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The Impact of Sense Relation on Teaching Vocabulary: Case of 1st Year EFL Students at Foreign Languages Department, Naama University Centre.

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Dedication

First and foremost, I want to express my heartfelt gratitude to Almighty Allah for lavishing me with uncountable blessings.

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Abstract

The acquisition of vocabulary is crucial to language learning, particularly for English Language Learners, due to weak vocabulary knowledge; many students have trouble choosing appropriate terms to convey their ideas, which requires effective vocabulary teaching strategies. The aim of this study is to examine the importance of sense relations techniques in vocabulary teaching and to provide more effective methods for vocabulary teaching to help students learn. This research aims to highlight an investigation into effective vocabulary learning through sense relations and to reveal the effects of sense relations on vocabulary teaching. For this reason and due to the pandemic one method was used in this research, teachers' and students' questionnaires which are addressed, respectively, to first year EFL learners and teachers at Salhi Ahmed University Center in Naama (UCN). The results reveal that most of the students tend to learn vocabulary and deduce the meaning of new terms through the use of sense relations. Hence, the obtained results confirmed that sense relations strategies have a significant impact on learners' vocabulary improvement.

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List of Abbreviations Acronyms

EFL: English as a Foreign Language

LMD: License Master Doctorate

UCN: Salhi Ahmed University Centre Naama

General Introduction

GENERAL INTRODUCTION

As an international language of knowledge and communication, English has become the dominant language in the world. More learners and teachers have begun to pay attention to learning English. Nonetheless, many linguists have pointed out the importance of vocabulary in learning English, which cannot be ignored at all. Poor vocabulary will have a negative impact on the overall language development of learners. Therefore, in order to be proficient in a language, learners must master a large number of vocabulary, which depends on the role of foreign language teachers in formulating various strategies to maintain students' new thinking for a long time.

Vocabulary learning techniques can help students learn new English words. One of these techniques is using sense relations as a technique for teaching new English vocabulary. Through this technique, students can improve their vocabulary knowledge.

Techniques of vocabulary teaching help students acquire new words of English. One of these strategies is using sense relations for teaching new Vocabulary words. Through this technique, students can improve their vocabulary knowledge. Therefore, teachers cannot develop students' vocabulary without knowing some vocabulary learning strategies. On the other hand, the lack of modern effective strategies will make it difficult for students to improve their vocabulary storage. Otherwise, it can be daunting for students to develop the lexical store because of the lack of new effective strategies. This research aims to examine effective vocabulary learning through sense relations. The purpose of this research is to investigate the influence of sense relations on the vocabulary of EFL classroom teaching and to find the extent to which the use of sense relations affects the acquisition of English vocabulary. In addition, this research tends to determine the use of sense relations by EFL teachers when teaching new English words. Moreover, this study helps to assess the use of new English terms of sense relations by EFL teachers.

This study aims to investigate the effect of sense relations on the vocabulary of the teaching of EFL classes; it endeavours to answer the following questions:

1. Do sense relations really affect teaching English vocabulary?

2. To what extent does the use of sense relations affect vocabulary acquisition?
3. What is the importance of using sense relations and what are the most important sense relations techniques that can be used in teaching vocabulary?

In light of the previously stated research questions, the following hypotheses are proposed:

1. Using sense relations is remarkably important and effective in teaching and learning vocabulary.
2. Sense relations in teaching vocabulary can help students enrich their lexical stores and learn English words more quickly and effectively.
3. All sense relations teaching techniques are essential and must be used in vocabulary teaching.

Sense relations techniques are very significant tools in teaching and learning new English words. This investigation was conducted because the research on the comparative effectiveness of vocabulary learning and teaching techniques nowadays is very important. Moreover, the findings of this study could be used to check whether the sense relation techniques are effective for vocabulary acquisition or not.

Finally, the current dissertation is split into two chapters; the first chapter reports the literature review of the study including the nature of vocabulary, teaching vocabulary, and its importance. This chapter reviews also the use of linguistics in teaching vocabulary as well as semantics in vocabulary teaching and its purposes. . In addition, it sheds light on the semantic field theory. Then, it tackles the different sense relations. In the second chapter, one tool has been implemented to collect data which is questionnaires. The questionnaires were both quantitative and qualitative throughout the questions involving them. The first step was preparing the questions for the students, and the questions had to be progressive. The questions of the teachers' questionnaire were later written and distributed through an online survey. Then, it sheds light on the problems and limitations that may have caused any inconvenience.

Besides, this chapter is devoted to the practical side of the study and also deals with data analysis and interpretation in the form of statistical analysis and graphs of the collected answers. Additionally, based on the findings of the case study some suggestions and recommendations are proposed to improve the students' lexical storage.

Chapter One

Literature review

1.1. Introduction

Studying a language cannot be discrete from studying the meaning of that language. Concerning the importance of vocabulary, Lessard-Clouston, M. (1994) states: "… while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Hence, this chapter is an identification of the key ideas that will be recurrent throughout the analysis. It tackles the nature of vocabulary and its relation to alternative terms like teaching vocabulary. It conjointly presents the importance of teaching vocabulary and its key role in English language education. Equally important, it makes an attempt to introduce the use of linguistics in vocabulary teaching additionally to linguistics and its major purposes. Light is also to be shed on the semantic field theory and its importance within the teaching and learning process. Finally, this chapter tends to outline sense relations. It additionally presents the various sense relations as being a vital component within the teaching process that facilitates students in learning new vocabulary.

1.2. The intricate Nature of Vocabulary

Words do not exist in isolation, as Taylor (1995, p.83) explains, According to Jost Trier, "the vocabulary of a language is an integrated system of lexemes interrelated in sense."

Habib Allah (2017) said that the term vocabulary features a sort of significations:

Certain teachers, for instance, use the term to mean sight-word vocabulary, referring to the immediate understanding of words in print by the students; other teachers refer to words students understand as their meaning vocabularies as their sense vocabulary.

A similar category of researchers uses the term to mean listening to vocabulary or understanding the words they hear in the spoken language. According to Webster's Ninth Collegiate Dictionary (1987, p. 1320), vocabulary is classified as "A list or set of words and sentences typically arranged and explained or described alphabetically; furthermore, it is a number or stock of words used by a person or working language group, or in an information area".

Taylor (1990) defined vocabulary as the whole stock of words that belong to a branch of knowledge or are known by an individual. He also stated that a language's lexicon is its vocabulary, including words and expressions. Zimmerman (2007) defined vocabulary as a lot of words that are the essential structure squares utilized in the generation and comprehension of sentences.

The mechanics of vocabulary learning are still something of a mystery, however, one thing we can confirm, is that words are not quickly acquired, at least not for grown-up second language students. They are learned over some stretch of time from numerous exposures. This steady nature of vocabulary acquisition shows itself in various manners.

Each one of us went through comprehension and perception processes while reading a book or having a discussion with someone, yet not having the ability to use it ourselves. Both processes reflect the complexity of understanding words. Having the ability to comprehend a word is known as responsive information and is ordinarily associated with listening and reading (Schmitt, 2000).

The dominance of a word solely in terms of receptive versus productive information is irrationally rough. Having a great productive dominance over the expressed type of indict, yet not over its written structure. This recommends that we tend to additionally get to think about the various features of knowing a word (nation, 2001).

It is very important to know the value, function, and usage of a word before utilizing it. Besides, there is the common-sense matter of mastering either the spoken or the written mode of the word before it can be utilized in communication. An individual who has not pondered the issue may accept that vocabulary information comprises of simply these two features which are meaning and word form. However, the potential information that can be thought about a word is rich and complex (Thornbury, 2002).

Schmitt (2000) proposed various types of knowledge that an individual must master in order to know a word, namely the meaning of the word, the written form of the word, the spoken form of the word, the grammatical behavior of the word in

addition to the collocations of the word, and the register of the word. He insisted on the importance of associations of the word and the frequency of the word. These are known as kinds of word knowledge and most or every one of them is important to have the option to utilize a word in the wide assortment of language situations one runs over. The various kinds of word information are not really learned at the same time.

However, having the option to utilize a word in oral talk does not really involve having the ability to spell it. Thus, an individual will most likely know the significance of a word already knowing the aggregate of its subordinate structures. According to Stahl's model (1999), every word-information type is likely to be learned progressively, yet some may grow later than others and at various averages. From this viewpoint, vocabulary procurement must be gradual, as it is plainly difficult to increase quick dominance of all these word proficiencies at the same time (Graves, 2000).

1.3. Teaching Vocabulary

Habib Allah (2017) argues that teaching vocabulary is one of the most important elements in a curriculum. The vast majority of students are looking for mastering vocabulary. The teacher believes that the significant point of the training program is to assist the students with acquiring an enormous vocabulary of valuable words. In each class, the educator needs to present new words and requests that the learners practice them, clarifies the significance and the manners by which each can be utilized. Vocabulary is significant on the grounds that it is the fundamental component to increase other skills like tuning in, talking, perusing, and writing.

Experienced English teachers know very well how significant vocabulary is; they realize that students must learn thousands of words to master vocabulary. Thus, the teacher is required to assist students while acquiring vocabulary; however, this assistance should be personalized according to each student. Tuan (2012, p.1) stated that there are four phases in showing vocabulary in particular presentation, practice, translation, and review.

1.3.1. Presentation

Presentation is one of the most significant stages in teaching vocabulary; it demonstrates the first contact between students and new lexical items. As recommended by Thornbury (2002) learners need to learn both the significance and the type of another word. Grains and Redman (2003) stated that the methods used in the exhibition of new vocabulary items are visual strategies (mime, gestures, and visual), verbal procedures such as the utilization of equivalent word and definition, contrast and opposite, and utilization of illustrative circumstance and interpretation, in addition to the translation.

1.3.2. Practice

In the event that the teacher introduces the new lexical items, students may effectively overlook them. Thornbury (2002, p. 93) stated "practice makes perfect". For that reason, the teacher ought to give vocabulary exercises so as to offer learners a chance to rehearse the new words. Hence, learning new words cannot be efficient if students do not practice at home or in a classroom setting. Practicing the words that are already learned can help learners grasp the full meaning of these words.

1.3.3. Production

In this stage, the students are encouraged to finish elevated level errands in particular creation assignments. The understudies should deliver something as a result of their own. In this way, students will divert words from responsive to beneficial and put them into long-haul memory (Thornbury 2002). This stage also focuses on learners' creativity while dealing with language. One effective way that allows students to memorize new words is to encourage them to use these words in sentences or paragraphs.

1.3.4. Review

Tuan (2012) noticed that assessment is a way to revive and activate old knowledge. It delivers better outcomes for educating and learning vocabulary. In looking into arranging, students have more chances to utilize language and get input.

Different studies concur that open exercises are the most ideal approaches to assist students with reviewing vocabulary. In addition, visual guides can make vocabulary updates more interesting and successful (Kim & Gilman, 2008). The amendment should be possible in the two people and joint effort. Tuan (2012) communicated that vocabulary is fundamentally looked into through the warm-up step that implies educators audit vocabulary learned in a prior exercise. It targets activating students' memory or as a groundwork for another introduction.

To clarify more, the researcher provides some steps concerning the teaching vocabulary process.

In the first step, the teacher supplies a short text, and then he sorts out three or four words during the pre-reading phase.

In the second step, the teacher writes the words on the whiteboard and asks students to memorize them, afterwards he erases the words.

In the third pace, the students are asked to write them again, and later on, they use them in sentences to guess the meaning from the context.

In the last step, the teacher corrects and explains the given words; subsequently, the students relate the words to produce them in a paragraph. Finally the teacher reviews and assesses their work.

1.4. The significance of teaching Vocabulary

The vocabulary is important both inside and outside the school. Students are unable to understand others or convey their own thoughts due to a lack of vocabulary, which is crucial in English teaching. . Lewis (1993) said "lexis is the core or heart of language" (p. 89); especially as students create more prominent familiarity and articulation in English. It is vital that they acquire more useful vocabulary information and develop their own vocabulary learning strategies. Ownership of a rich vocabulary is fundamental for students' achievement. The absence of rich vocabulary shields

numerous students from meeting grade-level benchmarks and gaining academic improvement (Huckin, 1995).

Concerning English students, a lack of a diverse vocabulary is particularly noticeable, and this can severely repress progress and achievement. Wallace (2008) proclaimed "The greatest challenge inhibiting the ability of English language learners to read is the lack of sufficient vocabulary development" (p. 36). For him, an absence of vocabulary information would stretch out to powerlessness to comprehend reading, a failure to compose at grade level, and an inability to understand the functions of words in sentence structure. Students can't advance in their ability to learn another language if they don't have a rich vocabulary.

Furthermore, adequately teaching vocabulary is a crucial component of learning a second language. "Lexical knowledge is central to communicative competence and to the acquisition of a second language" Schmitt (2000, p. 55) underlines. The acquisition of vocabulary is critical for the use of a second language and plays a key role in the construction of entire spoken and written texts, according to Nation (2011).

1.5. Applying Linguistics in Vocabulary Teaching

The field of teaching foreign languages requires continuous research and investigation on the various theories developed within the field of linguistics regarding vocabulary acquisition and language learning. Hence, linguistics allows language teachers to have an in-depth look at how language is learned and consequently, develop effective language teaching techniques (Wilkins, 1972).

Linguistic is the scientific study of language whose objective is to explain and clarify the unconscious information the speakers have of their language (Lyons, 1968). He contended that it is a field that manages the scientific description and analysis of language.

To preserve the sufficient description and analysis of language, linguists divided language into numerous components. These embrace phonology, morphology, syntax,

and semantics, and since the thesis attempts to discover the impact of lexical relations in teaching

vocabulary, the present study is dedicated to concentrate on semantics and its role in vocabulary teaching.

1.5.1. Semantics in Vocabulary Teaching

The study of meaning in language is recognized as semantics (Lyons, 1977).). It can be applied to entire texts or to single words. Palmer (1976) stated that semantics is the specialized term used to allude to the study of meaning.

It is also believed that:

> Semantics is central to the study of communication; and as communication is crucial in social organization, and understanding became a necessity, Semantics is also at the center of the study of the human mind-thought process, cognition and conceptualization. (Leech 1990, p.9)

It means semantics has become a very important field of investigation since it deals with communication. Consequently, we glance for meaning in our everyday conversations, and therefore the procedure of human attempts to understand the nature of meaning includes the use of mental capacity by the employment of thinking and observation.

Semantics is concerned with the meaning of sentences rather than what the speaker utters. In addition, Kreidler (1998) pointed out that this is a systematic study of meaning. He also added that when semantics is linked to language, it is concerned with how language arranges and expresses meaning. Furthermore, Nouwen (2011) argued that the word meaning has different interpretations, and these senses make the semantics study very implicit in dealing with meaning itself.

1.5.2. Meaning Explanation through Semantics

Semantics aims to clarify and portray the meaning in natural language and remove confusion (Leech, 1969). This might lead the readers to believe a word has many possible meanings.

Thomason (1996) declared that semantics will probably not help people to find out the meaning of a term that they do not see; nevertheless, it has a great deal to state about the examples of meaningfulness that they find in words. It certainly cannot assist them with understanding the meaning of one of Shakespeare's works, yet semantics allows them to discover the relationship between meaning and structure. Similarly, they are learning about themselves and how they think, just as acquiring valuable knowledge in a wide range of fields and applications.

It can be argued from the foregoing explications that semantics should be able to explain more and characterize any articulations in language and eliminate confusion. Semantics allows readers to examine the numerous meanings of a word; otherwise, a sentence will change the whole meaning if semantics have a possibility of expelling or changing the place of a single word from the sentence. The meaning relationship inside a phrase is therefore crucial because a solitary word has no meaning or importance.

