

Ministry of Higher Education and Scientific Research

University of Misan

College of Education

Department of English

Morning Studies



L2 vs L1 Use of Synonymy

Graduation research submitted to
the Council of the College of Education-English Department
as an implementation of the requirements for obtaining a Bachelor's degree of English
language

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ

إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ)

(And among His signs is the creation of the heavens and the earth and the differences of your tongues and colours. Indeed, in that are signs for the worlds)

صدق الله العلي العظيم

(الروم:22)

Dedication

He who said I am hers has attained her.

And I am hers if she refuses to accept it.

The journey wasn't short, nor should it have been. The dream wasn't close.

No was the road paved with facilities, but I did it and attained it.

To my father, who lit my path and was my role model with every step I took.

To my mother, who lit my way with a spring of tenderness.

To the caring hands that supported me and never let go of my hand...

To the one worthy of love and life.

Acknowledgement

To my beloved mother

The source of endless love, strength, and inspiration...

I dedicate this humble work to the one who planted in me the love of learning and nurtured my journey with patience and care.

To the one who stood by me through every step, supported me with her prayers, and surrounded me with unconditional love.

Mother, without you, I wouldn't be where I am today.

Thank you from the depths of my heart—no words can truly express my gratitude

This achievement is truly yours as much as it is mine.

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Introduction

Synonyms are the multiple words that have the same meaning but are used in different contexts. Synonyms are lexical terms with the same or similar meanings depending on the context. Learning words with known synonyms may be easier than learning words without known synonyms because learners may be able to transfer their knowledge of syntax and collocation from known synonyms to less frequent synonyms. Typically, when learning a non-synonym, L2 learners use their first language (L1) knowledge of that item and information from the context in which it was encountered to help learn that word. While on some occasions, this combination of L1 and L2 knowledge may be sufficient to use or understand the word quickly, more often, learning the word is likely to be a slow process that involves repeated encounters of the word in context. Learning the synonyms of known words may be faster than learning non-synonyms because learners may gain substantial L2 vocabulary knowledge from known synonyms. Learners may gain L2 knowledge of syntagmatic association and collocation, paradigmatic association, and grammar from known synonyms. A transfer of L2 knowledge from known words to their less-frequent synonyms could make using and understanding the synonyms relatively easy.

1.1. Semantics

The study of meaning in language is known as semantics. It can be used on individual words or full texts. Semantics is the branch of linguistics that focuses on meaning. Meaning can be addressed by semantics at the word, phrase, sentence, or broader discourse unit levels. The connection between form and meaning is one of the key issues that tie various linguistic semantic theories together. Deconstructing words, signals, and sentence structures is a key component of semantics. It affects both how well we understand what is being read to us and how well we understand what is being said to us in normal conversation. Without us even recognizing it, semantics plays a significant role in our everyday comprehension, communication, and language acquisition. For instance, a youngster may utilize semantics in ordinary conversation to interpret a mother's command to "do your chores" as meaning "do your chores whenever you feel like it." But the mother was probably telling you to perform your chores now (Kroeger, 2023: 4).

We are not satisfied yet with the definition mentioned above, for it just concentrates meaning on words. So why do not we find meaning in sentence in order that we can find meaning outside language or what it refers to (despite the meaning of word which constructs the meaning of sentence as a whole). Realizing the link between language aspect and the aspect outside language is very close, meaning has recently been an intricate but interesting subject and linguists began to embrace it separately from the other aspect to grasp it more detail let us pick opinions of some linguists about what meaning is and therefore we know its essence and domain. "Meaning signifies any and all phrases of sign-process (the status of being a sign, the interpreted, the fact of denoting, the signification.) and frequently suggest mental and valuation process as well". Morris in his definition included

mental and valuation process to which meanings signifies. As a mental and valuation process there is no an occurrence of physical process. This is accordance with or we happen to remember about the mentalist concern to meaning as : “the characteristic mental event which occurs in every speaker and hearer in connection with the utterance or hearing of the linguistic form”. This can be seen for example, in uttering the word, book, the speaker has had a mental image of a book and this word evokes a similar image in a hearer’s mind. So, a mental and valuation process consist of non physical process, a thought, concept, image, feeling or the like. This mental process is opposed to physical process which was called by Bloomfield as the mechanistic (Morris, 1946: 19).

