

Interactive Instructional Strategy and its Impact on Pupils' with Dyslexia in Kumba III Sub Division, Meme Division of the South West Region of Cameroon

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Abstract

This study was aimed at finding out the impact of interactive instructional strategy on pupils' with dyslexia in primary schools in Kumba III Sub Division, Meme Division of the South West Region of Cameroon. Two specific objectives formulated for the study include: to compare the mean reading skills scores of pupils with dyslexia taught with interactive instructional strategy and direct instruction, to compare the mean reading skills scores of male and female pupils with dyslexia when taught using interactive instructional strategy. The study adopted quasi non-equivalent experimental design. The population of the study was made up of all pupils with dyslexia in Meme Division in public, private and lay private primary schools. The sample size 80 pupils with dyslexia drawn from 10 primary schools. The sample was shared into two groups of 18 males and 22 females in the interactive instruction group and 21 males and 19 females in the direct instruction group. The research instrument use for data collection was an English comprehension achievement test (ECAT) to measure the pupils with dyslexia's mean achievement scores. The instrument was validated by experts. Method of data analysis was done using descriptive and inferential statistical tools. Variables were scaled and described using measures of central tendencies (Mean) and dispersion (Standard Error of Mean and Standard Deviation). The findings of the study revealed that interactive instructional strategy enhances reading skills of pupils with dyslexia better than the direct instruction. Secondly, the findings revealed that interactive instructional strategy has the same effect on male and female pupils. Based on the findings of this study it was recommended that primary school teachers should use interactive instructional strategy in the teaching of reading comprehension to pupils with dyslexia in primary schools.

Keywords: Interactive instructional strategy, direct instruction, reading comprehension, pupils, dyslexia, and primary schools

Introduction

Education stakeholders have been lamenting about the falling ability to read and write by pupils in and graduates in Cameroon. This has raised a lot of worries to the teachers who teach in primary as well as the parents of these pupils. This phenomenon in pupils unable to read effectively and fluently is a disability, and broadly referred to as

dyslexia. Dyslexia is a learning disability that encompasses many aspects of disabilities such as reading, spelling and writing (Bolchit & Oziji, 2012). The word dyslexia is derived from the Greek word “dys” meaning poor or inadequate and the word “lexis” simply translated as “difficulty with words” meaning words or language (Yusuf, 2014). Dyslexia is a learning disorder characterized by problems in processing words into meaningful information, strongly reflected in difficulty in learning to read (Guardiola, 2001).

Thus, pupils with dyslexia lack reading skills and find it very difficult to read fluently and effectively. It therefore signifies that if this problem is to be solved once and for all in our primary school, English language especially in the area of reading skills need to be improved upon by primary school teachers. This will facilitate the growth of the learner physically, intellectually, emotionally and socially (Wolter & Collins, 2017; Tambo, 2012).

There are many strategies to teach English language that can imbibe the learners with reading skills in an inclusive classroom. Interactive instructional strategy is a teaching strategy that permit pupils to interact with each other and their teacher, construct knowledge for themselves and improve on pupil’s acquisition of skills amongst which is reading skills. This type of teaching strategy also involves a lot of sharing of ideas between a teacher and the learners as well as learners and learners. Tambo (2012) opined that this type of teaching strategy encourages learner’s ideas, experience, insights and knowledge provided by the teacher or peers to develop different ways of thinking, feelings and skills acquisition. Tchombe (2004) emphasized that in this type of teaching and learning process, the role of a teacher changes from that of a reservoir of knowledge to a facilitator, this is because this type of teaching strategy empowers the pupils be active in the teaching and learning process. In a nut shell the learners learn many skills such as literacy, interpersonal skills, communication and social skills. Learners with special needs are not left out from benefiting from these skills in an inclusive classroom. One of those special need learners who can benefit from interactive instructional strategy are those pupils with dyslexia.

For over the years, teachers in the primary schools have been using direct instruction. This is a teaching strategy which is highly teacher-centered and hinders pupils’ acquisition of skills such as reading skills among others. This is because this kind of teaching strategy does not encourages collaboration and active participation during the teaching learning process. This has affected pupils with dyslexia adversely for over the years.

