The Role of Context in Solving Problems of Misunderstanding Polysemous Words by Learners of English Language in Goma Town: Case Study of Some Language Centres and Sixth Form Secondary Schools

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Abstract*:* The purpose of this research article is to explore the extent to which polysemy in English is recognised by learners of English language in Goma; DRC. It also explores whether English proficiency levels of EFL learners affect their capacity to distinguish between the various meanings of English polysemous words or if the learners face obstacles these words are used in unusual contexts, or contexts that use the expanded implications of the intended polysemous words.

The problem of misunderstanding polysemous words arises in context and many learners have difficulty in choosing an exact meaning. Therefore, it is with no doubt that context plays an important role in choosing suitable meanings for such words.

Keywords: Polysemous words, context, misunderstanding, learner.

Résumé: L'objectif de cet article de recherche est d'explorer la mesure dans laquelle la polysémie en anglais est reconnue par les apprenants de la langue anglaise à Goma, en RDC. Il explore également si les niveaux de compétence en anglais des apprenants EFL affectent leur capacité à distinguer les différentes significations des mots polysémiques anglais ou si les apprenants rencontrent des obstacles lorsque ces mots sont utilisés dans des contextes inhabituels ou dans des contextes qui utilisent les implications élargies des mots polysémiques prévus. Le problème de l'incompréhension des mots polysémiques se pose dans le contexte et de nombreux apprenants ont des difficultés à choisir un sens exact. Il ne fait donc aucun doute que le contexte joue un rôle important dans le choix des significations appropriées pour ces mots.

Mots-clés: Mot polysémique, contexte, malentendu, apprenant

I. Introduction

The learners sometimes find difficulties in recognizing the suitable meaning for an English polysemous word. So, they usually fail to transfer or understand the message intended by the speaker or writer. This problem is often serious when the learners are unable to understand the various meanings of polysemic words used in different contexts.

Therefore, other meanings of the same word can be raised in each use of this word in a given context. The essential issue is to find the exact meaning of such a word within a context during daily communication.

Learners sometimes understand each English word by applying its core meaning in communication, because they may know only this meaning. Hence, this English word can be applied in the other context, then it denotes another meaning. Let us have a look at the word "late" in the example below:

Learners are <u>late</u> at the university.
The <u>late</u> Mobutu was a famous President in Africa.

The word **<u>late</u>** in the two sentences above is used in different contexts. The meaning of **<u>late</u>** in the first sentence is different from the meaning it denotes in the second sentence.

So, learners face difficulties to find the true meaning of the second sentence, because this word <u>late</u> changes the meaning when it is used in the context in which it occurs.

In addition, the verb "**break**" in sentence a like: **He broke the window**, in which the common meaning of the verb "**break**" here is very well known as cutting something into pieces. But if we use the same verb in another context and say for example: "**Her child's death broke Angela**", which has not got the same meaning, the literal meaning of the verb "break" surely does not fit in this context. The meaning of this verb, in this case, can be deduced from the context in which it occurs. Because of these difficulties in understanding word

meaning within a given context, despite its familiarity to learners, the importance of practice, reading in foreign language and frequency of exposure to it is very important.

Therefore, the selection of the English language centres and sixth form pupils learning English as a foreign language has been done on the basis that those learners are supposed to master the core meaning of some English polysemous words. Also, they are supposed to be aware of the fact that a word may lose its core meaning in some cases.

These learners have to bear in mind that there are other meanings of a word beyond its common meaning which can only be understood in the context in which it occurs. The misunderstanding of English polysemous words sometimes poses problems in rendering the right sentence meaning of the speaker or writer.

This study attempts to answer the following questions:
- What are some common polysemous English words that learners fail to understand the meanings?
- What are the causes of misunderstanding polysemous words by learners of English in Goma?
- What remedies can be suggested to overcome this issue of misunderstanding polysemous words learners of English in Goma?

In this study, the researchershave tried to find answers to the questions raised. For this purpose, the following hypotheses have been formulated:
- Some common polysemous words that learners fail to understand include: late, break,site, take,cut,alien,move,sound,turn,give…..
- The learners are not familiar with the most meanings of the polysemous English words through reading books,practices;

A number of remedial actions to be suggested to overcome this issue include:
- The teachers should provide more practices, more readings in foreign language to learners should use dictionaries frequently.
- The teacher should also train the learners the English top ten vocabulary improvement tips: make reading the newspaper a daily ritual, make it a habit to read a new book every week, watching English movies and television shows, use vocabulary cards, use the internet, don't forget the new words, learn pronunciation, learning in groups, learn the root words, keep revising.

This study aims to:
- identify common polysemous English words whose meanings are confused by learners;
- find out causes of misunderstanding polysemous English words.
- suggest remedies to solve problems of misunderstanding polysemous English words.

As far as the research methods are concerned, the researchers used both the qualitative and quantitative approaches. The two approaches were implemented because the study aimed at getting both quantitative and qualitative data. The researchers used a qualitative method which involved the use of essay questions that were administered to the learners in the selected secondary schools and in language centres in Goma. The importance of the questionnaire is to display other potential problems that are related to this issue.