1.6. Sense Relations

The meaning of a word can be defined as its position in a relational system, which includes interaction with the rest of the vocabulary (Lyons, 1971). Lyons also noted that these relationships do not hold with them any presumptions of what vocabulary to expect aside from the one we have in question. . "A lexeme which is related ……. to other lexemes is related to them in sense and ….. That a lexeme which is related … to the outside world is related by means of denotation" (1981, p.152). He claims that while the sense relation between words creates the aggregation of those words, the relation that holds lexemes outside of this sense circle is based on denotation, which seems logical given that related words do not always have the same meaning.

Sense relations, according to Kreidler (1998), are the relations between words and the contrasts/similarities that exist in a comparison, as expressed in synonymy, antonymy, hyponymy, and homonymy. This makes sense relations manifested the similarity of meaning in synonymy. The correspondence of word-formation expressed in hyponymy and homonymy, and the oppositeness of meaning expressed in antonymy.

Cruse (2004) divided sense relations into two categories: the first includes words that share the same or exact meanings as other words, expressing identity and inclusion. The second group of words expresses opposition by having opposed meanings or excluding others.

The existing relationship between words and their meaning is clarified by lexical-semantic relations or sense relations. The English language, indisputably, is rich in various types of sense relations; understanding these types clarifies any potential uses for them in vocabulary teaching.

1.6.1. Synonymy

Synonymy is defined by Richards and Schmidt (2002) as two words that have similar or nearly identical meanings, such as:

1. This street is very *narrow/ incommodious.*
2. *You have my profound/deep empathy.*

As illustrated in examples (1) and (2), the pair of words *"narrow/ incommodious"* is synonymous, since both words are replaceable with the condition that the same sentence is maintained; this situation is likewise implemented with the second one words pair *"profound /deep"*. Although words may be synonymous in a single context, they can range in another, for example:

3. *They ride along narrow lanes.*
4. *They ride along incommodious lanes.*
5. *This well is deep.*

6. This well is profound.

The pair "narrow/incommodious" do not express synonymy since "narrow" cannot replace "incommodious" in this context. The same case is encountered with "deep" and "profound".

Synonymy has nearly similar definitions among authors, but the variation encountered in synonyms with the context converting leads to understand the existence of a couple of types of synonymy. Vomend (2003) set up three types: First, the absolute synonymy is recognized through him as when pair of lexemes is absolutely interchangeable in all feasible contexts and that they have the same ratio of distribution.

Second, the complete synonymy which was recognized as lexemes that display similarity in many cases and express interchangeability. Although they always remain context-restricted synonymy, the rarity of the cases in which the lexemes do not express synonymy prevents them from attaining absolute synonymy.

Third, the cognitive synonymy that Vomend (2003) represented as the special relation between a minimum of two lexemes that can be employed in the same context without changing the truth conditions of a sentence. Nevertheless, there are no absolute synonyms because the distribution is not the same for all of these lexemes i.e. using the first or the second word is more dependable on the situation of the speaker instead of on the context.

Vomend (2003) has continued to emphasize that synonym is a highly nebulous field and that the existence of absolute synonyms is dubious in the continual development of language. Carter (2012) backed up this claim by stating that there are no true synonyms because any two words with the same meaning cannot possibly coexist in a language.

As Carter (2012) said, the Anglo-Saxon, French, Latin, and Greek origins of English are the main historical reasons that make English so rich in synonyms.

The ability that English borrows from all these languages adds rich meaning to the synonyms of each lexeme in each source language.

1.6.2. Antonymy

Antonyms, like synonyms, represent sense relations between lexemes. They stand for words that express opposite meanings. Bolinger (1968 p.72) admitted that it is difficult to determine the oppositeness in words, which is different from synonyms. He pointed out: "It is as hard to pin down the 'oppositions' of antonyms as the 'sameness' of synonyms".

O'Grady (1987) acquainted antonyms as lexemes or phrases that indicate oppositeness with regard to the component of their meaning, such as "hot" is the opposite of "cold," "up" is opposite of "down," and so on. Antonyms are all words that have opposing meanings, and, like synonymy, the expression of a near or absolute antonomy necessitates the explanation of its types.

1.6.2.1. Complementary Antonyms

In this type, oppositeness indicates a specific relationship between the negative and positive lexemes, where each negative lexeme implies the positive of the other, as a matter of fact, the denial of one implies the assertion of the other. This kind of antonymy between pairs is known as integration. When Lyons (1971) mentions someone's death, he is saying that he is no longer alive, or when he mentions his marriage, he is saying that he is not single.

1.6.2.2. Gradable Antonyms

This sort of antonymy is distinct from complementary antonymy, in which the initial lexeme does not entail the antonym's oppositeness. This indicates that one term represents one end of a scale while the other denotes the opposite end of the same scale, as in the following examples: poor/rich, slow/fast, old/young. Such adjectives may be perceived in many angles and perspectives connected to

the degrees of quality; for example, a road may be regarded as wide, or very wide, while an element such as the weather might be classified as cold, or very cold; such categorization varies from person to person.

These two sorts of antonyms are close, according to Lyons (1971), yet the distinction is obvious when dealing with words. When someone says he hit a target, it means he did not miss it. This type implies integration; for instance; when someone says he is young, it does not always mean that he is not old. Accordingly, deducing that is based on the reader's perspective. This type is gradable.

1.6.3. Homonymy and Polysemy

Homonymy means "words which are written in the same way and sound alike but which have different meanings" (Schmidt & Richards, 2002, p.241). Homonymy, according to Richards and Schmidt (2002), is a semantic structural match between two words that is identical. In other terms, homonymy refers to words that have the same spelling and sound but distinct meanings. Noting that certain homonyms can have several meanings, such as the term bright, which may signify smart and clever as well as shiny and lightning, the term match, which is used to couple similar items, or a stick used to make a flame.

Although Homonymy is primarily contextual, three types of it can be found in modern English: homographs, which are words that are identical in spelling but differ in sound, form, and meaning; homophones, which are words that are identical in sound-form but differ in spelling and meaning; and third, perfect homonyms, which are the ones that are most commonly mentioned when discussing Homonymy, and consist of words that are identical in spelling, sound, and form, yet they only vary in meaning.

Since they both deal with words that share both spelling and pronunciation, Polysemy and homonymy are hard to distinguish. The distinction may be recognized by understanding that polysemy is a term with two or more closely related meanings (Richards & Schmidt, 2002).

Hurford (2007) identified the distinction between Polysemy and homonymy stating that it appears when majoring the relatedness or closeness between the senses exhibited in the two terms compared. For polysemy, the focus is more on how close are the two meanings, whereas, in homonymy, the focus is on how unrelated they are. As a result, homonymy is concerned with distinct meanings, whereas polysemy is concerned with related meanings.

1.6.4. Hyponymy

Richards and Schmidt (2002, p.243) defined hyponymy as a relationship between two words in which the meaning of one is included in the meaning of the other, and the type of this relationship is in their semantic field. For example, the words *"panda"*, *"cat"*, and *"animal"* all belong to the same semantic category, and the word *"animal"* encompasses the other words because a *"panda"* and a *"cat"* are both *"animals"*. In this case, the word *"animal"* is known to be the subordinate of *"panda"* and *"cat"*; this relation in hyponymy is described as the inclusion.

Cruse (2004, p. 148) declared: "from the extensional point of view, the class denoted by the subordinate term includes the class denoted by the hyponym as a sub-class". As seen in the example above, animal includes *panda* as one of its subclasses and *"animal"* is a general hypernym that includes *"panda"* and other animals; this link between subclasses, such as *cat* and *panda*, is referred to as co-hyponyms.

To distinguish taxonomy from hyponymy, Cruse explained that taxonomy is more engaged in the meaning of its subordinate by identifying what made it special and distinctive. A *kitten*, for instance, is a hyponym of *cat*, but it only specifies it as a *young cat*; nevertheless, when we mention its kind, such as a *Siamese cat*, the hyponym becomes more defined.

Another closely related type of sense relation to hyponymy is meronymy, which denotes a constituent part of, or a member of something. In other words, *finger*, for example, is a *hand* meronym because a *finger* is part of a *hand*. Two types

of meronyms are to be inferred: *"canonical"* and *"facilitative"*, or simply necessary one and optional other (Lyons, 1977). Since, for example, the *eyes* are a required component of the construction of a well-conditioned *face*, or a *pillow* in a *chair* is an optional part that is not included in the basic construction of that element *"chair"*.

1.6.5. Collocations and Idioms

McCarthy and O'Dell (2008) defined collocations as words that can co-occur with other terms or words that are anticipated to follow other words in a consecutive relation in the vocabulary of the language. For instance, using the word *heavy* followed by the word *rain* is more logically and linguistically approved instead of using the expression *big rain*, although both statements share the same meaning and are grammatically accurate, choosing heavy instead of big makes the sentence seem more natural and improves the vocabulary choice semantically better.

Carter (2012, p.23) contended that "a word can be known by the company it keeps". Meaning that the reader may use the existing relationship between words to have an idea of the word that will come after the one he just heard or read, which can help him develop a better coordinated and structured text and parts of speech when he attempts to speak or write.

Collocations can also be viewed from a different perspective. While certain words may rhyme together, they may not have the strength to remain related in most sentences, as mentioned in the following quote:

> Another way collocations are categorized is by strength. The strength of a collocation is not about how frequently the collocation is used but rather the strength is determined by how frequently the two principal words occur with other words. Strong collocations feature words that do not occur with many other words while weak collocations are made up of words which occur with many other words. (Lackman, 2011, p. 4)

Lackman (2011) went on to describe how collocations are classified based on the strength of the relationship between words that co-occur, and whether a word can appear with many lexemes or it can only occur with few selected ones.

Any student of the English language needs to learn and understand collocations well in order to use them correctly, better management of the co-occurrence of words leads to natural learning and understanding of English vocabulary.

Idioms are a distinct matter in vocabulary learning because they involve more advanced learners of English words and expressions, yet they innovate an intrinsic part in the proficiency and fluency of the language itself. An idiom is characterized as a group of words whose semantic interpretation cannot be derived compositionally from the interpretation of its parts (Cacciari & Tabossi, 1988). It is a set of words that are used and understood simultaneously and jointly, in order for the true sense of the idioms to be comprehended.

Idioms can comprise collocations to some extent, and they can be responsible for explaining the collocations expressed to language learners. Saying that someone "kicked the bucket" is a collocation, but only if the reader is already familiar with the expression, since here the idiom in saying that someone "kicked the bucket" is previously known that he just died.

1.7. The Semantic Field Theory

Sense relations and vocabulary teaching are related to semantic field theory in many aspects. As a start, through the simple act of using or learning words, the relationship between words tends to become clear. Additionally, by understanding the meaning of words, the learner is able to figure out the "parent/child" relation between lexemes. Therefore, this

theory allows us to use many lexical relations in the teaching or learning process—according to their field— including synonymy, hyponymy, homonymy, polysemy, and antonomy (Kreidler, 1998).

Thornbury (2000) pointed out that language is surfaced through using words, historically and grammatically, which defines the way we learn a particular language. The semantic field theory expounds how lexemes can have a sense relation based on meaning; thus their semantic field. Words are semantically related paradigmatically[1] or syntagmatically [2]; any lexical item can be classified through sets based on their fields (Katz, 1972).

According to Trier (1934), the semantic field theory unlocked a new chapter in the history of semantics. It clarifies how the vocabulary of a language is a dynamic and well-integrated system of lexemes guided by meaning relationships (Jackson & Ze Amvela, 2000).

The conflict lies in categorizing these semantic fields and whether these classifications do not share a number of similar concepts and elements. Katz (1972) justified two additional points to the theory for that purpose. First of all, the semantic field can fall under the common concept; for instance, the concept of "animal" includes any type of animal (elephant, lion, mouse...). Secondly, the meaning of any lexeme is undetermined without the reference to its field; hence, to determine the accurate meaning of a word, it is necessary to be aware of its position in its field.

[1] Paradigmatic: (specialist or formal) introduced by De Saussure, and it is a typical exampleor pattern of something.
[2] Syntagmatically: introduced by De Saussure and it is connected with the way in which twoor more units of language are arranged in order to make a correct clause or sentence.

1.8. Conclusion

The vocabulary lexical fields and sense relations are broad topics that involve various fields to mention; In particular, sense relations can have many shapes that change the view of how any word can be related to another through utterance, pronunciation, or simply the meanings of both of them, which can affect how they can be applied in sentences. The co-occurrence of words may be a controlling matter to how these clauses are to be read and understood, all these relationships mentioned in this chapter may help develop new teaching strategies or upgrade the current ones being used. Keeping in mind all of these contrasting ideas about how meanings between words can differ, adjusting the curriculum to present the words to be learned in a more orderly manner, and respecting how to interpret them through the complexity of their meanings, may advance and enhance the vocabulary teaching mechanism.

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Chapter Two

Research Methodology, Data Analysis and Interpretation

2.1. Introduction

Based on the content mentioned in the previous chapter, it is interesting to shed light on the research methodology and data collection. The purpose of this chapter is to discuss the population, procedures, and the context of the study. In order to test the previously proposed hypotheses, two different questionnaires were conducted to discover the preferred method for teachers to explain meaning and to collect data provided by teachers and students.

This chapter deals also with the practical part; it aims to find out how sense relations affect vocabulary teaching for first year EFL students. In the realm of research, data analysis is critical, allowing the reader to comprehend the research's purpose. The findings of the surveys, including both students' and teachers' surveys, are covered in this chapter. It also provides the discussion of the questionnaires of students and teachers. Moreover, the results obtained have been discussed in light of the study's objectives in order to support the previously mentioned hypotheses.

Finally, the main findings have been summarized in this chapter of the study. Then, the researcher put forward some recommendations to be considered when raising vocabulary teaching issues. Likewise, some further studies are suggested to further understand the current field.

2.2. Methodology

This section is almost reserved to exposing the different aspects of research methodology including the statement of the problem. Based on the content mentioned in the previous chapter, it is interesting to shed light on the research methodology and data collection. The purpose of this chapter is to discuss the population, procedures, and the context of the study. In order to test the previously proposed hypotheses, two different questionnaires were conducted to discover the preferred method for teachers to explain the meaning and to collect data provided by teachers and students.

2.2.1. Statement of the Problem

This extended essay is concerned with how sense relations techniques can affect learning English vocabulary by first year EFL students on a wide range of aspects.

In fact, it has been observed that students might use sense relations techniques, yet they may be truly unfamiliar with the exact term.

In order to test the previously proposed hypotheses, two different questionnaires were conducted to discover the preferred method for teachers to explain meaning and to collect data provided by teachers and students.

2.3. Samples and Population

In any research, selecting participants is considered to be an important phase. To define the sample population, Dornyei (2007, p. 96) stated that it "… is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about". In addition to that, researchers in the field have provided so many explanations regarding the size of the sample. The first idea to consider here is that there is no pre-determined number of participants. The correct number depends generally on the following factors:

- The purpose of the study, and
- The research method selected, i.e., qualitative or quantitative methods since the former requires more participants (Cohen, Manion, & Morrison, 2000).

Another important detail that researchers should keep in mind when selecting their participants, is the sampling strategy. Thus, they may select either the probability or the non-probability sample. In simple words, probability samples are the ones selected based on chance, i.e. every person of the population has a chance to be selected for a certain study. However, for non-probability samples, there is a clear reason behind a certain choice (Cohen, Manion& Morrison, 2000).

The sample population or participants in the study, the methodology, and the instruments used are all important factors in determining the research's quality. The goal of this study was to learn about and see the perspectives of both teachers and students participating in the English language learning process. The first questionnaire was filled out by English teachers at Salhi Ahmed University Center (UCN), with a total of seven teachers participating (7). The participants in the second questionnaire were UCN's first-year EFL students, who were delivered seventeen (17) questions to respond.

