Effect of Homonymous Set of Words Instruction on Vocabulary Development and Retention of Young Female Elementary Learners in Iranian EFL Context through Metalinguistic Awareness

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Abstract—**Vocabulary learning is indispensable in the process of second language (L2) learning and plays a pivotal role in this regard. At the heart of this issue is the homonymous conflict, which is more problematic and very difficult to deal with. Therefore, the current study was undertaken to cast a little bit of light on homonyms instruction in the area of learners' L2 vocabulary development and retention. In this vein, four intact classes of Iran Language Institute (ILI) comprised of 46 young female EFL learners aged from 9-10 years old enrolled in the present study whose English proficiency level was elementary. Signing the Assent form, the participants were given a proficiency test for homogenizing. They were divided into two groups of experimental and control. The former group favored the explicit, simultaneous and concurrent homonymous set of words instruction; however, the latter one encountered the accidental and incidental homonyms instruction through various texts. The results obtained from vocabulary achievement test indicated that in the vocabulary development phase, both methods appeared to be significantly effective in the short run, but the participants in the experimental group revealed a better performance. Moreover, after administrating the delayed post-test, the analysis elicited that homonyms instruction significantly hindered the vocabulary recovery and retention of the learners just in the Experimental group three weeks later. Hence, the outcome of this piece of study provided various remarkable implications for teachers to reinforce learners' vocabulary repertoire through context, and led to give some insights into homonyms instruction via metalinguistic awareness.**

Index Terms—**homograph, homonym, homophone, metalinguistic awareness, vocabulary**

I. INTRODUCTION

Vocabulary is a core component of language proficiency (Richards & Renandya, 2002). Communication will break down when people do not use the correct and right words (Allen, 1983). Meanwhile, it should be noted that "vocabulary instruction is a vital focus for teaching at the elementary level" (Punch & Robinson, 1992, p.403).

Homonyms are more problematic in this area and they are worth investigating. In basic term, 'homonym' stems from the Greek word 'homo', which means same, and 'nym, onym', which means 'word, name'. Considering the fact that definition of homonym is an eristic issue, it is surprising to see that there are various opinions about defining that. It is defined in some dictionaries (such as Merriam Webster & Longman Advanced American Dictionary) as strictly a word that is spelled the same 'and' sounds the same as another, but is different in meaning or origin. Like *bear* (noun: animal/ verb: tolerate). Some other dictionaries (such as Concise Oxford Dictionary, Cambridge Dictionary, Macmillan Dictionary, Collins English Dictionary, & Oxford Advanced American Dictionary for learners of English) define homonym as a more general term according to which homonym is a word that is spelled like another word ('or' pronounced like it), but has a different meaning. In this definition homonyms are multiple meaning words which generally include two categories of words: *homophones and homographs*. In this line, 'Homophones' (homo= same; phone=sound) are a kind of homonyms that are pronounced the same, but differ in meaning. They may or may not have the same spelling, as in *son/sun*, *see/sea*, to/two/too, and etc. 'Homographs' (homo=same; graph=spelling) are also a kind of homonyms that are spelled the same, but differ in meaning. They may or may not be pronounced on the same way. Like *bank* (the side of river/ a place to keep money) or *read* (present tense/ past tense).

All in all, to the researchers, this definition of Concise Oxford Dictionary better fits the term. Therefore, it defines 'homonym' as each of the two or more words having the same spelling and/or pronunciation or different spelling and/or pronunciation, but different meanings and origins. While multiple-meaning words may cause confusion for native language speakers, this phenomenon is often very difficult for English language learners too (Readence, Baldwin, & Head, 1986).

It is of extreme importance that discovering effective ways of teaching vocabulary such as metalinguistic awareness would be beneficial in this regard. Metalinguistic awareness is defined as the ability to manipulate and focus on the formal properties of the language; particularly, the ability to analyze, think about, talk about, or even play with language as an object which is separated from its meaning, which is in or out of the context (Roth, Speece, Cooper, De La Paz, 1996). It is also an important cognitive process in helping students learn to decode words and to comprehend various texts.

