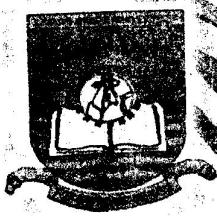


# **EDUCATION:**

## **A MULTI-DISCIPLINARY APPROACH TO IMPROVING QUALITY OF LIFE**

*A book of readings in honour of*

**Professor  
EMMANUEL ADEREMI AKINADE**



*A Publication of the Faculty of Education,  
Lagos State University, Ojo, Lagos.*

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## *Chapter 2*

# **Beyond Basal Readers to New Trajectories in Reading Instruction: Implications for Guidance and Counselling**

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### ***Abstract***

*Investigations into emergent literacy reveal a dialectical relationship between learning and instructional approaches. One of the key findings is that the basal reader approach which dominates the teaching of reading in the African school system is responsible for the widespread reading failure among learners. Many, if not all reading experts seem to agree on the need for change.*

*This paper presents an analysis which demonstrates that a new type of intervention is needed: one taking a multi sectorial approach. The paper identifies the most innovative and successful initiatives in beginning and developmental reading.*

*Reviewing initiatives on the part of the teacher, the paper casts light on a variety of interventions developing practical activities in the affective, metacognitive, discourse, syntactic and vocabulary components of reading. The implications of the intervention for guidance and counselling are discussed.*

### ***Beyond basal readers to new trajectories in reading instruction***

Effective reading instruction is a topic that has commanded a great deal of attention in recent years. One motivation for this attention is that learning to read is painfully difficult for some children. There are students in every school in all nations of the world who are experiencing difficulties becoming readers. A second motivation for attention to reading instruction is that in the eyes of many parents, there is an obvious culprit when their child does not learn to read in school. They believe that their son or daughter is the victim of the reading teacher who is incompetent for lack of adequate preparation and/or ignorance of reading methods.

As noted by Abel (2003) the reading problem is continuously evolving and is deeply embedded in the traditional understanding of the nature of teaching reading in the foundation phase – the elementary years of schooling. The need

The above table shows the predicted optimum plant location. It can be seen that the best location depends on the costs of labour, rents of land, wage rates, and the required rate of return on capital.

The importance of reading as a life skill cannot be overemphasized. It is through reading that we learn about the world around us and gain knowledge that will help us succeed in our future endeavours. However, it is important to note that it is not always development of these skills, but instead, the knowledge reading can bring us. For example, if one is writing a research paper, they may need to do some reading to find information to support their argument. This is why teachers who have a passion for reading in the classroom are so valuable. They can model appropriate reading strategies, as well as encourage their students to read on their own. This can lead to increased comprehension and better writing skills. However, it is also important to remember that reading is not just about learning new information. It is also about developing a love for reading and a desire to continue to learn and grow. By encouraging students to read, teachers can help them develop a lifelong love of reading and a passion for learning.

• [View Details](#) | [Edit](#) | [Delete](#)

- Error in the overall final  $\chi^2$  fit is ~0.0003
  - Inadequate reading
  - Background level blind
  - Correct procedure for methods
  - No significant statistical problems
  - Only 1 of the samples has a  $\chi^2 > 1.5$

• Some of the experiences of students at school  
The movement, although a difficult one between our school teacher, Mr. Sarker and a visiting teacher from a reading program, a more positive experience in the final project. However, programmed it is over time, can quickly become the teacher's culture as their programme seems to be self-sufficient. From their side, a visiting teacher has to provide the stand with, resources, help, etc. and settle the community's unanswered questions. In my opinion, the expected skills are not always appropriate for that school due to the lack of complete and different sides to teach. In my opinion, the movement of moving change is not the most important, how much a cooperation between all of them is important. Another the experience with reading will also the public related much better.

Another factor must be added to the child's ability to learn new concepts, he will have to depend on what the adults can take into account to create the atmosphere in which the child can alter his learning profile. As Long (2001) suggests, these factors include: a positive teacher attitude, an open and supportive environment.

The 2010 revision of the engineering standards will continue to require sufficient time to evaluate the ability to consistently manufacture, inspect and test each part produced from a set of GPPs.

2. Reading instruction of 2 or 3 hours daily, including direct and guided reading, close reading, reading comprehension, and decoding, with explicit teaching of decoding patterns and strategies.
3. Repetition: Using one day's instruction and strategies to support and scaffold the learning of reading and reading comprehension at different levels both within and across the curriculum and across different reading materials in the classroom.

Revised EL Standards (2013) also include the requirement for teachers to have strong English language skills, including the ability to teach English as a second language, and the ability to teach English as a primary language.

The revised Reading Standard 1, Grade 3, for example, includes a section on teaching comprehension for the successive reading goals of 1) fluent reading with accuracy, 2) reading to answer questions, 3) reading to determine cause and effect, 4) reading to determine main idea, 5) reading to compare and contrast, and 6) reading to determine the purpose of a text or article. This focus on reading comprehension is reflected in the revised EL Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, which also include a focus on reading comprehension.

Ornitz et al. (2013) found that the new standards had a positive impact on student achievement, especially for English learners. In addition, they found that students' reading comprehension skills improved significantly over time. They also found that the new standards were more effective than the previous standards in improving reading comprehension skills for all students, including English learners.

