

Teachers' Attitudes towards the Use of Lexical Semantic Relations in Vocabulary Teaching. A case Study of Secondary School Level in Omdurman Locality

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ABSTRACT

The aim of this study is to investigate the actual use of lexical semantic relations in vocabulary teaching and teachers attitudes towards its use as an amusing technique in the process of vocabulary teaching and learning. The research has adopted the descriptive analytical method. Data has been collected through the means of a questionnaire for a number of 52 secondary school teachers of English language. They were requested to give their opinions on a number of 15 items. The most important results show that most teachers do not use the technique of lexical semantic relations in teaching new words especially in the relations of hierarchy (hyponymy, meronymy and taxonomy) beside that sentence written and spoken contexts are not taken into consideration when teaching new words. Based on the findings, the researcher recommends that lexical semantic relations have an important role in vocabulary teaching therefore this technique should be used by all teachers in teaching new words. Above all teachers should take into consideration written and spoken contexts when teaching to shed some lights on polysemous words and homophones. Finally, other topics such as: impact of awareness of synonyms and antonyms in vocabulary learning or investigating the actual use of idioms and collocations by foreign language learners are suggested topics for further studies.

Key Words:

Lexical – polysemic – homophones - meronymy

المستخلص

تهدف هذه الدراسة للتحقق من الإستخدام الفعلي للعلاقات الدلالية المعجمية في تدريس المفردات وميول واتجاهات المعلمين نحو إستخدامها كطريقة مهمة في عملية تعليم المفردة . تبنت الدراسة المنهج الوصفي التحليلي، حيث تم جمع البيانات عن طريق إستبيان تم توزيعه لعدد 52 معلما من معلمي اللغة الإنجليزية بالمدارس الثانوية. طلب منهم إبداء آراءهم حول 15 بندا. أهم النتائج المتحصل عليها توضح أن كثير من المعلمين لا يستخدمون هذه الطريقة في تدريس الكلمات الجديدة خاصة علاقات التسلسل الهرمي(التضمين، علاقة الجزء بالكل والتصنيف) بجانب ذلك سياق الجملة المتحدثة والمكتوبة لا يؤخذ بعين الإعتبار عند تدريس المفردات الجديدة. علي حسب النتائج فقد أوصى الباحث بأن العلاقات الدلالية لها دور مهم في تدريس المفردات لهذا السبب يجب أن يستخدمها كل المعلمين عند تدريس المفردات. إضافة إلي ذلك يجب أن يأخذ المعلمين بعين الإعتبار سياقات الجملة المتحدثة والمكتوبة عند تدريس المفردات الجديدة لإلقاء بعض الأضواء علي الكلمات متعددة المعاني والألفاظ المتجانسة. أخيرا، مواضيع أخرى مثل تأثير الوعي بالمترادفات والمتضادات في تعلم المفردة أو التحقق من الإستخدام الفعلي للعبارة الإصطلاحية والمتلازمات بواسطة متعلمي اللغة الأجنبية في مواضيع مقترحة لدراسات أبعاد.

الكلمات المفتاحية: معجمي – متعدد المعاني – الألفاظ المتجانسة – علاقة الجزء بالكل.

INTRODUCTION:

Vocabulary has been recognized as very important to the use of language because lack of vocabulary of the learners always leads to difficulties in the process of second language learning. Thus in learning the vocabulary in

second language, students need to be taught with some strategies of vocabulary learning and teachers have to take different methods and techniques into consideration when teaching.



عمادة البحث العلمي
DEANSHIP OF SCIENTIFIC RESEARCH



Bogaard and Laufer (1984:40) state that “the study of vocabulary is an essential part of language learning”, but despite of what was mentioned, there are many occasions when students cannot use words correctly and involve in many mistakes due to their attempt to learn new words.

Particularly, in secondary school level students always involve with the problem of lack of vocabulary if they were asked to discuss a certain topic in groups or even if they were ordered to write a composition and of course in this point appears the role of teachers in finding the best ways of teaching which make their students comprehend what they say and make benefits from lessons.

