



**Sudan University of Science and Technology**

**College of Graduate studies**

**College of Languages**



**Investigating Problems Encountered By Students in  
Learning English Homonymy**

**تقصي المشكلات التي تواجه الطلاب في تعلم المفردات المتجانسة**

**A Case study of Sudanese University Students**

A thesis Submitted in Fulfillment of the Requirement for  
the Degree of PhD in English language Teaching (ELT)

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## **Dedication**

To my family for their endless help and support

## **Acknowledgements**

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## **Abstract**

This study aimed at investigating the problems that face Sudanese university students in learning homonymy. The descriptive analytic and experimental method was adopted in conducting the study. A questionnaire and test were chosen as tools for data collection. A teacher's questionnaire was chosen as first tool for data collection. The questionnaire was distributed to teachers of ELT in different Sudanese Universities. The students' test was distributed to students of college of Education at Sudan University of Science and Technology. The SPSS program (Statistical Package for social Sciences) was used for data analysis. The statistical analysis for the results of the questionnaire and test showed that homonymy affects the learning of university students' vocabulary, it helps students to learn vocabulary effectively, . The findings also revealed that students are unable to use homonymy effectively, they confuse students, students are unable to guess the meaning of multiple words, they confuse the use of homophones and homographs, the teachers do not cover it sufficiently. The syllabus suffers weakness in all aspects of homonymy. Based on the findings, the study recommended that EFL Syllabuses at Sudanese universities should give attention to homonymy. Teachers should be trained in teaching vocabulary in general and homonymy in particular. There is need for a continuous evaluation system that gives scope for improvement in teaching and learning vocabulary.

## المستخلص

هدفت هذه الدراسة إلى تقصى المشكلات التي تواجه طلاب الجامعات السودانية في تعلم مفردات التجانس اتبعت الدراسة المنهج الوصفي التحليلي والتجريبي لجمع البيانات عن طريق الاستبانة والاختبار. تم توزيع الاستبانة لمعلمي اللغة الانجليزية في عدد من الجامعات السودانية. تم تحليل البيانات باستخدام برامج الحزم الإحصائية للعلوم الإنسانية. تم استخدام الاختبار كوسيلة اضافية لجمع البيانات. تم توزيع لطلاب الصف الثاني بكلية التربية بجامعة السودان للعلوم والتكنولوجيا. توصلت الدراسة لنتائج أهمها أن التحليل الإحصائي للاستبانة والاختبار أوضح أن مفردات التجانس تؤثر في تعلم المفردات هذه المفردات تساعد على تعلم مفردات اللغة بطريقة فعالة توضح النتائج ايضا عدم قدرة الطلاب لهذه المفردات لأنها تتركهم. يفقر المنهج الى البنية الوظيفية للغة لمثل هذه المفردات. استناداً على هذه النتائج فقد أوصت الدراسة بضرورة اهتمام منهج اللغة الانجليزية في كليات التربية بالجامعات السودانية لتدريس مفردات التجانس. ضرورة تدريب معلمي اللغة الانجليزية. لابد من اتباع نظام مستمر للتقويم لتحسين منهج اللغة الانجليزية في تدريس المفردات بصفة عامة و مفردات التجانس بصفة خاصة.

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# **CHAPTER ONE**

## **Introduction**

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research. It includes the background of the study, objectives of the study, significance of the study, research questions and hypothesis then it goes further to include methodology, limits of the study and organization of the study.

### **1.1 Background of the Study**

Vocabulary is a core of component of language proficiency (Richard and Renandya, 2002). Communication will break down when people do not use the correct and right words (Allen, 1983) meanwhile, it should be noted that vocabulary instruction is a vital focus of teaching and learning English.

Learning English language has become a frequent problem which attack most students of nowadays. This process due to spread of the English language all over the world. English language is widely spread all over the world in connection to other fields of knowledge and higher Education. There are many reasons for the difficulties of that face the students when learning English language. Some refer them to the lack of qualified teachers who involve in the teaching process. Others refer to lack of enough vocabulary.

Homonyms are more problematic in this area and they are worth investigating. In basic term, homonymy stems from the Greek “homo” which means “same” and homonym, which means word name. This study investigates students problems with homonymy when learning vocabulary.



## **1.2 Statement of the problem**

One of the most challenges that learners encounter during the process of the second or foreign language learning is vocabulary. Communication will be difficult and even impossible without enough vocabulary. Vocabulary has been recognized crucial to language usage and language use. Insufficient knowledge of the learners' vocabulary may lead to difficulty in second or foreign language.

It is noted that 2<sup>nd</sup> year students at Sudan University of Science and Technology, suffer a lot in learning English as a foreign language. One of these problems is vocabulary Knowledge. It is found that vocabulary related to homonymy is the main problem for that.

Homonyms are the most problematic in this area and they are worth investigating.

## **1.3 Significance of the study**

The study is considered significant for the following reasons

- 1- It may help many students to find the way to overcome the learning difficulties.
- 2-The study will help students find the best way to acquire English language fluently.
- 3- This study is significant and a worthy project as it will contribute to the field of Vocabulary learning.
- 4- The thesis will contribute to a deeper understanding of English vocabulary learning.
- 5- At the time of undertaking the current research there appeared to be a few studies that explore vocabulary learning in Sudan context so the present research findings will be useful for Sudanese and non-Sudanese, academics, teachers and course designers.

## **1.4 Objective of the Study**

The objectives of this study were put in details as follow

- 1- To find out the effect of homonymy on vocabulary learning at University level.
- 2- Investigating whether undergraduate students are able to use homonymy in learning vocabulary
- 3- To find out the effect of homonymy on vocabulary retention of undergraduate students.
- 4- Highlighting whether teaching of homonymy is sufficiently covered by teachers of English at lecturing level.

## **1.5 Research Questions**

The study will provide answers for the following questions:

1. To what extent does homonymy affect the learning of vocabulary of University students?
2. To what extent are undergraduate students able to use homonymy in learning vocabulary?
3. To what degree does homonymy affect the vocabulary retention of undergraduate students?
4. What are the reasons behind the misuse of homonymy in learning English language vocabulary?

## **1.6 Research Hypotheses**

The study considers the following as its main hypotheses

1. Homonymy knowledge affects the learning of the vocabulary of University students.
2. Undergraduate students are unable to use homonymy in learning English language vocabulary.
3. Homonymy knowledge affects the retention of the vocabulary of undergraduate students

4. Teaching of homonymy is not sufficiently covered by undergraduate students.

### **1.7 Research Methodology:**

The current study adopts the experimental and descriptive analytical approach to carry out the research. Two instruments of data collection were used. These were a questionnaire and a pre-post test. The data will be analyzed by means of statistical package for social sciences (SPSS). The population of the test comprised students from the college of languages, Sudan University of Science and Technology. The sample of the test involves 2<sup>nd</sup> year students at college of languages. The questionnaire is designed for English language teachers teaching at Sudanese Universities. The questionnaire will be distributed to (40) Teachers. It is based on the framework of instruments proposed by (Gounder, 2015). It is 30 items questionnaire with 5-point likert scale with five being “strongly agree”, “agree”, “neutral”, “disagree”, “strongly disagree”.

### **1.8 Limitations of the Study**

This study will be narrowed down to involve second-year students of English major at college of languages, Sudan University of Science and Technology, during the academic year 2019-2020. Findings of the study will be generalized to other Sudanese Universities. The reason for choosing University of Sudan is that it is located in Khartoum town which is the home town of the researcher. The researcher will attempt to solve the problems of homonymy only. This study is limited to investigating problems with homonymy when learning vocabulary.

## **1.9. Structure of the study**

This study is comprised of five chapters, chapter one is an introduction of research it includes background of the study, the statement of study problem, the objectives of the study, the significance of the study, research questions, research hypotheses , methodology and limits of the study. Chapter two is divided into two parts, part one is about the literature review of the study and part two is about the previous studies- chapter three is about research methodology, it includes introduction, research design, sample of the study, tools of the study, validity and reliability, data analysis procedure and summary. Chapter four is about data analysis and interpretation. Finally, chapter five is the final chapter of the study. It includes conclusion, summary of main findings, recommendation and suggestion for further studies.

## **1.10. Summary of the chapter**

This chapter is the first chapter of the study. It is known as introduction. It gives general background about the whole research. It includes background of the study, statement of the problem, objectives of the study, research hypothesis, methodology, significance and limits of the study.

## **CHAPTER TWO**

### **Literature Review and Previous Studies**

# CHAPTER TWO

## Literature Review and previous studies

### 2.0 Introduction

This chapter is devoted to the exploration of the subject matter of the present thesis. It starts with a definition of homonymy and vocabulary tries to highlight how different scholars from different disciplines look at them and gives an account of their recent developments within the field of foreign language teaching and learning. This chapter will also trace the ways through which the teaching of vocabulary evolved within along with the teaching of foreign language.

### 2.1 Theoretical Framework

Vocabulary as a sub category to language learning has been out of interest for many years, because it was considered as less important element in learning a second language (Carter, 2014). While linguists were busy doing researches on syntax and morphology in 1960s, their interest was on language structure rather than vocabulary.

Vocabulary learning strategies stems from two directions of research as stated by Pavicic (2008: 58). The first one is general language learning strategies which showed that many of the learning strategies used by learners are in fact vocabulary learning strategies, or may be used in vocabulary learning. The second one is the research oriented towards exploring the effectiveness of individual strategy application in vocabulary learning. This early research resulted in the formation of an independent subgroup of learning strategies, namely vocabulary learning strategies. Schmitt (2012) supports this point of view by proposing the importance of vocabulary strategies due to the increasing nature of vocabulary acquisition and its emphasis on large exposure to the language. Vocabulary is generally concerned with the knowledge of words, word

meanings and the kind of words that students must know to read increasingly demanding text with comprehension (Butler, et al, 2010: 17). They further added that vocabulary is something that expands and deepens over time. Vocabulary is also known as the knowledge of words, including explanations of word meanings, and the word is described as a sound or a combination of sounds, or its representation in writing or printing that symbolizes and communicates a meaning (Schmitt 2000).

## **2.2 The Definition of Vocabulary**

According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Jackson and Amvela (2000:11) say that the terms of vocabulary, lexis, and lexicon are synonymous.

Vocabulary is one of the language components that can affect macroskills. Some definition of vocabulary is proposed by some experts. Nunan(1999: 101) states that vocabulary is a list of target language words. Furthermore, Jackson and Amvela (2000: 11) say that the terms vocabulary, lexis, and lexicon are synonymous. In addition, Richards and Schmidt (2002: 580) state that vocabulary is a set of lexeme, including single words, compound words, and idioms.

Vocabulary is the total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995: 1331). Those definitions show that vocabulary is the first element that the English learners should learn in order to master English well besides the other English components and skills.

The vocabulary of language always changes and grows. As life becomes more complex, people devise or borrow new words to describe man's activities. No one knows exact numbers of words in the English vocabulary today. From the interpretation above, we can conclude that

vocabulary is the core component of language proficiency that consists of a set of lexeme, including single words, compound words, idioms; provides much of the basis for how well learners speak, read, listen, and write; and has similarities with the term „lexis“ and „lexicon“.

In language learning, vocabulary takes place in building the language proficiency. The objective of the vocabulary mastery is to make the students have a good language proficiency in the language skills. It depends on the quality and quantity of the vocabulary that they have mastered. The richer the vocabulary that can be mastered by the students, they will get the better skill that can be reached in using language.

Talking about vocabulary, Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and words meaning in both oral and print language and in productive and receptive forms. More specifically, they use it to refer to “the kind of word that students must know to read increasingly demanding text with comprehension.” Harmer (1991: 158) summarizes that knowing a word (vocabulary) means knowing about meaning, word use, word formation, and word grammar.

Word meaning is also governed by metaphors and idioms, e.g., the word *hiss* refers to the noise of snake and to someone’s threat to others. In collocation, a word goes with each other, such as, *headache*, *earache*, and so on. In addition, style and register is applied by differentiating the language to be used by someone either in a formal or informal context, for example *hello (formal)* and *hi (informal)*.

Moreover, word formation may also create word meaning via seeing them on their grammatical contexts. It means that we look at how the suffixes and the prefixes work (im-, or in-) such as in *imperfect* and *perfect*, *inappropriate* and *appropriate*.



The last is about word grammar which is employed by distinguishing the use of words based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. For example: My sister went to Berlin last week

Learning vocabulary is not only learning about the words or new vocabulary, but also about how to use the vocabulary into correct usage. What is meant by the meaning of a word is determined by the context where it is formed and also determined by its relation to other words. The word *books* sometimes means the kind of thing you read from, but it can also mean a number of other things. The example of the second context is *vegetables* which has general meaning whereas carrot is more specific.

Furthermore, Hammer (1991:151-161) says that teaching vocabulary is clearly more than just presenting new words. This may, of course have its place but there are other issues too. However, not all vocabulary can be learned through interaction and discovery techniques. This statement implies that learning vocabulary cannot always be done through interaction and discovery techniques for the beginners. The reason is that, in doing such as technique, the learners are demanded to have an adequate number of vocabularies. It means that the students need to memorize and recall many vocabularies that have been mastered before.

Meanwhile, according to Cameron (2001), vocabulary is not simply about learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

From the definitions above, it can be concluded that vocabulary is the knowledge of words and word meanings. It is about the words in language used to express meaning. Therefore, learning vocabulary is a crucial matter in developing their English.

### **2.3. Vocabulary Mastery**

Vocabulary is one of the language aspects which should be learnt. Learning it is important because in order to be able to speak, write, and listen learners have to know vocabulary first. A person said to „know „a word if they can recognize its meaning when they see it (Cameron, 2001: 75). It means that in learning vocabulary learners have to know the meaning of it and also understand and can use it in sentence context. According to John (2000: 16), vocabulary is knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tapedefinition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary(words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. As Chen and Li (2009) acknowledge, vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby’s first language comes from the mother tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation. To make the discussion clearer, Harmer's opinion can be added. In his book, Harmer (2001: 16) says that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.

### **2.3.1. Meaning**

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning. For example question attaches to the word arrangement in the sentence *is he a student*. (Lado, 1964: 209-212) A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

#### **a) Synonym**

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words,

synonym is words whose denotation is the same but has different connotation.

### **b) Antonym**

Antonym is the opposite of meaning. It derives from Greek, “ant- and -nymy”, the two parts mean “opposite + name” (Jackson, 1988:64). An antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

### **c) Denotation**

Denotation is conceptual meaning and dictionary meaning (Tarigan,1985:58). Keraf (1984:28) says that denotative meaning is also called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called den notational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Keraf(1984) explains that denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

### **d) Connotation**

Connotation is more complicated than denotation. Denotation is the meaning of a word which has added the component of meaning related to emotional overtones (Widarso, 1989: 69). Tarigan (1985) states that connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is stretched. In other words, connotation is the feeling and emotion associated with a meaning.

## **2. Use**

According to Nation (2001:1), there are some ways to draw the attention to the use of words by quickly showing the grammatical pattern

the word fits into (countable/uncountable, transitive/intransitive, etc), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc), and giving a well known opposite or a well known word describing the group or lexical set it fits into.

### **3. Spelling**

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together. According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

### **4. Pronunciation**

According to Hewings (2004:3), pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation is also related to phonetic transcription. Since the phonetic transcription represents speech sound consistently, it can be used as a reliable guide to have a control of the spoken language. The main components of pronunciation are sounds, syllables, and words.

#### **a) Sounds**

The building blocks of pronunciation are the individual sounds, the vowels and consonants go together to make words. The consonants such as /b/ and /p/ are separate in English because if they are interchanged, they will make new words; for example, in bit and pit. Similarly, the vowels /i/ (as in *it*) and /ʌ/ (as in *up*) are separate. It is important to

remember that there is a difference between vowel and consonant *letters* and vowel and consonant *sounds*.

## **b) Syllables**

Vowel and consonant sounds combine into syllables. It can be helpful to think of the structure of English syllables as: [Consonant (s)] + Vowel + [consonant (s)] This means that various combinations of vowels and consonants are possible:

- a) Vowel only (e.g. in *a*)
- b) Consonant + vowel (e.g. in *me*)
- c) Vowel + consonant (e.g. in *eat*)
- d) Consonant + vowel + consonant (e.g. in *bag*)

## **c) Words**

A word can be either a single syllable (e.g. *cat*, *own*) or a sequence of two or more syllables (e.g. *window*, *about* [two syllables]; *lemonade* [three syllables] or *electricity* [five syllables]). When a word has more than one syllable, one of these syllables is stressed in relation to other syllables in the word, while other syllables are said to be unstressed. For example, in “*window*” the first syllable is stressed and the second is unstressed, while in “*about*” the first syllable is unstressed and the second is stressed.

Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly. Harmer says that native speakers or competent users of the language know how to say a word.

According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

#### **2.4. Kinds of Vocabulary**

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is used passively in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading vocabulary, listening, and vocabulary, speaking vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television.

Speaking vocabulary includes the words people used in their daily life and conversation. The last writing vocabulary that consists of the word people use in writing essays, reports, letter, etc. In relation to kinds of

vocabulary, Nation (2001) states that there are four kinds of vocabulary in the text:

- 1) High frequency words. These words are almost 80% of the running words in the text;
- 2) Academic words. Typically, these words make up about 9% of the running words in the text;
- 3) Technical words. These words make up about 5% of the running words in the text;
- 4) Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

## **2.5. Vocabulary in Foreign Language learning**

Vocabulary plays an important role in foreign language learning. The development of rich vocabulary is important when the learners acquire the English as a foreign language (Nunan, 1991: 118). Vocabulary becomes an essential part in foreign language learning. The vocabulary that is taught in foreign language learning depends on the objective of the course and the amount of time available for teaching.

In English learning, especially vocabulary learning, there are some factors that influence the students in mastering it. The factors are linguistic and non linguistic. The linguistic factors are usually related to natural difficulty of the language. It can be caused by imperfect knowledge about the English material. They cannot understand the relation between foreign language and mother tongue which have significant differences in styles and rules. The non linguistic factors are divided into two factors; there are external factors and internal factors. External factors are related to curriculum, methods, classroom situation, family, and society. Meanwhile, the internal factors come from IQ, attention, motivation, interest, attitude, and etc.



## **2.6 Teaching and Learning English Vocabulary**

### **2.6.1 Teaching English Vocabulary**

The teaching of vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language.

Vocabulary is a central of English language acquisition, as according to Celce and Murcia (2001. p: 285) vocabulary learning is a central to language acquisition whether the language is first, second, or foreign. According to Hornby (1995. p: 125), “teaching” is defined as giving instruction to somebody’s knowledge, skill, etc. Based on that explanation, teaching vocabulary is an activity where the teacher gives the students knowledge about vocabulary and how to use it in daily life. Harmer (2001: 155) gives the wide explanation about some technique for teaching vocabulary that is summarized as follows:

#### 1) Demonstration

The teacher demonstrates the language where he/she wants the students to study by offering them there in action.

#### 2) Explanation

The teacher explains the construction of language in diagram, using textbook, using board or OHP.

#### 3) Discovery

The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

#### 4) Check Question

The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

#### 5) Presentation

The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

### **2.6.2. Learning English Vocabulary**

Vocabulary mastery is an important thing in order to master four major skills such as speaking, reading, writing, and listening. According to Wilkins as stated in Thornbury (2002), “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Moreover, learning vocabulary of foreign language presents the learner with several challenges. As stated in Harmer (2002: 2), the challenges are making the correct connections, understanding the foreign language between the form and the meaning of words, and discriminating the meanings of closely related words.

Learning vocabulary needs a process. In order to make an effective process, the learner should be in the effective condition of acquiring vocabulary mastery. Further, Thornbury (2002: 2) states that the condition should help learners to acquire a critical mass of words to use in both understanding and producing language. Moreover, it will enable them to remember word over time and be able to recall them readily. In addition, it can develop strategies for coping with gaps in word, including coping with unknown words, or unfamiliar uses of unknown words.

### **2.7. Teaching Vocabulary to Teenagers**

Teaching English to teenagers is different from teaching English to adult learners. The teenagers have special characteristics (Brown: 2001). First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world. Teaching English vocabulary to teenagers needs an extra work and appropriate teaching method which is adjusted to the students' need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

## **2.8. English Vocabulary Learning Experienced by the Eighth Grade Students of SMP Negeri 1 Borobudur**

In SMP Negeri 1 Borobudur, English lesson is one of the compulsory lessons. It is also supported by the decision of government that this school will become Standard School National. So, it is necessary to give more attention in improving and increasing the quality of the English teaching learning process. SMP Negeri 1 Borobudur had 21 classrooms; every grade had 7 classrooms except in grade IX there were only 6 classes. The number of the students in each class was 32 students.

To support the English teaching and learning process, this school uses some material books such as Let's Talk, My English Workbooks, and English in Focus, Cambridge, and other sources. And the total meeting in a week is six meetings. The purpose of this study in this

school is to know the vocabulary mastery of the students and the problems on learning English vocabulary faced by the eighth grade students of SMP Negeri 1 Borobudur. Based on the literature review, vocabulary is one of the components in language learning that must be mastered. Without vocabulary mastery, English as foreign language (EFL learners) cannot attain the four macro skills in English, such as listening, reading, writing and speaking. If they cannot achieve the macro skills, it means that they cannot achieve the language proficiency.

Based on the theories explained previously and the background of the research, a conceptual framework is constructed on the description of the difficulties to understand English vocabulary mastery. This conceptual framework is aimed at focusing this research on the problem concerned. As mentioned above, the students should master vocabulary. It is the knowledge of the word how to use, pronounces, spell, and meaning. It is about the difficulties words in language used to express meaning. The culmination of the language is not simply in the mastery of the forms of the language but the mastery of forms in order to accomplish the communicative functions of the language. Vocabulary is basic to communication. It is also essential for students to learn English but they often face difficulties in learning it. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastering vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students, remembering new words is hard because words are slippery things. That is why interactive teaching is of great help. The teacher should be creative and up to date giving new world of entertaining media surrounds them and develops rapidly among them because they provide the user with motion pictures

(video) and audio which is enable to dramatize events. It provides the users a large amount of freedom. They can do anything they want to improve their vocabulary mastery. Moreover, using use the media can give help the students relax and remember things faster and better. They encourage, entertain, teach, and promote fluency. There are some aspects that the students found in the vocabulary mastery namely meaning, use, spelling, and pronunciation. It can be said that the students has the difficulties in the meaning if they can describes the words on the context. The difficulties of the students use, it can be said if they are difficult to identify the use of the words then they are confused to differentiate the kinds of words which are used in the sentences. In the pronunciation the students still have difficulty in answering this aspect. Most of the students were not able to identify the pronunciation of the sounds like vowel, consonant, or diphthong of the words. The last aspect that the students have the difficulties is on the spelling, they are still confused to recognize the words mentioned in the sentence.

From the discussion above, the writer proposed that vocabulary level ofthe text or words of the text gives great contributions for the students“perception to the vocabulary of the text in understanding the materials. A text with appropriate vocabulary level of the text can be discovered through the selection of materials by using vocabulary test.

## **2.9. Definition of Homonymy**

The word homonym comes from the Greek (homonymous) meaning “having the same name” which is a conjunction of (homos) “common, same” and conoma) meaning “name”. Thus it refers to two or more distinct concepts sharing the same name or signifiers (Wiki pedia, 201

In linguistics, homonymy is a type of meaning relation that causes lexical ambiguity. In the strict sense, it involves a group of words that share the same spelling, and the same pronunciation but have different meanings, i-

e phonological and orthographical identical but have different meaning and distinct etymological origins. Thus homonyms are simultaneously homographs (words that share the same spelling regardless of their pronunciation) and homophones (words that share the same pronunciation regardless of their spellings). Examples of homonyms are the pair stalk (part of a plant) and stalk (follow/ harass person) and the pair of left (past tense of leave) and left (opposite of right). A distinction is sometimes made between true homonyms which are unrelated in origin such as skate (to glide on ice) and skate (the fish) and polysemous homonyms words which have closely related variation in its meaning and have a shared origin such as mouth (a river) and mouth of (an animal).

