

### **1:1 Overview:**

Semantic as one of the main branches of linguistics has a broad area of study the meaning of words and their structures and categories. So semantic is a scientific term used to refer to the study of meaning. It has appeared recently in English language. Polysemy is under umbrella of this historical term which conveys the meanings that a single word can have in certain sentence or structure that study multiple word meaning. Broadly speaking, Semitists describe words according to lexical relation such as synonymy, antonym, hyponymy and other lexical devices.

In this study concentrates on polysemy and its meaning in different structures and the role in illustration the various sentences.

Polysemy is in area in semantic and it is defined as one form of word having multiple meaning. This concept is not easy for the learner and for this reason it needs sufficient explanation to differentiate it from hyponymy which known as one form of word with two different meaning.

English language learners may find difficulty to comprehend polysomic words in sentences in different conditions, because it may lead to ambiguous words or concept. This feature is found in most languages and it explain the single word that can have a list of meanings in deferent sentences, which encourages the researcher to carry out study this study.

This study is an attempt to find how the learner of the language deal with this semantic category and the difficulties that facing them when they read different polysomic structures

### **1:2 Statement of the Problem:-**

Semantic is aboard area of linguistics that study the meaning of meaning and relations of different categories of words. This area of vocabulary has many interesting phenomenon need to be studied and explored. One of

these phenomena is the issue of multiple meaning words in English. This study attempts to investigate the difficulties facing students in secondary school in Khartoum state karari locality that may rise from ambiguity of polysomic sentences. It intends to explore the difficulties and investigate the problems and reasons that make target leaners to misunderstand words of multiple possible meaning in different contexts. This investigation is very important because it helps researcher to find out the reasons and causes of these problems in order to suggest possible solution for learners to overcome these difficulties so the study concentrates on learners in secondary schools and their problem in using and understanding polysomic structures.

### **1:3 Significance of the Study:**

The importance of this study emerges from various points one is ambiguity of polysomic words or structures that need a sharp attention whenever we deal with such type of semantic fields because this may cause confusion to the learner of the language. Then students may face difficulties in comprehending polysomic structure beside this polysomic words are important in language because it helps linguists to change context of sentence by using them. This vocabulary area is essential for learning language and their components so this study can facilitate in learning English language.

### **1:4 Objectives of the Study:-**

The Objectives of this study comes as following:-

- 1- To highlight whether secondary school students have difficulties in using polysemy
- 2- To investigate the problem facing learners in understanding these type of sentences
- 3- To examine role of multiple meaning words in acquiring language

## **1:5 Methodology of the study**

The suitable methodology for studying polysomic phenomenon in English language is quantitative method. And to investigate the problem facing English language learners in Khartoum state in Secondary schools research used test as a tool for the study beside this the researcher consulted some works of previous studies in the area of polysomic vocabulary

### **1:6 Samples:**

The population of the study is students in secondary school of both sex boys and girls in third level their ages almost are between 15 to 18 years and they normal with now physical and mental problem observed on them.

### **1:7 Study Questions**

- 1- Why do English learner find difficulty to use polysemy
- 2- why are some polysomic words used inappropriate in given situation.
- 3- to what extent polysemy facilitate in understanding language.

### **1:8 Hypotheses of the Study:**

This study is considering the following hypotheses

- Students of secondary school have some difficulties to use polysemy
- polysemy can be identified and understood by EFL in different context.

### **1:9 Scope of the Study**

The study is limited to secondary school students in Khartoum state – karari locality and the area of the study is girls' secondary school in block 17 and other is Alhatta boys' school in Althoura block 63. The target group is third class of school year 2017-2018 and they are seniors of the level

## CHAPTER TWO

### Literature Review and Previous Studies

#### 2:0 Introductions:

In this chapter the research focuses on previous Studies in semantic namely polysemy which is the core of present study which testing the use and understanding the polysemy. the importance of this kind of work is to know what researchers have done before in the area this can be reliable base and foundation for any new research .And relation between previous and current is very important in literature review so there many studies researchers have visited in this wide area of linguistic and they offer their contribution for readers and libraries like palmer in semantic illustrates polysemy as one word with multiple meaning , and also he draw distinction between polysemy and homonymy . but other researchers and their works will be present within the chapter to explain what previous studies add to this field of multiple will try to consult many as possible writers and references that related to topic and the problem of the study .

#### 2:1 Polysemy and theory of word

Semitists Study Word and their meaning through so called semantics which has various classification and aspects and lexical relations like synonymy , antonym , hyponymy and other as polysemy and homonymy all these linguistic terms are branch of semantics which defined as the study of meaning of word , phrases and sentences .

According to theory of word the English grammarian Hennery sweet (1981) make distinction between full word and from word he says :it is only the full words that seem to have the kind of meaning that we would expect to find in dictionary , and the form words belong to rather to the

grammar and they have only grammatical meaning . That meaning cannot be state in isolation

So this theory confirms that polysemy is included in full word that can check their meaning in dictionaries. Also words contain small units like morphemes.

Another Semitist called Fred west (1961) he discussed the word and says: to clarify and sharper the meaning of word we use term denotative and connotative. Denotative is referring to basic or commonly used meaning of word. and connotative refer to additional suggest meaning e.g. the word chair is should be the furniture in the house people sit on and also it can be verb as chair this meeting please . so the last use is refer to connotative since it illustrate extra meaning or use so polysemy and homonymy are included in connotative words that meanings are not restricted to one matching word .

The study will not elaborate a lot in formations of word and meaning but it will concentrate on meaning of polysemy and it function in sentences and its relation to other categories of words. Polysemy is defines as one form (written or spoken) having multiple meaning which related by extension e .g head. As atop port of body of a man or a leader for people palmer 1981 another example the countryside round here is terrible flat and boring the meaning is clear that countryside has connection with flat and as apartment in that both include idea of being one level and sometimes there no connection at all. One of English language features that language is very flexible and polysomic words can sometimes use as adjective as a set of flock keys.