Additionally, a lot of sentences and phrases cannot be separated individually if we want to know their meanings and also the learner should look at that particular word in its context because in many sentences and phrases are relevant to each other, So the idea of translating and separating each word individually to know its meaning is neglected in several ways during the process of second language learning and teachers should focus on this point when teaching therefore, new methods and techniques can be used when teaching new items and the researcher provides (lexical semantic relations) as one of these methods teachers have to know.

2. Statement of the Problem:

The routine ways of teaching unfamiliar items were the first observation noticed by the teacher during the period of teaching in secondary level. The researcher knew that students get bored very quickly while they learn new words therefore teachers should find other ways to facilitate vocabulary comprehension, hence the current study provide lexical semantic relations as an effective method can be used by teachers in teaching new items.

3. Literature Review:

It is assumptive that we know the meaning of a certain vocabulary among its surrounded words. Yule (1985:104) state that “in

everyday talk we often explain the meanings of words in terms of their relationships”. This approach of studying words and their relations to other words is known as “*sense relations*” or “*lexical semantic relations*” and the researcher will shed lights on some of these relations in this paper to show their importance in the process of vocabulary learning and teaching under the title (Investigating Teachers’ Attitudes Towards the Use of Lexical Semantic Relations in Teaching Vocabulary). In many cases learning meaning of a word depends on the other surrounding words (the context) and also the way that teacher use to explain it (methods and techniques s/he use).

Smith (1944:51) suggests that “context clues are the most common method of unlocking the meaning of unknown words”.

Accordingly, all the previous points show that we can examine the sense relations between words and also show that it has an important role in the process of vocabulary learning and teaching. Various types of Lexical semantic relations will be discussed below in this part.

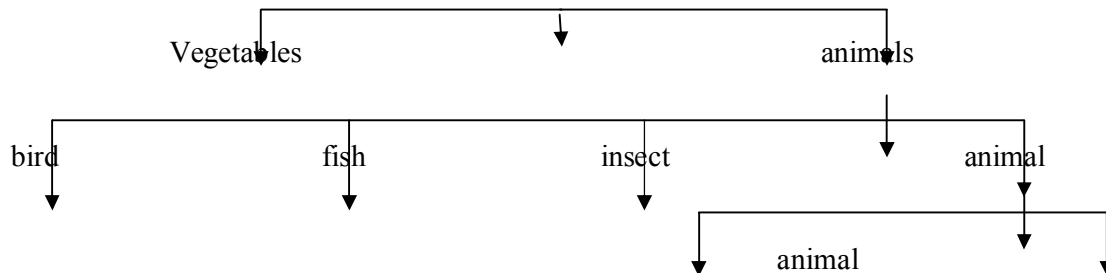
Hyponymy:

Sometimes and while teaching new vocabulary, appear words that teachers may describe them saying (X is a kind of Y). this method is one of lexical semantic relation and it is known as **hyponymy** or (inclusion). Lyons(1968:292) argues that “hyponymy is a transitive relation. If X is a hyponym of Y and Y is a hyponym of Z then X is a hyponym of Z; for example *cow* is a hyponym of *mammal* and *mammal* is a type of *animal*, therefore *cow* is a hyponymy of *animal*” whereas Palmer (1976:85) states that “there are words that refer to the class itself. Hyponymy involves us in the notion of inclusion in the sense that *tulip* and *rose* are included in *flower* and *lion* and *elephant* in *mammal*, similarly, *scarlet* is included in *red*. Inclusion is thus a matter of membership. The ‘upper’ term is the **superordinate** and the ‘lower’ term is the **hyponym**.

A word can appear several times in hierarchy. For instance the word ‘**animal**’ can be used as a superdonate to itself and

other to contrast with *birds*, *fish* and *insects*.

Palmer (1976:86) illustrates this point clearly in the following figure:
Living



human

According to Richard and Schmidh (2002:243), hyponymy is “a relationship between two words in which the meaning of one of the words includes the meaning of the other word”.

