International Journal of Linguistics, Literature and Translation (IJLLT)
ISSN: 2617-0299 (Online); ISSN: 2708-0099 (Print)
DOI: 10.32996/ijllt
Website: https://al-kindipublisher.com/index.php/ijllt

Lexemes and Semantic Relations in English and Arabic: A Contrastive Study

Amaal Kamal Al-Farra
A teacher of English and a lecturer at Al-Quds Open University, Gaza, Palestine
Corresponding Author: Amaal Kamal Al.Farra, E-mail: amaalkamal@hotmail.com

ARTICLE INFORMATION

Received: September 12, 2020
Accepted: October 10, 2020
Volume: 3
Issue: 10
DOI: 10.32996/ijllt.2020.3.10.4

KEYWORDS

Lexeme- homonym- synonym- antonym- homophone- semantic- contrastive

ABSTRACT

Communicating via language is an important property of human beings. Usually one does not think of the relations between words. But from linguistic perspective, the words are not single units. They are linked to each other by semantic and formal relations. The focus of this paper is on different lexemes in English and Arabic. So, this research aims to investigate the major errors which EFL students encounter by the misuse of different lexemes. This is achieved through using the elicitation instrument by implementing two tests. A pretest and a posttest for the sixth-grade students. First the students face problems in dealing with homonyms, synonyms, antonyms and homophones as a result of negative interference between the two languages, Arabic and English. After extensive training the students get good results. They are able to overcome the ambiguity of these lexemes. This shows the importance of learning lexemes in both languages as this simplifies the communication and identifies the areas of ambiguity.

1. Introduction

Contrastive linguistics may roughly be defined as "a sub discipline of linguistics concerned with the comparison of two or more languages or subsystems of language" (as cited in Al-Ghamdi, 2016). It is used as a tool in this study focusing on the different use of homonyms, homographs, synonyms and antonyms in both languages, English and Arabic.

Generally, the sources of misunderstanding and lack of communication through language have been the focus of academic research. A major point in semantics is the study of ambiguity in human languages. So, the present study attempts to explore the difficulty and ambiguity in the use of different lexemes by giving definitions and examples for each lexeme in both languages, English and Arabic. After that, the researcher applies an empirical study to investigate the use of these different lexemes. A pretest/ posttest design will be used to see the effect of treatment on the same group of students.

2. Literature Review

2.1. What is homonymy?

It is known as different unrelated senses or meanings which are under same surface form of words (Ravin,Y.,& Leacock, C., 2000). These words have identical spelling or orthographic forms but they are different in meaning. In general, it is expressed in two ways:

a. Homography in which the words are identical in spelling but they are different in meaning.
b. Homophony in which the words are different in spelling but they are similar in pronunciation.

As for homonym, it is a word that is spelt like another word or pronounced like it but which has a different meaning. In strict sense, homonyms have same spelling, same pronunciation and different meaning e.g. the word "fare" means a passenger and the word "fare" means a price. Also, the word "trunk" means a large strong box and it has another meaning "the main stem of a tree". In wider sense, homonym can include words that have the same pronunciation but different spelling and they are called homophones. Examples:

a. ad(advertisement), add " to include"

AL-KINDI CENTER FOR RESEARCH AND DEVELOPMENT
Your gateway to world-class research

Published by Al-KindiCenter for Research and Development. Copyright (c) the author(s). This is an open access article under CC BY license (https://creativecommons.org/licenses/by/4.0/)

b. to, too, two

Or they can have same spelling but different pronunciation and called homographs:

a. bow /bou/ a weapon used for shooting arrows
b. bow /bau/ to move your head forwards and downwards.

Homophones are also called heterophones (Joshi, 2014).

2.1.1 Types of Homonymy
Baron (2005) states that homonymy can be divided in absolute and in partial homonymy:

A. **Absolute homonyms**: They are unrelated in meaning. All their forms are identical in pronunciation and spelling. Some identical forms are grammatical equivalent in which they belong to the same word-class. They have the same syntactic function and occur in the same grammatical environment e.g.

1. mail (noun "posted letters and parcels")
2. mail (noun "armour made of rings or chains) (Baron, 2005).

B. **Partial Homonyms**: They fail to fulfill one or more features of absolute homonymy. They could have a lack in spelling, pronunciation, form or grammatical equivalence e.g.

