

Analyzing EFL Learners' Errors in Using Synonyms

NaglaTaha Bashrie Alnour¹, UmaymanAltaherAbdallaAbdalla², Abbas Mukhtar Mohamed Badawi³, Sami Bala Sanhour⁴

ABSTRACT

This study aims to analyze and evaluate EFL learners' errors in using synonyms. The study employs descriptive-analytical method. Two tools are used to collect the data; a questionnaire is used to recognize ways and techniques used by English teachers in teaching synonyms, and a test. The subjects of the study are (50) English language students of third year from College of Languages and College of Education at Sudan University of Science and Technology, 25 student from each college. The sample is randomly selected. The study concludes that some students of English understand synonyms and they are able to use them correctly. Students of College of Languages are better in acquisition of synonyms than students of College of Education. The researchers recommend that EFL learners should use specialized dictionary of synonyms. Students have to focus on reading because they help to understand and use language.

Keywords : Analyzing, EFL Learners, Errors, Synonyms, Acquisition

المستخلص

تهدف الدراسة الى تحليل و تقييم أخطاء دارسي اللغة الإنجليزية لغة أجنبية في استخدام المترادفات . استخدمت الدراسة المنهج الوصفي التحليلي ، مستخدمة أداة الاستبانة لمعرفة الطرق التي يستخدمها معلمو اللغة الانجليزية في تدريس المترادفات و اختباراً للطلاب حيث مثل طلاب المستوي الثالث لغة إنجليزية بكليتي اللغات والتربية بجامعة السودان للعلوم و التكنولوجيا مجتمع الدراسة . تم اختيار عينه عشوائية مكونة من (50) طالب بواقع (25) طالبا من كل كلية. توصلت الدراسة إلى عدد من النتائج من أهمها: استيعاب طلاب اللغة الانجليزية للمترادفات و استخدامها استخداماً صحيحاً. وجدت الدراسة أن طلاب كلية اللغات أفضل من طلاب كلية التربية في استخدام المترادفات. وبناء علي ما جاء في نتائج الدراسة، يوصي الباحثون دارسي اللغة الانجليزية باستخدام القواميس المتخصصة في المترادفات. على متعلمي اللغة الإنجليزية لغة أجنبية بذل المزيد من الجهد في كيفية تعلم المترادفات و استخدامها القراءة لأهميتها في اللغة.

الكلمات المفتاحية: تحليل، دارسو اللغة الإنجليزية لغة أجنبية، الأخطاء، اكتساب.

INTRODUCTION

Under the subject of semantics, the researchers 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 researchers focus 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 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

Literature Review and Previous Studies

The researchers focus 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).

Semantics

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.

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).

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 (2001).

Types of Synonym

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

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.



عمادة البحث العلمي
DEANSHIP OF SCIENTIFIC RESEARCH



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).

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).

Material and Tools of the Study

1-Research Method:

This study conducted through an analytical descriptive method as an appropriate way of an exploration into the difficulties encountered by under graduates Sudanese students in using English synonyms.

2-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. 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.

3-Instruments:

Instruments of a study are the tools for the required data of the study; they are test for the students and questionnaire for teachers.

Test

A test was used as a tool to collect the required data. 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 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, 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.

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.

Procedures

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 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.

Data Analysis and Discussion

Analysis of the Test

Data analysis for Students at College of Languages :

Table (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.

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.

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 (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 (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.

Table (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%
Total	11.6	46.40	13.4	53.60	50	100%

As regards table (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

Table (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%
Total	14.8	59.20	10.2	40.80	50	100%

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.

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.

It is quite clear, from the above table (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

Data analysis for Students at College of Education:

Table (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.

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 learner have acquired knowledge of the meaning of a word with a known synonym, they instantly gain partial knowledge of its 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.

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 (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 (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 (7) Write similar meaning for these words.

Words	Correct		Incorrect		Total No	
	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 (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 (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 (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.

A 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.

Analysis of the Questionnaire:

The second tool that used in this study is a questionnaire for teachers at SUST and 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(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
Total Statement	0.7	3.50	3.9	19.5	8.2	41.0	7.2	36.0

According to the table (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 multiple 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 Variety 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.

Conclusion

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

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

Recommendations:

To solve the above problems, the researchers recommend 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.

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.



References

1. Al Busairi, Mohammed, (2010), Semantics: A Course book, Khartoum: Khartoum Universities Press.
2. Cruse, D.A (1995/1986). Lexical Semantics. Cambridge: Cambridge University Press.
3. Hurford, J.R .B .Heasley, M .B . Smith.(2007). Semantics: A Coursebook. 2nd edn. Cambridge: Cambridge University Press.
4. James R& B. Smith,(2007). Cambridge: Cambridge University Press.
5. Laufer, B.(1990). Words you know: How they affect the words you learn. In J. Fisiak (Eds) Further insights in to contrastive linguistics (pp.573-593).
6. Lyons, John. (1996). Linguistic Semantics 2nd edn, Great Britain: University Press Cambridge.
7. MaCarthy, M(1990) Vocabulary. Oxford: Oxford University Press.
8. Martin, M(1984). Advanced vocabulary teaching: The problem of synonyms. The Modern Language Journal, 65(2), 130-137.
9. Murphy, Lynne(2003) Semantics relations and the lexicon.
10. Nation, I.S.P.(2001). Learning vocabulary in another language. Cambridge: Cambridge University Press.
11. Palmer, F.R.(1977). Semantics, second edition, Cambridge: Cambridge University Press.
12. Read, J.(1993). The development of a new measure of L2 vocabulary Knowledge. Language Testing, 10(3), 355-371.
13. Saeed, J (2003), Semantics (3rd ed). Oxford: Wiley Blackwell.
14. Ullman, Stephen(1957) the principles of semantics Glosgow: Jack.