Diachronically, a homonym arises from the “coincidental” phonetics and semantic development through which:

- a) Expression from different origins collapse into a single form, for instance, the word “ sound” means distinctive voice originates in Middle English, Middle French, and Latin “ sound” healthy and secure originates in ME, old English “sound” ME. “Sound” means probe and investigate originates in ME and old French.
- b) A single original expression branches into two or three other expressions keeping the original “orthographic” ( and the phonological ) form for example “snow” solid precipitation and snow cocaine

Allen (1986) has established four cases for homonymy in English:

1. Rhyming slang: China “plates” and China “mate”
2. Euphemisms: bull “male” “bovine” and bull, nonsense.
3. Dialectical differences or a regionalism: braces, support straps for trousers, braces reinforcement” (as cited in Bussmann, 2006: 519):

Originally, the word "homonym" comes from the conjunction of the Greek prefix homo-, meaning "same", and suffix -ōnymos, meaning

"name". Thus, it refers to two or more distinct concepts sharing the "same name" or signifier (Wikipedia 2010: 1).

Lyons (1982: 72; Oxford Word power 2000:366; Richards and Schmidt 2002:241; and for lexical items that are identical in spelling and pronunciation but have different meanings. Examples of homonyms are lie as in you have to lie down and lie in don't lie, tell the truth. The above definition does not involve anything about homophones and homographs; in addition, it creates a problem with polysemy.

Gramley and Pätzold (1992:13) and Wikipedia (2010: 2), on the other hand, define homonymy as "the existence of different lexemes that sound the same (homophones, e.g. days/daze) or are spelt the same (homographs, e.g lead (guide)/lead (metal)) but have different meanings." In this way, they divide them into homophones and homographs. This is the definition that is adopted in this research.

On a larger scope, homonymy is defined as a word that is identical in form with another word, either in sound (as a homophone) or in spelling (as a homograph), or both, but differs from it in meaning. For example, sale (an actor of selling something) and sail (to travel on water); bark (the skin of a tree) and bark (the sound of a dog); or pitch (throw)/pitch (tar).

## **2.10.Types of Homonyms**

### **2.10.1. Complete (full, absolute)**

Those are homonyms that have the same pronunciation and the same spelling i.e. the identity covers spoken and written forms. Classic examples are bank (embankment) and bank (place where money is kept) (Lyons 1982:72 and Allan 1986:150).

### **2.10.2. Partial homonyms**

They are those where the identity covers a single medium, as in homophony and homograph. Thus, homophones and homographs are

considered partial homonyms (Crystal 2003:220). Watkins et al. homonyms and what they call ‘near homonyms’. According to them homonyms are words that are “exactly” alike in pronunciation but differ in spelling and meaning, e.g. morning and mourning; there and their while near homonyms do not sound exactly alike, e.g. except and accept; loose and lose.

### **2.10.3. Word homonyms**

These are homonyms where all the forms of a paradigm and its collocational possibilities are identical. Thus, one does not get any indication of their belonging to one word or the other. Such homonyms are generally found in words belonging to the same part of speech. Examples are seal and seals (plural of seal which is an animal) and seal and seals (plural of seal which is an impression placed on things to legalize them). In addition, the possessive forms of these words, i.e., seal’s and seal’s are identical (Singh 1982: 24).

### **2.10.4 Homonyms of word forms**

These are homonyms in which only few word forms are identical. Generally, the canonical forms in addition to some forms are alike and some others are not identical. For example lie that means not to tell the truth becomes laid in the past and past participle while lie, that means to rest one’s body, becomes lay in the past (ibid.).

### **2.10.5 Lexical Homonyms**

When the homonyms belong to the same part of speech, they are called lexical homonyms. The difference is only in their lexical meaning. They can be found less than one entry in the dictionary (Singh 1982: 25). For example, trunk (part of an elephant) and trunk (a storage chest)

### **2.10.6 Grammatical Homonyms**



When the difference between homonyms is not only confined to the lexical meaning but the grammatical types are also different, they are called grammatical homonyms. They are given separate entries in the dictionary. In these cases, the words have similar canonical form but different paradigms and structural patterns. Verbs occurring as transitive and intransitive or lexical units that occur as nouns, verbs, adjectives, etc. (e.g. cut (v.), cut (n.), cut (adj.)) are examples of such homonyms (ibid.).

## **2.11. Homonymy and Polysemy**

In semantic analysis, the theoretical distinction between homonymy and polysemy creates a problem that has captivated the attention of many linguists. Polysemy (poly-semantic in Latin) is defined roughly as the existence of one lexeme with many related meanings. The fact that polysemy is a property of single words is what differentiates it from homonymy in principle (Lyons 1982:146). For instance, the words neck, guard, music, and bachelor are polysemous since each one of them appears in standard dictionaries of English as a single lexeme with several distinguishable meanings, whereas homonyms generally have separate dictionary entries often marked with superscripts 1, 2, and so forth (Fromkin et al. 2003: 180).

The problem of how to draw the line between homonymy and polysemy can be solved by the recognition that the different senses of the word are related historically, i.e., they can be traced back to the same source, e.g. pupil (student) and pupil (of the eye) —not historically related but have accidentally become similar— or if one meaning can be derived from the other, i.e., there is a metaphorical connection between them and they are different uses of the same word, e.g. face (noun- front part of head) and face (noun- front part of clock). Leech (1976: 230) specifies the difference in the definitions of homonymy and polysemy in the following way: We can explain polysemy happily enough as the existence of more

than one semantic specification for the same lexical item; and we can also define homonymy as the existence of more than one morphological specification sharing the same phonological or graphic form.

### **2.12. Homonymy and Pun**

Pun is a witticism which relies for its effect on playing with the different meanings of a word, or bringing two words together with the similar form but different meanings; it is also called paronomasia (Crystal 2003:467).

Razzak et al. (1981: 123) define pun as the use of the same word (or two words similar in sound) in different senses for humorous purposes. For instance, you say you are studying trees. What branch of the subject are you specializing in?

From the definitions above, homonymy is known as puns in literature because it creates much humor especially in literature. Writers like Shakespeare use them frequently in their writings. Famous examples that are used by Shakespeare are tail/tale, hole/whole, hoar/whore (Pyles 1971: 4).

### **2.13. Homonymy and Allonym**

Words or phrases that differ in spelling and pronunciation as well as meaning and origin are called 'allonyms' (Riggs 1999:8). An example of allonyms is alligator and true. Thus, according to the definition they are uniquely different words. This term, allonym, is considered a fourth one in neologism, the three others being homonymy, homophony, and homograph.

Actually, most words in English are allonyms but this does not mean that the term 'allonyms' is unnecessary since one can describe languages using it. In some languages like Chinese, allonyms are rare whereas homophones are found a lot (Ibid. 9).

### **2.14. Homographs**

Palmer (1984:101, Allan 1986:151; Gramley and Pätzold 1991:13; Richards and Schmidt 2002:241) believe that homographs are words that are written in the same way but are pronounced differently and have different meanings. Well known examples of homographs are lead (metal) and lead (guide).

Sometimes, the term 'homograph' is used interchangeably with the term 'homonym' as indicated by Richards and Schmidt (2002:241). However, homographs and homophones are considered part of homonymy.

Another definition is that homograph is a term used in semantic analysis to indicate lexemes that are written alike but may or may not be pronounced similarly and have different meanings (Pyles 1971:4 and Wikipedia 2010: 2).

Lyons (1982:71) and Crystal (2003:220) illustrate that homographs are words that share the same spelling but differ in meaning. For instance, wind (blowing) and wind (verb- a clock). This definition ignores the element of pronunciation. Thus, problems of ambiguity may occur between homographs and polysems.

In writing, homograph is defined as one kind of writing system or spelling in which there is one-to-one correspondence between graphic signs and speech sounds. Examples of such homographic systems are the phonetic transcription, or the alphabets of some languages that have a phonetic alphabet. As such, the opposite to the term 'homograph' is 'heterotrophy'. The spelling system of languages like English or French are examples of heterotrophic writing systems (Hartmann and Stork 1976:105 and Crystal 2003:220).

## **2.15. Homographs and Heteronyms**

The term 'heteronym' is used for words that are identical in spelling but different in pronunciation and meaning. Examples of heteronyms are dove (a bird) and dove (the past tense of dive) wind (noun- air that

moves quickly) and wind (verb- to twist something); bow (to bend) bow (a weapon used for shooting arrows), and hundreds of others (Fromkin et al. 2003: 180). Hence, heteronym equals homograph according to the first definition of homograph; or heteronymy is part of homograph following the second definition in which all heteronyms are homographs but not the reverse.

## **2.16 Homophones**

Many linguists agree that homophones are two or more words that sound alike but are written differently and have different meanings. Examples of homophones are *threw/through*, *sight/site*, and *rite/right/write/wright* (Palmer 1984:101; Lass 1998:29; Richards and Schmidt 2002:241; and Crystal 2003:221).

Thus, homophones are deemed to be part of homonymy, the other part being homographs.

## **2.17 Homonymy and Ambiguity**

Homonymic clash (sometimes called homophonic clash or homonymic conflict) is a term used to refer to the ambiguity arising from homonyms because of the similarity in spelling and/or enunciation. A very famous example is the sentence

I'll meet you by the bank, which may mean 'I'll meet you by the financial institution' or 'I'll meet you by the riverside'. Therefore, the word bank that means embankment and the word bank that means riverside are the cause behind this ambiguity (Fromkin et al. 2003:180). Another example that is a famous riddle is the following (Hartmann and Stork 1976:105):

1- Q. What is black and white and all over?

**A. A newspaper.**

The words red (a color) and read (past participle of read) are the ones that create the ambiguity in the sentence because of their identical articulation.

Allan (1986: 151) states that homonymy is not a relationship limited to words. The constituent lexeme and morpheme in wants are ambiguous between the noun lexeme "want + plural" morpheme on the one hand, and the verb lexeme "want + 3rd person singular subject agreement" morpheme on the other. Consider the textual disambiguation in the following sentences:

2- His wants are few.

3- He wants for nothing.

Note that despite the similarity in meaning between the noun want and the verb want, they are of dissimilar lexical classes and therefore count as different lexemes —i.e., as meaningfully distinct expressions. Moving up to a higher level expression, the following sentence is ambiguous:

4- Jimmy says he hates boring students.

Once again, context will normally clarify whether it is Jimmy or the students who is/are boring. Note the importance in this example of syntactic relations in resolving the ambiguity when comparing He hates boring students versus He hates students who are boring. The homonymy is between the noun phrase boring students that consist of participial attributive plus its head noun, and the embedded participial clause boring students that is a nonfinite verb and its object.

It is the context of the particular utterance that will determine for the hearer which of these is intended (Allan 1986: 151).

Accordingly, it is believed that ambiguity can be solved in speech because normally in context one's intention when using homonymous words is quite unambiguous since additional context can help to disambiguate the sentence (Lass 1998:29 and Riggs 1999:6). Hence, the sentence I'll meet you by the bank, can be clarified in the following way:

5- I'll meet you by the bank, in front of the automated teller machine.

6- I'll meet you by the bank. We can go skinny-dipping. (Fromkin et al. 2003:180).

Other ambiguous sentences can be avoided prosodically by using stress. For instance, the noun phrase the Bolivian silver tray, can be handled in the following way (Allan 1986:152):

7- a- the Bolivian SILVER tray (the tray for Bolivian sliver).

b- The Bolivian silver TRAY (the tray made of Bolivian sliver).

c- The BOLIVIAN silver TRAY (the silver tray from Bolivia).

Palmer (1984: 101-2) indicates that some homonyms create ambiguity because they have antonymous meanings. For instance, cleave (unite) vs. cleave (sever) and raise (construct) and raze (destroy).

In addition to the problem of ambiguity many spelling problems may occur. Thus, glossary of usage is found in some books to identify and distinguish between many common homonyms (Watkins et al. 2001:296).

Reasons of Creating Homonymy Homonyms may occur because of a change in pronunciation and/or spelling.

There are different reasons that cause these dissimilarities. Consider the following points:

1- Change in enunciation due to the great English vowel shift, for example the homophones sea and see where once pronounced respectively (Allan 1986:152).

2- Sometimes, an extension in the meaning of a word can lead to establishing homonymy. The words flower and flour that are pronounced as where originally related in meaning

The word flour originally meant 'flower of the meal' i.e. the finest part of the meal and the word flower originally meant 'the finest part of the plant' (Palmer 1984:102-3).

3- Euphemisms may cause homonymous words. For instance, the word bull may mean ‘male, bovine animal’ or ‘rubbish’—the second sense is a euphemism of bullshit.

4- There are differences or similarities in pronunciation that occur because of differences in dialects or varieties of a language that lead to homonyms. For example, in the north of England, the words look and luck are pronounced as ; Paul, paw, pore, poor are pronounced as in Cockney (Gramley and Pätzold 1992:88-9). Also, words like vest, biscuit, and corn may have different meanings in British as against American English. Finally, in jargon, words as sugar, grass, and score are homonymous with Standard English words (Allan 1986:152).

5- Some homophones may be established because the words have weak forms, for instance, the word that can be articulated in which the first is a demonstrative pronoun, whereas the second is the weak form of the subordinate conjunction that (Ladefoged 2006:108).

In rapid speech, confusion may arise through the difficulty in distinguishing between function words which have the same phonetic shape when they occur in unstressed context (Wright 1973: 37-8). He (ibid.) lists some of these forms of confusion. For instance:

6- Contractions of some words like it’s/its, you’re/your, they’re/their, and who’s/whose can be also a reason behind the creation of homonyms (Watkins et al. 2001:280).

7- Homonyms may arise from zero derivation, the nouns catch and work are from the homonymous verbs; and nouns like black and oral from the homonymous adjectives.

8- In some cases, abbreviations may be the reason behind the appearance of homonyms. Examples are MP (member of parliaments) or (military police) and the clipped word fan (from fanatic) and the word fan (cooling apparatus) Stageberg 1981:123).

It is worth to mention that when some words have taboo homonyms, their original meanings have gradually been dropped from the language and they have kept the extended sense. An example of such words is gay that lost the meaning ‘bright, full of fun’ and kept the other sense, i.e., ‘homosexual’ which is thought to be an extension of the previous meaning— probably because of the belief that the homosexual males dress more gaily (=brightly) than straight males (Allan 1986: 153).

Originally, the word "homonym" comes from the conjunction of the Greek prefix homo-, meaning "same", and suffix-ónymos, meaning "name". Thus, it refers to two or more distinct concepts sharing the "same name" or signifier (Wikipedia2010: 1). Lyons (1982: 72; and Yule 2006:107) define —homonyms‖ as a term used in semantics for lexical items that are identical in spelling and pronunciation but have different meanings. Examples of homonyms are lie as in you have to lie down and lie in don't lie, tell the truth. The above definition does not involve anything about homophones and homographs; in addition, it creates a problem with polysemy. Hartmann and Stork (1976:105 al.; Atihison 1993:52; and Fromkin et al 2003:71) agree that homonyms are different words with the same pronunciation that may or may not be identical in spelling. Thus, they give them a definition that is partially similar to that of homophones. On the other hand, Watkins et al. (2001:269) define it just like defining homophones, i.e., —words that sound exactly like other words but have different spellings‖ in spite of the fact of not naming them homophones‘ in addition to “homonyms” as Fromkin et al 2003:71) do Gramley and Pätzold (1992:13) and Wikipedia (2010: 2), on the other hand, define homonymy as —the existence of different lexemes that sound the same (homophones, e.g. days/daze) or are spelt the same (homographs, e.g. lead (guide)/lead(metal)) but have different meanings.‖ In this way, they divide them into homophones and homographs. This is



the definition that is adopted in this research. On a larger scope, homonymy is defined as a word that is identical in form with another word, either in sound (as a homophone) or in spelling (as a homograph), or both, but differs from it in meaning. For example, sale (an actor of selling something) and sail (to travel on water); bark (the skin of a tree) and bark (the sound of a dog); or pitch (throw)/pitch (tar).

## **2.18.Types of Homonyms**

Those are homonyms that have the same pronunciation and the same spelling i.e. the identity covers spoken and written forms. Classic examples are bank (embankment) and bank (place where money is kept) (Lyons 1982:72 and Allan 1986:150).

They are those where the identity covers a single medium, as in homophony and homograph. Thus, homophones and homographs are considered partial homonyms (Crystal 2003:220). Watkins et al.(2001:269) differentiate between homonyms and what they call ‘near homonyms’. According to them homonyms share words that are “exactly” alike in pronunciation but differ in spelling and meaning, e.g. morning and mourning; there and their while near homonyms do not sound exactly alike, e.g. except and accept; loose and lose.

These are homonyms where all the forms of a paradigm and its collocational possibilities are identical. Thus, one does not get any indication of their belonging to one word or the other. Such homonyms are generally found in words belonging to the same part of speech. Examples are seal and seals (plural of seal which is an animal) and seal and seals (plural of seal which is an impression placed on things to legalize them). In addition, the possessive forms of these words, i.e., seal’s are identical (Singh 1982: 24).

These are homonyms in which only few word forms are identical. Generally, the canonical forms in addition to some forms are alike and

some others are not identical. For example lie that means not to tell the truth becomes lied in the past and past participle while lie, that means to rest one's body, becomes lay in the past (ibid.).

When the homonyms belong to the same part of speech, they are called lexical homonyms. The difference is only in their lexical meaning. They can be found less than one entry in the dictionary (Singh 1982: 25). For example, trunk (part of an elephant) and trunk (a storage chest)

When the difference between homonyms is not only confined to the lexical meaning but the grammatical types are also different, they are called grammatical homonyms. They are given separate entries in the dictionary. In these cases, the words have similar canonical form but different paradigms and structural patterns. Verbs occurring as transitive and intransitive or lexical units that occur as nouns, verbs, adjectives, etc. (e.g. cut (v.), cut (n.), cut (adj.)) are examples of such homonyms (ibid.).

## **2.19. Sources of homonyms**

There are a lot of sources of homonyms in the English language, here are the most important ones, according to my point of view.

1. One source of homonyms has already been mentioned: phonetic changes which words undergo in the course of their historical development. As a result of such changes, two or more words which were formerly pronounced differently may develop identical sound forms and thus become homonyms.

*Night* and *knight*, for instance, were not homonyms in Old English as the initial *k* in the second word was pronounced, and was not dropped as it is in its modern sound form.

2. The linguistic and etymological analysis showed that the increase of the number of homonyms in the English language is strongly influenced by borrowings mostly from Latin and French. Phonetic

structure of borrowed words is usually changing in conformity with the rules of pronunciation and sounds of borrowing language. So borrowing is another source of homonyms. A borrowed word may, in the final stage of its phonetic adaptation, duplicate in form either a native word or another borrowing. So, in the group of homonyms *rite* n. – *to write* v. – *right* adj. the second and the third words are of native origin whereas *rite* is a Latin borrowing (Lat. Ritus). *Fair*, adj. (in the meaning of honest) is native, and *fair*, n. (“a gathering of buyers and sellers”) is a French borrowing.

3. Word-building also contributes significantly to the growth of homonymy, and the most important type in this respect is conversion (the creation of a word (of a new word class) from an existing word (of a different word class) without any change in form). Such pairs of words as *comb* n. – *to comb* v., *pale* adj. – *to pale* v., *to make* v. – *make* n. Homonyms of this type, which are the same in spelling and sound but refer to different categories of parts of speech, are called lexico-grammatical homonyms.
4. Shortening is a further type of word-building which increases the number of homonyms. For example, *fan* n. in the sense of “an enthusiastic admirer of some kind of sport or of an actor, singer etc.” is a shortening produced from *fanatic*. And its homonym is *fan*. In the meaning of piece of paper etc. By waving it you feel cooler.
5. Words made by sound-imitation can also form pairs of homonyms with other words. For example, *bang*, n. (“a loud, sudden, explosive noise”) – *bang*, n. (“a fringe of hair combed over the forehead”)

The sources of homonyms described above have one important feature in common. In all mentioned cases the homonyms developed from two or more different words, and their similarity is purely accidental.

## 2.20. Standard classification of homonyms (given by I.V. Arnold)

There are three types of homonyms. They are homonyms proper, homophones and homographs. The first type is homonyms proper.

1. “A tailor guarantees to give each of his customers a perfect fit.” The joke is based on the homonyms: 1. Fit, n.-perfectly fitting clothes; 2. Fit, n. –a nervous spasm. Homonyms which are the same in sound and spelling are traditionally termed *homonyms proper*.

2. The second type of homonyms is homophones. And the following joke is based on a pun which makes use of another type of homonyms:

“Waiter!”

“Yes, sir!”

“What’s this?”

“It’s bean soup, sir.”

“Never mind what it has been. I want to know what it is now.”

*Bean*, n. and *been*, Past. Part. Of to be are homophones. As the example shows they are the same in sound but different in spelling. Homophones are the most common type of homonyms. And here are some more examples of homophones:

- aid – to help or assist  
aide - assistant
- buy - purchase  
by - beside
- dear - darling  
deer – woodland animal
- eye – sightorgan  
I – me

- know – have knowledge  
no – opposite of yes
  - meat – animal protein  
meet – encounter
  - plain - ordinary  
plane – flight machine plane
  - right – correct  
write - scribble
  - sea – ocean segment  
see – observe with eyes
  - vary-differ  
very – much
4. And the third type of homonyms is called homographs. These are words which are the same in spelling but different in sound.

To lead [li:d]- to conduct on the way, go before to show the way.  
Lead [led]- a heavy, rather soft metal

Here are some more examples of homographs:

- Bear (animal) and bear (carry)
- lean (thin) and lean (rest against)
- plane (a tool) and plane (a tree)
- skip (to jump) and skip (to miss out)
- miss (unmarried woman) and miss (to overlook)
- pluck (to remove feathers) and pluck (bravery)
- type (to write with the keyboard) and type (a sort)
- train (a loco and trucks) and train (to teach)
- bow (bend forward) and bow (front of a ship)
- quail (cower) and quail (bird)
- fair (appearance) and fair (reasonable)

- lie (horizontal position) and lie (falsehood or untruth expressed as truth)
- blue (the color) and blue (the feeling of sadness)

### ***2.21. Classification of Homonyms given by A.I. Smirnitsky***

The subdivision of homonyms into *homonyms proper*, *homophones* and *homographs* is certainly not precise enough and doesn't reflect certain important features of these words. And Professor Smirnitsky gives more detailed classification of homonyms. According to it, there are two large classes: full homonyms and partial homonyms.

1. Full lexical homonyms are words which represent the same category of parts of speech and have the same paradigm. For example, match, n.-a game, a contest and match, n. – a short piece of wood used for producing fire.
2. Partial homonyms are subdivided into three subgroups:
  - a) Simple lexico-grammatical partial homonyms are words which belong to the same category of parts of speech. Their paradigms have one identical form, but it is never the same form, as will be seen in the examples. (to) found, v. and found, v. (Past Indef., Past Part. of to find)
  - b) Complex lexico-grammatical partial homonyms are words of different categories of parts of speech which have one identical form in their paradigms. For example, rose, n. and rose, v. (Past. Indef. of to rise)
  - c) Partial lexical homonyms are words of the same category of parts of speech which are identical only in their corresponding forms. For example, to hang (hung, hung v.) and to hang (hanged, hanged) v.

## ***2.22. Differences between polysemy and homonymy***

The studying of homonymy of a language has often been associated with the studying of polysemy because distinction between the two has not been very clear. In a text, one can come across a set of words, which may appear either homonymous or polysemous words. Since both types of words are often similar in surface representation (i.e., spelling and orthography) with no special mark for their distinction, one is easily misled to assume a homonym as polysemous or vice versa. However, there is a need to draw a clear line of distinction between the two, because these forms differ from each other not only in their nature, but also in function and implication.

First of all, we should determine the meanings of the polysemy and the homonymy. It was said earlier that homonyms are words which are identical in sound or in spelling but different in their meanings and origins. And polysemy (multiple) characterizes words of two or more values, historically conditioned or related in meaning and origin. These two quite different types of words have many differences, but nevertheless homonymous and polysemous words are often confused.

To give the distinction between the two types of words, it is better to apply to the following distinctive features:

- 1) Polysemy is the existence of more than one semantic specification for the same lexical item. Homonymy, on the contrary, is the existence of more than one morphological specification sharing the same phonological or orthographical identity.
- 2) While polysemous words have only one etymological ancestry, homonyms are not etymologically related.
- 3) The best solution to the puzzle of polysemy and homonymy is to seek a core of meaning and the homonymous items sharing the same core meaning should be undoubtedly marked as polysemous.

- 4) A word that is polysemous will have a variety of synonyms each corresponding to one of its meanings. Moreover, it will also have a set of antonyms. It is tempting to say that where the antonym is the same, there is polysemy and the differences of antonyms will refer to homonymy.
- 5) The ambiguity in homonymous forms is not likely to be sustained in a longer discourse which may not be true to polysemous words.
- 6) In polysemy, words are semantically related and sense variations typically originate from metaphoric usage; in homonymy, words are different in meanings which are not generally related.
- 7) The context of homonyms consists of quite different vocabularies, whereas the contexts of polysemous words may be quite similar.
- 8) In case of polysemy, words are registered in a dictionary as single entry and their multiple meanings are normally numbered serially with examples of usage in different contexts while in homonymy, words have dictionary entry as separate articles. Homonyms have separate entries in regular dictionary.