However, the problem of reading among primary school pupils with dyslexia in particular has been on the increased in Cameroon as revealed by Common Entrance and First School Leaving Certificate Results for Meme Division from 2014-2019. Moreover, literatures have enumerated many approaches in teaching the pupils with dyslexia such as indirect teaching strategy and experiential learning (Akon, 2014). These researchers are therefore interested to find out whether interactive instructional strategy has impact on pupils’ with dyslexia in Kumba III Sub Division of the Meme Division as opposed to direct instruction.

Literature Review

According to Tambo (2012), interactive instructional strategy involves pupils’ construction and discovery of knowledge for themselves. In this type of teaching and learning strategy, pupils with dyslexia interact, develop skills and interest in learning with their peers that are not having dyslexia as such they learn much better. This implies that if pupils have positive interest towards studying a particular subject, they would also derive satisfaction from the knowledge of the subject (Woolfolk, Hughes & Walkup (2008). Santrock (2004) posits that pupils learn better when they actively construct knowledge and develop understanding on their own. As interactive instructional strategy stands a better chance to ameliorate the reading problems of persons with dyslexia due based on its implementation procedure. Tchombe (2015) emphasized the fact that, children learn best when they are active in the teaching learning process and not passive. Williams (1999) explains interactive instruction as a mental activity that learners use when they study to help themselves acquire, recognize, or remember incoming knowledge more efficiently.

Furthermore, pupil’s perception and understanding of learning is influenced by teacher’s communication patterns and pupil’s interactive style during the implementation of the teaching learning strategy. It should be noted that classroom setting is closely related to teacher’s interactive styles (Tchombe, 2004) and students learning style. Interactive instructional strategy therefore helps pupils to improve on their reading

comprehension skills as they interact with each other and their teacher. This is because active learning forms the foundation of reading skills acquisition amongst learners (Grabe, 2009).

Griffiths and Morag (2013) enumerated the background of dyslexia as follows. According to Griffiths and Morag, dyslexia is a neurological disorder that affects 80% of all learners with learning difficulties, it is a disorder that cuts across all socio-economic classes and exists in all cultures though the prevalence may vary from one language to another. Identified in childhood and persists through adolescence to adulthood and thus failure to identify the disorder early enough and provide early intervention leads to learners struggling with poor academic performances coupled with low self-esteem, emotional trauma and increase chances of school dropout, dyslexia learners have difficulties with tasks such as discriminating the individual sounds in words, recognizing words that rhyme.

Ghada and Mar (2017) attest that Cameroon classrooms are characterized by diversity of learners as such these learners learn differently, depending on their learning styles. This diversity in learning and the inclusion of persons with learning disability is an indication that the curriculum should be adapted to meet learners with disabilities thus teaching and learning should be learner-centered or interactive (Nsagha & Jitzi, 2019). This therefore warrants that teaching strategies that enhances learner's participation should be used in an inclusive classroom such as concept mapping, cooperative learning, project/theme instruction, and interactive instructions. Tchombe (2004) lamented that paradoxically in Cameroon most main stream schools have not been equipped to cater for special needs children, and this stemmed from the structure of the school, the school environment and the use of teaching learning materials and strategies. Tchombe further added that most of the teachers in mainstream schools have little or sufficient knowledge about various disabilities of their learners thus this has been affecting the acquisition of both literacy and numeracy skills of the learners.

There are many consequences if the right strategies are not used to teach reading to the pupils with dyslexia in primary schools. These consequences are; bullying, depression, absenteeism, low self-esteem, low locus of control, aggression, school dropout, repetition, disobedience, shame, delinquency, truancy, escaping from classes, douching away from classes, sleeping during lessons, failing to do homework, shyness, poor academic performance, waste of resources by the state due to repetition, overcrowded classrooms due to repetition, parents waste of resources due to their children repetition, incomplete of the curriculum by the teacher and so on and so forth.

