



Sudan University of Science and Technology
College of Graduate Studies
College of Languages



**Investigating the Problems that Result of Using
Homophones and Homographs among Students of the
College of Languages**

تقصي المشاكل الناجمة عن استخدام المفردات المتجانسة لفظاً و شكلاً
لدى طلاب كلية اللغات

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of (M.A) in English Language (Applied Linguistics)

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

(Yule George, 2008) stated that, semantics is the study of the meaning of words, phrases, and sentences. In semantic analysis, there is always an attempt to focus on what the words conventionally mean rather than on what an individual speaker might want them to mean on particular occasion. This technical approach is concerned with objective on general meaning and avoids trying to account for subjective or local meaning. Linguistic semantics deals with conventional meaning conveyed by the use of words, phrases and sentences of a language.

The researcher shed light on the homophones and homographs linguistic phenomena. The researcher can say homophones when two or more different forms have the same pronunciation also the term homograph is used when one form written and spoken has two or more related meaning.

Homographs (literally "same writing") are usually defined as words that share the same spelling, regardless of how they are pronounced. If they are pronounced the same then they are also homophones (and homonyms) – for example, bark (the sound of a dog) and bark (the skin of a tree). If they are pronounced differently then they are also heteronyms – for example, bow (the front of a ship) and bow (a ranged weapon).

Homophones (literally "same sound") are usually defined as words that share the same pronunciation, regardless of how they are spelled. If they are spelled the same then they are also homographs (and homonyms); if they are spelled differently then they are also heterographs (literally

"different writing"). Homographic examples include *rose* (flower) and *rose* (past tense of *rise*). Heterographic examples include *to*, *too*, *two*, and *there*, *their*, *they're*. Due to their similar yet non-identical pronunciation in American English, *ladder* and *latter* do not qualify as homophones, but rather synophones

"There are three kinds [of homonyms]: those that sound and look alike (*bank* a slope, *bank* a place for money, and *bank* a bench or row of switches); *homophones*, that sound alike but do not look alike (*coarse*, *course*); and *homographs*, that look alike but do not sound alike (the verb *lead*, the metal *lead*). . . . There are over 3,000 homographs in the *Concise Oxford Dictionary* (8th edition, 1990)."

(Tom McArthur, *Oxford Companion to the English Language*, 1992)

Linguistics, a homonym is one of a group of similar words that have different meanings, depending on when they're used. A more restrictive definition sees homonyms as words that are simultaneously homographs (words that share the same spelling, regardless of their pronunciation) and homophones (words that share the same pronunciation, regardless of their spelling) – that is to say they have same pronunciation *and* spelling, but different meanings. The relationship between a set of homonyms is called *homonymy*. Examples of homonyms are the pair *stalk* (part of a plant) and *stalk* (follow/harass a person) and the pair *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* (glide on ice) and *skate* (the fish), and polysemous homonyms, or polysemes, which have a shared origin, such as *mouth* (of a river) and *mouth* (of an animal).

In non-technical contexts, the term "homonym" may be used (somewhat confusingly) to refer to words that are either homographs *or* homophones. The words *row* (propel with oars) and *row* (argument) and *row* (a linear arrangement of seating) are considered homographs, while the words *read* (peruse) and *reed* (waterside plant) would be considered homophones; under this looser definition, both groups of words represent groups of homonyms.

1.1 Statement of the Problem:

The researcher observes that there are huge problems faced by undergraduate in using homophones and homographs words. Also the students are not able to distinguish between homophones and homographs in context. This may lead to confusion among students when using the words. This has prompted the research to investigate this area.

1.2 Aims of the Study

This study aims at

- 1- Investigating whether undergraduate students are able to use and understand homographs.
- 2- Examining whether students are able to use homophones.
- 3- Highlighting whether teaching of homographs and homophones are sufficiently covered by teachers of English in lecturing level.

1.3 Research Questions:

1. To what extent are 2nd year undergraduate students able to use homophones and homographs in writing correctly?
2. To what extent are 2nd year undergraduate students able to distinguish between homophones and homographs words?

3. What are the reasons behind the problems of misusing homophones and homographs?

1.4 The Hypotheses of the Study

1- 2nd year undergraduate students are not able to use and understand homographs in writing.

2- 2nd year undergraduate students cannot use and understand homophones in writing.

3- Teaching of homophones and homographs is not sufficiently covered by teachers of English.

1.5 The Significance of the Study

The important issue of semantics is to explore how homophone and homograph is very important according to students while they study the field of semantics vocabulary. It will make students able to solve their problems by distinguishing the different meaning of a word, to find out solutions for these problems. This study will benefit teachers of English.

1.6 Methodology of the Study:

The tool used in this research is the test for students; these tests oral and written tests. The researcher chose students of College of Languages and Education College. Also the researcher used a questionnaire for teachers and as so as to investigate the problems that are made by students.

1.7 Limits of the Study:

This study is limited to investigating problems of using homophones and homographs among undergraduate students majoring in English, this study conducted in the academic year 2016/2017.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.1 Introduction

This chapter consists of two sections; section one: reviews the literature relevant to the research topic, such as different types of homophones and homographs and relationship between them while section two discusses the previous studies related to the research topic.

2.2 Homophone

Homophones are words that sound alike but they have different meanings and different spellings. Homophones present many problems for spellers because these words partners sound similar, even though their meanings and spellings are different. Some common homophones are listed below.

Aisle, isle	Flew, flu, flue	Rain, reign, rein
Aye, eye, I	For, fore, four	Raise, rays, raze
Buy, by, bye	Gnu, knew, new	Right, rite, write
Cent, scent, sent	Heal, heel, he'll	Road, rode
Chile, chili, chilly	Main, Maine, mane	to/too/two

2.2.1 Homophone Pairs:

Aid, aide	Close, clothes	Its, it's	Ring, wring
Air, heir	Coarse, course	Knead, need	Role, roll
Allowed, aloud	Colonel, karnel	Lead, led	Root, route
Assistance, assistants	Creak, creek	Leased, least	Sea, see
Ate, eight	Crews, cruise	Loan, lone	Seam, seem
Bare, bear	Dear, deer	Made, maid	slay, sleigh
Base, bass	Die, dye	Mail, male	Soar, sore
Be, bee	Doe, dough	Maize, maze	Sole, soul
Beach, beech	Dual, duel	Mall, maul	some, sum

2.2.2 Types of Homophones

This is a list of British-English homophones. Below there is explanation for details of the inclusion criteria.

1. accessory, accessory	1. dew, due	1. leach, leech	1. rouse, rows
2. ad, add	2. die, dye	2. lead, led	2. rung, wrung
3. ail, ale	3. discreet, discrete	3. leak, leek	3. rye, wry
4. air, heir	4. doe, doh, dough	4. lean, lien	4. saver, savour
5. aisle, I'll, isle	5. done, dun	5. lessen, lesson	5. spade, spayed
6. all, awl	6. douse, dowse	6. levee, levy	6. sale, sail
7. allowed, aloud	7. draft, draught	7. liar, lyre	7. sane, seine
8. alms, arms	8. dual, duel	8. licence, license	8. satire, satyr
9. altar, alter	9. earn, urn	9. licker, liquor	9. sauce, source
10. arc, ark	10. eery, eyrie	10. lie, lye	10. saw, soar, sore
11. aren't, aunt	11. ewe, yew, you	11. lieu, loo	11. scene, seen
12. ate, eight	12. faint, feint	12. links, lynx	12. scull, skull
13. auger, augur	13. fah, far	13. lo, low	13. sea, see
14. auk, orc	14. fair, fare	14. load, lode	14. seam, seem
15. aural, oral	15. farther, father	15. loan, lone	15. sear, seer, sere
16. away, aweigh	16. fate, fête	16. locks, lox	16. seas, sees, seize
17. awe, oar, or, ore	17. faun, fawn	17. loop, loupe	17. sew, so, sow
18. axel, axle	18. fay, fey	18. loot, lute	18. shake, sheikh
19. aye, eye, I	19. faze, phase	19. made, maid	19. shear, sheer
20. bail, bale	20. feat, feet	20. mail, male	20. shoe, shoo
21. bait, bate	21. ferrule, ferule	21. main, mane	21. sic, sick
22. baize, bays	22. few, phew	22. maize, maze	22. side, sighed
23. bald, bawled	23. fie, phi	23. mall, maul	23. sign, sine
24. ball, bawl	24. file, phial	24. manna, manner	24. sink, synch
25. band, banned	25. find, fined	25. mantel, mantle	25. slay, sleigh
26. bard, barred	26. fir, fur	26. mare, mayor	26. sloe, slow
27. bare, bear	27. fizz, phiz	27. mark, marque	27. sole, soul
28. bark, barque	28. flair, flare	28. marshal, martial	28. some, sum
29. baron, barren	29. flaw, floor	29. marten, martin	29. son, sun
30. base, bass	30. flea, flee	30. mask, masque	30. sort, sought
31. bay, bey	31. flex, flecks	31. maw, more	31. spa, spar
32. bazaar, bizarre	32. flew, flu, flue	32. me, mi	32. staid, stayed
33. be, bee	33. floe, flow	33. mean, mien	33. stair, stare
34. beach, beech	34. flour, flower	34. meat, meet, mete	34. stake, steak
35. bean, been	35. foaled, fold	35. medal, meddle	35. stalk, stork
36. beat, beet	36. for, fore, four	36. metal, mettle	36. stationary, stationery
37. beau, bow	37. foreword, forward	37. meter, metre	37. steal, steel
38. beer, bier	38. fort, fought	38. might, mite	38. stile, style
39. bel, bell, belle	39. forth, fourth	39. miner, minor, mynah	39. storey, story
40. berry, bury	40. foul, fowl	40. mind, mined	40. straight, strait
41. berth, birth	41. franc, frank	41. missed, mist	41. sweet, suite
42. bight, bite, byte	42. freeze, frieze	42. moat, mote	42. swat, swot
43. billed, build	43. friar, fryer	43. mode, mowed	43. tacks, tax
44. bitten, bittern	44. furs, furze	44. moor, more	44. tale, tail
45. blew, blue	45. gait, gate	45. moose, mousse	45. talk, torque
46. bloc, block	46. galipot, gallipot	46. morning,	46. tare, tear
47. boar, bore	47. gallop, galop		47. taught, taut, tort
	48. gamble, gambol		