The questionnaire samples were chosen for a range of reasons. Under the LMD system, university students are permitted to examine and explore new instruments of learning under the direction of their highly experienced teachers, which exposes them to a variety of teaching methods.

This study looks at how sense relations may be used to teach vocabulary. EFL students at the university can have fluctuating levels of lexical storage, yet the ones presumed to have the lowest are the freshmen, the first year students. This deficiency in their lexical store might be remedied by employing sense relations techniques. This decision is mostly dependent on university teachers, who have a far greater capability to develop and innovate in their teaching methods based on the knowledge they want to impart and the language deficits seen in their students.

2.4. Research Tools and Instruments

A research instrument is a tool that collects, measures, and analyzes data on a specific topic. Tests, surveys, scales, questionnaires, and even checklists can be used as research instruments. (Creswell, 2017)

Validated instruments are required to ensure the reliability of the research. In order to gather data for this study, a single technique was used: questionnaires. In terms of the questions on the questionnaires, they were both quantitative and qualitative. The first phase was to prepare the students' questions, which had to be

progressive. It was necessary to present qualitative questions after having a better understanding of the students' ability by employing a few quantitative questions. The questions were delivered to students through an online survey. After collecting the answers and classifying them on the computer, the teachers' questionnaire was developed and given to the teachers via email.

2.5. Data Collection Procedures

Data collection procedure is the process of collecting and measuring accurate insights for research using standard validated techniques.

Warner (1965) declared that the data collecting procedure is the randomized reaction procedure, which allows researchers to obtain delicate data while maintaining respondents' anonymity. The questionnaire was the instrument used to collect data.

Due to the pandemic of the Corona Virus spread, the questionnaire was delivered to students via a study group on Facebook, as well as an online questionnaire used for teachers. The questionnaire was chosen above the other options because it is more likely to be conducted and can be used to collect data from a large number of participants, another instrument, such as an interview, would not be suitable due to the high sensitivity of the topic. Accordingly, the questionnaire was employed to preserve the participants' privacy, encouraging them to answer honestly.

The use of open-ended and closed questions is to collect as much valid data as possible from the respondents. In closed questions, respondents were given a set of questions to answer with their options from which they would choose. Open questions, on the other hand, allow the participant to respond freely. The purpose of open ended questions is to allow participants to respond utilizing their knowledge, by providing criticism or solutions. Closed questions are used to offer precise responses to the research since they are easy to be analyzed and converted to statistical data.

2.5.1. The Questionnaires

Two (2) questionnaires were used in the current study. The first was a teachers' questionnaire that was given to EFL teachers at UCN in order to benefit from their teaching experience, which varies from one teacher to another based on years they have spent teaching English and the different levels of students they have worked with.

The teachers' questionnaire's overall goal was to uncover two crucial points: First, teachers' use of sense relations techniques to explain words and supply vocabulary to students. Second, their attitudes on the implementation of these strategies through their careers as teachers.

The second questionnaire was sent out to first-year EFL students. This particular group of learners was chosen since they are still in the process of expanding their vocabulary through various techniques. Establishing sense relations tools for explaining, memorizing, and predicting new words, is essential at this level of English learning. It took many days to receive the answers after resending the questionnaire again to the students on the direct message on their personal Facebook accounts.

2.6. Data Analysis and Interpretation

In this work, the questionnaire has been used as a research tool. It has been chosen as a research instrument because it does not take a long time, and it is the best way to collect data in which the informants feel confident, they answer the questions without control of anybody, they give the right answers and they have the opportunity to express their ideas at ease. In this regard, Dornyei (2007: 101) states that:

> The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible.

2.6.1. Teachers' questionnaire Analysis

The questionnaire, which consisted of fifteen (15) questions, was splited into three (3) sections based on each section's goal, and it was distributed to twelve (12) teachers at the UCN via an online survey using Google Drive but only seven (7) teachers responded. The first section dealt with the background information, the second was about the use of sense relations in vocabulary teaching.

- **Section 1: Background Information**

Q1: What is your qualification? It was a straightforward question to ask. Its goal was to know the level of teachers and their qualifications.

Q2: For how many years have you been teaching English? It was wise to note the teachers' experiences and how they relate their experiences to their teaching. It allowed seeing if a teacher is capable of dealing with a wide array of situations, and to have an idea about the teachers' level of exposure to distinctive and new teaching strategies that would implicate the sense relations techniques.

- **Section 2: The Use of Sense Relations in Teaching**

Q3: In your opinion, which method from the following is the most efficient to explain meaning of a new word? It aims to discover strategies for teachers to explain meaning. It reveals the versatility of teachers and understands whether their methods are beyond the scope of worksheets and textbook activities. It also helps to pay attention to teachers' preferred sources to improve students' vocabulary.

Q4: Do you generally use sense relations while teaching vocabulary and meaning? This is a general question to determine if these sense relations teaching techniques, even the most simple of them are actually being presented and explained to the students,whereas the decision may be entirely based on the teachers' opinions.

Q5: Students can comprehend new words better if they are organized as homonyms throughout the lessons and activities. This question was presented to teachers with a strong emphasis on homonymy as a part of sense relations teaching techniques. Many parts of lesson planning at the university level are based on the teacher's ability to improvise. It was critical to determine whether or not the teachers are taking homonymy into consideration while structuring the new words to be presented to their students, and did they notice any progress while doing so or not.

Q6: Organizing words as hyponyms as in (ANIMAL: cat, rabbit) can make students grasp new words easier and faster. As explained in the description of the previous question, university teachers may rearrange the courses, words, and expressions presented to students. Another part of sense relations techniques is hyponymy; the purpose of this question is to see if hyponymy has any use in rearranging new words, and whether it allows students to more quickly conclude the meaning of a word or some of its main parts.

Q7: Do you think that using sense relations improves students' ability to memorize new words? It focused on the second actual benefit of using sense relations techniques in learning vocabulary, namely the ability to memorize newly acquired words and their meanings, to see if students classify words as subsense phrases, or recall them through its synonyms Or antonyms, or through understanding and memorizing a complete idiom, whether he can remember and recall it when he needs to use it correctly in a sentence or expression.

Q8: Do you notice an improvement in the students' ability to deduce meanings of a new word if they get introduced to synonyms or antonyms of it first? Since some words may appear vague or unclear to students at first glance, these words may have much simpler synonyms or antonyms that the students may have encountered or are actually using on a daily basis, providing these synonyms or antonyms to the students before explaining the new word may be beneficial in helping them figure out its meaning and comprehend it faster.

Q9: Do you recommend your students to memorize idioms and use them while speaking or writing English? Since idioms can be a substantial part of native and non-native English speakers' daily conversations, this question seeks to determine if teachers are genuinely emphasizing the importance of recommending their students to use or avoid them.

- **Section 3: The Teachers' Attitudes towards Various Vocabulary Teaching Techniques.**

Q10: How would you rate your students' lexical store? It sought to focus more on the teachers' evaluations of their students' lexical stores, and whether they are satisfied with what their students have learned so far, in order to conclude the teachers' performance. It helped also to gauge what the teachers think their students' needs and expectations are, and if the teachers have precise standards for assessing their students' level.

Q11: In your opinion, which of the main four skills helps students acquire more vocabulary? Its purpose was to acknowledge the most beneficial skill to boost the students' vocabulary. It also assisted in identifying the skill that teachers should concentrate on in order to improve students' lexical stores.

Q12: Do you think the Algerian educational curriculum does not focus enough on teaching vocabulary? It was a broad question to determine teachers' satisfaction with the university curriculum, and to comprehend the significance of vocabulary teaching in the educational system from the perspective of the teaching staff. It also assisted in the extraction of solutions for better vocabulary teaching.

Q13: The Algerian students have a low level in English mainly due to the lack of their lexical store. It was designed to check if there is a link between the lack of lexical storage and the Algerian student's weakness in English, and if there are other reasons for this weakness. This inquiry is intended to dispel these misconceptions.

Q14: How can you encourage your students to acquire new words? A broad and open question aiming at discovering any further recommendations made by teachers for learning vocabulary swiftly, and to see if these suggestions included or excluded any methods directly connected to sense relations.

Q15: In your opinion what is the best and fastest way or ways to explain a new word to your students? An open question sought to find out what teachers' favourite personal methods were, and to see if they included any sense relations techniques or methods other than worksheet and textbook tasks.

2.6.2. Students' Questionnaire Analysis

The students' questionnaire consisted of seventeen (17) questions that were delivered to forty (40) students; yet thirty-six (36) students responded, who were all first year EFL students, with the aim of determining if sense relations techniques were employed in their vocabulary teaching and if they preferred this method. The questionnaire was delivered at the beginning of the second semester.

Q1: What is your gender? This question was addressed to find out the interest of both sexes in learning English language.

Q2: How do you describe your level of English? This question acted as an introduction to uncover what first-year English students believe about their English level in general after starting university English studies and getting numerous sessions from their teachers.

Q3: How do you see your lexical store (vocabulary knowledge)? It is a sequel to the first one, the aim of it was to estimate whether or not these students were confident with their lexical store and the methods they were obtaining, and whether they believed the words they had learned so far were sufficient to speak and express themselves fluently in English.

Q4: What is the first thing you do when you come across a new word? It aimed to find out how these students dealt with new words; what solutions they preferred and,

at the same time, what solutions their teachers recommended for them to learn these new meanings.

Q5: From where do you acquire new words mostly? It was designed to focus on their preferable sources for enhancing their vocabulary, as well as to determine which of the proposed sources was the most helpful to their learning experiences.

Q6: How does your teacher explain new vocabulary item to you? This question specifically focusing more on the teacher's methods and provides an overview of sense relations vocabulary learning techniques. This question assisted in the primary investigation into whether these methods are being applied or no, in order to determine whether teachers are simply providing these new meanings to those students, explaining the words in other languages, or using sense relation techniques first.

Q7: Have you ever been introduced to the term sense relations? It is an outcome to the fifth one, if teachers use sense relations techniques, then perhaps most of the students will be aware of the term; nevertheless, the challenge here is that it is possible that students have been using these techniques for years without ever being exposed to this specific term.

Q8: Do you compare words based on synonyms and oppositions? Since the most prevalent faces are words that are typically regarded as synonyms and words that are perceived as opposites, this question establishes the basics of applying sense relations learning techniques. These two forms of word comparisons remained throughout our years of studying EFL and in most of our learning stages; this question aimed to find out if these comparisons are still used as tools of learning words at this high level, and if these students considered them as a learning priority.

Q9: Does your teacher provide you with new words every session? It's a general question to see if students believe their vocabulary is increasing and expanding in the classrooms as a result of the methods employed by their teachers for that reason, since the logical response to this question should be affirmative.

Q10: Do you use idioms while speaking or writing? Idioms are another common type of sense relations, which is a strongly mentioned and included linguistic element through many lessons of first year's EFL courses. This question tended to clarify or deny this data and indicate the level of student interest in learning and using this particular element in daily language use.

Q11: If you asked about the meaning of a word, do you need to know the full sentence first? This is a simple attempt to understand how students react when facing a foreign word which they cannot surmise its meaning. Attempting to do so may lead them to use synonyms or antonyms they know to replace unknown words to test whether the sentence still makes sense and appropriate meaning to them. If this is not the case, then they may try to associate and compare the word with a homonym.

Q12: Do students learn words faster when they share the same lexical field? This question was directly connected to test the real use of hyponymy in vocabulary teaching. The relation that can allow words to share the same field semantically or lexically is known as hyponymy, and any sort of vocabulary teaching or explanation that uses these lexical relations makes sense relations techniques present in this mentoring act. This presence can be verified and proven worthy or not worth mentioning through this question.

Q13: Is vocabulary the most important element to focus on when learning a language? Undoubtedly, the purpose of this question was to assess and re-energize the students' will and determination to boost their interest in acquiring additional vocabulary at this preliminary level of their English language studies.

Q14: Are homonyms (Words that are written the same but have different meanings) are harder to learn and memorize together? Homonyms are also one of the foundational elements in the teaching of sense relations. These students must have been introduced to homonyms multiple times throughout their previous and current studies, but was that enough for them to fully comprehend and detect the importance of homonyms in the arrangement of acquiring vocabulary, and did they find any

interest in using them for this purpose? The thirteenth question was designed to dispel this misconception.

Q15: To fully understand a new word. It is required to know its exact meaning in your own language? Since EFL teachers might have distinct teaching methods led by their methodology, they can also have distinct vocabulary teaching methods developed during their years of practicing the teaching profession. This question examined if a certain approach of fully conveying a new meaning of a term to students by saying or writing it in their native language is frequently utilized and whether students require it to grasp the correct meaning.

Q16: What are the tools you use to enhance your vocabulary? An open question to students to savvy what free techniques they prefer to learn new words even when they're not under their teachers' direct steering; however, they can be supervised to some extent at home. And is it true that they prefer sense relation techniques for searching and comprehending forthcoming words and expressions or not.

Q17: What are the difficulties you face while learning vocabulary? Another open and broad question aimed to examine if the sense relations techniques of learning that these students may or may not be compelled to use were truly causing difficulty in their vocabulary learning process.

2.7. Results of the Questionnaires

This section focuses on analyzing data collected from teachers and students through questionnaires in the form of graphic columns and relative circuits.

2.7.1. Results of the students' questionnaire

Q1: What is your gender?

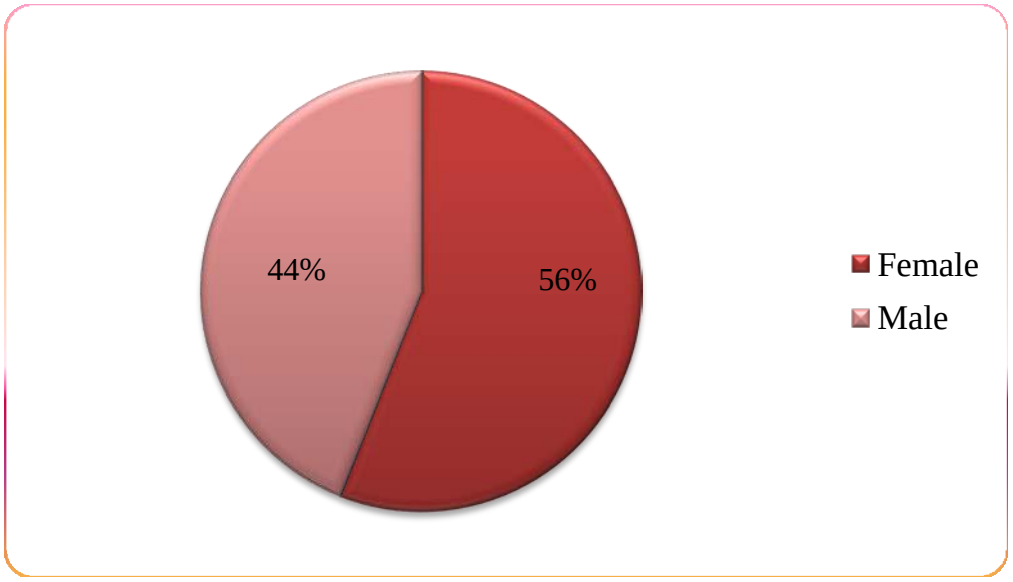


Figure 2.1: Students' Gender

According to the aforementioned input, female students surpass male students, with 20 female students out of a total of 36 (56%). Male students, on the other hand, make up 16 participants (44%). This might be due to the fact that females are more interested in the field of foreign languages than males.

Q2: How do you describe your level of English?

