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Appendix
CHAPTER V

FINDINGS AND IMPLICATIONS

5.1 Over View

This chapter deals with the summary of previous chapters and the findings and suggestions of the present study. This chapter is organized under the following headings, viz, the overview, statement of the problem, need and importance of the study, findings of the study, limitations of the study, implications of the study, suggestions for further research and conclusion.

5.2 Need and importance of the study

The person with Disabilities Act, 1995, promises that access to education will be made available to all children with special needs. This act promises to provide education for children with learning disabilities too; further greater need for conducting research in this area was felt by National Policy on education (1986) which emphasized appropriate education to cater the educational needs of all type of exceptional children, including children with learning disabilities. But at present, negligible number of studies has been conducted in the area of education of children with learning disabilities in India. A large number of teachers must be trained to use appropriate instructional strategies to teach the
students with learning disabilities, who often drop out of school because of lack of such facilities in their schools.

In order to bring out effective improvement in the quality of education, it is necessary to focus the attention in the classroom. There are number of things to look for in the instructional strategies for children with language reading, writing and spelling difficulties and they can be carefully and systematically analyzed. A beginning has just been made in India to investigate the effective instructional strategy for children with language difficulties. Thus there is an urgent need for research in this area. In the classroom, it is the nature and efficiency of teaching that intimately devises the returns on our educational investment. Therefore the investigator felt that the need for conducting the research related to identifying appropriate instructional strategies to enhance the learning outcome of children with learning disabilities. In this context, the investigator has taken up this present research problem and studied the effectiveness of the instructional strategies to overcome learning difficulties in reading, writing and spelling (English language).

5.3 Statement of the problem

To study the effectiveness of instructional strategies for children with learning difficulties in reading, writing, and spelling (English language) abilities of children, the investigator has taken up the problem
“EFFECTIVENESS OF MULTI-SENSORY INSTRUCTIONAL STRATEGY ON THE READING, WRITING AND SPELLING (ENGLISH LANGUAGE) ABILITIES OF CHILDREN WITH LEARNING DIFFICULTIES AT PRIMARY LEVEL”. This study attempts to find out the effectiveness of multi-sensory instructional strategy on reading, writing and spelling abilities of children with learning difficulties in English language by comparing the achievement of students who learned through multi-sensory instructional strategy and conventional teaching strategy.

5.4 Definitions of the Terms used in the Study

The meaning and definition of the key terms used in the study are given below.

Effectiveness

According to Oxford Dictionary (1975) effectiveness is ‘being able to bring about the result intended Chamber’s Twentieth Century Dictionary (1972) defines effectiveness as being successful in producing a result or effect.

As far as this study is concerned, effectiveness refers to the impressive result produced in the learning of English reading, writing, and spelling concepts by the children with learning difficulties, consequent to the operation of instructional strategies. It also refers to the degree of realization of higher-level attainment.
**Instructional Strategy:**

According to Longman’s Dictionary of Contemporary English (1995) Instruction refers to the printed information that tells you how to use a piece of equipment etc and ‘Strategy refers to the process of helping students to become self-regulated learners, individuals who have knowledge of how effectively to use what they have learned.

In this study, instructional strategy refers to the skillful planning, execution and implementation of the comprehensive strategy incorporating the appropriate technology to overcome difficulties in learning English reading, writing and spelling concepts. The investigator applied multi-sensory instructional strategy to overcome difficulties of children with reading, writing and spelling difficulties. The investigator defines Multi-sensory Instructional strategy to use more than one sense to learn concepts of English language. The investigator defines conventional teaching as traditional chalk and talk method. In this strategy, chalk and black board were used to teach English language reading, Writing and spelling concepts.

**Learning Difficulties**

In Western contexts, particularly in European countries, the term ‘Learning Difficulties, is used in the place of ‘Learning Disabilities’. In American context, the term Learning Disabilities is used in the place of ‘Learning Difficulties’. In this study the term learning difficulties is used synonymously in the place of ‘Learning Disabilities’.

The National Joint Committee for Learning Disabilities (1981) defines ‘Learning Disabilities is generic term that refers to a group of disorders manifested by significant difficulties in the acquisition and use
of listening, speaking, reading, writing, reasoning and mathematical abilities.

A definition was formulated by the National Advisory Committee on Handicapped Children in their Annual report to congress in 1968 states that ‘Children with specific learning disabilities exhibit a disorder in one or more of the basic psychological process involved in understanding or using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading and writing.