In this line, the instruction of lexical set of words such as homonyms would affect learners' vocabulary development, as well as, vocabulary retention and recall. In this respect, Hoshino (2010) examined the relative effect of five set of word lists such as synonymous, antonymous, categorical, thematic, and arbitrary word lists on learners' L2 vocabulary learning. Based on the findings, he concluded that presenting new vocabularies through categorical lists promoted learners' vocabulary learning. Also, Hashemi and Gowdasiaei (2005) suggested that presentation of words in lexical sets facilitated word learning and it was because learners could form a kind of association between their newly and already learned words. Therefore, instruction of lexical set of words aided learners to set a lexical domain and it was more likely to learn the other counterparts of that domain. On the other hand, some scientists believed that presenting words in categorical lists did not enhance vocabulary learning (Tinkham, 1993; Waring, 1997). Also, the ability to derive the correct meaning of new words in context may be inhibited in homonym cases (Mazzocco, 1997).

Hence, the critical point is that vocabulary learning is an important aspect of second language learning and most learners have a lot of problem in this regard. In the case of homonyms, it is more difficult to cope with, because similarities in pronunciation or spelling and lack of knowledge in this respect may cause learners to encounter a lot of complication. Therefore, finding a solution to remove this problem is very considerable especially for children. Consequently, the current study concerned whether previous research findings, which were nearly all about learning vocabulary, in general, could be replicated in the case of homonyms as a specific subject matter or not. It also tried to investigate the role of explicit homonymous set of words instruction on young female learners' vocabulary development and vocabulary retention.

II. LITERATURE REVIEW

In this section, the importance of vocabulary in L2 learning, and the role of lexical set of words instruction such as homonyms, as well as, various lines of research on homonyms instruction were proponed in detail.

Laufer (1997) argued that vocabulary learning is at the heart of any language learning and language use. It is a "promising area of inquiry" (Ellis, 1990, p.214). As Richards and Renandya (2002) claimed, it provides much of the basis for how well learners are in four skills of language involving reading, writing, listening, and speaking.

In the case of homonyms, their nature is so odd and complicated that sometimes the most obvious ones may be missed. For decades, many researchers have implied that both native speakers and nonnative L2 learners may encounter some difficulties with their reading comprehension and it is as a result of lacking knowledge of words such as homonyms, homophones, and homographs (Hawkes, 1972; Hudelson, Poyner, & Wolfe, 2003; Readence, Baldwinp, & Head, 1986). In this regard, it is worth considering that homonym counterparts can be taught simultaneously. Therefore, students can compare and contrast words within various contexts or supplementary texts that the teacher incorporated into the curriculum (Foster, 2003; Rog & Kropp, 2004).

Much of evidence indicated that there are two opposing views on homonyms instruction, which are undertaken into the instruction of this kind of words. These two opposite views are the end product of the related debates on explicit homonyms instruction.

a.) *Homonyms instruction facilitates learners' vocabulary learning* by decreasing the amount of new information in the mind so that there is one lexical form for two or more semantic representations and meanings. Therefore they are easier to learn and retain.

In this vein, some of the researchers such as Storkel and Maekawa (2005) examined the performance of thirty-two 3-4 year-old learners on identifying lexical representations. They were exposed to novel words and homonyms through a story with visual support. Results manifested that responses to homonyms in the picture-naming task were more accurate than responses to novel words because common sound sequences are easier to name for the students. Also, Zipke, Ehri, and Cairns (2009) contemplated 23 third graders from a variety of cultural backgrounds. They were given an active homonym learning program in four sessions of 30-45 minutes each, utilizing riddles and other ambiguous reading texts taken from *Amelia Bedelia* series of books in order to identify multiple meanings of homonyms and analyze ambiguous sentences. Students learned to determine the intended meaning of words and detect inconsistencies in text since meaning is dependent on context. On the other hand, the Control group was composed of 23 other participants received readings and discussions without any metalinguistic awareness. Obtained findings confirmed that metalinguistic ambiguity instruction was effective so that the performance of the students in the experimental group revealed improvement, and the scores were significantly better than the Control group in their reading comprehension.