48. board, bored	49. gays, gaze	mourning	48. te, tea, tee
49. boarder, border	50. genes, jeans	47. muscle, mussel	49. team, teem
50. bold, bowled	51. gild, guild	48. naval, navel	50. tear, tier
51. boos, booze	52. gilt, guilt	49. nay, neigh	51. teas, tease
52. born, borne	53. giro, gyro	50. nigh, nye	52. terce, terse
53. bough, bow	54. gnaw, nor	51. none, nun	53. tern, turn
54. boy, buoy	55. gneiss, nice	52. od, odd	54. there, their, they're
55. brae, bray	56. gorilla, guerilla	53. ode, owed	55. threw, through
56. braid, brayed	57. grate, great	54. oh, owe	56. throes, throws
57. braise, brays, braze	58. greave, grieve	55. one, won	57. throne, thrown
58. brake, break	59. greys, graze	56. packed, pact	58. thyme, time
59. bread, bred	60. grisly, grizzly	57. packs, pax	59. tic, tick
60. brews, bruise	61. groan, grown	58. pail, pale	60. tide, tied
61. bridal, bridle	62. guessed, guest	59. pain, pane	61. tire, tyre
62. broach, brooch	63. hail, hale	60. pair, pare, pear	62. to, too, two
63. bur, burr	64. hair, hare	61. palate, palette, pallet	63. toad, toed, towed
64. but, butt	65. hall, haul	62. pascal, paschal	64. told, tolled
65. buy, by, bye	66. hangar, hanger	63. paten, patten, pattern	65. tole, toll
66. buyer, byre	67. hart, heart	64. pause, paws, pores, pours	66. ton, tun
67. calendar, calender	68. haw, hoar, whore	65. pawn, porn	67. tor, tore
68. call, caul	69. hay, hey	66. pea, pee	68. tough, tuff
69. canvas, canvass	70. heal, heel, he'll	67. peace, piece	69. troop, troupe
70. cast, caste	71. hear, here	68. peak, peek, peke, pique	70. tuba, tuber
71. caster, castor	72. heard, herd	69. peal, peel	71. vain, vane, vein
72. caught, court	73. he'd, heed	70. pearl, purl	72. vale, veil
73. caw, core, corps	74. heroin, heroine	71. pedal, peddle	73. vial, vile
74. cede, seed	75. hew, hue	72. peer, pier	74. wail, wale, whale
75. ceiling, sealing	76. hi, high	73. pi, pie	75. wain, wane
76. cell, sell	77. higher, hire	74. pica, pika	76. waist, waste
77. censor, censor, sensor	78. him, hymn	75. place, plaice	77. wait, weight
78. cent, scent, sent	79. ho, hoe	76. plain, plane	78. waive, wave
79. cereal, serial	80. hoard, horde	77. pleas, please	79. wall, waul
80. cheap, cheep	81. hoarse, horse	78. plum, plumb	80. war, wore
81. check, cheque	82. holey, holy, wholly	79. pole, poll	81. ware, wear, where
82. choir, quire	83. hour, our	80. poof, pouffe	82. warn, worn
83. chord, cord	84. idle, idol	81. practice, practise	83. wart, wort
84. cite, sight, site	85. in, inn	82. praise, prays, preys	84. watt, what
85. clack, claque	86. indict, indite	83. principal, principle	85. wax, whacks
86. clew, clue	87. it's, its	84. profit, prophet	86. way, weigh, whey
87. climb, clime	88. jewel, joule	85. quarts, quartz	87. we, wee, whee
88. close, cloze	89. key, quay	86. quean, queen	88. weak, week
89. coal, kohl	90. knave, nave	87. rain, reign, rein	89. we'd, weed
90. coarse, course	91. knead, need	88. raise, rays, raze	90. weal, we'll, wheel
91. coign, coin	92. knew, new	89.	91. wean, ween
92. colonel, kernel	93. knight, night		92. weather, whether
93. complacent, complaisant	94. knit, nit		93. weaver, weever
94. complement, compliment	95. knob, nob		94. weir, we're
	96. knock,nock		95. were, whirr
	97. knot, not		96. wet, whet
	98. know, no		

2.2.3 English Homophones

English (especially British English) is not spelt phonetically. Two words can share none, any or all of Spelling, Pronunciation and Meaning. All languages have synonyms (words with unrelated spelling and pronunciation but the same meaning) and words with multiple meanings. However English has an exceptional disparity between spelling and pronunciation.

The possible combinations or some but all characteristics being the same are as follows:-

Spelling	Pronunciation	Meaning	Classification	Example
Same	Different	Different	Homonym	Refuse
Different	Same	Different	Homophone	See below
Same	Same	Different	Multiple meanings	Trap
Different	Different	Same	Synonym	rare/uncommon
Same	Different	Same	Alternative pronunciation	Schedule (British/American pronunciation)
Different	Same	Same	Alternative spelling	jail/gaol

Near misses

These are word pairs that have been suggested but rejected, for one of the following reasons:-

Not precisely the same pronunciation. "I only reject on this grounds, if my dictionary gives different pronunciation (or is unclear) and there is a difference, or am not sure how one of the words is pronounced".

- Accept, except

- Acetic, ascetic
- Advice, advise
- Affect, effect
- Axe, acts
- Axle, axil
- Deal, dele
- Caret, carrot
- Close, clothes
- Cask, casque
- Deuce, juice
- Facts, fax
- Formerly, formally
- Halve, have
- Hostel, hostile
- Ion, iron
- Jota, jotter
- Liar, layer
- Loch, lock
- Mana, manna
- Ordinance, ordnance
- paw/pore/pour, poor
- Pecan, pekan
- Picture, pitcher
- Plaintiff, plaintive
- Prince, prints
- Presence, presents
- Tense, tents
- Wan, won

The two spellings have a meaning in common. Even if each spelling has distinct meanings, any common mean classifies them as alternative spellings rather than homophones. (American, or other non-British, spellings are ignored for this purpose.)

- Ambiance, ambience
- Assay, essay
- Aught, ought
- Cot, cote
- Depositary, depository
- forbear, forebear
- Forego, forgo
- Gage, gauge
- Gel, jell
- Genet, jennet
- Gibe, gybe
- Gray, grey
- Grill, grille
- Groin, groyne
- Gunnel, gunwale
- Hippie, hippy
- Main, maine
- Prise, prize
- Ray, re
- Ton, tonne

It would be double counting. If two forms of two words are different homophones, then I only count a single example. I list complement / compliment and hence don't list complementary / complimentary. I

normally list the simplest form (singular rather than plural; present tense etc.) unless other form is a longer list.

e.g. I list holey/holy/wholly rather than hole/whole.

Proper nouns and associated adjectives are not allowed, notably a lot of nations, nationalities, and place names are pronounced the same as common nouns.

- Capitol, capital
- Crewe, crew
- Czech, check/cheque
- Chile, chilly/chilli
- Dane, deign
- Greece, grease
- Hungary, hungry
- Lapp, lap
- Nice, niece
- Pole, poll
- Rome, roam
- Sikh, seek
- Thai, tie
- Towcester, toaster
- Wales, whales
- And many, many more.

Unsure

Alleged homophones that aren't in my dictionary. As such I am either uncertain of pronunciation, spelling or even existence of the word, so cannot include in the confirmed list.

Word	Homophone(s)	Comment
wether	weather, whether	I am told this is a type of sheep.
basinet	Bassinet	?A musical instrument?
Hele	heal, heal	?Song, from the German?
how'll	Howl	Not really established enough to count
Leider	Leader	?Song, from the German?
Lune	Loon	The moon (if so fails as a proper noun)
meer	Mere	
rayed	Raid	
Sice	Syce	
sorel	Sorrel	
velum	Vellum	
wyrd	Weird	

2.3 Homograph

Homographs are words with different pronunciation, meanings and origins but the same spelling. In order to work out which pronunciation and which meaning is appropriate. Here some common homograph:

does and *does*

He does like to run.

Does are female deer.

(Same spelling, different pronunciation)

wind and *wind*

I can feel the wind in my hair.

Wind up the string before it gets tangled.

(Same spelling, different pronunciation)

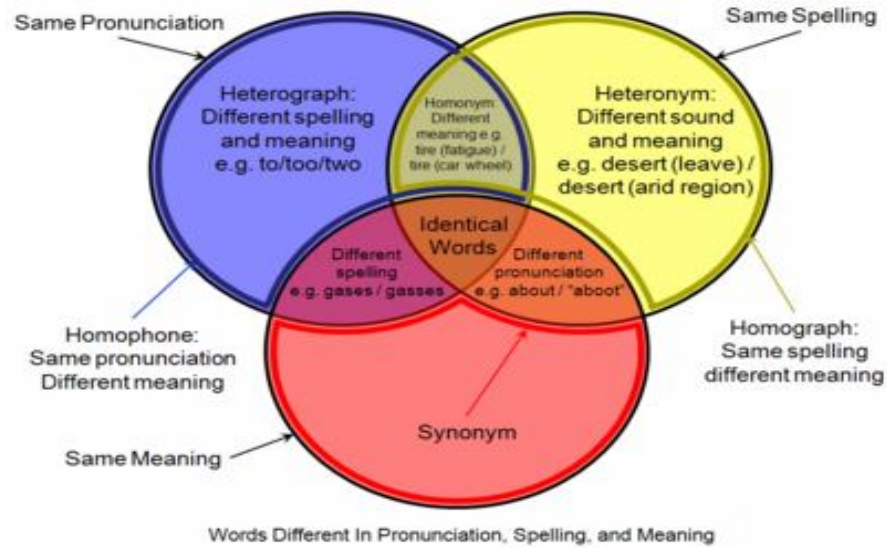
well and *well*

Sam doesn't feel well today.

Our neighbors are digging a new well.

(same spelling, same pronunciation)

This article is about the grammatical use. For the typographical sense, see Homoglyph. For the geometrical sense, see Homography.



Venn diagram showing the relationships between homographs (yellow) and related linguistic concepts.