In this study, the children with average and above average intelligence whose academic achievement is not on par with their acquired intelligence and who are free from sensory problems and socio-economical problems are considered as children with learning difficulty. In addition, parent’s and teacher’s observations were considered to confirm the children as having learning difficulties.

5.5 **Objectives of the Study:**

1. To develop tests to identify reading difficulties, writing difficulties and spelling difficulties of children in English at primary level.

2. To identify the children with reading, writing and spelling difficulties in English language at primary level.

3. To develop multi-sensory instructional strategy to overcome reading difficulties, writing difficulties and spelling difficulties in English language among children with learning difficulties at Primary level.

4. To find out the effectiveness of multi-sensory instructional strategy to overcome the reading, writing and spelling difficulties in English language of children with learning difficulties.
5. To find out the significant difference if any, in the Reading abilities of children with learning difficulties who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent’s educational qualification and Family income.

6. To find out the significant difference if any, in Writing abilities of children with learning difficulties who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent’s educational qualification and Family income.

7. To find out the significant difference if any, in Spelling abilities of children with learning difficulties who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent’s educational qualification and Family income.

5.6 Hypotheses of the Study

1. There will not be significant impact on post test reading ability scores of children who learned English language through multi-sensory instructional strategy and conventional strategy.

2. There will not be significant impact on post test writing ability scores of children who learned English language through multi-sensory instructional strategy and conventional strategy.

3. There will not be significant impact on post test spelling ability scores of children who learned English language through multi-sensory instructional strategy and conventional strategy.
4. There will not be significant impact on retention test reading ability scores of children who learned English language through multi-sensory instructional strategy and conventional strategy.

5. There will not be significant impact on retention test writing ability scores of children who learned English language through multi-sensory instructional strategy and conventional strategy.

6. There will not be significant impact on retention test spelling ability scores of children who learned English language through multi-sensory instructional strategy and conventional strategy.

7. There will not be significant difference on post test reading ability scores of children who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent's educational qualification and Family income.

8. There will not be significant difference in retention test reading ability scores of children who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent's educational qualification and Family income.

9. There will not be significant difference in Post test writing ability scores of children who learned English language through multi-sensory instructional strategy due to variations in the Sex,
10. There will not be significant difference in retention test writing ability scores of children who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent’s educational qualification and Family income.

11. There will not be significant difference in Post test spelling ability scores of children who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent’s educational qualification and Family income.

12. There will not be significant difference in retention test spelling ability scores of children who learned English language through multi-sensory instructional strategy due to variations in the Sex, Community, Locality, Family size, Family type, Parent’s educational qualification and Family income.

5.7 **Samples for the Study**

Out of 370 Matriculation schools of Coimbatore District, the investigator selected 15 schools. There were about 1523 Primary level students who studied in 4th and 5th standard in the 15 Schools. Among them 180 children were identified as learning difficulties. Among 180 Children with learning difficulties, 80 children were randomly selected for this study.

Therefore 80 Children were selected for the study. They studied in 4th and 5th standards of Matriculation schools in Coimbatore district. The sample consists of 39 girls and 41 boys.
5.8 Tools used for the study:

The tools used for this study are as follows.

1. Achievement test in English
2. Reading
3. Writing &
4. Spelling

2. Mental Ability Test (Raven's Coloured Progressive Standard Matrices (RCPSM))

3. Questionnaire for functional Assessment
   1. Functional Assessment Test - Teachers (FATT)
   2. Functional Assessment Test - Parents (FATP)

4. Diagnostic Test in English
   a) Reading
   b) Writing and
   c) Spelling

In addition to these tools the following instruments were also used for the study

5. Snellen's Chart (Visual Screening)

6. Audio Meter (Auditory Screening)

Besides these tools and instruments, a proforma sheet was used by the investigator for collecting the background variables of children regarding gender, community, locality of residence, family size, family type, parents' educational qualification and family income.
The investigator developed the achievement tests for English language reading, writing and spelling. Each test consists of 50 questions each. The reliability and validity of the tests were established by using appropriate procedures. The test papers were used for pre, post, and retention tests.

5.9 Experimental Design

Pre test- Post test- Retention test, experimental design was used in the study to know the relative effectiveness of multi-sensory instructional strategy used in the study. The dependent variable of this experiment is retention of information gained by children with English reading, writing and spelling difficulties learnt through multi-sensory instructional strategy.