Semantics is central to the study of communication ; and as communication becomes more and more a crucial factor in socialorganization, they need to understand it becomes more and more pressing. Semantics is also at the centre of the study of the human mind – thought processes, cognition, conceptualization – all these are intricately bound up with the way in which we classify and convey our experience of the world through language. What Geoffrey Leech stated about semantics is that he emphasized its rule on a broader sense – communication in social organization and our experience of the world which se convey through thought processes and the like (Katz, 1972 : 1).

1.2. Type of Semantics Lexical Relation

According to Yule, (2010) the meaning of word can be defined not only by its component features, but also by its relationship to other words. The relationship between words is an approach used in the semantic description of language, namely lexical relations. Similarly, Syarifuddin & Hasyim (2020) state lexical relations is a branch of semantics that focuses on the discuss about words meaning. In conclusion lexical relations is the relationship between meaning of words. In addition Rafida (2018) define lexical relation is the meaning of various relationship contained in a word or lexeme is referred to as lexical relations. The lexical semantics pattern of connections or relations is formed by the meaning of words. Homonymy, polysemy, synonymy, opposites (antonym), hyponymy, meronymy. By examining all of the words or sentences, all lexical relations can be distinguished. Based on that statements mentions, it is possible to concluded that lexical relations are the study of meaning among words and their relations with other word. The meaning of the word. The meaning of the word. Even if the word is unfamiliar, its meaning can be gleaned from its relations with other words (Yule, 2010: 117).

1.2.1. Hyponym

According to Nyambura et al., (2018) define hyponym is the relationship which obtains between specific and general item within a lexical field must be interpreted. hyponym has a meaning that is related to one another and forms a sequence based on the arranged meaning. Simply put, a hyponym means when the meaning of one form is includes meaning of another. For example, the meaning of musical instrument is included in the meaning of Gong. Musical instrument is the

superordinate term; Gong is hyponym of musical instrument (Gong is a kind of musical instrument) (Nyambura, 2018: 58).

1.2.2. Synonym

Elhaj & Gawi (2015) stated synonyms are the multiple words that have the same meaning but are used in different contexts. In addition, Gimaletdinova et al., (2021) define synonyms are lexical terms with the same or similar meanings depending on the context. Similarly, Rahmati, (2015) synonym is the word that have one or more words with the same meaning. Simply, synonyms are two or more words with very nearly same. Some examples might be these pairs, chair/seat, sailor/seaman, anything/everything, and huge/big. Based on various situations involving synonyms that occur. It could be due to different dialects, registers, linguistic styles, colloquial and literary conditions. Another consideration is formality. The truth value of the synonym used in predictions with the same referring expression is the same. Nouns, adjectives, adverbs, and verbs can all be synonyms (Rahmati, 2015: 81-85).

1.2.3. Antonym

According to Zheng & Gao (2014), antonym is the words that has contradictory meaning. It means that an antonym is a semantic relationship between two unit of speech whose meaning are the diametrically opposed, or contrash. Danglli (2014), state when it comes to semantic relations between words with no common origin, in term of formation and meaning. Antonymy and

synonymy are typically grouped together. In short, antonymy are two word with opposite meanings (Zheng, 2014: 234–238).

1.2.4. Polysemy

According to Nargiza Masharipova (2020) the meanings of polysemy words are connected or comparable, and even while the underlying meaning represents a different though, the things or events they express have a connection because polysemy words are generated by broadening the dominating meaning of a single word. In addition Chasanah (2016) states both homonymy and polysemy share some meaning and phonological words, but polysemy is used when the meaning are related or the same. It is important to differences between homonymy and polysemy because there are polysemous senses have the same lexical access as homonymous senses whereas homonymous senses have separate entries. In conclusion, polysemy is a word has multiple meanings (Nargiza , 2020: 49-52).