Synonymy:

Synonymy refers to sameness of meaning and it seems the most used relation and a lot of exercises given to students in frames like: what is the synonym of this word, read the passage and find the same meaning of the following words or write similar sentence/s to these one/s ...etc. therefore, it is used by most teachers when teaching comprehension passages or vocabulary. Yule (1985:104) mentions that “two or more words with very closely related meaning are called synonyms. They can often though not always be substituted for each other in sentences. In the appropriate circumstances we can say: what was his *answer* Or what was his *reply*? with much the same meaning”. Other common examples of synonyms are the pairs: *almost/nearly*, *big/large*, *broad/wide*, *buy/purchase*, *cab/taxi*, *car/automobile*, *coach/sofa* and *freedom/liberty*.

Palmer (1976:88) says that “synonymy is used to mean ‘sameness of meaning’. It is obvious that for dictionary maker many sets of words have the same meaning; they are synonymous, or are synonyms of one another”. All those linguists refer in their

explanation of synonymy to the **synonyms** and **meanings** so that confirms its importance in inferring meanings of words and lexemes teaching.

Antonymy:

In most cases synonyms and antonyms taught together (not always) as each one is the opposite of the other and even in Semantics books they are explained respectively. Antonymy refers to (oppositeness of meanings).Christ (1968:95) assumes that “antonyms are opposites. Everyday speech abounds in them: *ups* and *downs*; *night* and *day*, *good* and *evil*, *sweet* and *sour*”.

Another point of view cited by Godby and Jolley (1979:70-1) is that “antonyms are words which are in some sense opposite in meaning. *Complete* and *incomplete*, *married* and *single* are examples of one type of antonym, where if one adjective is not applicable, the other one must be – there is no middle ground”.

Polysemy:

As there are two words having the same meaning (synonyms), two words having the opposite meaning (antonyms); there is also the fact that one word could have more than one meaning. And here appears the importance of sentence context in inferring the exact meaning of the word.

Palmer (1976:100) opposes that sameness of meaning is not very easy to deal with but there seems nothing inherently difficult about difference of meaning. Not only different words have different meanings; it is also the case that the same word may have a set of different meanings. This is polysemy; such a word is polysemic. Thus the dictionary will define the word *flight* in at least the following ways: ‘passing through the air’, ‘power of flying’, ‘air journey’, ‘unit of Air force’, ‘valley’, ‘digression’, ‘series of steps’. Yet, there are problems even with this apparently different concept”.

Pustijovsky (1995:27) provides examples which illustrates polysemy:

- 1)
 - a) The *bank* raised its interest rates yesterday.
 - b) The shore is next to the nearby constructed *bank*.
 - c) The *bank* appeared first in Italy in the Renaissance.
- 2)
 - a) John crawled through the *window*.
 - b) The *window* is closed.
 - c) The *window* is made of security glass.
- 3)
 - a) A *farm* will fail unless the draught ends soon.
 - b) It is difficult to *farm* this land.
- 4)
 - a) The store is *open*.
 - b) The thief tried to *open* the door.

The previous examples show that, polysemy is regular: for example, we find the three meanings illustrated with bank in (1): specific institution, building that houses the institution and the type of

institution. Similarly, we find the three meanings of window illustrated in (2): path opening, concrete object that can close an opening with door.

Homonymy:

Polysemy and homonymy are closed and related to each other so that the learners should pay attention to distinguish between them and also teachers should use them correctly in teaching vocabulary as the former connected with the written context and the later to the spoken context (in homophones). With reference to the sense of polysemy, Lyons (1995:4) assumes that “when a given word is thought to have more than one meaning, in other words, when it comprises two or more possible readings, it is classified as lexically ambiguous”.