80 children with learning difficulties (41 boys and 39 girls) of standard IV and V were identified and administered a pre-test to know the previous knowledge about the contents, which were selected for treatment. The pre-test scores and other information like sex, community, locality family size, family type, parent's educational qualification and family income of CLD were referred for splitting the 80 Children into two equated groups. Before finalizing the two groups, their pre-test scores regarding reading, writing and spelling were subjected to statistical analysis’ and the investigator found the ‘t’ value. The ‘t’ values between control and experimental groups were 1.246 for reading, 1.548 for writing and 1.641 for spelling. The ‘t’ values were not significant at 0.05 level and proves that the two groups were equally divided with same entry behavior. The treatment group consists of 19 boys and 21 girls, and the conventional teaching group consists of 22 boys and 18 girls. Achievement tests regarding reading, writing and spelling concepts in English language were conducted for both the two groups, immediately
after the treatment as multi-sensory instructional strategy and conventional teaching strategy. These tests are termed as Post tests. The same achievement tests were administered after one month as retention tests to both groups regarding reading, writing and spelling concepts in English language.

5.10 Findings of the Study

1. There is significant difference between post test reading ability scores of children who learned the reading tasks through multi-sensory instructional strategy (MSIS) and conventional teaching strategy. Children who learned reading tasks through MSIS scored better than the children who learned through conventional teaching strategy. This indicates that multi-sensory strategy is very effective one especially for learning disabled children. It is in agreement with the findings of study conducted by Suydan and Higgis (1977) and Anupamsha and Sushmita Mandal (1944); Rajaguru, Mohan Kumar and Selvaraj (2003).

2. There is significant difference between post test writing ability scores of children who learned the writing tasks through multi-sensory instructional strategy (MSIS) and conventional teaching strategy. Here also we can understand the effect of advanced techniques of teaching procedures. It supported the findings of the study by Lambhate. M.V. (1987)

3. There is significant difference between the post test spelling ability scores of children who learned the spelling tasks through multi-sensory instructional strategy (MSIS) and conventional teaching strategy.
This indicates that multi-sensory strategy is very effective one especially for learning of disabled children. It is in agreement with the findings of the study conducted by Desai K.V. (1985).

4. There is significant difference between retention test reading ability scores of children who learned the reading tasks through multi-sensory instructional strategy (MSIS) and conventional teaching strategy. Children who learned through MSIS achieved better than conventional group children. It is supported by the findings of the study conducted by Nanavati. U.R. (1981).

5. There is significant difference between retention test writing ability scores of children who learned the writing tasks through multi-sensory instructional strategy (MSIS) and conventional teaching strategy. MSIS group performed better than the control group students. It is in agreement with the findings of the study by Gill, P.S. (1984).

6. There is significant difference between retention test spelling ability scores of children who learned the spelling tasks through multi-sensory instructional strategy (MSIS) and conventional teaching strategy. MSIS helped children to achieve better than conventional teaching. It confirms the findings of the study by Kachhia, M.J. (1986).

7. Regarding the boys and girls in the impact of multi-sensory instructional strategy (MSIS) on the post and retention tests in reading ability, there is no significant difference. MSIS has similarly facilitated both boys and girls in learning the reading tasks to perform in the post
and retention tests. It is in agreement with the findings of the study by Patil, D.K.

8. Multi-sensory instructional strategy (MSIS) facilitated children in their post test and retention test reading ability scores irrespective of the communities they belong to. From this we can infer that the background variable namely different communities do not influence the reading ability of children in the experimental group.

9. Multi-sensory instructional strategy (MSIS) facilitated children to acquire good performance in the post and retention tests in reading ability with regard to their parents’ educational qualifications. In both tests children with literate parents performed better than those with illiterate parents. From this we can infer that the educational qualification of parents significantly influence the achievement of children. It is in agreement with the study by S.S. Deshpande.

10. MSIS facilitated the children to acquire good performance in the post and retention reading ability tests with regard to the income of family. In both tests children from high income group scored more marks than those from low income group. From this we can infer that high income group students might have obtained more educational facilities and atmosphere than those from low income group. It supports the findings of the study by S.S. Deshpande.

11. MSIS facilitated the children to acquire good performance in post and retention tests in reading ability with regard to the type of family. In both tests, students from nuclear families scored better than
those from joint families. So from this study we can infer that type of family significantly influence the test scores of children in reading ability in experimental group.

12. MSIS facilitated children to acquire good performance in the post and retention reading ability tests with regard to the size of the family. Here children from large families scored better than those from small families. From this we can infer that the size of the family significantly influence the achievement of children in reading ability test according to this study.

