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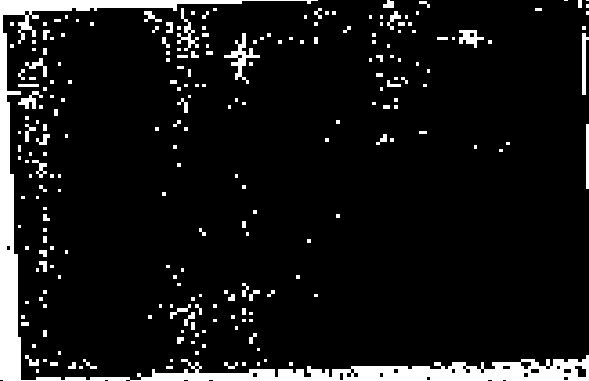


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Abstract

No country in the world today deals so systematically with the problem of testing in schools. Testing is a major component of any national curriculum. This is in recognition of the fact that testing is one of the most powerful methods of assessment available to control and measure progress. Although success in different tests ranging from small group activities to large numbers that students are able to comprehend tends to track subjects, although testing individuals develop habits of study, and in the long run they actually use, however, the apparent deficit in testing seems rooted in our testing system stays its all in the test, assessment and selection continues to explore the various forms of the problem around proper legislative and intervention. The important way to assess the social right should be revealed in all the form of curriculum development. Critical planning may lead to the end testing system in the future, instead, but we do not know what to do to prepare our children for the 21st century. This report examines the educational issues of the public schools in the United States, children are taught to read to achieve the literacy standards and the assessment of scores for the children to become elementary children in the last and high achievement in the 21st century. The report develops the crisis for children reading authors and teachers must be found to address concerning in teaching, learning and assessment challenges. In this way, the report proposes a framework for a community based curriculum designed for the children of the 21st century of the understanding and primary focus of formal education.

Introduction

The central plank of African governments' strategy to supply the nations for the new world order has been the drastic reorientation of social, economic and security policies and policy areas that began to improve the situation of the nations' citizens. In the end of September, for instance, the following can be best summarized by these four fundamental concepts of policy agenda:

"The new idea reforming the education sector will ensure first, the attainment of key skills in formal standard of education for all across the country, a strategic educational development plan will ensure excellence in both the teaching and learning of students and will ensure the future education and sustainability of Niger of Africa" (2013)

In most African countries, one of the goals of basic education is the development of literacy and numeracy. Therefore reading is being taught as a must for all pupils at the primary level.

This should be done in realization that:

- Reading habit is stable and can be used to be facilitated at an early age and carried on through out an individual's life
- Reading is the basis of success in all other forms of learning and communication.
- Reading is one of the most rewarding pastime activities and activities central to human development.
- Through reading, individuals develop the goals of a world beyond the life that they are in by imagination (2013)

However, the apparent decline in reading achievement in the African school system is well documented (Gibson & Gray, 1979; Fay, 1993 and Odoakosi, 2008) and "this decline is related, the number of illiterate will increase exponentially. Lack of literacy is bound to aggravate the unfavorable socio-economic situations in Africa and impede development. The situation calls for urgent intervention to overcome the impending dire consequences

To this end, the paper proposes a framework for a sustainability driven reading curriculum designed for the development of reading efficiency for the pre-primary and primary levels of formal education.

Nonetheless, the development of a reading curriculum is a major challenge for any nation and whose success depends on it to transform society in one broad stroke it impacts numerous expectations on such a curriculum.

African countries have inherited a divided and unequal system of education. As noted by Afol (2013) colonization is not the only socio-political problem face in the development of an effective education system. The

involves and involves educational reforms would be more radical through African workers' mobilization and have, as a positive demand, sometimes without contexts and paradigms to support it, see in the next section.

Language Policy and Language Learning in Africa

Over the last half century or so, there has been evidence of strong commitment to support of Universal Basic Education. In 1948, the Universal Declaration of Education for All was adopted by the General Assembly of the United Nations, which declared lack of access to education to be "one of the greatest evils of the world". Since that time, the education for all charter has become a global standard.

In the meantime, several international conferences devoted to Universal Basic Education have been held to inspire national governments to develop more education policies. Today, all international agencies stress in their policies and practice universal basic education as a pathway to sustain development.

A core facet of successful basic education is the integration of literacy-learning programmes involving language skills for communicative competence and creative thinking. Researchers and educators consistently affirm one of the benefits of acquiring formal basic education in the child's mother tongue is:

In the African context, it would seem beneficial to regard the wide variety of languages and literacies experienced by rural Africans as well as the need for strong oral traditions and the more book-based type of literacy which include the use of commercial literacies as well as spoken texts. Also, curriculum materials need to give a clear idea of what is really at stake in the literacy learning of an African child.

