CHAPTER 8

CONCLUSION, IMPLICATION, LIMITATION AND FUTURE SCOPE

The previous chapter has dealt with the generalisation of the findings in the form of discussion. The present Chapter is the last chapter of the thesis where a brief description has been given about the conclusion of the major findings and its implication. Limitations of the study have also been described which open the scope for investigation in the future research.

Major Findings of the Study

Quality of education has always been concern for educationists and child psychologists across the globe; therefore, they always strive to think of the best way which can ensure optimum learning in children. In this process, there are various factors which create hindrance in children’s learning. The present study focused on two such aspects influencing children’s learning outcomes: factors related to children and factors related to the children’s learning environment (teacher and teaching-learning approach). Factors on the part of children are related to deficit in their cognition and information processing domain which is manifested in the form of LD, LP, low IQ, poor attention, and lack of interest in studies, poor auditory and visual perception in them which negatively affect their learning achievement. Ample of researches based on intervention programme have been carried out to address children’s learning related difficulties and showed positive results. But these intervention programmes were given on one-to-one basis and in small groups by following the ‘pull out method’ and delivered by experts in the field which is not easily accessible for children who are coming from marginalised group. In addition, a factor related to the language in which learning happens, for example, complexity of the orthographic system, also impacts the learning outcome.
Therefore, the present study was an intervention programme for children with LPs and LDs. The programme was successfully developed by the researcher, implemented in Class IV of a Hindi medium school which consisted children from lower socio-economic strata. The researcher provided an intensive ongoing training to the Class IV teacher for the use of teaching strategies needed for the implementation of the intervention programme. The teacher successfully carried out the intervention under the supervision of the researcher.

The findings of the research have been presented in three sections (Chapter 3–5) and has been summarised in the following section. In order to improve children’s reading comprehension skills, training was given in the cognitive and meta-cognitive domains. Strategies, for example, setting goal before reading, identification of different story elements, awareness about what is known and what is unknown about the lessons, generating and asking questions facilitated children’s active engagement in the process of striving for meaning of the text. It further helped children to organise and summarise information in the form of images or conceptual maps for themselves.

Review of literature suggested that regular school teachers were able to identify children with learning disability on the basis of their academic difficulties and behavioural manifestation and also tried to provide input for addressing their needs (Praveen and Konantambigi, 2013; Konantambigi and Shetty, 2008). Therefore, the present study acknowledged that regular school teacher could be idle change agents in the regular classroom settings, thus, was chosen as implementer of the intervention programme after giving training for the use of specific teaching-learning strategies for dealing with a diverse groups of children.

The Class IV teacher’s responses suggested that she did not really perceive children’s learning problems as problematic. She believed that their academic problems are limited to childhood as they would grow old their academic difficulties will be addressed automatically. But meeting the needs of
children required extra attention, time and energy on the part of teacher and was viewed as stressful.

The teacher also spelled out a sense of experiencing burden in dealing with children’s behavioural problems. Behaviours which influenced other children’s academic learning, physical and emotional protection were more challenging for the teacher to manage. The teacher blamed factors on the part of children and their family responsible for their learning problems.

Without any formal training and specific provision for children with LPs and LDs in the classroom settings, teachers articulated the use of several strategies that was cognitive, meta-cognitive and behavioural in nature. The teacher viewed that children’s willingness to learn was a positive factor in anticipating changes in them.

Referring to one of the theoretical framework of the study that knowledge is socially constructed through the process of social interaction within the classroom settings; the process of social interaction is thus influenced by language, symbols, teachers and more experienced person within the setting. Therefore, teachers’ beliefs and perspectives were explored before starting the intervention programme in order to cater to their need during the teacher-training. As a result, the teacher made her role explicit to the children while teaching and provided scaffolding and modelling while delivering instructions to them. At the same time, the teacher also encouraged children’s active involvement in the process of learning and acknowledged their individual differences without labelling and blaming.