## **2:2The origin and concept of polysemy:**

Cecilia Quirón & Clare 2004 in Journal introduced the origin of polysemy:

The term polysemy /polismi/ from Greek. Poly (many) and sema (sign) is the capacity for sign such as a word, phrase or symbol to have multiple senses or sameness and thus multiple. Senses usually related by contiguity meaning with semantic field. Thus polysemy is distinct from homonymy.

A polysemy is a word or phrase with different but related senses. since the test of polysemy is vague concept of relatedness, judgment of polysemy can be difficult to make because applying preexisting word to new situation is natural process of language change looking at word etymology is helpful to determining polysemy but not only the situation as a word becomes lost in etymology what once was a useful distinction of meaning many no longer be so some apparently unrelated words share a common historical origin however so etymology is not an infallible test for polysemy and dictionary writers also often defer to speakers intuition to judge polysemy in case where contradicts etymology. English has many polysomic words for example the verb (to get) in following sentence conveys different meaning ( get the drinks, she got scared, I get it ) they mean procure, become, understand respectively in vertical polysemy a word refer to member of subcategory ( e.g. dog for male dog ). a closely Idea is metonymy in which a word with one original meaning is used to refer to something else connected to it.

There several tests of polysemy but one of them are zeugma if one word seems to exhibit.

Zeugma when applied in different context it likely that context point out different polysemy of the same word if two sense of the same word do not seem to fit yet seem related then it is likely that they are polysomic this test a gain depend on speaker judgment about relatedness however

the mean that this test for polysemy is not infallible but rather merely a helpful aid.

A group of polemic are those in which a word meaning activity derived from verb acquires the meaning of those engaged in activity or perhaps the result of activity occurs sometime only one of those meaning is intended depending on context and sometimes multiple meanings are intended at the same time .

Some scholar estimate that about 40% of English word are polysemous this mean they are more than one meaning these polysemous word reflect aspects of semantic ambiguity that concern the multiplicity of word meaning.

### **2:3 Differences between Polysemy and Homonymy**

In Semantics there so called lexical relations that determine the relation between different aspects of word as relation of sameness in meaning as synonymy or oppositeness like antonym. But the relation between polysemy and homonymy is that both have multiple meaning or closeness this make most students of language fall in confusion or commit mistakes whenever they deal with these linguistic terms so in this subtitle the aim is to draw difference between polysemy and homonymy.

Palmer (1981) (more practical problem is that if one form has several meaning it not always clear whether we say that this example of polysemy (that there are several words with the same shape.

The dictionaries are considered as the most reliable source that gives clear distinction between polysemy and homonymy.

In polysemy one word may have a set of different meaning but with single entry where the different meanings will be listed under that head word with more illustration in dictionary for instance the word flight can give the following meaning ,passing through the air , power of flying air

journey unit of the air force , volley . so polysemy mostly has many meanings also in polysemy we find what is called central or core meaning where a word have variety of synonyms which corresponding to one of its meaning .

On other hand the term homonymy is defined as several words with same shape and different meaning and every word have separate entry which illustrates the meaning of each word. The homonymy word have feature of ambiguity e. g the word bank in dictionary can give two well-known meaning of it. Side of the river or construction for financial tasks in this case the reasons of illustration is to explain such words in sentences.

One of the most familiar kind of relationship between meaning is that of metaphor where word appear to have both a literal meaning and one or more transferred meanings example hand , foot ,face , leg , tongue , all this words different meaning when they use in different situation or environment .

## **2; 4 Polysemy and Metaphor**

One of the most familiar kinds of relation between meanings is metaphor where words appear to have both literal meaning and one or more transferred meaning. The most striking set of examples is in the words of parts of the body. Hand, Foot. Face leg, Tongue. Eye. Intuitively if clear which is literal sense and intuition reports, are supported by Fact that the whole set of words applies only to body, only some of them can transferred to relevant object.

So metaphor it may seem obvious that Foot is appropriate to mountain or eye to needle. Moreover English language use word eye with variety of other meaning for example of we take Animal (tiger) and a man and if someone say look at this while he pointed to man with wear black, white shirt. The perspectives of appearance select special feature of tiger. So



this illustrate how metaphor work in creating new concepts as a part of polysomic complexes on experimented and theoretical level of concepts Formation Difference between polysemy and ambiguity Joe Devney – 2016 Polysemy refer to the fact that individual word can have more than one meanings. Lots of words are polemics. Which of multiple meaning is intended usually clear from context. Ambiguity is not at word Level, but at sentences level. If means that a sentence can interpret in more than one way. This con result from polysemy more than one a Word's meanings would make sense in context. E.g. this shot will make you smart word smart is adjective that means intelligent. And verb has to do with causing or feeling pain. The sentence is grammatically having Sense with whether meaning. Lexical ambiguity and structural ambiguity has to do with the way the words in sentence are put to together, and does not depend on different word definitions by which it Possible to ground conceptual systems experientially. In metaphor we project part of one conceptual domain on to another separate domain in metonym the projection take place within the some domain.

## **2:5 Culture and Polysemy**

Culture is term used to refer to all ideas and assumption about the nature of thing and people that we learn when we become member of the social groups it can defined as socially acquired know ledge so the words we acquire and learn to recognize the types of categories distinction that are relevant in our social world. So one cannot separate language form it' own content or culture. Because many word interpreted differently in societies so in English language the mountain has foot and needle has eye these word use in English as polysemy but in other language like France needle has no eye and in Ethiopian language and other north American language the mountain has no foot. The culture decides these differences

uses of these words. So it clear that no universal semantic feature whether they or some of them at least occur in all language , palmer 2004:114 Sapir- Whorf hypothesis suggested that each language may create its own world and own semantic , there difference in use of words in language for instance the word brother is universally related to member in the family but in some societies the use extended to close friends or neighbors .

