CONCLUSION
CHAPTER V

CONCLUSION

6.1 Organization of the Chapter
This chapter will start with an overview of the previous chapters. The chapter will move to the summary of the results of the study, implications of the study and suggestions for further research. It will close with a brief summary of the chapter.

6.2 Overview of the Previous Chapters and Conclusion
In our country, as already said 75% of the students are from rural areas and they are coming through regional language medium schools. Hence, based on their background, this research study had investigated their performance level on vocabulary knowledge of ESL learners through various tests. Taking into consideration, this detailed analysis will in return help the academicians, researchers, teachers to opt a suitable productive teaching strategy for various levels of students; a real solution may be found out for the betterment of the students as well as society.
The purpose of this study was to investigate the vocabulary knowledge processing in English in Kannada speaking – English as Second Language learners both normal students and students with dyslexia with reference to four factors namely SES, grade, group, gender. There are several tests to assess vocabulary knowledge in English language. English being a second language, there is a need to develop tests or adapt tests available in English to suit the Indian context for ESL students. It is often reported in the literature that vocabulary knowledge functions are interrelated with aspects like age, socioeconomic status and grade and is also influenced by the effects of ESL.

As vocabulary knowledge domain is growing field for researchers only few studies have been done in the Indian context to explore the performance of ESL learners with regard to various factors. Moreover, there is less information about the performance of ESL learners on vocabulary knowledge analyzed on synonyms and antonyms of three word levels with regards to socioeconomic status, grade, group and gender of the students. Hence this study was taken up with the objective of developing tests through rated questionnaire and DMDX software.
The present study was carried out on students from government schools, following systematic techniques and after controlling for the socio-economic status, grade,
group, gender and a number of other issues; ultimately 214 participants of whom 180 were normal
students and 34 were Dyslexic students. All the subjects were from three different schools; they were of three different (6th-7th, 7th-8th, 8th-9th) grades; equally separated male and female students; they had exposure to English as a subject; the first language and mother tongue of all the students was Kannada, in Mysuru. The socio-economic status questionnaire contained questions about the participants’ social background such as their parents’ level of education and their total family income per month. The participants were divided into three socio-economic levels (low, middle and high) using Socio Economic Status Scale by Venkatesan, S. (2011). Mysuru: AIISH. Also the students were screened to test whether they are dyslexic through Early Reading Skills (ERS) by Rae and Thomas C. Potter (1981). The questionnaire test containing synonyms and antonyms consists of three word levels namely easy, average and difficult in a multiple choice format to test normal students and dyslexic students. Also these normal students are tested for the rating of familiar word, non familiar word, familiar choice and non familiar choice. The computer based DMDX software to test the accuracy and the response time of normal students with regards to four factors. These tasks analyze the vocabulary proficiency of the ESL government medium school students. The results were analyzed by employing suitable statistical procedure and also qualitatively analyzed to evaluate the following:

- Performance of Kannada - ESL learners’ vocabulary knowledge on normal students and dyslexic students with regard to socioeconomic status and grade.
- Performance of normal children through questionnaire and DMDX on vocabulary knowledge with regard to socioeconomic status and grade.
- Performance of Gender variable through questionnaire and DMDX on vocabulary knowledge with regard to socioeconomic status and grade.

The raw scores of each student were tabulated and appropriate statistical analyses were performed using SPSS (Version 18.00) statistical package. Following the mean and standard deviation were computed across each test item distributed in six tasks/tests, across three SES levels, three grade levels, two groups, male and female students. Univariate ANOVA and Repeated measure ANOVA were carried out to find
out the significant difference across various factors. The test was found to be useful in
distinguishing both normal and dyslexic students. However, this needs to be validated
using a large sample.

6.3 The results of the study are summarized as follows:

1. The vocabulary knowledge of normal students was significantly better than dyslexic students.

2. The dyslexic students’ lexical performance was better on antonyms word levels than synonyms word levels in comparison to normal students.

3. The three levels of SES of normal students and dyslexic students had significant difference on lexical performance also very low increase from L SES to M SES to H SES in dyslexic than normal students.

4. The three levels of Grade of normal students and dyslexic students had significant difference on lexical performance.

5. There was a slight increase between the grades in dyslexic students and steady increase in normal students.

6. The students scored better in easy word level than average word level and difficult word level in both the groups.

7. There was significant difference in lexical performance of familiar word, non familiar word, familiar choice and non familiar choice in three levels of SES normal students.

8. Grade factor had significant difference in lexical performance of familiar word, non familiar word, familiar choice and non familiar choice in normal students.

9. The Accuracy score of three levels of SES of normal students had significant difference on lexical performance, the students scored better in average word level than in easy word level and difficult word level.

10. The Accuracy score of three levels of Grades on normal students had significant difference on lexical performance, the students scored better in average word level than in easy word level and difficult word level.
11. The Reaction time score of three levels of SES of normal students had significant difference on lexical performance, the students’ response time was better in easy word level than in average word level and difficult word level.