Yule (1985:106) mentions that “when two or more different written forms have the same pronunciation, they are described as *homophones*. Common examples are bare/bear, meat/meet, flour/flower, pale/pail, right/write, sew/so and to/too and two. We use the term homonyms when one form (written or spoken) has two or more unrelated meanings as in these examples:

- Bank (of a river) – bank (financial institution)
- Bat (flying creature) - bat (used in sport)
- Mole (on skin) - mole (small animal)
- Pupil (at school) - pupil (in the eye)
- Race (contest of speed) - race (ethnic group)

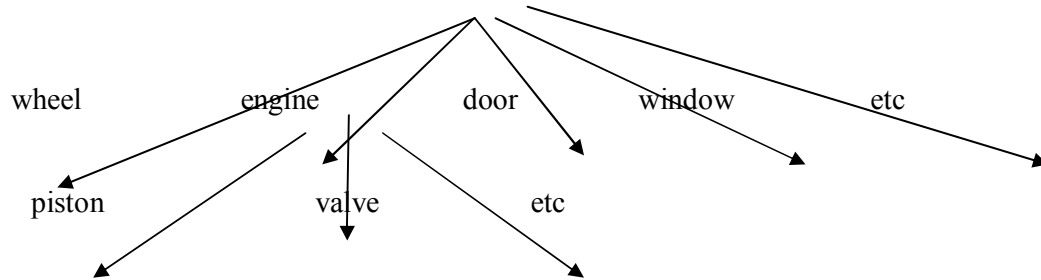
The temptation is to think that the two types of *bank* must be related in meaning. They aren't. *Homonyms* are words that have separates histories and meanings, but have accidentally come to have exactly the same form.

Meronymy:

Saeed (1997:70) argues that “meronymy is a term used to describe a part- whole relationships between lexical items. Thus (cover) and (sponge) are meronyms of

book. We can identify this relationship by using sentence frames like X is a part of Y, or Y has X, as in A page is a part of a book, or A book has pages”.

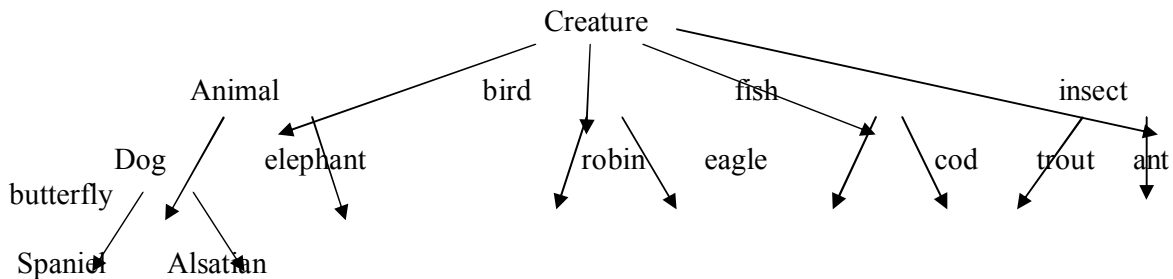
The following figure shows that *meronymy* reflects hierarchical classification:
car



Taxonomy:

As we saw in the section of hyponymy, one of the problems in making the notion of hyponymy explicit derives from the equivocal nature of the predicate *kind of*. Riemer (2010:146) declares that there is a similarity relation between the two senses Cruse (1986:136) considers the following fragment of taxonomic hierarchy:

taxonomy and hyponymy when he stated out that “the strict reading of *kind of* is best demonstrated by taxonomies, hyponymic hierarchies of names for plants and animals”.



It seems fairly clear intuitively that two sense relations are essential to this configuration: daughter – nodes (dog: animal, insect: creature, cod, fish); and sister nodes must be incompatible (cat: dog, robin: eagle, bird: fish).

Collocations:

Collocations refers to the way words tends to co-occur with other words or expressions so they seem acceptable in the use of natural language. For example, we normally say (tell the truth) but not (say the truth) even if we considered that (tell and say) are synonyms.

McCarthy and O’Dell (2002:1) define it as “a pair or group of words that are often used

together. These combinations sound natural to native speakers, but students of English have to make a special effort to learn them because they are often difficult to guess. Some combinations just sound ‘wrong’ to native speakers of English. For example, the adjective fast collocates with *car*, but not with a *glance*”.

Sometimes a pair of words may not be absolutely wrong, and people will understand what is meant. But it may not be the natural normal collocation. If someone says *I did few mistakes*

, they will be understood, but a fluent speaker of English would probably say *I made few mistakes*. The use of collocations must be learnt by students and also used by teachers in teaching words and phrases as its awareness help in practicing of writing and speaking skill in an accurate way.