Despite the strategies stated above, the distinction between the two types of words has not been so simple and straightforward that their original semantic relations are no longer recognizable. Moreover, etymologically related meanings are not always related in mental lexicon of users; on the contrary, there are cases where etymologically unrelated forms are felt to be related in mental lexicon.

Taking all these arguments into consideration, some general criteria may be provided in the following table as vital functional cues for marking differences between the two types of word.



**Table (2.1): Polysemy and homonymy**

<b>Criteria</b>	<b>Polysemy</b>	<b>Homonymy</b>
Existence	Word level	Word level
Structure	Single form	Similar forms
Orthography	Do not vary in spelling	May vary in spelling
Utterance	Do not have variation	Pronounced variation
Sense variation	Mostly due to context	Due to meaning and etymology
Context	Plays a vital role	Has no role to play

Information obtained from the analysis of homonymous and polysemous words has made remarkable contribution in understanding of nature and process of language cognition and acquisition, designing tools and systems for language processing, and developing strategies for language teaching. In this case, actuality arises for investigating the interface between polysemy and homonymy with an expectation that information obtained from this studying will help in gaining insight about the phenomenon to overcome the hurdles of sense disambiguation of words. Finally, I'd like to say that understanding distinction between polysemous words and homonyms becomes important in information technologies, where several relevant documents are presented to a close set of form which may be a more forgiving environment than that of automatic translation.

### **2.23. Importance of Vocabulary**

During the past decade vocabulary importance became obvious, particularly, when researchers have shown interest in searching

vocabulary and its effect in language acquisition for second language (L2) learners (Allen, 1983).

Thornbury (2002: 14) argued that "for a long time, teaching approaches such as direct method and audio legalism gave greater priority to teaching of grammatical structure". The focus on the grammatical structure was basically to enhance communication among students who learn English as a second or foreign language until the advent of communicative approach in 1970s which made a noticeable change to that view, then the focus shifted to vocabulary learning and scholars began to re-think the role of vocabulary in language communication instead (Thornbury 2002).

Carter (1998: 185) confirmed this point of view by stating that "since the late 1970s, however, there has been a revival of interest in vocabulary teaching "English vocabulary items can be classified into two types, formal and informal. Most of the formal vocabulary of English origin, it is descended from French, Latin or Greek. Leech and Svartvisk (2003: 12) argued that "in English there are many differences of vocabulary between formal and informal language. Much of the vocabulary of formal English is of French, Latin, and Greek origin" Another important fact is that some English terms are borrowed from other languages such as Latin, French and Anglo Saxon (native). For instance, words like regal, royal, and kingly have the same reference (Palmer, 1996).

Finnegan (2007: 46) Stated that "Languages have three principal ways of extending their vocabulary: (1) New words can be formed from existing words and word parts (2) Words can be "borrowed" from another language and (3) New words can be made up, created from scratch". She further added that in some societies, new words are needed, for instance, nouns, adjectives, and verbs arise frequently bearing in mind such categories are occurred freely. These categories are known as content words which include nouns, adjectives, verbs and adverbs the so called

open classes which receive new words from time to time according to people need, while prepositions, pronouns, conjunctions and interjections are called closed class, and new words are seldom added to this category. In learning English vocabulary different strategies are adopted by learners, for instance, learners tend to link any lexical item in English with their mother tongue equivalent that is what is known as rote learning in which learners make a list of words and their translation in mother tongue (Gairns & Redman, 1986). Learning lexical items in such away may result in lexical confusion, misuse and inappropriateness. The best way to learn new items is context which words are used instead of using words in isolation.

Languages are full of strong collocational pairs and, therefore, collocation deserves to be a central aspect of vocabulary study (McCarthy, 1990: 12).

#### **2.24. McCarthy further said:**

Knowledge of collocational appropriacy is part of the native speaker's competence, and can be problematic for learners in cases where collectability is language-specific and does not seem solely determined by universal semantic constraints (such that 'green blood' would be odd in any human culture (P. 12)

Beside color terms lexical relations such as synonymy, antonym, and hyponymy are relations which most language teachers encounter with the greatest frequency in day-to-day teaching are. These are respectively relations of sameness, oppositeness, and inclusion. None of them is a simple matter and all three are worth detailed study since they are so fundamental to the lexical organization of languages.

In environment where English is spoken as a second or foreign language learners encounter some challenges when dealing with English outside classroom setting (Murray & Christison 2011: 91). Acquiring vocabulary in a second or foreign language is one of the most challenging tasks for

second language (L2) learners, particularly those who rely almost solely on L2 classroom experience in environment where the target language is not widely spoken outside of the classroom. However, Nunan (1991: 152) argued that "no one seriously interested in the development of second and foreign language has ever suggested that learners do not need to master the grammatical system of the target language: the debate has been over how learners can best acquire the target grammar.

Applying the correct grammatical rules make the language sounds good, on other hand failure on the use of grammar make language sounds awkward and inconsistent. Nunan further added that "acquiring the grammatical system of target language is of central importance, because an inadequate knowledge of grammar would severely constrain linguistic creativity and limit the capacity for communication" However, EFL students learn the vocabulary of the target language in terms of word by word translation technique, they translate an English item into mother tongue counterpart, neglecting all other aspects of word knowledge Pavicic, (2008: 61) explained that a great number of learners adopt the traditional rote learning strategy, which required a list of L2 words and their L1 translation which seems to be a 'natural' strategy, particularly for novice who relies on lexical associations in vocabulary learning. The majority of teachers and researchers said that such a strategy does not enhance long-term memorization of vocabulary acquisition, and this fact goes on the line with the assumption which says that learning words in context is effective than learning isolated items. Within the past few years two kinds of vocabulary learning occurred, these were (1) vocabulary learning by utilizing technology and (2) vocabulary learning without the use of technology. With technology learners can use computer, internet and mobile phones. Without technology learners can use written text and papers (Zhang, et al 2011).

## **2.25.Types of Vocabulary**

The study of Vocabulary comprises different kinds of items, for instance, high frequency words, low frequency words, academic words and specialized vocabulary or technical words which represent the contents of specific domain the so called English for specific purpose (ESP).

Academic vocabulary is essential for students and scholars alike as it was stated by (Paguot, 2010: 26) "Because it causes major difficulties to students and scholars' alike, academic discourse has become a major object of study in applied linguistics". Of course academic discourse is important, that is because most of the English textbooks are written in academic vocabulary.

To understand those textbooks students need to acquire the most frequent words so as to gain the gist of reading academic textbooks.

### **2.25.1 High Frequency words**

High frequency words are words that occur quite frequently in the language.

They occur so regularly in daily conversation that if students understand these words, they will be able to write and speak in comprehensible English (Nation, 2005). One of the important lists in the domain of vocabulary learning and teaching is Michael West's General Service List (GSL) of 1953 based on a corpus of 5 millions words most of them from the 1930s. "The list is considered outdated because it does not include some words of the 1980s word such as pilot, helicopter, television, or astronaut seem to have no entries in the list" (Carter, 2012: 198). Despite this fact GSL played an essential role in the development of academic textbooks designed especially for learners of EFL.

The high frequency words also include many content words, for example, government, forests, production, adoption, represent, boundary, etc. "The

classic list of high frequency words is Michael West's (1953) GSL of English Words which contains around 2,000 word families" (Nation, 2001:)

### **2.25.2 Low Frequency Words**

Low frequency words are words that deal with academic studies, words that appear throughout all academic texts and courses, but not very often in day to day speech (Nation, 2005). He further argued that "people vocabulary grows partly as a result of their jobs, interests and specializations. Some low frequency words are simply, they are almost every language user rarely uses for example: eponymous, gibbons, bifurcate, plummet, poly" (P. 48).

Low frequency words may represent a rarely expressed idea, or similar in meaning to a much more frequent words or phrase, or they may be marked as being old fashioned, very formal, belonging to a particular dialect, or vulgar, or they may be foreign words. Low frequency words include all the words that are not high frequency words, not academic words and not technical words for a particular subject. They consist of technical words for other subject areas, proper nouns, words that almost got into the high frequency list, and words that are rarely used in language (Nation, 2001: 16).

### **2.21.3 Academic Vocabulary**

The term Academic vocabulary often refers to a set of lexical items that are not core words but which are relatively frequent in academic texts (Paquot 2010). Academic vocabulary is important for learners of English for academic purpose for several reasons:

1. Academic vocabulary is common to a wide range of academic text.
2. Academic vocabulary is generally not as well-known as technical vocabulary.

3. Academic vocabulary is the kind of specialized vocabulary that an English teacher can usefully help learners with (Nation, 2001: 236). Coxhead (2000: 121) published Academic Word List (AWL) which was regarded as the most widely used today in language different domains, for instance, teaching, testing and the development of pedagogical material. "It is now included in vocabulary textbooks and computer-assisted language learning materials, and dictionaries". Academic Word List consists of 570 word families that are not in the most frequent 2,000 words of English but which occur frequently over a very wide range of academic texts. That means that the words in the academic vocabulary are useful for learners studying humanities, science or commerce. The list is not restricted to a specific discipline. Nation (2001) stated that "academic vocabulary has sometimes been called sub-technical vocabulary because it does not contain technical words but it contains rather formal vocabulary" (Nation 2001: 24).

#### **2.25.4 Specialized Vocabulary**

Specialized vocabulary is sometimes known as "domain-specific or technical terms are words whose meaning requires scientific knowledge" (Paquot, 2010: 12). They are typically characterized by semantic specialization, resistance to semantic change and absence of exact synonyms. As explained by (Nation, 2001: 203) "some practitioners consider that it is not the English teacher's job to teach technical terms. These words are best learned through the study of the body of knowledge that they are attached to". Special vocabularies are made by systematically restricting the range of topics or language uses investigated. It is thus possible to have special vocabularies for speaking, for reading academic texts, for reading newspapers, for reading children stories, or for letter writing. Technical vocabularies are also kinds of specialized vocabularies. Some specialized vocabularies are made by

doing frequency counts using a specialized corpus. Some are made by experts in the field gathering what they consider to be relevant vocabulary (Nation, 2001: 24).

Students' knowledge of words impacts their achievement in all areas of the curriculum because words are necessary for communicating the content. As classroom teachers know, students have difficulty understanding and expressing the concepts and principles of the content areas if they do not know the specialized vocabulary that represents those concepts and principles. Kay, Helen & Bishop (2009) argued that "It is nearly impossible for students to read about, talk about, write about, and understand information about volcanoes, for example, if they do not know the words magma, lava, vent, and erupt" (P. 15).

## **2.26. Vocabulary Learning**

Ahmed (2012: 71) stated that "Vocabulary learning is an indispensable process for EFL learners to acquire proficiency and competence in target language". Word power facilitates fluent speaking and effective writing.

Ahmed further explained that vocabulary learning substantiates both learners' acquisition of knowledge and production of knowledge. It enriches learners' integrated language skills such as listening, speaking, reading and writing. Language first occurs as words and then develops continuously according to the way people use it, as Scott (2002: 1) put it "All languages have words. Language emerges first as words, both historically, and in terms of the way each of us learned our first and any subsequent languages. The coining of new words never stops, nor does the acquisition of words".

Words are considered the building blocks of any language and no language without words. Schmitt (2000) pointed out that "second language students need approximately 2000 words to maintain conversations, 3000 words families to read authentic texts, and as many



as 10,000 words to comprehend challenging academic texts". There are different types of strategies used by learners to cope with new vocabulary, but learners are not equally good at maximizing their strategic resources (McCarthy, 1990).

Learners are of two types: good learners and poor learners. Successful learners are those who are aware of the learning process, know the importance of learning words in context, and are aware of the semantic relationship between new and previously learnt L2 words. They also use, beside dictionaries, other learners as a source of information on vocabulary.

Weak learners on the other hand make use of a number of strategies, but apply them inadequately (Pavicic, 2008: 37). He also reported that "Poor learners generally use fewer learning strategies, do not know how to learn words or how to connect them with the acquired knowledge, and avoid active practice". Consequently, they do not make an obvious progress in target language. Other psychological factors like hesitation, shyness, introversion, etc. impact their development. "Successful L2 learners are avid collectors of words, and tend to measure their own success by the number of words that they know" (Meara, 2009: 51).

### **2.26.1 Incidental Vocabulary Learning**

Schmitt (2010: 29) defined incidental learning as "learning which accrues as a by-product of language usage, without the intended purpose of learning a particular linguistic feature". He further reported that "any vocabulary learned while reading a novel simply for pleasure, with no stated goal of learning new lexical items is considered as an example of incidental vocabulary learning". With regard to incidental learning, it has been defined as the learning without intent to learn, or as the learning of one thing, e.g. vocabulary, when the learner's primary objective is to do something else.

## **2.26.2 Intentional Vocabulary Learning**

Before 1940s, the primary emphasis of strategy research had been on intentional rather than incidental learning. It was usually assumed that intentional learning was importance in learning. From 1980s onward researchers began to realize the importance of incidental learning since most human learning can reasonably be regarded as incidental, the source of especially important and realistic data concerning the normal functioning of memory processes (Coady 2001)

## **2.27. The problem of Meaning**

With regard to learner's point of view, vocabulary items are divided into three main areas of interest: (1) certain items have positive or negative connotation, e.g. the word 'complacent' invariably carries a negative connotation, e.g. 'I find him very complacent' interpreted as a criticism items which vary in affective meaning depending on the speaker's attitude or the situation, one area in which this form of personal expression is very common is in social groupings and political language. (3) socio-cultural associations of lexical items are a further area of difficulty for foreign learners. Proper names, place names, drink, clothes and traditions have strong cultural associations (Gairns & Redman, 1986).

When a single word form has several meanings (as the case of homonymy) which are not closely related e.g. the term file /fail/ may be used for keeping papers in, or it may be a tool for cutting or smoothing hard substances. This absence of relatedness makes homonymy less of a problem, although at a receptive level misunderstanding can still arise. When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point, e.g. make breakfast and make an appointment, do the house work and do a questionnaire. Words with

multiple meanings such as since and still, can also be troublesome for learners (ibid).

Carter, (1998: 15) stated that most content or lexical words have a referent and it would be extremely difficult for communication in language to take place without reference. A reference is the object, entity, state of affairs, etc. in the external world to which a lexical item refers. Thus, the referent of the word chair is the object chair; the referent of the verb run is that process of locomotion which involves an action of lifting both feet at times from the ground. But it can be seen that the connection between a word and an object or process is not always as unambiguous as this. For example, there are some words when taken singly have no obvious referent; for example, the, because, might, which, etc.

Carter further discusses the problem associated with word properties, e.g. a cat may be a cat because of certain properties, but it can still remain a cat when one of those features changes (i.e. size). The name given to a referent can also change spatially and temporally, e.g. picture is still the same objects movies or cinema. An object or set of objects can be initially referred to as cargo yet within seconds of their transfer from a ship to a train they are referred to as freight even though the physical attributes of the objects remain constant.

## **2.28. Previous Studies:**

The researcher presents some studies that have been conducted in the same area as the present study. Reviewing the contribution of these studies is important of having clear picture which help for giving suggestion and contribution. Therefore, the researcher in this parts of the study revisers the contribution of other researchers in the area of vocabulary learning.

### **2.28.1 The first study**

This study was carried out in 2016 by Maryam Safataji at Islamic Azad University, school of Graduate studies, college of foreign, language studies, under the title “Investigating the Effect of Homonymous Set of Words instruction on Vocabulary development and Retention of Young Female Elementary Learners in Iranian EFL Context through Met linguistic Awareness. . It was Ph. D thesis the purpose of the study was to investigate the effect of homonyms instruction on the development and retention of the undergraduate students.

The required data for the study were collected by using students ‘experimental test and, teachers ‘questionnaire. The findings revealed that homonyms instruction is effective in developing students ‘vocabulary and vocabulary retention of the students. The study recommended the instruction of the homonymous related vocabulary to develop students’ vocabulary.

### **2.28.2 The second study**

This study was carried out in 2013 by JitsudaLaongphol at English Education department, faculty of language and arts, Prince of Songkla University. Under the title “Developing EFL Students’ Ability to translate Homophones and Homograph Via training in Parts of Speech Identification,”. It is a Ph. D thesis. The objective of this study is to develop student’s ability to translate homophones and homographs via training in parts of speech. The data were collected by using their instruments namely a questionnaire, pre-test and post-test. The data obtained from these instruments were analyzed experimentally, quantitatively and qualitatively.

The results of this study reveal that vocabulary skills were regarded the most influential factors affecting their sense relation. Students have

positive attitudes towards training as is solve students' problems in vocabulary learning. The study recommended that students should train in vocabulary learning to solve their problems in the field of vocabulary learning.

### **2.28.3 The third study:**

This study was carried out in 2011 by IngtidLossiusFalkin at University College of London, Malaysia under the title “The Influence of Semantics and Pragmatics on homonymy Instruction”. It is a Ph. D thesis the study tries to find out the factors influencing the instruction of English homonymy. The instruments used in this study are questionnaire and, pre – post-test.

The findings show that semantics and pragmatics affects the instruction of vocabulary.

### **2.28.4. The fourth study:**

This study was carried out in 2010 by Ahmed Mohammed Ali at Babylon University under the title “Homonymy in English and Arabic a Contrastive Study”. The study is a Ph. D thesis. The aim of this study was to compare the use of the Homonymy in English and Arabic as a contrastive study.. The instruments used in this study include experimental (pre-post test) and questionnaire.

The findings of the study reveal that English homonymy is similar to Arabic homonymy to some extent,

### **2.28.5. The fifth study:**

The study was a M A thesis. It was conducted by HarouneNaziha at Mentouri University Constantine Faculty of Letters and Languages. The title of the study “The Role of Context in Translating Homonymy” The aim of the study was to explore the role of context in translating homonymy. The data of this study were collected through test and

questionnaire. The findings of the study indicate that using homonymy via context helps students translate homonymous related words.

#### **2.28.6 The sixth study:**

This study was carried out in 2013-2014 by Belghoul Lbtissemat Larbi Ben Mittidi University of Oum El Bouoghi, Faculty of Letters and Languages, under the title “Problems of using Bilingual Dictionary at the Translation of homonyms from English to Arabic. It is a MA thesis the purpose of this study focuses on problems of using a bilingual dictionary in the translation of homonyms from English to Arabic.

The researcher uses Test of Experiment (1-2-3) as main tool for collecting data. The test was used as a second tool for data collection. The results indicate that bilingual dictionary was deficient and students failed in homonyms translation. Students follow a word to word translation in translating homonyms from language to another which is considered problematic.

#### **2.28.7. The Seventh study:**

This study was carried out in 2014 by Yasmien Imad Abdelrazag at Middle East University, under the title “Problems of Translating Homonymy in the Glorious Guran. It is a MA thesis the purpose of this study focuses on problems of translating homonymy in glorious Guran.

The researcher uses Test of Experiment (1-2-3) as main tool for collecting data. The test was used as a second tool for data collection. The results indicate that bilingual dictionary was deficient and students failed in homonyms translation. Students follow a word to word translation in translating homonyms from language to another which is considered problematic.

### **2.28.8. The Eighth study:**

This study was carried out in 2014 by Tawfeeg Al Chazal at University of Bagdad, Ira, Faculty of Arts, under the title “The Use of Homonymy in Iraqi Colloquial Poetry. It is a PhD thesis the purpose of this study focuses on the use of homonymy in Iraqi colloquial poetry.

The researcher uses Test of Experiment (pre-post test). The results indicate that Iraqi poetry is full of homonymous words.

### **2.28.9. The ninth study:**

This study was carried out in 2018 by Abdulrazig Mohammed Abdulrazig Ibrahim at Sudan University of Science and Technology, College of Languages, under the title “Investigating the Problems that Result of Using Homophones and Homographs among Students of the College of Languages”. It is a MA thesis the purpose of this study focuses on problems that result of using homophones and homographs among students of college of Education in writing.

The researcher uses Test and questionnaire for data collection. The results indicate that students are unable to use and understand homophones and homograph in writing. Teaching of homophones and homograph were not sufficiently covered. The study recommended that should be encouraged to use homophones and homographs in writing.

### **2.29. Summary of the chapter**

This chapter is the second chapter of the study. It is divided into two the theoretical framework, literature review and previous studies. The first part deals with literature review covering areas such as definitions of vocabulary and homonyms, types of vocabulary and homonyms. The second part deals with previous studies, studies that related to the present one.

**CHAPTER THREE**  
**Methodology of the Study**



# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.0. Introduction:**

This chapter is about the research methodology of the study. It presents a brief description of what has been done by the researcher about methodology of the study, the target population, sample of the study, data analysis technique, statistical analysis, subject of the study, research instruments and procedures for data collection. Then it goes further to present tools, validity, and reliability of the study. The researcher will analyze the questionnaire statistically. The tools used for collecting data are qualitative questionnaire and qualitative observation and interview.

### **3.1. Research Design**

In any research study, the researcher usually goes through a series of inter-related phases which together make up the design of the research. A research design therefore refers to the general plan of data collection and procedures used in the analysis of data in order to shed light on the problem (s) under investigation the aim is to obtain data which will serve to answer the research question. Since the study was mainly concerned with investigating students' problems with homonymy when learning English vocabulary, the researcher used experimental and descriptive analytical data. Thus pre test and post test data were collected as experimental and questionnaire was used as quantitative data.

### **3.2. The Tools of the Study**

Choosing a method that enables a researcher to collect relevant information is quite important. Thus, selecting the data gathering tools which appear to be more suitable and adequate for the study were crucial.

This study employs two tools for collecting data. A test and questionnaire.. The test is well prepared to examine the students' performance in using homonymy in learning English vocabulary. In analyzing students' test, the researcher uses chi square program. The questionnaire was designed for English language teachers teaching at different universities in Khartoum state. The researcher also uses chi-square program for analyzing the results of the questionnaire. The following chapter (4) will present the results of the questionnaire and the test.

### **3.2.1 The teachers' questionnaire**

The questionnaires were considered as the main tool for gathering data on the topic of research. Brown (2001:6) defines questionnaires as “any written instruments that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. Quoted in Dornyei (2003:3). The questionnaires are widely used mostly by researchers as they are thought to be easier to plan and administer in comparisons with other tools, but he also asserts that questionnaires take much time and work. The main advantages of questionnaires can be summarized as:

- Questionnaires are very practical and efficient in comparison with other research tools as they save much time, effort and money. Lafarge group of respondents can be addressed in such a short time.
- Questionnaires are easy to administer, easy to code and analyze.
- Questionnaires are standardized this guarantees objectivity.

In spite of their advantages, the questionnaires have some drawbacks such as unwillingness and lack of motivation of respondents to answer the questionnaire.

In this study, the questionnaire was designed for foreign language teachers. It was the first instrument used to collect data. The teachers

'questionnaire was divided into two main parts: the first part included information about the teachers' demographic data such as age, years of experience, and qualification, and the second part consists of three domains, each domain contains eight statements. The aim of the questionnaire is to know about teachers' view on students' problems with homonymy. The participants of the questionnaire were asked to state their ideas on the problems of students with homonymy when learning vocabulary.

The participants were asked to determine whether they agree or disagree with the given statements.

### **3.2.2. The students' test**

The second instrument was the test. The purpose of the test is to find out the current level of the students and to have general idea about students' knowledge in vocabulary. It was a vocabulary level test (VLT) based on Schmitt's (2000) which evaluate learners' knowledge of words at various frequency levels by means of matching, definition, etc. The purpose of the diagnostic test is to find out students' vocabulary knowledge after learning educational songs. And to elicit what types of vocabulary used by the subject and also find out whether the students made benefit from the vocabulary learning.

Students' test is the second tool of the current study, which consists of seven questions, each question has different constructions to find out the vocabulary knowledge that the students acquire after we taught them homonymy. Homonymy had already involved in their text book, (Semantics). The main objective of the test is to figure out to what extent are second year students have learnt vocabulary and think critically after they have been taught by homonymy.

The test is distributed to a number of 60 Students. The students are asked to answer all questions. Two teachers watched the class. Moreover, the

spaces between students are considered. The time given to the students is 120 minutes during the first semester, from 9:00 AM to 10:20 AM. After that, the papers are collected and marked, then; the SPSS program analyzes the marks statistically.