12. The Reaction time score of three levels of Grades of normal students had significant difference on lexical performance, the students’ response time was better in easy word level than in average word level and difficult word level.

13. There was a significant difference in gender performance of three levels of SES of normal students.

14. There was a significant difference in gender performance of three levels of Grades showing an increasing trend from lower grade to higher grade of normal students.

15. There was significant difference in gender for lexical performance of familiar word, non familiar word, familiar choice and non familiar choice in three levels of SES normal students, also Antonym difficult word level of L SES and M SES shows a difference as either one of the SES scores high or there is a least difference.

16. Grade factor had significant difference in lexical performance of familiar word, non familiar word, familiar choice and non familiar choice on male and female students.

17. The Accuracy score of three levels of SES on gender had significant difference on lexical performance, the students scored better in average word level than in easy word level and difficult word level.

18. The Accuracy score of three levels of Grades on gender had significant difference on lexical performance, the students scored better in average word level than in easy word level and difficult word level for 6th-7th, 7th-8th grades.

19. The Reaction time score of three levels of SES for gender had significant difference on lexical performance, the students’ reaction time was better in easy word level than in average word level and difficult word level.

20. The Reaction time score of three levels of Grades for gender had significant difference on lexical performance, the students’
reaction time was better in easy word level than in average word level and difficult word level.

21. The performance of H SES students all the tests scores better than L SES and M SES students.

22. The performance of 8th-9th grade students for all the tests scores better than 6th-7th and 7th-8th grade students.

23. The lexical scores of male students were higher than female students but female students’ performance of higher grade comes equal to male students.

6.4 Implications of the Study:

Any research work can be considered effective only when the fund of knowledge generated through it can be applied to improve the existing practices of education. The present study throws adequate light on the effect of language disabilities specifically on Dyslexia, Socioeconomic Status, Grade and Gender on the performance of vocabulary knowledge.

The present research has a number of implications,

- Based on the results, some implications can be observed. First of all, an advantage of this study is that it will increase awareness among teachers on the importance of vocabulary knowledge in second language learning and teaching. As Oxford (2003) mentioned “Vocabulary is not explicitly taught in most language classes” (p. 9).

- The findings of the present research could be employed as a trigger for ESL researchers and English language teachers to integrate more productive training/strategy into classroom for low SES, middle SES, lower grade, dyslexic, female gender students to facilitate efficient learning and retention of new vocabulary items. The more the English teacher put efforts on these various students, less vulnerable and achieves good vocabulary knowledge.

- Researchers and teachers of ESL could benefit from the results of the present study. The results from different SES level, grades, gender and between NS and DS could function as a kind of impetus for all ESL researchers and teacher’s because the result analyzes, the
vocabulary knowledge in students was affected through various factors and needs main attention to improve on all these areas.

- Findings from numerous brain studies indicate structural brain differences that account for learning differences Berninger V, Richards T (2010), Richlan F, Kronbichler M, Wimmer H (2011). This implies that different teaching methods should be applied for the different learning needs and disabilities. Thus using same teaching methods or regular teaching methods may not be effective for a vast majority of learners especially those with dyslexia.

- Findings of this study could play an illuminating role in opening the eyes of book writers, material producers and curriculum designers to introduce and include vocabulary learning strategies in their materials and books such that both students and teachers can benefit from the results and use them as a guideline in their educational policies.

- Since this study was undertaken on normal students and dyslexic students learning English as Second Language, the findings may shed some light on getting a better idea of the similarities and the differences that exist.

### 6.5 Suggestions for Future Research

1. The current study had been formed based on vocabulary knowledge for ESL in general and vocabulary processing through different factors, in particular, will continue to develop because it is a growing field as researchers seek to find better ways of teaching through vocabulary learning strategies and learning vocabulary skills. Likewise, language educators and methodologists will continue their quest for more effective instructional approach, with the increasing emphasis on learner-centered instruction and learner empowerment in all areas of education, instruction in learning strategies will assume a greater role (Chamot, 2005).

2. There is a hope for other research scholars to conduct another study on many other lexical categories based on the same procedures or other procedures using DMDX techniques.
3. The studies may be carried out on a larger group of normal students from various state and private schools with regard to SES, grade, gender, proficiency level, IQ level, memory level etc...

4. The study may be carried out in different Indian languages with two different environment ESL/multilingual to analyze and bring out productive vocabulary strategies needful for students.

5. Analyzing lexical categories with various linguistic levels viz. Phonological, morphological, syntactic and pragmatic levels and with language skills (LSRW).

6. The study may be carried out on depth, breadth, size of vocabulary knowledge on normal and dyslexic students.

7. Studies on the individuals’ differences of language learners from primary to university level can be conducted both in qualitative and quantitative approaches.

8. Studying the effect of culture, home environment, peer groups, effective teaching methods and classroom atmosphere on vocabulary learning strategies could be very helpful to get better understanding of the relevant strategies.