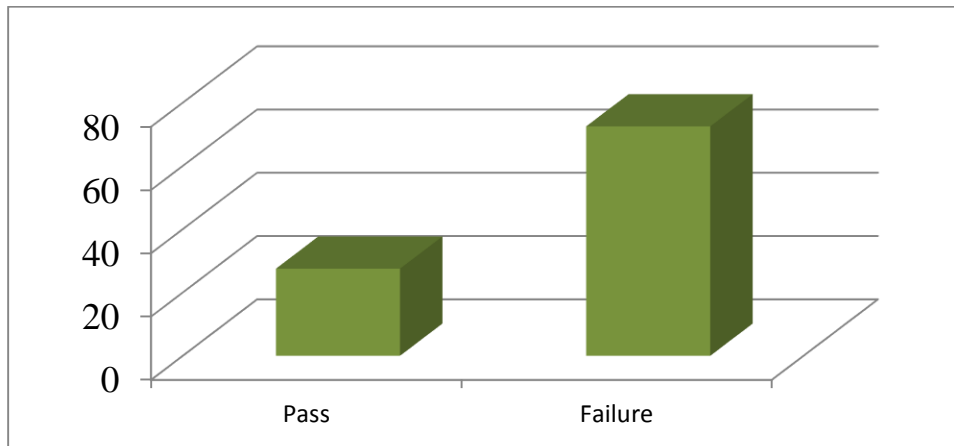
Table No (4.4) The Frequency Distribution and decisions for the Respondent's Answers of all questions

	Pass		Failure		
	frequency	Percentage	frequency	Percentage	
Question 1	10	26	30	70	Accept
Question 2	6	22	34	78	Accept
Question 3	11	27.5	29	72.5	
The mean of Overall	13	26	35	73	Accept

The above table No.(4.4) its shows the summary of the results in all test **,**it's clear that the mean number of the students who failed to pass the test is greater than the number of students who passed   (73%) so the hypotheses of the study related to this test are accepted.

4-2 Results and Discussions

The result showed that EFL students at Comboni College of Science and Technology have really problems in understanding and using of English hyponyms and antonyms. In hypothesis one the students' number who failed to pass is greater and percentage (70%), so the hypothesis of this

study related to this test is accepted. In hypothesis two the students' number who failed to pass is (78%), so this number is represents highly point of students a weakness. In hypothesis three the students' number who failed is represents (72%).

Table (5) one sample T-TEST for the questions of the study

Question s	N	SD	t-value	DF	p-value
1	40	7.5	19	39	0.001
2	40	9.55	15	39	0.00
3	40	7.4	23	39	0.000
For all	40	8.6	14	39	0.00

The calculated values of T – TEST for the significance of the differences for the respondent's answers in over all test which is greater than the tabulated value of T – TEST at the degree of freedom (49) and the significant value level (0.05%) which was (6.54). This indicates that, there are no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that the hypothesis related to this part is accepted.

According to the previous results, it's clear that most if not all the hypotheses of the study is accepted.

Hypothesis (1): all students at Comboni College (Khartoum) are not able to identify hyponyms correctly.

Question (1) mention three co – hyponyms for each of the following super ordinate

Table (4.1) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	10	30%
Failure	30	70%
Total	40	100

CHAPTER FIVE

CONCLUSIONS, MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDSIES

CHAPTE FIVE

MAINFINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter involves the main findings that are to be gained from the analysis of the students' test. Lastly, the researcher states some recommendations that may facilitate students to overcome these problems. Then the researcher shows some suggestions that may be useful in conducting further studies.

5.1 Main Findings

The following are the main findings:

1-EFL students at Comboni College, (Khartoum) are not able to identify hyponyms correctly, particularly in superordinate and co-hyponyms.

2-EFL students at Comboni College, (Khartoum) are not able to use and understand antonyms appropriately.

3-EFL students at Comboni College, (Khartoum) are not able to differentiate between hyponyms and antonym.

5.2 Conclusions

Lexical vocabulary is more important for developing the student's language. It helps teachers to identify the student problems, and it encourages learners to practice English language. It helps the learners to be effective and proficient learners.

5.3 Recommendations

The following are the main recommendations:

1- Teachers of English should give more exercises to EFL students, so as to be able to identify hyponyms correctly.

2- Teachers of English should give a many different types of antonyms, so as to facilitate learning process.

3 –Teachers of English should explain to students, how to differentiate between two lexical items.

5.4 Suggestions for further Studies

1-Using training session to enhance EFL students, knowledge of antonyms .

2-Using writing skills to develop EFL students, performances of hyponyms .

3-Using noun vocabulary is very important for learners, so as to improve their abilities in English language.

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APPENDIX

Appendix

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Diagnostic Test

Dear students:

You are kindly requested to answer the following questions about hyponyms and antonyms of English Language.This test is designed to collect data about:

(Exploring theDifficulties Encountered by EFLStudents in Understanding and Using English Hyponyms and Antonyms.

Hypothesis One:

E F L students at ComboniCollege,Khartoum are not able to identify Hyponyms correctly.

Q1-Mention at least three co- hyponyms for each followingsuperordinate?

For example: animals dog, horse, snake…………….etc.

Superordinate: co- hyponyms

	Superordinate		Co – hyponyms	
	Superordinate	1	2	3
1.	Furniture			
2.	Creature			
3.	Plant			

4.	Tree			
5.	Insect			
6.	Vegetables			

Hypothesis Two

3 - E F L students at Comboni College, Khartoumare not able to use and understand antonymsappropriately.

Q2–Give the antonyms of the words below and use them in sentences?

For example:stupid = clever.You are too clever.

1- A live: …………………   ……………………………………..

2- Deep: ....   …………………   …………………………………….

3- Absent....................   …………………   …………………………………………

4- High.....................   …………………   …………………………………………

5- Single....................   …………………   ……………………………………..

6- Thin.....................   …………………   ……………………………………...

7- Long ....   …………………   ……..………………………………..

8- Far ....   …………..…………   ………………………………………..

9- Hot.......................   …….……………   …………………………………….

10-Poor ....   …………………   …...…………………………………..

Hypothesis Three:

E F L students atComboni College, Khartoum are not able to differentiate between hyponyms and antonyms.

Q3- Tick (✓) (A) for antonyms and (H) for hyponyms?

Number		**A**	**H**
1	reptile: snake,crocodile,aps		
2	big : small, little		
3	good : bad , ugly , terrible		
4	sheep : ram , ewe , lamb		
5	short : long , tall , high		
6	poultry : cock , hen , chick		
7	flower : rose , tulip		
8	fruit : banana , mango , orange		

9	commando : soldier , member of armed forces		
10	martini : cocktail , drink		
11	stupid : brilliant , smart , clever		
12	old : new , modern		

Thank you for your respond