

# **DEDICATION**

To all who enlightened my mind and made this work possible.

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## DEFINITION OF TERMS

**Basic Level** = A grade of schooling at which pupils start their learning in Sudan [primary].

**Students** = Sudanese Basic Level students.

**Polysemous** = a polysemous word has two or more different meanings- polysemy. ( Longman Dictionary of Contemporary English- 5<sup>th</sup> impression 2003 p 1266)

**Homonym** = a word that's spelt the same and sounds the same as another, but is different in meaning or origin. For example the noun 'bear' and the verb 'bear' are homonym; homograph ,  
→ homophone .( Longman Dictionary of Contemporary English- 5<sup>th</sup> impression 2003 p 780) In Greek homoios = identical and onoma = name) are words which have the same form [ orthographic/ .“ phonetic] but unrelated meaning. In derivation homonym means” has the same name

**Homophone** = a word that sounds the same as another but different in spelling, meaning, or origin. For example, 'knew' and 'new' are homophones. Homograph, → homonym.

**Homograph** = a word that is spelled the same as another, but is different in meaning, origin grammar or pronunciation. For example, the noun 'record' is a homograph of the verb 'recored' Homophone, → homonym. ( Longman Dictionary of Contemporary English- 5<sup>th</sup> impression 2003 p 780)

**Heteronyms** = (also sometimes called heterophones or heterophony) re words that are spelt the same but have different pronunciations and meanings.

**Ambiguity** = is the quality or state of being understood in two or more ways especially in meaning. Also, it means uncertainty or doubtful or capable of being understood in two or more possible senses or ways.

**Antonym** = a word that means the opposite of another word; synonym. ( Longman Dictionary of Contemporary English- 5<sup>th</sup> impression 2003 p 55) .

**Synonym** = a word with the same meaning as another word in the same language; antonym.

**Synonymous** = something that is synonymous with something else is considered to be very closely connected with it. Two words are synonymous have the same meaning- synonymously.

( Longman Dictionary of Contemporary English- 5<sup>th</sup> impression 2003 p 1685) .

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**ABSTRACT**

This research tends to investigate the problems that some vocabulary items arise on the pupils who learn English as a second language, with their ambiguous shapes, sounds and their different meanings; homonyms, homophones, homographs and polysemy. The research is under the title “Vocabulary Learning Problems at the Basic Level in Sudan”.

The components of the research is of five chapters each dealing with a certain point as follows:

Despite the fact that homonyms and polysemous ambiguity in language is an essential part of language, it is often an obstacle to be ignored or a problem to be totally solved for students to understand. This will be examined and will be attempted to show that even when as a problem, it provides [value]. In any case language ambiguity can be understood as an illustration of the complexity of language itself

Following the introduction contained in this chapter, the remaining components of this thesis are as follows:

Chapter two surveys the related literature reviews related to this thesis. Following brief links into homonym and polysemy problems and other related areas of confusion as heteronym, homophones and homographs. It also give a brief historical background of homonymy and polysemy, plus the word origin.

Chapter three, describes the methodology and the approaches that are used to collect the data and then the validity and reliability of the approaches.

Chapter four, this chapter discusses the results and findings of the homonym and polysemy problems at the Basic Level SPINE Books.

Chapter five: draws the final conclusions and findings.

The final chapter gave brief recommendations about the research and further studies. The conceptual relationships between the chapters is shown in the below fig.

1- Introduction

2- Literature review

3- Methodology

4- Data Analysis

5- Results , Findings and recommendations

fig: 1.1The *conceptual relationship between the chapters*