This use is common in Sudanese communities also you find father and mother used different from it is universal concept, so we must not ignore the influence of cultures upon linguistic systems

The members of community or social group do not only express experience they also create experience through languages they give meaning to if through medium they choose to communicate with one another. so language Is a system of signs that have itself in cultural value the speakers Identify themselves and the meaning they uttered through the language as a symbol of their social identity . So the different uses of words are according social conceptual and interpretation of those words.

## **2:6The role of Polysemy in Language Learning**

In fact in English language many words have more than one meaning sometime, the meanings are related and sometime are not For instance if we see the word flat in following two sentences we can recognize that.

the countryside round here is terribly flat and boring so flat as. Countryside has connection with flat as in apartment is that both in clued an idea of being on one level.

One element of polysemy in English is that the language is very flexible and words can sometimes use as different parts of speech e.g. flat with its apartment meaning can become an adjective e. g a set of flat keys.

So it is useful to aware of polysemy in English for two main reasons.

1-you need to be aware that meaning you first learnt for a word may not be the one that it has in a new context.

2-Learning about the range of meaning that a word can have help you as it were to learn several meaning for price of one

Beside above role of polysemy when we use different example in different places we should be a wore of it in case of using dictionary you should note down additional meaning for words that you have looked up in dictionary . Michael McCarthy 2002.Dictionary use is valid activity for foreign learners of English both to comprehension and production .I do not Clair that dictionary is only the best or easiest source for linguistic knowledge needed to understand and write or speak English accurately but it is also a addition to another learning strategies

## **2:7Dictionary Entries**

Steven Wiester describes order of words in dictionary by stating that the Dictionary entry consist of two part grammatical portion which provide the part of speech classification for the lexical items .and semantic portion which represent each of distinct senses the lexical item has in its occurrence as a part of speech . Beside that there is etymology, chorology and pronunciation system.

Suppose we wish to look up a word in Pictionary we examine the heading on each page and determine where the word we want to falls in alphabetical order of the dictionary. If we looking for word begin with p.we do not start with.

And work down rather we enter the dictionary at point about two third of the way through (since that's where we expect the ps to begin) in contrast the lexicons of native speaker are not organized this way and speaker search routine different from routine described above. Steven E weister According to speech of Steven and slavko 2001:66:71 in his book theory of language which demonstrate the way to search words in dictionary and

easy way to do that is to follow alphabetical order and open the page which contains words start with same to the word you search for.

As we mentioned in initial paragraph there two entry of dictionary but here we concern semantic portion which renascent lexical items and two entries of polysemy and homonymy

### **2:7:1 Polysemy Entry**

Polysemy as property of single word which has two more distinct and related sense these words are under one heading word in dictionary so that in searching word class.

You can recognize various meanings of one word that as polysemous for instance the following list of words explains polysemous words

Screen: /skri:n/

1-The flat glass part of television or computer

2-on screen or using computer

3-large flat surface that film is shown on

4-to do medical test on people

Foot:/fut/

1-part of your body at the legs plural feet

2-foot of table or bed

3-foot v. foot the ball

4-foot or feat a unit for measure length equal to 12 inches

5-foot bottom of something like mountain

Head: / Hed/n

1-top part of the body

2-the leader or important person as headmaster

3-the top of something

4-head/ v.to go or make something in particular direction.

## 2:7:2 Homonymy Entries

If two words of same shape have two separate meaning it classify as homonymy and this homonymy has distinct entry in dictionary. That is to have different entries and this characteristic is famous in semantic field where many English words have same shape but different meaning so the following list is represent the position and the order of homonymy in dictionary

### **Bank :bæŋk/n/**

- 1-the Company or place where you put or borrow many and save money
- 2-land alongside the river

### **Bat:/Bæt/**

- 1-a piece of wood used to hit the ball in games such as basketball table tennis.
- 2-small animal that flies at night

### **Pen: /Pen / n**

- 1-thing you use for writing or drawing
- 2-a small area surrounded by fence used for keeping farm animals in

### **Pupil:/pju:pəl /n**

- 2-a child in school
- 2-the round black part in the middle of your eye

According to example list of homonymy it show that the four word are nouns are illustrating different meaning for instance word pen it can be equipment for writing or fence where animal can kept and pupil is a name for child in school or can be around black part in Centre of people or animal eye .

## **2:8-Semantics Treatment of Polysemy.**

Pierre Frath 2001 explain polysemy in dictionary and he said

Dictionaries are not meant to explain language from theoretical point of view all they do is offer a snapshot of using at the particular moment. Theories of polysemy on other hand usually rest one of the two hypotheses

i- Literal meaning from which the other meaning is derived a linear explanation.

ii- there a core meaning with specific sense triggered either by conceit or by rules {a subsuming explanation}

The linear explanation literal meaning according to this point of view word do possess literal meaning all other meaning are merely derived and figurative. e. g the literal meaning of mouse is rodent a derived meaning is computer mouse abed is a piece of furniture

that lie on literal it is something flat at the bottom of something can be found in abundance (a shell fish bed , a bed of roses ) in figurative way literal meaning are not always so easy to spot for example position can be physical position , psychological position going between literal and derived meaning is another problem . What does it consist of? Let us consider the word knocker which cans meaning door knocker or someone who knocks or woman breasts the person meaning was definitely considered as the literal meaning the door knocker meaning is explained in term of metonymy

## **2:9 Approaches to Polysemy and its Process**

Ullman (1967) says polysemy is found a mental feature of difference of human speech which can rise in multiplicity of way and he examine five source of polymerization

1-shift in applications.

Words have number of different aspects according of the context in which they are used through some aspects, are transitory other are conventionalized and develop in to independent meaning of some term.

2-specialization in social interaction Beal quoted in Ullman1967:101. That is to say word sense vary with social milieus such as profession, religion age, e.g. for lower action mean legal action while is naturally under -stood as military operation for soldiers

3-figurative language. Rhetorical use of word (metaphor or metonymy ) give word addition meaning – Ullman 1967 : 162 not that old sense and sense will live on side by side as long as there is no possibility of confusion between , he illustrates . Metaphor with word eye.is applied to wide range of object beside organ including on object resembling the eye in appearance, shape, position a Centre of revolution, hole in needle or tool.