1. Visit (verb "to see a person or a place for a short time")
2. Visit (noun " a period of time when sb goes to see a person or a place") (Baron, 2005).

2.1.2. Homonymy and Polysemy
The morpheme has form and meaning. It is easy to determine the form but difficult to determine the meaning. In homonyms, e.g. bank "a financial institution" and bank "the edge of a stream", the pronunciation and spelling are identical but the meanings are unrelated. But the words "stake" and "steak" are identical in pronunciation but different in spelling. There are also homographs which are identical in spelling bur different in meaning; for example, "bow" which rhymes with "go", means an instrument for shooting arrows. But "bow" rhyming with "cow", denotes a bending of the upper body as a form of respectful greeting. This creates ambiguity and lexicographers sometimes have to decide whether a form with different meanings is a kind of polysemy or homonymy. Generally, dictionaries differentiate between them by making the polysemous item a single dictionary entry. On the other hand, they make two or more homophonous lexemes separate entries. Thus, the word "bank" has two entries but the word "head" has a single entry where it has several related meanings when we speak of the head of person, the head of company, the head of lettuce or cabbage. This is done on the bases of etymology and the semantic relatedness. (Kreidler, 2013, p. 36).

2.1.3. Homonymy, polysemy and ambiguity
Semantic ambiguity refers to the differences in meaning and it is related to homonymy or polysemy, depending on whether or not the meanings are related. An example of homonymy is the "bark" of the dog versus the "bark" of a tree. Whereas "opening" a door versus "opening" a book is an example of polysemy.

Also, there is a syntactic ambiguity refers to differences in syntactic category (e.g. *play* can occur as either a noun or a verb). (Robert Krovetz, W. & Bruce Croft, 1992) state that syntactic and semantic ambiguity are orthogonal, since a word can have related meanings in different categories (He will *review* the *review* when he gets back from vacation), or unrelated meanings in different categories (Can you see the can?). Despite the theoretical distinction between homonymy and polysemy, still it is not easy to differentiate between them in practice.

2.2 Homophones
Hobbs (2006) defines the homophone in his compiled dictionary as, "a word that is pronounced the same as another (a "sound-alike" or an aural/oral echo) but which differs in spelling and meaning, such as "cite, sight and site."

So, homophones are words that have identical pronunciation but with different spellings, semantic meanings and different forms (Amir, 2010). Misusing homophones is common amongst English speaking native and non-native speakers. Connors, R.J.& Lunsford, A.A. (1988) state that the misuse of homophones such as "there, their, they're" in writing is one of the most

common formal errors in English writing of American college students. This causes comprehension problems. It is very important for learners to distinguish between different homophonous spellings and their associated meanings.

2.2.1. The conflict of homophones

It has been seen that English has homophones more than many other languages for several reasons as stated in the dictionary of homophones and homographs (Hobbs, 2006, p. 5). These reasons are:

a. English has borrowed from other languages such as “air. Err and heir” which stem from Middle English, Old French and Latin.
b. English has shortening words which have homophones e.g. “plane” (from airplane) is homophonous with “plain”. Also the shortening “ads” (from advertisement) is homophonous with “adds” and adz(e).
c. Homophones are created by converting a proper name into specific things e.g. “James (Joule)” is homophonous with “jewel”.
d. Sometimes the acronyms create homophonous words such as WAACS (Women’s Army Auxiliary Crops) is homophonic with “whacks” and “wax”
e. The process of assimilation by which “d” in “chased” is pronounced “t” as in “chaste” for example: “The seriously chased are seldom chaste for long.” Or its reversal; “The seriously chaste are seldom chased for long.”

So many linguists discuss if homophones, whether in English or in any other language, lead to self- destruct because of the confusion and ambiguity they create. One of them is Jules Gillieron in his doctrine (1902- 1921) who states that two words of different origin which become homophonous by regular sound- changes may have ambiguity interference with each other. He calls this a “conflict of homophones”. Moreover, homophones are considered partial homonyms. They are illustrated from the pairs (threw/ through) and (rode/rowed). As a result of the ambiguity of these pairs, homonymic clash or conflict is said to have occurred (Crystal, 2003).

2.2.2. Heteronyms

Heteronyms are words that have two different possible pronunciations that are associated with two (or more) different meanings. Maryanne Martin, Gregory V. Jones, Douglas L. Nelson & Louise Nelson (1981) suggest that two types of heteronyms may usefully be distinguished; “strong” and “weak”. Strong heteronyms can be seen in the following example which is cited before as being homographs:

a. bow /bou/ a weapon used for shooting arrows
b. bow /bau/ to move your head forwards and downwards.
c.

