CHAPTER V
CONCLUSIONS

5.1 PRELIMINARIES
This chapter discusses in brief the conclusions that can be drawn from this study. It also provides suggestions for teachers, suggestions for students as well as it points out limitations of this study and provides directions for future research.

5.2 MAIN FINDINGS
1. This study reveals that the students studying in the diploma-level engineering colleges have a limited stock of vocabulary.

2. The result of Diagnostic test shows that students have inadequate knowledge of the use of affixes, they are deficient in forming synonyms and antonyms, they fail to collocate words and they are unable to draw meaning from the context.

3. One of the findings of this study is that word power or the collection of vocabulary items can be expanded and extended to a large extent. It is observed and confirmed through the project conducted by the researcher that the qualitative as well as quantitative increase is possible if proper teaching techniques and methods are applied by the teachers and the same are absorbed and employed by the learners in the Engineering colleges.

4. Innovative teaching techniques are highly useful in increasing the number of vocabulary items by 25% to 30% on an average. The growth is minimum 30% and maximum 90%. The desirable targets of active vocabulary is attained through the vocabulary examples and exercises which are listed, exemplified and illustrated in the fourth chapter of the present study.
5. There is a positive growth in the vocabulary content of the learners as the study confirms that the scores of initial and terminal tests record a positive difference of 15% to 25%.

6. It has been observed that traditional vocabulary teaching questions like ‘do as directed’, ‘match the following’, ‘fill in the blanks’ are equally effective when used in an effective and innovative manner.

7. This study demonstrates that the effective use of games, proverbs, songs, passages, film reviews, short stories, dictionaries, activators, thesaurus and mobile phone technology proves to be beneficial in enriching students’ vocabulary in Engineering colleges.

8. It was observed that the use of innovative techniques makes students enjoy the task of learning words, they started responding in the class and were stress-free at the psychological level.

9. A significant difference was observed in the Diagnostic Test and the Achievement Test scores. This difference proves that the use of these techniques has been beneficial in enriching students’ vocabulary.

10. The individual score of the students in the Achievement test was higher than those in Diagnostic test. However, the progress differs from individual to individual due to students’ regularity, grasping power and interest in the subject.

11. The study demonstrates that the present times require the use of communication, conversational and soft skills. Engineering students have the theoretical and practical knowledge of their specific subject area, that is they have knowledge of the register of Engineering but they rarely have the other skills. In order to develop these skills, vocabulary enhancement is a must. The methods, techniques and exercises explained in the study are bound to be useful. The practicing
teachers can make use of some of these techniques for enhancing students’ vocabulary.

12. After solving various exercises the students’ self-esteem increases and attitude towards themselves changes, they become confident of the fact that there are viable alternatives to the teacher-dependent mode of learning.

13. This way of training provides learners a chance of advancement to approach new words with more precise meaning instead of the common words with general meaning.

14. Explaining the co-relation of vocabulary with stylistics and semantics will help the learners to be proficient in the use of words. Students must be made to understand the fact that it is not just sufficient to be grammatically correct, but it is equally important to be ‘appropriate’ to the situation.

15. When Engineering college students see an instant result from their efforts, they feel happy and pleased. This activity is highly rewarding, since the pleasure principle allows them to play with the second language.

5.3 SUGGESTIONS FOR TEACHERS

1. The teachers should practice the techniques of vocabulary expansion. Vocabulary enhancement techniques are presented illustratively. These techniques are of great significance in the sense that teachers can make use of them and enable students to expand their vocabulary. These techniques are just pointers and indicators to more and more such techniques and will lead the teachers to explore, to search and to find out new futuristic and innovative teaching methods and techniques. Film songs, film slides and film strips can be used to teach vocabulary. This exercise can enable students to multiply their word power in a planned systemic manner through interactive teaching.
2. The teachers can prepare many text-books on the basis of the vast material that is made available in the present research study. It is imperative that each exercise should be extended. Such text-books can be prepared by enterprising teachers who have experience in materials production. The preparation of the text-books can also be made by involving students in the task of constructing exercises.

3. The enterprising teachers will devise tests of different levels. Tests prove to be very useful and highly productive means of enhancing vocabulary. Tests evaluate the performance by finding out the symptoms of problems, the diagnosis, the remedial treatment and the ultimate attainment made by the learners. Tests monitor the learners progress and give feedback to their teachers about the strengths and weaknesses in retaining vocabulary. Tests bring out the academic status of the learners and their pedagogues are bound to be benefitted from this input and they can determine the course to increase the output. Pedagogues should therefore develop such tests on a large measure.

4. Teachers should develop student-centered model of teaching.

5. The various teaching techniques and methods for the enhancement of word power suggested and illustrated could be implemented in actual classes. The application of these innovative techniques and methods will be beneficial in enriching and expanding vocabulary by multiple times.

6. Teachers should teach vocabulary through the processes of word building, similar and dissimilar meanings, collocations, semantic fields, using dictionary and contextual inference of words. This proper procedure would encourage learners to become independent learners.

7. Teachers will have to explore new methods by making vocabulary instruction enjoyable.
8. Teachers can prepare new exercises and ask their students to solve them either at home or in the class-room. For vocabulary enrichment, enhancement and expansion, there is a need to co-relate the items of vocabulary and their meanings.

9. Teachers should co-ordinate vocabulary with syntax and grammar.

10. Teachers should encourage students to read and make use of dictionary, thesaurus, pictionary and activator.

11. Teachers should implement different vocabulary games and create interest in vocabulary acquisition.

12. Teachers should create an appropriate ambience and try to boost students confidence for learning.

5.4 SUGGESTIONS FOR STUDENTS

1. The students should read as much as possible. Reading helps them to enhance their vocabulary and fluency. Language is all about exposure, so students should expose themselves to extensive and intensive reading.

2. It is believed that listening helps in effective language learning so students should become active listeners.

3. Whenever a new word is encountered, the students must try to guess the meaning of the word from the context. If they cannot guess they should look up the dictionary or thesaurus so that they understand the meanings of the words.

4. The students should try to solve more vocabulary exercises and continue regular practice.

5. Students should use words in their daily conversation, store them in their memory and retrieve them in appropriate situations.
6. The students should take interest in learning language, vocabulary acquisition and motivate themselves to participate in group discussions and speeches.

5.5 LIMITATIONS OF THE PRESENT STUDY

The study is limited to students of diploma level engineering colleges and it only takes into account limited number of students and the developmental aspect of vocabulary. In the present study only some aspects of vocabulary have been taken into consideration. Time for vocabulary teaching was restricted. For convenience, six representative colleges in Pune city were selected because the students in these colleges came from all the corners of the Pune district and the situations and problems of vocabulary acquisition and developments were more or less the same. The conclusions that have been derived in this study are based on limited amounts of data.

Though this study has several limitations, it is hoped that it would provide some interesting hypothesis and several areas which are worthy of future investigations to be in further studies.

5.6 SCOPE FOR FURTHER RESEARCH

Immense possibilities exist for conducting research in this area which have not been surveyed in areas related to vocabulary. The present research can be considered to be a very fertile area for the prospective research. Word power itself as a topic can be handled in various ways by studying the processes of word building such as affixation, conversion, compounding, reduplicatives, blending, clipping and acronyms. Semantic associations, connotations, fields and contexts will provide new avenues for further research. The relationships among the various systems of language can also yield many research topics.

The goal of this study is more than fulfilled if it motivates researchers to revise the tentative findings presented in this study and invent more innovative techniques to enhance word power of the students.