b.) *Homonyms instruction hinders learners' vocabulary learning* by increasing the cognitive demands. On an acquaintance with a new homonym pair, both meanings are activated, but just one member of the homonym family is correct and fits the context. So. Finding the appropriate referent associated with the corresponding lexical form requires

more external support, evidence or context clues. Therefore, correct decision latency in the homonym cases and identifying multiple meanings of them take more time and will be longer than the novel words.

In this line, some other scholars like Mazzocco (1997), Mazzocco, Myers, Thompson & Desai (2003), and Doherty (2004) affirmed that when 3-9 year-old children were exposed to the 'secondary meaning' of a homonym, they have some problems in creating a semantic association between pair of homonyms and they were not successful in providing a correct interpretation of the homonyms accurately. This view manifested that the concurrent and simultaneous introducing of the homonym mates or homonym families led a kind of interference and it inhibited learners' vocabulary learning. According to Cairns, Waltzman, and Schlisselberg (2004), however, first grade students may have metalinguistic awareness in order to detect homonyms in isolation, but they can benefit from a kind of 'explicit homonyms instruction' to enhance their comprehension, and to verbalize their burgeoning awareness, as well. In this regard, after testing toddlers, preschoolers, second graders, fifth graders, and also college students Mazzocco (1997) found that it is not until fifth grade that students are able to make interpretations on contextually based readings. These studies indicated that although many beginning readers have a kind of metalinguistic awareness in order to recognize the possibility of words with more than one meaning, their interpretation skill to reprocess the information and substitute the alternate meaning of the homonym have not yet developed. Hence, homonyms instruction seems to be more beneficial in this regard.

Having reviewed many articles, the researchers found that most previous research studies considered vocabulary learning as a general subject matter. But, not much research had been done especially in the case of homonyms. Therefore, what is under-researched is investigating the effectiveness of lexical set of words instruction such as homonyms as a specific subject matter. Consequently, the major consideration of the present research was to discover the nature of different methods of homonyms instruction amongst young female EFL learners.

III. OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS

The results of this study led to give some insights into the effectiveness of homonyms instruction and also gave some tips and points on L2 lexical learning and vocabulary development. It also made an attempt in the area of learners' vocabulary retention and recall.

Research Questions

Corresponding to the mentioned problems, the present study was guided by the following research questions:

1. What is the effect of homonyms instruction on vocabulary development of Iranian young female elementary EFL learners through metalinguistic awareness?

2. What is the effect of homonyms instruction on vocabulary retention of Iranian young female elementary EFL learners through metalinguistic awareness?

Research Hypotheses

Accordingly, related to the above mentioned research questions, two following null hypotheses were formulated and derived, which are as follows:

H_{01}. Homonyms instruction does not have any significant effects on vocabulary development of Iranian young female elementary EFL learners through metalinguistic awareness.

H_{02}. Homonyms instruction does not have any significant effects on vocabulary retention of Iranian young female elementary EFL learners through metalinguistic awareness.

IV. METHODOLOGY

In this section the design and methodology of the current research were presented. It included some essential data on participants, measuring instruments, and procedure employed in this research to indicate how the study was set up and how research questions were answered.

Participants

The sample group was comprised of 64 Iranian young female EFL elementary learners aged from 9 to 10 years old whose English proficiency level was elementary. They were selected from one of the branches of Iran Language Institute (ILI), children department in Isfahan, Iran. They consisted of four intact classes who had passed seven semesters successfully. They were divided into two groups of Control and Experimental one (**N**=32).

Measuring Instruments

To implement the research successfully, a set of instruments such as a proficiency test, as well as a vocabulary test were used.