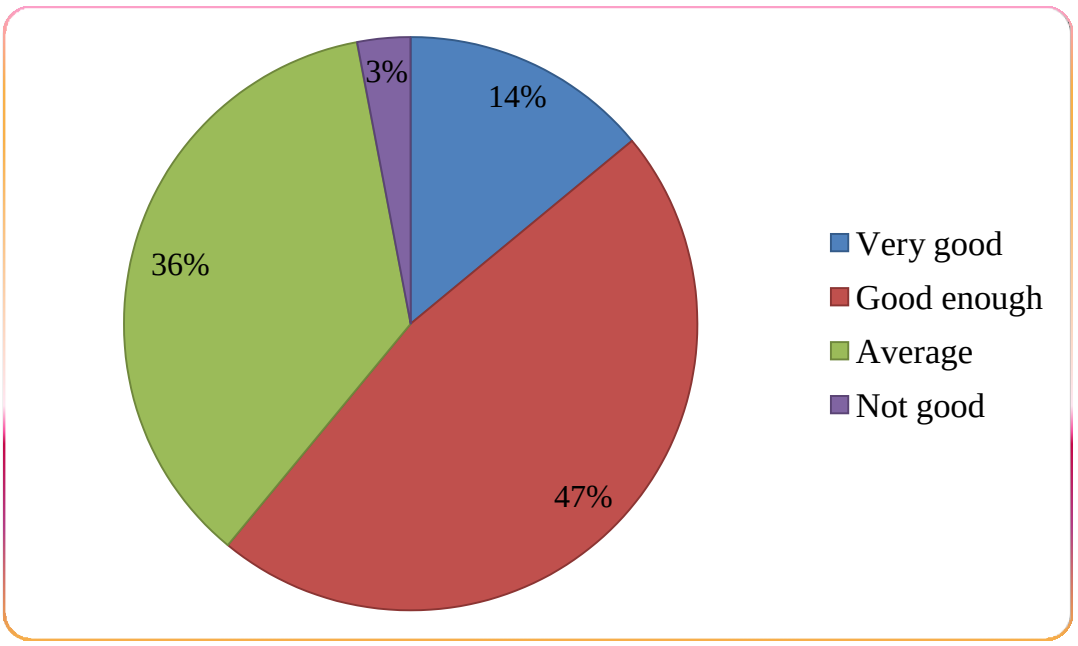


Figure 2.2: Students' Opinion about Their Level of English.

This question is intended to elicit the students' perspectives on their English language level. According to the findings, the majority of students (47.2%) believed their English level is good enough, while 36.1 % claimed that their level is average. Five (5) students stated that their level of English language is very good. 2.71% of respondents, on the other hand, admitted that their level in English is not good.

Q3: How do you see your lexical store (vocabulary knowledge)?

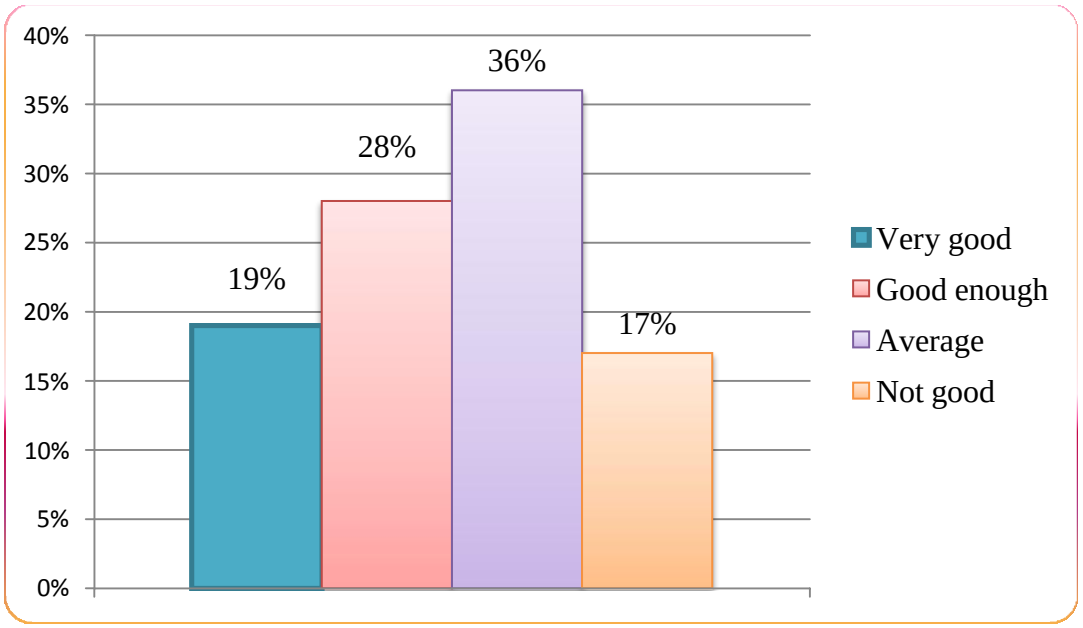


Figure 2.3: Students' Opinions on Their Lexical Stores.

This question is designed to determine whether these students are confident with their lexical store or not. According to the preceding results, 27.80 % considered that their lexical store is good enough. In comparison, 36.10 % of them said that their lexical store is average. On the other hand, 16.70 % admitted that their lexical store is not good. Furthermore, 19.40 % of them stated that their lexical store is very good.

Q4: What is the first thing you do when you come across a new word?

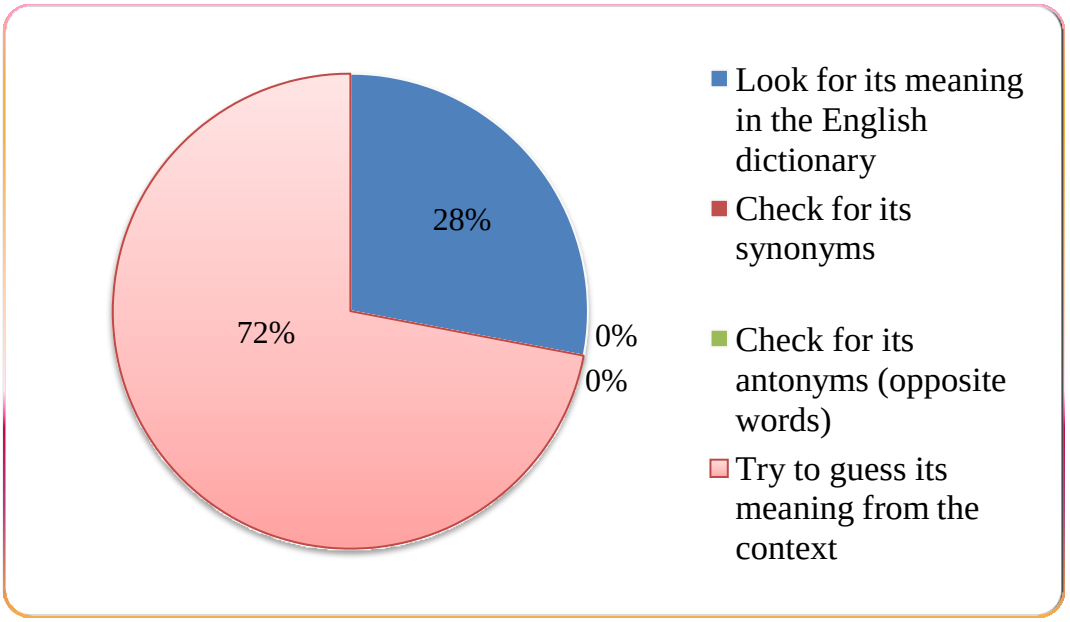


Figure 2.4: Students' Preferred Method to Find Words' Meanings.

This question was created to discover how these students dealt with new words. The preceding results revealed that 27.80% of students use their dictionary when they meet a new word, and 72.20% of them guess the meaning of a new word from the context when they come across a new word. Whereas none of them use the synonym or antonym of a new word, in addition, no one of the students uses other techniques such as translation.

Q5: From where do you acquire new words mostly?

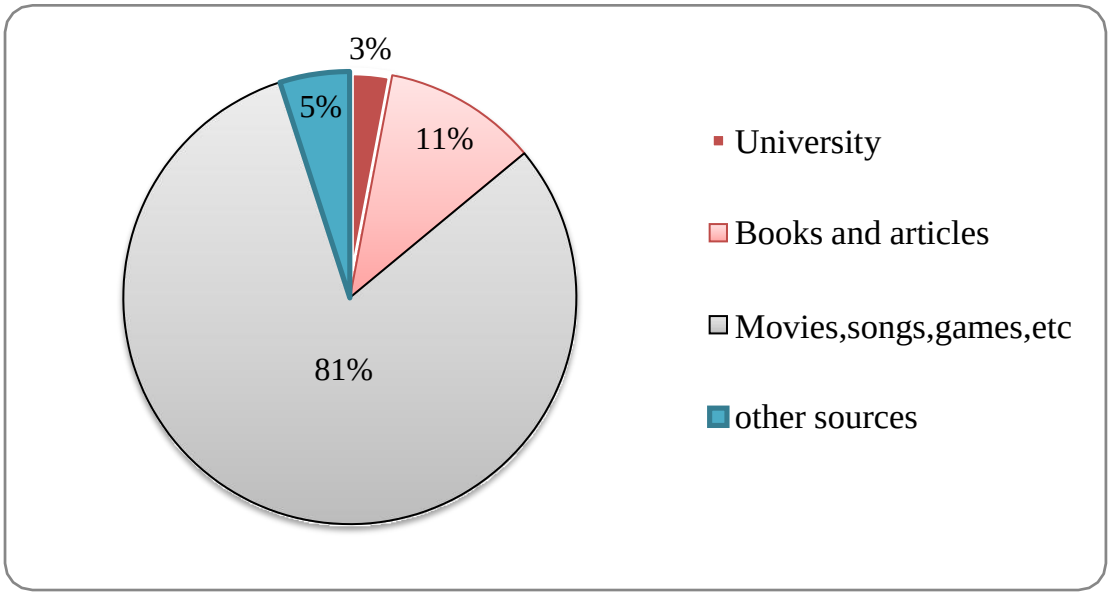


Figure 2.5: Students' Sources of New Words.

Students learn new vocabulary from a wide range of sources, as shown by the findings above. 80.60 % learn new terms from movies, songs, and games, while 11.10 % learn new words from books and articles. Additionally, 2.80 % acquire new terms from university, and 5.50 % learn new words from other sources such as social media.

Q6: How does your teacher explain new vocabulary item to you?

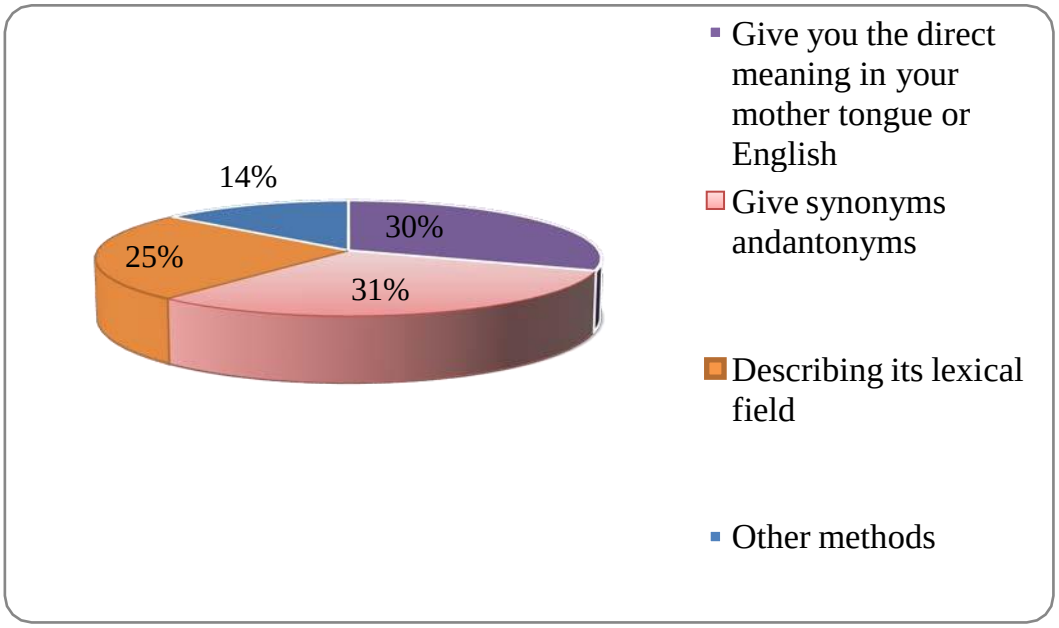


Figure 2.6: Teachers' Preferred Method for Words Explaining.

According to the statistics, 31% of students claimed that their teachers give them the direct meaning of a new word in English or in their mother tongue. Furthermore, 31% of students stated that their teachers only use synonyms and antonyms of the word, followed by 24% who asserted that their teachers tend to describe what lexical field the word belongs to in order to clarify the meaning of a new word, and 14% who indicated that teachers use other methods such as giving examples to clarify the meaning.

Q7: Have you ever been introduced to the term sense relations?

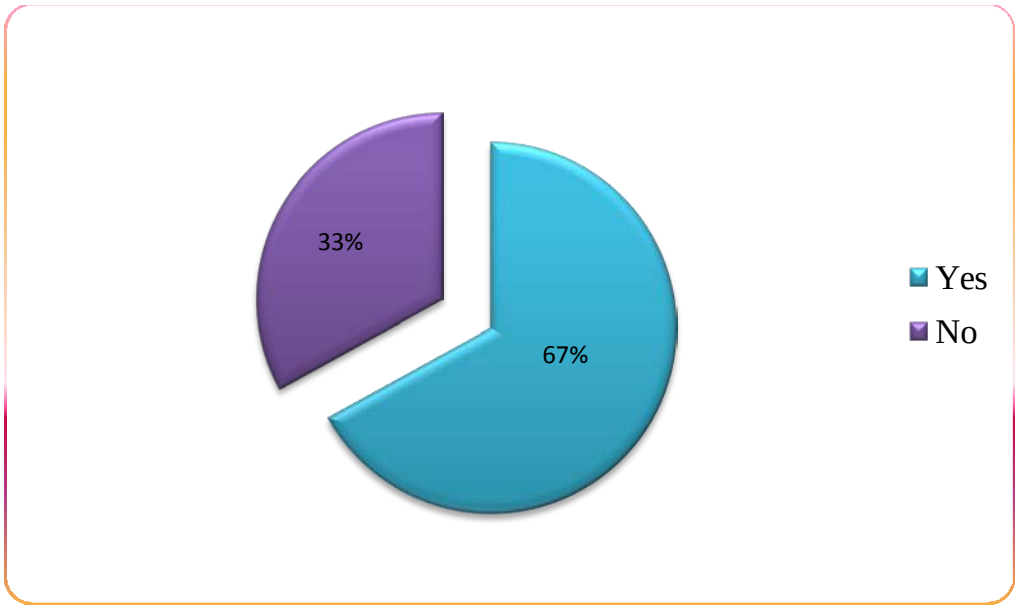


Figure 2.7: Average of Students Awareness of "Sense Relations".

This question was raised to determine if the students were familiar with the term sense relations and if their teachers had previously mentioned sense relations techniques to them. The findings revealed that 33% of the students, making the total of twelve (12), are unfamiliar with the word, whereas 67% (24), had been exposed to it.

Q8: Do you compare words based on synonyms and oppositions?

