Lexical Relations in Fourth Preparatory School English Textbook

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Abstract

The research focuses on analyzing lexical relations in the Fourth Preparatory School English Textbook. The aim of the study is to find out the most frequent type of the most common lexical relations that are found in the Fourth Preparatory School English Textbook. The researchers adopt Finch(2000) model to serve as the analytical tool to get appropriate conclusions from the analytical data, and a qualitative method of analysis is used. The results of the study show the highest and lowest percentages of these relations.

Keywords: Lexical Relations, Synonymy, Antonymy, English textbook.

العلاقات المعجمية في كتاب اللغة الإنكليزية للصف الرابع الإعدادي

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المستخلص

تهتم هذه الدراسة بتحليل العلاقات المعجمية في كتاب اللغة الإنجليزية للصف الرابع الإعدادي وتهدف الدراسة إلى إيجاد النوع الأكثر تكرارا من العلاقات المعجمية التي توجد في كتاب اللغة الإنجليزية للصف الرابع الإعدادي، وقد قامت الباحثة بتكوين أداة لتحليل محتوى الكتاب واستخدمت نهج التحليل النوعي للحصول على النتائج، وقد أظهرت نتائج البحث النسب الأعلى والأدنى لهذه العلاقات المعجمية.

الكلمات الدالة: العلاقات المعجمية، الترادف، التضاد، كتاب اللغة الإنجليزية.

1. Introduction

Lexical relations are considered one of the most essential subfields of semantics; they are concerned with how to explore word meanings by relating them to other words within English expressions. These relationships take several forms, depending on the type of relationship a word may have with another word or words. They are crucial in defining words' precise meanings in relation to one another and not in terms of the meaning of the word itself. By highlighting the main characteristics of lexical relations and exploring their primary kinds, which are frequently employed in the clarification and analysis of word meanings, the paper intends to explore these kinds of semantic relations. The study is particularly interested in synonymy, antonymy, polysemy, meronymy, homonymy, and hyponymy. Finally, it aims to show their frequency in the texts in the English textbook and how that affects EFL students.

2. The Statement of the problem

According to Kenworthy [1], lexical semantics is a field of study in modern linguistics that focuses on the detailed description of a word's meaning. Consequently, a linguistic analysis of language is important in order to choose effective, meaningful words to employ in the English curriculum. The lexical relations (being a subfield of lexical semantics) of synonymy, antonymy, polysemy, meronymy, homonymy, and hyponymy are said to be one of the challenges or issues that English students have while learning and understanding these relations, and these issues may include that they can't differentiate between the types of these relations, or their meaning, especially when they frequently choose the wrong lexical item for the context in which it is used, resulting in inaccuracies in their spoken communication, the other problem that faces EFL students is when writing composition, they complain of the lack of words and how to relate the meaning of a word with another words because meaning is not in isolated words and learning words alone won't help students enhance their lexical competence and that means understanding the various relationships between words is necessary. English textbooks, being one of the most important resources for teaching and learning materials in the EFL classroom, have an impact on language learners' performance and ability. Because they are the most often utilized learning materials for imparting knowledge and skills, textbooks are seen as one of the elements that influence learners' performance since they help language acquisition [2]. Accordingly, to the best knowledge of the researchers there is a gap in highlighting these relations and that they have not been fully investigated adequately and precisely in English textbooks. In order to fill this gap, it is crucial to conduct a linguistic analysis of the teaching material in the textbook to investigate the types of these relations in order to provide teachers and students with a better understanding of the English language.

3. The Research Questions

1. What are the lexical relations in fourth preparatory English textbook?
2. Which type of lexical relation is the most frequent in the fourth preparatory English textbook?

4. The Aims of the Study

The study aims to find out:

1. the types of these relations in fourth preparatory English textbook.

2. the most frequent type of lexical relations in English textbook.

5. Literature Review

5.1 The main Lexical Relations

Considering that words are containers for meaning, which they are referred to as lexemes and other times as lexical items, they can also be related to one another as stated by Yule [3]. In everyday conversation, the speakers use the relationships between words to clarify their meanings. For instance, if someone asks what the word **conceal** means, we can simply respond, "It's the same as **hide**," or we might explain that **shallow** means "the opposite of **deep**,"or the meaning of **pine**"a kind of **tree**". As a result, each word's meaning is described in terms of its relationship to other words rather than its own attributes.This method is used in the semantic characterization of language and considered as a way to analyze lexical relations.