4-HomonymyWhen two word are identical in sound derived from different etymologies we should regard these words as homonymous and not polysemy e .g pupil

5-Foreign influence semantics borrowing frequently hopper among languages which have intimate contact with other. Sometimes the old sense will serve alongside also it lead to substitution of meaning from old meaning to new.

This give rise to state of polysemy.

Ullman 1967:165According to Ullman (1967: 167)

Among the five source of polysemy it indicate there various and important interpretation of polysemy and homonymy is rare and feature of substitution is there but not normal process in everyday language.

## **2: 10 Vocabularies and Learning English Language**

Muriel Saville 2001 says vocabulary (or lexicon) is the most important level of knowledge for all learner to develop whether they are aiming primarily to academic or inter personal competence or for boarder scope of communicative competence there is a core of high frequency words in a language that everyone need to learn but beyond that specific vocabulary element learner are most likely to need depends on whether the second language is going to be used primarily for academic or interpersonal function . According to this quotation explain that vocabulary is level of learning language and these vocabulary in two main scope for academic purpose or interpersonal and anther communicative purpose. But there two important question need to be answered in this study .what word vocabulary mean? And how can we learn it.

Vocabulary means the words one must know in order to listen, speak, read, and write effectively according to linguists Hatch and brown. Vocabulary refer to list or set of words that individual speaker of language might use.

Another definition to vocabulary is introduced in American heritage dictionary at explain that vocabulary is a noun that means the following:

1-The words those meanings are stored in our mental, dictionary.

2-collection of words one knows and use

3- Collection of words alphabetized dictionary

4-The wordsin language.

5-so a person's vocabulary is a set of words they familiar within

a language. vocabulary usually grows and it useful and fundamental tool to communication and acquiring knowledge so it stock of available word in given language the good communicator and speaker of any language is



one owns great number of vocabulary and know well classification of word and the way or techniques of using them in different context so such speaker find no difficulty in understanding types of word as polysemy and homonymy when they occur in different environment but some learners specially nonnative speak of English language they face problems in comprehending the words of multiple meaning .

## **2:11 Five Ways to Teach Vocabulary**

Reading is the most important skill for enriching vocabulary and learning its use in different context and condition liztolling work and Hilleary.m .D rake 2012 they stated five ways to teach vocabulary they say

1-Read, Read, Read, most vocabulary words are learned from context. The more words you have exposed to the better vocabulary you will have.

2-improve you context skill. Research

Show that the vast majority of word are learned from context .To improve your context skill pay close attention to how word you do not know if you have dictionary program on your computer keep it open and handy.

3-pratcice, practice, practice! Learning words won't help very much if you promptly forget it. Research shows that it take from ten to twenty repetition for really make a word a part of you vocabulary. it help you to write the word on index card that can reviewed later .

4-make up as many association and connection as possible for example Buffoon can be made

5-play with words And Have games in your classroom.

## **2:12:1 what is Comprehension in Reading?**

The Essential task of this paper is focus on comprehension which is important to know what linguists and dictionaries define term comprehension. They say comprehension is the ability to understand information is text and interpret it appropriately. Recently the teacher and

text book writer have come to realize that reading comprehension has been essential area in English as foreign language.

## **2:12:2 Comprehend Strategies**

The finding become much more understand able if one examines the reference of native speaker comprehension model for process of second language learning – looking

At comprehension in micro term Clark and Clark 1977 have argue that native listener typically draw upon a range of comprehension strategies when they listening they focus on How syntactic and semantic strategies may be used to recover the meaning of what is heard in rather improvisatory manner .

## **2:13 Examples of Polysemy Words in Secondary Spine**

In secondary English language books (spine)two and three1998 secondpublication content some expression of multi able meaning words so this part of research introduce some statements and examples in secondary syllabus,

- Parents do love and **treat** their children equally

-the doctors **treat** patients carefully

-my brother is doing his homework and father always **gets** what he wants

-they saw wood being turned into furniture such as **table** chairs and cupboards

The **table** below shows some important language we can use when we describes things.

-the journey was long it toots three day to **get** there.

-in order to **get** well we simply need to help our bodies to fight germs.

-how money **heads** of cattle's or how much money paid a roof over our **needs** in made of wood.

-I only need **rest** you know I was exhausted by last night football match and the **rest** of time of the night was not enough.

Find words in the passage to **match** the meaning of these word and phrases.

Cotton is**light** in weight and can easily be carried boats and passengers.

**Light** is shining in that room.

-in my opinion it is not the **right** thing to do no

If you lie on your **right** side with your legs pointing to the south in which direction you facing .

-if the foot is left uncovered quickly if become covered by gems .these often carried by **flies** .

-in 1961 an American flying passenger .plane was over the Atlantic he saw something flying beside so fast

-Nimule national **park** is famous in Africa His car crashed into lorry when it **park** in the middle of the road .

-you were in shop buying **present** to your sister .

Birthday .

In **present** time every one must be educated

-at the end of the last **term** the English club members decided to go on a picnic

-kenana project has produced benefits in **term** of new products and valuable skills and experience .

-girls education A luxury or **right** .

-pavonurmi had run in same race he was behind simmon in a minute and several seconds in the second part at the match they won.

## **2:14 Previous Studies**

The contemporary debate has been reshaped by psycholinguistics. Experimental work on polysemy started in the 1990s and is gaining influence also within theoretical approaches. Studies have been conducted using a variety of methodologies, including lexical decision and sensicality judgment tasks, eye tracking, magnetoencephalography (MEG) and electroencephalography (EEG) recordings. The main topic in the psycholinguistics literature is how polysemous senses are represented vis-a-vis homonymous meanings in the mental lexicon. Studies conducted during the 1990s had suggested that polysemous senses were stored differently from homonymous meanings (Azuma & van Orden, 1997; Frazier & Rayner, 1990; Williams, 1992). These studies discovered facilitation effects for different senses of polysemous terms and competition between homonymous meanings. Using lexical decision tasks, Azuma and van Orden found that words with many related senses were easier to recognize than words with unrelated meanings, which suggested that, unlike the meanings of homonyms, the senses of polysemous terms do not compete for activation. More recent studies have given consistent results (Beretta, Fiorentino, & Poeppel, 2005; Frisson, 2015; Klepousniotou & Baum, 2007; Klepousniotou et al., 2008; Pickering & Frisson, 2001; Pykkänen et al., 2006, but cf. Klein & Murphy, 2001).