The written part of the English Unlimited Placement Test *(UPT)* was administered as the proficiency test of the present study. It was given from Cambridge university press made by Luisvoid (2010) to homogenize the participants based on their L2 general level of language proficiency.

A kind of researcher-made Vocabulary Achievement Test *(VAT)* was used as the pre-test and post-tests in order to find out the effects of homonyms instruction on vocabulary development and retention of the learners through metalinguistic awareness. The post-tests, the immediate and delayed ones had the same content as the pre-test; while the

order of the alternatives and options were changed. The VAT included thirty items: a) Ten matching items (ten points), b) Ten fill-in-the-blank items (ten points), and c) Ten two-alternative items (twenty points).

Through the 'pilot study', the VAT was run before implementing the treatment to thirty students similar to the sample group in order to investigate the reliability and validity of the test. The *validity* of the VAT was affirmed by asking three professors, and English teachers to give their insights on the content of the test. The *reliability* of the VAT items was also substantial with Cronbach's Alpha of 0.861 which indicated that the internal consistency of the test was adequate. Also, according to the pilot study, the sufficient time allowance designated to answer the VAT was twenty minutes.

Procedure

Prior to the study, as all of the subjects, as well as their parents filled out the *Assent Form*, three treatment sessions were administered after the usual time of the class. Preliminarily, the UPT was run as the proficiency test in order to homogenize them. Based on the associated rating levels chart, those whose score were between 20-40 were considered as the young elementary EFL learners of this research and selected for the current study. Also, regarding the fact that participating in the research was completely voluntarily, two of the students who were not interested in taking part did not sign the assent form and eliminated from the study. They could attend the class but their scores were ruled out of the study. In the next step, the subjects were divided into two groups of Experimental (N=15+17) and Control one (N=14+18).

Sixty-seven sets of homonym families comprised of of sixty new words (twenty ones in each session) were proposed to the learners in the Experimental group in three sessions, each session taking about forty minutes.

Learners in the **Experimental** group favored the metalinguistic awareness through explicit and concurrent homonyms instruction, as both or more meanings of the homonym family was introduced simultaneously to the students. Their instruction relied on plain and printed texts and the learners exposed to the new words through teacher's explanation, guided drills, practice exercises, repetition, as well as its equivalent translation on their mother tongue; Persian. However, the **Control** group provided with incidental homonyms instruction through various texts. New words were introduced to the learners, completely accidentally or by chance and without any special and specific focus or even straight emphasis on the homonym pairs. Some substitution drills were provided for them, as well to remove the compensation time.

A test in the area of homonyms was held in advance to identify the knowledge of the learners before starting the instruction as the pre-test, and once immediately after implementing the methods as the immediate post test. The delayed post-test was also established three weeks after the last instruction session in order to identify learners' vocabulary retention.

V. RESULTS

In the current chapter, the results of the study were tabulated and analyzed in detail. The data was submitted to the statistical analysis in order to test the hypothesis of the study. They compared through SPSS (Statistical Package for Social Sciences) Version 22.0 based on the obtained scores across the mentioned two groups. Throughout the whole analyses, the amount of certainty of the results is 95%, and the margin of error or the minimum Alpha for confirmation of the research hypothesis was set at 0.05. If the significant level given in the table was less than 0.05 (sig <0.05), so the null hypothesis is rejected, otherwise if it was larger than 0.05 (sig>0.05), the null hypothesis will be accepted.

Descriptive Statistics

In the statistical analysis descriptive statistics were applied for getting primary information of the scores.

TABLE 1.
DESCRIPTIVE STATISTICS OF THE PROFICIENCY TEST

	N	Minimum	Maximum	Mean	Std. Deviation
Control	32	21	38	29.50	5.759
Experimental	32	20	34	28.59	3.241
Total	64	20	38	29.05	4.658

According to the above table, all the scores of the learners in the proficiency test were between 20 and 38, which based on the associated rating levels chart of the UPT, the participants were considered as the students with elementary level of English proficiency, and were in the same mean-level. Table 2 also demonstrated the primary data of pre-test, post-test, and also delayed post-test of the Control and Experimental groups.