Idioms:

In real world, there is natural English which can be spoken at an informal level and the most important part in idioms' knowing is that the meaning of the combination of the words or phrases cannot be predicted by separating them (we take the whole phrase). In Oxford Idioms Dictionary (2006:391) idiom is defined as "an expression with a meaning that you cannot guess from the meanings of separate words", whereas Wyatt (2006:4) states that "idiom is an expression where the meaning is different from the meaning of the individual words. For example: to have your feet on the ground is an idiom meaning 'to be sensible'".

Dixson (1994) in the introduction section of his book Longman Essential Idioms in English thinks that "idiomatic expressions have long played an important role in the English language. In fact the use of idioms is so widespread that an understanding of these expressions is essential to successful communication, whether in listening, speaking, reading or writing".

The students may learn grammar, and with time, acquire adequate vocabulary, but without a working knowledge of such idioms as *above all, to get along, on the wholes, to awkward and ordinary*". Of course the idiom selected for the study should have practical value and be within the students' ability to comprehend. Such expressions as (to set the word on fire) or (to wash one's dirty laundry in public) may be very colorful, but they do little to help the students achieve fluency in English.

4. The Method of the Research:

An adopted questionnaire was employed as a measuring instrument. A number of **52** teachers was randomly selected. The participants were asked to answer all the items of the questionnaire, giving their own views towards the use of lexical semantic relations in vocabulary teaching.

The questionnaire consists of **15** multiple statements surveying and focusing on the important role of sense relations in the process of vocabulary learning among secondary school students, with likert five points (strongly agree, agree, neutral, disagree and strongly disagree). The participation was voluntary and the teachers were informed about the survey questionnaire and appreciated for their fruitful participation.

Gender	Frequency	Percentage
Males	33	63%
Females	19	37%
Total	52	100%

EFL teaching. After that the test and the questionnaire were designed and given to the supervisor for evaluation and correction.

Reliability

Items of the Questionnaire	No. of Participants	Reliability	Validity
15	52	0.60	0.80

5. Data Analysis:

Table (4-5) The Arithmetic Mean and Answers of the Questionnaire Statements

Statements of the Questionnaire	Arith. Mean	Answer
1. Words are grouped together when teaching new words.	4	A
2. Students know that sometimes meaning of words cannot be known individually.	4	A
3. It is better for students to know relations between words to infer meanings.	5	SA
4. Teachers use lexical semantic relations (synonyms, antonyms, collocations, idioms...etc) to teach new vocabulary.	4	A
5. Students know that sometimes two words can have the same meaning.	4	A
6. Students face difficulties when they use synonyms of words to replace other ones.	4	A
7. Cross the odd word is the best way to teach antonyms.	4	A
8. Learning synonyms and antonyms helps students to build vocabulary.	5	SA
9. Teachers sometimes describe the meaning of new items using 'inclusion' method (X is a kind of Y)	4	A
10. Teachers give listening exercises to test <i>homographs</i> (the same written word with different meanings) and <i>homophones</i> (the same spoken word with different meanings)	4	A
11. Teachers explain polysemous words (words that have more than related meaning) through the sentence context.	4	A
12. Taxonomy (classification of items in a hierarchy system) is a strategy not used by teachers to increase students' stock of vocabularies.	4	A
13. Using sentence frames like (X is a part of Y) or (Y is a part of X) is an easy way for students to learn new vocabulary.	4	A
14. Idioms learning (especially phrasal verbs) is considered as a real problem for secondary school students.	5	SA
15. The sense of collocations is taught at secondary school level as it increases students' range of vocabulary.	4	A

(1) The arithmetic mean of the first statement is 4, which means that most of the participants agree to the first statement of the questionnaire (words are grouped together when teaching new words).

(2) The arithmetic mean of the second statement (students know that, sometimes meaning of words cannot be known individually) is 4, which means that most of the participants agree to the second statement of the questionnaire.