Let us illustrate the kind of work done in psycholinguistics by explaining in some detail Frisson's (2015) study of how we process so-called 'book' polysemy (e.g., book, manuscript, notice, journal, etc.), with results that can be plausibly extended to other kinds of inherent polysemy. The study consisted of two experiments: one sensicality judgment task and one eye-tracking study. In the sensicality judgment task, subjects were presented with a prime NP in which the adjective focused on either the physical object sense (e.g., bound book) or the information sense (e.g., scary book). Then they were asked to make a sensicality judgment about a target NP in which the adjective focused on either the consistent (e.g., [well-plotted book], scary BOOK) or the inconsistent (e.g., [bound book], scary BOOK) sense. The results showed a clear consistency effect, with increased processing time in the inconsistent condition compared with the consistent condition, but no effect of either sense dominance or direction of sense switch (physical object to information or information to physical object) in the inconsistent condition. In the eye-tracking study, there were three conditions: The neutral condition aimed at testing how quickly a specific sense is assigned to a polysemous word without prior contextual indication. The repeat condition aimed at testing the effect of sense repetition on ease of processing. Finally, the switch condition tested whether switching from one sense involves an extra processing cost. In the neutral condition, subjects did not have more difficulty disambiguating towards the subordinate sense than toward the dominant sense of the polysemous noun. In the repeat condition, subjects spent more time reading the polysemous noun than in the neutral condition, but the time to select a particular sense was not affected by sense frequency. In the switch condition, processing was more difficult than in the neutral context, and switching from a subordinate to a dominant sense induced a greater cost than vice versa.

Frisson's results suggest that "book" polysemy is processed differently from both homonyms and cases of polysemy where the senses are semantically distant. They also suggest that the different senses of inherently polysemous expressions might be stored together as part of a single representation. However, similar results have been found for other, non-inherent types of polysemy. For instance, MacGregor et al. (2015) investigated the processing of the similarity-based polysemy of mouth as in "mouth of a person", "mouth of a river", and "mouth of a cave" and observed the same overall pattern of co-priming and facilitation effects observed for "book" polysemy.

Overall, researchers agree that this pattern of results indicates that the senses of a polysemous expression relate to a single representation. What is not clear at this stage, as Mac Gregor and colleagues (2015, p. 137) point out, is the nature of such a representation (see also Frisson, 2009, p. 122). Adam Osman Ali in 2010 is studied problem of English language vocabulary learning and he discussed Polysemy. The said term polysemy comes from Neo- Latin polysemy which come from creek polysema( poly – (many ) + sema (sign ) giving linguistic term having many meaning. So polysemy is a word or a phrase with multiples related meaning and introduced approaches to polysemy and polysomic process. The case which study by Ullman .wills 1999 said that English polysemy means that even the most frequent 2500 word present formidable learning problems Additionally Tony field 197 who master the most frequent2- 3000 words will still unfamiliar with 10 – 20 percent of any given text. Furthermore, Lewis (993) and Pawley and Syder 1983 estimate that multi word items rang from tens to hundreds.

Georgi V. Georgiev examines the role of polysemy in his research (Design Thinking Research Symposium 2014 – Purdue University) , and

he argued that “In the field of cognitive linguistics, polysemy is a significant topic”, with research focusing on different kinds of polysemy and their role in language and cognition, fields which are closely related to design.

Fauconnier and Turner (2003) have discussed the power of polysemy as meaning potential. They have also pointed out that the operation of polysemous concepts is a major cognitive resource for creativity in many of its manifestations, and argue that polysemy is also a symptom of the way in which various cognitive operations allow for creativity at many levels. However, they point out that most polysemy is invisible.

Dhahawi salih Ali 2004 investigate third year student. Vocabulary learning strategies at some Sudanese university in Khartoum state and he reported and discussed findings from the data analyzed and he conclude that student dose not resemble a good vocabulary learning.

Also research he have confirmed the Sudanese universities do not generally employ many useful determinates strategies.

Mohammed Ali HammadAbdalla 2015

Investigated understanding and the use of homonymy and antonyms of English language and The result was that About 6370 student understand the synonyms and About 90% understand antonyms.

So the two last studies are related to this study because if investigate the vocabulary in tern of use and understanding.

Sindairpoint out that the nature of modern English to make excessive use to most frequent word ( I bid : 155 ) in as much as English polysemy presents formidable problem for learner and every syllabus designers regard to include.

Ruhal 1979. Moon 1984 stock 1984 they argue that much of what so called polysemy in word result from senses which are heavily context dependent. Rather than what word it hold in isolation.

## **2:15 Summary**

Previous studies and literature review are main parts in this chapter and it introduced what researchers in linguistics have done on word of polysemy and it discussed in various sub titles that related to it. so the origin and concept of tern polysemy in traduced initially to give more explanation of the subject of the study .there differences between two related term polysemy and homonymy is discussed to draw ostentation between there. And the role of multiple meaning word namely polysemy in learning was important pout in this discussion. Dictionaries

And its system is in traduced in term of entries to show now words and polysemy are written in certain order. And how semantic treat these type of words as if both lateral and derived meanings. Also there are approaches that explain five sources of polysemy. Beside that vocabulary defined and discussed with relation to learning language and the way of teaching then lastly comprehension and it strategies in learning language have discussed as it facilitate learning and understanding language.