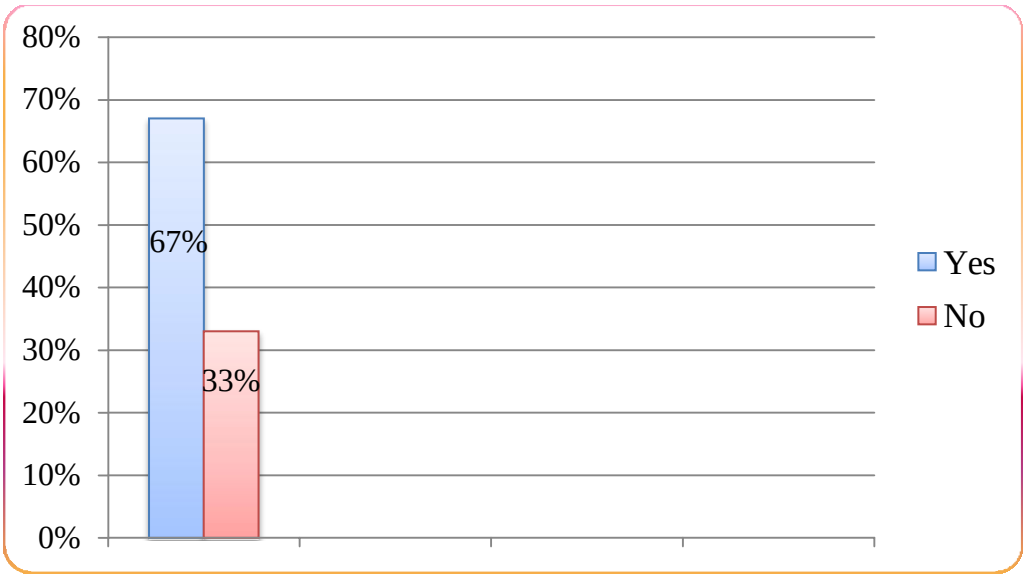


Figure 2.8: Average of Students Using Synonymy and Antonymy.

According to the data analysis, the students' responses to the eighth question were positive, with twenty-four (24) of them replying "Yes" and twelve (12) answering "No." In the process of comparing the words, 67 % admitted that they used both synonymy and antonymy, whereas 33% denied it.

Q9: Does your teacher provide you with new words every session?

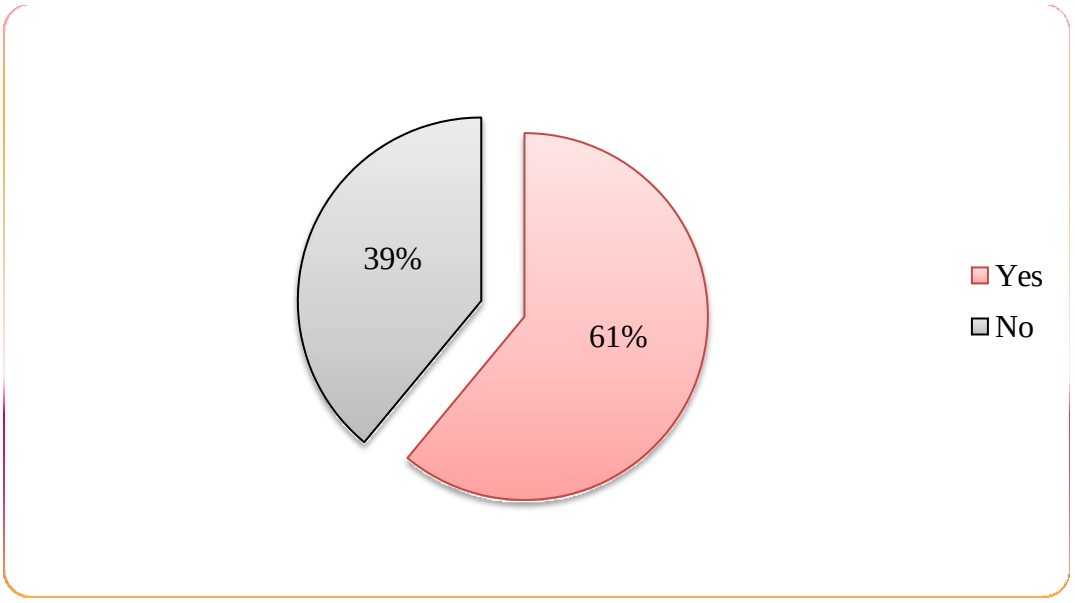


Figure 2.9: Average of Students Acknowledging Receiving New Words Every Session.

Based on the relative circuit above, approximately 61%, which is the high number of twenty-two (22) of students, had affirmative responses by selecting the option "yes," confirming that they receive new words in every session of English studies that they attend, while 39%, or fourteen (14) of those students, stated that they do not receive any new words from their teachers by choosing the option "no".

Q10: Do you use idioms while speaking or writing?

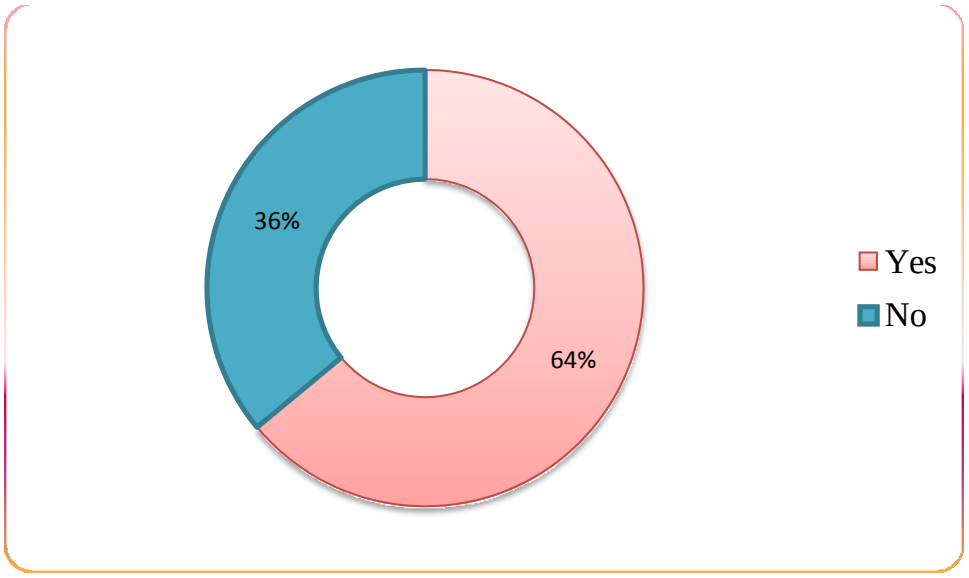


Figure 2.10: Average of Students Using Idioms.

According to the relative circle above, 64% which represents twenty-three (23) of the students, confirmed that they use idioms in speaking or writing by answering "yes," meanwhile, thirteen (13) of them chose the second option which is "no", indicating that 36% do not use idioms for the same purpose.

Q11: If you were asked about the meaning of a word, do you need to know the full sentence first?

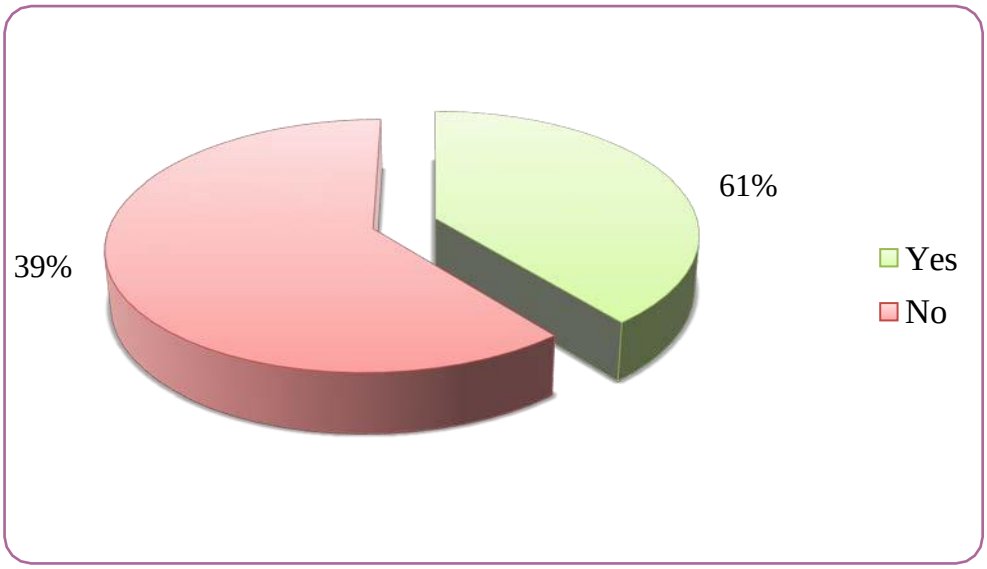


Figure 2.11: Average of Students insisting on receiving a Word Context before Explaining it.

The vast majority of the students, twenty-two (22) of them making the percentage of 61 %, chose option "yes" and confirmed that they need to know the context where a new word is used before being asked about its meaning, whereas fourteen (14) of them, or 39 %, chose the option "no" and responded that the context is not required for understanding new words.

Q12: Students learn words faster when they share the same lexical field.

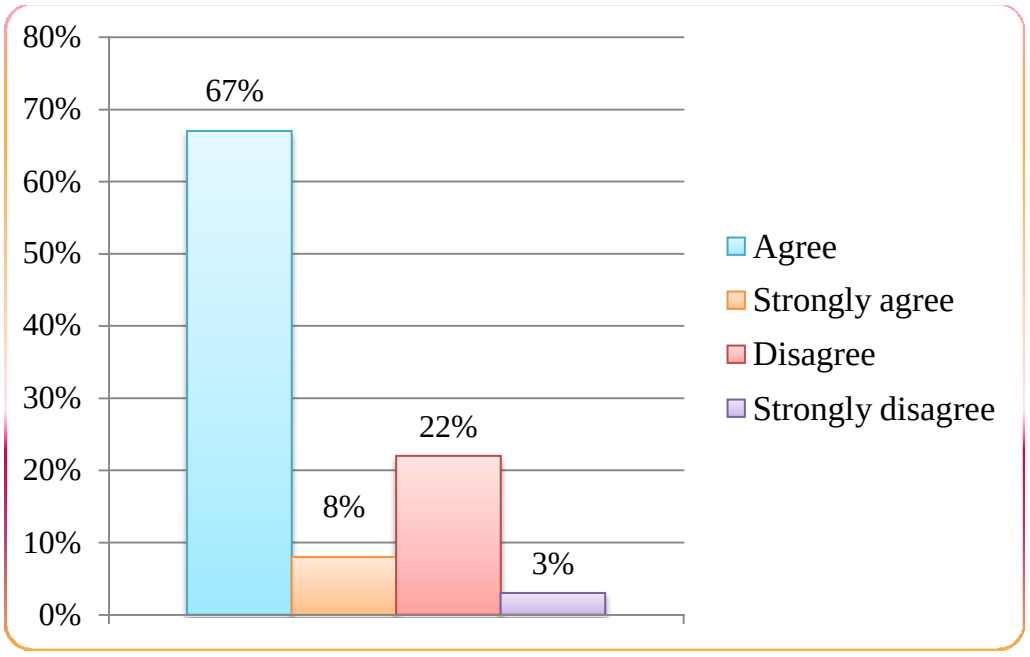


Figure 2.12: Students Opinion about the Effectiveness of Hyponymy in Learning Vocabulary.

The results in these relative columns show that the majority of the students, 67%, or twenty-four (24) of them chose to agree that words can be learned together faster if they are in the same lexical field, 8% or three (3) students chose to strongly agree, while 22% represented by eight (8) students choose to disagree with the idea expressed in the question, and only 3% or one (1) students strongly disagreed.

Q13: Vocabulary is the most important element to focus on when learning a language.

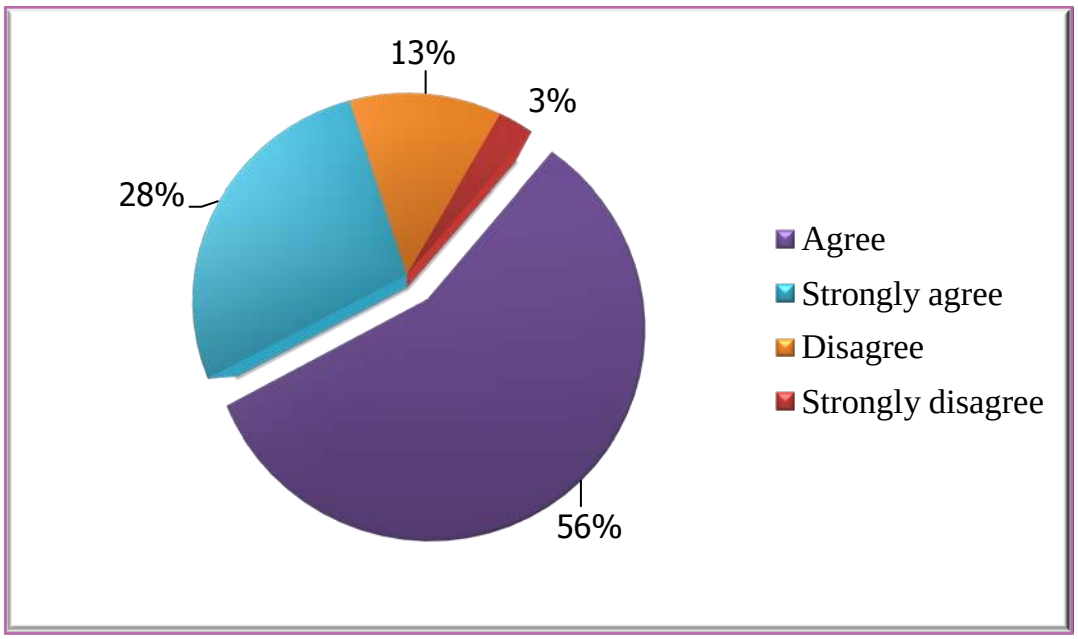


Figure 2.13: Students' Opinion about Vocabulary Importance in Learning English Language.

In response to this question, the major part of the students professed that vocabulary is the most important part to learn in a language, or in English in particular, represented by 56% or twenty (20) student, ten (10) of them also chose to strongly agree making 28%, on the other hand, five (5) chose to disagree with the idea, and one (1) thought to strongly disagree, making 13% and 3% of the students' total number.

Q14: Homonyms are harder to learn and memorize together.

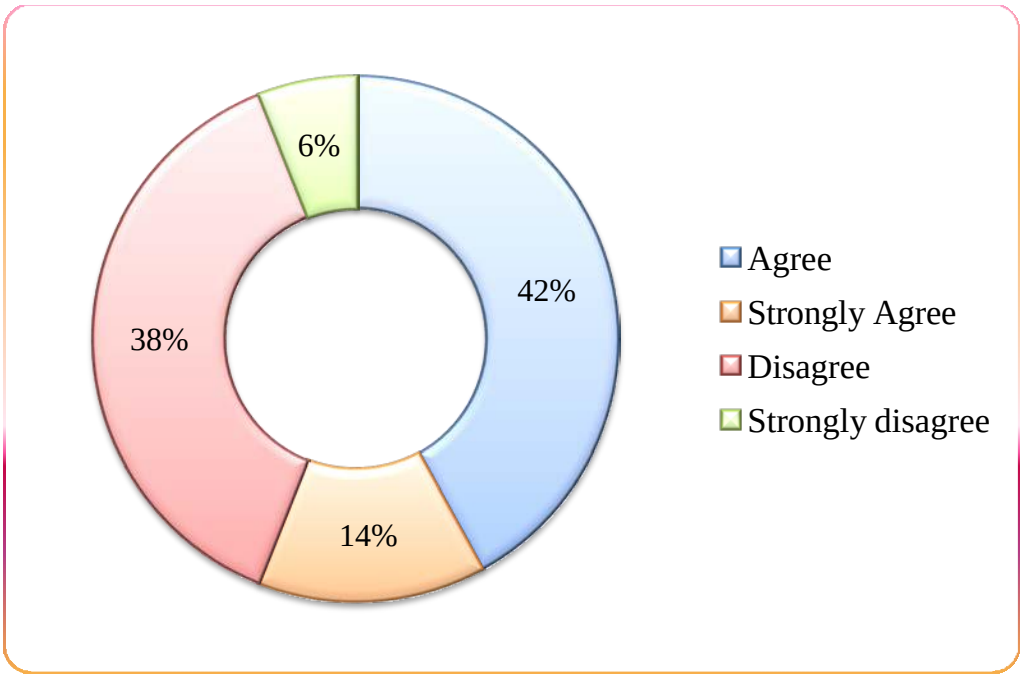


Figure 2.14*:* Students Reflection on Homonymy's Complications.