A homograph (from the Greek: ὁμός, *homós*, "same" and γράφω, *gráphō*, "write") is a word that shares the same written form as another word but has a different meaning. However, some dictionaries insist that the words must also sound differently, while the Oxford English Dictionary says that the words should also be of "different origin". In this vein, The Oxford Guide to Practical Lexicography lists various types of homographs, including those in which the words are discriminated by being in a different word class, such as *hit*, the verb to strike, and *hit* the noun a blow.

If, when spoken, the meanings may be distinguished by different pronunciations, the words are also heteronyms. Words with the same writing and pronunciation (i.e. are both homographs and homophones) are considered homonyms. However, in a looser sense the term "homonym" may be applied to words with the same writing or pronunciation. Homograph disambiguation is critically important in

speech synthesis, natural language processing and other fields. Identically-written different senses of what is judged to be fundamentally the same word are called polysemes; for example, wood (substance) and wood (area covered with trees).

2.3.1 Examples of Homograph

- Sow (verb) – to plant seed
- Sow (noun) – female pig

The two words are spelt identically but pronounced differently. Here confusion is not possible in spoken language but could occur in written language.

- Bear (verb) – to support or carry
- Bear (noun) – the animal

The words are identical in spelling and pronunciation, but differ in meaning and grammatical function. These are called homonyms.

2.3.2 English Homographs

Word	Example of first meaning	Example of second meaning
Lead	Gold is heavier than lead.	The mother duck will lead her ducklings around.
Close	"Will you please close that door!"	The tiger was now so close that I could smell it...
Wind	The wind howled through the woodlands.	Wind your watch.
Minute	I will be there in a minute.	That is a very minute amount.

2.8 The Relation between Homonymy, Homophony and Polysemy:

Homonymy: homophony and polysemy are three terms that are related to each other; hence I will explain all of them in this one post.

Homonymy denotes the use of a word which has the same form in both speech and writing, but has different meanings that are unrelated. This is rather usual in most languages, and new meanings can be added to a word continuously. An example in English would be 'brand' which carries these (and more) meanings (Longman Exams Dictionary):

Type of product made by a particular company, that has a particular name or design'

To describe someone or something as a very bad type of person or thing, often unfairly'

Homophony is when two words have the same form in speech but not in writing, and convey different meanings. The words are different from each other in writing – they have different *orthographic* forms. However, they sound the same in speech – they have the same *phonological* form. This is also usual in many languages, and a good example in English would be 'ate' (the past tense of 'eat') and 'eight' (the number 8).

Polysemy: is just as homonymy, the use of the same form – both in speech and in writing. However, the polysemic words represent "different but related senses" (Katamba 2005: 173). A good example of this would be the word 'high', which means that you are either drunk or intoxicated by drugs. Today, the latter would most likely be the case.

2.4 Previous Studies

Study one: Jeremy M. Pacht (university of Massachusetts, 2003) discusses the processing of homophonic homographs during reading. The primary dependent variable considered was fixation time on target homographs. Both the characteristic of the homograph (whether there are two equally likely meanings or one dominant meaning) and the characteristics of the preceding context (whether it is neutral or contains disambiguating information) were varied. When the preceding context was neutral, readers fixated longer on balanced homographs (homographs having two equally likely meanings) than on control words matched on frequency and length, but didn't look any longer at biased homographs (homographs having a highly dominant meaning) than matched control words. However, when the preceding context disambiguated toward the subordinate meaning, readers fixated longer on a biased homographs than a matched control word (the subordinate bias effect).

Study two: Ahmed (2004) conducted an error analysis of Sudanese 1st year university students English language learning, the study aims to know the actual errors that the 1st year university students commit in learning English language. The study came out to the fact that English language affects students learning a foreign language and confirmed that mastery of a language depends on mastery of its sound features structure.

Study three: David S. Gorfein The forming of homophones

Adelphi University, Garden City, New York 2008, 40 (2), 522-530

and Kristin M. Weingartner

Hofstra University, Hempstead, New York

Associative norms for homographs have been widely used in the study of language processing. A number of sets of these are available, providing

the investigator with the opportunity to compare materials collected over a span of years and a range of locations. Words that are homophonic but not homographic have been used to address a variety of questions in memory as well as in language processing. However, a paucity of normative data are available for these materials, especially with respect to responses to the spoken form of the homophone. This article provides such data for a sample of 207 homophones across four different tasks, both visual and auditory, and examines how well the present measures correlate with each other and with those of other investigators. The finding that these measures can account for a considerable proportion of the variance in the lexical decision and naming data from the English Lexicon Project provides an additional demonstration of their utility. The norms from this study are available online in the Psychonomic Society Archive of Norms, Stimuli, and Data, at www.psychonomic.org/archive.

Method: Participants. A total of 240 students enrolled in introductory psychology courses at the University of Texas, Arlington, participated as partial fulfillment of a course requirement. All were selected to meet a stringent criterion that they be native English speakers—they had to indicate on a questionnaire that English was spoken at home at least 95% of the time during their preschool years.

Materials: The materials were 207 homophone sets selected from a variety of sources. Of these sets, 81 had appeared in both the Galbraith and Taschman (1969) and the Gorfein and O'Brien (1985) norms. The other 126 were selected on the basis of appearing in one or more studies in the homophone literature. Several of the sets contained more than two alternative spellings. The homophones were separated into two lists in order to obtain the number of observations necessary to complete the design. Data collection for the second list occurred approximately one year following data collection for the first. For each list, the homophones

were randomly ordered and assigned a number. Both the number and the corresponding word were read aloud in a male voice at a rate of one number–word pair every 7 sec. These readings were tape-recorded for use during norm collection. Three separate answer sheets were created: Cued Meaning A, Cued Meaning B, and uncued. For both of the cued answer sheets, the cue appeared in parentheses following the number corresponding to the appropriate number–word pair from the tape recording. For example, if [sʌn] was spoken following the number “three” on the tape recording, then *father* was printed following the number 3 on the Cued Meaning A answer sheet, and *tan* was printed following that number on the Cued Meaning B answer sheet. For both cued answer sheets, the cue was followed by a blank line on which participants were asked to print a response. For homophones that had more than two spellings, the aural form was included in both lists in order to evaluate the effects of a cue on third and fourth meanings: *pair* (*pear*, *pare*), *you* (*ewe*, *yew*), *vain* (*vein*, *vane*), *sight* (*cite*, *site*), and *air* (*heir*, *ere*, *err*). For example, for List 1, a cue related to *air* appeared on one answer sheet, and a cue related to *heir* appeared on the other; for List 2, a cue related to *ere* appeared on one answer sheet, and a cue related to *err* appeared on the other. The uncued answer sheet contained only numbers (corresponding to the number–word pairs from the tape recording) followed by a blank line.

Procedure: The participants were tested in groups ranging in size from 10 to 23. Within each group, the three different answer sheets were randomly assigned to participants, with the restriction that no answer sheet was used for the *N*11 time until all had been used *N* times. Forty participants served in each condition (Cued Meaning A, Cued Meaning B, and uncued) for each of the two homophone lists.

All participants were informed that they were part of a norming study and that they would hear words that had more than one spelling.

We chose to state the nature of the materials to avoid having different participants “catch on” at different points in the experiment. Specific instructions for the experiment appeared on the cover page of each answer sheet. Participants in the uncued task were instructed to listen to the spoken words and write the first spelling of the word that came to mind. These individuals received the uncued answer sheet, which contained each number followed by a blank line for the answer. Participants in the cued task were instructed to write.

Study 4: Lecturer Ahmed Mohammed Ali Abdul Ameer

University of Babylon 2010

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. Wellknown 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 homography 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, homography 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 'homography' is 'heterography'. The spelling system of languages like English or French are examples of heterographic writing systems (Hartmann and Stork 1976:105 and Crystal 2003:220).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction

This chapter describes the method and techniques adopted, the population, the sample and the procedures of data analysis. In addition to the reliability and validity of the study.

3.1 Populations and Sampling

This study examines linguistic homophones and homographs through quantitative and qualitative analysis of a test and questionnaire. The test was answered by second year undergraduate students from Sudan University, College of Languages, English Department. The sample of the study composed of thirty students, also ten teachers were selected to answer the teachers' questionnaire.

3.2 Research Tools

In order to investigate the origin of the problem, the researcher used a verbal test to ask the students about words like (write, right). Students were given some words that included the homophones, and homographs to make sure that the students can distinguish between them.

3.3 Statistical Reliability and Validity

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.

The test investigates the use of homophones and homographs, the test is well organized by the researcher, and then it has been proved by the supervisor and referee board in the English language department.

The other tool is questionnaire which was designed by the researcher and then checked by the supervisor, after that the questionnaire reliability was calculated by (SPSS) statistical package for social sciences. The questionnaire reliability was calculated by using the following equation:

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

The researcher calculated the reliability coefficient for the measurement, then Pearson correlation coefficient between the parts is calculated. Finally, the reliability coefficient was calculated according to Spearman Brown equation as follows:

$$\text{Reliability Coefficient} = \frac{2r}{1+r}$$

$$\text{Cronbach's Alpha} = 0.841$$

$$= \frac{0.841*2}{0.841+1} = \frac{1.682}{1.841} = 0.91 = \sqrt{0.91}$$

$$\text{validity} = 0.96$$

This is an accepted reliability coefficient ($r \leq 1$)

3.4 Test Validity

Validity refers to the factor that data collection should measure what it is supposed to measure Best & Kahan (1986) for example; Halliday and Hassan's cohesion taxonomy was used by many researchers.

The validity of the tests was proved. The objective of the question was to test the subject's ability in understanding cohesive test – it was checked by Dr. Hillary Marino.

3.5 Test Reliability

the concept of the term reliability is defined by Lado (1962:160) as (the stability of the source to the same sample that means a test is reliable if the testers get nearly the same source in the same test on different occasions. the researcher chose the students test answers as source for data.

Reliability is expressed as “reliability coefficient” according to Gay Mills and Airsian the standard coefficient of the test is 1.00 and the high reliability should be closed to 1.00.

3.6 Procedures

When the test was prepared for the students to pronounce these words in the two positions, students were asked to pronounce the words to determine whether the words are either homophones or homographs in the sentence.

After the respondents read the words they have detected and described these words to discover the origin of the problem about their knowledge of homophones and homographs.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter explains the data analyses in the form of tables to carry out the whole percentages and total explanations according to respondents, decision in this test of fifteen questions plus a questionnaire answers in this research.