On the other hand, the weak heteronyms are words whose different phonemic representations are associated with meanings that although different, are not related. Rather, the different meanings derive from the same lexical entry (e.g. read is pronounced /ri:d/ and /red/ in the present and past tenses, respectively).

2.2.3. Hyponymy

In linguistics, a hyponym is originated from (Greek *hupó*, "under" and *ónoma*, "name"). It is a word or phrase whose semantic field is included within that of another word, its hyperonym or hypernym (from Greek *hupér*, "over" and*ónoma*, "name"). The hyponym shares a *type-of* relationship with its hypernym. For example, *pigeon*, *crow*, *eagle* and *seagull* are all hyponyms of *bird* (their hypernym); which, in turn, is a hyponym of *animal*.
(https://en.wikipedia.org/wiki/Hyponymy_and_hypernymy, 2016)
To shed the light on this topic, Professor Amer (2014) explains a kind of relationship called the “entailment”. He state the following examples:

a. There are tulips in the vase.
b. There are flowers in the vase.
c.

There is an analogous relationship between these two examples. If we know that the first sentence is true, then the second one is also true; but if we know that the first sentence is not true, we cannot say anything about the truth of the second one. The term ***tulip*** is a hyponym of ***flower.*** The word ***flower*** is the superordinate of ***tulip.*** Moreover, he states that any lexeme that can be substituted for a hyponym is also a hyponym. So, ***daffodil*** and ***rose*** are two co-hyponyms of ***tulip.***

2.3 Synonymy

Partington (1998) defines synonymy as the words that have the same sense but not the same reference.There are different kinds of synonymy. (Lyons, 1981) distinguishes between two kinds of synonymy. The first is the complete synonymy if in certain contexts, they have the same descriptive, expressive and social meanings. The second kind is the absolute synonymy if they have the same distribution and are completely synonymous in all their meanings and in all their contexts of occurrence and semantic equivalence. Synonyms can be substituted for each other without affecting the truth value of the sentence.

* Youth/adolescent * postpone = put off * vomit = throw up
* couch = sofa *Automobile/car *Remember/recall
* Purchase/buy

Synonyms can be any part of speech (such as nouns, verbs, adjectives, adverbs or prepositions), as long as both words belong to the same part of speech. Examples:

Verb: buy and purchase

Adjective: big and large

Adverb: quickly and speedily

Preposition: on and upon

2.3.1 Synonyms and ambiguity

Synonyms are defined with respect to certain senses of words; for instance, pupil as the aperture in the iris of the eye is not synonymous with student. Such like, he expired means the same as he died, yet my passport has expired cannot be replaced by my passport has died. The same problems are also created with the following examples:

! A big house = A large house
! A big sister ±A large sister (Pustejovsky, 2005)

2.4 Antonymy

Antonymy is oppositeness of meaning between a word and the other word or among words in the same part of speech, such as good-bad (adjective-adjective) and fast-slowly (adverb-adverb). Antonymy covers the relation between lexical items whose meanings stand in opposition to each other and it is often thought as the opposite of synonymy.

There are three main types of antonymy, that is, gradable antonymy, complementary antonymy, and converse antonymy (Hu, 2001):

a. Gradable antonymy is the commonest type of antonymy. The antonym pairs like hot/cold, big/small and tall/short all belong to the gradable antonyms. They are mainly adjectives.
b. Complementary antonymy like the antonyms wake/asleep, married/single, pass/fail, alive/dead and male/female.
c. Converse antonymy like the pairs husband/wife, doctor/patient, teacher/student, buy/sell, above/below and employer/employee. They show a reversal relationship. A is B's husband means B is A's wife. A is B's doctor means B is A's patient. A is B's teacher means B is A's student. It is also known as relational opposites.