As for the significance of the study, the monosemic words do not create a problem or confusion in meaning, whereas polysemous words do. As a result, learners face problems to find out the right meaning of polysemous English words used in different contexts. So, this study will try to discover the solutions for such problems. Also, it will find out the best ways polysemic English words are used in contexts and will find out the meaning of the sentence in daily communication.

The results will prove to be positive in the sense that the majority of the informants will be aware of the polysemous English words given in appropriate contexts.

II. Review of Literature on Word Meaning

This section plans to give a concise overview on semantics, pragmatics, polysemy and context. It provides different definitions of the key words above.

II.1 Definition of Semantics

The notion of semantics is described by various linguists, and the most frequent definition is the study of meaning (Lyons, 1984). According to Palmer (1976, p.1), "*Semantics is the technical term used to refer to the study of meaning*". He adds that "*semantics*" is a new term added the English language (ibid). Yule (1985,

p.112) describes semantics as *"the study of the meaning of words, phrases and sentences»*. The interest is in meaning more than anything else (ibid). Langacker (1987, p.12) for example, talks about the importance of meaning in all linguistics aspects, According to him, *"Meaning is what language is all about; the analyst who ignores it to concentrate solely on matters of form severely impoverishes the natural and necessary subject matter of the discipline and ultimately distorts the character of the phenomena described"*.

Yule (1996, p.114) brings another view to the term of semantics where he focuses on the actual meaning of the word rather than what the speaker means:

> *"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 a speaker might want the words to mean on a particular occasion. This technical approach to meaning emphasizes the objective and the general. It avoids the subjective and the local. Linguistic semantics deals with the conventional meaning conveyed by the use of words and sentences of a language"*.

The study of semantics argue that each words, phrases or expressions carry a certain meaning and these words inform us about different events that occurs in the actual world.

Semantics is one of the wealthiest and fascinating parts of linguistics. Semantics is a linguistics branch that studies the meaning of a language, code, or other representation types. Semantics word comes from the Greek language, *sema* that is noun, it's mean sign or symbol, or *semaino* that is verb, it's mean to mark or symbolize. By studying semantics, people can identify what the meaning implies in a word or sentences, in other words by studying semantics, it makes it easier for people to be better understand the meaning contained. In other words, semantics is the study of meaning. According to Cruse (2004), semantics is the study of meaning that used for understanding human expression through language. Semantics are very closely related to applications in real life, including word sense and meaning.

From the definitions above, based on my opinion, semantics is a branch of linguistics that examines meaning. The meaning under study by semantics is context-free meaning.

II.1.1 Definition of Meaning
According to Djajasudarma (2012:7), the meaning is the link that is in between the elements of language itself (especially words). The meaning is the abstract concept of human experience, but not people's experiences per person. When the meaning of people experiences per person, every word will have various meanings because the one individual with others varies; it is impossible the same.
According to Chaer (2010:45) defines meaning is understanding or concept contained in that language unit. Based on the description of understanding the meaning above, it can be concluded that meaning is a relationship between the word as a marker with what is marked or element in a word that intends to make an impression specifically about the word order is different from other words.

II.2 Definition of polysemy
Polysemy is one of the most important vital of modern linguistic semantics, According to Yule (1996), it can be defined as a written or spoken words that have more than one meaning which are all connected by prolongation. That is to say that meanings are related to each other, For instance the word „head" is allude to the organ on top of human body, on top of any glass of beer or on top of any organisation or department (ibid). "Not only do different words have different meanings; it is also the case that the same word may have a set of different meanings. This is polysemy; such a word is polysemic" (Palmer, 1976, p.100).
According to Taylor (1989, p.99), "Polysemy is the association of two or more related senses with a single linguistic form", it means the ability of one word to have several meanings. The ability to name the different objects with the same name preserving common features this is called polysemy (Arnold 1986). It means the ability of words to have more than one meaning. Meaning system changes through time, so that new terms added to the language.

II.3 The definition of Context
The context has been defined in deferent ways, and the most common point between the definitions that are given to the context is that it disambiguates between possible meanings. In fact context is flexible, it requires the connection between the speaker and the hearer in particular situation, and this relationship must not necessarily be purely linguistic.
Context is an important concept in a language study. According to the theory of systematic-functional linguistics, context of situation determines the meaning system of a text and, therefore, translation is a process

of reestablishing situation context in the TL. Since no identical contexts exist, different translation strategies should be made.

Oxford Advanced learner's Dictionary (2008:326) defines context as the situation in which something happens and that helps to understand it. A context is words that come just before and after a word, phrase or statement and help you to understand its meaning, so one may be able to guess the meaning of a word from the context.

A receiver must understand the meaning of a text before he/she translates it. To determine the meaning of a text, a translator must look into the context. Context refers to the total environment in which a word, an expression, or a sentence appears. The meaning of a lexical unit of a text can be found not only in the surrounding words or the same sentence, but also the other parts of a text.

