...Education

Implications and Suggestions
CHAPTER V
EDUCATIONAL IMPLICATIONS AND SUGGESTIONS

This chapter deals with educational implications of findings of this study and some suggestions for further research.

5.1 Educational Implications

The analysis of data revealed that all the three techniques used in present study are effective strategies in remediating English spellings of learning disabled students. Therefore, the remedial strategies used in the present study have the potential to become a very pertinent need for teachers. The following are some of the educational implications ensuing out of this investigation.

- Parents and teachers should not lose hope. Some thing can be done for these children as far as their spellings are concerned.

- The effect of remedial strategies is not temporary. It sustains for long time. Sustained efforts will bring even better results. The spelling should be the focus of attention right from the primary stage to higher stage.

- Identification of children with severe problems in spelling should be done as early as reasonable and possible. They should be classified according to their strengths and/or weaknesses, based on modality preferences, learning styles etc.

- According to classification, they can be given remediation with the appropriate technique.

- If the identification and remediation of spelling problems is done early enough, then we might be able to just do away with lot of spelling problems.
Educational Implications and Suggestions

• The learning disabilities of school children can be largely remediated using suitable approaches. For this, the learning disabled students be provided appropriate teaching techniques.

• All remedial techniques, tailor made for the respective group used in this study have been equally effective in enhancing the performance in spellings. Teachers can use the applied techniques for the benefit of the student in class.

• What ever they learn during remediation reflects in English subject in general. Since focusing on remediation has multiple outcomes, it must be attempted seriously.

5.2 Suggestions for further research

The research in the field of special education, is in an embryonic state. Areas of development of competencies and skills, development of leaning packages are relatively unexplored. Psychoeducational researches on disability are quite limited. Research can focus on development of competencies and skills. Research on use of technology to the advantage of the disabled can be conducted. The following are some of the suggestions for further research.

• The present study to reduce spelling difficulty was limited to primary level. It can be extended to examine spelling difficulties at secondary level and college level.

• The disability areas other than academics may also be focused such as listening, thinking, reasoning, speaking and reading.

• Development of assessment devices for diagnosis of learning disabled can be undertaken.

• Effect of advocacy treatment approaches on the success of individual cases and groups can be investigated.
Educational Implications and Suggestions

- Contribution to remediation of learning disability can also be made by computers using multimedia.

- Research work can be undertaken to replicate present study in regional languages of India.

- A systematic study in areas like identification of individually suitable teaching practices, peer tutoring and modeling, education and service delivery systems can be conducted.

- Research can focus on family studies to investigate whether problems are genetic in origin.

- Research may include incidence of learning disability in rural-urban set up, socio-demographic antecedents and consequences.

- An experimental study where assessment on a phonetic test and visual orthography facilitates allotment to two groups can be conducted. In such a study both the groups be further divided into two sub groups, and both the sub groups be taught with both the methods and groups be compared.

- A follow up study can be conducted after a 6 months gap or an year to test whether the learning occurred is permanent. A well designed study for transfer of spelling skills can be conducted.