2.5 Homonymy in Arabic

Abdul-Raof (2000) defines homonymy in Arabic as the words that have the same phonological form but different meanings as in:

Arabic Word	The same phonological form but different meanings
أ) ساعة	1. Time: It is ten o'clock. (الساعة العاشرة) 2. Watch: I have a digital watch. (عندي ساعة رقمية)
ب) ورقة	1. a paper: a) I need one paper. (أحتاج ***ورقة*** واحدة) b) I have many bank notes. (عندي عدة *أوراق* نقدية) 2. leaf: Leaves fall in autumn. (تسقط ***الأوراق*** في الخريف)
ج) دقيق	1. accurate: His work is accurate. (عمله دقيق) 2. flour: I need to buy flour. (أحتاج أن أشتري دقيق)

2.6. Polysemous words: (المفردات متعددة المعنى)

"A polyseme is a word which has several meanings" (Abdul-Raof, 2000). Some examples of polysemes are:

The Arabic Word	Its Several Meanings
أ)سائل	1. The one who asks (a question or when is in need. I shall answer the one who asks and help him. (سأجيب السائل على سؤاله وأساعده) 2. liquid: Is the juice a liquid? (هل العصير سائل؟)
ب)ظرف	1. envelope: I put some money in an envelope. (وضعت بعض النقود في الظرف) 2. circumstances: I have had difficult circumstances that prevented me from travelling. (لدي ظروف قاهرة منعتني من السفر)

2.7 Synonyms

Abdul-Raof (2000) states that the words which signify the same meanings are synonyms. But he adds that synonymy does not mean identical meaning between two words but the two words can be used in different contexts with a similar meaning. Some examples of the Arabic synonyms are:

ينسحب	To withdraw/ to retreat	يتقهقر = يتراجع =
يبني	To build/ to construct	يشيد= يعمر=
يعلم	To teach	يلقن= يدرس= يفهم= يغذي بأفكار
يعطي	To give	يهب= ينفق= يمنح
مجتهد	Hard working	حريص= مشغول= مواضب= ملتزم
مؤدب	Polite/ respectful of others	ذو حياء= مطيع= خلوق= محترم
إرادة	Will/ determination	عزيمة= تصميم
مضطهد	Oppressed	مظلوم

2.8 Antonyms

Moreover, Abdul- Raof (2000:50) states some examples of the antonyms in Arabic. He defines them as words which have opposite meanings to other words such as:

مثقف/ متعلم	educated/ learned	جاهل/ أمي/ غير متعلم	uneducated/ illiterate
ذكي	clever	غبي	stupid
فضيلة	virtue	رذيلة	vice
متزوج	married (m)	أعزب	single (m)
متزوجة	married (F)	عازبة	single (f)
رجل	man	امرأة	woman
صادق	truthful	كذاب/ كاذب	liar
مدني	civil	عسكري	military
فرحان	happy	حزين	sad
فقير	poor	غني	rich
وسيم/ جميل	beautiful/ handsome	قبيح	ugly
محافظ	conservative	متحرر	liberal
حار	hot	بارد	cold
حق	truth	باطل	falsehood
سلام	peace	حرب	war
صديق	friend	عدو	enemy
نظام	order	فوضى	chaos

2.9 Homonymy and Ambiguity in Arabic:

There are two sorts of ambiguity in Arabic; lexical and syntactic. The lexical ambiguity occurs when the sentence contains a word which has more than one meaning as the following examples which are stated by (Amir, 2010).

إن الأمر ***لجلل***

a. The matter is big.
b. The matter is trivial.

The reason of this ambiguity is that the two sentences contain homonyms that have antonymous meanings.

The syntactic ambiguity is related to the grammatical construction of the sentence. For example:

مساعدة الوالدين

a. Help that is given from parents.
b. Help that is given to parents.

To sum up, in English the word homonymy is divided into homophony and homography but in Arabic this term is translated as المشترك اللفظي and they have the same definitions in both languages.

3. Research Question

What are the major errors that EFL students may commit in using antonyms, synonyms, homonyms and homographs?

4. Methodology

4.1 Participants

The participants are 40 female students from sixth grade. They are from an UNRWA school. They learn English as a foreign language.

4.2 Data Collection

An elicitation instrument is used to examine the participants' understanding of the usage of, "Synonyms, Antonyms, Homonyms and Homographs." Some of the questions are adapted from English for everyone (2012). The elicitation instrument is in the Appendix.

4.3 Procedures

An informed consent to participate in the research is signed from the school principal. Then, the pre-test is given to the students. It is checked and their marks are scored. Those students got an extensive training by giving different activities on the four main topics, "Synonyms, Antonyms, Homonyms and Homographs." After that the same elicitation instrument is given again to this control group of students. Results are recorded to be analyzed and to be compared with the results of the pre-test.