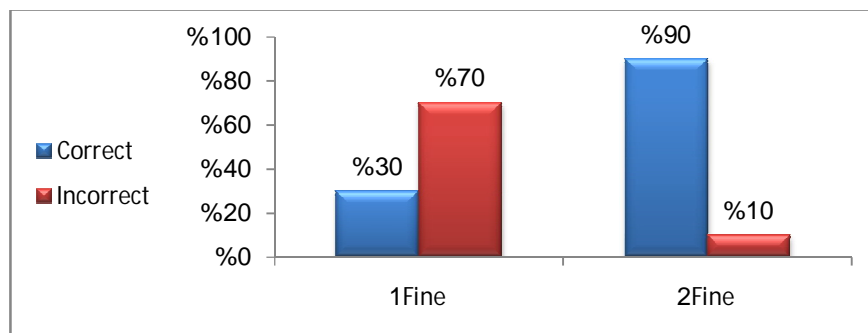
Corresponds to hypothesis one: 2nd year undergraduate students are not able to use and understand homographs.

1-Since my books were late, the librarian told me to pay a **fine**. Omer was sick yesterday, but today he is feeling **fine**.

Table (4.1)

Words	Fine 1		Fine 2		Total
Answers	Correct	Incorrect	Correct	Incorrect	
Frequency	9	21	27	3	30
Percentage	30%	70%	90%	10%	

Figure (4.1)



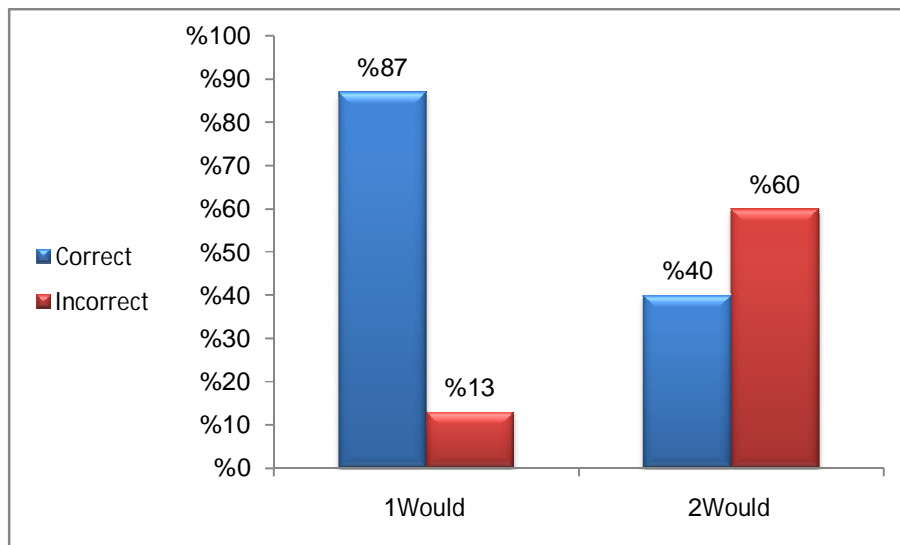
The data in table and figure (4.1) show that 70% of the respondents failed to use the word (**fine**) correctly, in the first question, while 90% of them have successfully used the word (**fine**) correctly in the second statement.

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

Table (4.2)

Words	wound 1		wound 2		Total
Answers	Correct	Incorrect	Correct	Incorrect	
Frequency	26	4	12	18	30
Percentage	87%	13%	40%	60%	

Figure(4.2)



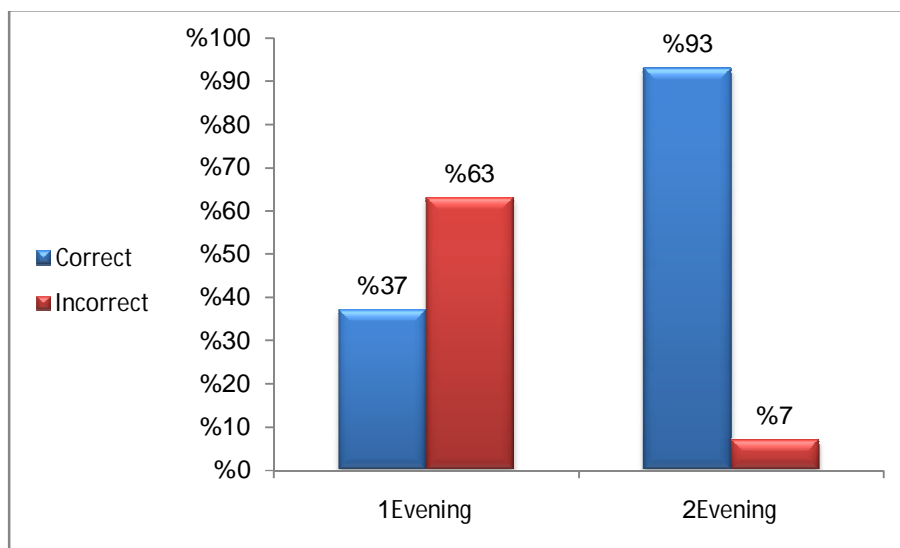
The data in table and figure (4.2) show that the majority 87% of the respondents have successfully used the word (Would) correctly in the first statement. Whereas more than half 60% of them failed to use the word (would) correctly in the second statement.

3-Mom said I could improve my sculpture by **evening** out bumps. My father doesn't get home from work until late in the **evening**.

Table (4.3)

Words	Evening 1		Evening 2		Total
Answers	Correct	Incorrect	Correct	Incorrect	
Frequency	11	19	28	2	30
Percentage	37%	63%	93%	7%	

Figure(4.3)



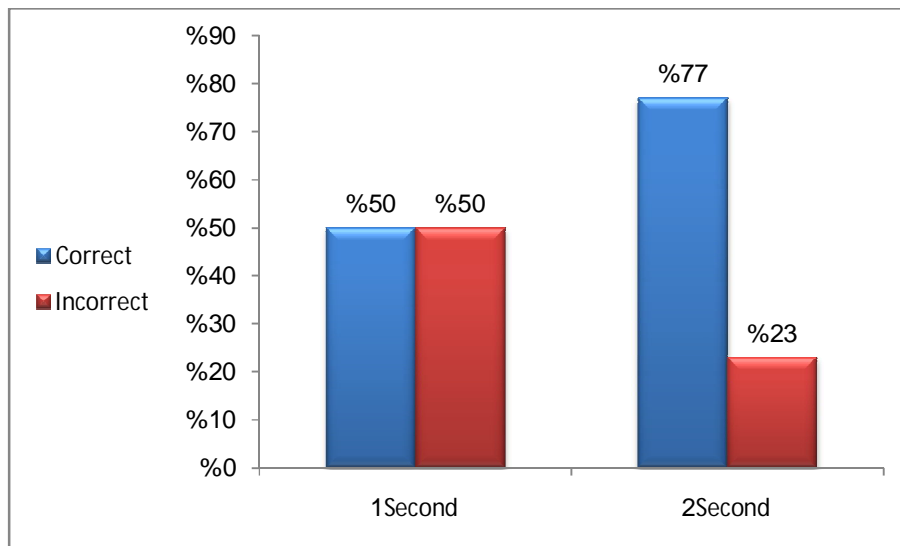
The data in table and figure (4.3) show that more than half 50% of the respondents failed to use the word (**Evening**) correctly, in the first statement. While the majority 93% of them have successfully used the word (**Evening**) correctly in the second statement.

4-I was happy to learn that though I did not win, I got **second** place. I asked my mom to give me one more **second** to get ready for school.

Table (4.4)

Words	second 1		second 2		Total
	Correct	Incorrect	Correct	Incorrect	
Frequency	15	15	23	7	30
Percentage	50%	50%	77%	23%	

Figure (4.4)



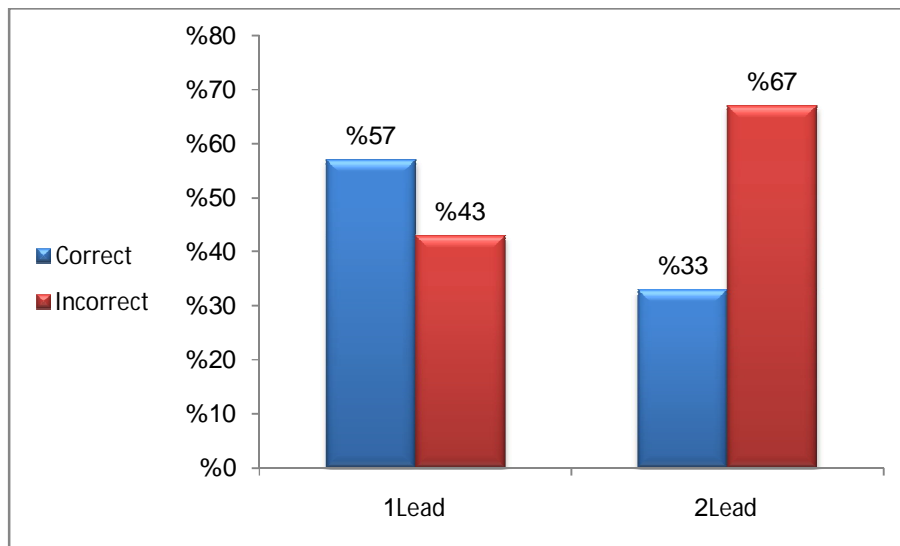
The data in table and figure (4.4) show that half 50% of the respondents have successfully used the word (**second**) correctly in the first statement, while the most 77% of them have successfully used the word (**second**) correctly in the second statement.

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

Table (4.5)

Words	lead 1		lead 2		Total
	Correct	Incorrect	Correct	Incorrect	
Frequency	17	13	10	20	30
Percentage	57%	43%	33%	67%	

Figure(4.5)



The data in table (5) show that more half 57% of the respondents have successfully used the word (**lead**) correctly in the first statement. While more than half 67% failed to use the word (**lead**) correctly in the second statement.