TABLE 2.
DESCRIPTIVE STATISTICS OF THE SCORES IN VAT

		N	Minimum	Maximum	Mean	Std. Deviation
Control	Pre-test	32	16	31	21.75	3.860
	Post-test	32	16	34	24.06	4.340
	Delayed Post-test	32	14	31	22.78	5.059
Experimental	Pre-test	32	13	29	22.50	4.143
	Post-test	32	18	38	30.81	5.855
	Delayed Post-test	32	14	38	24.41	5.079

Level of the students in the Pre-test

Regardless of the results obtained from the proficiency test, the homogeneity of the participants was also determined before implementing the treatment.

TABLE 4.
MANN-WHITNEY U TEST, RANKS & TEST STATISTICS

	N	Mean Rank	Sum of Ranks
Control	32	29.78	953.00
Experimental	32	35.22	1127.00
Total	64		
Mann-Whitney U	425.000		
Z	-1.174		
Sig. (2-tailed)	**.240**		

The non-parametric Mann-Whitney U test demonstrated that there was not any significant difference between pre-test mean scores of the Control group (Mdn=21), and Experimental one (Mdn=22.5), U=425, P=.240. Therefore, at the preliminary stage and before implementing the treatment sessions, all the subjects of the study were at the same level of English proficiency.

Analysis of the Research Questions

First Research Question, Learners' Vocabulary Development

In order to consider the first research question, and also according to the normality, a series of non-parametric Wilcoxon Signed Ranks Test for the Control group, and parametric Paired Samples t-test for the Experimental one were administered on the pre-test and post-test scores in each group separately.

TABLE 5.
CONTROL GROUP, WILCOXON SIGNED RANKS TEST, RANKS & TEST STATISTICS

Post-test, Pre-test of Control	N	Mean Rank	Sum of Ranks
Negative Ranks	8a	11.44	91.50
Positive Ranks	23b	17.59	404.50
Ties	1c		
Total	32		
Z	-3.080		
Asymp. Sig.	**.002**		

a. Posttest < Pretest
b. Posttest > Pretest
c. Posttest = Pretest

Because the pre-test scores of the learners in the Control group were non-normal, a non-paramertic Wlicoxon Signed Ranks test was run and the output implied that post-test scores of the learners were statistically significantly higher than the pre-test ones, Z= -3.08, p = .002.

TABLE 6.
EXPERIMENTAL GROUP, PAIRED SAMPLES TEST

	Mean	t	df	Sig. (2-tailed)
Posttest - Pretest	8.313	9.298	31	**.000**

The Paired Samples t-test manifested a significant difference, a meaningful increase, between pre-test mean scores (M=22.50, SD=4.14) and post-test ones (M=30.81, SD=5.85) of the learners in the Experimental group; t(31)= 9.29, p = 0.00.

Hence, according to the mentioned results and based on the VAT scores obtained from pre-test to the immediate post-test time, the analysis indicated that simultaneous lexical set of words instruction was as accurate as accidental and incidental method of instructing homonyms. Here, although both groups significantly improved in their vocabulary

development in the short run, students in the Experimental group revealed a better performance. Thus, the first null hypothesis was rejected.

The below figure depicts the significant effect of homonyms instruction on vocabulary development of the learners in both groups of Control and Experimental. Different English letters demonstrated the significant difference.
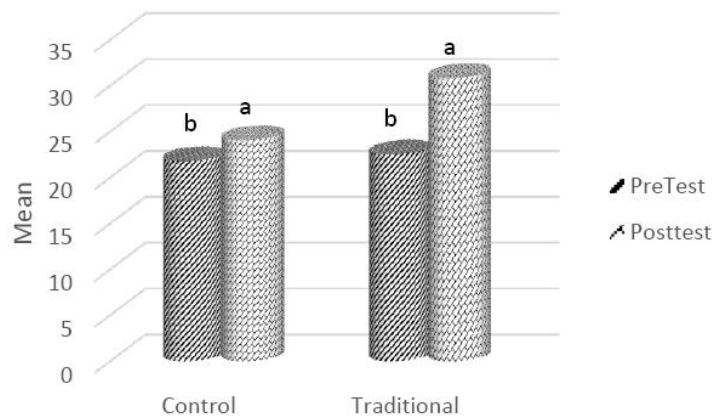

Figure 1. Vocabulary development.