Hatim and Mason (1990) agree with Newmark's (1981) approach in many respects. Both stress on the important of context in determining the appropriate meaning. And emphasize that the areas of text-linguistics, cohesion, and discourse analysis have evident applications in translation theory.

II.4 Definition of pragmatics

According to the Seminar on Pragmatic Methods of Analysis by TEMBUE ZEMBELE WA OLOLO *Ordinary Professor,* Pragmatics is a subfield of linguistics which studies the ways in which context contributes to meaning. It studies how the transmission of meaning depends not only on the linguistic knowledge (e.g. grammar, lexicon etc.) of the speaker and listener, but also on the context of the utterance, knowledge about the status of those involved, the inferred intent of the speaker, and so on. In this respect, pragmatics explains how language users are able to overcome apparent ambiguity, since meaning relies on the manner, place, time etc. of an utterance. The ability to understand another speaker's intended meaning is called *pragmatic competence*. An utterance describing pragmatic function is described as metapragmatic.

In linguistics and related fields, **pragmatics** deals with **language in use** and the **contexts in which it is used** i.e. it evaluates **how human language is utilized in social interactions**, as well as the relationship between **the interpreter** and **the interpreted**. In other words, Pragmatics is concerned with **what a speaker implies** and **what a listener infers** based on contributing factors like **the situational context, the individuals' mental states, the preceding dialogue, and other elements.** It includes such aspects as:speech acts, conversational implicatures (presupposition), the Cooperative Principle (the taking of turns in conversation), deixis, politeness and relevance. Pragmatics is the study of "how to do things with words" (the name of a well-known book by the philosopher J.L. Austin), or perhaps "how people do things with words" (to be more descriptive about it).

To define pragmatics, experts sometimes compare and contrast it with **semantics** or compare it to **syntax** or **semiotics**, all of which are distinct terms in linguistics. **Semantics** is the study of rule systems that determine the literal linguistic meanings of expressions (the meaning of a sentence); **syntax** describes how we combine words to form sentences with specific meaning (word order); and **semiotics** is concerned with the use and interpretation of signs and symbols (the study of symbols). **Pragmatics** focuses on **implied and inferred meanings**.

To conclude, this section attempted to review the main common lexical relations that exist in language, namely, semantics, pragmatics, polysemy, context and meaning. The focus, however was placed on polysemy as it is the linguistic phenomenon of interest in this study. Besides defining the concept and giving examples of it, the section also attempted to trace back the origin of the phenomenon and to contour its aspects.

III. Presentation, Analysis and Discussion of Data

III.1. Data presentation

The question is to choose the meaning of the underlined word or verb.

1. Sound

a. I like **the sound** of birds.
- ✓ Something that you can hear(noise)
- ✓ The meat of the bird
- ✓ No answer

| School | ANSWER | | | |
	Something that you can hear(noise)	The meat of the bird	No answer	Total
Inst. Nyabushongo	25	20	5	**50**
Inst. Sebyera	23	25	3	**51**
CS St Damien	20	12	5	**37**
Lycee Anuarite	3	15	0	**18**
CS Metanoia	18	5	3	**26**
Inst. Mikeno (Officiel)	17	12	1	**30**
Frequency	**106**	**89**	**17**	**212**
Percentage	**50**	**42**	**8**	**100**

The table shows that fifty percent of learners of secondary schools answered the question correctly. Forty-two of learners of secondary schools failed the question. Eight percent of learners of secondary schools said no answer whereas the answer was there.

| Language centre | ANSWER | | | |
	Something that you can hear(noise)	The meat of the bird	No answer	Total
BTC	18	4	0	**22**
YLCD/GLF	25	1	1	**27**
ALDEG Vision	10	8	2	**20**
PYE	20	0	2	**22**
Second Genealogy	10	0	0	**10**
Frequency	**83**	**13**	**5**	**101**
Percentage	**82.1**	**12.8**	**4.9**	**100**

In this table, eighty-two point one percent of learners of English language centres succeeded, it means that, they know the first meaning of the word to sound.

Twelve point eight percent of learners of English language centres do not know the first meaning of the underlined word use in the sentence. Four point nine percent of learners of English language centres do not now also.

b. Your suggestion **sounds** reasonable.
- ✓ Says
- ✓ Is
- ✓ No answer

| School | ANSWER | | | |
	Says	Is	No answer	Total
Inst.Nyabushongo	29	18	3	**50**
Inst. Sebyera	25	25	1	**51**
CS St Damien	27	7	3	**37**
Lycee Anuarite	0	11	7	**18**
CS Metanoia	10	12	4	**26**
Inst. Mikeno(Officiel)	23	7	0	**30**
Frequency	**114**	**80**	**18**	**212**
Percentage	**53.7**	**37.7**	**8.4**	**100**

The table above shows that fifty-three point seven percent of learners of secondary schools chose wrong answer. Thirty- seven point seven percent of learners of secondary schools answered correctly and eight point four percent of learners of secondary schools failed they chose no answer.