# CHAPTER THREE

## Methodology of the Study

### **3:1 Introduction:**

This chapter discusses the methodology and instrument which used in this research for achievement the study. In this part researcher apply practical work First It introduced the sample and scope of the study then source of data how it has collected. Then test and result discusses through the statistical methodology

Lastly the chapter discussed number of important elements like reliability; validity and generalization to clarify how all those elements are take apart and contribution in the study.

So discussion in this chapter focus on use and understanding one of the important aspect in semantic which is polysemy and it is the area of studying vocabularies in contexts or texts.

### **3.2 Tools of Data collection**

The aims of the test are designed for testing the use and understanding of the polysemy. It consist of two questions which distributed to secondary school students in Khartoum state karari locality to investigate the how the students of this level deals with type of vocabularies whether they use them correctly or they face some difficulties And because polysemy have various interpretation it should only understand in the context so the second question is testing if the student understand these vocabularies in different contexts.

### **3:3Data collection**

Data is collected randomly by distributing 50 papers of the test to two schools boys and girls equally each school answered the test in different time according to coordination with school administrations

### **3:4Populations and Sample**

The population and participants of this study is define as all students of secondary schools boys and girls in karari locality –Khartoum state .because there many schools the study choose two of them as sample. And select class three as participants in the test.

The sample and participants in the test are selected randomly from karari secondary schools and target size 50 students in third level in secondary school so the test papers distributed to them in order to answer the two questions that tests use and understand polysemy.

The data of this study has main source which is secondary school students, it collected by the test given to the target participants to answer the two questions of the test. This sample was taken from two schools 25participants are boys and other half from girls' school

### **3:5-Procedures and Time Frame**

Many processes have done before achieving this task first the data was collected through the test and the papers of the questions distributed to fifty students in secondary level by paying attention to provide normal situation when the students answering the test .

This procedures took place in August during the school year and the students did the test in the day and school time.

A considerable attention has been given to for ensuring the reliability and validity of the result and hypotheses have been developed and related Research has been used to construct reliable data and valid able source.

### **3:6-Reliability**

The test is instrument of the study which designed with several round of revision and consulted by more than two experts in the field and test of

the study was contain many ambiguous and polysomic words and the research Familiarized then with research Questions and follow up was given to the test as well all the task of research .So researcher and supervisor were closed for achievement of research task.

### **3:7- validity:**

Validity refers to the extent a measurement instrument what it's intended to do.

The test was calculated by acceptable and reliable analysts and it kept as soft and hardware to maintain project.

### **3:8- Summary**

Methodology is the statement which discussed in this chapter it describes the way research follow and the aims of the test it has various element sample , date collection , population , scope of the study in addition to tat participants and procedures which done for a achieving this task . It has reliability and validity which supported by consultation of expert scholars.

## **CHAPTER FOUR**

### **Analysis and Discussions**

#### **4:1 Introduction:-**

This chapter is concern with analysis and discussion of the results and data which collected through testing about fifty students in secondary schools in karari locality .the questions of the test were designed to match hypothesis of research which investigates the use and understanding of polysemy which characterized and as word of various meanings in different contextual structure and sentences the test was corrected by researcher and results of the data analyzed according to the test and outcome emerged in following tables

#### **4:2 Testing the Use of Polysemy:-**

The test is consist of two questions each question corresponds certain Hypothesis of research to give procedures the harmony and linkage so the objective of first question is investigating the use of polysemy. this question is content about twelve parts and list of six word given to fill them in blanks of the sentences to have correct meaning of polysomic structure so there is optional to use one word in two different sentences to give two or more contextual meaning of the word and this reveal to research if the learners of EFL can use polysemy word correctly or not.

#### **4:3-Testing Understanding of Polysemy**

test is designed to test understanding of polysomic words in secondary school this objective achieved through six questions each question consist of two parts which have polysomic word the learner asked to choose the correct meaning of under lined word by circling letter the best answer .

This investigates understanding the meaning of polysemy in each sentence in second question .so the answers of the students will prove if the secondary school student understand or identify polysomic structure in each context.

#### 4:4 Performance of Students in Question One

Fill in the blank with one word from the list, you can use one word in two sentences

Foot – paper – head – table – eye – pen

1- A- mountain stand on large .....

B- His ..... wounded yesterday.

2- A- I get the new from the daily .....

B- People write on .....

3- A- the cow has a big .....

B- Mustafa is the ..... of the party.

4- A- This ..... illustrates auxiliary verbs.

B- The ..... in my office is broken.

5- A- This needle has one .....

B- Wecan't see with one.....

6- A- Students use ..... in writing.

B- People keep their cattle's in .....

This Table is illustrates performance of 50 students in using polysemy in different structures.

NO	Word	Correct answer		Wrong answer	
		Frequency	Percentage	Frequency	Percentage
1	a- Food	10	2%	40	80%
	B	24	48 %	26	52%
2	a- Paper	25	50%	25	50%
	b-	30	60%	20	40%
3	a- Head	17	34%	33	66%
	b	21	42%	29	58%
4	a- Table	13	26%	37	74%
	B	10	20%	40	80%
5	a- Eye	22	44%	28	56%
	-b	34	68%	16	32%
6	a- Pen	29	58%	21	42%
	B	6	12%	44	88%

The percentage of wrong answers is high than write answer the different between them is wide this indicates most the participants are unable to answer this question .