4.4 Data Analysis

The students' answers of both pre-test and post-test were checked. The percentage is calculated for each correct and incorrect answer of both tests.

5. Findings and Discussion

5.1 Pre-Test Results of 40 students

Question (A):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	37	92.5%	3	7.5%
2.	31	77.5%	9	22.5%
3.	9	22.5%	31	77.5%
4.	11	27.5%	29	72.5%
5.	33	82.5%	7	17.5%
6.	27	67.5%	13	32.5%
Total	148	61.6%	92	38.33%

There are 148 correct answers and 92 incorrect answers.

Question (B):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	11	27.5%	29	72.5%
2.	12	30%	28	70%
3.	18	45%	22	55%
4.	12	30%	28	70%
5.	17	42.5%	23	57.5%
6.	9	22.5%	31	77.5%
Total	79	32.9%	161	67%

There are 79 correct answers and 161 incorrect answers.

Question (C):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	36	90%	4	10%
2.	38	95%	2	5%
3.	34	85%	6	15%
4.	34	85%	6	15%
5.	22	55%	18	45%
6.	20	50%	20	50%
Total	184	76.6%	56	23.3%

There are 184 correct answers and 56 incorrect answers.

Question (D):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	21	52.5%	19	47.5
2.	10	25%	30	75
3.	19	47.5%	21	52.5
4.	12	30%	28	70
5.	27	67.5%	13	32.5
6.	30	75%	10	25
Total	119	49.58%	121	50.4

There are 119 correct answers and 121 incorrect answers.

5.2 Post- Test results for the same students

Question (A):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	39	97.5%	1	2.5%
2.	40	100%	-	-%
3.	36	90%	4	10%
4.	32	80%	8	20%
5.	39	97.5%	1	2.5%
6.	35	87.5%	5	12.5%
Total	221	92%	19	7.9%

There are 221 correct answers and 19 incorrect answers.

Question (B):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	35	87.5%	5	12.5%
2.	32	80%	8	20%

3.	33	82.5%	7	17.5%
4.	34	85%	6	15%
5.	28	70%	12	30%
6.	33	82.5%	7	17.5%
Total	195	81.25%	45	18.75%

There are 195 correct answers and 45 incorrect answers.

Question (C):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	31	77.5%	9	22.5%
2.	32	80%	8	20%
3.	35	87.5%	5	12.5%
4.	35	87.5%	5	12.5%
5.	40	100%	-	-
6.	40	100%	-	-
Total	213	88.75%	27	11.25%

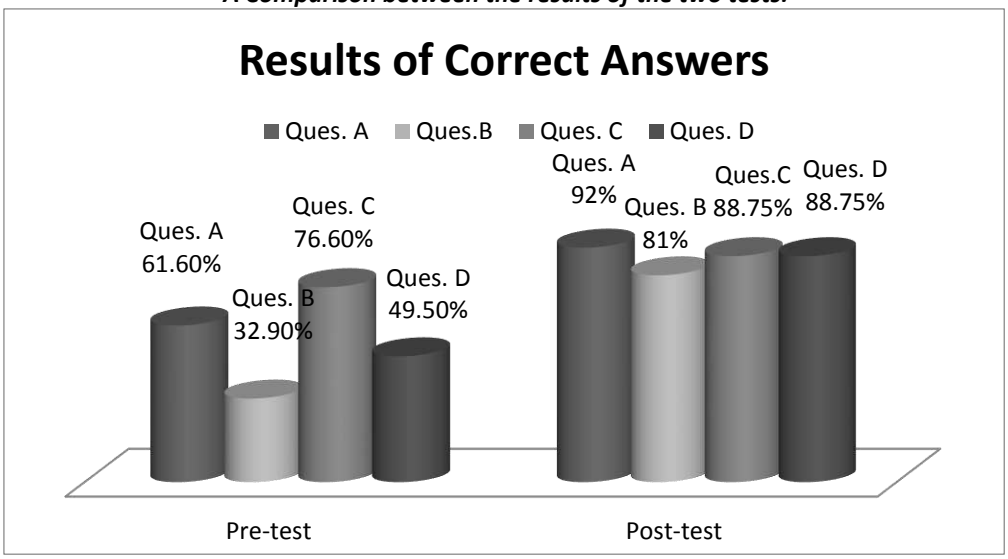
There are 213 correct answers and 27 incorrect answers.

