

HOME LITERACY MATERIALS AND THE LANGUAGE PERFORMANCE OF CHILDREN WITH DYSLEXIA IN PRIMARY SCHOOLS IN MEZAM OF CAMEROON

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ABSTRACT

This study investigated the effect of home literacy materials on the language performance of children with dyslexia in primary schools in Mezam Division of Cameroon. The mixed methods design with the sequential explanatory survey design was adopted for the study. Data was collected from 242 children with dyslexia and 21 parents of children with dyslexia. A reading readiness assessment instrument, questionnaire, interview guide and the 100 high frequency words test were used for data collection. The reading readiness assessment instrument and 100 high frequency words test were used to assess the language performance of children with dyslexia. The reliability analysis of the instrument stood at 0.767 and was tested using the Cronbach Alpha test. Both quantitative and qualitative data were collected for the study. The quantitative data were analysed using frequency count, percentages, multiple response sets and the Spearman's rho test adopted to verify the hypothesis while qualitative data were analysed thematically. Findings showed (35.2%) of the children with dyslexia said they do not have literacy materials at home to support them in language development while (64.8%) of them do have home literacy materials. The kinds of home literacy materials available were mostly chalkboard, colours and alphabet blocks. Pencils, computers, papers, rhyme books, TV, puzzle game, CDs, counting sticks, crayons, picture books, picture charts and children magazines were other learning materials available at home though not frequently mentioned the participants. Finally, findings show that there is a significant, positive and strong relationship between home literacy materials and the language performance of children with dyslexia ($P < 0.05$). The positive sign of the relationship ($R = 501^*$) implies that the language performance of children with dyslexia was more likely to improve when they have literacy materials at home where they could practice with some literacy activities. For instance, findings showed that children with dyslexia who have literacy materials at home, a majority (61.1%) of them were not very bad/poor in their language performance while for those who do not have literacy materials at home, a majority (60.0%) of them were very poor in their language performance. The implication of these findings is that home learning materials have a significant and positive effect by improving on the language skills of children with dyslexia.

Keywords: Home Literacy Materials, Home Learning Materials, Children, Dyslexia, Language Development Skills.