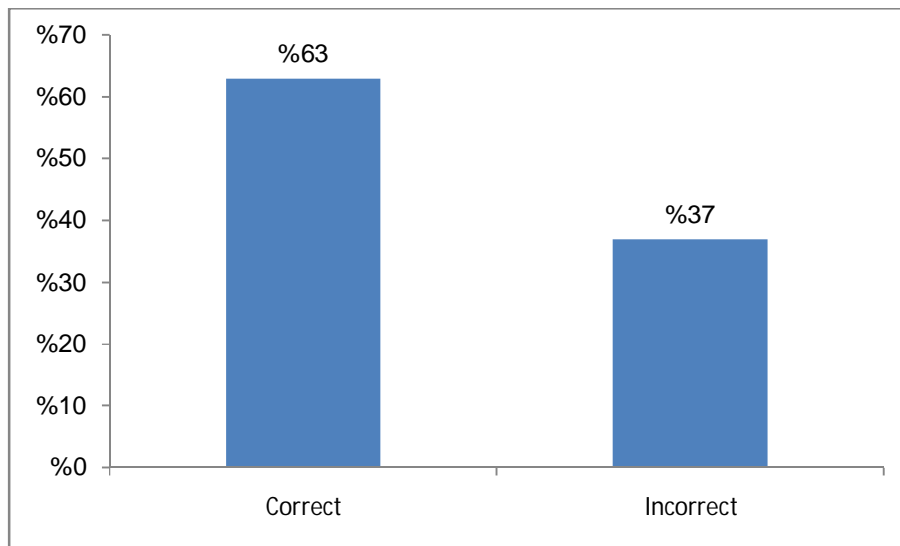
Corresponds to hypothesis one: 2nd year undergraduate students are not able to use and understand homophones.

1- After he was sick for several days, he was (pail/**pale**)

Table (4.6)

Word	Pale		Total
	Correct	Incorrect	
Answers	Correct	Incorrect	
Frequency	19	11	30
Percentage	63%	37%	

Figure(4.6)



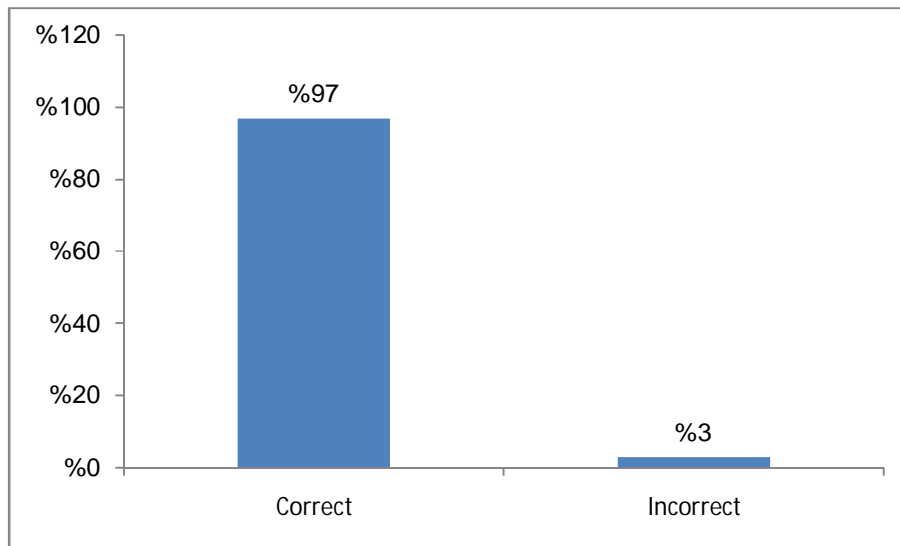
The data in table and figure (4.6) show that more than half 63% of the respondents have chosen the correct answer (**pale**).

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

Table (4.7)

Word	for		Total
	Correct	Incorrect	
Answers	29	1	30
Frequency	29	1	
Percentage	97%	3%	

Figure (4.7)



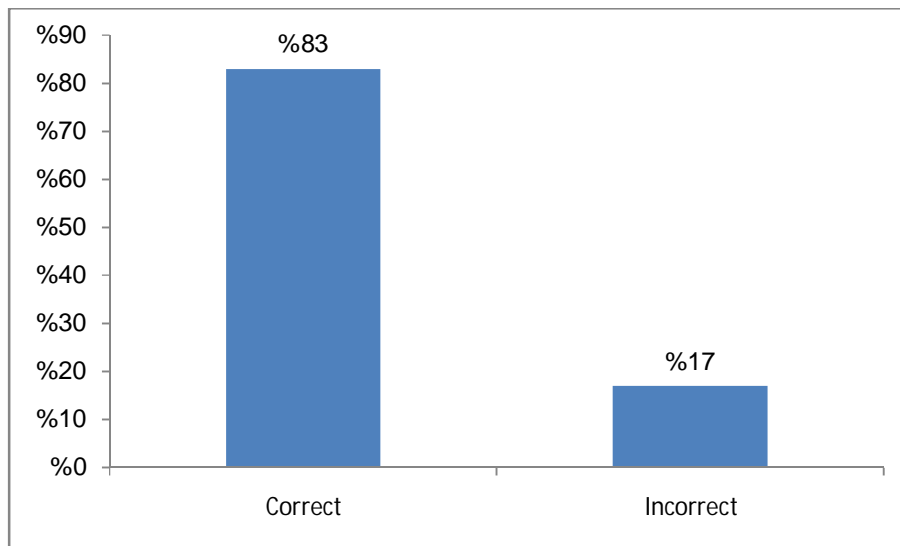
The data in table and figure (4.7) show that the majority 97% of the respondents have chosen the correct answer (**for**).

3. Glass containers have been (band/**banned**) on the beach.

Table (4.8)

Word	banned		Total
	Correct	Incorrect	
Answers			
Frequency	25	5	30
Percentage	83%	17%	

Figure(4.8)



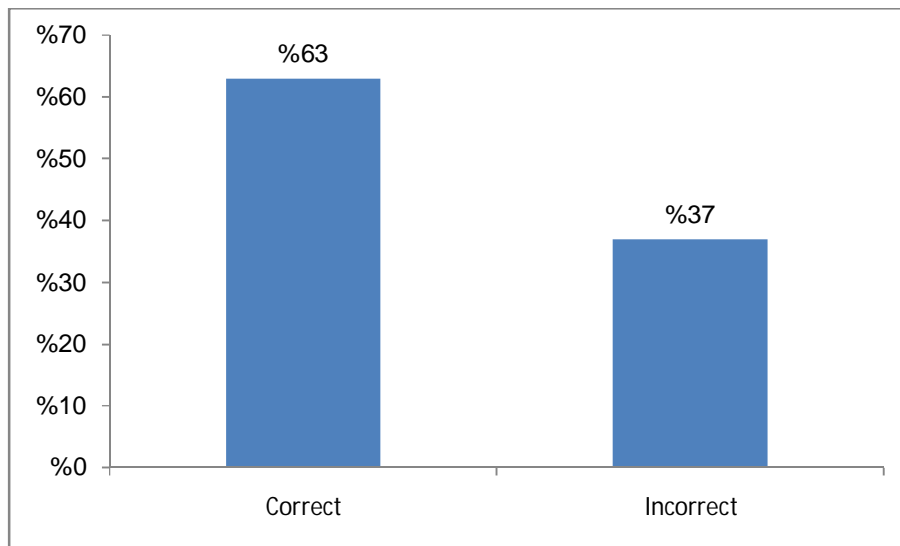
The data in table and figure (4.8) show that the majority 97% of the respondents have chosen the correct answer (**for**).

4-The children got (**bored**/board) during the lecture.

Table (4.9)

Word	bored		Total
	Correct	Incorrect	
Answers	19	11	30
Frequency	63%	37%	
Percentage			

Figure(4.9)



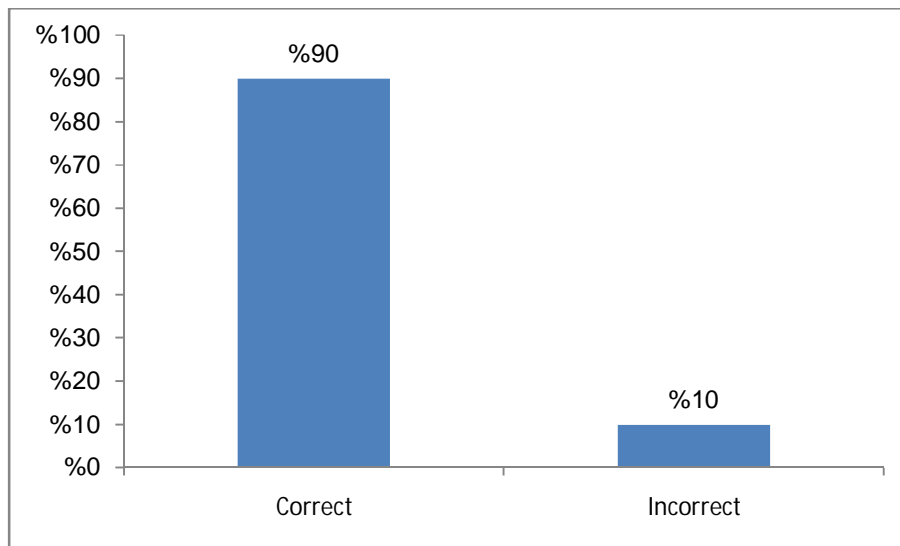
The data in table and figure (4.9) show that more than half 63% of the respondents have chosen the correct answer (**bored**).

5-Do you think it is going to (rein/**rain**/reign) this afternoon?