Question (D):

No. of Ques.	No. of Correct Answers	Percentage of correct answers	No. of incorrect Answers	Percentage of incorrect answers
1.	38	95%	2	5%
2.	31	77.5%	9	22.5%
3.	38	95%	2	5%
4.	34	85%	6	15%
5.	34	85%	6	15%
6.	38	95%	2	5%
Total	213	88.75%	27	11.25%

There are 213 correct answers and 27 incorrect answers.

A Comparison between the results of the two tests:



As seen from the tables of pre-test, the students face difficulties mostly in the second question which is about the use of synonyms and in the fourth question which is about the use of homophones. This is due to the conflict and ambiguity of the use of these two topics. Moreover, the negative interference of mother tongue language plays a crucial role in this ambiguity. But indeed, the teacher could solve this problem by giving extra activities and more exercises to cover the four areas of ambiguity, the antonyms, synonym, homonyms and homophones.

Regarding the results of the post-test, the students did a good job and had higher marks in the four topics of the test due to the extensive training.

6. **Conclusion**

This study is intended to seek answers for the research central question which focuses on the major errors that EFL students may commit in using antonyms, synonyms, homonyms and homographs. It helps the reader find the similarities and differences between Arabic and English languages through the contrastive analysis of these lexemes. As it is seen, there are syntactic and semantic ambiguity and they are orthogonal, since a word can have related meanings in different categories or unrelated meanings in different categories. Despite the theoretical distinction between homonymy and polysemy, still it is not easy to differentiate between them in practice and that is found in the other aspects of lexemes.

However, the findings of this study show that the conflict and ambiguity among students are found in two topics: the synonyms and the homophones. Therefore, teachers should pay attention for the intralanguage interference as mother tongue has negative interference in dealing with the different lexemes of foreign language. But with extra practice, students will be able to overcome the ambiguity of different lexemes and will use the English words more efficiently as seen in the results of the post-test.

Still, this study did not focus on all types of lexemes. Other types such as grammatical categories, idioms, phrasal verbs, derivations and inflections in morphology need to be focused upon in both languages (Arabic and English) in future work.

7. Recommendations

7.1 To the Teachers

The teachers should differentiate between errors and mistakes. When the students make errors, that means they do not know the answer and they need more explanations and training from their teachers. On the other hand, the mistake is just a slip of the tongue and it can be self- corrected. So, students should not by frustrated by the errors they commit. Error leads to good learning. Jacobson, Lapp and Flood (2006) suggest seven steps for teaching these different lexemes as follows:

a. Reading or listening to a text which contains different antonyms, synonyms, homonyms and homophones. Then asking students to underline them.
b. Visualizing the meaning: Ask students to define each word by giving its meaning in Arabic, then using it in a meaningful sentence.
c. Identifying the grammatical structure: After reading the text, ask students to underline the target words, then to tell you the part of speech for each word whether it is verb, adjective, adverb or noun.
d. Categorizing words: Let students practice drawing a chart having a drawn house for nouns, an explosive symbol to represent nouns and a happy face to represent adjectives. Then students can categorize the different lexemes under the appropriate symbol indicating the correct part of speech.
e. Analyzing word meanings within context: Prepare and read aloud cloze sentences that have a space for the appropriate homonym, antonym or synonym. Write the missing word on coloured construction paper and post it on the board. Students can choose the suitable one. Discuss the Arabic meaning of each missing word.
f. Owing the words: Prepare a list of the words that you like to review with the class. Ask each group of students to draw a sketch which represents a pair of words homonyms, antonyms or synonyms. Call the words and the students who have their sketch, can present their work using them in meaningful sentences.
g. Extending and evaluating new meanings: As an additional review task, you can prepare 10 to 20 cards with words written on both sides on one of previous topics. They could be antonyms, homonyms, homographs, homophones or synonyms. Provide the students, in groups, with typed sentences. Students choose the suitable side of word card and write it.

7.2 To the Supervisors

Lots of training courses should be done from time to time to the teachers to assure the active learning and the effective ways of teaching different lexemes.