Second Research Question, Learners' Vocabulary Retention

In order to respond to the second research question, and also based on the normality, a number of non-parametric Wilcoxon Signed Ranks Test for the Control group, and parametric Paired Samples *t*-test for the Experimental one were conducted on immediate post-test and delayed post-test scores of the learners in each group separately.

TABLE 7.
CONTROL GROUP, WILCOXON SIGNED RANKS TEST, RANKS & TEST STATISTICS

Delayed Post-test, Post-test of Control	N	Mean Rank	Sum of Ranks
Negative Ranks	19[a]	14.84	282.00
Positive Ranks	10[b]	15.30	153.00
Ties	3[c]		
Total	32		
Z	-1.399		
Asymp. Sig.	**.162**		

a. Delayed Posttest < Posttest
b. Delayed Posttest > Posttest
c. Delayed Posttest = Posttest

Based on non-parametric Wilcoxon Signed Ranks Test, the results did not elicit a statistically significant difference between mean scores of the Control group learners achieved from their immediate and delayed post-tests, Z= -1.39, p = 0.16.

TABLE 8.
EXPERIMENTAL GROUP, PAIRED SAMPLES TEST

	Mean	t	df	Sig. (2-tailed)
Delayed Posttest - Posttest	-6.406	-6.795	31	**.000**

The results obtained from the paired Samples t-test indicated a significant difference, a meaningful decrease, between the post-test mean scores of the learners (M=30.81, SD=5.85) and delayed post-test ones (M=24.41, SD=5.07) in the Experimental group; t(31) = -6.79, p = 0.00.

Hence, according to the above results and based on the VAT scores gained from post-test to delayed post-test time, in the case of learners' L2 vocabulary retention, results suggested that homonyms instruction significantly hindered the recovery of the vocabulary in the Experimental group three weeks later, but not in the control one. Hence, the performance of the learners in the Experimental group significantly decreased in their vocabulary retention. Consequently, the second null hypothesis was rejected in the case of Experimental method in long-term retention.

The below figure demonstrates the effect of homonyms instruction on vocabulary retention of learners in both groups. Different English letters indicated a significant difference; whereas, the similar English letters suggested that there was not any significant difference.
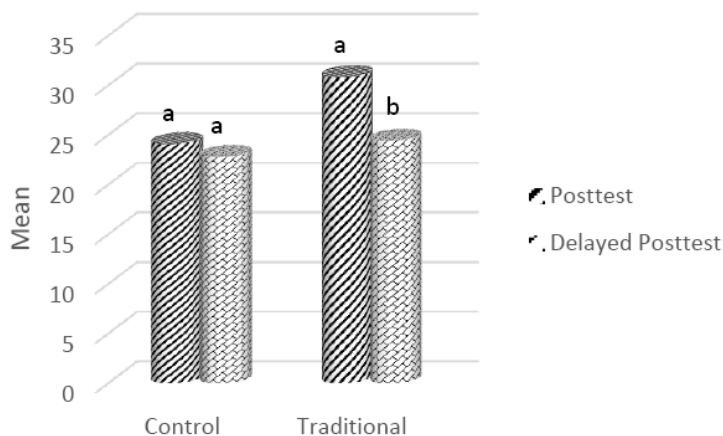
Figure 2. Vocabulary retention.