Language centre	ANSWER			
	Says	Is	No answer	Total
BTC	5	15	2	**22**
YLCD/GLF	10	10	7	**27**
ALDEG Vision	1	17	2	**20**
PYE	5	7	10	**22**
Second Genealogy	0	8	2	**10**
Frequency	**21**	**57**	**23**	**101**
Percentage	**20.7**	**56.4**	**22.7**	**100**

It is shown in the table twenty point seven percent of learners of English language centres did not know the second meaning of the word underlined in the sentence. Fifty-six point four percent of learners of English language centres answered correctly and twenty-two point seven percent of learners of English language centres gave wrong answer.

2. To cut
a. I **cut** the cake with a knife.
   ✓ To bring
   ✓ To divide something into parts
   ✓ No answer

School	ANSWER			
	To bring	To divide something into parts	No answer	Total
Inst.Nyabushongo	28	10	12	**50**
Inst. Sebyera	5	26	20	**51**
CS St Damien	10	22	5	**37**
Lycee Anuarite	5	11	2	**18**
CS Metanoia	8	18	0	**26**
Inst. Mikeno(Officiel)	0	30	0	**30**
Frequency	**56**	**117**	**39**	**212**
Percentage	**26.4**	**55.1**	**18.3**	**100**

The table shows that twenty-six point four percent of learners of secondary schools failed they do not know the first meaning of the verb underlined in the sentence. Fifty-five point one percent of learners of secondary schools succeeded the question and eighteen point three percent of learners of secondary schools failed also.

Language centre	ANSWER			
	To bring	To divide something into parts	No answer	Total
BTC	0	21	1	**22**
YLCD/GLF	0	27	0	**27**
ALDEG Vision	0	20	0	**20**
PYE	1	21	0	**22**

Second Genealogy	0	10	0	**10**
Frequency	**1**	**99**	**1**	**101**
Percentage	**0.9**	**98**	**0.9**	**100**

The table stands that zero point nine percent of learners of English language centres chose the wrong answer. Ninty-eight percent of learners of English language centres responded right answer and zero point nine percent of learners of English language centres failed.

b. We need a **cut** in taxes.
- ✓ A piece
- ✓ A reduction
- ✓ No answer

School	ANSWER			
	A piece	**A reduction**	**No answer**	**Total**
Inst.Nyabushongo	39	11	0	**50**
Inst. Sebyera	31	8	12	**51**
CS St Damien	25	12	0	**37**
Lycee Anuarite	10	8	0	**18**
CS Metanoia	9	4	13	**26**
Inst. Mikeno(Officiel)	17	10	3	**30**
Frequency	**131**	**53**	**28**	**212**
Percentage	**61.7**	**25**	**13.2**	**100**

The table shows that sixty-one point seven percent of learners of secondary schools failed they do not know the second meaning of the verb underlined in the sentence. Twenty-five-point percent of learners of secondary schools succeeded the question and thirteen point two percent of learners of secondary schools failed also.

Language centre	ANSWER			
	A piece	**A reduction**	**No answer**	**Total**
BTC	0	21	1	**22**
YLCD/GLF	0	27	0	**27**
ALDEG Vision	1	18	1	**20**
PYE	1	20	1	**22**
Second Genealogy	2	8	0	**10**
Frequency	**4**	**94**	**3**	**101**
Percentage	**3.9**	**93**	**2.9**	**100**

The table tells that three point nine percent of learners of English language centres chose the wrong answer. Ninty-three percent of learners of English language centres responded right answer and two point nine percent of learners of English language centres failed;

c. He **cut** me off while I was talking on the phone.
- ✓ To refuse
- ✓ To interrupt
- ✓ No answer

School	ANSWER			
	To refuse	To interrupt	No answer	Total
Inst.Nyabushongo	40	8	2	50
Inst. Sebyera	38	8	5	51
CS St Damien	24	13	0	37
Lycée Anuarite	13	5	0	18
CS Metanoia	21	0	5	26
Inst. Mikeno(Officiel)	29	1	0	30
Frequency	**165**	**35**	**12**	**212**
Percentage	**77.8**	**16.5**	**5.6**	**100**

The table explains that seventy-seven point eight percent of learners of secondary schools failed they do not know the second meaning of the verb underlined in the sentence. Sixteen point five percent of learners of secondary schools succeeded the question and five point six percent of learners of secondary schools failed also.