The rationale for learning any language is the development of literacy and communication. Thus, language, literacy and communication are central to human development and central to lifelong learning. As noted by Brundage (1992:130), any curriculum should:

- make meaning
- help to make meaning and understanding
- access education
- access education and literacies
- thinking and express that thinking and emotions logically, critically and creatively
- respond with empathy to the thought and emotions of others
- interact and participate socially, politically, economically, culturally and spiritually

- understand the relationship between language and power and influence, particularly through gender understanding
- develop and self-critique on issues and attitudes
- communicate in different contexts by using a range of registers and language varieties and
- use standard forms of language where appropriate.

Part of affirming and enhancing identity of young African women is affirming their home language as a language of learning, particularly because language is closely associated with both personal and cognitive development. Thus, in most African countries language policies encourage learners to learn and develop cognitively in their home language while gaining competence in non-indigenous language.

In reality, however, many young African children enter school and are taught in a language that is not their home language but second language. This puts additional responsibility on teachers to provide a language rich environment that affirms the home language when teaching about.

This form of multilingualism can only develop in a social context in which all the languages are valued and reinforced (Lefkowitz, 1995). As noted by Okediji (2004), if teachers might be expected to have different starting points about language at school, how can they find a common reference? If students should be able to use at least one or two shared languages (English and one major national language).

With two or more languages, how can they be made to interact? How can the learners find a common ground? How can they find a common language? These common practices. The first is creating opportunities to talk and work with in all the languages. In this process, some problems arise from the complexity involved in achieving the goal of valuing multiple languages equally. The second involves starting two languages really from the beginning, both. Three or four of them for three years, then add literacy in both languages. The third involves keeping the same curriculum themes topics and themes in two different language groups in their own language too but the day and then bring them together for shared content activities in the afternoon.

When a form of multilingualism is adopted, the home language must be sustained as the additional languages are introduced. VALL (2004) adopts literacy in the functional sense. The curriculum becomes the catalyst for supporting high levels of literacy as a powerful tool providing Africa for the new millennium. But one question that comes to mind is how prepared is the African teaching teacher for this process? Teacher effectiveness is important being an integral part of curriculum development.

Reading Teacher Effectiveness

I recently attended an international conference in Lagos, Nigeria, that was sponsored by the Lagos State Government along with some international agencies, both advancing our knowledge of effective interventions with children with reading difficulties.

The purpose of the conference was to discuss issues that should be considered in ensuring the successful implementation of the 12- year Basic Education.

There appeared to be a general consensus that the most important priority for intervention should be an effective teacher, inside the classroom. An effectiveness in the use of teaching methods, improved reading effectiveness was given high priority because the large majority of children with learning problems have reading difficulties as their primary academic problem and also because reading difficulties have such a serious impact on the overall educational outcome of these children.

Ugaheny (2011) provides an excellent overview of the present state of theory in African countries. He identified the following barriers to the teaching empowerment of the average African elementary school child:

- minimal experience or prior immersion for children in the developed world;
- lack of coordination between the home, the community and the schools in the provision of reading empowerment of the child;
- the current trend of having untrained and inexperienced teachers in the teaching of reading in our schools.

Coupled with these is the fact that in most African countries the formal reading programme exists. Reading is assigned in the English language lesson and taught by the language teacher. Thus, largely, reading is taught as a separate skill rather than as a discipline.

As expressed in an earlier work (Ofori-Atkinson, 2005) much of our current reading inefficiencies in teaching reading is the result of failure to apply what we know rather than not knowing what to do. I extend that reasoning here by suggesting that the problem of knowing what teachers can do or what they do not know about how children learn to read.

Let's turn our attention to one fact that children, boys or girls, young or old, share in which we as adults who had ourselves in multi-aged reading classes, teachers who are not or a bilingual but passionate. They need teachers who understand deeply what reading is. They need rhythmic, rhythmic and explicit in the early reading texts. They need teachers who will tell stories and read along often. They need exposure to the best

which language is used. They could say who who will make connections between reading to learn and starting to read.

Atta City (1997) provided the four points in the second's review as to children's literacy practices:

- used to child so when they know very little
- start to sound the words as they learn a little more
- start to put things into their own text
- get them to read alone

Clayton (1998) stressed the importance of teaching children's reading techniques and exposure to processing skills prior to writing a sentence. So what is placed the person's capability of children, long as without rhymes and rhythm, were not put into processing activities that will help to develop the attitudes and skills that children will have the first of reading to begin.

Research has also shown that a person's learning will be consolidated or consolidated by having them understand the individual system, reading ability, vocabulary, knowledge, and reading comprehension. It will also be helped to acquire these test scores from interactive use of materials that have proved successful (Oklahoma, 2006).