Accordingly, the adjusted vocabulary pre-test, post-test, and delayed post-test scores of the three groups were illustrated as follows:
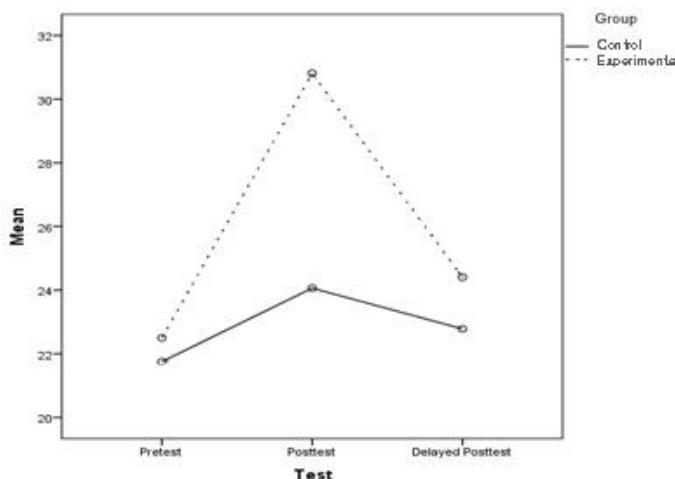

Figure 3. Adjusted VAT scores.

VI. DISCUSSION

The discussion of the obtained findings was fully dealt with in the current section through comparing them with the findings of other previous studies and existing literature.

Regarding the obtained results, this study made it clear that homonyms instruction significantly led to better vocabulary development and progression of the learners in both groups in the short run, but the participant in the experimental group outperformed the students in the control one. Also in the vocabulary retention phase, the analysis implied that, as expected, forgetting took place in both groups. Here, despite the significant decrease in vocabulary retention of the learners in the Experimental group, there was not a significant difference from immediate to delayed post-test time in the Control one.

All in all, the findings of the present study contradicted with the results obtained by Zipke et al. (2009). In the Zipke et al.'s study, the experimental group was composed of the participants who had to determine the meaning of ambiguous sentences through an active homonym learning program employing riddles and other ambiguous texts; however, the control group was comprised of the participants who received the lessons without any metalinguistic ambiguity instruction. The post-test results indicated the superiority of the trained students to the control group ones on their reading comprehension. This view supported the claim that active homonyms learning program remarkably reinforce students' perspicuity in understanding the vague and obscure meaning of ambiguous sentences in the context. Therefore, the short period of homonyms instruction was effective; while in the current study both groups revealed a significant improvement.

However, the findings of this study were in line with the obtained results by the below research studies:

According to Hoshino (2010) or Hashemi and Gowdasiaei (2005), introducing new vocabularies through categorical lists or lexical set of words aided learners foster their vocabulary learning. In the case of Cairns et al. (2004), they investigated the first-grade students in order to detect homonyms. They concluded that although the learners have

metalinguistic awareness to detect homonyms in isolation, the explicit homonyms instruction could reinforce learners' reading comprehension. Therefore, according to Foster (2003), Rog and Kropp (2004), they suggested that homonyms instruction can be incorporated into the curriculum so that the students can compare and contrast words within various texts. Also Mazzocco (1997) after investigation of toddlers, preschoolers, second and fifth graders, as well as the college students affirmed that explicit homonyms instruction was beneficial and had positive effects on learners' interpretation skill in order to reprocess the information and substitute the alternative meaning of the homonyms.

In spite of the fact that explicit homonyms instruction was effective in the short run, it caused some confusion in learners' long-term recall, especially in the Experimental group. Therefore finding other strong techniques to reinforce learners' vocabulary knowledge in the long-term period of time would be helpful in the process of second language teaching and learning.

VII. CONCLUSION

This piece of research study turned the spotlight on the area of learners' vocabulary development and retention through different methods of teaching lexical set of words named homonyms.