These researchers have been influenced to carry out this study due to the fact that pupils in Kumba III especially pupils with dyslexia for over the years have exhibited a lot of inability in reading skills. This has been reflected in their academic performance in their sequence test, continuous assessment, First School Leaving Certificate (F.S.L.C) and Common Entrance Examinations in English Language especially reading comprehension and essay writing. (First School Leaving Certificate Results from Divisional Delegation of Basic Education Meme, from 2014-2019). This can be attributed to the poor results the pupils score in the section of Reading Comprehension. This is a general call for concern and indication that much research has to be done to see the pedagogical principles that need to be put in place apart from the conventional direct instruction that has been used in our primary schools for decades. According to the First School Leaving Certificate Result Booklets from 2014-2019 for the Divisional Delegation of Basic Education Meme English Language (Reading Comprehension) and that of the Common Entrance and F.S.L.C has been on a drop in terms of percentage scored, (a range of 10%) drop each year and this might have been due to many factors. One of the many factors might be as a result of the type of instruction used to present the lessons to the learners with dyslexia. This has also affected the teachers teaching these learners to complete their syllabus on time. It is on this strength that the researcher is carrying on this study to find out how a change in Instructional method has impact in the reading skills of learners with dyslexia.

Using Interactive Instructional strategy to enhance Reading Skills through Reading Comprehension to Pupils with Dyslexia

Interactive instructional strategy is a teaching strategy that has the ability of making the learners to be creative, innovative and be problem solvers, social skills (Akon, 2014). These are all the skills needed for the 21st century learners. This gives interactive instruction an added advantage over direct teaching instruction which encourages memorization of facts and is teacher-centred (Tambo, 2012). According to the experience of these researchers

drawing inspiration from British Dyslexia Association (BDA) (2014a) and British Psychological Society (1999), the following procedures were developed and applied and proven fruitful at the classroom level to improve the reading skills of pupils with dyslexia. Thus:

1. The teacher explains the mechanics of reading to the whole class on how to read effectively and fluently.
2. The teacher identifying pupils with dyslexia ask individual questions with regards to their reading difficulties.
3. Teacher gives clue and remediation on how to read effectively.
4. Teacher asks questions to the pupils with dyslexia based on the remediation given to make sure that the pupils have developed good reading skill.
5. Teacher identifies those pupils that can read fluently and effectively and paired them with pupils with dyslexia in twos or in heterogeneous group of at most four. Assign those pupils who can read to be as peer tutors to those pupils with dyslexia.
6. Give a reading comprehension and ask the various groups to teach their peers and making sure that everyone is able to read following the already learned techniques on how to read.
7. Teacher moves round, give clues, motivate and guide where necessary especially pupils with Dyslexia.
8. Finally, the teacher evaluates the reading ability of pupils with dyslexia and gives them assignment to do at home in order to improve on their reading skills (Al Odwan, 2012).

These groups are maintained for about two to three weeks and the final test is given to measure the level of reading skills acquired by pupils with dyslexia during the reading comprehension exercise.

Gender and Reading Skills with Pupils with Dyslexia

Gender is a social construct that refers to male and female. Research studies have shown that there are more boys than girls with reading difficulties and dyslexia in particular (Yazici & Ertekin, 2010). Linnakyla, Antero and Karin (2004) also postulated that the rate of difficulties in reading comprehension is higher for males than females. Stevens (2003) added that more males than females are qualified for participation in remedial reading program and special instruction like interactive instruction. Filippou and Artemis (2015) opined that female students' participation in the classroom activities may be affected by the number of students in the class and the proportion of males to females in the classroom. The gender ratio of a class, particularly those with more male than female students, may function as a significant predictor of gender differences in student and the teacher's behaviour in a classroom teaching as such the reading ability of learners are also affected (Akinwumi, 2017). The evidence of weaker reading and writing skills among boys by these and other assessments has been an issue of major concern, since poor reading skills can have a profound effect on performance of pupils with dyslexia and other school subjects as well as their success throughout their lives.

Shafack and Jitzi (2019) pointed out that gender differences have become critical issues of concern around the world most especially to educators and researchers. Srivaster, John, Gosling, and Potter (2003) reported that, there is no country in the world that has reached equality between women and men in different critical areas such as in economic participation and education. Gender role differentiations are also encouraged in pictorial illustrations in textbooks as males are usually portrayed superior to females. Teachers also encourage gender stereotype by giving different treatment to males and females in class through the use of their teaching strategies that favours only females or males and not both. Teachers and counsellors often go further to give different career guidance to males and females.