In a review of literature on the early writing practices to guide prevention and intervention efforts, Oklahoma early noted that comprehensiveness of all these fundamental concepts of the whole (Metacognitive Awareness, Alphabetic Understanding and Automaticity with code) to emergent reading instruction.

Traditions of reading in African schools should understand as literacy context of the African child and family, the teacher's African language. Therefore, any that teachers need to be fluent in the language they are teaching, a children's reading literacy programme should be given ample opportunity to develop their first language in the second language and teachers should practice with them when they transfer from first language to the other.

To improve teacher effectiveness, there should be attempts by state and state governments to develop curriculum framework and guidelines improve the practice of reading in African schools. Teachers need to raise the results of the children. It is important to make sure that the new programme should not have as a objective of replacing English rather it should be built up in a way that will make it more effective African schools and society. General government policy after all is to encourage as a large scale of investment in that years. The policies being put African languages are the foundation upon which a durable literacy strategy will be built.

Figure 10-2 illustrates this concept, and provides a framework for the analysis of existing and proposed systems.

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- development of real egocentrism involving:
- negative withdrawal
- adjustment to social living
- oral language development
- social adjustment
- start of cooperation, testing and self reliance
- sensory-motor development

[illegible]

Word analysis				
Objectives Learning goals • Understand structure of particular (e.g., syllable and phoneme) segments of words • Consolidation of letter knowledge • Segmenting words				
Content Language reading	Skill: segmenting syllables	Method/Activity: Alphabet Phonics Sound children locate their own English alphabet reading	Materials: Letters on cards, e.g., a, b, c, x, y Alphabet chart magazine alphabet list	Evaluative: List of alphabet knowledge tricks
Development of phonological awareness	Knowledge of phonological awareness involves sound substitution and other phenomena	Play on representation of phonemes e.g., dog spelling writing soundless substitution	Handout	Twelve phoneme recognition detection activities "Reading and Phonics" book
Development of orthographic skills	Word analysis	Developed by segmenting syllable using finger finger phoneme word building demonstrating spelling and writing words	Phonics Book Book Book writing table words cards	Visual writing attention
Segmenting words	Phoneme analysis	Segmenting words into phonemes and writing them phoneme by phoneme	General writing materials phoneme and syllable cards Handout word cards	Visual writing attention phoneme by phoneme words
Development of word building skills	Segmenting words	Segmenting words into phonemes writing phoneme by phoneme	Phonics book and materials word cards	Visual writing attention phoneme by phoneme words
Development of word building skills	Segmenting words	Segmenting words into phonemes writing phoneme by phoneme	Phonics book and materials word cards	Visual writing attention phoneme by phoneme words

[illegible]



It is important that challenges facing the African child's reading competence are contextualized within operations concerned, e.g., with literacy especially in the home and at a learning.



This paper provides a framework to help teachers become effective reading instructors and enables learners to acquire the necessary skills to become literate.

The framework is based on the research works of reading experts and specialists over a long period of time. Their findings and views have been compiled to create a general guide to enhance reading achievement at the elementary levels. The reading programme integrates reading, writing, speaking and listening activities that they strengthen each other.

Today, a lot more is known about the way children learn to read, factors that affect their reading and the ways in which teachers can have a collective impact on reading. Suggestions are provided on how to prepare pupils in learning to read and how to develop and monitor a reading programme.

The paper outlines various materials and activities that help pupils to maintain comprehension and strategies are given for using assessment as a guide to instruction. It is hoped that teachers use this framework as a guide to make a transition to the extensive stage should be made to reach the literacy needs of individual learners.

If the programme well covers the needs of the pupils, the teachers have to diagnose, monitor and prevent reading difficulties constantly and for much less before reading problems arise.

Teachers' perceptions and expectations of pupils should be positive. They should provide a wide range of experiences to permit all children to learn and do their own part (Ward, 1975).

Teachers need to be constantly alert and be aware of learning experiences according to pupils' progress or level of difficulties before there is a significant drop in reading performance. Teachers should try to assess the methods to reading approach, experiences and abilities of their pupils.

At the primary level, all teachers must be teachers of reading. This undoubtedly calls for a review of methods and process for the teaching of technical skills particularly important in the light of the various skills and sub-skills to be addressed during the primary school education.

An effective reading programme must be planned to deal with many other obstacles to and around learning in school system. They include: inadequate supply of a variety of reading materials, different very large classes, over-inflation, limited number of low-cost materials for teaching and textbook. The programme should be planned and carried out in a holistic and gradual fashion. Reading should be provided as a tool used in the classroom.

The framework has a long-term impact on the entire nation to enhance and improve quality of education, to promote that lead to achievement in approved and recognised national programme.

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