

Achieving United Nation's Sustainable Development Goal 4 By Improving Early Years Reading Ability: Insights from Ghana

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Abstract

The research was conducted using early year pupils studying in Ghana. Embracing the eclectic approach, the reasons why early year pupils in Ghana could not read effectively was diagnosed when pupils were given simple passage to read during an English language lesson. Having diagnosed pupil's inability to read simple sentences correctly, the researcher employed action research for an immediate solution introducing pre-intervention stage, intervention stage and post intervention stage to evaluate the effect of the eclectic method based on a selected case study of AME Zion B Primary three pupils in Akim Oda. The findings of this study provide pathways Ghanaian schools can follow to improve the reading abilities of learners.

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