According to Udousora (2003), who carried out a study on gender differences in computing participation stated that, there is no significance difference in the academic achievement of male and female students. Bichi (2008) believed that, girls perform better than boys in problem solving type of activities. Usman (2010) opined that if boys and girls are given equal opportunities to study, they will perform equally well. In another study carried out by (Okereke & Onwukwe, 2011), the findings revealed that male students achieve better than female students in school. Kolawole and Popoola (2011) in their study maintained that, academic achievement is free from gender influence. Shafack and Jitzi (2019) carried out a study and found out that laboratory-based teaching method is gender friendly. The issue of gender in education settings generally seems to be controversial as revealed by many scholars and researchers. However, literature on gender, dyslexia and reading strategies have not demonstrated which teaching instruction is gender friendly when teaching learners with dyslexia. Therefore,

there is need for a study of this magnitude in the area to find out whether interactive instruction is gender friendly and can enhance pupils reading skills.

Olaleye and Ajileye (2004) provided reasons for differences in achievement between females and males, asserted that boys generally performed better than girls because girls are brought up in traditional family group to be passive, obedient and always submissive to men while boys are encouraged to be aggressive, competitive and independent thus, favouring male supremacy. They further added that teachers do not often like investing time on female pupils believing that most of them will end up in their husbands' homes. On the other hand, Jones and Wheatly (1990) declare that the only clearly documented psychological difference between male and female is that males are more aggressive than females and that girls have greater verbal ability than boys while the boys excel in visual spatial ability. By implication, it shows that girls perform better in reading than males who do better in mathematical subjects. Jiboku (1991) in his study reported that a significant difference exist in the performance of male and female in the performance of their various subjects. He made it clear that female students performed better than male in reading comprehension. To support his finding he asserted that females have left cerebrum, that is the sphere that deals with verbal skills is more developed in females than in males; while males right cerebrum sphere that deals with mathematical reasoning and spatial relationship are more developed than that of females.

Statement of the Problem

Pupils with dyslexia in primary schools in Cameroon do not have sufficient reading skills despite the effort put in place by primary school teachers and all other stakeholders of basic education in Cameroon. Many factors might account for this. One of the factors is teachers' factors which involves ineffective use of innovative teaching strategy among others. This has aroused the interest of these researchers to find out if interactive instructional has an impact on pupils' with dyslexia in primary schools in Kumba III Sub Division, Fako Division of the South West Region of Cameroon.

Objectives of the Study

The following objectives were formulated for this study thus;

- i. To compare the mean reading skills achievement scores of pupils taught using interactive instructional strategy with direct instruction.
- ii. To compare the mean reading skills achievement scores of male and female pupils when taught using interactive instructional strategy.

Research Questions

1. What is the difference in the mean reading skills achievement scores of pupils with dyslexia when taught reading Comprehension using interactive instructional strategy and direct instruction?
2. What differences exist in the mean reading skills achievement scores of male and female pupils with dyslexia when taught reading Comprehension using interactive instructional strategy?

Hypotheses of the Study

The hypotheses were stated in the null form;

Ho₁: There is no significant difference in mean reading skills achievement scores of pupils with dyslexia when taught reading comprehension using interactive instructional strategy and direct instructional.

Ho₂: There exist no significant differences in the mean reading skills achievement scores of male and female pupils with dyslexia when taught reading comprehension using interactive instructional strategy.

Methodology

This study adopted a quasi non-equivalent experimental design. This design has been used successfully in research studies to determine the effect of teaching approaches on student's achievement scores in Kenya according to (Wambugu & Changeiywo, 2008; Wachanga & Mwangi, 2004 as cited in Shafack & Jitzi, 2019). Class five pupils were used for this study. They are relatively of the same age as they occupy the same classes. This was used to control the extraneous variable of maturation.

This design consists of two randomly selected groups; the controlled group and the experimental group. The two groups were pre-tested before the treatment was administered to the experimental and the control groups. The experimental group was taught reading through reading comprehension using interactive instructional strategy mean while the control group was taught using the direct instruction. Both groups were tested using Reading Comprehension Achievement Test (RCAT). This was validated by experts. After a period of four weeks the same pre-test was administered the second time as post-test to the both groups to see the changes that have taken place with respect to the test scores as a result of the different treatment that were given both groups. Extraneous variables such as teacher variables, instructional situational variables and subject interactions. The sample population was made up 80 class pupils with dyslexia drawn from 10 primary schools. The sample was shared into two groups of 18 males and 22 females in the interactive instruction group and 21 males and 19 females in the direct instruction group. The sampling techniques employed for this study was purposive sampling and simple random sampling techniques. The research instrument use for data collection was an English comprehension achievement test (ECAT) to measure the pupils with dyslexia's performance. This test was teacher-made test. The test items were constructed based on 2001 revised edition of Bloom's taxonomy for classifying learning objectives of remember, understand, apply, analyze, evaluate and create. The instrument was validated by experts and the reliability coefficient was calculated using Cronbach's Alpha and it was 0.745 and 0.809.