Table (4.10)

Word	rain		Total
	Correct	Incorrect	
Answers			
Frequency	27	3	30
Percentage	90%	10%	

Figure(4.10)



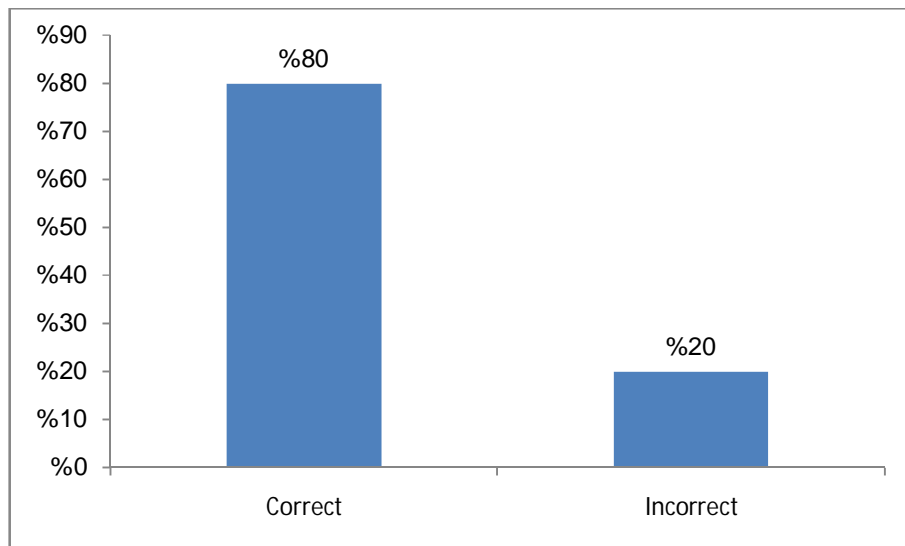
The data in table and figure (4.10) show that the majority 90% of the respondents have chosen the correct answer (**rain**).

6-We searched everywhere trying to (fined/**find**) our lost dog.

Table (4.11)

Word	find		Total
	Correct	Incorrect	
Answers	Correct	Incorrect	
Frequency	24	6	30
Percentage	80%	20%	

Figure(4.11)



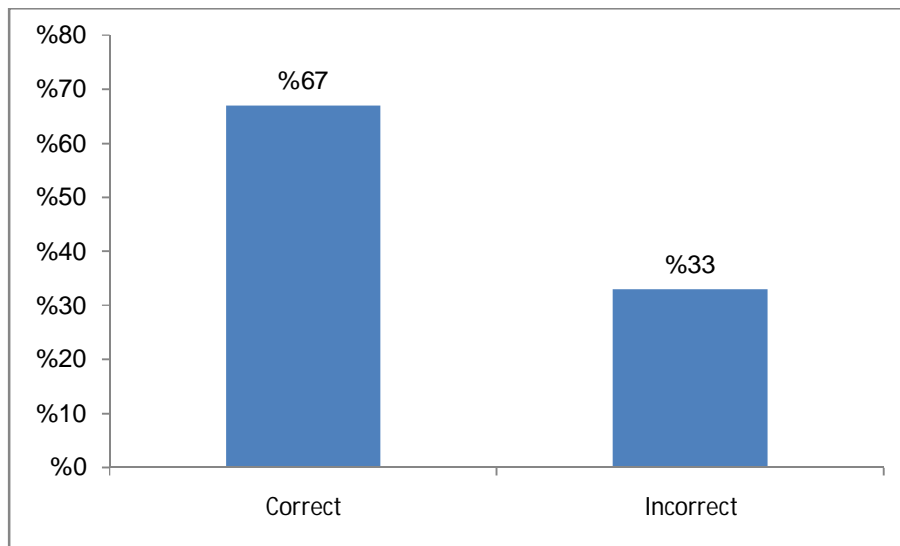
The data in table and figure (4.11) show that the majority 80% of the respondents have chosen the correct answer (**find**).

7-My favorite stringed instrument is the (**base**/bass) because it is so big.

Table (4.12)

Word	base		Total
	Correct	Incorrect	
Answers	20	10	30
Frequency	67%	33%	
Percentage			

Figure (4.12)



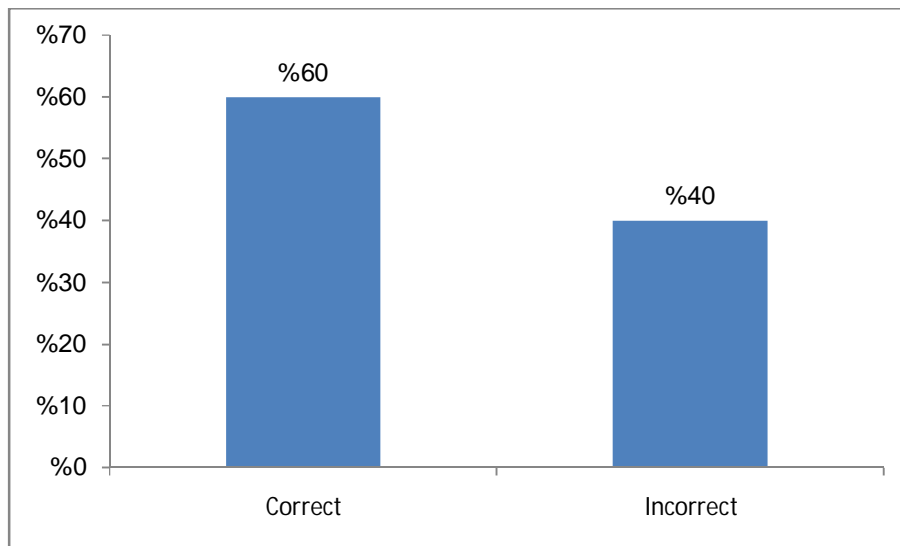
The data in table and figure (4.12) show that more than half 67% of the respondents have chosen the correct answer (**base**).

8-The fight (scene/**seen**) in the movie was extremely exciting.

Table (4.13)

Word	seen		Total
	Correct	Incorrect	
Answers	18	12	30
Frequency	60%	40%	
Percentage			

Figure(4.13)



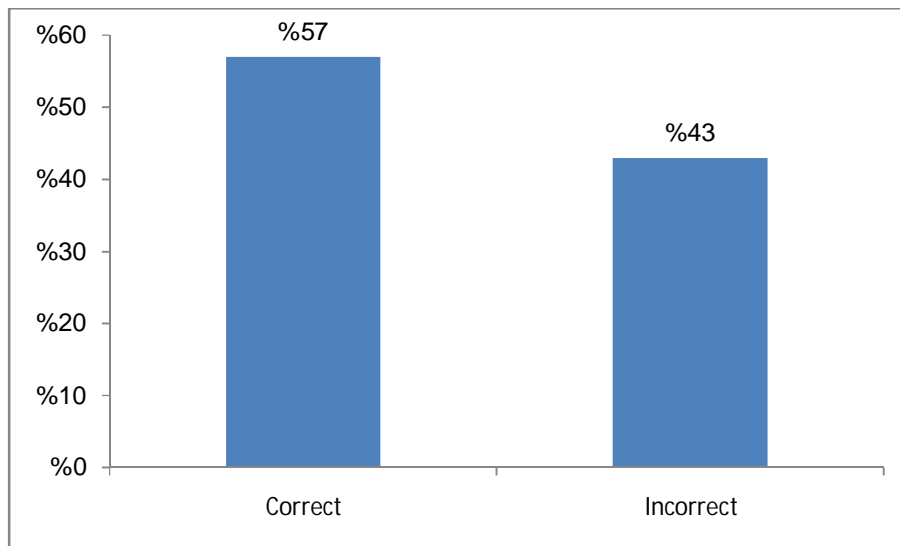
The data in table and figure (4.13) show that more than half 60% of the respondents have chosen the correct answer (**seen**).

9-After running out of (**flour**/flower) the baker had to stop baking.

Table (4.14)

Word	flour		Total
	Correct	Incorrect	
Answers	17	13	30
Frequency	57%	43%	
Percentage			

Figure(4.14)



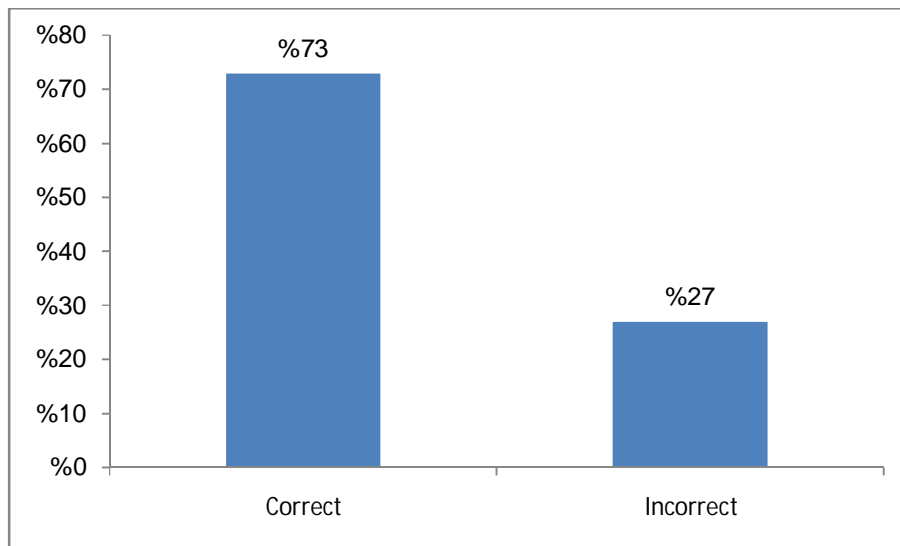
The data in table and figure (4.14) show that more than half 67% of the respondents have chosen the correct answer (**flour**).

10-Fierce winds (**blew/blue**) all night during the thunderstorm.

Table (4.15)

Word	blew		Total
	Correct	Incorrect	
Answers			
Frequency	22	8	30
Percentage	73%	27%	

Figure(4.15)



The data in table and figure (4.15) show that most 73% of the respondents have chosen the correct answer (**blew**).

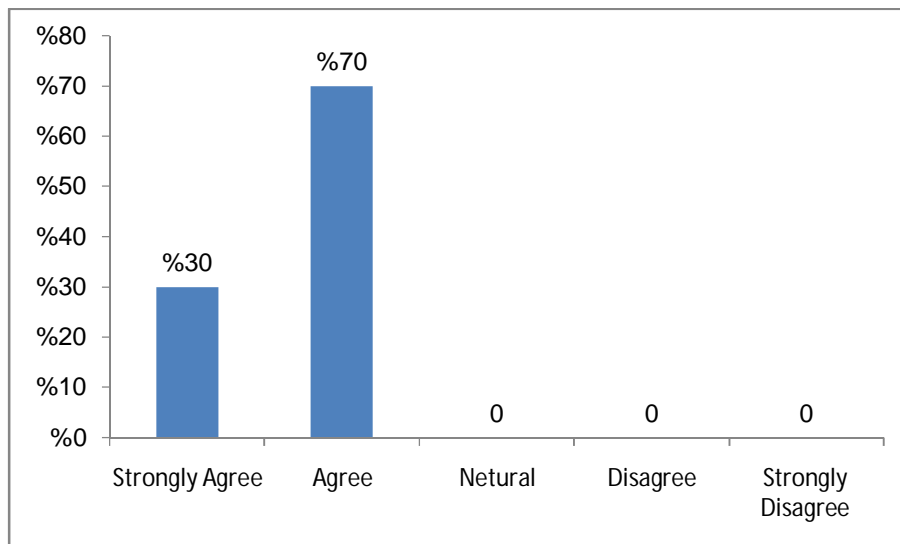
Corresponds to hypothesis three: Teaching of homophones and homographs is not sufficiently covered by teachers of English.