As seen in the graph above, many students agreed that homonyms are harder to acquire and recall together; strictly speaking, fifteen (15) or 42% of them, with 14% or five (5) other students strongly agreeing. Another big part of the students, fourteen (14) or 38% disagreed with the idea, while only two (2) chose to strongly disagree, accounting for just 6% of those polled.

Q15: To fully understand a new word. It is required to know its exact meaning in your own language?

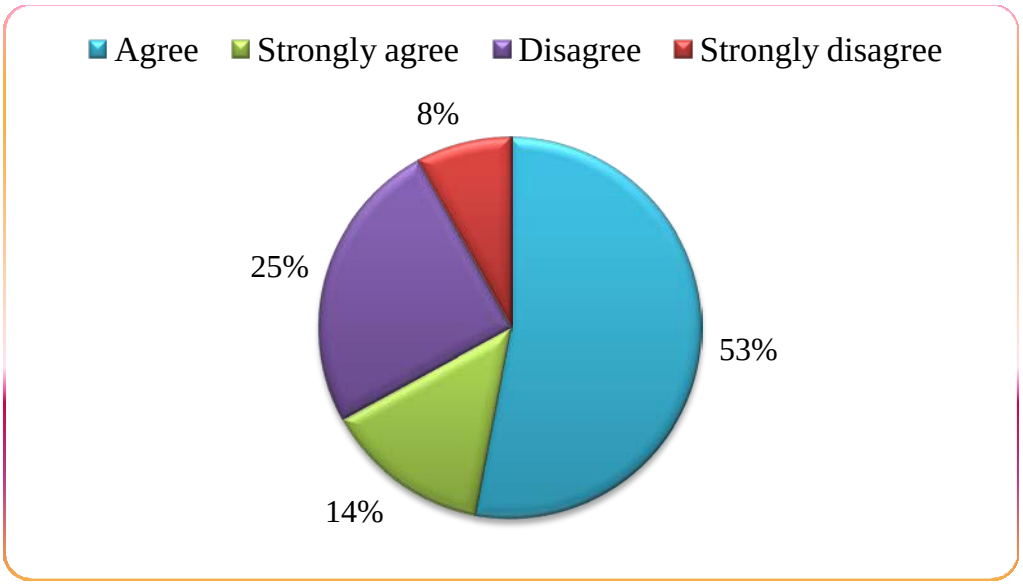


Figure 2.15: students' Opinion on the Necessity of Direct Translation.

The preponderance of students, nineteen (19), or 53% of them, agreed that understanding a new word requires students to know its meaning in their own native language. Only 14% of the students also strongly agreed, representing five (5) students, of which nine (9) and three (3) chose to disagree and strongly disagree, accounting for 25% and 8% of all students.

Q16: What are the tools you use to enhance your vocabulary?

Table2.1: The Preferable Tools to Enhance Students' Vocabulary.

Tools to enrich vocabulary	Number of students	Percentage
Movies	12	33%
Songs	13	37%
Conversations with native speakers	5	14%
Books and novels	4	10%
Inside classroom	2	6%

As seen in the table on top, a lump of the students preferred receiving vocabulary from sources that existed outside the classroom. 37% of students declared that they enhance their vocabulary by listening to songs; whereas 33% of them stated that they prefer watching movies to develop their vocabulary. In addition, 14% of students (5) argued that they used to talk with native speakers on social media to reinforce their vocabulary. Furthermore, only 10% of students (4) argued that they boost their vocabulary through reading books and novels. Lastly, a minority of students (6%) mentioned learning vocabulary within their classrooms. From the results, it was noticeable that a few numbers of students think that the ways that they learn vocabulary within their classrooms are enjoyable and beneficial to them, which is why the majority of participants chose to enrich their store of new words from many other sources.

Q17: What are the difficulties you face while learning vocabulary?

Table 2.2: The Difficulties Faced By Students in Learning Vocabulary.

The difficulties faced by students	Number of students	Percentage
The insufficient methods used by teachers to teach vocabulary.	18	50%
Pronunciation of words heard in movies and vocal records.	12	34%
Native speakers' different accents.	6	16%

A large sample of students mentioned difficulty in understanding new words that they encounter, whether from reading or listening. 50% of students said that the definitions they get from dictionaries; for instance, as a method might not be enough for them to correctly understand, another part of them (34%) stated that they can't differentiate some words that they hear on vocal records or movies or anywhere due to how they are pronounced. Whereas, 16% of students declared that they have difficulties with the different accents of native speakers.

2.7.2. Results of the Teachers' Questionnaire

Q1: What is your qualification?

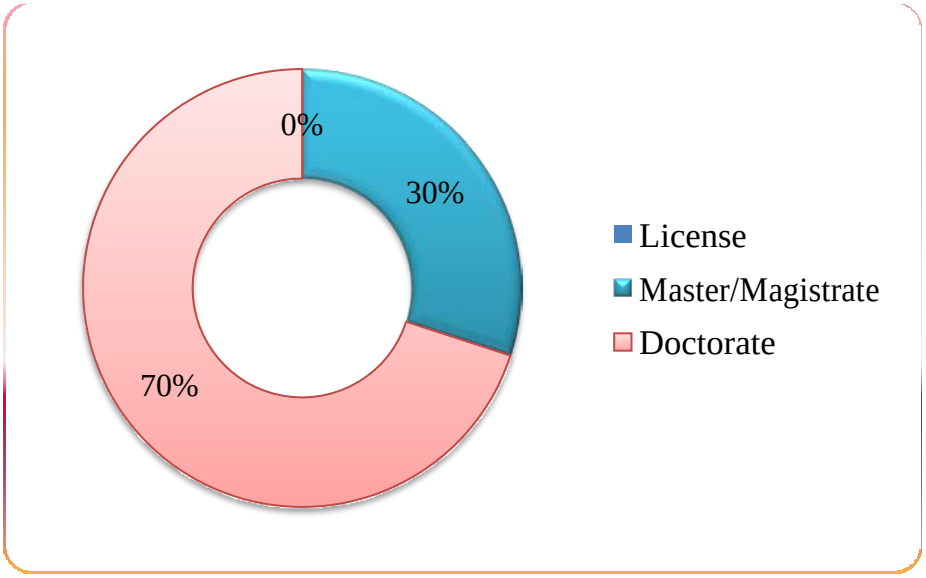


Figure 2.16: Teachers' Qualifications.

As seen in the relative circuit above, 30% of teachers declared that they have a master's degree, whereas 70% of them claimed that they have a doctorate. Besides, none of the teachers (0%) has a license degree.

Q2: For how many years have you been teaching English?

Table 2.3: The teachers' Years of Experience.

Years of experiences	Participants	Percentage
From 0 To 5 years	1	14%
From 5 To 10 years	5	72%
From 10 To 20 years	1	14%

The results provided in the table above display that 14% of teachers have been teaching English for more than 10 years, whereas 72% of them have been teaching English for more than 5 years in addition to 14% of them who have been teaching for less than 5 years. Besides, 14% of teachers declared that they have been teaching for more than 15years.

Q3: In your opinion, which method from the following is the most efficient to explain meaning of a new word?

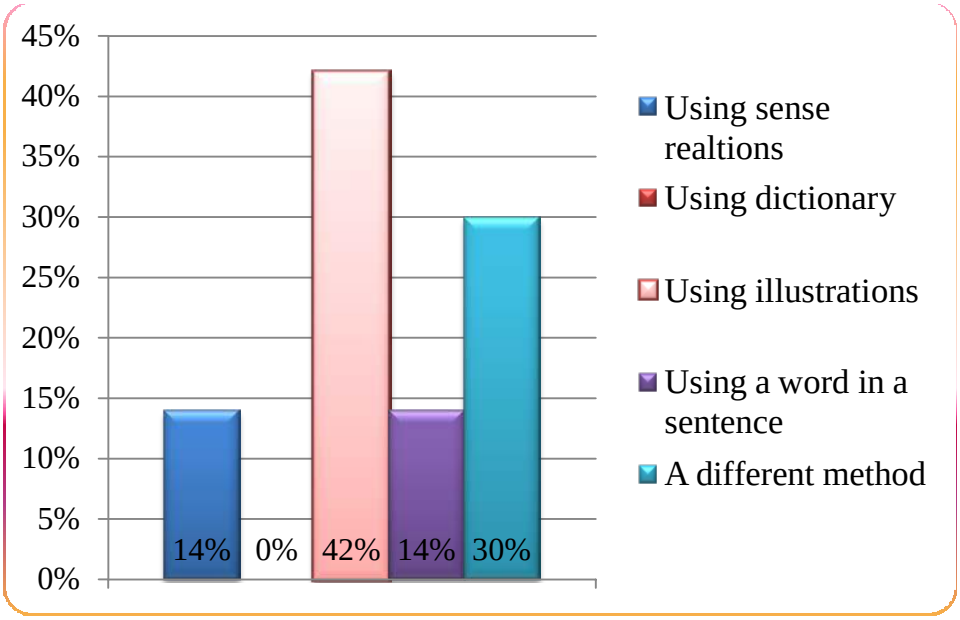


Figure 2.17: The Most preferred Methods by Teachers to Explain Meaning.

The chart above shows that 14% of teachers think that the use of sense relations is the most efficient method to explain the meaning, whereas none of them stated that using a dictionary is an efficient method to explain the meaning because it is the worst instructional practice for vocabulary instruction. In addition, 42% of teachers had different answers by choosing illustration as the most efficient method to explain the meaning for students. Moreover, only 14% of teachers think that using the new word in a sentence can be an efficient method to explain the meaning. Finally, 30% of them believe that there are other different methods that can be used to convey meaning.

Q4: Do you generally use sense relations while teaching vocabulary and meaning?

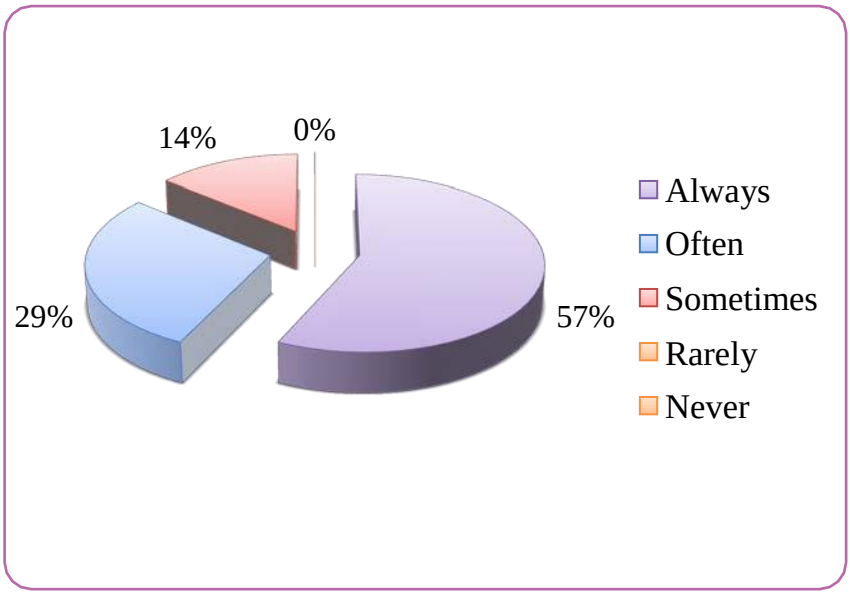


Figure 2.18: Average of Teachers Using Sense Relations in Teaching Vocabulary.

In reply to this question and as the results in the graph above show, the vast majority of teachers (57%) declared that they always use sense relations while teaching meaning, whereas 29% of them often use sense relations, and only 14% of them sometimes use this method while teaching vocabulary and meaning. Finally, none of them (0%) choose to rarely/ never use sense relations.

Q5: Students can comprehend new words better if they are organized as homonyms throughout the lessons and activities.

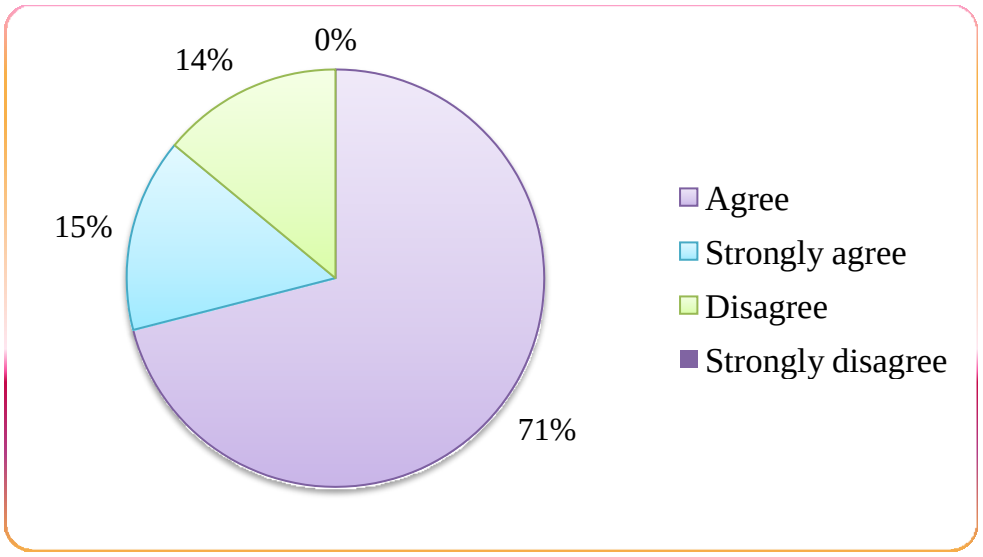


Figure 2.19: Teachers Reflection on Homonyms Importance in Teaching Vocabulary.

In response to this question, the preponderance part of the teachers chose to agree that Students can comprehend new words better if they are organized as homonyms throughout the lessons, represented by 71%, on the other hand, 14% of them chose to disagree with the idea. In addition, 15% of teachers selected the answer strongly agree, yet none of them chose the answer strongly disagree.

Q6: Organizing words as hyponyms as in (ANIMAL: cat, rabbit. ..) can make students grasp new words easier and faster.

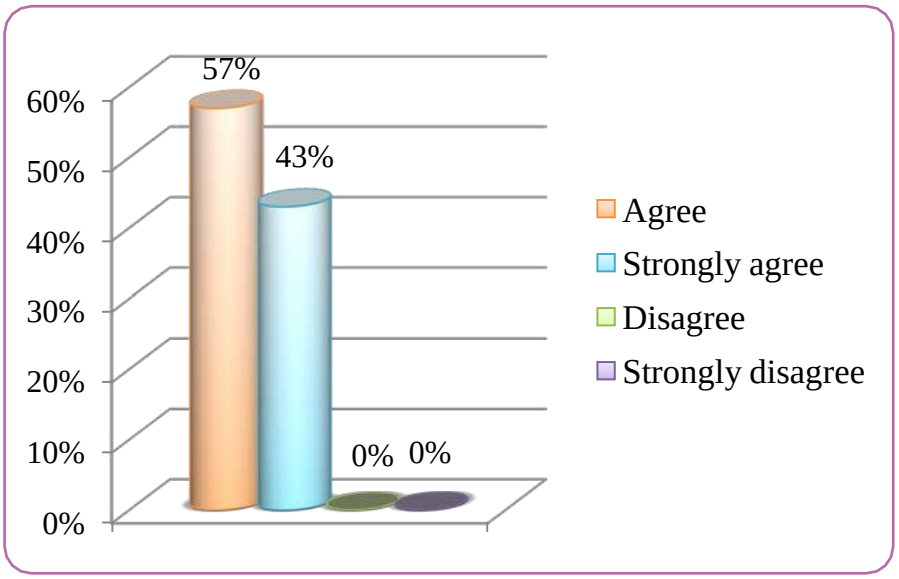


Figure 2.20: Teachers Reflection on Hyponyms Importance in Teaching Vocabulary.