Another theoretical assumption focused on reader’s subjective and unique way of constructing knowledge/reading acquisition. Representation of details of children with LDs in the form of case studies helped to focus on children’s subjective pace and extent of learning. Children’s improved learning was also influenced by teaching-learning approach practised in the classroom, teacher-child interaction, peers interaction and acceptance and promotion of children’s active role in the process of learning.
The intervention programme aimed at enhancing children’s reading comprehension ability in three school subjects (Hindi language, Social Science and Science) of LDs and LPs children and followed a whole classroom based approach. For this purpose, story mapping technique was used for the enhancement of reading comprehension of narrative text or stories (Hindi subject). The result suggested that young children (Class IV) can be trained to use story mapping technique which consisted more of story elements as an approach to enhance reading comprehension. Addition of an extra element i.e., drawing of stories along with identifying story elements resulted in positive learning outcomes of all groups of children in the classroom. More specifically, children’s ability to recall or re-tell the story was improved. Progress was also seen in their ability to generate inferential answers. It also helped children to actively engage in the process of learning and give personal meaning to their story and conceptual maps.

The pattern in which story is written is easy to remember with less effort put up by readers, whereas remembering content knowledge of any lesson from Social Science and Science subjects become difficult. So, in order to make children learn how to organise expository text information in the form of conceptual maps for their personal use, an extra component was added along with story mapping technique. In other words, apart from asking children to provide answers of story components, they were also asked to draw the story according to their understanding on the sheet of paper. The process of drawing promoted children’s learnt strategies to use independently for the drawing (e.g., comprehension of the story, organisation and summarisation of the story in a sequence, individualistic and meaningful way). They also learnt to make connection between different story elements. By organising information with the help of lines and arrows helped children to present all important information in a visual format, which lasts for longer in the long term memory. Important skills acquired by children for identifying different story elements and generating story maps were transferred for creating conceptual maps for expository text. The analysis was done in a qualitative way, which suggested that children’s ability of reading comprehension of expository text was also
improved. This finding was also supported by their academic achievement in the final examination. Therefore, it could be concluded that skills required doing the story mapping technique and drawing the same was transportable for the organisation and summarisation of expository text in the form of visual image or conceptual maps.

The intervention also demonstrated that the story mapping and conceptual maps strategies could be employed to literatures that are available in the school curriculum. Children showed preference for the use of story mapping technique and conceptual maps over traditional ways of teaching approach practiced by the teacher prior to the intervention. They wanted to use the similar approach for learning mathematic and other school subjects too.

Difficulties faced by children in basic reading skills was also acknowledged and addressed in reference to characteristics of Hindi language and improvement was seen from pre-test to post-test. In spite of the fact that strategies focused during the intervention was effective, improvement in children’s learning could also be stemming from the fact that the teacher acknowledged and valued their views and opinions which helped to enhance their self-esteem and built self-confidence which prepared children for new learning. Input was also given according to the nature and complexities of Hindi language.

The feasibility of the intervention programme could be linked to the positive outcome of the intervention programme which was the result of the teacher’s altered perception, attitude and beliefs towards the teaching-learning approach and their behaviour towards children. The teacher also showed a preference for the use of the teaching-learning approach on which the intervention programme was based on.

Furthermore, children’s views and reaction towards the programme was also considered. It was very fascinating exposure for children to being part of the intervention programme. In the regular classroom setting, children’s views and opinion in the process of teaching-learning are not much valued. This was
the first time when children were given freedom to express themselves in the classroom setting and their thoughts and ideas were acknowledged and appreciated. Positive regard from the teacher and acceptance promoted children’s self-esteem, confidence, motivation and interest in them towards studies. The experiential and enjoyable learning approach and the supportive classroom environment led improvement in children’s reading outcomes.

The intervention module was modelled in such a way which could be successfully implemented in the regular classroom setting, easily executed by the class teacher and easy to use with the school curriculum. It did not require much time, extra material and special arrangement to carry out the sessions. Most importantly, the intervention programme ensured improvement in learning outcome of children with LDs, LPs and low IQ. The study being based on the whole classroom approach, also promised enhancement of reading comprehension in children who were doing well prior to the intervention. This group also viewed that the present technique is more useful in extracting meaning of the text and showed preference over traditional ways of teaching.

In addition, weak children were noticed to be more open to contact teachers and peers for any help. Interestingly, children who were good at studies exhibited pro-social behaviour towards weak children (e.g., offering help to weak children even without asking and showing humble behaviour towards them).