Language centre	ANSWER			
	To refuse	To interrupt	No answer	Total
BTC	7	15	1	22
YLCD/GLF	3	24	0	27
ALDEG Vision	0	20	0	20
PYE		22		22
Second Genealogy	1	9	0	10
Frequency	**11**	**90**	**1**	**101**
Percentage	**10.8**	**89.1**	**0.9**	**100**

The table tells that ten point eight percent of learners of English language centres chose the wrong answer. Eighty-nine point one percent of learners of English language centres responded right answer and zero point nine percent of learners of English language centres failed;

3. Site
a. This is the **site** where bill was shot.
   ✓ A phone
   ✓ A place
   ✓ No answer

School	ANSWER			
	A phone	A place	No answer	Total
Inst. Nyabushongo	28	20	2	50
Inst. Sebyera	19	24	8	51
CS St Damien	15	18	4	37
Lycee Anuarite	3	12	3	18
CS Metanoia	6	15	5	26
Inst. Mikeno (Officiel)	9	17	4	30
Frequency	**80**	**106**	**26**	**212**
Percentage	**37.7**	**50**	**12.2**	**100**

The table explains that thirty-seven point seven percent of learners of secondary schools failed they do not know the first meaning of the verb underlined in the sentence. Fifty percent of learners of secondary schools succeeded the question and twelve point two percent of learners of secondary schools failed also.

	ANSWER			
Language centre	A phone	A place	No answer	Total
BTC	0	21	1	**22**
YLCD/GLF	4	23	0	**27**
ALDEG Vision	0	20	0	**20**
PYE		22		**22**
Second Genealogy	0	10	0	**10**
Frequency	**4**	**96**	**1**	**101**
Percentage	**3.9**	**95**	**0.9**	**100**

In the same sense, the table above tells that three point nine percent of learners of English language centres chose the wrong answer. Ninety-five percent of learners of English language centres responded right answer and zero point nine percent of learners of English language centres failed;
b. El-chorouk's **site** was pirated a month ago.
  ✓ A city
  ✓ Internet information
  ✓ No answer

	ANSWER			
School	A city	Internet information	No answer	Total
Inst.Nyabushongo	6	7	37	**50**
Inst. Sebyera	4	4	43	**51**
CS St Damien	27	3	7	**37**
Lycee Anuarite	10	7	1	**18**
CS Metanoia	17	8	1	**26**
Inst. Mikeno(Officiel)	12	9	9	**30**
Frequency	**76**	**38**	**98**	**212**
Percentage	**35.8**	**17.9**	**46.2**	**100**

By this table, we notice that thirty-five point eight percent of learners of secondary schools failed they do not know the second meaning of the verb underlined in the sentence. Seventeen point nine percent of learners of secondary schools succeeded the question and forty-six point two percent of learners of secondary schools failed.

	ANSWER			
Language centre	A city	Internet information	No answer	Total
BTC	0	22	0	**22**
YLCD/GLF	2	25	0	**27**
ALDEG Vision	0	20	0	**20**
PYE	0	22	0	**22**

Second Genealogy	0	10	0	**10**
Frequency	**2**	**99**	**0**	**101**
Percentage	**1.9**	**98**	**0**	**100**

The table above tells that one point nine percent of learners of English language centres chose the wrong answer. Ninety-eight percent of learners of English language centres responded right answer.

4. Move
a. Our neighbours are **moving**, do you want to rent their house?
- ✓ To change position
- ✓ To stand up
- ✓ No answer

	ANSWER			
School	**To change position**	**To stand up**	**No answer**	**Total**
Inst.Nyabushongo	17	27	6	**50**
Inst. Sebyera	4	40	7	**51**
CS St Damien	5	27	5	**37**
Lycee Anuarite	17	1	0	**18**
CS Metanoia	21	5	0	**26**
Inst. Mikeno(Officiel)	30	0	0	**30**
Frequency	**94**	**100**	**18**	**212**
Percentage	**44.3**	**47.1**	**8.4**	**100**

The table explains that forty-four point three percent of learners of secondary schools succeeded they know the first meaning of the verb underlined in the sentence. Forty-seven point one percent of learners of secondary schools failed the question and eight point four percent of learners of secondary schools failed by choosing no answer.

	ANSWER			
Language centre	**To change position**	**To stand up**	**No answer**	**Total**
BTC	22	0	0	**22**
YLCD/GLF	27	0	0	**27**
ALDEG Vision	20	0	0	**20**
PYE	22	0	0	**22**
Second Genealogy	10	0	0	**10**
Frequency	**101**	**0**	**0**	**101**
Percentage	**100**	**0**	**0**	**100**

The table demonstrates that one hundred and one percent of learners of English language centres chose the right answer. It means that all learners know the first meaning of the underlined verb in the sentence.
b. Peter **moved** a serious topic for discussion.
- ✓ To choose
- ✓ To suggest
- ✓ No answer

School	ANSWER			
	To choose	To suggest	No answer	Total
Inst.Nyabushongo	42	2	6	50
Inst. Sebyera	50	1	0	51
CS St Damien	32	5	0	37
Lycee Anuarite	18	0	0	18
CS Metanoia	26	0	0	26
Inst. Mikeno(Officiel)	30	0	0	30
Frequency	**198**	**8**	**6**	**212**
Percentage	**93.3**	**3.7**	**2.8**	**100**

Here, the table states that ninety-three point three percent of learners of secondary schools answered wrongly they do not know the second meaning of the verb underlined in the sentence. Three point seven percent of learners of secondary schools failed the question and two point eight percent of learners of secondary schools failed by choosing no answer.