### **3.3. Population and sample of the study**

Population as defined by Al-Samawi (2000, 111) “is a group of people or documents of special features used for collecting data or represented by a sample selected from among this group” The population of the current study includes both teachers and students who responded to the questionnaire, and test.

One sample of the population was identified for carrying out the study, 80 students represent the second year undergraduate students majoring English at Sudan university of Science and technology, college of languages was taken as one sample. The students consist of male and female enrolled in vocabulary course and all of them have responded to the test. The questionnaire sample consists of 40 teachers at different Universities in Khartoum State.

#### **3.3.1. Population and sample of the questionnaire**

The population of the questionnaire is English language teachers teaching at different Sudanese universities in Khartoum state. They were chosen randomly. Their qualifications ranged from bachelor degree holders, MA and PhD holders. The sample of the questionnaire consists of (104) English language teachers. They were selected randomly. The sample includes both male and female teachers at Different universities in Khartoum state.

### **3.3.2. Population and sample of the test**

The population of the test is English language students studying English as a foreign language. They were studying at Sudan University of Science and Technology, College of languages (applied linguistics).

The sample of the test is second year students at college of Languages, Sudan University of Science and Technology. The sample consists of (60) subjects, who are randomly chosen to represent the whole population of second year students. The choice of the sample is based on the consideration that students at this level already cope with the basic aspects of vocabulary learning through homonymy, we suppose that students have experienced different in learning vocabulary through homonymy.

### **3.4. Validity and Reliability of the Study**

Validity and reliability are two very important criteria for assuring the quality of the data collection procedure in social sciences research. Merriam (1998) argues that all kinds of research are concerned with producing valid and reliable knowledge in an ethical manner. Validity and reliability will be utilized as criteria for judging the quality of this research design.

#### **3.4.1. Validity of the Study**

Validity is the touch stone of all the types of educational research are searcher will try to ensure. (Cohen, eta!; 2007). In qualitative research, validity might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, the extent of triangulation and objectivity of the researcher(Winter, cited in Cohen,etal,2007), while in quantitative research, validity might be proved through careful sampling, appropriate method and appropriate statistical data analysis. In establishing the validity of a survey method in the form

of questionnaire, the researcher had to consider its sampling context and construct which some researchers called content validity and construct validity. To achieve the validity of the questionnaire, the initial version of the questionnaire was first designed and given to three doctors for its face, content and construct validity and its applicability to the content of the study. Some changes to the questionnaire were recommended by those who participated in this pilot. Some items on the questionnaire were deleted and some were modified because they were deemed to be too conceptually demanding for the intended participants, especially when it comes to the meaning of culture. New items were added to cover all areas of the research questions and some statements were reworded to make them easier for the participants to comprehend. In addition, the layout of the questionnaire was changed to look easier to follow. After this piloting, the necessary changes were made on the questionnaire.

As for the test, the researcher asked a panel of experts (see Appendix B) to evaluate the questions of the test and find out if the questions measure what they were supposed to measure. They recommended deleting, editing and adding some questions to the test and according to the comment of the panel, the test was modified.

### **3.4.2. Reliability of the Study**

AS far as survey reliability is concerned, according to Brown (2001:171) reliability is the consistency with which a survey measures what is measuring. What is meant by consistency in this definition is that when the procedure is repeated on a population of individuals or group, the responses should be the same. This is test retest reliability and if several people were reading the responses they would interpret them in the same way, inter rater reliability. Reliability is usually tested by statistical operation. Indicated by the reliability Coefficient, alpha-Devellis (1991), described Alpha as “an indication of the proportion of variance in scale

scores that is attributable to the true scores. Ideally there should be no variance but a score of higher than 70 are suggested. Nunnally (1994) and Litwin (1995) as acceptable. Therefore, the higher the coefficient the more reliable the method is.

In order to assess the reliability of the questionnaire, and test used in the context of the study, Cronbach Alpha reliability coefficient was calculated and found as 0.85. An additional questionnaire seeking demographic information about the participants such as their experience and their educational background was used.

### **3.4.2. 1. Validity of the questionnaire and Test**

To assess the validity of the questionnaire and test the researcher first designed the questionnaire then showed it to the main supervisor. After that, he gave it to three doctors for its face, content and constructs validity. They recommended adding, editing and omitting some items. Finally, the researcher designed the final draft.

### **3.5. Data collection and analysis procedures:**

The researcher followed these procedures in order to conduct the study:

- 1- He reviewed the related literature which is related to learning English language vocabulary through homonymy.
- 2- Identified the research objectives, samples and questions which utilize really from previous studies and thus the elements of the study were established.
- 3- The questionnaire was administered for foreign language teachers teaching English at university level in order to determine their opinions about the role of homonymy in teaching English language vocabulary and were analyzed descriptively by calculating the means and the percentages.

- 4- Following the completion of the questionnaire the tests were carried out with second year students. the data gathered through the test were included in this study to further clarify the issue being investigated.
- 5- The reliability of the question was ensured by retesting participants not part of the same sample.
- 6- The questionnaire was distributed foreign language teachers at university level.
- 7- The test was distributed to second year students studying at college of languages, Sudan University of Science and Technology.
- 8- The data of the questionnaire test were collected and analyzed by using sample tables and figures followed by a comment on the items of the questionnaire test along with logical explanation for there.
- 9- Finally, conclusions of the study and recommendation for further studies.

### **3.6. Statistical Reliability**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cranach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain



criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed ( 20 ) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Hypotheses	Reliability	Validity
Overall	85	0.96

It is noicted from the results of the above table No.( ) that all reliability validity coefficients for pre-test sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

### **Statistical Instruments**

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

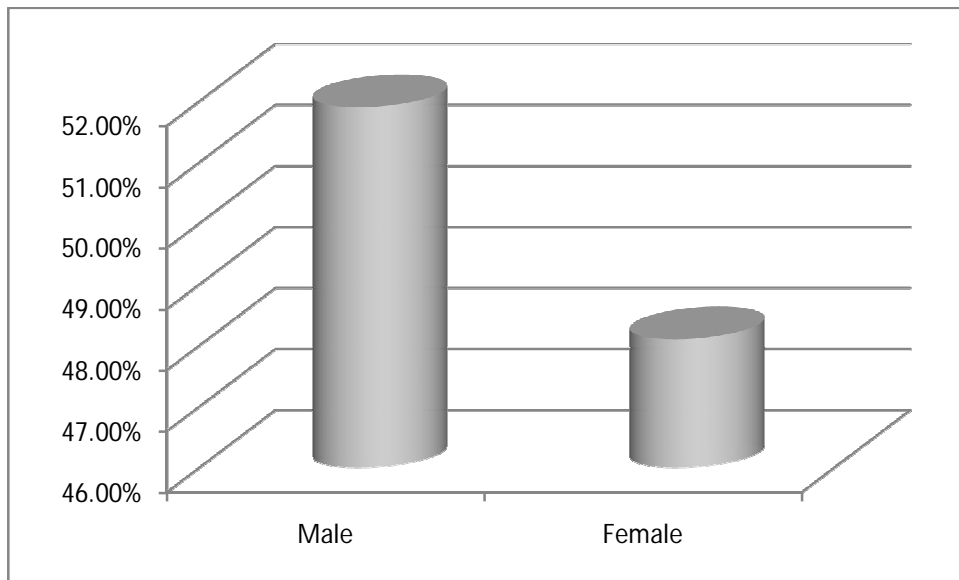
1. Graphical figures.
2. Frequency distribution.

#### 4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

Table (3.1 ) : The Frequency Distribution for the Respondents' Answers according to the sex

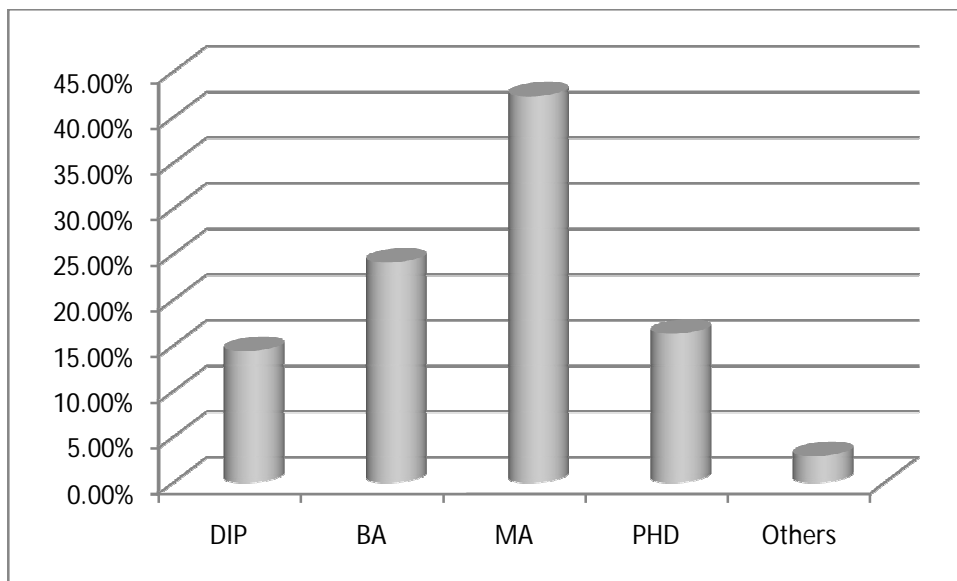
Sex	Number	Percent
Male	54	51.9%
Female	50	48.1%
Total	104	100.0%



From the above table No.(3.1) and figure No.(3.1), it is shown that most of the study's respondents are males, the number of those was (54) persons with percentage (51.9%). The female respondents number was (50) persons with (48.1%).

Table (3.2 ) : The Frequency Distribution for the Study Respondents According to their Academic qualification

Valid	Frequency	Percent
DIP	15	14.4%
BA	25	24.1%
MA	44	42.3%
PHD	17	16.3%
Others	3	2.9
Total	104	100%

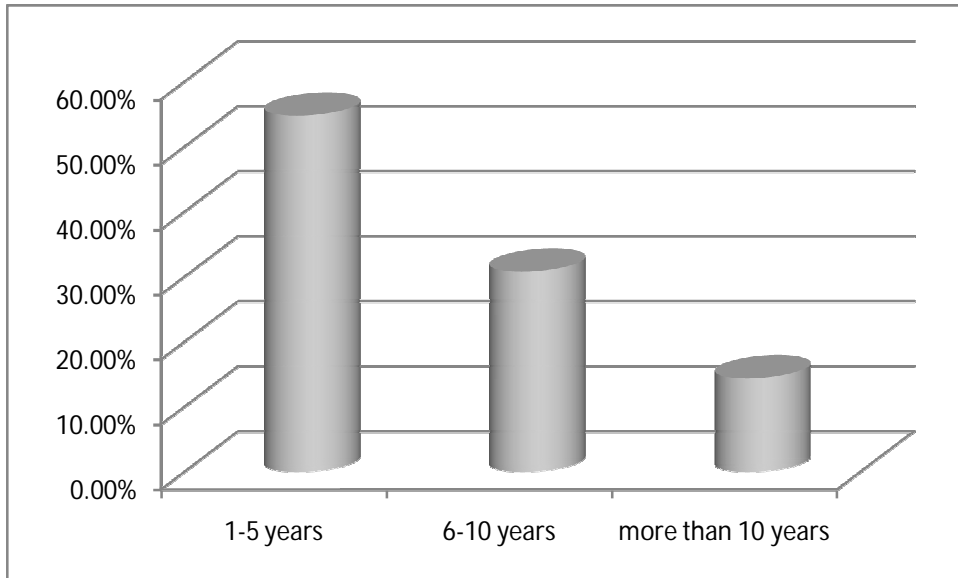


The above table(3.2) and figure(3.2) show the Frequency Distribution for the Study Respondents According to their academic qualifications and it is clear that most of the study sample have MA qualification , the number of those was (44) with percentage (42.3%) ....

Table (3.3 ) : The Frequency Distribution for the Study Respondents According to their Academic qualification

Valid	Frequency	Percent
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1-5 years	57	54.8%
6-10 years	32	30.8%
more than 10 years	15	14.4%
Total	104	100%



The above table(3.3) and figure(3.3) show the Frequency Distribution for the Study Respondents According to their years of experience and it is clear that most of the study sample have experience from ( 1 to 5 years ) the number of those is (57) with 54.8%

### 3.7. Summary of the chapter

This chapter describes the methods and techniques which the researcher follows to perform this study. Therefore, the chapter states that the

present study is considered descriptive and analytical one. Moreover, the chapter describes the population and the sample of the study; they are second year students at Sudan University of Science and Technology, English department. Then the chapter conducts a tool which was a test for students. Eventually, the researcher follows some procedures to confirm the validity and reliability of the tools and how the collected data will be analyzed in the next chapter

# **CHAPTER FOUR**

## **Data Analysis, Results and Discussion**

## **CHAPTER FOUR**

### **Data Analysis, Results and Discussion**

#### **4.0: Introduction:**

The aim of this study is to investigate University Students' problems with homonymy when learning English Vocabulary. In this chapter, the results of the research study are presented in two sections. The first section of this chapter displays the results of the questionnaire administered to English language teachers teaching tertiary level students at university. The questionnaire consists of (30) statements. The participants were asked to determine their opinions to the distributed statements. In the second section, findings related to pre-post tests of the tertiary level students at faculty of Education in Sudan University of Science and Technology are presented.

#### **4.1: Analysis of the First Tool: Questionnaire:**

After the step of checking questionnaire reliability and validity, the researcher distributed the questionnaire on determined study sample (104), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

#### **4.2. Statistical Reliability**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable.



In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed ( 20 ) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Hypotheses	Reliability	Validity
Overall	85	0.96

It is noticed from the results of the above table No.( ) that all reliability validity coefficients for pre-test sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

## **Statistical Instruments**

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

**The First Hypothesis (1): Homonymous words affect the learning of University students' vocabulary**

**Table No (4.1) Homonymous words help University students learn new words.**

Valid	Frequency	Percent
Strongly Agree	50	49.1%
Agree	17	15.3%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	23	26.0%
Total	100	100%

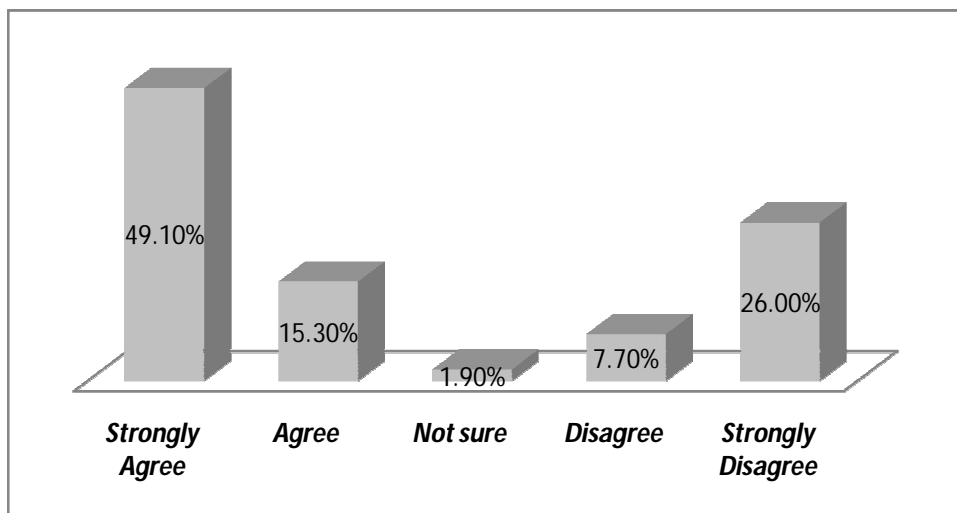


Fig (4.1)

The results of the above table No.(4.1 ) and figure No (4.1 ) show that there are (50) persons in the study's sample with percentage (48.1%) strongly agree with '**Homonymous words affect the learning of University students' vocabulary** ". There are (17) persons with percentage (16.3%) agree, and(2) persons with percentage (1.9%) are not sure, and (8) persons with percentage (7.7%) disagree, while (23) persons with percentage (26.0%) strongly disagree.

**Table No (4.2 ) Homonymous words enable University students gain more linguistic awareness.**

Answer	Number	Percent
Strongly Agree	52	50.0%
Agree	14	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	100	100%

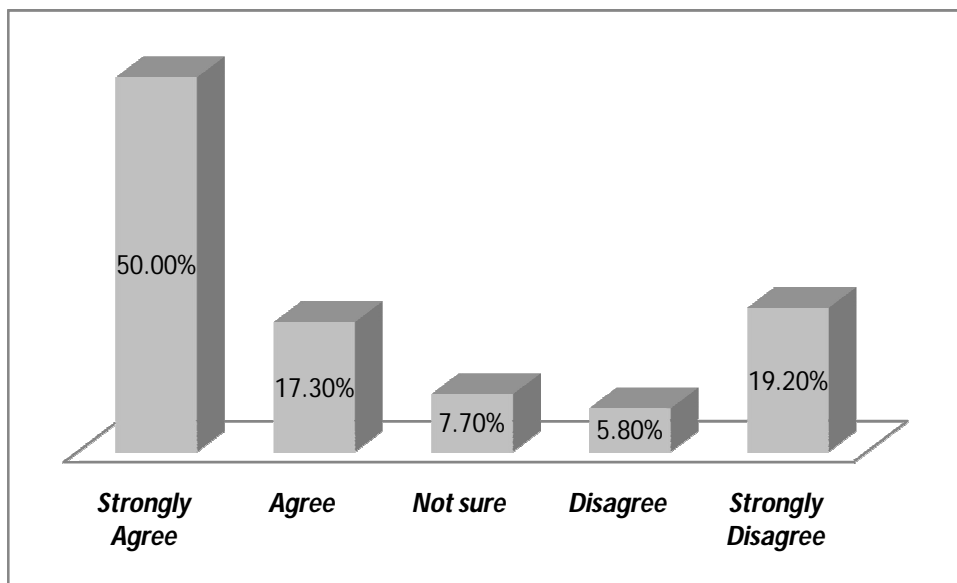
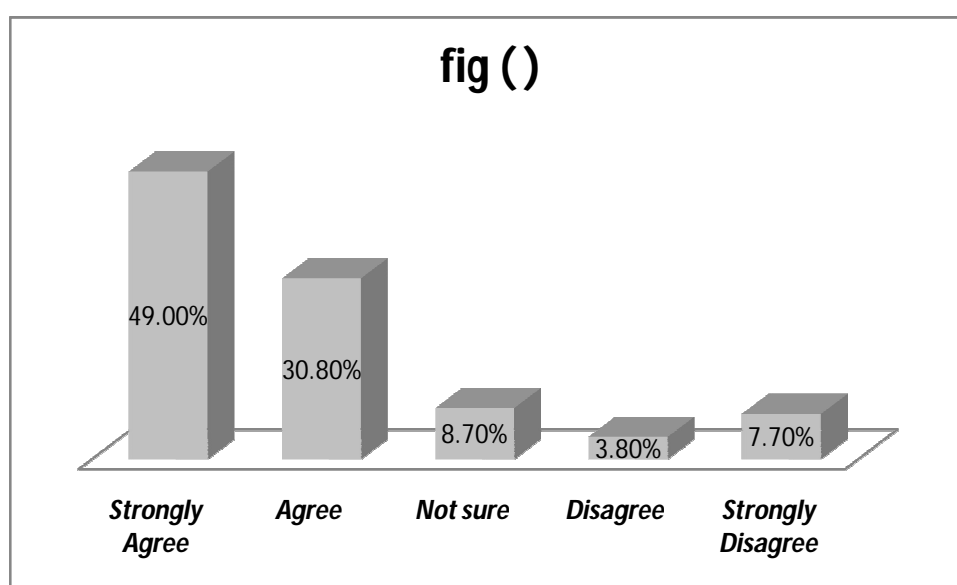


Fig (4.2)

With reference to the above table No.(4.2 ) and figure No (4.2 ) it is clear that there are (52 ) persons in the study's sample with percentage (50.0%) strongly agree with“ **Homonymous words enable University students gain more linguistic awareness.**”. There are (14) persons with percentage (17.3%) agree, and(8) persons with percentage (7.7%) are not sure, and (6) persons with percentage (5.8%) disagree, while (20) persons with percentage (19.2%) strongly disagree.

**Table No (4.3)Homonymous words enable University students to fluently cope with word choice**

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	32	30.8%
Not sure	7	8.7%
Disagree	4	3.8%
Strongly Disagree	6	7.7%
Total	100	100%



**Fig (4.3)**

As illustrated in table no. (4.3) and figure No (4.3) it is to be said that there are (51) persons in the study's sample with percentage (49.0%) strongly agree with "**Homonymous words enable University students to fluently cope with word choice.**". There are (32) persons with percentage (30.80%) agree with that and (9) persons with percentage (8.7%) are not sure about that and (4) persons with percentage (3.80%) disagree, while (8) persons with percentage (7.7%) strongly disagree.

**Table No (4.4 )** Homonymous words make University students able to select appropriate meaning in accordance with the text

Answer	Number	Percent
--------	--------	---------

Strongly Agree	30	32.7%
Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
<b>Total</b>	<b>104</b>	<b>100%</b>

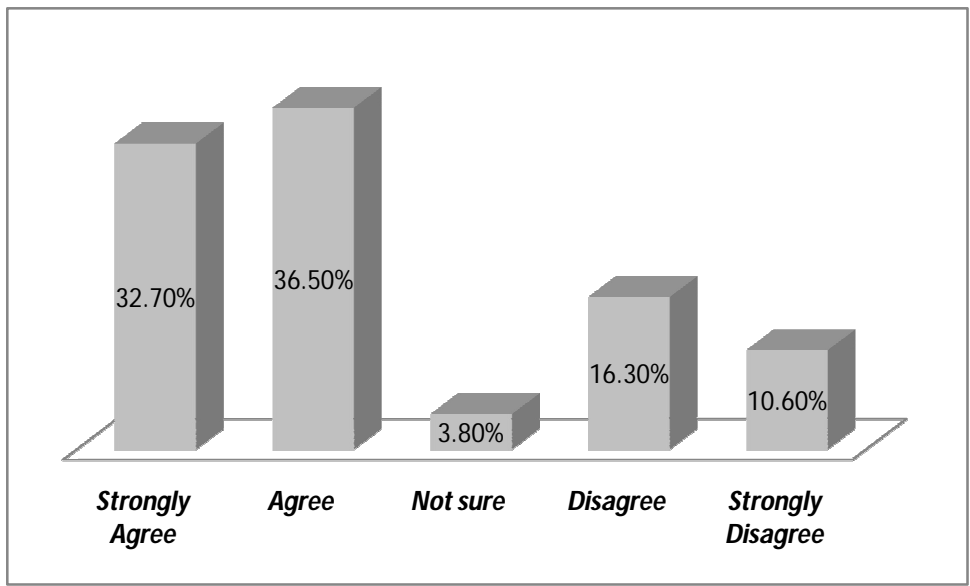


Fig (4.4)

The frequencies and percentages presented from the above table No.(4.4 ) and figure (4.4 ) show that there are (30)persons in the study's sample with percentage (32.7%) strongly agree with "Homonymous words make University students able to select appropriate meaning in accordance with the text . ". There are (38) persons with percentage (36.5%) agree with that and (4) persons with percentage (3.8%) were not sure. and (17) persons with percentage (16.3%) disagree, while (11) persons with percentage (10.6%) stronglydisagree.

**Table No (4.5)**Homonymous words enable University students ignore the core meaning of a word if it does not fit the text.

