

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction:

This is the last chapter of this study and it summarizes the findings of the study, recommendations based on the results and also it provides some suggestions for further studies.

5.1 Conclusions:

This study investigates the role of awareness of sense relations in learning vocabulary. There were four hypotheses concerning this study. Firstly, secondary school students are able to know the meaning of vocabulary very well, secondly; semantic relations are used by secondary school students in vocabulary learning, the third one is that secondary school students are fully aware of learning the vocabulary which requires lexical semantic relations and the last one is that secondary school students know the ways of vocabulary learning.

So, in order to verify the above hypotheses, the researcher used one tool, a test for secondary school students. The sample consisted of thirty students from secondary level.

Here are the findings of this study that fulfill the assumptions and the objective rose in the study:

1. The students' ability in learning vocabulary through hyponymy and synonymy is quite good but they still need to practice more in these two senses specially (verbs' synonyms).
2. Most of the students did not react in vocabulary learning through oppositeness positively, so they need more practicing in the section of antonymy and relational opposites.
3. The homonymy test showed some problems in learning vocabulary through this relation:
 - a. Spelling mistakes were done by most of the students in writing the word {two}. Although the researcher has been repeated these words

many times with the correct pronunciation but a lot of the students have written it (tow) instead of (two).

- b. Beside the spelling mistakes , students also were confused between the words (to) and (too), so in many gaps they have written (to) instead of (too) and vice versa and this might be because both of the two words have the same sound or they did not take the context of the sentence into consideration .
- c. This spoken text showed students' problems in affixation especially in the prefix (fore) because it has the same sound with the other two words (for) and (four), so none of the students wrote it correctly.
- d. The research also found that the students are weak in understanding spoken text and differentiating between its similar sounds through the context.

This was clear when they became confused and did not distinguish between the prefix (fore) and the other two words (for) and (four) through the context of the sentence in spite of that there is no any relationship between them in meaning , also the other words (to) , (two) and (too) .

- 4. A large number of students are not aware of the fact that a lot of English words can have more than one meaning , so the section of polysemy showed their weakness in knowing the meaning of the words {book , pen , bank and plot} through the context .
- 5. Questions in collocations showed that a lot of the students did not know the fact that some words in English do not co-occur with some other words or expressions, so most of them reacted negatively to this sense relation.
- 6. The results of idioms' questions showed that a number of the students do not know that a combination of two words or more give different meanings, so the meaning of these phrases cannot be predicted by dividing the words individually.

5.2Recommendations :

In the light of obtained results it might be appropriate to make the following recommendations:

1. Students should be aware of that sense relations have an important role in learning vocabulary.
2. Enough exercises should be provided in the section of “antonymy” and “relational opposites” for the students to make the correct use of them as well as to differentiate between them.
3. Students should be given more exercises in listening and as well as guessing the words through spoken text.
4. Students should realize that the meaning they first learnt for a word may not be the one that it has in a new context, so they need encouragement in guessing the meaning through the context.

5.3 Suggestions for Further Studies:

The researcher suggests the following topics for further studies in the future in order to cover other areas in the same study.

1. Further studies are needed on EFL secondary schools’ teachers in investigating their attitudes and motivations towards the importance of sense relations in vocabulary learning.
2. Further studies are needed on the role of the context in vocabulary learning.
3. The researcher had discussed the field of sense relations as a whole , so further studies can be done to cover these relations individually , for example some studies can be discussed under the umbrella of these titles :
 - The role of synonyms and antonyms in learning vocabulary.
 - The importance of ploysemy and homonymy in vocabulary learning.
 - Students’ awareness of phrasal verbs.