#### **4:5 Performances of Students in Question Two**

This question asked students to according below Statement

Put the circle around the letter of the suitable meaning of the underlined words:

1— A- Mary treats John of his injuries

a- heals

b- invites

c- sells

B- Adam was treated to nice dinner

a- heal                      b- sell                      c- invited

2- A- I will get the drink

a- bring                      b- become                      c- understand

B- She gets scared

a- bring                      b- understand                      c- become

C- I get it

a- understand                      b- bring                      c- become

3- A- we had a good time yesterday

a- joyful                      b- nice                      c- useful

B- Bring me a good banana

a- joyful                      b- useful                      c- nice

C- That ticket is a good for travel on any flight

a- nice                      b- useful                      c- joyful

4- A-My football team will win the cup this year

a- tea                      b- prize                      c- mind

B- I drank a hot cup of tea

a- prize                      b- tea                      c- mind

C- Your are empty cup

a- mind                      b- prize                      c- tea

5- A- he has a big head

a- part of the body                      b- leader                      c- mind

B- We follow our head

a- leader      b- mind                      c- part of the body

C- Don't exhaust your head with nonsense

a- mind              b- leader                      c- part of the body

Table Two: this table illustrates performance of students in identifying polysemy in different context

NO	Word	A		B		C	
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	Trcat	24	<u>48</u>	22	%44	4	%8
b		3	60	11	%22	36	%72
2-9	get	34	68%	16	32%	0	0%
b		7	14%	9	40%	34	68%
2		26	52%	11	18%	13	26%
3-9	good	16	32%	16	32%	18	36%
b		16	14%	17	34%	26	52%
2		7	14%	33	66%	10	20%
4-9	Cup	7	14%	25	50%	18	36%
b-		9	18%	32	64%	9	18%
c		25	50%	6	12%	19	38%
5-9	Head	<u>21</u>	42%	11	22%	12	24%
b		<u>17</u>	34%	21	42%	12	24%
c		<u>13</u>	26%	19	38%	18	36%

The percentage of write answer high than wrong answers and the differences between than is wide this indicates that most participant , are able to use polysemy words .

**Table (3)** illustrates pass and failures in both questions.

Questions	Passes		Failure	
	Frequency	Percentage	Frequency	Percentage
1	20	40%	30	60%
2	39	78%	11	22%



The frequency and percentage of passes participant is low in question one while Frequency of passes participants in question two is high this indicates the different between use and understanding the polysemy in written contexts .

#### **4:6Analysis**

Question one investigated and elicited student view about Hypotheses one which suggested that students of secondary school have some difficulties to use policemen.

In this question students are asked to fill in the spaces with the suitable word from the list given. So table one illustrates performance and the answers of students which divided into correct and wrong. In 1: A correct answers are 20% and wrong are 80 % this equivalent result can attribute to those students are not familiar with structure A. but in b the meaning got through the word wounded.

In 2: A the answers are equal may be because half of students know media vocabularies.

And other are not but in b 60 % students gave correct answer and 40 are not this may attribute to phrase (write on) let students to use word (paper) easily .

In 3 : A 34 % students get right answer while 66 % are not although words like cow and big are not new to student but reasons behind lower of correct answer may be of confusion between words foot , head and eye . On other hand percentage of b answer were 42 % correct and 52 % wrong this can indicate that students are unfamiliar to such structure (head of party, head of committee).

In 4: A 26 % get correct answer and 74 % they answer wrong these differences in answers may attribute to unfamiliarity of verb

illustrate. But in b only 20 % of answers is correct and 80 % are not. Maybe this result came because of confusion between words pen, table which both can use in this sentence.

In 5 : A wrong answer are 56 % more than correct the reason of this may be they don't know words needle or its relation to words eye . In part b correct answers are 68 % more than 32 % wrong this may be attribute to relation between see and eye which recognized by students easily .

In 6: A the correct answer 58 % and 42 % are wrong because word pen is collocation to word writing .

but in b only 6 % student used correct word and 88 % are unable to realist it this may be because the use the word pen as fence is unfamiliar to students ability position tow investigates students in understanding by suggested hypothesis students of secondary school can identify polysemy words in contexts . in this question asked students to draw circle around the letter of correct answer . so table two illustrates the performance of students . 1 : A 48 % students gave the correct meaning of the word tread 44 % answered in b and 8 % circled in c, in b 6 % of students choose the answer in A and 22 % in b but majority of 72 % identify the correct and one because the word dinner and invited are more closed .

In 2:A 68% answered are correct and 32 % are in b while is 0 % students ink majority of students successes in this question because the word bring is more related option to word drink. in b the word became is more related to scared by indication of word get so must students choose c 68 % . but in c the right answer is in A ( understand ) 52 % agree with this potion and 22 % circled in b ,

26 % in c this shows that the word ( get ) is familiar to student so they are able to identify it's meaning in each sentence .

In 3 : A 32 % get the correct answer , 32 % answer in b are 36 % students choose c these because all option are close to sentence .

In 3 : b

The two followed option A 40 % b 34 % are wrong but c 52 % is correct because the word ( good banana ) guide student to choose this answer . In 3 : c the right answer is B 66 % and 14 % in A , 20 % students choose answer in C the result may be came because of indication of the word ticket and it relation to option in b .

In 4 : A 50 % students choose the right answer in b and other half of percentage in A and c . this may attribute to relation between football and cup 4 .b 64 % students choose correct answer of b can related to last part of the sentence ( cup of tea ) it guide students to get the answer . While in c the correct answer A 50 % is indicated by the word empty.

In 5: A 42 % of students circled the right answer in A because if clear that head is the part of the body. In 3: b only 34 % of students get the right answer may be because they not aware of the use of the to head as leader. In final part of this question only 26 % identify the right answer and majority of b 38 % and c 36 % are not this may attribute to unfamiliarity of the word exhaust and confusion between the three options.

Table three explains the performance of students in both questions. So in question one 40 % of student pass and 60 % of them fail to use correct words this may be students are unfamiliar to use of polysomic words.

But in question two 78% students get correct answer and only 22 % do not identify that, this positive result my attribute to contextual

factor that students can guess the meaning of the word when it used in sentence.

#### **4:7Summary**

The analysis and discussion of research depended on statistical figures that designed in three tables each one solving certain question of the test. So table one focuses on using polysemy, while second table discussed understanding it in different conditions and the test table clarified the performance in both questions. The discussion points out that 40% student use polysemy appropriately and 78% are able to identify and understand its meaning in the context. This result supports and matches both hypothesis of the study.