The biggest part of teachers, 57% of them, agreed that organizing words as hyponyms can make students grasp new words easier, whereas 43% strongly agreed with the idea. In addition, none of the teachers (0%) disagreed/strongly disagreed with the idea.

Q7: Do you think using that sense relations improves students' ability to memorize new words?

Depending on the findings, the teachers' answer was positive with 100% of teachers answering "Yes", while none of them was against the idea that using sense relations improves students' ability to memorize new words.

Q8: Do you notice an improvement in the students' ability to deduce meanings of a new word if they get introduced to synonyms or antonyms of it first?

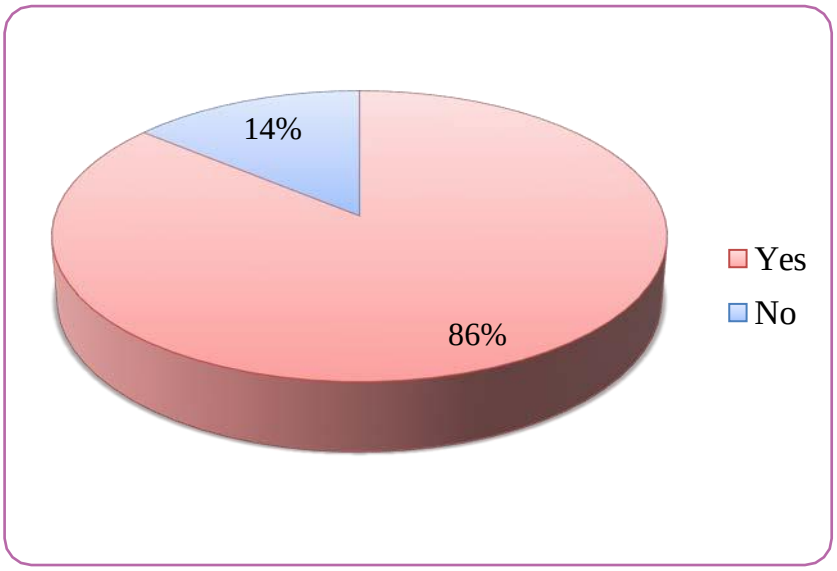


Figure 2.21: Teacher's Opinion on The Importance of Synonymy and Antonymy for New Words Deduction.

As maintained by the above outcomes, the vast majority of the teachers (86%) chose the option "Yes" and confirmed that introducing synonyms or antonyms of a new word reinforces students' ability to deduce the meaning, whereas 14% of them were against the idea by answering with the option "No".

Q9: Do you recommend your students to memorize idioms and use them while speaking or writing English?

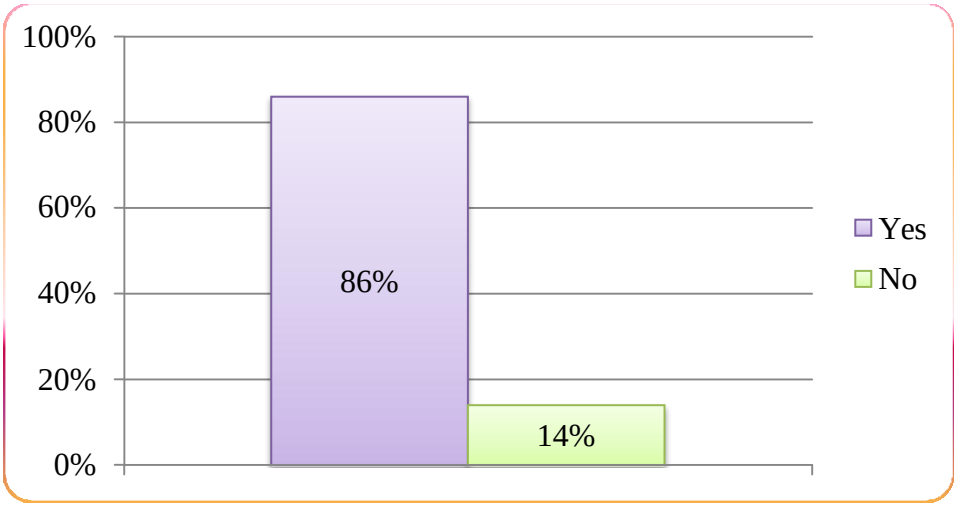


Figure 2.22: Teachers' Reflection on Idioms' Importance for Practicing English.

As seen in the above chart, 86% of teachers chose the option "yes" and affirmed that they recommend their students to memorize idioms in order to use them while speaking or writing, whereas 14% of them were against the idea by choosing the option "No".

Q10: How would you rate your students' lexical store?

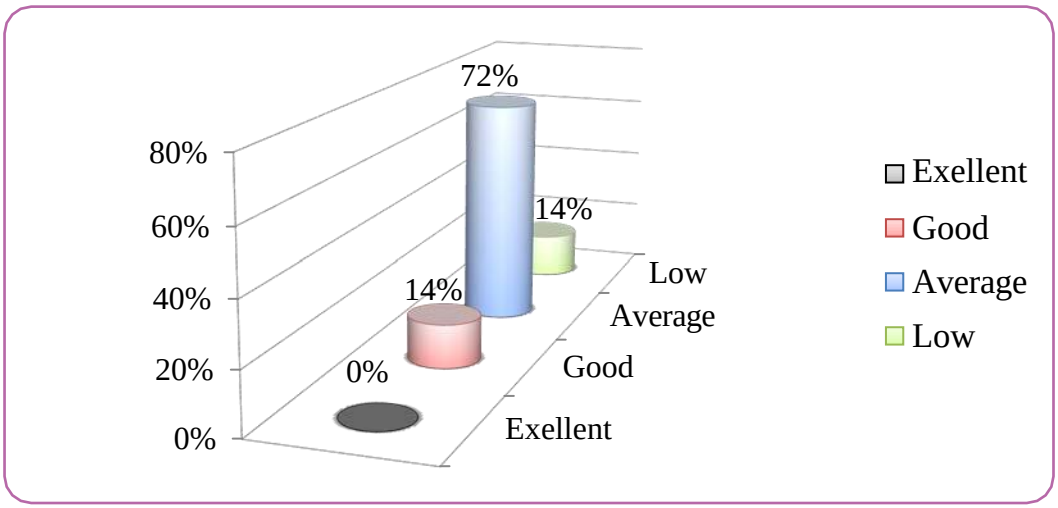


Figure 2.23: Teachers' opinions about their students' lexical stores.

The biggest section of teachers, 72% of them stated that their student's lexical store is on average, while 14% of them declared that they are at a good level, and 14% admitted that their students' lexical store is poor. Finally, no one of the teachers (0%) said that the students' lexical store is excellent.

Q11: In your opinion, which from the main four skills helps students acquire more vocabulary?

As stated by the results, seven (7) of the teachers making which represented the total ratio (100%) preferred reading as the best linguistic skill that enriches and improves the students' vocabulary, yet no one voted for the other three skills (writing, speaking, and listening).

Q12: The Algerian educational curriculum does not focus enough on teaching vocabulary.

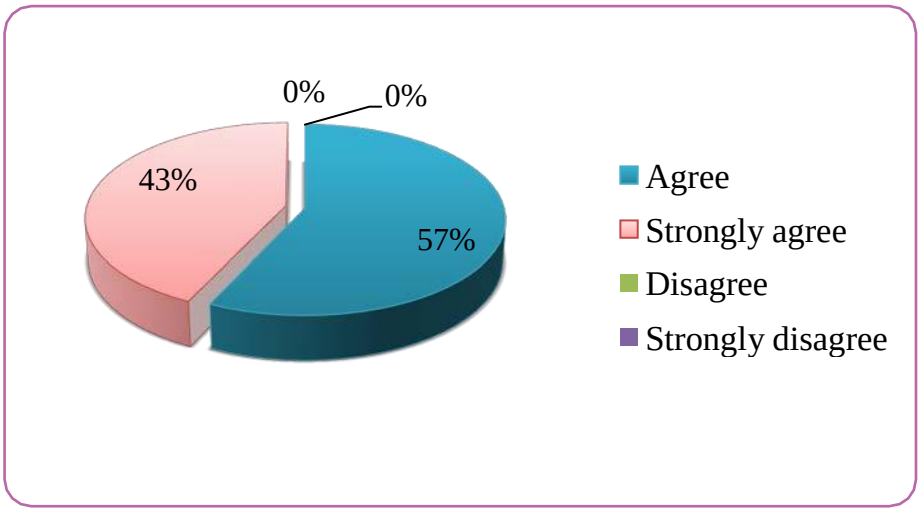


Figure 2.24: Teachers' Opinion about the Need for Improvement in the Algerian Curriculum.

The findings of this question proved a vast agreement that vocabulary is not receiving enough focus compared to other aspects of the English language in the Algerian curriculum, 57% and 43% making the total of teachers (7) agreed and strongly agreed with the idea, while none of them disagreed/ strongly disagreed on the fact that the Algerian curriculum does not focus on teaching vocabulary.

Q13: The Algerian students have a low level in English mainly due to the lack of their lexical store.

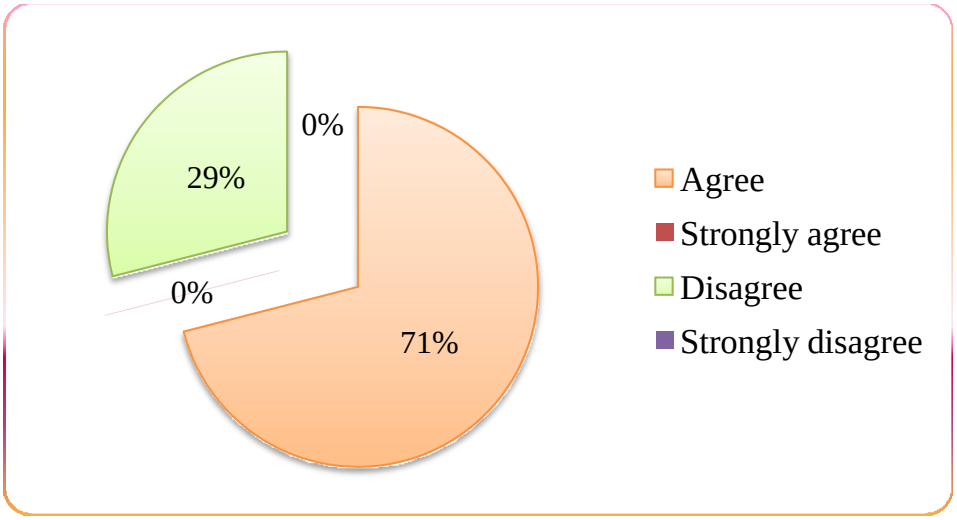


Figure 2.25: Teachers Reflection on How Can the Lexical Store Affect the Students' English Level.

As claimed by the outcomes mentioned above, 71% of the teachers agreed that the main reason behind the low level the Algerian EFL students usually show is their lack of vocabulary, while 29% of participants disagreed with the thought; on the other hand, 0% of them strongly agreed/ strongly disagreed with the concept.

Q14: How can you encourage your students to acquire new words?

Regarding the results of this question, most teachers suggest focusing on developing reading and listening skills. They believe that the more books and novels students read, the more opportunities they have to come into contact with new words,

and they can express them in a variety of ways. In order to clarify, the teachers also recommended sense relations techniques to help memorize words and their utterances. Another recommendation was listening to anything in English from news to movies to educational recordings.

From the results of the question, it is easy to distinguish between the aim and the teachers' valuable advice. First, through extensive reading, students do reach maximum exposure to new words. Besides, they focused on applying sense relations techniques, the comparisons of meanings that the students can use will help them absorb more accurate meanings, and secondly by listening that helps them memorize many words and their utterances.

Q15: In your opinion what is the best and fastest way or ways to explain a new word to your students?

The teachers' answers are diverse for this question, but the majority of them have reached an agreement on some parts. First, they need to provide students with examples using synonyms and antonyms of new words to help clarify. Many of them also suggested affording to learners the meanings given in dictionaries. Moreover, some of them suggested illustrations as the best option for dealing with the mentioned situation. Other teachers preferred giving real explanations using the students' mother tongue. Finally, they recommended using words in context to further increase the comprehension process.

Judging from the results of this question, it was proven that teachers did use sense relations techniques on many occasions, but they still deem them as the second tool to manage the problem of conveying meanings of new words to students, or as an additional way to make sure the students did grasp the full and most accurate meaning.

2.8. Data Interpretation of Questionnaires

This part is devoted to present the interpretation of the data collected from the teachers' and students' questionnaires in order to obtain the research purpose.

2.8.1. Data Interpretation of Students' Questionnaire

The outcomes of the students' questionnaire adduced valuable data and accurate information that expressed the methods used to promote the learners' vocabulary, their perspectives about them, and whether they discern any development in their lexical store.

The most shocking finding of the survey was that the vast majority of students had never heard of the term "sense relations," yet, based on their responses, both teachers and students employed techniques that incorporated sense relations teaching and learning methods.

Greater part of students indicated that the second best way preferred by their teachers to elucidate new words to them was by providing synonyms or antonyms to that particular word, after accessing first the accurate definition of it in an English dictionary. The learners also conceded that they are used to compare words by using synonymy and antonymy to deduce meaning of the new words they encounter. These findings agree with the results established by Elgizoli (2014, p12) in his study: investigating the use of lexical semantic relations to promote vocabulary instructions on third grade secondary school students, he mentioned that "the sense of a word can be understood from its similarity with other words. On the other hand, it can also be learned from its oppositeness with other words".

Another significant sample of students recognized the constant use of idioms in speaking or writing, proving that the choice to do so is being done by their own preference and approval. Another idea that was widely approved by them was that words are learned easier and faster if they are presented by order of their shared lexical field.

All the answers submitted by the students demonstrated how much they favoured sense relations' learning techniques practiced on their own or under strict guidelines given by their teachers. Nevertheless, they furnished conflicting ideas concerning the previously mentioned learning techniques. Many students saw that words that are joined together and named homonyms cannot be learned together at once, expressing that these words, presented to students in a single group, are hard to memorize and understand.

This result is entirely inconsistent with the conclusion provided by Harmer (2007,p41) where he declared that: "Homonymy significantly improves students" vocabulary achievement and encourages them to acquire it", while students approved the idea that understanding a new word requires by necessity knowing its meaning in their native language, and by expressing this idea the students agreed that pure translation, which is not included as an aspect of any sense relations' method, is one of the greatest ways, if not the most effective to explain or understand a new word.

Finally, all the students acknowledged that their English vocabulary levels oscillated from average to good, and stressed the general importance of it.

2.8.2. Data Interpretation of Teachers' Questionnaire

The teachers' questionnaire covered many areas and discussed a wide range of questionable ways of teaching vocabulary to EFL students. From the primary results of the survey that involved background data, revealed that the questionnaire was sent to experienced teachers who had spent years teaching English and testing diverse manners to explain meanings of words to their students. . All of the participants had either a magistrate or a doctoral degree, with an average of years spent in teaching that ranged from two to twenty years.