The main types that include lexical relations are different, and they all point to the fact that the meanings of words can be studied, clarified, and analyzed in terms of their relationships with other words in a variety of contexts. This entire section is devoted to an overview of these lexical relations, which include synonymy, antonymy, polysemy, meronymy, homonymy, and hyponymy.

5.2 Synonymy

According to Salkie [4],a term is considered a synonym if its meaning is the same as another word in the sentence. It also involves the occurrence of words with quite similar meanings. When two words are synonymous, "lexical items bear a special sort of semantic resemblance to one another, "which allows for their interchangeability in particular situations without altering the context's meaning. Lexical items are regarded as synonymous because they are able to substitute for one another without affecting the meaning of the utterance[5].

" He snapped the twig in half ".

"He broke the twig in half. "

Thakur [6] states that two or more lexical items are said to be synonymous if they exhibit a high degree of similarity in what is known as the fundamental element of meaning.

5.3 Antonymy

Fasold and Connor-Linton [7] confirm that two words are said to be antonyms if their semantic meanings are opposed. Lott [8] states that " an antonym is a word or phrase that is semantically opposed to another word or phrase; for instance, "person" and "unperson", "short and tall' 'are polar opposites. According to Hu [9] "antonymy is the name for oppositeness relation" in simple language. Antonyms include "dead" and "alive," "hot" and "cold," and "above" and "below." The meaning of each member of each pair is most likely the same, with the exception of having opposing values for a certain semantic feature [10]. "Big/small, hot/cold, and beautiful/ugly," for example. These words have opposite meanings, which may be continuous or categorical.

5.4 Polysemy

Moore [11] claims that the word polysemy derives from the Greek words poly (many) and semy (meaning). It is said that polysemy refers to a "multiplicity of meaning." A single lexeme with two or more semantically related meanings is referred to as a polysemy [12]. One lexeme **head**, which has several senses, is
"The head of the page or pin," "the head of our Department," and "He hit his head on the ceiling".

The lexeme head is a polysemy with three senses since the meanings "body part," "upper end," and "position of authority" are all related.
According to Culpepper [13] polysemy refers to a word with multiple meanings that may be differentiated by utilizing a dictionary or based on the context in which they are employed.

5.5 Meronymy

Mathews [14] states that this term refers to the relationship between lexical items when the things, objects, etc. defined by one are parts of those denoted by the other; for example, "sleeve" is a meronym of "coat," "dress," or "blouse."
According to Saeed [15] "meronymy" describes a part-to-whole relationship between lexemes. Page and cover are therefore regarded as meronyms for a book. The term "holonym" is sometimes used to describe the word "book" as a whole.
The relation can be recognized by utilizing sentence forms like "X is part of Y" or "Y has X," as in "A page is part of a book" or "A book has pages."
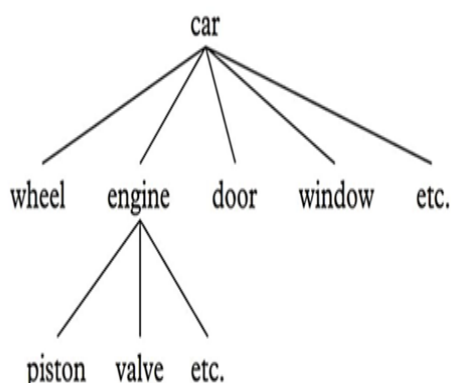

Figure (1) Meronyms of Car

5.6 Homonymy

According to Rothwell [16] this term refers to "words that are spelled similarly to another word but sound differently, to words that are spelled similarly to another word and sound alike too, and to words that sound similarly to another word but are spelled differently."

A homonym is defined as "a word with the same pronunciation as another but with a different meaning, origin, and typically, spelling; for example, bore-boor."[17]

Homonymy is defined as the existence of many lexemes with the same pronunciation or spelling but different meanings [18].

On a larger level, homonymy is described as a term that differs from another word in meaning but is identical in form, such as in sound (as a homophone) or spelling (as a homograph), or both. For instance, bark (the skin of a tree) and bark (the sound of a dog); sale (an act or of selling something); sail (to move on sea); or pitch (throw) or pitch (tar).