Method of data analysis was descriptive and inferential statistical tools. A non-parametric Mann-Whitney U test was used to compare the means under interactive instruction and the one under direct instruction. Mann-Whitney U test was used because the normality assumption was violated for the two groups ($P < 0.05$). This was done using the Kolmogorov-Smirnov and Shapiro-Wilk test for normality. For the real distribution to be assumed normal, we expect a non-significant P-value, that is $P > 0.05$, thus indicating that it does not deviate significantly from normality. Because the normality assumption was violated, the non-parametric Mann-Whitney U test was used to compare for significant difference between the group under interactive instruction and the one under conventional instruction.

Presentation of Results and Discussion

1. What is the difference in the mean reading skills achievement scores of pupils with dyslexia when taught reading Comprehension using interactive instruction and direct instructional strategy?

Table 1
Comparing Scores between Interactive Instructional Strategy and Direct Instruction

Question	Descriptive Statistics	Group		Mann-Whitney U
		Interactive instruction	Conventional instruction	
True and false question	N	40	40	U=613.000 P=0.066
	Mean	7.75	6.88	
	Median	8.00	7.00	
	Std. Error of Mean	.237	.353	
	Std. Deviation	1.498	2.232	

Alternative answer	N	40	40	U=440.500 P=0.000
	Mean	3.75	2.63	
	Median	4.00	2.00	
	Std. Error of Mean	.214	.252	
	Std. Deviation	1.354	1.596	
Open-guided question	N	40	40	U=797.500 P=0.967
	Mean	.25	.30	
	Median	.00	.00	
	Std. Error of Mean	.106	.135	
	Std. Deviation	.670	.853	
Total	N	40	40	U=476.000 P=0.002
	Mean	11.78	9.78	
	Median	12.00	10.00	
	Std. Error of Mean	.386	.598	
	Std. Deviation	2.444	3.779	

The average score in true and false question was higher in the group under interactive instructional strategy with a value of 7.75 as compared to 6.88 in the group under direct instruction but the difference was not significant ($P>0.05$).

Concerning alternative answer, as far as interactive instruction was concerned, the average score was 3.75, higher as compared to the 2.63 obtained in the group under conventional instruction and this difference was significant ($P<0.05$).