1.2.5. Homonymy

According to Tyonum (2017) stated homonyms are words that have different meaning with the same spelling and pronunciation. There are two types of homonyms: homophony and homograph. Homophony refers to words that have same sound but differ written and meaning. Homographs are words that have the same appearance but differ in sound and meaning. In addition Retnomurti (2021) states a homonymy are a word that is spelled and pronounced similarly but has a different meaning. Simply, hyponyms are words that have different meanings but are pronounced the same way (Tyonum, 2017: 9).

1.2.6. Meronymy

According to Zakiyah & Zakrimal (2020) meronymy connects meanings that have hyponymic similarities. Because of the hierarchical meaning relationship, which is more than just one side of the link between the component's meaning and the total meaning. Moreover, Husein (2019) stated meronymy refers to a part-whole relationship between lexical items. In conclusion, meronymy is a type of word relationship that is based on a close connection in every situation. As a result, cover and page are meronyms for book. This relationship can be identified by using sentence frames such as X is a part of Y, of Y has X, as in A page is part of a book, or A book has pages. Meronymy, like taxonomies, reflects hierarchical classifications in the lexicon (Zakiyah, 2020: 45-55).

1.3. What is Synonymy

Crystal (2003:286) considers meaning as a basic notion that has been in linguistics as a central component of language. It has been studied by linguists widely over recent decades. Meaning has also been used as a criterion for the study of other concepts which are: semantics (meanings of words that have been shown by the same words), and pragmatics (meanings of words that have been held by the speakers). The notion of meaning is an intricate field in the human life, Therefore, it has been studied by many scholars of different fields (philosophers, psychologists, sociologists, literary critics, logicians, theologians and others). Linguists, on their part, are the scholars who advocate their studies to study meaning in the range of language. Those scholars attempt to explain how the meaning of vocabularies is structured and changed over time and this is covered by semantics. directs his attention towards semantics .It is a science which studies the part of meaning that comes directly from the meanings of words in isolation and in relation with each other. One of those relations is the synonymous phenomenon (Hudson, 1984: 4).

Naturally, many academics have studied synonymy extensively in lexical semantics. Synonyms are generally described as "meanings that are identical and can be distinguished by substituting." Nevertheless, there are only near-synonyms and incomplete synonyms that is, words with nearly the same meaning rather than true synonyms. "expressions that are more or less similar, but not identical in meaning" (Lyons 1996: 60).

According to Cruse (1986: 265), a synonym is "a specific pair or group of lexical items that have a particular kind of semantic resemblance to one another." Cruse concentrated on the idea that certain pairs of things are more synonymous

than others due to the variations in the overlap of their semantic features. He attempted to determine absolute synonymy and proposed a test to determine the degree to which two words are synonymous. This involved placing the terms in sentential settings and examining potential syntactic and semantic similarities and differences. He concluded that absolute synonymy was not always achievable because the phrases did not always have the same acceptability and collocational patterns. He described synonyms as lexical terms that have the same central semantic features, i.e., those that determine the meaning of specific lexical items, and have a high degree of semantic overlap and a low degree of implicit contractiveness (Cruse, 1987: 265).

Synonyms which have complex expressions are a kind of paraphrasing of words, phrases or sentences (written forms) or utterances (spoken forms) (Fromkin and. And this paraphrasing is a kind of translation (intralingual translation or rewording) in which the verbal signs can be interpreted by means of other signs in the same language, i.e., the dictionaries of the same language are the examples of this kind of translation, e. g., 'Oxford Word Power = English – English' and 'Oxford Advanced Learner's Dictionary' are dictionaries of this kind of translation (Jakobson 1987: 429).