1- Teachers of English language do not use teaching aids such as overhead projector to show the differences between second/second

Table (4.16)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	3	7	0	0	0	10
Percentage	30%	70%	-	-	-	

Figure(4.16)



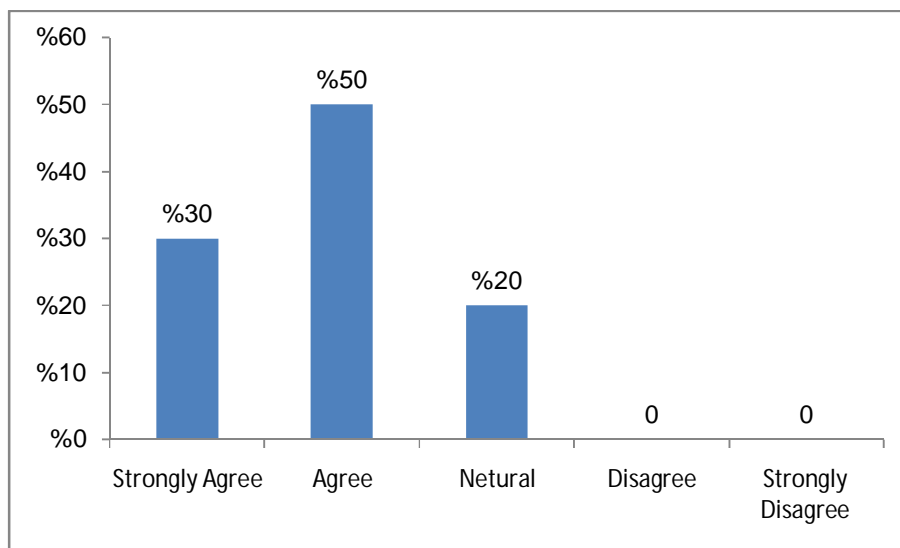
The data in table and figure (4.16) show that almost 100% of the respondents agreed with **(Teachers of English language do not use teaching aids such as overhead projector to show the differences between second/second).**

2-Homographs are not taught in content eg. row and row to make it easier for students to understand.

Table (4.17)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	3	5	2			10
Percentage	30%	50%	20%			

Figure(4.17)



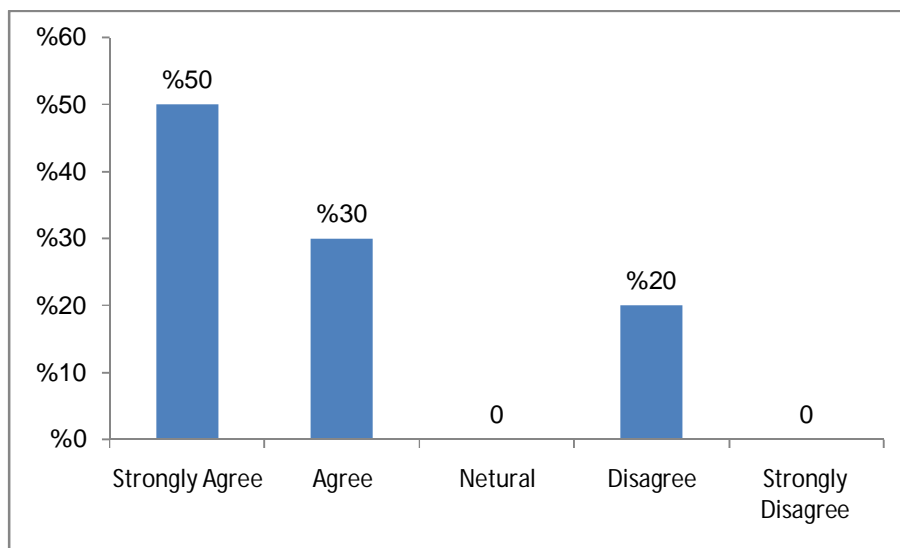
The data in table and figure (4.17) show that the majority 80% of the respondents agreed with **(Homographs are not taught in content eg. row and row to make it easier for students to understand.)**.

3-Teachers of English language do not give more exercises on homographs because of overcrowded classes.

Table (4.18)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	5	3	0	2	0	10
Percentage	50%	30%	-	20%	-	

Figure(4.18)



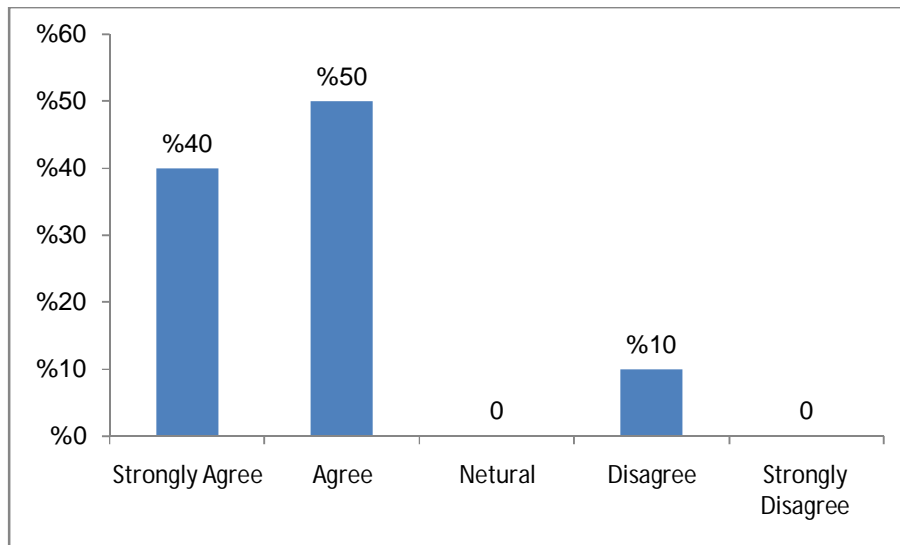
The data in table and figure (4.18) show that the majority 80% of the respondents agreed with **(Teachers of English language do not give more exercises on homographs because of overcrowded classes.)**.

4-Teachers of English language do not emphasize on teaching homographs because of few contact hours.

Table (4.19)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	4	5		1		10
Percentage	40%	50%		10%		

Figure(4.19)



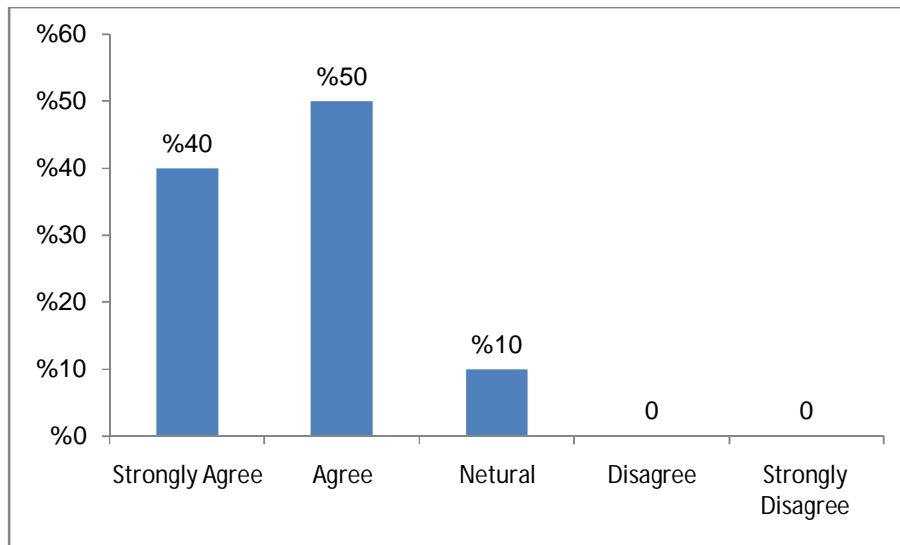
The data in table and figure (4.19) show that the majority 90% of the respondents agreed with **(Teachers of English language do not emphasize on teaching homographs because of few contact hours).**

5-The syllabus designers do not focus on homophones such as to, too and two.

Table (4.20)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	4	5	1			10
Percentage	40%	50%	10%			

Figure(4.20)



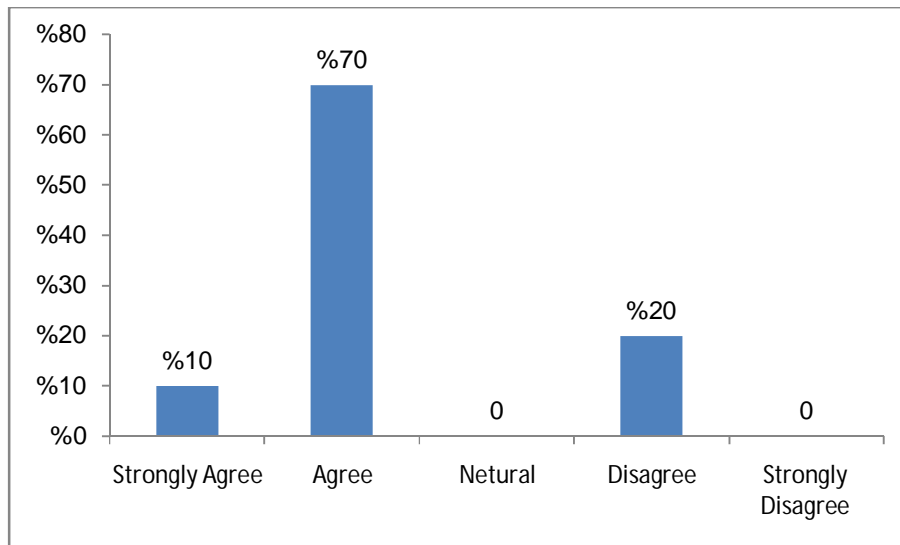
The data in table and figure (4.20) show that the majority 90% of the respondents agreed with **(The syllabus designers do not focus on homophones such as to, too and two).**

6-Teaching of homophones is not sufficiently covered by the teacher English due to limited time of a lecture.