13. MSIS facilitated children to acquire good performance in the post and retention tests in reading ability with regard to the location of family. In both tests, students from urban areas scored better than those in rural areas. So here we can infer that location of family significantly influence the reading achievement scores of children. Also it confirms the findings of the study by Rao Srinivasa. R. (1986).

14. MSIS facilitated children to acquire good performance in the post and retention tests in writing ability with regard to the gender. In post-test female children performed better than the male ones and in retention test there is no significant difference between male and female children.

15. MSIS facilitated children to acquire good performance in the post and retention tests writing ability of children with regard to the communities. In both tests there is no significant difference among
various groups. From this we can infer that various communities do not have much influence on writing ability of children.

16. MSIS facilitated children to acquire good performance in post and retention tests in writing ability of children with respect to their parents' educational qualifications. In both tests the children with illiterate parents scored less marks. From this it is inferred that the educational qualifications of parents have a significant effect on the achievements of students regarding the writing ability. It is in agreement with the study of Lovas (1981).

17. MSIS facilitated children to acquire good performance in the post and retention tests in writing ability of children with regard to the income of their parents. In both tests students with high income group scored better than those from other groups. It is in agreement with the study Alder, Boyce, Chesney, Folleman and Syme (1993).

18. MSIS facilitated children to acquire good performance in post and retention tests in writing ability of children with regard to the type of family. In both tests students from nuclear family scored much better than those from joint family. From this we can infer that in this study the background variable namely, the type of significantly influence the
writing ability score of children. It is in agreement with the study by Skinner, E. Charles (1974).

19. MSIS facilitated children to acquire good performance in the post and retention tests in writing ability of children with respect to the family size. There is significant difference in scorings that the children from large families scored better than those from small families in both tests. From this we can infer that size of the family influence the scorings of children in writing ability.

20. MSIS also facilitated students to acquire good performance in post and retention tests in writing ability of children with regard to the location of family. There is significant difference in both tests in the sense that children from urban areas scored better than the children from rural areas. So we can infer that location of family significantly influence the writing ability of children. It is in agreement with the researcher namely Spock (1994).

21. MSIS facilitated students to acquire good performance in post and retention tests in spelling ability of children with regard to the gender. In both tests, there is no significant difference among male and female students. Here we can infer that the applied strategy is equally
effective to all the children irrespective of their genders (male and female). It is in agreement with the findings of Rajaguru and Mohan Kumar and Selva Raj (2004).

22. MSIS facilitated children to acquire good performance in post and retention tests in spelling ability score of children with respect to the communities. In both tests there is no significant difference.

23. MSIS facilitated children to acquire good performance in post and retention tests in spelling ability of children with respect to their parents' educational qualifications. In both tests children with high qualified parents scored better than the children with illiterate parents. Here we can infer that the educational background of the parents has a significant influence on the spelling achievement scores of children. It is an agreement with the findings of the study by Adele Gottfried, James S, Fleming and Allen W, Gottfried (1998).

24. MSIS facilitated the children to acquire good performance in post and retention tests in spelling ability of children with respect to the income of their parents. There is significant difference among different groups of children both in post and retention tests. So high income groups performed better than the low income groups. So we can infer that income of parents influence the achievement of students in this study.
25. MSIS facilitated the children to acquire good performance in post and retention test in spelling ability of children with respect to the type of family is significant difference among groups. Children from nuclear family performed better than those from the joint family. So we can infer here that type of family also has great influence on the performance of children.

26. MSIS facilitated children to acquire good performance in post and retention test in spelling ability of children with respect to the family size. There is significant difference among different groups. In both tests children from large family performed better than those from small families.

27. MSIS facilitated children to acquire good performance in post and retention tests in spelling ability of children with respect to the location of family. In both tests children from urban area performed better those from rural area. There is a significant difference between the two groups. Urban children will be getting more educational facilities and motivation than the children in rural areas.

5.11 Delimitations of the Study

1. The study is confined to IV and V standard children only.

2. Since the present study is experimental in nature, the size of the sample selection is limited.
3. The sample consists of only 80 children with language difficulties. They were selected on the basis of academic performance, mental ability, socio-economic status, sensory screening, Teacher’s and parents observations.

4. The children with language difficulties in reading, writing and spelling aspects (English Language) of English medium schools in Coimbatore District were considered for the study. Multi sensory instructional remedial package for teaching reading, writing and spelling concepts in English Language has been made used of in the study.