5.7 Hyponymy

Halliday and Hassan [19]refer to hyponymy as the semantic concept of "inclusion". It is a method of relating words in a text. Two lexemes are involved in this relationship; one is a specific instance of the more common word of the other
'I want a hot drink. I prefer tea.'"

Since "tea" is viewed as a part of the total "hot drink" in this instance, the relationship between "hot drink" and "tea" is hyponymous. According to Crystal [20] hyponymy refers to the relationship between specific and general lexical terms. Hyponymy occurs when specific and general lexical items have a semantic relationship such that the former contains the latter or is a hyponym of the latter. He gives examples, such as Chair and cat, which are hyponyms for furniture and animals, respectively.
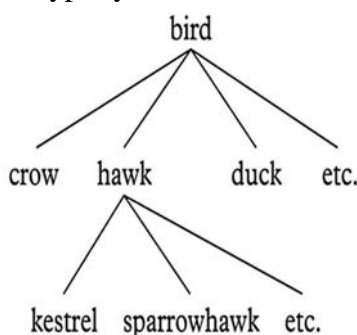

Figure (2) Hyponyms of Bird

The term "hyponymy", according to Trask [21], refers to the logical relationship of entailment that exists between either words or sentences. An example would be that a rose is a flower, while the contrary is incorrect. Similar to this, Brinton [22] offers another explanation of the relationship between the claims in the sentences: "Alan lives in Canada" implies "Alan lives in Toronto." Although "Alan lives in Canada," that does not necessarily mean he lives in Toronto.

5.8 Textbook

A textbook is one of the various types of instructional materials used in education. Typically, the textbook is compact, carefully arranged, and concisely written. The most typical knowledge source used in our classroom is a textbook. "Textbooks are books of lessons in certain fields of study as a standard book arranged by the field's experts for educational purposes and compiled by harmonious teaching media and easily understood by the user in schools to receive teaching programs" [23]. The media serves as a tool that helps teachers teach instructional activities. Typically, it is employed to facilitate teachers' explanations of instructional materials. A textbook is typically the most widely used of these materials because it is convenient to buy, carry, and to learn. The textbook

is still the school's main resource, despite the fact that many different forms of media can compete with print resources [24].

From those definitions, it can be concluded that a textbook is a book that serves as a common guideline for teachers and students in order to help the teaching and learning process in the classroom. Additionally, Israwana [25] suggests that a textbook is best understood if it is learner-centered to help in learning attention and allow learners a role in decision-making in the classroom.

5.9 The Essential Role of the Textbook in Education

When dealing with the material that needs to be taught to the students, a textbook is crucial to the teaching-learning process. Richards [26] makes reference to the function of textbook materials in language instruction. It must contain the following:
1. A source of motivation and ideas for class activities.
2. Assisting less experienced staff who are still developing their confidence.
3. A syllabus (which outlines the learning objectives in advance).
4. An informational source for presentations (both oral and written).
5. A textbook is a book that is meant for "instructional use."
6. A source of exercises for communicative practice and interaction.
7. A resource for students to consult for grammar, vocabulary, pronunciation, etc.

The textbook is the most important tool for facilitating learning, as was previously mentioned. A textbook is one of various types of instructional tools used in education, according to Pamungkas [27], and is often printed, rigorously organized, and condensed. Textbooks are the primary sources for daily learning since students require reliable information sources. The textbook serves as both a teaching and learning resource and a shared source of information for systematic subject analysis [28].

A teacher's textbook is characterized as an almost universal component of teaching and guidance, a memory aid for students, and a durable record of what was taught. Second, a textbook might also assist a teacher in providing direction in the classroom. Third, a textbook may contain advice on tools and methods for a novice teacher [29]. Additionally, the textbook offers confidence and assistance to a novice instructor who finds it challenging to adapt current textbooks for particular work-related courses [30].

6. Methodology

The research is designed as descriptive-qualitative research study. Descriptive research as demonstrated by Gravetter [31], includes measuring a variable or group of variables, often in their natural state. [32] assert that descriptive research can be used by researchers to: (1) find new meaning; (2) explain what currently existing; (3) calculate how frequently something occurs; and (4) classify data. It is a sort of non-experimental study that involves both quantitative and qualitative data. In addition to quantitative data, it might also use some qualitative data. What, how, when, and where questions can be answered by descriptive research [33].