1.4. Kinds of Synonymy

Though synonymy is a fact within an individual language, is not — of meaning for different forms — believes that the complete sameness expressed in the same language. The similarity of meaning can be shown with translation from language to another by forming a synonymous item in the foreign language to correspond to the meaning of a different form of the natives. Therefore, those items will be synonyms. For example., the word 'book' in means 'a number of sheets of paper , fastened — as a native language — English together inside a cover , with word printed on them for people to read'. If this word ('book') is translated into Arabic, it will be introduced in another different form which is 'Kitaab'. It shows the same meaning of English. Thus, the exact synonymy can be achieved. But this view can not be accepted since synonymy can not be fulfilled through two languages. This notion ought to be only gained through an individual language, such as Arabic or English etc. individually. The exact synonymy does not exist in English. The semantic divergences of synonymy might be easily realized; e. g., the words ' hearty ' and ' cordial ' seem synonyms since they refer to the sense of heart. There is a slight difference between; 'Hearty' which can be employed into 'hearty dinner' not with ' hearty reception' and vice- versa for 'cordial'. In English, there is only one kind of synonymy which is called the close one (Baugh 1959: 217 – 218).

Halliday and Hasan (1976: 287) classify synonymy into two kinds which are: exact synonymy, for example, ' climb ' is the synonym of ' ascend '; and near – synonymy, for example, ' brosd ' means ' sword '.

However, near synonymy is a pair of words that have never been fully substitutable, for example, the word ' foe ' emphasizes ' active warfare more than 'enemy' does. And the pairs of near-synonymy, sometimes, share through the core

– meaning but differ stylistically (Inkpen and Hirst 2001: 13). The stylistic synonymy is also supported by Finch (1999: 149). Near– synonymy might be adopted within the explanations of some dictionaries (Curse 1987: 240). Hasan (2009 : 5), on his side, depends on what has been introduced by Hirst (1995) and Edmonds (1999) who consider near–synonymy as a correction of absolute , true and complete synonymy . Absolute synonymy is a kind of synonymy in which a pair of words might be substituted at any context, e. g., 'pavement' is a complete synonym of 'sidewalk' (Todd, 1989:81). He also indicates other kinds of synonymy which are:

1. Stylistic synonymy, e. g., 'die' , ' over ' / ' pass on ' , ' kick the bucket '
2. Cognitive synonymy (arousal or emotional one), e. g.,

Though the absolute synonymy exists, its rarity is indicated by Elgin (1979:19) who indicates one kind of synonymy which is the perfect one. refers to it through quoting Ullmann who states:‘It is almost a truism that total synonymy is an extremely rare occurrence, a luxury that formed afford '. Cruse (1987: 89) limits real synonymy which -language can ill can be positioned between the absolute synonymy (which is rejected) and the zero one. on his part, names it as the partial synonymy. Thornborrow and Wareing (1998: 84), on their part, support the incomplete synonymy.

1.5. Language

Language is a means of communication. It is a means of conveying our thoughts ,ideas, feelings, and emotions to other people. Jack C. Richards and Richard Schmidt define the language : "the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. In common usage it can also refer to non-human systems of communication such as the "language" of bees, the "language" of dolphins (Trask, 1999:92).

To open discussion about language, first of all, it seems necessary to mention that as far as language is concerned, Saussure"s theory of the sign is one of the main theories which had an effective and significant role in this domain. Saussure"s theory of the sign has a thoughtful and reflective manipulate on both linguistic and the rise of semiotic approach. In this respect, that language is a system of signs. For him, a sign consists of a signifier (the sound- image or the written shape) and a signified (a concept), in the manner that, they both are inseparably linked with each other. In other words, the sound-image cannot be separated from the concept, that is to say, these two never part with each other. He further likens language and thought to a sheet of paper; He believes that thought is the front part of paper and sound the back part. It is impossible to cut any of the two parts without cutting the other. In the sense that, in language the sounds and thought are inseparable (ibid).

On the other hand, the indivisibility and undividability of the signifier and the signified, for instance, for a speaker of English the sound-image dog belongs with the concept and perception dog and not with the concept cow, generates the misapprehension and false impression of the lucidity and clearness of language. In

other words, as Hjelmslev (1963:5) maintains, “It is the nature of language to be overlooked”.