Language centre	ANSWER			
	To choose	To suggest	No answer	Total
BTC	22	0	0	22
YLCD/GLF	27	0	0	27
ALDEG Vision	20	0	0	20
PYE	22	0	0	22
Second Genealogy	10	0	0	10
Frequency	**101**	**0**	**0**	**101**
Percentage	**100**	**0**	**0**	**100**

One hundred percent of learners of English language centres chose the wrong answer. It means that all learners do not know the second meaning of the underlined verb in the sentence.

II. The following questions are of two types: Yes, or No questions and WH questions. So please, circle the right answer, in type one and answer in few words, in type two.
1. Do you know polysemy
    Yes   no

School	ANSWER		
	YES	NO	Total
Inst.Nyabushongo	0	50	50
Inst. Sebyera	0	51	51
CS St Damien	0	37	37
Lycee Anuarite	0	18	18
CS Metanoia	0	26	26
Inst. Mikeno(Officiel)	0	30	30
Frequency	**0**	**212**	**212**
Percentage	**0**	**100**	**100**

One hundred percent of learners of secondary schools do not know about the polysemy.

	ANSWER		
Language centre	YES	NO	Total
BTC	0	22	**22**
YLCD/GLF	0	27	**27**
ALDEG Vision	0	20	**20**
PYE	0	22	**22**
Second Genealogy	0	10	**10**
Frequency	**0**	**101**	**101**
Percentage	**0**	**100**	**100**

One hundred percent of learners of English language centres do not know about the polysemy.

* If yes, what do you know?
………………………………………………………………………
This sub question was escaped. No one tried to answer it.
2. Do you rely more on words while attempting reading?
         Yes   No

	ANSWER		
School	YES	NO	Total
Inst.Nyabushongo	1	49	**50**
Inst. Sebyera	6	45	**51**
CS St Damien	0	37	**37**
Lycee Anuarite	0	18	**18**
CS Metanoia	5	21	**26**
Inst. Mikeno(Officiel)	0	30	**30**
Frequency	**12**	**200**	**212**
Percentage	**5.6**	**94.3**	**100**

Five point six percent of learners of secondary schools consider or trust in words while reading a text or books written in English. Ninety-four point three percent of learners of secondary schools make less attention on words used in the sentence while reading.

	ANSWER		
Language centre	YES	NO	Total
BTC	17	5	**22**
YLCD/GLF	21	6	**27**
ALDEG Vision	12	8	**20**
PYE	22	0	**22**
Second Genealogy	10	0	**10**
Frequency	**82**	**19**	**101**
Percentage	**81.1**	**18.8**	**100**

In English language centres, eighty-one point one percent of learners consider or trust in words while reading a text or books written in English. Eighteen point eight percent of make less attention on words used in the sentence while reading.

3. Do you think that words pose more problems while reading?

        Yes   No

School	ANSWER YES	NO	Total
Inst.Nyabushongo	50	0	**50**
Inst. Sebyera	51	0	**51**
CS St Damien	37	0	**37**
Lycee Anuarite	18	0	**18**
CS Metanoia	26	0	**26**
Inst. Mikeno(Officiel)	30	0	**30**
Frequency	**212**	**0**	**212**
Percentage	**100**	**0**	**100**

One hundred percent of learners of secondary schools face problems of words while reading.

Language centre	ANSWER YES	NO	Total
BTC	17	5	**22**
YLCD/GLF	15	12	**27**
ALDEG Vision	19	1	**20**
PYE	15	7	**22**
Second Genealogy	9	1	**10**
Frequency	**75**	**26**	**101**
Percentage	**74.2**	**25.7**	**100**

     Seventy-four point two percent of learners of English language centres face problems of words while reading twenty-five point seven do not get difficult words while reading.

4. Do you understand the meaning of words literally?

        Yes   No

School	ANSWER YES	NO	Total
Inst.Nyabushongo	50	0	**50**
Inst. Sebyera	51	0	**51**
CS St Damien	37	0	**37**
Lycee Anuarite	18	0	**18**
CS Metanoia	26	0	**26**
Inst. Mikeno(Officiel)	30	0	**30**
Frequency	**212**	**0**	**212**
Percentage	**100**	**0**	**100**

The table demonstrates that one hundred percent of learners of secondary schools understand the meaning of words literally. They only understand the first meaning of words.

Language centre	ANSWER			
	YES		NO	Total
BTC	12		10	**22**
YLCD/GLF	10		17	**27**
ALDEG Vision	20		0	**20**
PYE	14		8	**22**
Second Genealogy	6		4	**10**
Frequency	**62**		**39**	**101**
Percentage	**61.3**		**38.6**	**100**

This table shows that sixty-one point three percent of learners of English language centres understand the meaning of words literally and thirty-eight point six do not.