Answer	Number	Percent
--------	--------	---------

Strongly Agree	33	31.7%
Agree	31	36.5%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
<b>Total</b>	<b>100</b>	<b>100%</b>

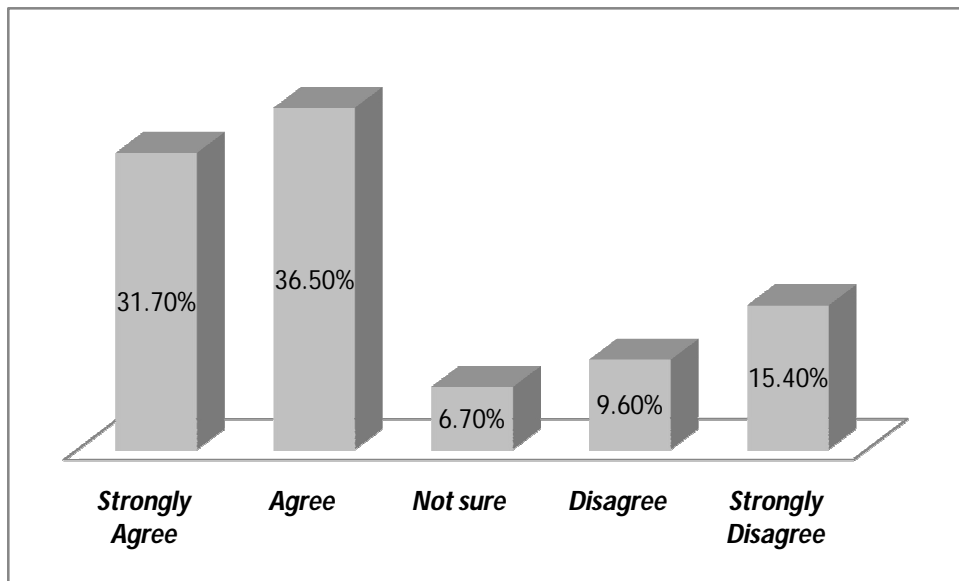


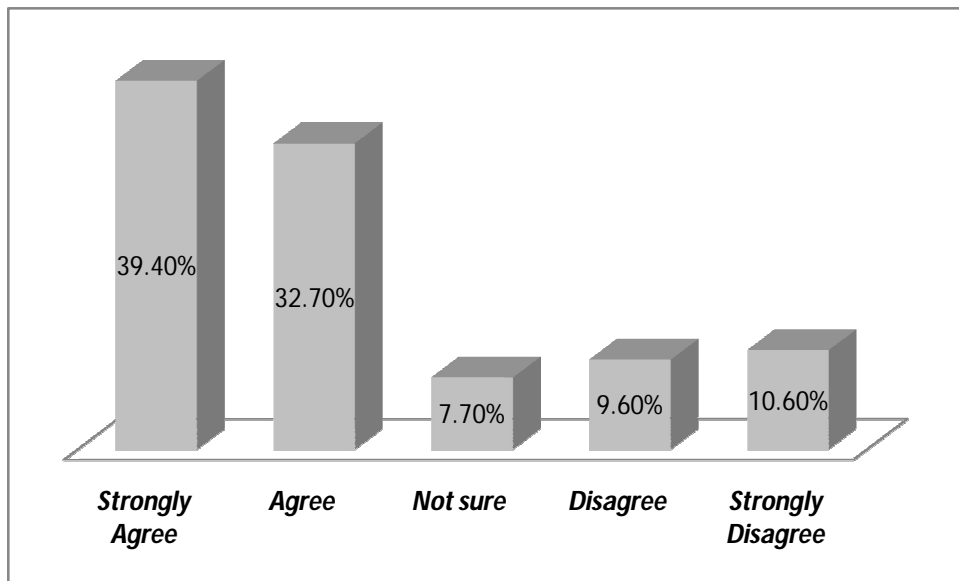
Fig (4.5)

According to the responses provided by the participants to the above table no. (4.5) and figure (4.5) it is clear that there are (33) persons in the study's sample with percentage (31.7%) strongly agree with "Homonymous words enable University students ignore the core meaning of a word if it does not fit the text.". There are (38) persons with percentage (36.5%) agree with that and (7) persons with percentage (6.7%) are not sure. and (10) persons with percentage (9.6%) disagree, while (16) persons with percentage (15.4%) strongly disagree.

**Table No (4.6)** Homonymous words make University students able to find the right meaning of the ambiguous words.

Answer	Number	Percent
--------	--------	---------

Strongly Agree	41	39.4%
Agree	34	32.7%
Not sure	4	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
<b>Total</b>	<b>100</b>	<b>100%</b>



It is found from the above table No.(4.6 ) and figure (4.6 ) that there are (41) persons in the study's sample with percentage (39.4%) strongly agree with " :Homonymous words make University students able to find the right meaning of the ambiguous words.. ". There are (34) persons with percentage (32.7%) agree with that and (4) persons with percentage (7.7%) are not sure. and (10) persons with percentage (9.6%) disagree, while (11) persons with percentage (10.6%) strongly disagree.

**TableNo (4.7 )** Homonymous words make University students more skillful in looking up meanings of words.

Answer	Number	Percent
--------	--------	---------



Strongly Agree	31	29.8%
Agree	30	32.7%
Not sure	15	14.4%
Disagree	12	11.5%
Strongly Disagree	12	11.5%
<b>Total</b>	<b>100</b>	<b>100%</b>

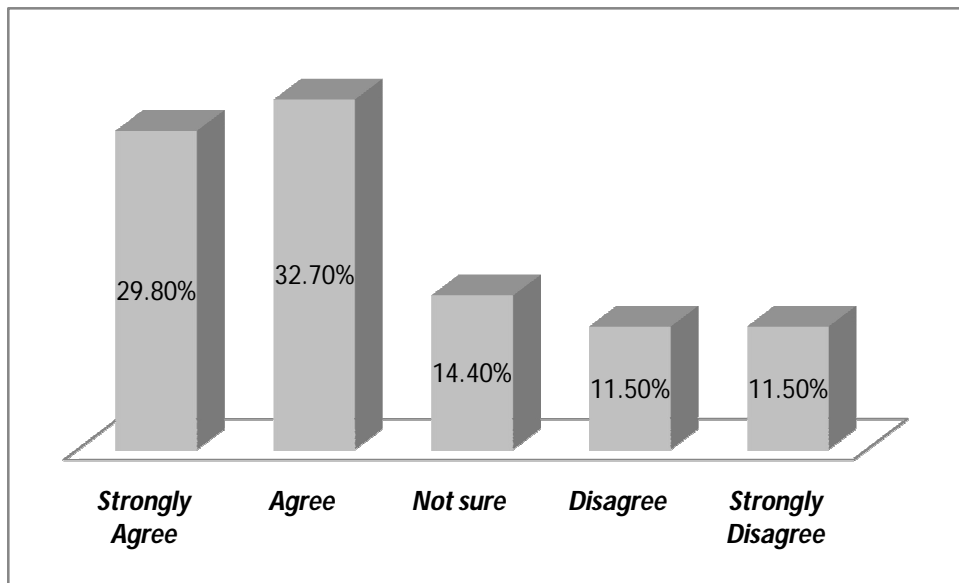


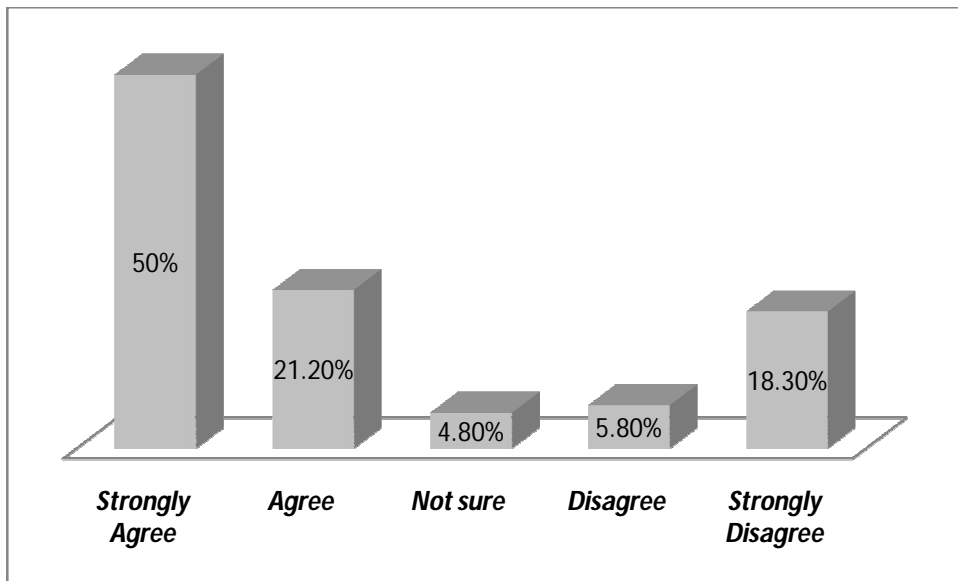
Fig (4.7)

It is clear from the above table No.(4.7 ) and figure (4.7 ) that there are (31) persons in the study's sample with percentage (29.4%) strongly agree with "Homonymous words make University students more skillful in looking up meanings of words.". There are (30) persons with percentage (32.7%) agree with that and (12) persons with percentage (14.4 %) are not sure. and (12) persons with percentage (11.5%) disagree, while (12) persons with percentage (11.5%) strongly disagree.

Table No (4.8) Homonymous words make university students understand more about the function of English words.

Answer	Number	Percent
--------	--------	---------

Strongly Agree	52	50%
Agree	22	21.2%
Not sure	5	4.8%
Disagree	6	5.8%
Strongly Disagree	15	18.3%
Total	100	100%



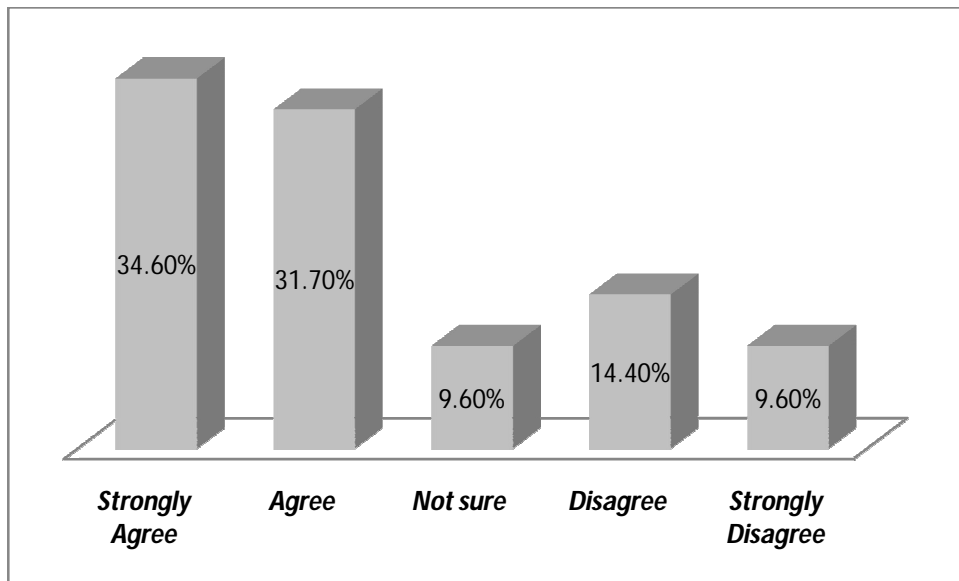
**Fig (4.8)**

With reference to the above table No.(4.8 ) and figure (4.8 ) it is obvious that there are (52) persons in the study's sample with percentage (50.2%) strongly agree with "**Homonymous words make university students understand more about the function of English words**". There are (22) persons with percentage (21.2%) agree with that and (5) persons with percentage (4.8 %) are not sure. and (6) persons with percentage (5.8%) disagree, while (15) persons with percentage (18.3%) strongly disagree.

**Table No (4.9) Homonymous words help raise students' concern about grammatical categories**

Answer	Number	Percent
Strongly Agree	32	34.6%

Agree	33	31.7%
Not sure	10	9.6%
Disagree	15	14.4%
Strongly Disagree	10	9.6%
<b>Total</b>	<b>100</b>	<b>100%</b>



**Fig (4.9)**

It is clear from the above table no. (4.9) and figure (4.9) that there are (32) persons in the study's sample with percentage (34.6%) strongly agree with "Homonymous words help raise students' concern about grammatical categories". There are (33) persons with percentage (31.7%) agree with that and (10) persons with percentage (9.6 %) are not sure. and (15) persons with percentage (14.4%) disagree, while (10) persons with percentage (9.6%) strongly disagree.

Table (4.10) Homonymous words enable University students to know more different words of each multiple meaning words.

Answer	Number	Percent
Strongly Agree	29	27.9%
Agree	45	47.1%

Not sure	14	13.5%
Disagree	12	11.5%
Strongly Disagree	0	0%
<b>Total</b>	<b>100</b>	<b>100%</b>

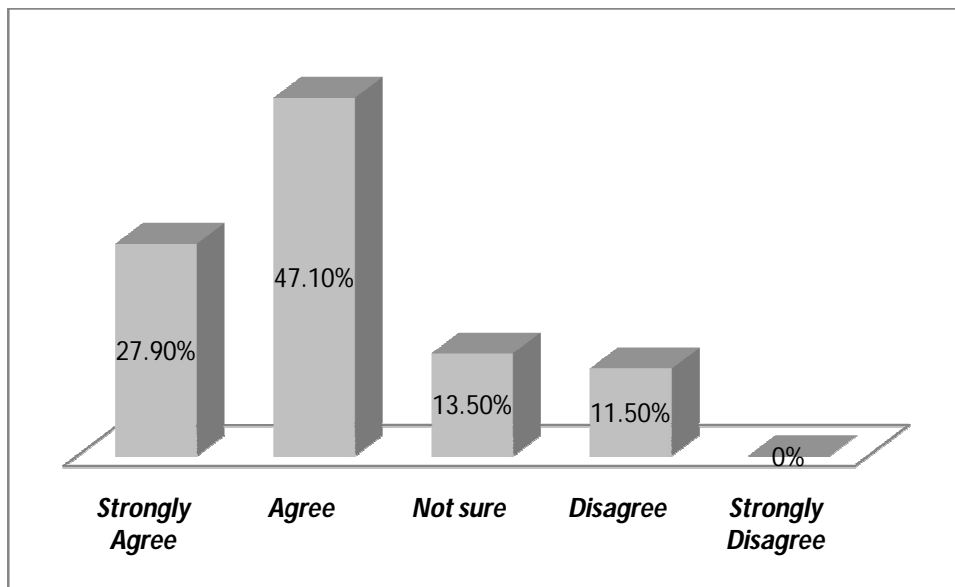


Fig (4.10)

As illustrated in the above table No.(4.10 ) and figure (4.10 ) it is clear that there are (29) persons in the study's sample with percentage (29.9%) strongly agree with” **Homonymous words enable University students to know more different words of each multiple meaning words.**”. There are (45) persons with percentage (47.1%) agree with that and (14) persons with percentage (13.5 %) were not sure. and (12) persons with percentage (0.0%) disagree, while (10) persons with percentage (9.6%) strongly disagree.

**Hypothesis (2) :University Students are unable to Use Homonymous words**

**Table No (4.11 )Homonymous words confuse University students.**

Answer	Number	Percent
Strongly Agree	52	53.8%
Agree	14	13.5%

Not sure	20	19.2%
Disagree	6	5.8%
Strongly Disagree	8	7.7%
<b>Total</b>	<b>100</b>	<b>100%</b>

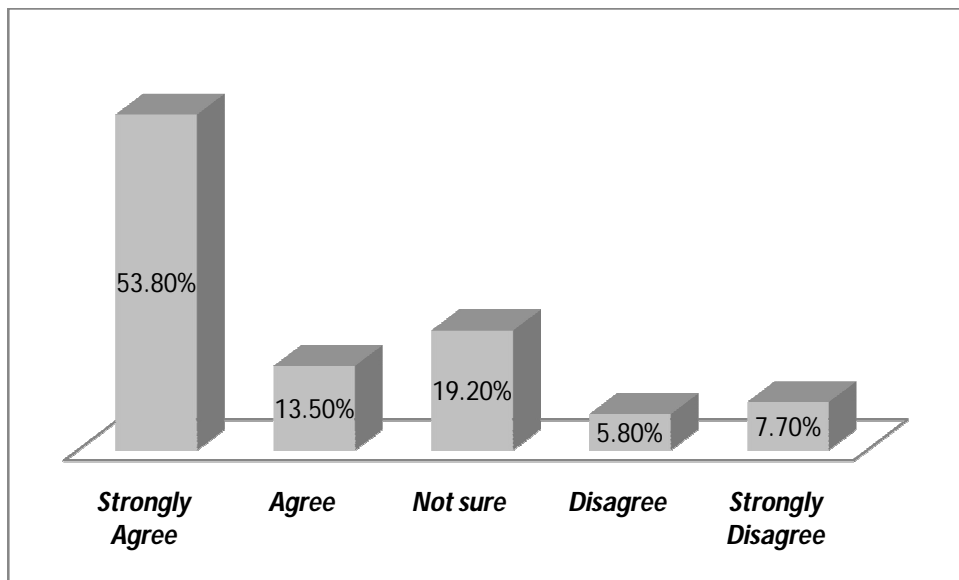


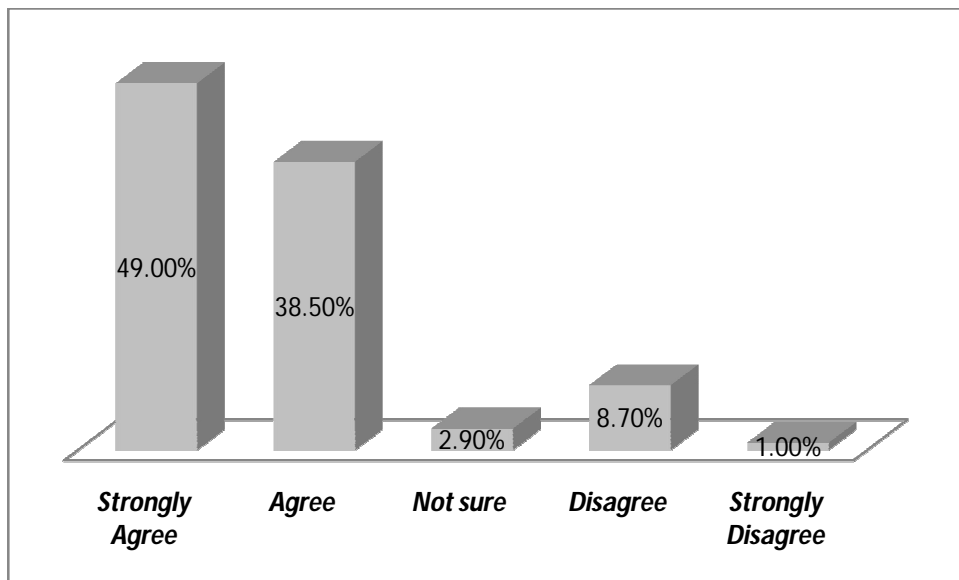
Fig (4.11)

The results of the above table No.(4.11 ) and figure (4.11 ) show that there are (52) persons in the study's sample with percentage (53.8%) strongly agree with "Homonymous words confuse University students". There are (14) persons with percentage (13.5%) agree with that , and (20) persons with percentage (19.2 %) are not sure . and (6) persons with percentage (5.8%) disagree , while (8) persons with percentage (7.7%) strongly disagree.

**Table No (4.12)** University students face difficulty in understanding homonymous words

Answer	Number	Percent
Strongly Agree	51	49.0%
Agree	40	38.5%

Not sure	3	2.9%
Disagree	5	8.7%
Strongly Disagree	1	1.0%
<b>Total</b>	<b>100</b>	<b>100%</b>



**Fig (4.12)**

The frequencies and percentages to the above table no. (4.12) and figure No (4.12) show that there are (51) persons in the study's sample with percentage (49.0%) strongly agree with "University students face difficulty in understanding homonymous words ". There are (40) persons with percentage (38.5%) agree, and (3) persons with percentage (2.9%) are not sure and (5) persons with percentage (8.7%) disagree, while only one person with percentage (1.0%) strongly disagree.

**Table No (4.13)** University students are unable to guess the meaning of a multiple meaning of words from how it is pronounced.

Answer	Number	Percent
Strongly Agree	53	51.0%
Agree	13	16.3%

Not sure	9	8.7%
Disagree	5	4.8%
Strongly Disagree	20	19.2%
<b>Total</b>	<b>100</b>	<b>100%</b>

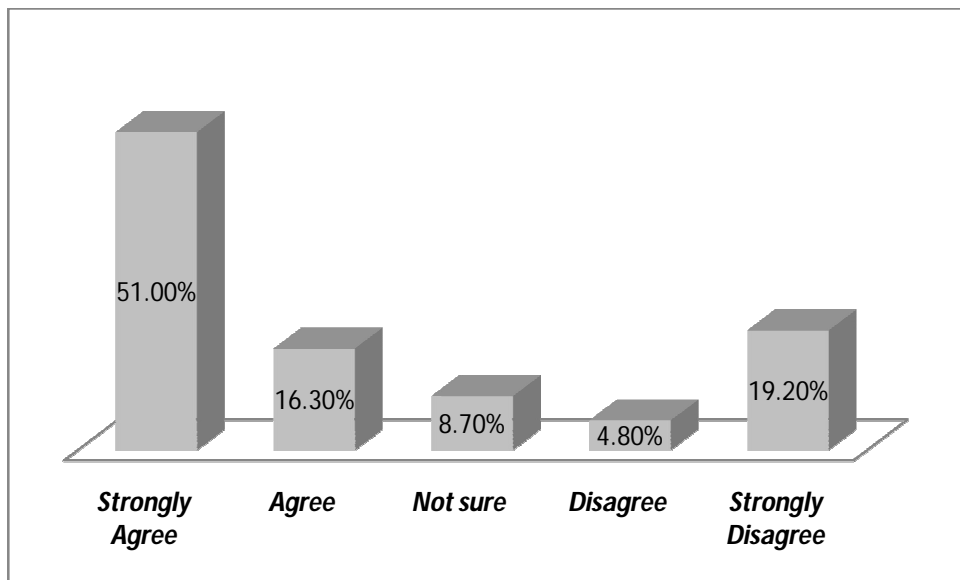


Fig (4.13)

The above table No.(4.13 ) and figure (4.13 ) illustrate that there are (53) persons in the study's sample with percentage (51.0%) strongly agree with " University students are unable to guess the meaning of a multiple meaning of words from how it is pronounced. ". There are (13) persons with percentage (16.3%) agree with that and (9) persons with percentage (8.7 %) are not sure. and (5) persons with percentage (4.8%) disagree, while (20) persons with percentage (19.2%) strongly disagree.

**Table No (4-14)**University students are unable to distinguish between homonymous and polysemous words.

Answer	Number	Percent
Strongly Agree	4	3.8%
Agree	59	56.7%

Not sure	15	18.3%
Disagree	14	13.5%
Strongly Disagree	8	7.7%
Total	100	100%

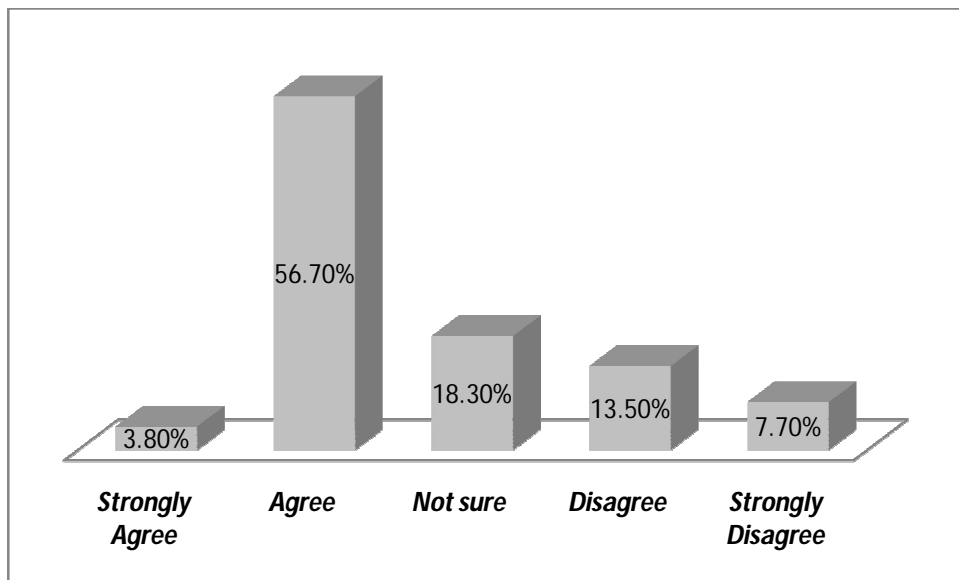


Fig (4.14)

It is clear from the above table no. (4.14) and figure (4.14) that there are (4) persons in the study's sample with percentage (3.8%) strongly agree with "University students are unable to distinguish between homonymous and polysemous words.". There are (59) persons with percentage (56.7%) agree with that and (15) persons with percentage (18.3 %) are not sure. and (14) persons with percentage (13.5%) disagree, while (8) persons with percentage (7.7%) strongly disagree.