Contemplating the fact that homonymic conflict and clash of vagueness in identifying the correct meaning of a homonym, as in homophones or homographs will take place under any condition or circumstances, it seems to happen inevitably. Hence, in the light of mentioned and discussed results obtained from the current study, we came to this conclusion that explicit, simultaneous and concurrent homonyms instruction may lead to learners' metalinguistic awareness and will be fruitful and beneficial in the short run; however, it is the context that can be helpful and aid us in avoiding any obscurity and complication in guessing the correct meaning of a word. So, in many cases, the context can work as a disambiguating factor through which no interference is likely to happen and no real confusion will arise.

In a nutshell, the outcome of this piece of study proposes several remarkable implications for teachers, learners, as well as material developers and syllabus designers. It will be fruitful for *teachers* to provide learners with a context in order to discriminate and differentiate multiple meanings of a homonym through various interactive games or via creating innovative methods of teaching vocabulary to make the class and learning time enjoyable and much more interesting. The findings will be efficient for learners to foster their lexical knowledge through their acquaintance with two or more meanings of a homonym simultaneously. Besides, the obtained results will be beneficial for *material developers* and *syllabus designers* who are dealing with foreign language teaching and providing L2 curricula in a way that they can put the obtained results into a meaningful learning and relevant tasks in order to engage learners in the class activities.

APPENDICES

APPENDIX A

List of Homonyms Covered in the Three Sessions
(Twenty new words in each session are shown in blue color.)

	Session 1			Session 2			Session 3	
1	ball	bawl		ate (past)	eight		bank	
2	bee	be		aunt	ant		bear	bare
3	blue	Blew (past)		for	four		close	
4	buy	by	bye	hare	hair		days	daze
5	deer	dear		hour	our		feet	feat
6	flower	flour		knight	night		ferry	fairy
7	hi	high		left			fly	
8	letter			made (past)	maid		glasses	
9	meet	meat		male	mail		great	grate
10	no	know		new	knew (past)		horse	hoarse
11	I	eye		piece	peace		mite	might (past)
12	nose	knows		present			pail	pale
13	hear	here		read (present)	reed		paws	pause
14	rose	rows		so	sew		play	
15	red	read (past)		watch			pour	poor
16	pear	pair	pare	wear	where		road	rode (past)
17	see	sea		whole	hole		root	route
18	some	sum		won (past)	one		sail	sale
19	sun	son					stare	stair
20	sight	site					their	there
21	to	two	too				tail	tale
22	wait	weight					way	weigh
23	weather	whether					week	weak
24	wood	would					whale	wail
25	write	right						

APPENDIX B

Vocabulary Achievement Test
A.) Read and match. Note: There is one extra word. (10 points)

Blew
Night
Hare
Son
Flower
Sun
Hair
Deer
Knight
Flour
Ant

B.) Fill-in-the-blank questions with the correct homonym.
Choose the correct homonym to complete these sentences. (10 points)

Today   Yesterday

1.) I can play _____ the sea shore. (buy/ by).

2.) The _____ is very nice today and there are no clouds in th blue sky.
   (whether / weather)

3.) Please _____ the sand in your pail. (pour/poor)

4.) Mary got a letter in the _____ box. (mail/ male)

5.) Sara is my _____ friend. (dear/ deer)

6.) The _____ is a kind of big animal.(bear/ bare)

7.) The mouse went into the _____. (whole/ hole)

8.) The cat _____ at the mouse. (stares/ stairs)

9.) John _____ the race. (one/ won)

10.) The _____ of two and two is four. (sum / some)   2 + 2 = ?

C.) Two alternative questions:
Choose the correct answer for the following questions. (20 points)

1.) I will (right/ write) a story in your notebook with my (right/ write) hand.

2.) _____ I like to (read/ reed) fairy (tails/ tales).

3.) We can (here/ hear) with our ears, and (sea/ see) with our eyes.

4.) The (be/ bee) read the book in an (hour/ our).

5.) The (mite/ might) ate the (hole / whole) apple.

6.) I (knew/ new) that Lisa would wear her pretty (knew/ new) dress.

7.) I don't (no/ know) which (weigh/ way) I should turn.

8.) The boy (road/ rode) a beautiful white (hoarse/ horse). It is for sale.

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

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

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