Generally speaking, language is introduced by Crystal (1971, 1992) as “the systematic, conventional use of sounds, signs or written symbols in a human society for communication and self expression”. Similarly, that language is a system of arbitrary signs which is accepted by a group and society of users. It is taken delivery of a specific purpose in relation to the communal world of clients. Chase (1969) declares that the purpose of language use is to communicate with others, to think, and to shape one’s standpoint and outlook on life. Indeed, language figures human thoughts. Defines language as the system of differences. In this sense, he believes in the difference of meaning of a sound-image or written shape in different languages. “If words stood for pre-existing concepts, they would all have exact equivalents in meaning from one language to the next; but this is not true”. That is to say, the concept of a sound-image or symbol in different languages is different (Lewis, 1975: 17).

1.6. First Language Acquisition

Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release (Coates, 1993:21).

Language acquisition is the process whereby children achieve a fluent control of their native language. Children learn a language, not because they are subjected to a similar conditioning process, but because they possess an inborn capacity which permits them to acquire a language as a normal maturational process. This capacity is universal. The child has an innate language acquiring device. He learns a language by exposure to it in society and by unconsciously forming certain hypothesis about language, which he goes on modifying till he comes to the adult model to which he is for the most part exposed. So the child goes on constructing an innate grammar, operating over generalized rules. The capacity for acquiring language is remarkable a number of reasons. It is first because of its uniformity throughout the human race. There simply are no cases of normal human children who, given the chance, fail to acquire a native language. The ability of children at such young age to form complex rules, to construct the grammars of spoken and sign languages, and to do in such a relatively short time is indeed phenomenal. The fact that the stages through which a child learns a language of different nations reveals interesting aspects of the acquisition process (Fromkin, 1983:341).

From this, we know that it is impossible that the child passing suddenly from one stage to another. In addition to that, as universal there are some stages in

acquiring the native language. They are the cooing stage, the babbling stage, the holophrastic stage, the two word stage, and the telegraph stage. As Fromkin states (1983:326) that children do not wake up one morning with a fully formed grammar in their heads or with all the “rules” of social and communicative intercourse. The language is acquired by the stages, and, it is suggested, every successive stage more closely near to the grammar of the adult language. Language Acquisition is meant process whereby children achieve a fluent control of their native language. The ability to get and understand the language is inherited genetically but the particular language that children speak is culturally and environmentally transmitted to them. Children all over the world acquire their first language without tutoring. Whereas a child exposed to speak to an English speaking community begins to speak English fluently, the other one exposed to a community of Indonesian speakers, begins to use Indonesia fluently. Language acquisition thus appears to be different in kind from the acquisition of other skill such as swimming, dancing, or gymnastics. Native language acquisition is much less likely to be affected by mental retardation than the acquisition of other intellectual skill activities. Every normal human child learns one or more language unless he is brought up in linguistic isolation, and learns the essentials of his language by a fairly little age, say by six (Varshney, 2003:307).

First Language Acquisition and Synonymy are both concepts in linguistics, but they deal with different aspects of language. Here's a brief explanation of each and how they might relate:

First Language Acquisition: This refers to the process by which infants and young children naturally acquire their native language (also called L1) Connection Between the Two, In first language acquisition, understanding synonymy is part of developing a rich vocabulary. As children grow, they, Learn that multiple words

can refer to the same or similar things. Start to distinguish subtle differences in meaning and usage. Develop pragmatic skills to choose the right synonym depending on the context. For example, a child might first learn "happy" and later learn "glad," "joyful," or "cheerful," eventually understanding that these words overlap but are not always interchangeable (ibid)