On the basis of the findings, it could be concluded that regular teachers could provide training in the use of story mapping technique for fostering reading comprehension of narrative and expository text of diverse groups of children presented in an inclusive classroom setting. It should also be noted that the present intervention module based on the story mapping technique is not the end of the pedagogical approaches. However, it could be easily adopted by regular class teachers along with their curriculum which provides children’s active engagement in the learning process. Regular teachers would also get opportunity to make their role explicit in this process by providing modelling and scaffolding. So that diverse group of children would be able to get strategic
reading instructions in a wise and sensible way within inclusive classroom setting.

**Conclusions**

On the basis of above findings of the study following conclusions could be drawn:

1. The intervention programme for the increment of a higher level of cognitive skill i.e., reading comprehension resulted in positive outcome in children’s learning for diverse group of children.

2. The story mapping technique resulted in the increased performance of narrative text comprehension.

3. Drawing of story on the sheet of paper helped children to make conceptual maps for expository text and guaranteed improved comprehension ability.

4. The intervention also resulted in progress in the domain of basic reading related skills: vocabulary, spelling, phonological and orthographic principles.

5. The specific features of the language contribute to children’s learning difficulties, therefore, should be included in the intervention based programme.

6. The present intervention being based on whole classroom approach required less manpower, save time and needed fewer materials to conduct the sessions.

7. Only severely affected children could be given individualistic attention as they showed minimum changes during the group intervention.

8. The comprehensive teacher-training which focused on the specific skills required for the intervention programme to the regular teacher and alteration in the perception and beliefs towards teaching-learning approach helped to succeed the intervention.
9. Teacher training and nature of intervention programme should be experiential, organic and enjoyable.

Implication of the Study

- The present study was an intervention especially for children with LDs, LPs that can be implemented in naturalistic setting. Thus, it would cover a whole range of children who lag behind in comparison to their peers and their age mates. Hence, it is a viable means for enhancing their level of achievement.

- It can help teachers to be aware about the childhood disability and its treatment. It would also help them to shape their teaching-learning approach in such a way that would match with the level of children’s reading skills, from where they can go ahead and make progress in academic achievement. This intervention program can be implemented by teachers because they can be thoroughly involved in the process of intervention. They need to be made aware of learning disabilities, their assessment at the classroom level and way to deal effectively with them.

- It can help children with LDs and LPs (who are often less confident, socially isolated and have poor self-esteem) to integrate in mainstream population. Their psychological and emotional problems will be minimised once they will be integrated with all the children in the classroom.

- This aspect could be helpful for addressing issues of designing teacher-training programme and empowering schools in providing support to sets of teacher skills for enriching children’s learning.

- Intervention based on whole classroom approach will make possible the treatment of children with LDs and LPs in general classroom and in large group. This is in spirit of inclusive education.

- Instead of one-to-one intervention, a classroom situation in which children become able to express the frustration that makes them able to
learn something as well as express the positive feelings accompanying success. Intervention programs based on Hindi language will have a wider applicability, thereby making a time and cost-effective method.

- To combat students’ expectation of failure, the intervention was designed in such a manner that established a platform of success in early reading skills as well as advanced reading skills.

**Limitation of the Study**

- The measure of expository comprehension ability of children was not taken systematically prior to the intervention programme started.

- Due to constrain of availability of the other section of Class IV, control group was not possible to form.

- The type of school (private school) could be possibly a limitation of the study. Implementation of the intervention programme in the government schools would have strengthened generalisation of the findings.

**Recommendation for Future Work**

- The story mapping technique could be implemented for the enhancement of reading comprehension ability in early primary grade children with less number of story elements.

- By making little changes in the story mapping technique the enhancement of reading comprehension of expository text was possible. The future research is needed to use the same approach (probably with some alteration) for mathematic subject too.

- The present intervention programme could be used with different group of children in different classroom setting by different teachers to check its reliability.

- Writing was not focussed in the intervention as reading and writing are always interlinked.
More gaps between the termination of the intervention programme and post-test assessment would have given more insight about the maintenance effect of the intervention programme.