Table (4.21)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	1	7	0	2	0	10
Percentage	10%	70%	-	20%	-	

Figure(4.21)



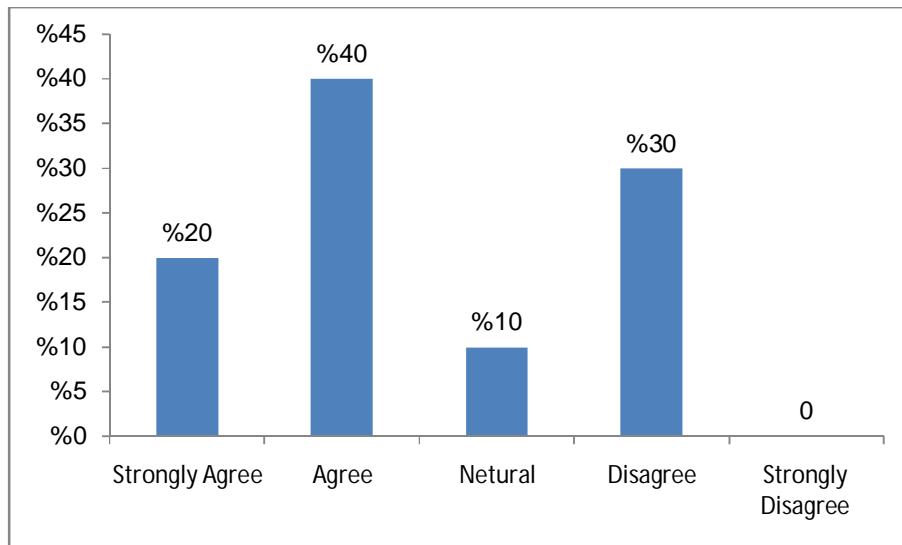
The data in table and figure (4.21) show that the majority 80% of the respondents agreed with **(Teaching of homophones is not sufficiently covered by the teacher English due to limited time of a lecture).**

7-Students are not taught to distinguish between different types of homophones e.g. (for. four and fore)

Table (4.22)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	2	4	1	3	0	10
Percentage	20%	40%	10%	30%	-	

Figure (4.22)



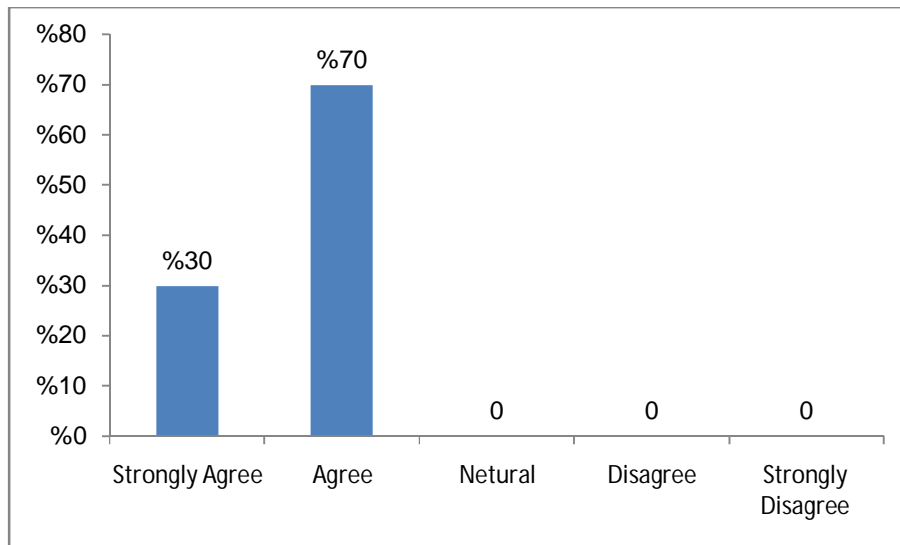
The data in table and figure (4.22) show that more than half 60% of the respondents agreed with **(Students are not taught to distinguish between different types of homophones e.g. (for. four and fore).**

8-Teachers of English language do not use multimedia in teaching homophones.

Table (4.23)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	3	7				10
Percentage	30%	70%				

Figure(4.23)



The data in table and figure (4.23) show that almost 100% of the respondents agreed with **(Teachers of English language do not use multimedia in teaching homophones)**.

Verification of the (first and second) hypothesis

Table (4.24)

		FREGUNCY	PERCENTAGE
First hypothesis	Correct answers	178	59.3%
	Incorrect answers	122	40.7%
Total		300	100%
Second hypothesis	Correct answers	220	73.3%
	Incorrect answers	80	26.7%
Total		300	100%

The data in table (24) show that more than 59.3% of the respondents answers were towards the questions of the first hypothesis were correct. This result indicates that the 2nd year undergraduate students are not able to use and understand homographs.

Also found that more than half 73.3% of the respondents' answers towards the questions of the second hypothesis were correct. This result indicates that 2nd year undergraduate students are not able to use and understand homophones.

Verification of the (third) hypothesis

Table (4.25)

Degree	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Frequency	25	43	4	8	0	80
Percentage	31.3%	53.7%	5%	10%	-	

The data in table (25) show that the majority 85% of the respondents agreed with the statements of the third hypothesis, this results proved the third hypothesis of the study which says **"Teaching of homophones and homographs are not sufficiently covered by teachers of English "**.

CHAPTER FIVE

SUMMARY, CONCLUSION, RESULTS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter provides a summary for the whole study in addition to the conclusion, and the finding of the study. Some recommendations will be made out of the findings. Finally suggestions for further studies will be provided .

5.1 Summary

The main purpose of this study is to investigate the problems that faces students in semantics particularly when they are using homophones and homographs in English language to achieve these aims the researcher pointed out the following hypothesis: Second year undergraduate students are not able to use and understand homographs in writing, also the second year undergraduate students are not able to use and understand homophones in writing, finally the teaching of homophones and homographs are not sufficiently covered by the teachers of English language. To collect data of this study the researcher used besides references the tool of questionnaire for the teachers and test for the students.

5.2 Results

The researcher after conducting the test for students and the questionnaire for the teachers, concluded the following results:

- 1- Students are not able to use and understand homographs in context through the written text.
- 2- The researcher observed that the students are not able to use homophones in the written text.
- 3- The results proved that, teaching of homophones and homographs is not sufficiently covered by teachers of English language.

5.3 Conclusion

The researcher attended some lectures at college to see whether the suggested way of teaching semantics mentioned earlier in chapter one. The main purpose of this study is to find a solution to this problem. The researcher dealt with three hypotheses for the second year undergraduate students are not able to use and understand homographs, through the test.

5.4 Recommendations

Based on findings of the study the researcher recommended the following recommendations:

- 1- Students of early stages of learning should be encouraged to focus more on homophones and homographs in writing to solve the problems of misunderstanding them.
- 2- Students should pay attention when they are studying semantics particularly homophones and homographs in English.
- 3- Students should be made fully aware of using homophones and homographs and further remedial work should be given on semantics.

4- Teachers should be qualified enough for teaching homophones and homographs in English.

5- Teachers of English should study hard to differentiate between homophones and homographs.

5.5 Suggestion for Further Studies

1. Investigation of homophones and homographs in students' performance.
2. Investigating difficulties of teaching Semantics particularly homophones and homographs in English.
3. Assessing the use of homophones and homographs in spoken text.

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APPENDIX (I)

Dear teacher:

I will be thankful if you read and respond to the following statements. This Questionnaire has been designed to collect data about English language teachers' opinions. This is an MA thesis under the title **“Investigating the Problems of Using Homophone and Homograph among Students at the College of Languages”**.

General Information:

Gender: Male () Female ()

Age: ()

Corresponds to Hypothesis three:

Teaching of homophone and homograph are not sufficiently covered by teachers of English.

A , Homographs are literally two words which are written exactly the same way, but have different meaning and sometimes different pronunciations.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Teachers of English language don't use teaching aids such as overhead projector to show the differences between second/second.					
2. Homographs are not taught in context e.g row and row to make it easier for students to understand.					
3. Teachers of English language don't give more exercises on homographs because of overcrowded classes.					
4. Teachers of English language don't emphasize on teaching homograph because of few contact hours.					

B: Homophones are words that have the same pronunciation, but different spelling and different meanings.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1. The syllabus designers don't focus on homophone such as e.g to, too, two.					
2. Teaching of homophone is not sufficiently covered by the teacher of English due to limited time of a lecture.					
3. Students are not taught to distinguish between different types of homophones e.g (for, four, fore).					
4. Teachers of English language don't use multimedia in teaching homophones.					

APPENDIX (II)

College of Graduate Studies

College of Languages

Department of English

Students' Diagnostic Test

Time: 30 minutes.

Question (1): Corresponds to hypothesis one: 2nd year undergraduate students are not able to use and understand homographs.

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's feeling

3. When Ali fell off of his bike, he got a bad on his leg.

Mona up the duck toy and let it waddle down the hallway.

4. Mom said I could improve my sculpture by out the bumps.

My father doesn't get home from work until late in the

5. I was happy to learn that though I didn't win, I got place.

I asked my mom to give me one more to get ready for school.

6. When they asked who would go first, I volunteered to the

way.

I had to find a regular pencil because mine was out of

Question 2: corresponds to hypothesis two 2nd year undergraduate students are not able to use and understand homophone.

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 purchased a beautiful new gown (for/four) the
dance.
3. Glass containers have been (band/banned) on the beach.
4. The children got (bored/board) during the lecture.
5. Do you think it is going to (rein/rain/reign) this afternoon.
6. We searched everywhere trying to (fined/find) our lost
dog.
7. My favorite stringed instrument is the (base/bass)
because it is so big.
8. The fight (scene/seen) in the movie was extremely
exciting!
9. After running out of (flour/flower), the baker had to
stop baking.
10. Fierce winds (blew/blue) all night during the
thunderstorm.