(3) The arithmetic mean of the third statement is 5, which means that most of the participants strongly agree to the third

statement of the questionnaire (it is better for students to know relations between words to infer meanings).

(4) The arithmetic mean of the fourth statement is 4, which means that most of the participants agree with the idea of using lexical semantic relation by teachers to teach new vocabularies.

(5) The arithmetic mean of the fifth statement is 4, which means that most of the participants agree to the statement that students know that two words can be synonyms.

- (6) The arithmetic mean of the sixth statement is 4, which means that most of the participants agree to the statement that (students face difficulties when they use synonyms of words to replace other ones).
- (7) The arithmetic mean of the seventh statement is 4, which means that most of the participants agree to seventh statement of the questionnaire.
- (8) The arithmetic mean of the eighth statement (Cross the odd word is the best way to teach antonyms) is 5, which means that most of the participants strongly agree to the eighth statement of the questionnaire.
- (9) The arithmetic mean of the ninth statement which declares that teachers sometimes describe the meaning of new items using inclusion method was 4, which means that most of the participants agree to the ninth statement of the questionnaire.
- (10) The arithmetic mean of the tenth statement is 4, which means that most of the participants agree with giving listening exercises by teachers to test homographs and homophones.
- (11) The arithmetic mean of the eleventh statement is 4, which means that most of the participants confirmed that context is used when explaining polysemous words.
- (12) The arithmetic mean of the twelfth statement is 4, which means that most of the participants agree to the idea that (the sense of taxonomy is not used by teachers
- Table (4-6) can explain the results as follows:

Table (4-6) Chi-square Test for the Questionnaire Statements

Statements of the Questionnaire	Degree of freedom	Chi sq. values	Sig.
1. Words are grouped together when teaching new words.	4	42.423	0.00
2. Students know that sometimes meaning of words cannot be known individually.	3	23.231	0.00
3. It is better for students to know relations between words to infer meanings.	3	51.846	0.00
4. Teachers use lexical semantic relations (synonyms, antonyms, collocations, idioms...etc) to teach new vocabulary.	4	26.654	0.00
5. Students know that sometimes two words can have the same meaning.	4	29.154	0.00

as an strategy that increases students' stock of vocabulary).

(13) The arithmetic mean of the thirteenth statement is 4, which means that most of the participants agree to the thirteenth statement of the questionnaire that shows the role of meronymy in vocabulary learning.

(14) The arithmetic mean of the fourteenth statement is 5, which means that most of the participants strongly agree to the fourteenth statement that declares the difficulty of idioms' learning by secondary school students.

(15) The arithmetic mean of the fifteenth statement (the use of the sense of collocations at secondary level to increase students' range of vocabulary) is 4, which means that most of the participants agree to the last statement of the questionnaire.

The above results do not mean that all participants of the study sample agree on the statements of the questionnaire since there are participants unspecified or do not agree with them. However, test for the presence of statistically significant differences between the numbers of agreeing; neutral and disagreeing to the results above required the use of Chi Square Test for significant differences between the answers on each of the statements related to the questionnaire hypotheses.

6. Students face difficulties when they use synonyms of words to replace other ones.	4	32.808	0.00
7. Cross the odd word is the best way to teach antonyms.	4	20.885	0.00
8. Learning synonyms and antonyms helps students to build vocabulary.	2	25.423	0.00
9. Teachers sometimes describe the meaning of new items using 'inclusion' method (X is a kind of Y)	4	34.346	0.00
10. Teachers give listening exercises to test <i>homographs</i> (the same written word with different meanings) and <i>homophones</i> (the same spoken word with different meanings)	4	20.115	0.00
11. Teachers explain polysemous words (words that have more than related meaning) through the sentence context.	3	20.462	0.00
12. Taxonomy (classification of items in a hierarchy system) is a strategy not used by teachers to increase students' stock of vocabularies.	4	13.962	0.00
13. Using sentence frames like (X is a part of Y) or (Y is a part of X) is an easy way for students to learn new vocabulary.	4	17.615	0.00
14. Idioms learning (especially phrasal verbs) is considered as a real problem for secondary school students.	4	43.577	0.00
15. The sense of collocations is taught at secondary school level as it increases students' range of vocabulary.	4	30.308	0.00

According to the above table, the results can be demonstrated as follows:

(1) Chi square value calculated for the first statement is (42.423) with degree of freedom (4), and the significant value level (0.00) <(0.05) in favor of agreeing participants to the first statement of the questionnaire. According to what is mentioned in the above table, it is indicated that the idea that says 'words are grouped together when teaching new words' is supported.