5. How do you deal with words that you do not understand?
 a. I Read books   b. I read dictionary   c. I speak d. I ask

School	ANSWER				
	I Read books	I read dictionary	I speak	I ask	Total
Inst.Nyabushongo	0	0	0	50	**50**
Inst. Sebyera	0	0	0	51	**51**
CS St Damien	0	0	0	37	**37**
Lycee Anuarite	0	0	0	18	**18**
CS Metanoia	0	6	0	20	**26**
Inst. Mikeno(Officiel)	0	0	0	30	**30**
Frequency	**0**	**6**	**0**	**206**	**212**
Percentage	**0**	**2.8**	**0**	**97.1**	**100**

The table shows that two point eight percent of learners of secondary schools read dictionary to check the words they do not understand. Ninety-seven point one percent of learners of secondary schools ask questions to their teachers.

Language centre	ANSWER				
	I Read books	I read dictionary	I speak	I ask	Total
BTC	7	5	0	10	**22**
YLCD/GLF	11	12	0	4	**27**
ALDEG Vision	20	0	0	0	**20**
PYE	6	9	5	2	**22**
Second Genealogy	6	0	0	4	**10**
Frequency	**50**	**26**	**5**	**20**	**101**
Percentage	**49.5**	**25.7**	**4.9**	**19.8**	**100**

The table shows that forty-nine point five percent of learners of secondary schools read books, twenty-five point seven percent of learners read dictionary to check the words they do not understand, four point nine percent of learners speak whatever language, nineteen point eight percent of learners ask questions to their teachers.

6. Did you find difficulty in reading the sentences in the text?
        Yes   No

School	ANSWER		
	YES	NO	Total
Inst.Nyabushongo	35	15	**50**
Inst. Sebyera	39	12	**51**
CS St Damien	30	7	**37**
Lycee Anuarite	18	0	**18**
CS Metanoia	25	1	**26**
Inst. Mikeno(Officiel)	27	3	**30**
Frequency	**174**	**38**	**212**
Percentage	**82**	**17.9**	**100**

In secondary schools, eighty-two percent of learners find difficulty in reading the text and seventeen point nine do not find difficulty when reading the text written in English.

Language centre	ANSWER		
	YES	NO	Total
BTC	10	12	**22**
YLCD/GLF	5	22	**27**
ALDEG Vision	20	0	**20**
PYE	10	12	**22**
Second Genealogy	4	6	**10**
Frequency	**49**	**52**	**101**
Percentage	**48.5**	**51.4**	**100**

In English language centres, forty-eight point five percent of learners find difficulty in reading the text and fifty-one point four percent of learners do not find difficulty when reading the text written in English.

IV.   Data Analysis and Discussion
This section consists of the analysis of learners 'responses. Two series of questionnaires were administrated to them. Data were collected from six form learners of English of secondary schools and finalists of English language centres of Goma town.

Question 1.a. 50% of learners of secondary schools we have investigated know the first meaning of the word **sound** and50% of learners do not know the first meaning of it. In English language centres,82.1% of learners are aware of the first meaning of the word **sound** whereas 17.7% of learners do not know it.
Question 1.b. In secondary schools**,** 62.1% of learners were unable to give the correct answer and 37.7% of learners succeeded the question. In English language centres, 56.4% of learners answered correctly and 43.4% of learners did not understand the second meaning of the word **sound** used in the other context.
Question 2.a. In secondary schools, 44.7% of learners are unable to provide correct meaning of word **cut** used in the context and 55.1% of learners chose the right meaning of it. In English language centres, only 1.9% of learners failed and 98% of learners provide the appropriate meaning of the word **cut** used in the context.
Question 2.b. 74.9% of learners of secondary schools provide wrong answer whereas 25% of learners answered correctly. It means that the majority of learners do not know the second meaning of the word **cut** used in the

new context.In English language centres,6.8% of learners chose the wrong answer whereas 93% of learners answered right answer. In means that they aware of the second meaning of the word **cut** in the new context.

Question 2.c. In secondary schools, 83.4% of learners do not know the third meaning of the word cut used in the new context and 16.5% of learners only know the third meaning of it. In English language centrs, 11.7% of learners failed and 89.1% of learners succeeded. That is, the majority of learners are able to understand the first, the second and the third meaning of the word **cut**.

Question 3.a. In secondary schools, 49.9% of learners provide wrong answer and 50% of learners succeeded the question. The learners know the first meaning of the word **site** used in the sentence. In English language centres, 4.8% of learners failed to provide the right of the word **site** whereas 95% of learners were able to choose the right answer or meaning of the word **site** used in the sentence.

Question 3.b. In secondary schools, 82% of learners were unable to get the second meaning of the word **site** in the sentence. Only 17.9% of learners succeeded. In English language centres, 1.9% of learners failed to provide the right of the word s**ite** whereas 98% of learners gave the right answer of the word **site** used in the sentence. It means that these learners understand the second meaning of the word site used in the new context.