References

[1] Abdul-Raof, H. (2000). *Arabic Stylistics: A Coursebook.* Michigan: Harrassowitz.
[2] Amer, W. M. (2014). *Issues in Semantics.* Gaza: The Islamic University.
[3] Amir, A. A. (2010). Homonymy in English and Arabic: A contrastive study. *University of Babylon*.
[4] Baron, K. (2005). *Lexical Relations: Homonymy.*
[5] Connors, R.J.& Lunsford, A.A. (1988). *Frequency of formal errors in current college writing, or Ma ams Pa Kettle do research* (Vol. 39). College Composition and Communication.
[6] Crystal, D. (2003). *A Dictionary of Linguistics and Phonetics* (5th ed.). Oxford: lackwell Publishers Ltd.
[7] *English for everyone*. (2012). Retrieved from http://www.englishforeveryone.org/.
[8] Hobbs, J. (2006). *Homophones and Homographs: An American Dictionary* (4th ed.). McFarland& Company.
[9] *https://en.wikipedia.org/wiki/Hyponymy_and_hypernymy*. (2016, March 27). Retrieved from Wikipedia The free encyclopedia.
[10] Hu, Z. L. (2001). *Linguistics. A Coursebook.* Beijing: Beijing University Press.
[11] Jacobson, J., Lapp, D. and Flood, J. (2007), A Seven-Step Instructional Plan for Teaching English-Language Learners to Comprehend and Use Homonyms, Homophones, and Homographs. Journal of Adolescent & Adult Literacy, 51: 98–111. doi: 10.1598/JAAL.51.2.2
[12] Joshi, M. (2014). *Homonyms, Homophones and Homographs: Vocabulary Building* (Vol. 3). Manik Joshi.
[13] Kreidler, C. W. (2013). *Introducing English Semantics.*
[14] Lyons, J. (1981). *Language and Linguistics Cambridge textbooks in linguistics.* Cambridge University Press.
[15] Maryanne Martin, Gregory V. Jones, Douglas L. Nelson and Louise Nelson. (1981). *METHODS & DESIGNS Heteronyms and polyphones: Categories of words with multiple phonemic representations*, *13* (3). Florida: University of South Florida.
[16] Ali, M. (2011). *Elim Al Dalalah: Eli Al Mana*. Amman: Dar Al-Falah
[17] Partington, A. (1998). *Patterns and Meanings: Using Corpora for English Language Research and Teaching* (Vol. 2). John Benjamins Publishing.
[18] Pustejovsky, J. (2005). *Word Meaning.* Washington.
[19] Ravin,Y.,& Leacock, C. (2000). *Polysemy: Theoretical and Computational Approaches: Theoretical and Computational Approaches.* Oxford: OUP.
[20] Robert Krovetz, W. Bruce Croft. (1992). *Lexical ambiguity and information retrieval* (Vol. 10). New York: Journal ACM Transactions on Information Systems (TOIS). doi:10.1145/146802.146810

Appendix

Sixth Grade Pretest

Usage of Antonyms

A) Choose the word that is most opposite in meaning to the boldface word:

1. Up	a) down	b) above c) inside
2. Give	a) share	b) take c) release
***3.* Unhappy**	a) glad	b) sad c)calm
***4.* Buy**	a) sell	b) have c) hold
***5.* Slow**	a) dark	b) fast c) lucky
6. Safe	b) dangerous	b) important c) terrible

Usage of Synonyms

B) Choose the best synonym for the following words:

1. Kind	a) nice b) wild c) funny
2. Fast	a) clean b) main c) quick
3. Glad	a) broken b) happy c) open
4. Noisy	a) first b) loud c) low
5. scared	a) sad b) angry c) afraid
6. cheap	a) valuable b) inexpensive c) costly

Usage of Homonyms

C) Choose (a) or (b):

1. The children are going to watch ( ) TV tonight. - What time is it? I don't have my watch ( ).	a) A small clock which you wear. b) Look at.
2. Let's play ( ) basketball. - The author wrote a play. ( )	a) Share in sport. b) Something to act.
3. My rabbits are in the pen ( ) Please, write with a black pen. ( )	a) A writing instrument which uses ink. b) A closed place.

Usage of Homophones

D) Choose the correct word:

1. Can I go to the party **(to – too – two).**
2. This is my favourite **(pare – pair – pear)** of jeans**.**
3. The children got **(bored – board)** in the class**.**
4. The students carried **(there – they're – their)** bags**.**
5. Ben is going to **(wear – ware)** his new shirt today.
6. Is it going to **(rein – rain – reign)** this evening?