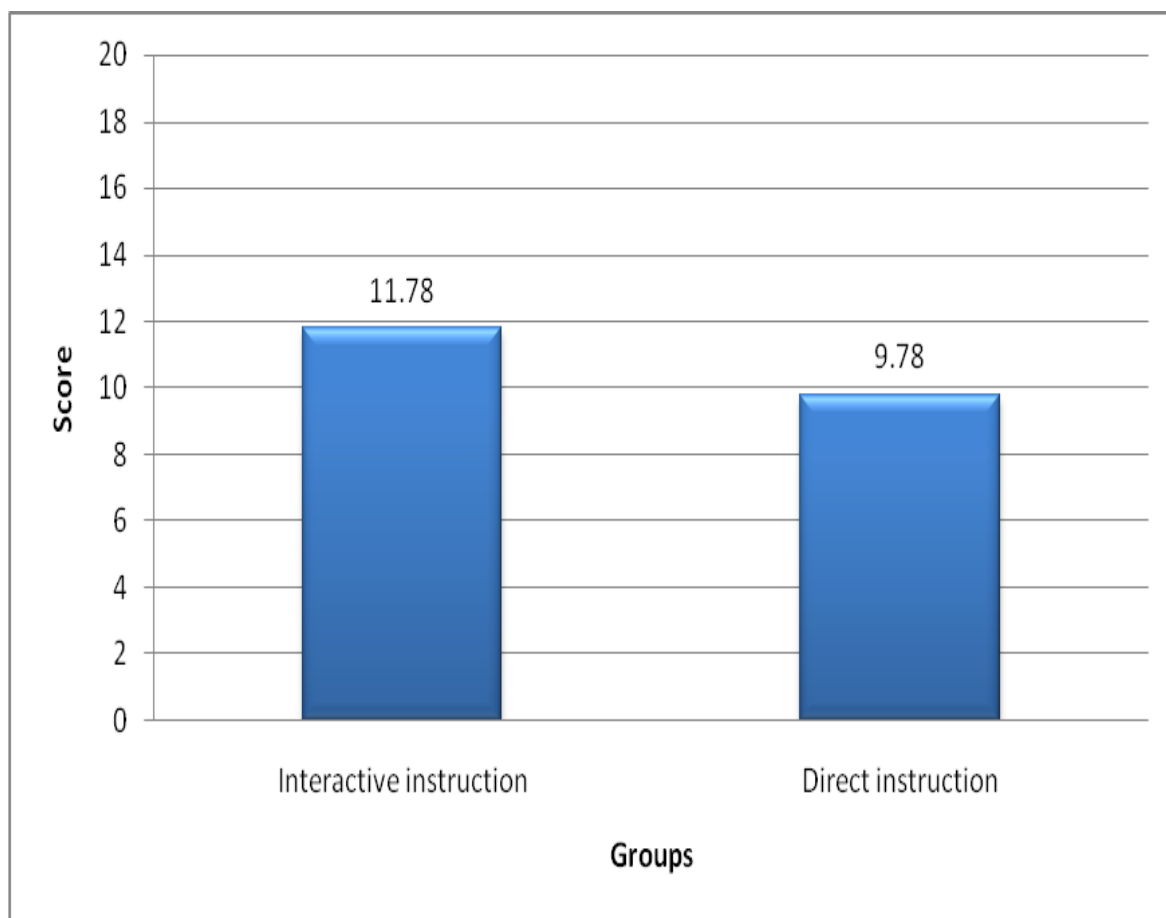
With regards to open-guided question, the average was 0.25 in the group under interactive instruction, not different ($P>0.05$) from the 0.30 obtained in the group under direct instruction.

Testing of the hypothesis One: There is no significant difference in mean reading skills scores of pupils with dyslexia when taught reading Comprehension using Interactive instructional strategy and direct instruction

This was tested using Mann-Whitney U test as shown on figure 1. This was because the normality assumption was violated for all the scales and this for the two groups ($P<0.05$). As for the total score, the normality assumption was violated for the group under interactive instruction. In fact, Kolmogorov-Smirnov and Shapiro-Wilk test for normality compare an inbuilt theoretically assumed normal distribution with the real distribution and compare. For the real distribution to be assumed normal, we expect a non-significant P-value, that is $P>0.05$, thus indicating that it does not deviate significantly from normality.

Figure 1

Comparing Score between Interactive Instructional Strategy and direct Instruction



Mann-Whitney U test: $U=476.000$; $P=0.002$.

Pupils' performance in reading comprehension was in average 11.78 in the group under interactive instructional strategy, significantly higher ($P<0.05$) than the 9.78 obtained in the group under direct instruction, thus rejecting the hypothesis here stated. This therefore implies that interactive instructional strategy enhances comprehension skill in pupil better than the direct instruction approach.

The result revealed that there is no significant difference in mean reading skills scores of pupils with dyslexia when taught reading comprehension using interactive instructional strategy and direct instructional. When comparing their performance both in the experimental and the control group at post-test. This therefore implies that interactive instructional strategy has significantly improved the reading skills of learners with dyslexia. During interactive interactional strategy, pupils living with dyslexia are peer tutored and the teacher guide. This helps pupils with dyslexia to overcome their difficulties through interaction with more intelligent pupils during the teaching learning process. This strategy provides a shift in focus from decoding the text to interpreting and making meaning from the text. Table 1 presents the comparing scores between interactive instruction and conventional instructional strategy.

Bishop and Inderbitzen (1995) opine that having close positive peer relationship is associated with increased self-esteem and increased academic achievements. Freeze and Cook (2005) found out in their study that interactive instruction shows gain in all area of reading comprehension. This result is anchored on social constructivism theory of Lev Vygotsky who advocates that when learners work together in a social environment, they will assist others to learn, acquire more skills and perform well academically.

This result is conformity with the study findings of Hudson and Test (2011) who found out that interactive instruction helps to improve students' comprehension of the text. The findings of Tita, Tuti, Endang, and Sunardi (2020) also support the findings of this study.

