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CONCLUSION
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The purpose of the experiments conducted in the present research is to find out the different processes involved during the process of understanding and recall and the various levels of understanding and recall of the linguistic elements. The brief overview of the results can be summed up in the following way:

During the process of retrieving the exact meaning of the words from the 'mental lexicon' the effect of the length of the words has no impact on the understanding process. The words are associated with so many features and the associated words are the outcome of the representation of various 'mental models' in the memory system. Understanding the words in a system involves two kinds of processes; the Cognitive process of comparing and categorizing the semantically related and unrelated sequence and semantically related and opposite sequence of the target category, by understanding the target concept from the conceptual series; and the cognitive process of identifying the underlying relationship between the pair of words, matching of that identified relationship and accepting or rejecting the examples and non-examples of the underlying concepts are accepted or rejected. Context aids the understanding level of words, since there is a remarkable change in the results when the experimental condition was
changed and the word given in isolation was given in context. In understanding the antonyms, the effect of the context is vivid, since single words have served as prime, and the content also aids the understanding of the polysemous words. The recall of individual words are word mediated, whereas the recall of the word in a sentence is concept mediated, because word meaning is conceptualized and it gets smudged into a larger unit. The words occurring in a system are better recognized than recalled.

During the process of understanding parts of the sentences in the form of proposition representing different knowledge structure, there is no difference in the level of understanding, but the difference in the manner of organisation of the process is evident. The understanding of the sentences are the outcome of the analysis of the semantic content and the syntactic errors or the ill-contrived structures have no effect on the understanding process. The presence of the different representations of the knowledge structure in the various sentences has no impact on the understanding process because the process of understanding sentences is the outcome of processing of the information embedded in the sentences in the form of idea units. Different types of sentences affect the process of understanding the semantic implications of the sentences. During the process of making constructive and inferential processes which demands 'pragmatic knowledge on
the part of the reader, the process of making straight forward inferences is higher than the process of making not-so-straightforward inferences. The process of the utilization of toptdown processing is manifested during the process of understanding the message from the illogical sequences. The high level of checking and the level of frequency which are apparent during the process of understanding the global and local topic of the passage proves the progressive refinement theory. While recalling the part of sentences, the exact verbatim details are recalled more and they are not equally recognized. The recall of exact sequencing of the idea units are possible, but the exact sequencing of the various sentences given in a jumbled order is not possible. During the process of recall of the passage, the various segments and other ideas revealed in the segments are recalled sequentially, but the subordinate segments and the ideas revealed by them are getting defocussed.

The understanding level of words that occur in a system is higher than the understanding level of the words that occur in context and in isolation. The immediate and delayed recognition of words in isolation is higher than the immediate recall and recognition of the words in a system and in context. The understanding level of individual sentences are higher than the understanding level of part of the sentences and sentences occuring in a paragraph. The immediate and delayed recall of the part of the sentences are more than the
immediate recall of sentences and the immediate recall and delayed recall of the paragraph. In short the delayed recognition of words is more than immediate recall and the understanding level of words. The understanding level of sentences is higher than the immediate recall, delayed recall and recognition level of sentences.

Depending upon the linguistic properties of the material and the cognitive demands of the task, various strategies are found to be utilized by the test subjects. The strategy of 'guesswork' is utilized more in word level than in sentence level, the strategy of 'frequent reading' is utilized more in sentence level than in word level. The strategy of 'taking more time' is evident in the process of understanding both words and sentences.

The individuals attitude towards the cognitive processes, the test and taking of the test has no correlation with the performance of the individuals.

The whole spectrum of the results, and the different changes in the involvement of different processes which arose out of the various experiments and the constant pattern of the occurrence of the influences of certain independent variable leads to the formulation of the following theory and models.

(1) Model of information- Processing and output

Every task involves its own different processes. The different items that occur in a task will differ with regards
to their utilisation and the manner of organisation of the process. The processes of organization and utilization of the different cognitive processes in the working memory is aided by the various strategies which are selected to suit the demands of the linguistic elements and the cognitive processes. So the output in the form of understanding and recall will depend largely on the different cognitive demands and the usage of different strategies. The reaction-time reflects the manner in which information is processed and the final output made.

Figure 9-1 explicitly explains this model.

(2) The theory of understanding and recall of linguistic elements

Words are recognized highly and recalled better, even when the meanings of the words are not understood. But the process of understanding the sentences is higher than that of recall or recognition of sentences.

(3) Model of the process of storage of linguistic elements in the memory system

Primary effect of the list of words will have its influence on the recall of the individual words. The recognition of individual words will be word mediated rather than concept mediated. Words occurring in a system can be recognized better than recalled. Words occurring in a context can be recognized, but not recalled because they get conceptualized. The exact verbatim details of the parts of the
FIG: 9-1 MODEL OF INFORMATION PROCESSING AND OUTPUT

- **Input**:
  - Linguistic elements
  - Different tasks

- **Output**
  - Strategies
  - Understanding
  - Recall
  - Storage

- **Application**: Selection
  - @, #, *, @+, @++, $, ....

- **Different process**

- **Different items**

- **Reaction time**: Utilisation and manner of organisation of the process

- **REACT**
sentences or propositions can be recalled, but due to the delay in the recognition process, the verbatim details may be forgotten. The idea units explained in a sentence will be recalled, though not exactly in the same words, but in the same semantic sequence, whereas during the process of recalling the logical order of the sentences presented in an illogical order, the exact sequence of the sentences will not be recalled. The recall of the passage and the various segments, will be either focused or defocused and the important segments and the ideas explained by the segments will be recalled subsequently.

Further Perspectives

The method of analysing the various linguistic elements, the notion of hierarchical levels of understanding and recall, the notion of easy and difficult linguistic elements and the various techniques used by the informants in the form of strategies etc., related to the cognitive process can be utilized for further studies.

(1) In the field of Natural language processing, and Artificial intelligence, this type of research on the linguistic elements and their cognition will be useful since computer programmes can be designed on par with human cognitive models.

(2) In the field of Educational technology and in the English language teaching, a method of teaching reading and comprehension skills can be formulated, taking into
consideration the explanation of different processes involved during the process of understanding and the utilization of various strategies which is revealed through a cognitive linguistic study of this kind.

(3) The assessment of the easy and difficult linguistic units will be of immense help in the area of material production for setting graded syllabus.

(4) In the field of Industrial Psychology this type of tests can be conducted to assess the understanding ability in English Language needed among the workers at various levels.

(5) The method of analysis followed in the present study will be useful in assessing the various levels of proficiency in English language among the English learners and users and it can also be utilized to prepare questions for competitive exams.