**Table No (4.15)** Words that have the same spelling and different pronunciation confuse University students.

Answer	Number	Percent
Strongly Agree	35	37.5%
Agree	32	30.8%



Not sure	6	5.8%
Disagree	9	8.7%
Strongly Disagree	18	17.3%
Total	100	100%

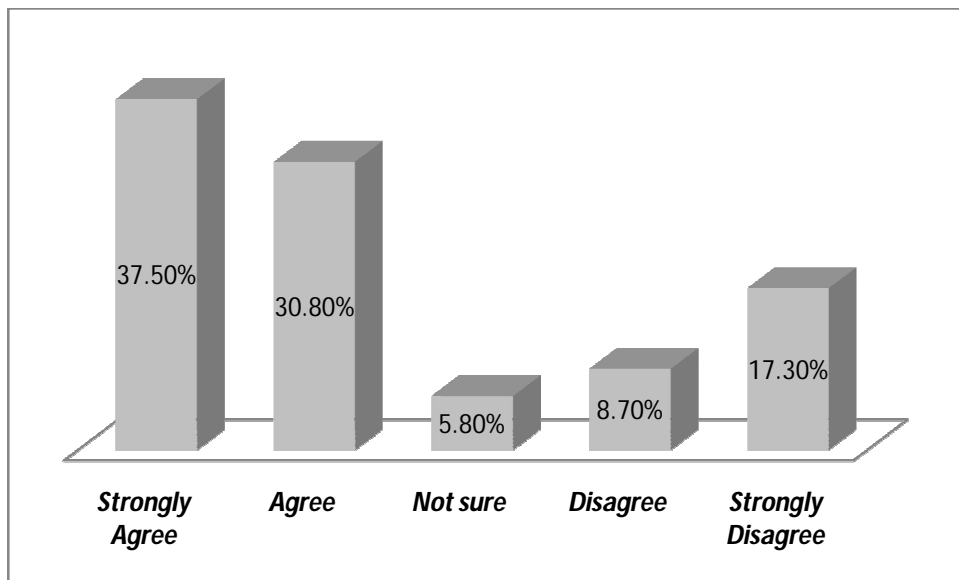


Fig (4.15)

According to the results provided in the above table No.(4.15 ) and figure (4.15 ) it is clear that there are (35) persons in the study's sample with percentage (37.5%) strongly agree with " Words that have the same spelling and different pronunciation confuse University students. ". There are (32) persons with percentage (30.8%) agree with that and (6) persons with percentage (5.8 %) are not sure. and (9) persons with percentage (8.7%) disagree, while (18) persons with percentage (17.3%) strongly disagree.

**Table No (4.16)** Words that have the same pronunciation and different spelling confuse University students.

Answer	Number	Percent
Strongly Agree	40	38.5%
Agree	45	47.1%

Not sure	7	6.7%
Disagree	8	7.7%
Strongly Disagree	0	0.0%
<b>Total</b>	<b>100</b>	<b>100%</b>

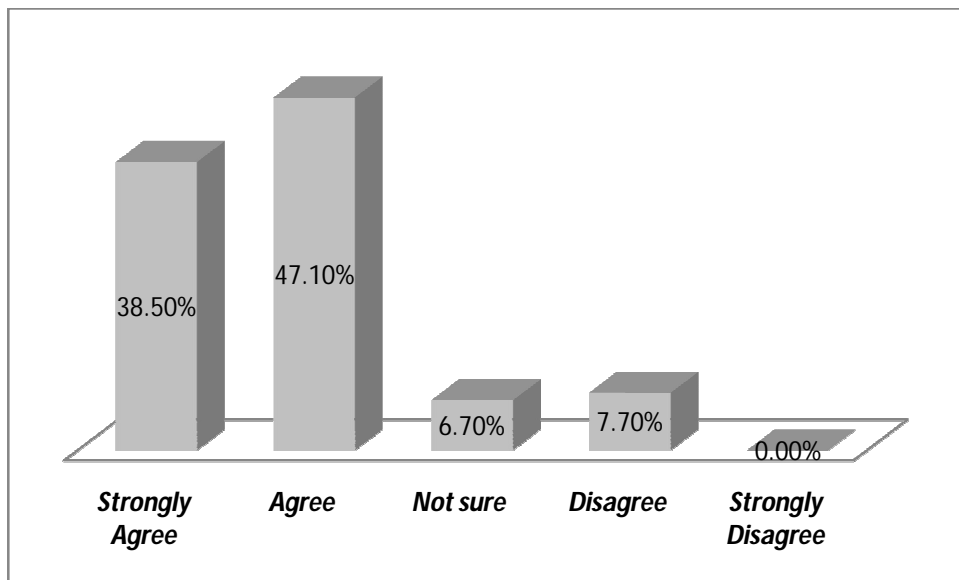


Fig (4.16)

The results provided in the above table no. (4.16) and figure (4.16) show that there are (40) persons in the study's sample with percentage (38.5%) strongly agree with “Words that have the same pronunciation and different spelling confuse University students ...”. There are (45) persons with percentage (37.1%) agree with that and (7) persons with percentage (6.7 %) are not sure. and (8) persons with percentage (7.7%) disagree, while (0) persons with percentage (0.0%) strongly disagree.

**Table No (4.17)** Words that have the same meanings confuse University students

Answer	Number	Percent
Strongly Agree	28	30.8%
Agree	57	54.8%

Not sure	2	1.9%
Disagree	6	5.8%
Strongly Disagree	7	6.7%
Total	100	100%

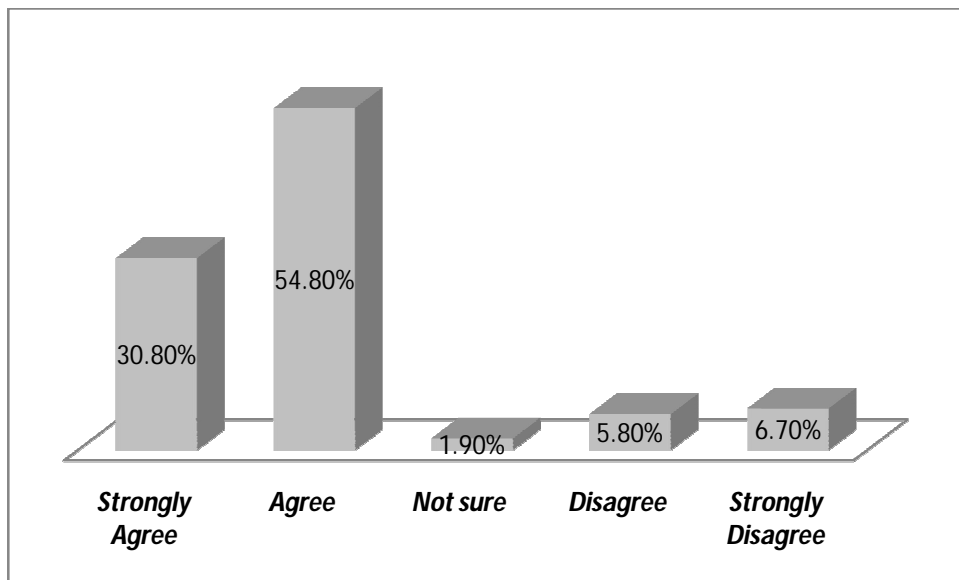


Fig (4.17)

According to the above table no. (4.17) and figure (4.17) it is to be said that there are (28) persons in the study's sample with percentage (30.8%) strongly agree with "Words that have the same meanings confuse University students.". There are (57) persons with percentage (54.8%) agree with that and (2) persons with percentage (1.9 %) are not sure. and (6) persons with percentage (5.8%) disagree, while (7) persons with percentage (6.7%) strongly disagree.

**Table No (4.18)** University students are unable to choose the meaning of words to suit the context.

Answer	Number	Percent
Strongly Agree	35	37.5%
Agree	54	51.9%

Not sure	5	4.8%
Disagree	4	3.8%
Strongly Disagree	2	1.9%
<b>Total</b>	<b>100</b>	<b>100%</b>

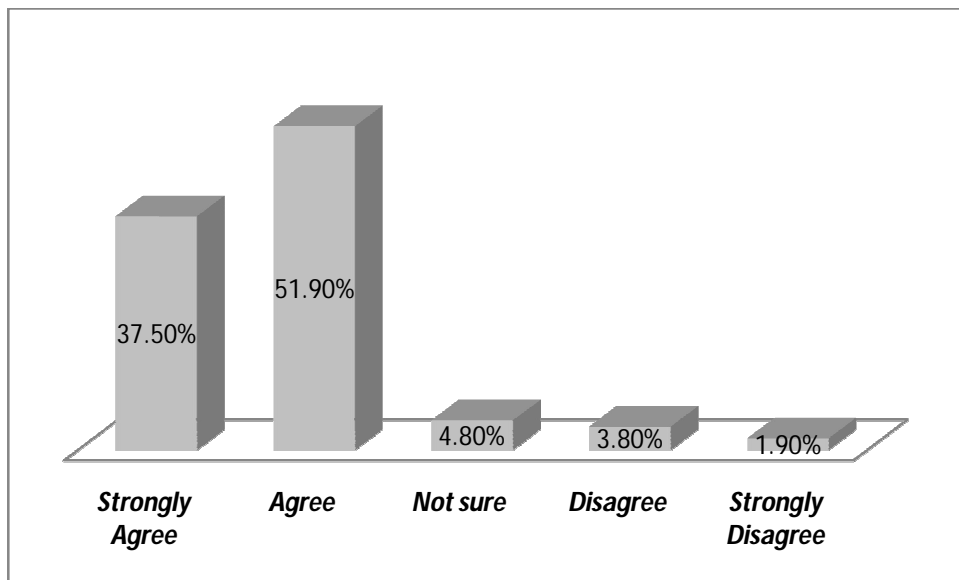


Fig (4.18)

It is found from the above table No.(4.18 ) and figure (4.18 ) that there are (35) persons in the study's sample with percentage (37.5%) strongly agree with "University students are unable to choose the meaning of words to suit the context ". There are (54) persons with percentage (51.9%) agree with that and (5) persons with percentage (4.8 %) are not sure. and (4) persons with percentage (3.8%) disagree, while (2) persons with percentage (1.9%) strongly disagree.

**Table No (4.19)** University students are unable to distinguish varied pronunciation of words which are associated with different meanings it denotes

Answer	Number	Percent
Strongly Agree	34	36.5%

Agree	53	51.0%
Not sure	5	4.8%
Disagree	7	6.7%
Strongly Disagree	1	1.0%
Total	100	100%

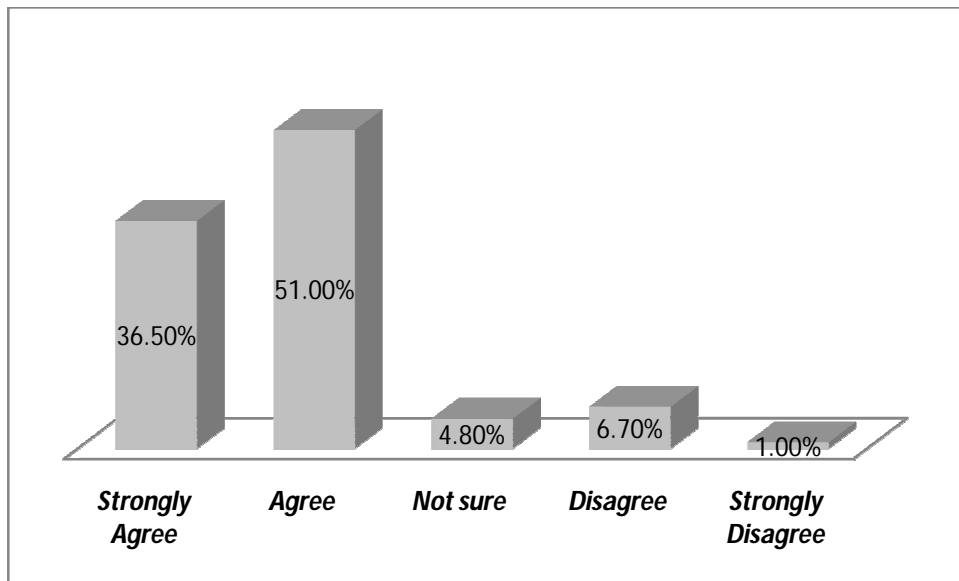


Fig (4.19)

It is clear from the above table no. (4.19) and figure (4.19) that there are (34) persons in the study's sample with percentage (36.50%) strongly agree with "University students are unable to distinguish varied pronunciation of words which are associated with different meanings it denotes.". There are (53) persons with percentage (51.0%) agree with that and (5) persons with percentage (4.8 %) are not sure. and (7) persons with percentage (6.7%) disagree, while (1) persons with percentage (1.0%) strongly disagree.

**Table No (4.20)** University students are unable to develop grammatical competence due to lack of homonymous words.

Answer	Number	Percent
Strongly Agree	44	42.3%

Agree	25	27.9%
Not sure	5	6.7%
Disagree	15	14.4%
Strongly Disagree	11	8.7%
Total	100	100%

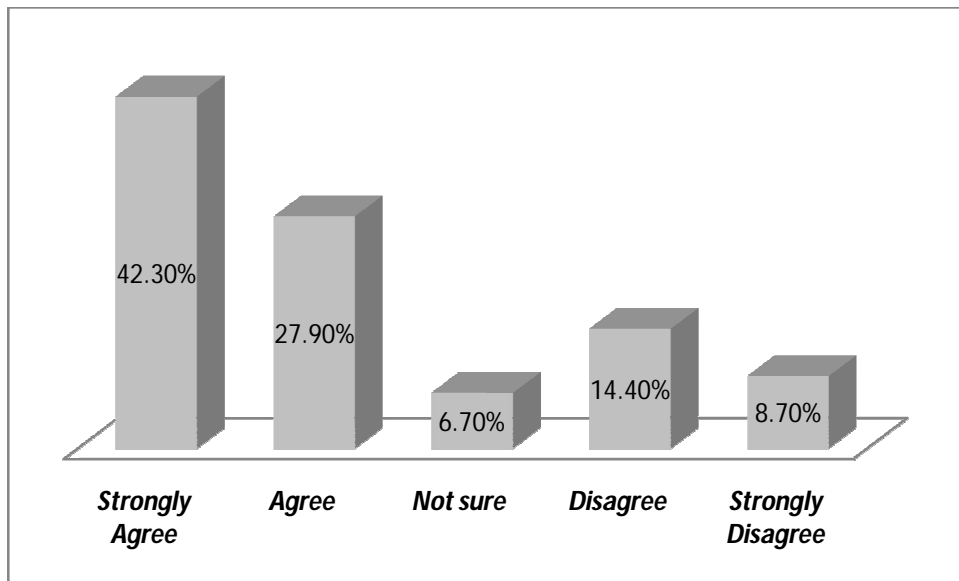


Fig (4.20)

The results given from the above table No.(4.20 ) and figure (4.20 ) confirm that there are (44) persons in the study's sample with percentage (42.30%) strongly agree with " University students are unable to develop grammatical competence due to lack of homonymous words.". There are (25) persons with percentage (27.90%) agree with that and (5) persons with percentage (6.70 %) are not sure. and (15) persons with percentage (14.40%) disagree, while (11) persons with percentage (8.70%) strongly disagree.

**Hypothesis (3) :Homonymy is not sufficiently covered by teacher of English at University**

**Table No (4.21)** Teaching of homonyms is not sufficiently covered by the teacher due to limited time of a lecturer ,

Answer	Number	Percent
Strongly Agree	42	44.2%
Agree	39	37.5%
Not sure	3	2.9%
Disagree	11	10.6%
Strongly Disagree	5	4.8%
Total	100	100%

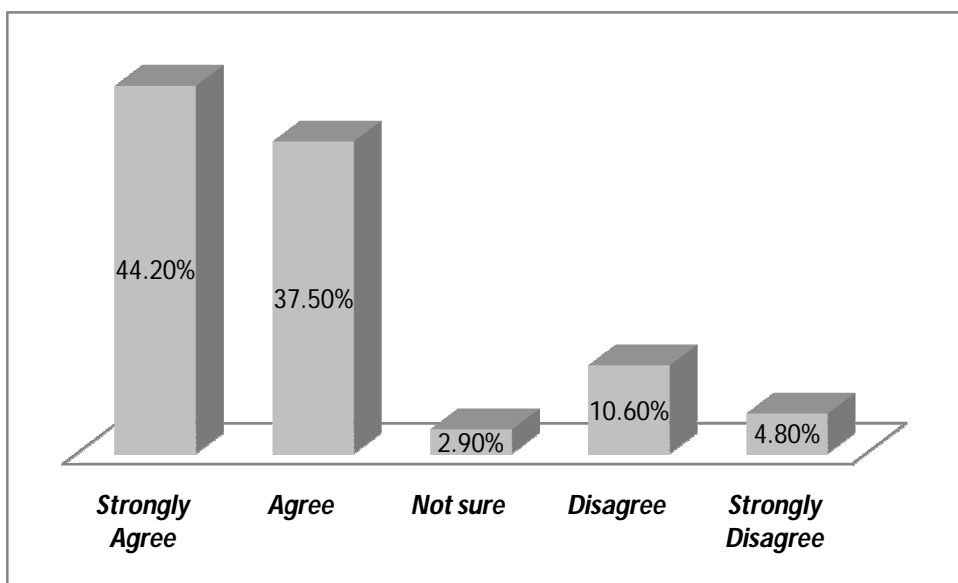


Fig (4.21)

The illustrated above table No.(4.21 ) and figure (4.21 ) indicate that there are (42) persons in the study's sample with percentage (44.2%) strongly agree with "Teaching of homonyms is not sufficiently covered by the teacher due to limited time of a lecturer ,.". There are (39) persons with percentage (37.5%) agree with that and (3) persons with percentage (2.9 %) are not sure. and (11) persons with percentage (10.6%) disagree, while (5) persons with percentage (4.8%) strongly disagree.

**Table No (4.22)**the syllabus designers do not focus on homonyms in English

Answer	Number	Percent
Strongly Agree	13	12.5%

Agree	34	32.7%
Not sure	19	18.3%
Disagree	25	27.9%
Strongly Disagree	9	8.7%
Total	100	100%

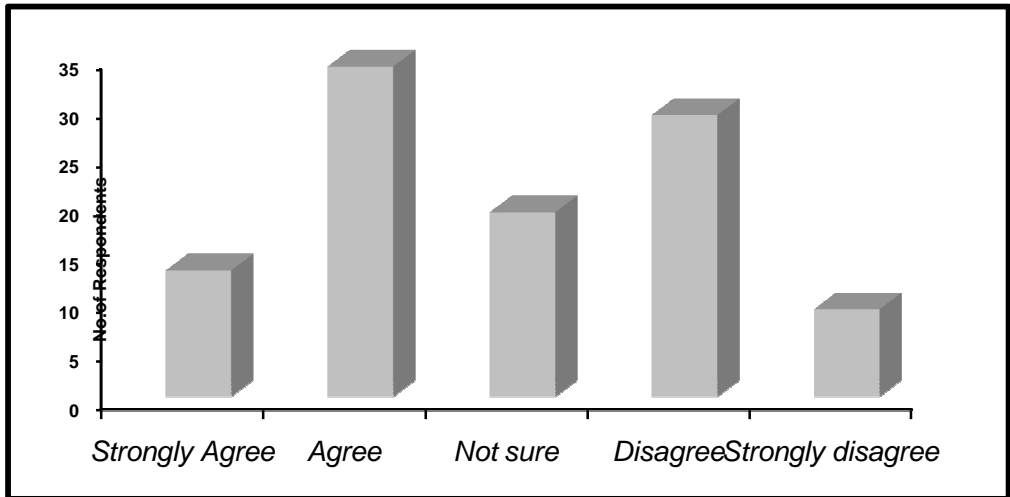


Fig (4.22)

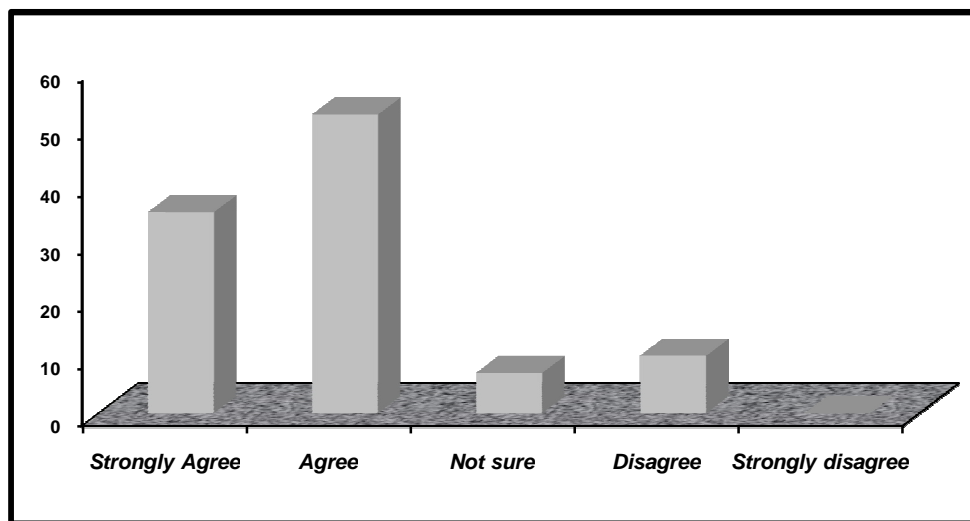
It is clear from the above table No.(4.22 ) and figure No (4.22 ) that there are (13) persons in the study's sample with percentage (12.5%) strongly agree with The syllabus designers do not focus on homonyms in English ". There are (34) persons with percentage (32.7%) agree, and (19) persons with percentage (18.3%) are not sure, and (25) persons with percentage (27.9%) disagree, while (9) persons with percentage (8.7%) strongly disagree.

**Table No (4.23)**EFL teachers do not emphasize on teaching homonyms because of few contact hours.

Answer	Number	Percent
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Strongly Agree	31	33.7%
Agree	52	50.0%
Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	0	0.0%
Total	100	100%



The results provided in the above table No.(4.23 ) and figure No (4.23 ) indicate that there are (31) persons in the study's sample with percentage (33.7%) strongly agree with "EFL teachers do not emphasize on teaching homonyms because of few contact hours.". There are (52) persons with percentage (50.0%) agree, and (7) persons with percentage (6.7%) are not sure, and (10) persons with percentage (9.6%) disagree.

**Table No (4.24 )** EFL teachers at university do not give enough exercises on homonyms.

Valid	Frequency	Percent
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Strongly Agree	51	49.1%
Agree	14	15.3%
Not sure	2	1.9%
Disagree	8	7.7%
Strongly Disagree	27	26.0%
Total	100	100%

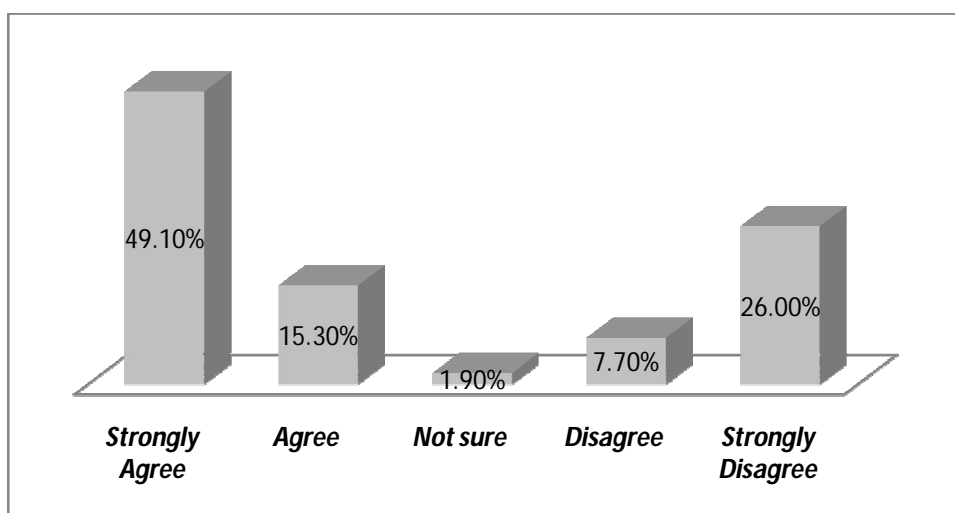


Fig (4.24)

According to the results of the above table No.(4.24 ) and figure No (4.24 ) is obvious that there are (51) persons in the study's sample with percentage (49.10%) strongly agree with "EFL teachers at university do not give enough exercises on homonyms.. ". There are (14) persons with percentage (15.30%) agree, and(2) persons with percentage (1.9%) were not sure, and (8) persons with percentage (7.7%) disagree, while (27) persons with percentage (26.0%) strongly disagree.