## **CHAPTER FIVE**

### **Recommendations and Suggestions**

#### **5:1 Introduction**

The present study investigated the processing of ambiguous words in different sentential context type, in secondary school. so it ,s aim is to find out How the students secondary level confused with word that have multiple or many meanings and why these words create problem , and to know if they understand this type of vocabulary . So the research steps gradually from chapter one as introduction followed by literature review and methodology that slow the process and procedures of this work and How data was collected so data collected through test which consist of two questions those checking comprehend and use of polysemy. So test paper was distributed some school in karari locality in Khartoum state. Then question of the test was analyzed individually and the result was positive according to hypothesis.

The result of the study show that students facing some difficulties in using polysemy because the chart data analysis show that almost a few students pass, in question one that means majority student have failed but result of question two most students have passed and percentage was highthis demonstrates ability of student in this question

#### **5:2 Findings**

The result of the study emerge from investigating process of ambiguous words in different sentential context in secondary school and the aim is to find out the ability of students in using words that have multiple meanings and why these word create problem in understanding in this type of vocabulary. And this result shows the performance of fifty

students in the test which consist of two questions- in the first question the participants are unable to use given words in its correct spaces according to table there only 40% of student success and most of 60% fail to answer the question. But in question two majorities of 78% students identified the polysemy meaning in each given sentence. This indicates their ability in getting meaning in the context. So the findings of the study are as following:-

- 1 – Students of secondary school have some difficulties in using Polysomic words in the contexts.
- 2 – Some of students use polysemy inappropriate condition in sentences.
- 3 – Most Students of secondary school are able to identify the meaning of Polysomic words in contexts.

### **5:3 Recommendations of the Study:**

The importance of learning vocabulary in any language is not easy thing if someone say he know English language that means he know the meaning of the language and the usage of great number of words and communication so for any learner to master foreign language require to understand vocabulary and its uses in different contexts . So the following points suggest the ways for use and comprehend vocabulary specially polysemy:

- 1-second language learner of English language need not only acquisition of word in isolation but it need to be presented the student in different contexts
- 2-learning word in foreign language involve beside learning meaning , using word appropriately in linguistic and cultural and other contexts because words become clear when it used in proper linguistic structure .
- 3-there several ways in which we can communicate and explain to the student's vocabularies for noun we can use real objects and for verbs and

adjective we can describe or act this method it suits teaching and explaining multiple words meanings this can be presented orally or in written form.

4- it useful for teacher to use board if he/she want to explain words like polysemy because written explanation give chance for students to follow up this helps then to understand the meaning and the use .

5- Students can participate in explaining polysemy by giving then chance to build structures and sentences this support their comprehension and word in various contexts.

6-in the side of teacher it is important to prepare and provide suitable example and methods that facilitate understanding the multiple meaning words.

#### **5:4 Suggestions for Further Studies:-**

Concerning the problem of polysomic vocabularies the students in secondary school in Sudan full in confusion when they deal with such type of because of ambiguity those words hold. This research focus on aspect of lexical difficulties

That let student in interpreting polysemy appropriately so the study suggested the following point that need investigation.

1- multiple meaning words is not only polysemy but there are other categories similar to class of word like homonyms and metaphor .so this board area of semantic need investigation in term of vocabulary in Sudanese secondary school syllabus

2- Teaching these variable meaning words which cause confusion for EFL learners need good methods to help students make to comprehend this type of word easily so spine book of secondary school require investigation in term of methods spine in secondary level.

3- This research in restricted to karari locality which is very limited area so it will be more beneficial if the research extended to other secondary school in Sudan

4- Testing comprehension and the use of polysemy is not easy

Task to have satisfactory results in study but more tests

Needed from researchers in order to have sufficient reliability

5- The investigation and the study of polysemy is not for

Student only put also the studies should cover testing teacher in secondary school to find out their rule and contribution in facilitating the use and understanding polysemy

### **5:5 Conclusions:-**

Studying semantics as aboard area in linguistics reveals to researchers the importance of this branch of linguistic in studying and learning languages and because semantic studies the meaning of words these meaning is not the same in different contexts but a word can match more than one meaning as in polysemy and homonymy so they have character so called multiple meaning word because of their various interpretations .the learner face some difficulties to understand them .the study focus on polysemy as one aspect of semantic the test carried out in secondary school to search the use and comprehension of polysemy . Such studies need more than one test to give more accurate results. In spite of positive results of the test still it didn't represent all schools in Khartoum state. So polysemy is in board and rich areas need to be visited by more scholars.



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# Appendix

## Diagnostic Test

### Question One:

Fill in the blank with one word from the list, you can use one word in two sentences

Foot – paper – head – table – eye – pen

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.....

B- His ..... wounded yesterday.

2- A- I get the new from the daily  
.....

B- People write on  
.....

3- A- the cow has a big  
.....

B- Mustafa is the ..... of the party.

4- A- This ..... illustrates auxiliary verbs.

B- The ..... in my office is broken.

5- A- This needle has one  
.....

B- We can't see with one.....

6- A- Students use ..... in writing.

B- People keep their cattle's in  
.....

## Question Two :

Put the circle around the letter of the suitable meaning of the underlined words:

1— A- Mary treats John of his injuries

a- heals                      b- invites                      c- sells

B- Adam was treated to nice dinner

a- heal                      b- sell                      c- invited

2- A- I will get the drink

a- bring                      b- become                      c- understand

B- She gets scared

a- bring                      b- understand                      c- become

C- I get it

a- understand                      b- bring                      c- become

3- A- we had a good time yesterday

a- joyful                      b- nice                      c- useful

B- Bring me a good banana

a- joyful                      b- useful                      c- nice

C- That ticket is a good for travel on any flight

a- nice                      b- useful                      c- joyful

4- A- My football team will win the cup this year

a- tea                      b- prize                      c- mind

B- I drank a hot cup of tea

a- prize                      b- tea                      c- mind

C- You are empty cup

a- mind                      b- prize                      c- tea

5- A- he has a big head

a- part of the body b- leader c- mind

B- We follow our head

a- leader b- mind c- part of the body

C- Don't exhaust your head with nonsense

a- mind b- leader c- part of the body