5. It is worth while to repeat the experiment by using other kinds of instructional strategies and verify the results.

6. Children with visual and hearing problems are not considered for the study.

5.12 Implications of the Study

The present study will definitely be useful for future students and it will be a fruitful contribution to the field of Education and Special Education. In the present century, the approach of rational enquiry has been spread rapidly. This process is changing the world in varied ways. The world-wide pursuit and spread of science and technology are
commonly recognized and acknowledged in bridging the communication gap between the teacher and the taught.

The needs of technology are planted in the field of education and the process of education has undergone many changes. Authoritarian role of a teacher is changed to that of a guide and as a positive, catalytic agent. The teacher is no longer a one way vehicle of information but an organizer of many other methods for easier, better and quicker learning. Reading, Writing and Spelling are indispensable for every language. Mastering the above said skills pave way to learn any language. The study aims at identifying the Reading, Writing and Spelling difficulties in English at Primary level. Further keeping in mind the difficulties encountered by the primary school children, this study attempts to develop remedial instructional strategies to overcome the difficulties in Reading, Writing and Spelling. The ultimate attempt of this study is to see the effectiveness of the remedial instructional strategies in overcoming the Reading, Writing and Spelling difficulties in English language.

1. The study reveals that out of about 1,523 of primary school children studying in IVth and Vth Standard in Coimbatore English
medium schools, 80 children were identified as children with learning difficulties regarding English Reading, Writing and Spelling concepts. So it denotes 11% of Children are experiencing learning difficulties in IVth and Vth standards. So a comprehensive survey can be conducted by the NCERT, SCERT and DIET at different levels. Such survey will facilitate to draw the need based training programme for the teachers.

2. This study also reveals that the children having learning difficulty children should be identified for early intervention. So NCERT, SCERT, and DIET can prepare grade level Reading, Writing and Spelling tests. So if they are supplied to schools, teachers can make use of them for accurate identification of such type of Children.

3. Multi-sensory Instructional remedial package should be developed and orientation classes should be given to language teachers. State governments and Central Government should take the responsibility for this.

4. Awareness about learning difficulties should be created among the teachers and parents and Government should set up separate
department and educational survey for the welfare of children with LD.

5. College of Education can incorporate the components of Reading, writing and spelling difficulties in their training curriculum. N.C.E.R.T., SCERT, CIFEL should develop audio, video cassettes as well as hand books on Reading, Writing and Spelling difficulties.

6. Remedial teaching is the main source of treatment and school should provide proper remedial instruction to the children.

7. Multi-sensory techniques involve various sensory modalities and are used for children who have problems with reading, writing and spelling. They are referred to as VAKT approach (Visual, Auditory, Kinesthetic and tactile) This involves the child seeing the letters, hearing their sounds, feeling the movement by tracing the letters with closed eyes. This helps in consolidating the learning process.

8. Indigenous materials and kit should be developed with the help of experts of NCERT and SCERT and training should be given to the teachers accordingly.
9. The present study is conducted in English medium schools. Even there certain percentage of learning difficulties can be seen. So if we are approaching regional languages medium students, we can see more number of learning difficulties regarding English language. So the State and Central Governments must take steps for diagnosing the children with L.D. Also they should provide multi-sensory instructional strategies to schools through NCERT and SCERT.

10. Teachers may be trained to use low cost multi-sensory instructional kits, considering the paucity of resources.

11. Teachers may also be trained to prepare and use materials available in their locality and also should adopt appropriate teaching strategies to meet the individual needs.

12. Regarding the research programme related to LD very few numbers were being done till now. So the findings of this study would be a great contribution in the field of special education in general and LD in specific.

13. In this study effectiveness of VAKT approach was studied. By going through the findings, the English teachers can adopt
appropriate instructional strategies for the benefits of children with language difficulties.

14. Multi-sensory instructional remedial package should be followed to teach the children, especially the children with learning difficulties.

15. Orientation of the preparation of instructional strategies should be given perfectly to teachers of all subjects.

16. Special resource centres with experts should be available in all schools.

17. For every 10 or 15 schools, a psychologist should be appointed for early identification of LD children.

18. Through inservice programme, the teachers should be given proper training for using the instructional strategies.

19. Heads of each institution should take initiative steps for the implementation of the programme.

20. Parents and teachers should also work together for the better welfare of LD children.
21. Resource centres for preparing the instructional materials should be established.