**Table No (4.25 )** Homonymous words are not sufficiently taught through contexts.

Answer	Number	Percent
Strongly Agree	52	50.0%

Agree	14	17.3%
Not sure	8	7.7%
Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	100	100%

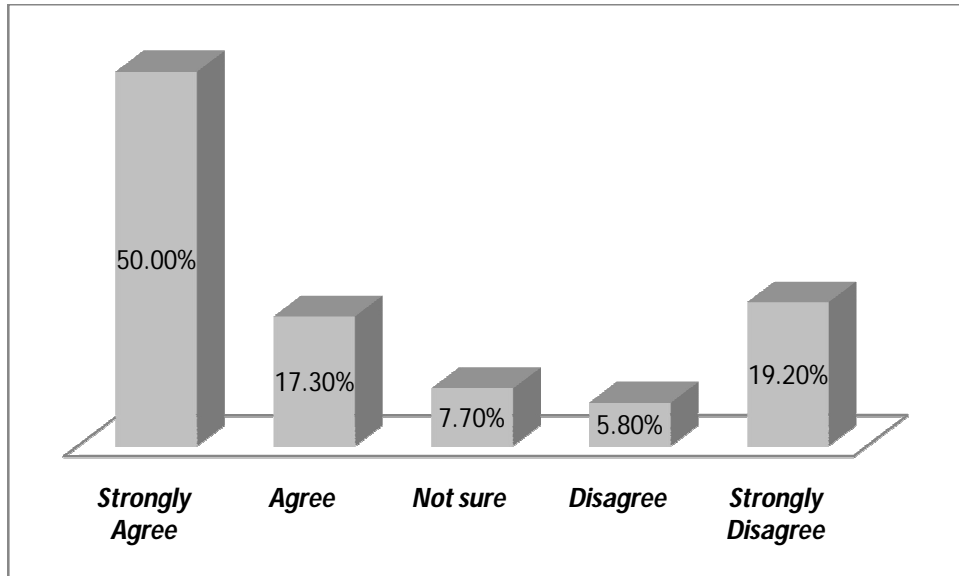


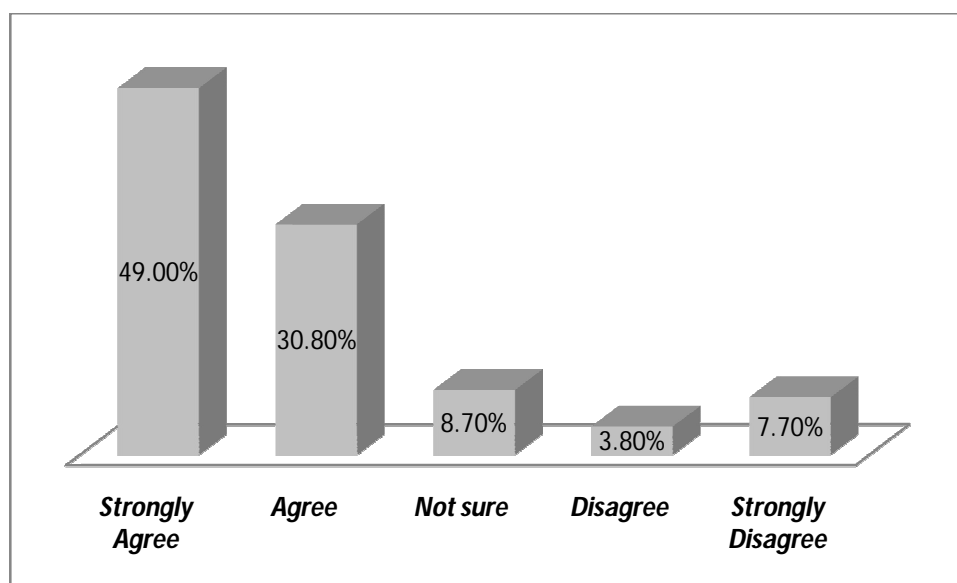
Fig (4.25)

It is clear from the above table No.(4.25 ) and figure No (4.25 ) that there are (52 ) persons in the study's sample with percentage (50.0%) strongly agreed with "Homonymous words are not sufficiently taught through contexts.". There are (14) persons with percentage (17.3%) agreed, and(8) persons with percentage (7.7%) are not sure, and (6) persons with percentage (5.8%) disagree, while (20) persons with percentage (19.2%) strongly disagree.

**Table No (4.26)**EFL teachers do not use different techniques in teaching homonymous words effectively.

Answer	Number	Percent
Strongly Agree	51	49.0%

Agree	28	30.8%
Not sure	9	8.7%
Disagree	4	3.8%
Strongly Disagree	8	7.7%
Total	100	100%



**Fig (4.26)**

The frequencies and percentages in table No.(4.26 ) and figure No (4,26 ) show that there are (51) persons in the study's sample with percentage (49.0%) strongly agree with "EFL teachers do not use different techniques in teaching homonymous words effectively . ". There are (28) persons with percentage (30.80%) agree with that and (9) persons with percentage (8.7%) are not sure about that and (4) persons with percentage (3.80%) disagree, while (8) persons with percentage (7.7%) strongly disagree.

Table No (4.27)University students are not encouraged to learn homonyms

Answer	Number	Percent
Strongly Agree	30	32.7%

Agree	38	36.5%
Not sure	4	3.8%
Disagree	17	16.3%
Strongly Disagree	11	10.6%
Total	100	100%

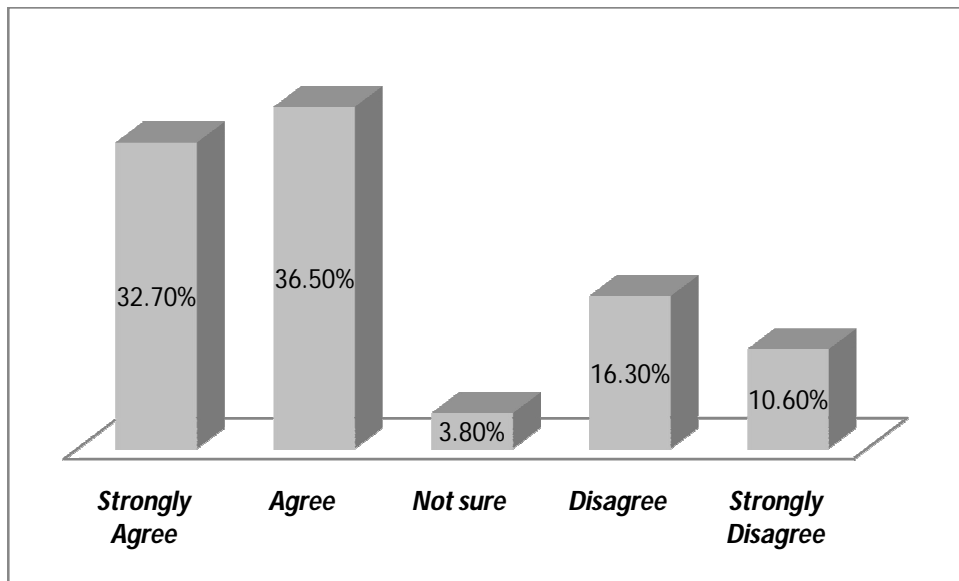


Fig (4.27)

It is found that from the above table No.(4.27 ) and figure (4.27 ) that there are (30) persons in the study's sample with percentage (32.7%) strongly agree with “**University students are not encouraged to learn homonyms** ”. There are (38) persons with percentage (36.5%) agree with that and (4) persons with percentage (3.8%) are not sure. and (17) persons with percentage (16.3%) disagree, while (11) persons with percentage (10.6%) stronglydisagree.

**Table No (4.28)**Literary texts do not contain enough homonymous words to help students learn vocabulary.

Answer	Number	Percent
Strongly Agree	29	31.7%
Agree	38	36.5%

Not sure	7	6.7%
Disagree	10	9.6%
Strongly Disagree	16	15.4%
Total	100	100%

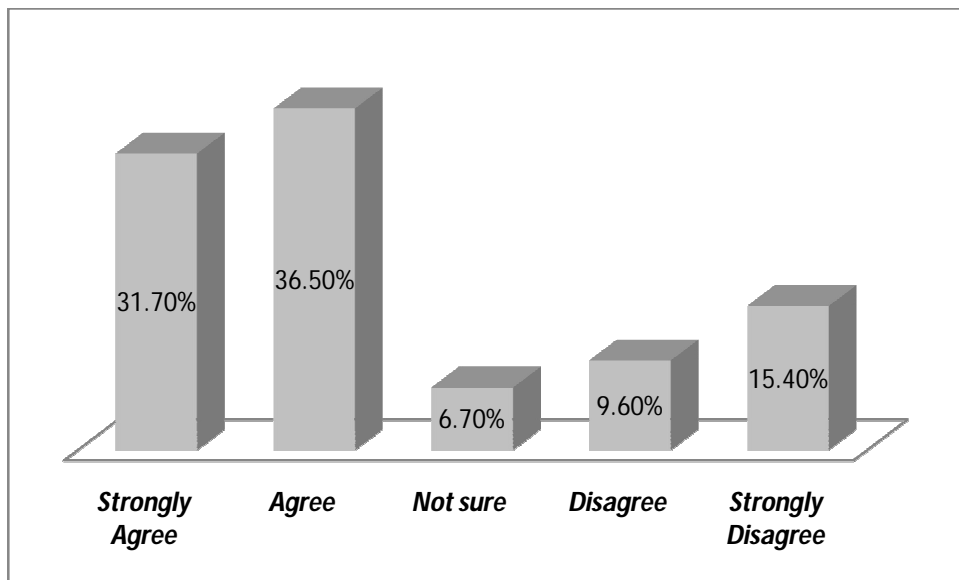


Fig (4.8)

It is clear from the above table No.(4.28 ) and figure (4.28 ) that there are (29) persons in the study's sample with percentage (31.7%) strongly agree with "Literary texts do not contain enough homonymous words to help students learn vocabulary. ". There are (38) persons with percentage (36.5%) agreed with that and (7) persons with percentage (6.7%) are not sure. and (10) persons with percentage (9.6%) disagree, while (16) persons with percentage (15.4%) strongly disagree.

**Table No (4.29)**The essential problem that face University students in understanding the use of homonymous words refer to teachers 'lack of competence.

Answer	Number	Percent
Strongly Agree	41	39.4%

Agree	30	32.7%
Not sure	8	7.7%
Disagree	10	9.6%
Strongly Disagree	11	10.6%
<b>Total</b>	<b>100</b>	<b>100%</b>

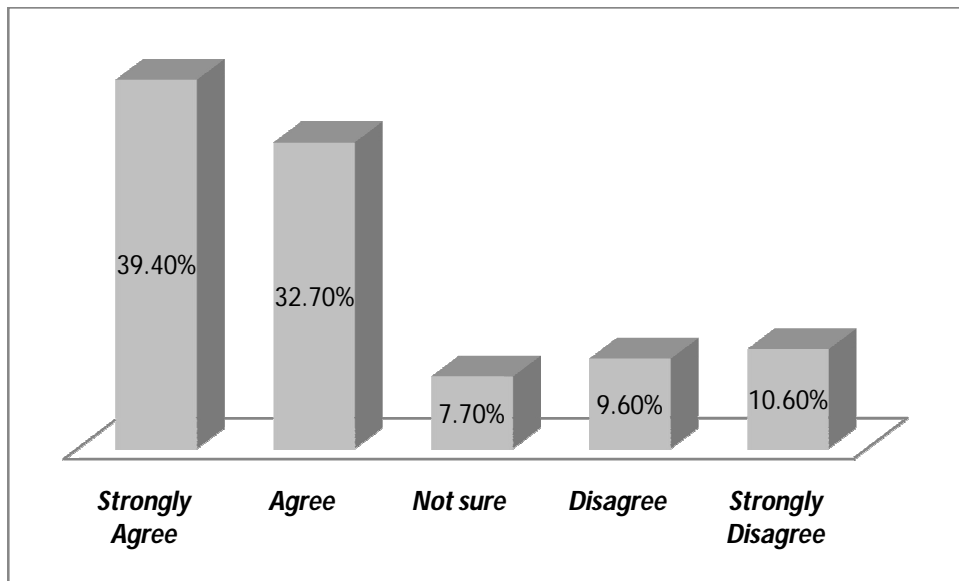


Fig (2.29)

It is clear from the above table No.(4.29 ) and figure (4.29 ) that there are (41) persons in the study's sample with percentage (39.4%) strongly agree with "The essential problem that face University students in understanding the use of homonymous words refer to teachers 'lack of competence.". There are (30) persons with percentage (32.7%) agreed with that and (8) persons with percentage (7.7%) are not sure. and (10) persons with percentage (9.6%) disagree, while (11) persons with percentage (10.6%) strongly disagree.

TableNo (4.30)university students are not taught to distinguish between different types of homonymous words.

Answer	Number	Percent
Strongly Agree	48	50.0%
Agree	18	17.3%
Not sure	8	7.7%

Disagree	6	5.8%
Strongly Disagree	20	19.2%
Total	100	100%

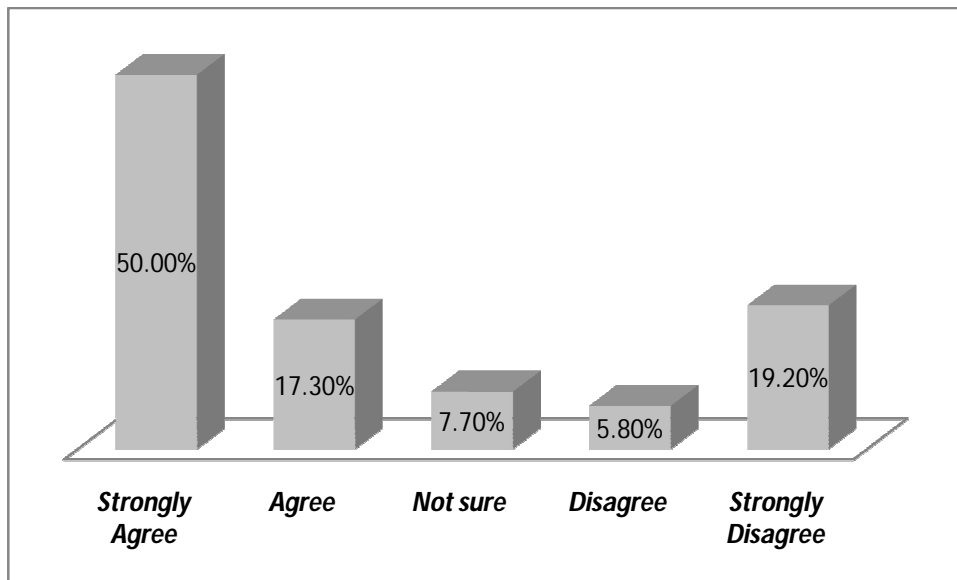


Fig (4.30)

The results provided in the above table no. (4.30) and figure No (4.30) show that there are (48) persons in the study's sample with percentage (50.0%) strongly agree with “**university students are not thought to distinguish between different types of homonymous words..**”. There are (18) persons with percentage (17.3%) agreed, and (8) persons with percentage (7.7%) are not sure, and (6) persons with percentage (5.8%) disagree, while (20) persons with percentage (19.2%) strongly disagree.

**Test of the Study’s Hypotheses:**

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each question from the questionnaire that shows the opinions of the study respondents about the problems. To do that, we will give five degrees for each answer "strongly



agree", four degrees for each answer "agree", three degrees for each answer "neutral", two degrees with each answer "disagree", and one degree for each answer with "strongly disagree". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, we will use the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions

***Table (4.31)Chi –square test for hypothesis NO (1) :Homonymy Affects the Learning of Vocabulary***

Nom	Statement	mean	SD	Chi square	p-value
1	1/ Homonymous words help students learn new words	2.7	4.1	22	0.000
2	2/ Homonymous words enable University students gain more linguistic awareness	2.6	0.5	19	0.000
3	3/ Homonymous words enable University students to fluently cope with words choice	2.5	0.9	31	0.000
4	4/ Homonymous words make University students able to select appropriate meaning in accordance with the context	2.9	1.6	22	0.000
5	5/ Homonymous words enable University students ignore the core meaning of a word if it does not fit the context	2.6	0.7	36	0.000
6	6/ Homonymous words make	2.7	1.5	23	0.000

	University students able to find the right meaning of an ambiguous word				
7	7/ Homonymous words make more skillful in looking up meanings of words	2.8	2.1	27	0.000
8	8/ Homonymous words make University students understand more about the function of English words	2.7	1.5	29	0.000
9	9/ Homonymous words help raise students' concern about the grammatical categories	2.6	0.5	34	0.000
10	10/ Homonymous words enable University students know more different meanings of each multiple meaning words.	2.4	1.6	27	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (1 ) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Homonymous words help students learn new words

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (2 ) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “/ Homonymous words enable University students gain more linguistic awareness

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (3 ) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Homonymous words enable University students to fluently cope with words choice

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (4 ) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that,there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “/ Homonymous words make

University students able to select appropriate meaning in accordance with the context

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (5) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “/ Homonymous words enable University students ignore the core meaning of a word if it does not fit the context

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (6) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Homonymous words make University students able to find the right meaning of an ambiguous word

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (7 ) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the

answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “/ Homonymous words make more skillful in looking up meanings of words

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (8 ) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Homonymous words make University students understand more about the function of English words

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (9 ) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Homonymous words help raise students' concern about the grammatical categories .

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (10 ) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that,

There are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement Homonymous words enable University students know more different meanings of each multiple meaning words..

*According to the previous results the hypothesis NO( 1) is accepted*

**Table(4.32 ) Chi –square test for hypothesis NO (2): University Students are unable to use Homonymy**

Nom	Statement	mean	SD	Chi square	p-value
1	11/ Homonymous words confuse University students	2.8	2.1	27	0.000
2	12/ University students face difficulty in understanding homonymous words	2.7	1.5	29	0.000
3	13/University students are unable to guess the meaning of a multiple meaning of words from how it is pronounced	2.6	0.5	34	0.000
4	14/ University students are unable to distinguish between homonymous and polysemous words	2.4	1.6	27	0.000
5	15/ Words that have the same spelling and different pronunciation confuse University	2.9	2.7	23	0.000

	students				
6	16/ Words that have the same pronunciation and different spelling confuse University students	2.7	1.5	30	0.000
7	17/ Words that have the same meanings confuse University students	2.8	2.1	27	0.000
8	18/ University students are unable to choose the meaning of the word to suit the context	2.7	1.5	29	0.000
9	19/ University students are unable to distinguish variant pronunciation of words which are associated with different meanings it denotes	2.6	0.5	34	0.000
10	20/ University students are unable to develop grammatical competence due to lack of homonymous words	2.4	1.6	27	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (11 ) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8)

which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement Homonymous words confuse University students.

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (12 ) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "University students face difficulty in understanding homonymous words

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (13 ) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "University students are unable to guess the meaning of a multiple meaning of words from how it is pronounced

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (14 ) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among



the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the Statement University students are unable to distinguish between homonymous and polysemous words

calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (15) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated The mean is (2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "Words that have the same spelling and different pronunciation confuse University students

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (16) was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement "/ Words that have the same pronunciation and different spelling confuse University students

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (17 ) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates

that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Words that have the same meanings confuse University students.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (18 ) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “University students are unable to choose the meaning of the word to suit the context

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (19 ) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statements/ University students are unable to distinguish variant pronunciation of words which are associated with different meanings it denotes.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (20 ) was (27) which is

greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “University students are unable to develop grammatical competence due to lack of homonymous words.

*According to the previous results the hypothesis NO (2) is accepted*

**Table (4.33 ) Chi –square test for hypothesis NO (3)Homonymy is not sufficiently covered by teachers of English at University**

Nom	Statement	mean	SD	Chi square	p-value
1	21/ Teaching of homonymy is not sufficiently covered by teachers due to limited time of lectures	2.8	3.4	25	0.000
2	22/ The syllabus designers do not focuses on homonymy when designing syllabi	2.5	1.5	19	0.000
3	23/ Teachers do not emphasize on teaching homonyms because of few contact hours	2.4	0.9	31	0.000
4	24/ Teachers do not give more exercises on homonyms	2.9	1.6	25	0.000
5	25/ Homonyms are not taught in contexts	2.6	0.7	36	0.000
6	26/Teachers do not use different	2.8	0.6	22	0.000

	techniques in teaching homonymy				
7	27/ Students are not encouraged to learn homonymy	3.1	3.5	38	0.001
8	28/ Literary texts do not contain enough homonymous words	2.8	0.6	24	0.000
9	29/ The essential problem that face students in understanding homonymy refer to teachers' competence	3.2	3.5	33	0.001
10	30/ University students are not taught to distinguish between types of homonymous words.	3.1	4	22	0.000

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (21 ) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement. "Teaching of homonymy is not sufficiently covered by teachers due to limited time of lectures

The calculated value of chi-square for the significance of the differences for the respondent's answers in the statement No (22 ) was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among

the answers of the respondents, and also the calculated mean is (2.5) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “The syllabus designers do not focus on homonymy when designing syllabi

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (23 ) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Teachers do not emphasize on teaching homonyms because of few contact hours

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (24 ) was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Teachers do not give more exercises on homonyms

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (25 ) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates

that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Homonyms are not taught in contexts

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (26 ) was (36) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (2.6) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Teachers do not use different techniques in teaching homonymy

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (27) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “.Students are not encouraged to learn homonymy

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (28) was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4)

and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (3.1) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statement “Literary texts do not contain enough homonymous words

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (29) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is(2.8) which is greater than the hypothesized mean (2.3) which support the respondents who agreed with the statementThe essential problem that face students in understanding homonymy refer to teachers’ competence.

The calculated value of chi-square for the significance of the differences for the respondent’s answers in the statement No (30) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, and also the calculated mean is (3.2) whichare greater than the hypothesized mean (2.3) which support the respondents who agreed with theStatementUniversity students are not taught to distinguish between types of homonymous words.