(2) Chi square value calculated for the second statement (students know that, sometimes meaning of words cannot be known individually) is (23.231) with degree of freedom (3), and significant value level (0.00) <(0.05) in favor of agreeing participants to the third statement of the questionnaire.

(3) Chi square value calculated for the third statement (it is better for students to know relations between words to infer meanings) was (51.846) with degree of freedom (3), and significant value level (0.00) <(0.05) in

favour of agreeing participants to the first statement of the questionnaire.

(4) Chi square value calculated for the fourth statement (teachers use lexical semantic relations 'synonyms, antonyms, collocations, idioms, etc. ...' to teach new vocabularies) was (26.654) with degree of freedom (4), and significant value level 1% (0.00) <(0.05) in favour of agreeing participants to the fourth statement of the questionnaire.

(5) Chi square value calculated for the fifth statement (students know that, sometimes two words can have the same meaning) is (29.154) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the fifth statement of the questionnaire.

(6) Chi square value calculated for the sixth statement (students face difficulties when they use synonyms of words to replace other ones) is (32.808) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the sixth statement of the questionnaire.

(7) Chi square value calculated for the seventh statement (cross the odd word is the best way to teach antonyms) is (20.885) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the seventh statement of the questionnaire.

(8) Chi square value calculated for the eighth statement (learning of synonyms and antonyms by students helps them to build vocabulary) is (25.423) with degree of freedom (2), and significant value level (0.00) <(0.05) in favour of agreeing participants to the eighth statement of the questionnaire.

(9) Chi square value calculated for the ninth statement (teachers sometimes describe the meaning of new items using 'inclusion' method {X is a kind of Y}) was (34.346) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the ninth statement of the questionnaire.

(10) Chi square value calculated for the tenth statement (Teachers give listening exercises to test homographs and homophones) is (20.115) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the tenth statement of the questionnaire.

(11) Chi square value calculated for the eleventh statement (teachers explain polysemous words through the sentence context) is (20.462) with degree of freedom (3), and significant value level (0.00) <(0.05) in favour of agreeing participants to the eleventh statement of the questionnaire.

(12) Chi square value calculated for the twelfth statement (taxonomy is a strategy not used by teachers to increase students'

stock of vocabularies) is (13.962) with degree of freedom (4), and significant value (0.00) <(0.05) in favour of agreeing participants to the twelfth statement of the questionnaire.

(13) Chi square value calculated for the thirteenth statement (using sentence frames like 'X is a part of Y' or 'Y has an X' is an easy way for students to learn new vocabularies) is (17.615) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the thirteenth statement of the questionnaire.

(14) Chi square value calculated for the fourteenth statement (idioms learning is considered as a real problem for secondary school students) is (43.577) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the fourteenth statement of the questionnaire.

(15) Chi square value calculated for the fifteenth statement (the sense of collocations is taught at secondary school level as it increases students' range of vocabulary) is (30.308) with degree of freedom (4), and significant value level (0.00) <(0.05) in favour of agreeing participants to the fifteenth statement of the questionnaire.

According to the results in table (4-6), the opinions of the participants tend to agree to the statements of the questionnaire. To assure this, there are 15 statements in the questionnaire and the number of participants is 52. That means there are 780 answers enhance or refute the statements of the questionnaire summarized in Table (4-7).