Question 4.a. In secondary schools, 44.3% of learners provided right answer and 55.5% of learners failed. Here, the learners do not know the first meaning as it is required. In English language centres, 100% of learners provided the right of the word **move** used in the new context. All learners mastered the first meaning of the word **move**.

Question 4.b. 96.1% oflearners of secondary schools did not answer correctly and 3.7% of learners succeeded the question. We notice that the majority of learners do not understand the second meaning of the word **move** used in the new context. In English language centres, 100% of learners provided the wrong answer. Therefore, all learners do not master the second meaning of the word **move** used in the new context.

Second questionnaire

Question 1. 100% oflearners of secondary schools were not aware of the term Polysemy. In English language centres, 100% of learners do not know anything about the term Polysemy.

Question 2. 5.6% oflearners of secondary schools rely more on words while reading whereas 94.3% of learners do not rely on them. About the English language centres, 81.1% of learners rely more on words while reading but 18.8% of learners do not take into account the words in the context.

Question 3. We noticed that 100% of learners of secondary schools face problems of words while reading. This situation affects negatively their learning. The reason why they do not understand the meanings of polysemous words. In English language centres, 74.2% of learners are affected by words while reading and 25.7% of learners are not affected by them.

Question 4. In secondary schools, 100% of learners understand the meaning of words literally. This situation poses problems to learners that they are unable to understand the various meanings of polysemous words in different contexts. The context is the key element to understand the polysemy. In English language centres, 61.3% understand the meaning of words literally and 38.6% of learners do not understand the meaning of words literally.

Question 5. In secondary schools, 2.8% of learners read dictionary when they deal with words that they do not understand and 97.1% of learners ask questions to their teachers. In English language centres, 49.5% of learners read books,25.7% learners read dictionary, 4.9% of learners speak and 19.8% of learners ask questions to their teachers.

Question 6. 82% of learners of secondary schools find difficulty in reading the sentences in the text,17.9% of learners do not find difficulties. In English language centres, 48.5% of learners face difficulties in reading the sentences in the text whereas 51.4% of learners do not face them.

This investigation demonstrates that the majority of learners know the first meaning of words but less learners are unable to understand the second or the third meaning of the words. We noticed that the learners do not know about polysemy. They find difficulties while reading sentences in the texts. The learners do not rely more on words used in the context. Less learners read books and dictionaries in order to enrich the vocabulary competence.

V. Recommendations and Conclusion

Recommendations

We hereby wish to propose the following series of recommendations to the teachers of secondary schools and English language centres. These recommendations aim to improve the learners' English vocabulary in Goma town schools.

1. Make reading a newspaper a daily ritual. You may be comfortable reading a particular section but make an effort to read different articles on every page. The editorial page is highly recommended not only for vocabulary but also for structuring and presenting thought.

2. Make it a habit to read a new book every week. It is not surprising that those who read a lot develop a good vocabulary. You can consider becoming a member of the local library. Make a list of words that are new to you and look up their meanings in the dictionary.

3. **Watching English movies and television shows is important for improving English and learning new English words.** The best part about watching English videos is that you can learn the correct pronunciation as well.

4. **Use vocabulary cards.** Vocabulary cards are used by students who are trying to learn many words in a short period of time.

5. Use the internet. The internet is an unlimited resource for reading material. Pick up a topic of your choice and search for articles about it. Be sure to look them up in a dictionary.

6. Don't forget the new words. The best way to ensure that you never forget the new words you learn is to start using them in your day to day conversation appropriately.

7. Learn pronunciation. Most dictionaries provide us with pronunciations of words using phonetic symbols. It is important to learn the sounds that correspond to these phonetic symbols, in order to become comfortable pronouncing new words.

8. Learning in groups is always more fun. If you have friends who also want to improve their vocabulary, then you can form a group and share new words with each other.

9. Learn the root words. Root words are words from which words grow with the addition of prefixes and suffixes. For example: The word vocabulary is derived from the Latin root word'voc', which means 'word' or 'name'. Hence, if you can recognize some root words, you will get a fair idea of many derived words.

10. Keep revising. While it is important to read and learn new words, it is equally important to revise what you have learnt. Fix a particular day of the week to revise all the words you have learnt in that week and add them to your daily vocabulary.

Conclusion

This research article dealt with the introduction. In this section we tried to demonstrate the problem statement, research questions, hypotheses, the objectives, the methodology, the scope of the stud,,,,, the review of literature focused on the definitions of semantics, pragmatics, context, meaning and polysemy. In the data presentation, some tables containing data were explained above of each table and more analysed. The implications show that the majority of learners know the first meaning of words but less learners are unable to understand the second or the third meaning of the words. We noticed that the learners do not know about polysemy. They find difficulties while reading sentences in the texts. The learners do not rely more on words used in the context. Less learners read books and dictionaries in order to enrich the vocabulary competence. Then, soma didactic recommendations were suggested to the teachers of English language in Goma town in to overcome learners 'difficulties.

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