### **4.3.The Responses of the Test**

The responses to the written diagnostic test of the 60 students were tabulated and computed. The following is an analytical interpretation and

discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

#### **4.4 Statistical Reliability and validity for student's test**

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following: For calculating the validity and the reliability of the test from the above equation, the researcher distributed the attest to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table

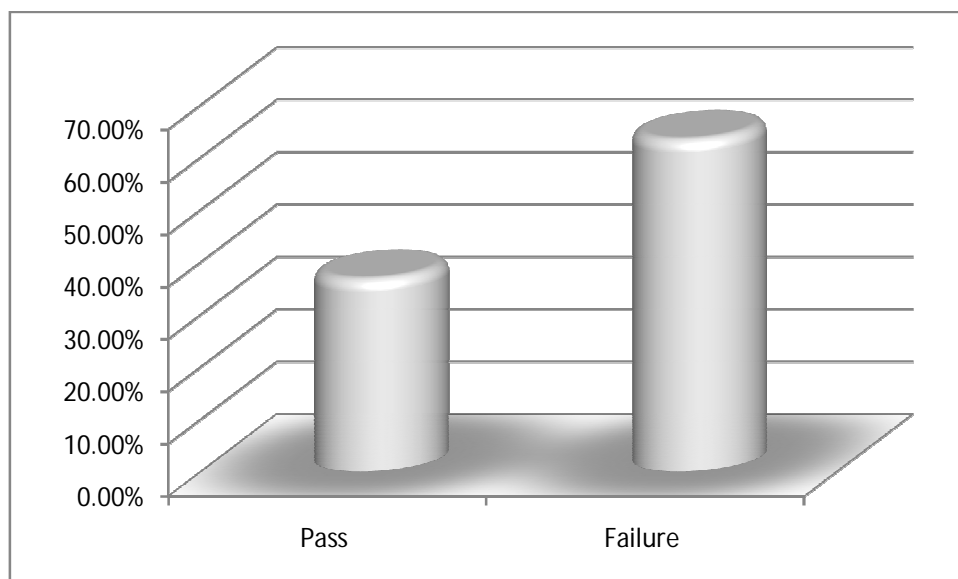
##### **Reliability Statistics**

	<b>Cronbach's Alpha</b>	<b>Number of questions</b>
	<b>.86</b>	<b>7</b>

Table (4.34) : the frequency and percentage for the respondents according to the part (1) of the test

Part 1	Frequency	Percentage
Pass	22	36.7%
Failure	38	63.3%
Total	60	100%

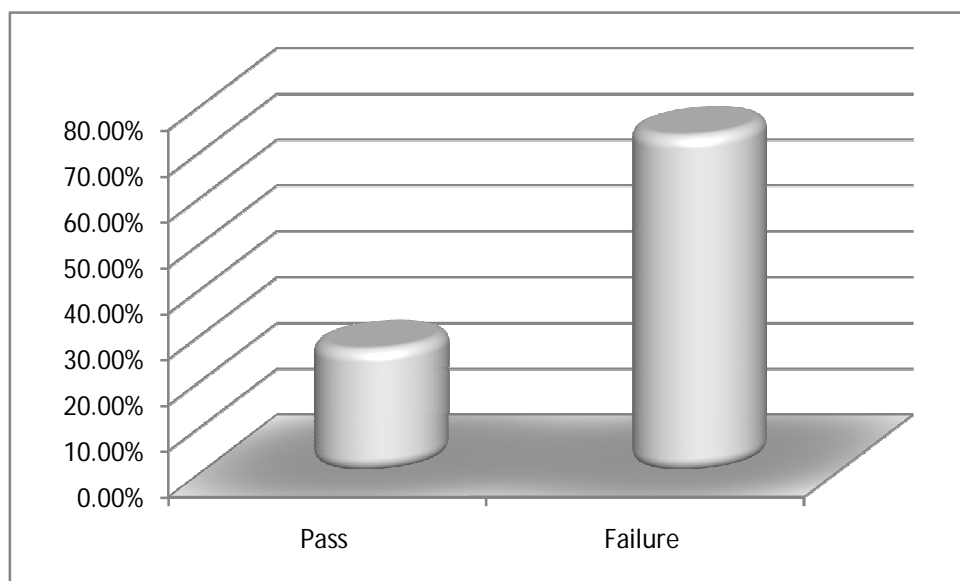




From the above table (4.34 ) and fig (4.31 ) it is clear that the number of students who failed to pass the test was (38) students with percentage ( 63.3%) which is greater than the number of students who passed the test (22) students with percentage ( 36.7% )

Table (4.35 ) : the frequency and percentage for the respondents according to the part (2) of the test

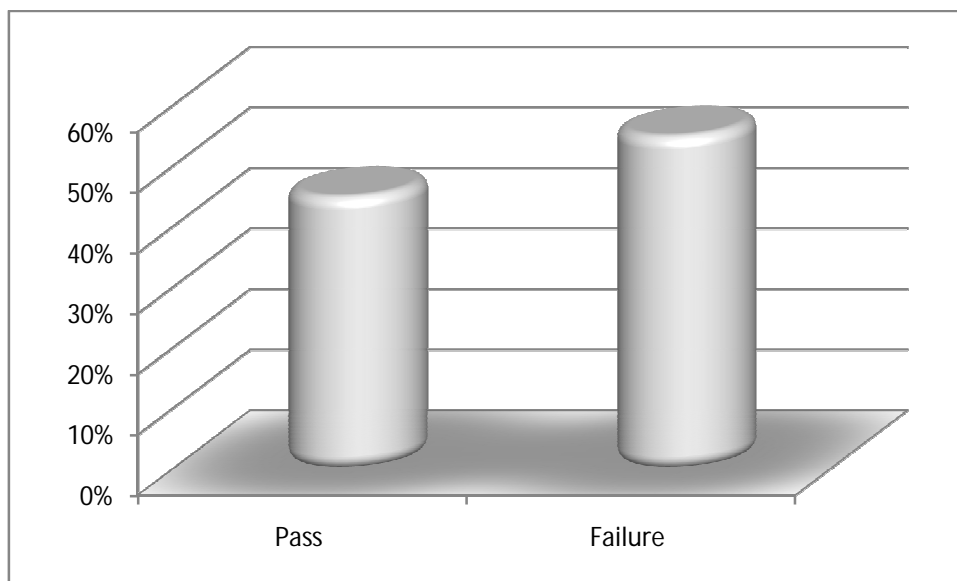
Part 2	Frequency	Percentage
Pass	19	26.7%
Failure	41	73.3%
Total	60	100%



From the above table (4.35 ) and fig (4.32 ) it is clear that the number of students who failed to pass the test was (41 ) students with percentage ( 73.3%) which is greater than the number of students who passed the test (19) students with percentage ( 26.7% ) \

Table (4.36 ) : the frequency and percentage for the respondents according to the part (3) of the test

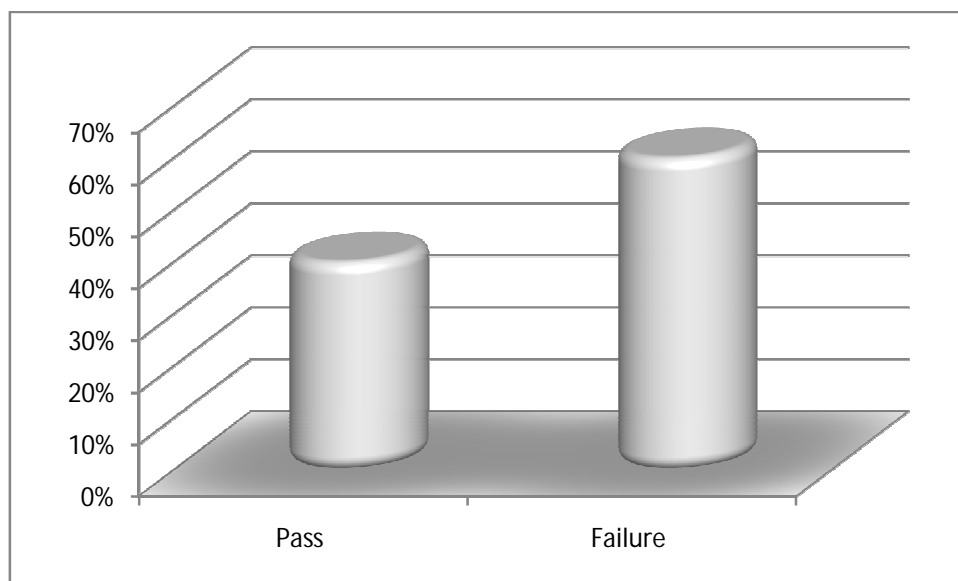
Part 2	Frequency	Percentage
Pass	27	45%
Failure	33	55%
Total	60	100%



From the above table (4.36 ) and fig (4.33 ) it is clear that the number of students who failed to pass the test was (33 ) students with percentage ( 55.0%) which is greater than the number of students who passed the test (27) students with percentage ( 45.0% )

Table (4.37 ) : the frequency and percentage for the respondents according to the part (4) of the test

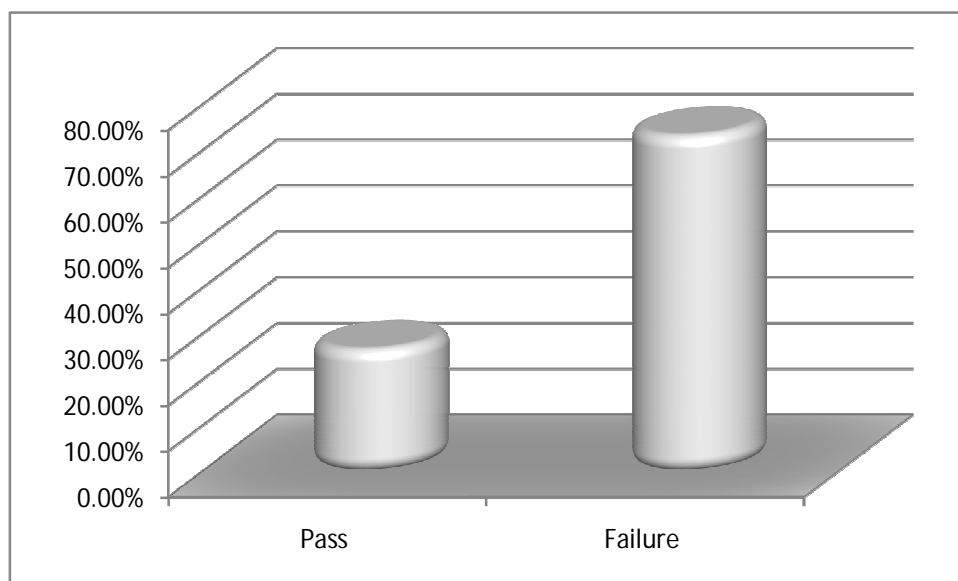
Part 1	Frequency	Percentage
Pass	24	40%
Failure	36	60%
Total	60	100%



From the above table (4,37 ) and fig (4.34 ) it is clear that the number of students who failed to pass the test was (38) students with percentage ( 60%) which is greater than the number of students who passed the test (24) students with percentage ( 40% )

Table (4.38 ) : the frequency and percentage for the respondents according to the part (5) of the test

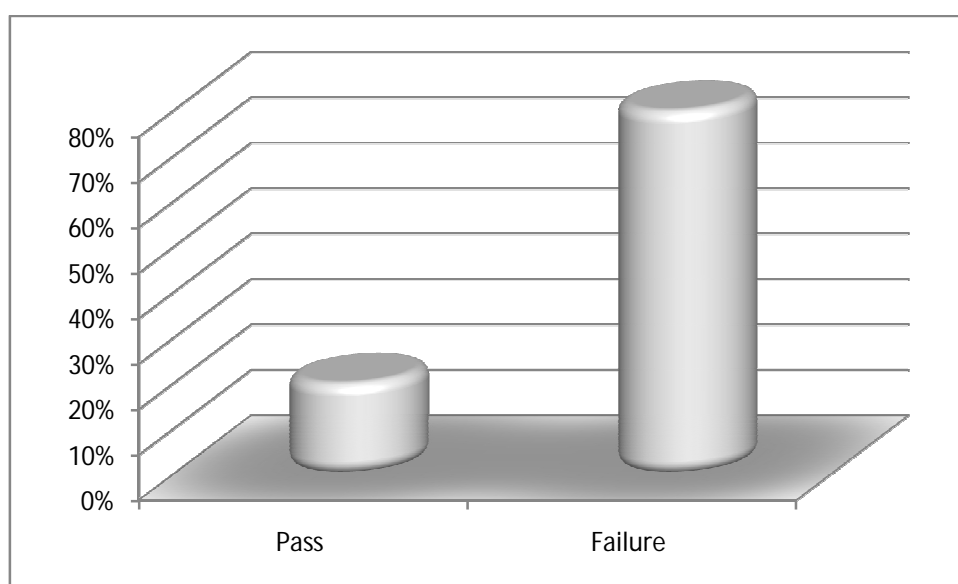
Part 2	Frequency	Percentage
Pass	29	26.7%
Failure	31	73.3%
Total	60	100%



From the above table (4.38 ) and fig (4.35 ) it is clear that the number of students who failed to pass the test was (31 ) students with percentage ( 73.3%) which is greater than the number of students who passed the test (19) students with percentage ( 26.7% )

Table (4.39 ) : the frequency and percentage for the respondents according to the part (6) of the test

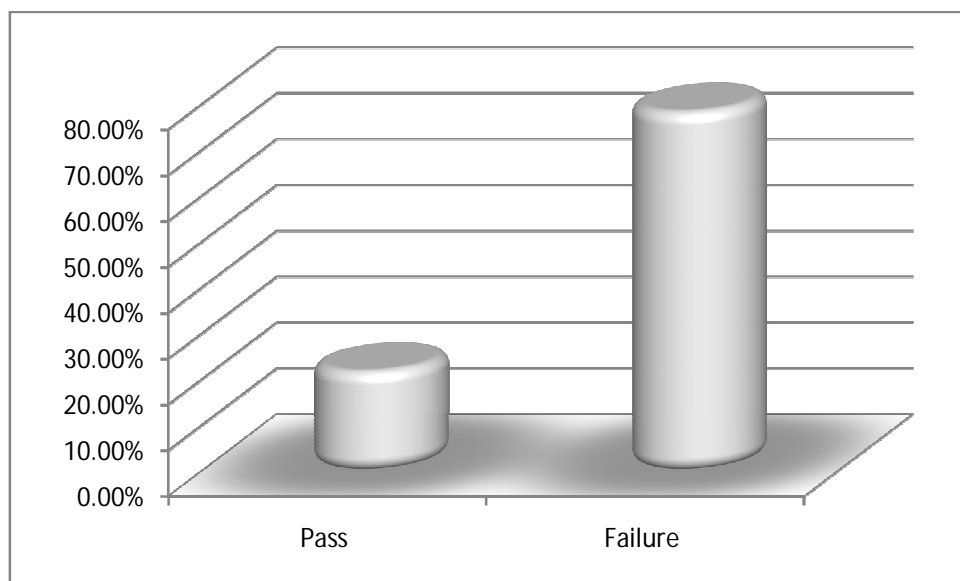
Part 2	Frequency	Percentage
Pass	12	20%
Failure	48	80%
Total	60	100%



From the above table (4.39 ) and fig (4 36 ) it is clear that the number of students who failed to pass the test was (48 ) students with percentage ( 80.0%) which is greater than the number of students who passed the test (12) students with percentage ( 20.0% )

Table (4.40 ) : the frequency and percentage for the respondents according to the part (7) of the test

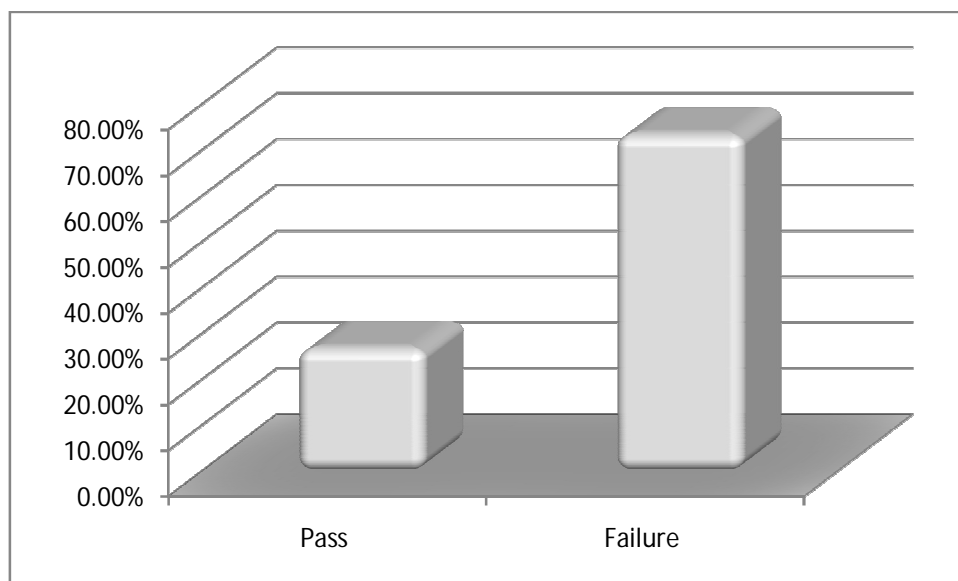
Part 2	Frequency	Percentage
Pass	13	21.7%
Failure	47	78.3%
Total	60	100%



From the above table (4.40 ) and fig (4.37 ) it is clear that the number of students who failed to pass the test was ( 47 ) students with percentage ( 78.3%) which is greater than the number of students who passed the test (13) students with percentage ( 21.7% )

Table (4.41 ) : the frequency and percentage for the respondents according to overall test

Over all	Frequency	Percentage
Pass	16	26.7%
Failure	44	73.3%
Total	60	100%



From the above table (4.41 ) and fig (4.38 ) it is clear that the number of students who failed to pass the test was (44 ) students with percentage ( 73.3%) which is greater than the number of students who passed the test (16) students with percentage ( 26.7% )

**Table No ( 4.42 ) The Frequency Distribution and decisions for the Respondent's Answers of all questions**

Questions	Succeeded		Failure		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	22	36.7%	38	63.3%	<b>Accept</b>
Question 2	19	26.7%	41	73.3%	<b>Accept</b>
Question 3	27	45%	33	55%	<b>Accept</b>
Question 4	24	40%	36	60%	<b>Accept</b>



Question 5	29	26.7%	31	73.3%	<b>Accept</b>
Question 6	12	20%	48	80%	<b>Accept</b>
Question 7	13	21.7%	47	78.3%	<b>Accept</b>
For over all	16	26.7%	44	73.3%	<b>Accept</b>

This table No.(29 ) its shown from the summery of **overall test** the number of students who failed to pass the test is greater than the number of students who passed it with percent (67.5% ) this results means our hypothesis is accepted

**Table ( 4.43 ) one sample T-TEST for the questions of the study**

Question s	N	SD	t-value	DF	p-value
1	60	3.5	12.5	59	0.000
2	60	1.85	7.8	59	0.000
3	60	3.5	12	59	0.000
4	60	3.0	11	59	0.000
5	60	1.9	21	59	0.000
6	60	2.5	22	59	0.000
7	60	1.9	13	59	0.000

For all	60	2.43	15.0	59	0.000
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The calculated value of T – TEST for the significance of the differences for the respondent’s answers in all questions was (15.0 ) which is greater than the tabulated value of T – TEST at the degree of freedom (59 ) and the significant value level (0.05%) which was (5.3). this indicates that, there is no statistically significant differences at the level (0.05 %) among the answers of the respondents this mean that the hypothesis is accepted.

## **CHAPTER FIVE**

### **Main findings, Conclusions, Recommendations and Suggestions for Further Studies**

# **CHAPTER FIVE**

## **SUMMARY OF MAIN FINDINGS, CONCLUSION, RECOMMENDATION, AND SUGGESTIONS FOR FURTHER STUDIES**

### **5-1 Introduction**

In this final chapter, the results of the study obtained from the questionnaire and the test are presents in relation to research questions and conclusion regarding the results is deduced. The chapter then followed by recommendation and suggestions for further studies.

### **5.2 Summary of the Main Findings**

In this part, the results obtained from the questionnaire and the test is discussed in relation to research questions. Following are the main findings of the study.

1. The findings show that homonymous words affect the learning vocabulary of University students. Homonymous words were found effective as they help University students know and learn new words.
2. The findings also show that homonymous words make University students able to select appropriate meanings in accordance with the context. Through homonymous words students can distinguish grammatical categories, and understand more about the function of English words.
3. Other findings indicate that homonymous words enable University students to fluently cope with word choice and gain more linguistic awareness of them.

4. One of the findings shows that homonymous words make University students able to find the right meaning of ambiguous words.
5. Homonymous words help students ignore the core meaning of a word if it does not fit the context.
6. A major finding shows that University students are unable to use homonymous words. This is clearly shown that homonymous words confuse students when using them. Words that have the same spelling and different pronunciation confuse students. Also words with same pronunciation and different spelling confuse them.
7. University students were found unable to guess the meanings of a multiple meanings of words from how it is pronounced.
8. The students are unable to develop grammatical competence due to lack of homonymous words.
9. Further findings indicate that homonymy is not sufficiently covered by teachers of English at University. It is not sufficiently covered due to limited time of lectures.
10. The syllabus designers do not focus on homonymous words when designing syllabi. Literary texts do not contain enough homonymous words to help students learn vocabulary effectively.
11. The essential problem that face students understand homonymous words refer to teachers' competence. Teachers lack competence. They are not well trained to teach such words. Teachers do not use different techniques to teach such words.
12. Teachers of English at University do not give more exercises on homonymy. Beside to this, these words are not taught in contexts
13. Finally, it is found that teachers do not emphasize on teaching homonymy.

### **5.3 Conclusion**

The results obtained from the questionnaire and the test show that homonymous words affect the learning of vocabulary. It is clear from the responses of the questionnaire and the test which conclude that students learn new words and be able to distinguish words that cause ambiguity. The analysis of the questionnaire and the test both show that students face many difficulties when dealing with homonymous words. The study come to conclusion that homonymy is not sufficiently covered by English language teachers at University. Teachers think that due to limited time of lectures, it is difficult to cover all the items of homonymous words. Even many teachers are not able to teach such words effectively due to lack training and experience.

### **5.4 Recommendations**

Based on the findings of the study, the researcher recommends the followings.

1. A reconsideration of the place of homonymy should occupy in the curriculum and the way teachers deal with it, especially the employment of the homophones and homographs.
2. The inappropriate use of homonymy can be related to teaching methods. Teachers do not cover the items of homonymy, they are not well trained, and do not motivate their students. Therefore there is a need for in-service teacher training for current EF teachers to ensure that they are aware of this issue.
3. Students of early stages of learning should be encouraged to focus on homonymy used in contexts.
4. Students should pay attention when they are studying semantics particularly homophones and homographs.

5. Students should be made fully aware of using homonymy and further remedial work should be given on semantics.
6. Teachers should be qualified enough for teaching homonymous words in English language.

### **5.5 Suggestions for Further Studies**

The outcomes of the current study as well as its limitation, provides a basis for further studies. As the scope of this study is very wide, many interesting opportunities present them. Some of the areas that can still be investigated are the following

1. A study is suggested to investigate homophones and homographs in students' performance.
2. Investigating difficulties of teaching semantics, particularly homonymy.
3. Assessing the use of homonymy in spoken texts.
4. In the light of the present study, many studies are suggested in the area of lexical semantics.

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## **APPENDICES**

## Appendix (B) Students' test

**Question One:- Choose the correct homonyms to complete these sentences:-**

- 1.I can play ----- (buy / by ) the sea shore.
- 2.The ----- is very nice today and there ae no clouds in the blue sky (whether / weather ).
- 3.Please ----- the sand in your pail (pour / poor )
- 4.Mary got a letter in the ----- box (mail / male )
- 5.Sarah is my ----- (dear / deer ) friend
- 6.The ----- is a kind of a big animal (bear / bare )
- 7.The mouse went into the (whole / hole )
- 8.The cat ----- at the mouth (atares / stairs )
- 9.John ----- the race (one / won )
- 10.The ----- of two and two is four (sum / some )

**Question two: Choose the correct answer for the following questions:-**

- 1.I will ( right / write ) a story in your note book with my ( right / write ) hand
- 2.I like to ( read / reed ) fairy ( tails / tales)
- 3.We can ( here /hear ) with our ears and ( sea / see ) with our eyes
- 4.The ( bee / be ) read the book in an ( hour / our )
- 5.The (mite / might ) ate the ( hole / whole ) apple
- 6.I ( knew / new ) that Lisa would wear herbpretty ( knew / new ) dress
- 7.I do not ( no / know ) which ( weigh / way ) I should turn.
- 8.The boy ( road / rode ) a beatiful white ( hoarse horse )

9. There are seven ( daze / days ) in a ( weak / week )

10. We can ( by / buy ) ( some / sum ) bread and butter from the store

**Question Three:- Explain the underlined words**

1.a: My dog would always bark at mail men.

B: The tree's bark was a rusty brown

2.a: The news paper got wet in the rain

B: The newspaper fired some of its editing staff

3.a: I own a big heavy hammer

B: I hammered the tent pole into the ground using a small rock

4.a: Sarah climbed down the ladder

B: Sarah bought a down blanket

5.a: He went to the bank to put some money

B: He went to the bank of the river

**Question four:- Give two examples to each of the following terms:**

1. Homophone a/ ----- b/ -----

2. Homograph a/ ----- b/ -----

3. Heteronyms a/ ----- b/ -----

4. Polysemy a/ ----- b/ -----

**Question five: Put the words below in two sentences to give different senses:-**

1. pen sentence one -----

Sentence two -----

2. file sentence one -----

Sentence two -----

3. bear sentence one -----

Sentence two -----

4. fluke sentence one -----

Sentence two -----

5. bow sentence one -----

Sentence two -----

**Question six: Complete each sentence by choosing the correct homophone and put it in the blank space:-**

1. After he was sick for several days, his face was (pail / pale) -----

2. She bought a beautiful new gown ----- (for / four) the dance

3. The children got ----- (bored / board) during the lectures

4. Do you think it is going to ----- (rein / rain / reign) this afternoon

5. We searched every where trying to ----- (fined / find) our dog.

6. Fierce winds ----- (blue / blew) all night during the thunders' storm

**Question seven: - Fill in the blanks with suitable words. The first one has been done for you**

( fine      wound      evening      second      lead )

1. Tie a bow to finish wrapping the present.

Take a bow when you finish your performance

2. Since my books were late, the librarian told me to pay a ----- .

Omer was sick yesterday, but today he is feeling -----

3. I was happy to learn that though I didn't win, I got ----- place. I asked my mom to give me ----- to get ready for the school.

4. When Ali fell off his bike, he got a bad ----- on his leg. Mona -  
-----up the duck toy and let it waddle down the hallway.

5. When they asked who would go first, I volunteered to -----  
the way. I had to find a regular pencil because mine was out of lead.