22. Problem of wastage and stagnation should be minimized by using effective remedial instructional strategies.

23. With reference to the multi-sensory instructional remedial package, teachers can be given inservice programme through the extension service department also,

24. Workshops, Symposiaums, Seminars and counseling can be conducted for creating awareness about children with L.D.

25. Screening children for learning difficulties should be made mandatory in all schools since early identification leads to early intervention.

26. The provision of resource help for children with learning difficulties should exist from the pre-school level in regular schools thus adhering to the prevailing concept of inclusive education and providing the child with a non-threatening therapeutic ground.

27. The need of the hour is that learning disability needs to be included in the people’s Disability act (PWD) So that the
intelligent and bright children can avail of the special considerations, which they deserve rightfully.

28. Modern Methods of teaching should be implemental especially in teaching of foreign language. Emphasis has to be laid on spoken English.

29. A rhetorical approach to teaching comprehension may be adopted.

30. The teacher should be prepared to experiment and should use different approaches in the light of different objectives. Media is very effective in English language education.

31. Multimedia package in modular form should be used for good quality of teaching learning process of English language.

32. Glossaries of words can be used for the improvement of educational and communication practices in schools.

33. Family background and parents’ qualification should be taken into account while dealing with pupils and attacking their problems in reading, writing and spelling concepts of English language.

34. Teachers should create a tension free environment in schools so that the pupils progress in learning foreign language is not endangered by the negative influence of school anxiety.

35. Teachers should be trained for the proper utilization of ETV programmes and guidance notes should be sent to them for each programme well in advance.
36. If more programmes related to syllabus are telecast it may contribute more in the achievement in school subjects.

37. Teachers of primary schools and producers of ETV programme for primary schools should work as a team and decide the content, presentation etc of the programme.

38. The reading ability, the grade and stream of the pupils should be taken into account while editing the reading materials for textbooks.

39. The different components of reading material should be selected in such a manner as would elicit greater comprehension on the part of the pupils.

40. Initiative should be taken in bringing out improvement of the instructional system with the use of an appropriate combination of different methods/techniques of instruction.

The prevailing concept of education strongly recommends integration of disabled child in regular schools with schools catering to the special needs of these children. It is of utmost importance that educationists move away from the traditional role of the knowledge to a more logical one of a facilitator. The school setting should not be viewed only as a place to read, write and spell but also as a spring board which provides various alternatives for children by giving them services.
including career guidance. These services will be availed of not only by children with disabilities but also by the normal ones. Thus it is imperative that schools/ group of schools are equipped with diagnostic and intervention services which will undoubtedly prove a blessing to all those bright and intelligent children who are not able to read, write and spell well and hence are not able to prove their potential.

5.13 Suggestions for further research

1. The Present study was done in Primary level and same type of study can be done in middle, secondary, higher secondary and college levels.

2. In this study multi-sensory remedial instructional material is developed for English language Reading, Writing and Spelling only. Similar instructional materials can be developed for other languages and also subjects like Mathematics, Science, History, Commerce, Geography etc.

3. Studies can be made to develop grade level diagnostic tests to identify the difficulties in other Indian languages.

4. Studies can be conducted on the role of parents in academic achievement of students with LD.
5. Further studies can be conducted on the role of teachers in academic achievement of children with LD.

6. Study can be conducted as the effect of multi-sensory remedial instructional strategy to overcome the difficulties in regional language Reading, Writing and Spelling.

7. Studies can be conducted to identify adult learning difficulties in Reading, Writing, Spelling and Arithmetic.

8. State wise comparative study can be conducted regarding the effectiveness of multi-sensory remedial instructional programme on children with learning difficulties.

5.14 Conclusion

The present study has investigated the effectiveness of multi-sensory instructional strategy (MSIS) on the achievement of students regarding reading, writing and spelling concepts in English language.

The CLD must be identified and special attention must be provided to these children who are bright but unable to keep up with his/her class in one or more subject matter.
In the present study, the CLD studying in English medium schools in Coimbatore District are investigated. The learning difficulty children should be identified for early intervention. Multi-sensory techniques involving various sensory modalities are used for children who have problems with reading, writing and spelling.

This research study reveals that CLD learn better through MSIS than conventional teaching strategy. Different kinds of instructional strategies help the CLD to achieve better and to perform well in studies. Remedial education is the main source of treatment and schools should provide proper remedial education. Orientation of the preparation of instructional strategies should be given perfectly to the teachers of all subjects.