

DEDICATION

This study is dedicated to my dear parents, to my brothers, to my sister, to my teachers, to all who I love and love me.

I dedicate this humble work.

ACKNOWLEDGEMENTS

I am thankful to Allah, the Almighty for the enormous graces He bestowed me to achieve this research. My sincere gratitude is extended to all those who supported me especially my supervisor Dr. Hillary Marino Pitia for the remarkable guidance, advice and patience. I am grateful to Dr. Muntasir, Dr. Alsadig and Dr. Wijdan for having reviewed my two research tools namely; a questionnaire and a test. I am also greatly indebted to the staff of College of Languages and Education who were very co-operative with me. Finally, thanks are also extended to the typist Ustaz/ Esam for typing this thesis.

ABSTRACT

This study aimed at investigating the problems that students facing when they use the homophones and homographs in written texts. The researcher used the descriptive analytical method. The researcher used teachers' questionnaire and a test for students to collect the data. The samples of the study are ten teachers and thirty students drawn from Sudan University of Science and Technology, College of Languages, English Department, the data were analyzed by using the statistical package for social science program (SPSS). The analysis of data showed that there was weakness in using and understanding homophones and homographs. Finally, the researcher presented some recommendations; more attention should be paid to the use of homophones and homographs in designing syllabus and teaching them (homophones and homographs). Moreover, students of second year undergraduate should receive more practice in the use of homophones and homographs at university level.

Abstract (Arabic version)

هدفت هذه الدراسة الى التعرف علي المشاكل التي تواجه الطلاب عند استخدام الالفاظ المتجانسة شكلاً ولفظاً في النصوص المكتوبة. وقد استخدم الباحث المنهج التحليلي الوصفي. حيث استخدم الباحث الاستبانة للمعلمين والاختبار للطلبة لجمع البيانات. تكونت عينة الدراسة من ثلاثين طالباً وعشرة أساتذة من جامعة السودان للعلوم والتكنولوجيا، كلية اللغات، قسم اللغة الإنجليزية. لتحليل بيانات الدراسة استخدم الباحث برنامج الحزم الإحصائية للعلوم الاجتماعية. أظهر تحليل البيانات أن هناك ضعفاً في استخدام وفهم المفردات المتجانسة شكلاً ولفظاً . وفي الختام، أوصى الباحث بمزيد من الاهتمام بلمفردات المتجانسة شكلاً ولفظاً عند تصميم المناهج وتدريسها، وعلى طلاب الجامعات أن يتعرضوا لمزيد من التطبيق والتدريب في استخدام المفردات المتجانسة شكلاً ولفظاً .

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