The aim of this research is to find out the lexical relations that are found in the texts of the "English for Iraq" textbook for the fourth-grade preparatory students (the

textbook consists of eight units and a literature focus section that consists of four texts). For this purpose, the researchers adopt Finch [34] model to analyze the textbook which includes: synonymy, antonymy, polysemy, meronymy, homonymy, and hyponymy. In this research, the researcher analyzes the whole texts of the textbook as the sample of the study.

7. Results and discussion

To answer the research questions, the researchers analyze the lexical relations in the English textbook, utilizing the statistics that come from the analysis process. The following are the findings from an analysis of lexical relations in the fourth preparatory grade English textbook "English for Iraq":

Table (5.1) Frequencies and Percentages of Lexical Relations in 4ᵗʰ Preparatory English textbook

No.	Lexical Relations	Frequency	Percentage
1.	Synonymy	157	23.12%
2.	Antonymy	122	17.97%
3.	Polysemy	0	0%
4.	Meronymy	46	6.78%
5.	Homonymy	208	30.63%
6.	Hyponymy	146	21.50%
7.	**Total**	679	100%

The above table shows a very high percentage is achieved for the lexical relation homonymy, which is (30.63%) among the other relations, followed by synonymy (23.12%), hyponymy (21.50%), antonymy (17.97%), meronymy (6.78%), and polysemy, which does not get any percentage.

The results show different distributions of lexical relations in the textbook which include the following:

1. The most frequent type of lexical relations is homonymy. That shows the differences between words that have the same spelling or the same pronunciation but unrelated meanings. It means that this kind of lexical relationship is the most employed type in the textbook.

2. The second most employed lexical relation in the textbook is synonymy. That means the curriculum designers of the textbook try to avoid repeating words in the activities of the textbook, and synonyms are used as alternatives.

3. In the third place, hyponymy is considered the third employed type of lexical relations in the textbook. It shows generic-specific lexical relations, which are hierarchical associations between a lexical unit with a broader, more general meaning and other lexical units with a narrower, more precise meaning.

4. Furthermore, the results show the fourth employed type of these relations, which is antonymy. The textbook designers try to show the comparisons by using the words with opposite meanings.

5. The last two types of lexical relations are meronymy and polysemy. Meronymy is considered the fifth frequent type, which shows the association between words representing a part and words representing its corresponding whole. A meronymy is a relationship between lexical units that deals with the significant parts of a whole. The last type is polysemy, which is not employed in the textbook.

8. Conclusions

1. There is a variance in the frequencies of each lexical relation in the textbook.
2. After analyzing the data that is found in the textbook, the researcher found the types of lexical relations in the textbook and the most frequent type of them.
3. Depending on the results, the researchers concluded that the analysis of these relations in the textbook is crucial since language is a part of the textbook and it has impact on students' performance and their understanding of the textbook content , the students have to differentiate between the words that have the same spelling or the same pronunciation and recognize the words with the same or opposite meaning. Moreover, they should have a full understanding of the general words that define other specific words because that is important in language acquisition process.
4. By using lexical relations in the textbook, the curriculum designers try to show the differences between them in the context, enrich students' vocabulary, and develop their speaking skills because they will learn the meanings of these relations and how to use them in communications. Furthermore, these lexical relations verify the style of writing texts, which makes English texts interesting and adds dynamism to English language.

9. Recommendations

The following recommendations are stated consequently:

1. Drawing EFL teachers' attention to the important role of lexical relations in EFL learning and teaching processes.
2. Encouraging the teachers to help the students learn how to connect text words by their lexical relations.
3. Teachers should comprehend and evaluate the role of lexical relations before introducing them to their students.
4. Teachers should choose to use lexical relations (synonyms, homonyms, etc.) with the additional goal of generating a friendly or positive mood in the classroom as a result of learning the concepts and subject content.
5. Lexical semantics or relations should be viewed by instructors or teachers as a critical pedagogical strategy for increasing vocabulary as well as communicative competence.
6. Teachers should use lexical relations to reduce anxiety in students that may emerge from a lack of understanding and an inability to cope with the text in question and the classroom as a whole.
7. Teachers should urge students to create their own glosses in order to instill and embed the concept of lexical relations in their minds.

8. Curriculum designers should pay attention to the importance of employing multimeaning words (polysemous words) in the textbook since they are considered an effective means of teaching vocabulary and developing students' communicative abilities.

CONFLICT OF IN TERESTS
There are no conflicts of interest

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