2. What differences exist in the mean reading skills achievement scores of male and female pupils with dyslexia when taught reading comprehension using interactive instructional strategy?

Table 2
Comparing Score in the Group Under Interactive Instructional Strategy Between Male and Female

Question	Descriptive Statistics	Gender		Mann-Whitney U
		Male	Female	
True and false question	N	18	22	U=148.500 P=0.180
	Mean	7.50	7.95	
	Median	8.00	8.00	
	Std. Error of Mean	.305	.351	
	Std. Deviation	1.295	1.647	
Alternative answer	N	18	22	U=184.500 P=0.717
	Mean	3.83	3.68	
	Median	4.00	4.00	
	Std. Error of Mean	.364	.258	
	Std. Deviation	1.543	1.211	
Open-guided question	N			U=183.000 P=0.697
	Mean	18.33	22.18	
	Median	.00	.00	
	Std. Error of Mean	.181	.125	
	Std. Deviation	.767	.588	
Total	N	18	22	U=173.000 P=0.510
	Mean	11.67	11.86	
	Median	12.00	12.50	
	Std. Error of Mean	.530	.563	
	Std. Deviation	2.249	2.642	

The average score in true and false question was slightly higher for the female pupils with a value of 7.95 as compared to 7.50 for the male but the difference was not significant ($P>0.05$).

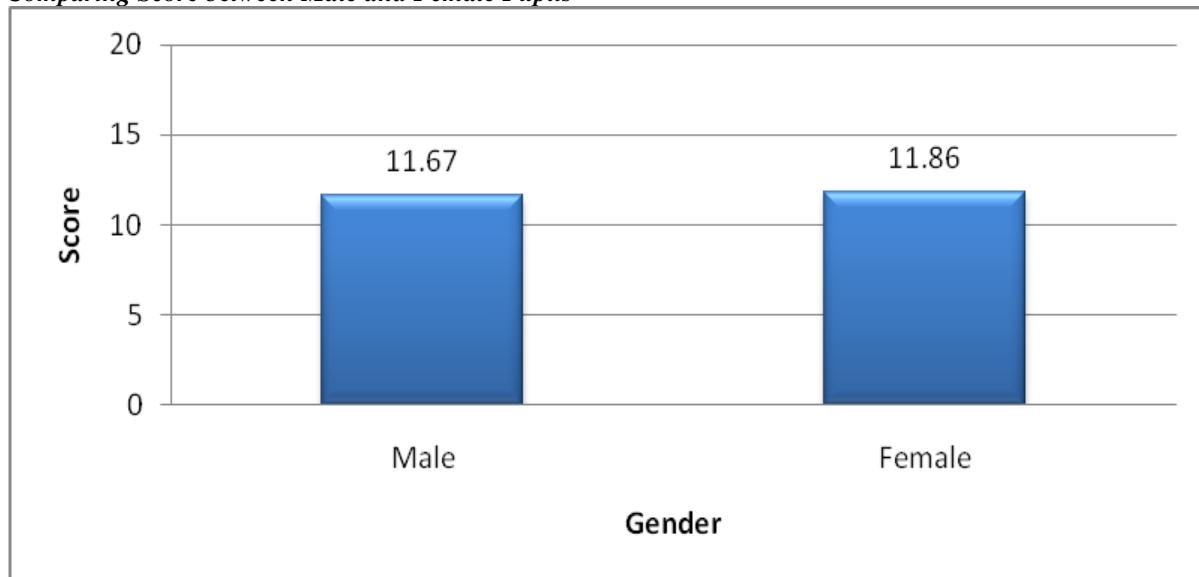
Concerning alternative answer, the average score was slightly higher for the male pupils with a value of 3.83 as compared to 3.68 for the female but the difference was not significant ($P>0.05$).

With regards to open-guided question, the average was 0.33 for male pupils, not different ($P>0.05$) from the 0.18 obtained with female, though slightly higher.

Research Hypothesis Two: There exist no significant differences in the mean reading skills scores of male and female pupils with dyslexia when taught reading Comprehension using interactive instructional strategy

Figure 2

Comparing Score between Male and Female Pupils



Mann-Whitney U test: $U=173.000$; $P=0.510$.

