

Washington State University

College of Education Daniel Hammond

Will defend the dissertation on

Date: April 16, 2024

Time: 1:00 P.M.

Pullman Campus – Cleveland Hall 353

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

THE MISSING FOUNDATION IN BEGINNING READING INSTRUCTION: THE CASE OF GHANA

Chair: Jane Kelley

This study presents a content analysis of Ghana's current standards-based curriculum, with a specific focus on its alignment with evidence-based reading instruction, against the backdrop of low reading achievement and learning outcomes of learners. The research uses content analysis methodology to examine the representation and emphasis of reading instruction elements within the kindergarten and primary 1-3 curricula. Drawing on the Cognitive Foundation Framework and a sociocultural perspective of reading as an analytical framework, the study spotlights the alignment between language and literacy curriculum and essential elements of effective reading instruction. Findings indicate that while the kindergarten curriculum's preamble more fully reflects current research on effective reading instruction compared to the primary 1-3 curriculum, both show varying degrees of alignment. The analysis underscores a stronger emphasis on the meaning-emphasis cluster of skills over the alphabetic coding cluster in both curricula, with the kindergarten curriculum exhibiting a more pronounced focus. Additionally, the study highlights disparities in the representation and frequency of standards across skill clusters, emphasizing the need for targeted interventions. This study contributes to ongoing efforts to enhance literacy outcomes in Ghana's public schools by providing insights into the alignment between curriculum standards and evidence-based reading practices, emphasizing the importance of curriculum reform and targeted interventions to address persistent challenges in Ghana's education system.