1.7. Second Language Acquisition

Second-language acquisition (SLA), sometimes called second language learning — otherwise referred to as L2 (language 2) acquisition, is the process by which people learn a second language. Second-language acquisition is also the scientific discipline devoted to studying that process. The field of second-language acquisition is a sub-discipline of applied linguistics but also receives research attention from a variety of other disciplines, such as psychology and education. A central theme in SLA research is that of interlanguage: the idea that the language that learners use is not simply the result of differences between the languages that they already know and the language that they are learning, but a complete language system in its own right, with its own systematic rules. This interlanguage gradually develops as learners are exposed to the targeted language. The order in which learners acquire features of their new language stays remarkably constant, even for learners with different native languages and regardless of whether they have had language instruction. However, languages that learners already know can have a significant influence on the process of learning a new one. This influence is known as language transfer (Algburi, and Igaab, 2021: 35).

The primary factor driving SLA appears to be the language input that learners receive. Learners become more advanced the longer they are immersed in

the language they are learning and the more time they spend voluntarily reading. The input hypothesis developed by linguist Stephen Krashen theorizes that comprehensible input alone is necessary for second language acquisition. Krashen makes a distinction between language acquisition and language learning (the acquisition–learning distinction) acquisition is a subconscious process, whereas learning is a conscious one. According to this hypothesis, the acquisition process in L2 (Language 2) is the same as L1 (Language 1) acquisition. Learning, on the other hand, refers to conscious learning and analysis of the language being learned (Betti, 1990: 67).

Another topic of interest in SLA is the differences between adult and child learners. Learning strategies are commonly categorized as learning or communicative strategies and are developed to improve their respective acquisition skills. Affective factors are emotional factors that influence an individual's ability to learn a new language. Common affective factors that influence acquisition are anxiety, personality, social attitudes, and motivation. Individuals may also lose a language through a process called second language attrition. This is often caused by lack of use or exposure to a language over time. The severity of attrition depends on a variety of factors including level of proficiency, age, social factors, and motivation at the time of acquisition. Finally, classroom research deals with the effect that language instruction has on acquisition. Second language refers to any language learned in addition to a person's first language; although the concept is named second-language acquisition, it can also incorporate the learning of third, fourth, or subsequent languages (ibid).

Second-language acquisition refers to what learners do; it does not refer to practices in language teaching, although teaching can affect acquisition. The term acquisition was originally used to emphasize the 3 non-conscious nature of the

learning process, but in recent years learning and acquisition have become largely synonymous. SLA can incorporate heritage language learning but it does not usually incorporate bilingualism. Most SLA researchers see bilingualism as being the end result of learning a language, not the process itself, and see the term as referring to native like fluency. Writers in fields such as education and psychology, however, often use bilingualism loosely to refer to all forms of multilingualism (Ellis, 1997: 3).

Very little research has investigated the effects of synonymy on vocabulary learning. found that learning two synonyms at one time is more difficult than learning two unrelated words, and synonymy has been listed as one of several factors that can make words more difficult to learn. However, to my knowledge, no studies have examined the difficulty of learning a synonym for a known word versus that of learning a non-synonym. This is surprising because learning the synonyms of known words is a very common occurrence in vocabulary learning, and intuitively and logically, learning a synonym would be easier than learning a non-synonym. It is understandable, however, because students tend to learn the majority of synonyms in the later stages of vocabulary learning, and researchers are more focused on the earlier stages of vocabulary learning, which are critical to language acquisition. Moreover, in the classroom, teachers and learners might be more motivated to teach and learn words that convey new information rather than teaching and learning forms that convey information similar to what learners already know. The similarity between synonyms, however, may make learning the synonyms of known words easier than learning words without known synonyms. Overlaps in collocation, syntagmatic and paradigmatic associations, grammatical functions, and meaning and form between synonyms may help to facilitate vocabulary acquisition (Ellis, 1997: 4).

Conclusion

Naturally, many academics have studied synonymy extensively in lexical semantics. Synonyms are generally described as "meanings that are identical and can be distinguished by substituting." Nevertheless, there are only near-synonyms and incomplete synonyms that is, words with nearly the same meaning rather than true synonyms. "expressions that are more or less similar, but not identical in meaning.

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