Teachers, in general, offered positive feedback on applying sense relations techniques to teach and explain vocabulary. The majority admitted that they used these techniques frequently and stated that the mentioned methods did help their students to

memorize the new words they explored while also enhancing their ability to conduct the meanings of other terms.

A similar category of teachers opted for explaining new words to students by referring to English dictionaries as the first step to make. They concentrated their positive responses on the two most common and seen types of sense relations, synonymy, and antonymy, making these two types the second most chosen ways to convey new word meanings, affirming the statement of Elgizoli (2014,p18): "Teachers tend to use some semantic relations more than some others. Antonymy and synonymy are the most used by most of the teachers".

Teachers have asserted their habit of using sense relations techniques in general, especially synonymy and antonymy; however, this was not the case for other types of sense relations. Over half of the teachers believed that using and memorizing idioms and collocations is necessary for acquiring vocabulary. While they confirmed that homonymy and hyponymy can assist students in grasping and conduction new words at a faster rate, they did not mention these two types as two of the responsible ways of organizing words and delivering to students in a clearer and more defined way of explaining, demonstrating that teachers are less interested in these types of sense relations.

As revealed by their survey responses, the teachers eventually emphasized the use of some sense relations' teaching techniques in some situations where they needed to explain new words to their students and help their vocabulary development, which in a way or another reflected on the students' lexical stores. The teachers stressed that most of their students' vocabulary levels were average, and a larger sample of them pointed out that to be the main reason behind their intermediate levels in English in general. Another major reason in the opinion of approximately half of them was that the Algerian curriculum should focus more on vocabulary in general and on the best methods for teaching it in particular.

2.9. Discussing the Main Results

This part is devoted to present a discussion of the main results to discover if the mentioned hypotheses have been proven or not.

The first hypothesis stated that: *Using sense relations is remarkably important and effective in teaching and learning vocabulary,* and the results have proved that the sense relations techniques have a great influence on the improvement of learners' vocabulary, which is a good method for teachers and students to consolidate and use new lexical items. Furthermore, students prefer the use of sense relations to acquire vocabulary and to infer the meaning of new words. Additionally, the outcomes indicate that students were being exposed to sense relations techniques, yet without ever being exposed to this exact term.

The second hypothesis noted that: *Sense relations in teaching vocabulary can help students enrich their lexical stores and learn English words more quickly and effectively.* The findings have shown that the teachers use sense relations techniques which in a way or another can help students to acquire new English vocabulary faster that will definitely enhance their lexical store. Moreover, learners can use sense relations to create a mental network of related words, which aids with lexical item memorizing and retrieval.

The third hypothesis asserted that: *All sense relations teaching techniques are essential and must be used in vocabulary teaching.* The results proved that teachers emphasized the need to use sense relations techniques in general but preferred the use of synonyms and antonyms in particular. While they did not focus on the necessity of using the rest of the techniques among them homonymy, polysemy, hyponymy, idioms, and collocations, which indicates that teachers are less interested in these types of sense relations.

To sum up everything that has been stated so far, sense relations techniques have a major effect on boosting learners' vocabulary. Equally important, this method fits both teachers and students in the process of elucidating and using lexical items.

2.10. Problems and Limitations of the Study

The endeavour to gather information and useful data on the study theme was mostly successful. The major goal of the procedure was for the questions of the questionnaires to collect enough different viewpoints regarding the main presence of the sense relations vocabulary teaching techniques and their benefits from both the teachers' and the students' perspectives.

Many challenges were encountered throughout the data collection attempts. Starting with the actual writing of the questionnaires, it was obvious from most of the articles that sense relations techniques were present to some degree in most current teaching methods, but it was feared that students did not recognize or understand these techniques in lexical terms. As a consequence, the questions needed to be more straightforward and simple while still being accurate and relevant to the study.

Since sense relations techniques can be a broad topic with so many aspects, asking students or teachers about each item separately would have necessitated a lot more questions, It was necessary to keep the questionnaires as brief as possible. In reality, offering the students a longer questionnaire would need more time from their sessions as well as from the teachers.

The students' questionnaire included several open questions intended to accumulate free opinions from the students, yet the majority of them chose to ignore them, the questionnaire was delivered through their private Facebook accounts, piling up a sufficient number of the students' accounts was a real challenge.

On the other hand, an online test was programmed to be provided to students to test their ability to memorize and infer the meaning of new words and to check their

familiarity with the application of sense relations techniques for this purpose. Unfortunately, due to the pandemic caused by the corona virus, it was difficult to reach enough students, and to extradite enough answers and results, resulting in the cancellation of the test after many attempts.

Concerning the teachers' questionnaire, the questions must be at a higher linguistic level, to be also succinct and direct in the core of the study, Difficulties were encountered in writing them, delivering them to teachers, and then gathering answers. All of this is Due to the corona virus spread. Questions had to be transmitted to each teacher via email or social media accounts in the form of an online survey, which consumes more time and effort.

2.11. Conclusion

This chapter covered the research overview, which included the teachers' preferred methods of explaining meaning and learners' opinions on the use of sense relations in vocabulary teaching, in addition to the research methodology, which included data obtained through questionnaires. Moreover, this chapter was dedicated to providing a brief overview of the target population, settings and processes adopted. In order to be clear for the following chapter, it also detailed the reasons for the implementation of various data methods and data analysis frames. The practical part of the study will be addressed in the following chapter, which will collect information in a systematic way in order to comprehend the research's aim.

Finally, this chapter has also displayed the analysis and discussion of the data gathered through the students' and teachers' questionnaires. The results of the research instruments were exhibited by categorizing them into two major important aspects: the first is related to the students, and the second is linked to the teachers.

General

Conclusion

GENERAL CONCLUSION

Considering the significance of vocabulary as a basic skill in English language, this thesis concentrated on investigating and assessing particular methods for explaining new words to students, as well as the proper application of those terms in English sentences. These tools are known as sense relations teaching techniques.

Generally speaking, Sense relations techniques are the relations that exist between words, primarily their meanings, and the way they are written, spoken, and pronounced. The aim of the thesis was to test three basic hypotheses: first, the use of sense relations in teaching and acquiring English vocabulary is essential and effective to a high extent; second, using sense relations in teaching vocabulary can improve student's lexical stores and help them acquire English words better and faster; and third, all sense relations teaching techniques are essential and must be used in vocabulary teaching.

The process for investigating and validating the above hypotheses was carried out primarily through the use of a questionnaire. This latter was made of two different sets of questions since it was given to teachers and students separately, and to gather different ideas and points of view from each of them.

In light of the findings of the entire data gathering process, it was discovered that some students were truly unaware of the term “sense relations”.

Teachers preferred to use dictionaries or simple translations of new terms from English to the students' native language beyond any sort of sense relations explaining techniques, revealing that these techniques are not prioritized for explaining and understanding vocabulary, which makes the first hypothesis refuted.

The data collection processes have proved that, though sense relations techniques are not always used in vocabulary teaching, they can still have an impact on mending students' abilities and lexical storage of the English language, and that some of these techniques are much more crucial than others. The teacher's efforts to explain a new word's meaning can be supported by providing synonyms and antonyms, which may enable the student to have a far better understanding of the word.

It was also observed that arranging new words that share the same lexical field while explaining their meanings makes the lessons appear more logical and ordered to the students, giving them the opportunity to guess the meanings on their own. Moreover, it can affect their ability to memorize the topics that have been explained. These arguments also proved the actual usage of sense relations techniques in language teaching overall.

Some other techniques are much less used; teachers considered that mentioning the homonym's order while presenting sets of new words to students can rather confuse them. Otherwise, they believe that compelling students to memorize more idioms and collocations is requisite for them to have a better lexical store. Although these results support the second hypothesis, they refute the third.

Finally, some further studies are suggested to further understand the current field.

On one hand, several recommendations for future research are proposed: First, English teachers should use different strategies to introduce new English words. Secondly, in order to build an effective vocabulary, syllabus designers should be aware of the need to pay attention to semantic relation techniques as good assistance when planning and designing English language syllabi. Third, semantic relations are one of the most substantial methods to explore the meaning of English words, so that the learners should pay more attention to them. Fourth, students' awareness of word families should be raised since hyponymy can help students in their process of grasping new words at a much faster rate. Lastly, translating new English vocabulary into Arabic should be avoided by teachers.

On the other hand, different suggestions for further studies will be highlighted: First and foremost, since vocabulary can be an obstacle to learning English, studies that improve students' vocabulary can be beneficial. Second, mastering vocabulary is not all that is needed to deal with language acquisition, so conducting other studies that incorporate the other types of language skills is needed. Third, studies at the beginner levels are very important in dealing with teaching new English words which can avoid students' unawareness of English vocabulary.

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Appendices

APPENDICES

- Appendix A: Teachers' Questionnaire.
- Appendix B: Students' Questionnaire.
- Appendix C: The Task.

Appendix A: Teachers' Questionnaire

This questionnaire aims to investigate the impact of using sense relation while teaching vocabulary. We would appreciate it if you will answer the subsequent questions. Thank you.

1- What is you teaching diploma?

License ☐

Master/Magistrate ☐

Doctorate ☐

2- For how many years have you been teaching English?

……

3- In your opinion, which method from the following is the most efficient to explain meaning of a new word?

A/ Using sense relations ☐

B/ Dictionary ☐

C/ Illustrations ☐

D/ Use the word in a sentence ☐

E/ A Different method (explain how).....

4- Do you generally use sense relations while teaching vocabulary and meaning?

A/ Always ☐

B/ Often ☐

C/ Sometime ☐

D/ Rarely ☐

E/ Never ☐

5- Students can comprehend new words better if they are organized as homonyms throughout the lessons and activities.

Agree ☐

Strongly agree ☐

Disagree ☐

Strongly disagree ☐

6- Organizing words as hyponyms as in (ANIMAL: cat, rabbit....) can make students grasp new words easier and faster.

Agree ☐

Strongly agree ☐

Disagree ☐

Strongly disagree ☐

7- Do you think using that sense relations improves students' ability to memorize new words?

Yes ☐

No ☐

8- Do you notice an improvement in the students' ability to deduce meanings of a new word if they get introduced to synonyms or antonyms of it first?

Yes ☐

No ☐

9- Do you recommend your students to memorize idioms and use them while speaking or writing English?

Yes ☐

No ☐

10- How would you rate your students' lexical store?

Excellent ☐

Good ☐

Average ☐

Low ☐

11- In your opinion, which from the main four skills helps students acquire more vocabulary?

Reading ☐

Writing ☐

Speaking ☐

Listening ☐

12- The Algerian educational curriculum does not focus enough on teaching vocabulary?

Agree ☐

Strongly agree ☐

Disagree ☐

Strongly disagree ☐

13- The Algerian students have a low level in English mainly due to the lack of their lexical store.

Agree ☐

Strongly agree ☐

Disagree ☐

Strongly disagree ☐

14- How can you encourage your students to acquire new words?

.....

.....

15- In your opinion what is the best and fastest way or ways to explain a new word to your students?

.....

.....

Thank you for your collaboration

Appendix B: Students' questionnaire

Dear respondents,

This questionnaire is designed so that you help us gather the basic information for our topic “The impact of Sense Relations in Teaching Vocabulary”. We are so appreciative if you share with us your experiences. We would like you please to answer these questions honestly and sincerely. Rest assured that your answers will be kept confidential and used only for the purpose of academic research. You are kindly requested to fill in this questionnaire either by putting a cross(x) in the appropriate box, or by answering the questions given.

1/ what is your Gender?

Male ☐ Female ☐

2/ How do you describe your level of English?

Very good ☐ Good enough ☐ Average ☐ Not good ☐

3/ How do you see your lexical store (vocabulary knowledge)?

Very good ☐ Good enough ☐ Average ☐ Not good ☐

4/ What is first thing you do when you come across a new word?

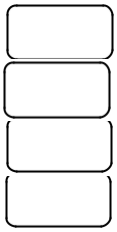
- Look for its meaning in the English dictionary. ☐
- Check for its synonyms. ☐
- Check for its antonyms (opposite words). ☐
- Try to guess its meaning from the context. ☐

5/ From where do you acquire new words mostly?

- University. ☐
- Books and articles. ☐
- Movies, songs, games, etc ☐
- Other sources. ☐

6/ How does your teacher explain new vocabulary item to you?

- Give you the direct meaning in your mother tongue or English.
- Give synonyms and antonyms to the word.
- Try and describe what lexical field does the word belong to.
- None of the above.



7/ Have you ever been introduced to the term sense relations?

Yes ☐ No ☐

8/ Do you compare words based on synonyms and oppositions?

Yes ☐ No ☐

9/ Does your teacher provides you with new words every session?

Yes ☐ No ☐

10/ Do you use idioms while speaking or writing?

Yes ☐ No ☐

11/ If you asked about the meaning of a word, do you need to know the full sentence first?

Yes ☐ No ☐

12/ Students learn words faster when they share the same lexical field.

Agree ☐ Strongly agree ☐ Disagree ☐ Strongly disagree ☐

13/ Vocabulary is the most important element to focus on when learning a language.

Agree ☐ Strongly agree ☐

Disagree ☐ Strongly disagree ☐

14/ Homonyms (Words that are written the same but have different meanings) are harder to learn and memorize together.

Agree ☐ Strongly agree ☐

Disagree ☐ Strongly disagree ☐

15/ To fully understand a new word It is required to know it's the meaning exactly in your own language.

Agree ☐ Strongly agree ☐

Disagree ☐ Strongly disagree ☐

16/ What are the tools you use to enhance your vocabulary?

.....
.....
.....

17/ What are the difficulties you face when learning vocabulary?

.....
.....

Thank you for your collaboration

Appendix C: The Task

This survey is meant to test the student's ability on applying sense relations with words' meanings.

-Sense Relations are expressed in Synonymy, Antonymy, Homonymy, hyponymy, Idioms, and collocations.

-Synonymy: a word or phrase that means exactly or nearly the same as another word or phrase, for example near is a synonym of close.

- Antonym: a word opposite in meaning to another, for example: bad and good.
-Homonyms: two or more words having the same spelling or pronunciation but different meanings and origins, for example: Write/Right.
-Hyponym: a hyponym is a word or phrase whose semantic field is included within that of another word, for example: stare, gaze, view are all hyponyms of the verb to look.

- Idioms: an idiom is a common word or phrase which means something different from its literal meaning but can be understood because of their popular use, for example: "I'm all ears" means you have my full attention.

- Collocations: a group of words that often go together or that are likely to occur together, some examples: heavy rain, deep sleeps.

1. What is the synonym of the word between brackets?
(A crowd) was waiting at the park to listen to her songs.
a. The elite of people
b. Many people
c. Some people
d. One person

2. What is the opposite of the word between brackets?
- Excuse me," said the girl, "I thought you were someone else." She was very (embarrassed).
a. Unashamed
b. Interested
c. Shy
d. Strong

3. Pick the correct word that best completes each sentence:

a. The plaster cast will help the broken bone (heal, heel).

b. The (cede, seed) is the specialized part of a plant that contains reproductive organs.

c. Dr. Demento built his castle on a dreary deserted (aisle, isle) located far away from the mainland.

d. I can (idle, idol) away many hours in the Museum of Natural History.

4. Give the hyponym that these following words are included in:

E.g. for: (Lily/ chrysanthemum /rose /daisy) the hyponym is flowers.

1. (Trumpet/ harp/ flute)??

2. (Pen/ stapler/ notebook)??

3. (Poker/ roulette/ craps)??

5. Fill the blanks with the following phrasal verbs:

POINTED OUT / SETTLED DOWN / GAVE IN / INSIST ON / TURNED TO

a. I.....paying for this meal. You paid for the last one.

b. The Prime Minister. .....that it was a historic day for the country.

c. It took the teacher a few minutes to get the class..... .

d. I .....him for help after the incident had happened.

e. In the end he ..... and allowed the chairman to prepare the document.