

A proposal for An (MA)

Topic : Assessing the different prospects about the nature of English Vocabulary and its teachability and learnability

1. Introduction

Vocabulary is an area of language that needs the attention and care of both teacher and learners, to clarify its meaning and how it's best being taught and learnt.

2. Statement of the research problem:

Whenever the researcher asks his Ss (students), Which area makes it difficult for them to make progress in studying English their answer is always the same: **Vocabulary**; they answer. When he extends the question; what's in vocabulary in particular causes the complications they usually answer, the disagreement upon its emptiness of meaning and lack of value, and others say, the unsystematic ways of its teaching and learning, since there is no one unified perfect method for teaching it.

These answers together with the issues of vocabulary provoke the researcher and encourage him to invade this area of research to come up with good beneficial findings that could be of help in this field, i.e. vocabulary, and how it's best taught and learnt. In other words, *Assessing the different prospects about the nature of English Vocabulary and its Teachability and Learnability*.

3. Research Questions:

-(a)Is it really true- as stated above in the introduction- that vocabulary (words) are empty of meaning? Dr. Ishraga- (of Al-Neileen University)- says, in one of her lectures- to batch (2) Ss of the MA (ELT): “Do words really have meaning?. Do they have any value? – I don't think so.” If this is true, that words don't have meaning, why then, when saying, "*pick me a stone!*" the addressee, brings the stone, and not a feather, for example,

or whatsoever. Nation, (1983). *The Realms of Meaning*. States this question. “Does meaning really exist?” considering this question, one intuitively and at first sight thinks that meaning does not exist, if it exists; why then, did he ask this question? However the researcher really sees quite the opposite, that words *do* have meaning and value.

This is what the researcher will justify- that words are not devoid of meaning, on the contrary; they shape the meaning; some have been coined and formed to pinpoint the meaning, also this formation of a word helps in deciphering its meaning. Another side of the research questions is:

-(b)Is there an ideal method or (way) for teaching vocabulary?- Nasr (1984:57) , recommended the contextualization of vocabulary teaching, and using vocabulary items in structures as a best method in teaching vocabulary items. The researcher is calling for the avoidance of the *myth* that a particular method or technique is the best. All methods and techniques are good according to their situations. Different situations have different methods and techniques are not always the best to present any word; being ‘eclectic’ is the only exit from this *myth*, and this is what the researcher is calling for. The third side of the research questions is:

-(c)Is there a better way to learn vocabulary? Donn Byrne, (1976). *Teaching the Oral Skills*, says “...a word is learned after fifteen times of exposure”. The researcher focuses on other factors apart from exposure that cause, facilitate, and accelerate the learning of vocabulary, with particular reference to Sudanese schools, despite the stage of learning.

4.The Rationale of the Research:

The study in this area is controversial, all who wrote in this field with its both sides- (i.e the concept of the meaningless of vocabulary and its teachability and learnability)- is either bias to one method or technique or completely denying the idea of vocabulary meaning; the researcher will set evidences to prove and verify that meaning exists, and words

have value, as well he will show that being 'eclectic' is the remedy against the *myth* of the "best method in teaching vocabulary"- this idea of the "eclectic way", is taken from Asher's "the eclectic way" – which is built on Asher's hypothesis "... rather than fishing in one linguistic stream, you have to cast your pedagogical net in all waters, you might get a profitable catch". Thus comes the idea of the eclectic way which collects all the '*pros*' of all methods and cooks them in one '*linguistic pot*'.

5. Research Hypotheses:

As stated above, and most of the literature the researcher avidly read; shows division of opinion about the meaning and nature of words.

As they either "for" meaning of vocabulary or "against" the idea that words have meaning .also there is no agreement about the best method (s) for teaching vocabulary and the best strategies for learning vocabulary.

The researcher then hypothesizes the following :

1. Words in English have meanings and value.
2. The ' eclectic way ' is the best method for teaching English vocabulary.
3. Students' ability to guess vocabulary is poor .
4. Students' prefer in Learning vocabulary the strategies of learning by heart , stories and using dictionary to the other strategies.
5. Students find learning vocabulary stronger when motivated by the teacher .
6. Performing exercises regularly on vocabulary enhance the learning of vocabulary .

6. Limitation of the Study:

This study is limited to, and aimed at the study of vocabulary, (words), its meaning and the best trends and methods ever singled to its teachability and the situations and strategies allotted for its learnability.

To elicit findings the researcher attended classes at Bakhet-Er-Ruda and Elimam El-Mahadi universities and secondary schools at White Nile State with the aim of “microscoping” vocabulary, - how is it played with, and seeking the reasons causing the problems that beat round the area of vocabulary to see where exactly lies the '*disease*', so as to prescribe the best '*curing medication*'.

7. The Research Methodology:

To collect data and analyse them, the researcher devised two questionnaires, a questionnaire for each of the two sample population (Target groups). i.e. to say a questionnaire for:

1. (40) Lecturers and teachers at (tertiary & secondary levels) White Nile State.

2. (40) Students of 4th year from Bakht-Er-Ruda and Elimam Al-Mahdi university (English Department).

Also the researcher set a test of vocabulary for the same students of the same universities mentioned above.

On administering these tools the researcher will verify and meet , or prove the hypotheses set above.

8. Duration and Budget :

Being given the green light to start researching , on the spot I will start my research , I set a complete whole three months to finalize my research all in all. The budget allotted for the project is approximately abundant and enough to carry out the scheme, hopefully , properly and successfully.

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