CONCLUSION

The present study has been carried out with the aim of exploring how lexis can be taught through comics. Thirty comic stories from Tinkle Digest and Tinkle Magazines have been used for this purpose.

The study has identified a total of three hundred and seventy two lexical chunks in the comics and has classified them into polywords, collocations, fixed expressions and semi-fixed expressions based on the categorization proposed by Michael Lewis.

The thesis has been divided into five chapters. The five chapters, are prefixed with an introduction and suffixed with a conclusion. The introduction has provided an overview of the research done and the methodology followed while carrying out the study.

The first chapter The Lexical Approach has given a detailed introduction to the theoretical background of the approach. It has listed out the principles of this approach and has explained the term lexis and its role in language learning/teaching. It has also presented different frameworks adopted in the classification of lexical chunks. It has presented the limitations of the approach too. The last part of the chapter attempted a description of the benefits of using comics in the teaching and learning of lexis.

The second chapter Polywords has dealt with four kinds of chunks namely expressions of time, sentence adverbs, phrasal verbs and prepositions of place. It has provided their contexts, usage and meaning. It has also devised exercises and activities on the polywords listed in the chapter.

The third chapter Collocations has identified twelve kinds of collocations in the comics based on their word-partnership. Like the
previous chapter, this chapter too has given contexts for the collocations, illustrated their usage and listed a few significant possible combinations. It has designed exercises and activities on the collocations listed in the chapter.

The fourth chapter **Fixed Expressions** has dealt with the five types of multi-worded items identified in the comics chosen, namely one worded, two worded, three worded, four worded and five worded fixed expressions. As in the other chapters, the contexts and usage of these expressions have been given. Exercises and activities designed on them have been presented.

The last chapter **Semi-Fixed Expressions** has recognized broadly two different types of chunks falling into this category. It has presented exercises and activities designed exclusively for the lexical items listed in the chapter.

The study has observed that authentic texts like comics are a rich source of all kinds of lexical chunks. Comics are highly suitable for teaching and learning lexical chunks. The study recommends that comics be incorporated into the curriculum as they are highly effective in breaking the monotony that crops up during the process of teaching/learning a language. It further notes that comics to a great extent appeal to all learners irrespective of their age.

**Limitations of the Research**

- Firstly the study is mainly theoretical as it has not been implemented practically on any learners.
Secondly, the exercises and activities have been designed based on the assumption that the learners will enjoy doing them. But, all of them have not been tried out on the students in the classroom. Random trails of some exercises and activities using comics have been done with Engineering students. But no full-fledged experimentation could be done.

Thirdly, as comics are not recommended in the curriculum, it is doubtful if the teacher will be given the freedom of introducing comics to the students in the class.

Fourthly, since language teachers are allotted a short period of time to complete the syllabus, the introduction of comics in the class is very doubtful.

Lastly, a majority of the learners in the Indian schools try to converse in their mother tongue even in the classrooms. So, there will not be any advantage to the learners in introducing them to the lexical chunks since they will not put them in practice.

**Suggestions for further Research**

The research has confined itself only to comics. But one could even work on other written discourses like short stories, newspapers and novels.

Besides this, the study can also be extended to spoken discourses like audio texts, lectures, story narrations, news reading and situational dialogues.

One could also conduct studies on other comics like Tin Tin, Spider Man and Amar Chitra Katha etc.