Pupils' performance in reading comprehension was in average 11.86 for the female, slightly higher but not significantly different ($P>0.05$) from the 11.67 obtained by the male, thus accepting the hypothesis here stated. This therefore implies that interactive instructional strategy has the same impact on male and female pupils.

The result revealed that the male and female performed almost the same when taught using interactive instructional strategy. This shows that interactive instructional strategy is not gender bias. This result could be attributed to the fact that, even though each individual male or female has his/her own way of encoding, processing and retrieving information presented to them. However, selecting a teaching strategy such as interactive instructional strategy that allows students interact and exposed their difficulty to one another. In this kind of teaching learning process, pupils with dyslexia in the cause of the reading comprehension process will help tutor or scaffold those who cannot be able to read effectively. Pupils with dyslexia will be able to read effective in such a learning milieu with the guidance of their teacher. Lafon (2016) pointed that, males are field-independent learners while females are field-dependent learners. Field-independent individuals use active reasoning patterns that include cognitive structuring skills. This result is synonymous to the findings of Lafon (2016), Shafack and Jitzi (2019). The findings of Ukoh (2013) also agree with this result.

Conclusion

Dyslexia is an academic and social problem, which is a learning disability. Therefore, it is necessary that measures be taken to understand what the learning disability is all about and how appropriate intervention strategies can be used on these learners in the classrooms. Schools are usually structured in ways that impede the information of close ties between teachers and learners leading to negative effects such as reduction in students'

motivation and performances, feeling of depression, anger an anxiety and decrease in self-esteem because of inadequate support and assistance these children receive from teachers.

Thus from the literature review, empirical studies and data collected in this study, the researcher can clearly state that interactive instruction has an impact on the reading skills of learners with dyslexia as seen from the data collected and analyzed as results reveals. It is equally and very obvious and important for educators to provide learning resources, clues and positive classroom communication and instructional strategies to enhance classroom participation of learners with dyslexia.

Recommendations

Several issues would need to be addressed in order to enhance the reading skills of learners with dyslexia in our schools, and thus based on the objectives of the study; the following recommendations were made and these were based on the findings presented and discussions, and are among the issues that can be addressed by curriculum designers, policy makers and all stake holders of education to enhance reading skills of learners in our educational institutions. As this will help them to be able to monitor control and evaluate the teaching-learning process effectively.

- 1) Teacher training institution should include courses on the identification and management of learners with dyslexia in their syllabuses. This will enable the teachers undergo training on how to effectively teacher and manage these set of learners in their classrooms.
- 2) As we move into the future, it is vital that economic constraints do not prevent us from training the teachers and assessors who can make such a difference to the lives of pupils with dyslexia at all levels.
- 3) Trained teachers in primary schools should be offered in service training on the effective implementation of interactive instructional strategy in classroom setting in the teaching of reading comprehension and other disciplines.
- 4) Government should employ specialists in all schools to help equip everyone with the skills needed to survive in a world increasingly driven by text.
- 5) More sensitization should be carried out on inclusive principles practiced in our schools today to create awareness of the danger of peer avoidance and rejections in schools by school heads/teachers and other peers.

Implications for Education and contribution to psychological knowledge

The results of the study have some key practical and theoretical implications for teachers and other professionals working with these children. Therefore, this study reveals that interactive instructional strategy as one of the classroom based teaching method is very vital for learners with dyslexia in primary schools in Kumba III sub division as this is evident with learners different mean scores acquired in their post-test results.

The study reveals that interactive instructional strategy has an impact on learners with dyslexia self-rewarding qualities. This study therefore contributed to the understanding of the different social and education experiences stated above and how these experiences can be affected or affected in their learning environment if not properly handled and attended to by their teachers. Analysis of data collected in the study demonstrated that interactive instructional strategy to an extent impact positive social and academic performance of learners with dyslexia in schools where this study was carried out.

As a result of this study, parents, teachers, curriculum designers, policy makers, friends and communities at large should be sensitized on the important contribution that interactive instructional strategy have on the educational experiences of learners with dyslexia which can affect them positively or negatively. It is therefore imperative and very vital for teachers to ensure peer acceptance and friendship, teacher/learners interaction, provision of visual materials, communication in strategy, teaching methods for academic achievements to be enhanced in schools to ensure a better outcome and better understanding of concepts by learners with dyslexia in our today's classroom and schools.

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