Table (4-7): Frequency Distribution of the Questionnaire Statements:

Options	SA	A	N	D	SD	Total
Number of Participants' Answers	219	320	132	88	21	780
Percentage	28.1%	41.0%	16.9 %	11.3 %	2.7 %	100%

From Table (4-7), the study questionnaire answers are (219) with the rate (28.1%) agreed strongly with the questionnaire statements, (320) answers with the rate (41.0%) agreed with the questionnaire statements, and (132) answers with the rate (16.9%) were neutral to the questionnaire statements, (88) answers with the rate (11.3%) disagreed with the questionnaire statements and (21) answers with the rate (2.7%) were strongly disagreed with the questionnaire statements.

6. Results and Discussions:

Having analyzed the data, the findings that fulfill the assumptions and the objectives of the study are as follows:

- 1) Secondary school students aren't aware of the use of the use of some lexical semantic relations to promote their vocabulary learning and this confirms that most teachers don't use this technique when teaching vocabulary.
- 2) Learning vocabulary in a hierarchy system is a good technique and an easy way to enhance students' stock of vocabulary. According to the results shown in the relations of hyponymy, meronymy, taxonomy this technique isn't used by most of secondary schools teachers therefore, teachers' attitudes towards the use of this system in teaching new vocabulary isn't positive.
- 3) Sentence written and spoken contexts are not taken into consideration when teaching new words, therefore students are very weak in dealing with polysemous words (words that have more than one meaning) as well as homophones "the same spoken words with different forms".
- 4) There is an apparent weakness among secondary school students in inferring antonyms of words.
- 5) There aren't enough exercises concerning idioms and collocations among Sudanese secondary students that improve the actual use of language among secondary school students.

7. Conclusions:

Based on the findings of the present study, it could be concluded that, Secondary school students (to some extent) do not know the relation between words and their meanings. With reference to the first hypothesis, which states 'secondary school students don't know the relation between words and their meanings'. The results that obtained by the researcher while the analysis of the test showed that, students' weakness was in the sense of polysemy but they had done well in most of the other relations beside that, teachers agreement with the statement that says 'students know that, sometimes meaning of words cannot be known individually'; all these factors make this hypothesis partly rejected and it can be completely rejected if teachers are fully aware of the use of lexical semantic relations in teaching. As for the last hypothesis which says 'words can be learned and understood from their relations to other words'. High scores obtained by the students in most of these relations confirmed that this hypothesis is true and although most students failed in answering questions related to the part of polysemy but this doesn't affect the authenticity of this hypothesis for it seems that the majority of the students thought these words have only one meaning (for each one) and they didn't take sentence context into consideration.

8. Recommendations:

In the lights of findings of the study, it is appropriate to make the following recommendations for both learners and teachers:

1. Using hierarchy in increasing students' stock of vocabulary should be used as a technique in teaching when dealing with vocabulary that related to hyponymy (X is a kind of Y) as well as taxonomy (classification of items in a hierarchy). This method seems an easy way for the students to learn vocabulary through.

2. A great emphasis should be given to sentence context when teaching new words (particularly polysemous words and homophones) because the students' attempts to know the meaning of individual separated words is considered as a futile attempt because as what was shown in chapter two that a particular word in different contexts has different meanings according to the surrounding words, therefore, students need to be encouraged by their teachers to guess the meaning from the context of the sentence.

3. Students should realize that, collocations and idioms learning help them to know the actual use of language (the language of everyday), therefore teachers should give more emphasis to them and encourage students to learn them besides giving students enough exercises (written and spoken) to know for example this pair of words goes together and that one doesn't.

4. Shedding some lights on the important role of lexical semantic relations should be given to secondary school teachers as an awareness for them because most of them ignore this method in teaching and still use the repeated traditional ways of explaining unfamiliar items which make students get bored and are not interested during the lesson.

9. Suggestions for Further Studies:

Definitely, this study is restricted in a particular area, but to get a clear picture of lexical semantic relations, the researcher suggests that:

It is better for the next researcher if s/he studies one or two of these relations separately and shows their importance in learning and/ or teaching, for example interesting topics for further studies could be:

- Impact of awareness of synonyms and antonyms in vocabulary constructions.
- The actual use of idioms and collocations by foreign language learners and their importance in oral communication.

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