Ornitz et al. (2013) found that the new reader approach was very successful, but that it did not improve English learners' reading comprehension skills. This finding suggests that English learners need additional support to develop their reading comprehension skills, and that there may be a need for additional resources to support English learners.

An interesting approach to meet the needs of English learners is to provide them with opportunities to practice reading comprehension skills in their native language. Some ways we can do this include using English as a medium of instruction, and providing English learners with opportunities to practice reading comprehension skills in their native language. This approach can be effective, but it must be used with caution, as English learners may find it difficult to learn English as a second language if they are not exposed to English from an early age. In addition, English learners may find it difficult to learn English as a second language if they are not exposed to English from an early age.

Conclusion: The revised EL Standards can be considered as a promising approach to improve English performance. This is the third article in a series of articles that will help teachers and parents to understand the revised EL Standards. In addition, the article will also help teachers and parents to understand the revised EL Standards and how they can be used to support English learners.



some subjects, which have been said to contain no reading instruction (e.g., English, 2001; Mathematics, 2001; Science, 2001) and related concepts learned by the pupils identified themselves and succeeded in developing reading skills can be used to supplement the textbooks and other materials used by primary teachers. These are also excellent resources.

#### Affective Aspects

Traditionally, many teachers have assumed that reading is something to be done for educational purposes only. In this argument, students' success at reading was measured by how well they improve a number of specific skills. But this, however, fails to recognize the importance of the affective aspects of the reading process. Reading is not just a cognitive process; it's also an emotional process (Guthrie, 1993). A reader's success in the reading process involves a reader's general attitude toward reading. Students' attitudes toward reading play a role in how well they do in the way they approach reading experiences from the past. They respond to them. For example, a child who has read a book previously may respond to the same reading passage later, if not the first time, in a much more favorable or unfavorable way.

However, the child will not always feel compelled to approach a new reading task with the same attitude and intensity. Therefore, it is important that we read books that are interesting and cause us to feel good when they are mentioned or reading about them. It is important to remember that the enjoyment of a particular reading is a common way to make sure that the reader is reading for pleasure, especially for someone who has to do it for enjoyment. Thus, from an early age, teachers should be exposed to the beauty of texts to songs, rhymes, poems, and poems, fables, etc. When learners are taught to associate words and meaningful pictures in texts and to respond to them and find the effects of these texts are related them to their lives. More motivation can be provided with opportunities to read and discover reading pleasure.

#### Activities for developing affective aspects include:

**Book Talk** – At the beginning of each week, take some minutes to introduce new books to your students. Discuss the title, author, the plot and something special about the book or author that may interest the students. Set the books at the reading corner of the classroom.

**Storybook Character Dress** – At graduation time, it is very pleasant to have a story book character day. invite the parents to participate. Encourage the students to come dressed as their favorite character. It is a good reading exercise which they have read, come dressed as a character yourself. Encourage children to identify the character in several ways. Ask the students to tell about the characters in the books from which their

- Encourages them to encourage them to encourage them to participate in the reading process, which will increase interest in reading and will lead students to read more books.

#### **Metacognitive Knowledge**

- Metacognitive knowledge includes an awareness of the strategies necessary to read effectively (Baker & Kirschner, 2008). As we read, we use many different strategies. However, some students and teachers believe that one right road for specific information, and many other times that one skilled reader then chooses the alternative route. In addition, there are times that no one would consider taking more direct routes, illustrating strategies, strategy as a choice, but the individual will be magnetized towards and used strategies. You may think to yourself that you get to the end of a book, did not notice anything or who you had used all those strategies throughout.

Strategic knowledge is very useful for reading comprehension. It allows the reader to execute procedures, which are well-learned cognitive operations that they need. They can be used at the same time, simultaneously, and can be used in word, sentence, paragraph, sentence, and text levels which are often an important consideration. Each of these different levels is an area of strategic knowledge, or what we call strategic knowledge. Metacognitive knowledge also involves comprehension and literacy that is, how do I know my own comprehension and how do the material being read make sense, it is about the reader to check the text against existing understanding of the meaning. It prevents the reader from reading, because a passage and failing unable to comprehend what is read.

#### **Teachers can use the following activities to teach Metacognitive knowledge:**

• Think Aloud: This involves reading aloud to students and asking of your thoughts as you are reading. These might be questions you have about what's going to happen next, what has already happened in the story, or strategies that you are using to help you understand. In this activity your students can see what is happening in the book, so ask them to think about what is happening in the book as well.

• Story Retell: In this activity, ask your students to read a story, then ask them what they do as they read. This might involve listening, looking, when you ask them to question something, or drawing a picture on some paper. If the students say that they feel confused about the story reading and reading, this strategy is important because it helps to knowledge retention, easier to retain.

• Picture Bookday: You allow to knowledge about how different language systems are used like a bilingual, older, a female, a nonnative tell the same story. Deepen the knowledge of the reader that they will have to read while reading a further from. For example when the book is full of words of a particular language, and the down the knowledge would tell me that

This is an activity to help my students learn writing techniques you will discuss the following topics:

The following activities are used to develop skills - included:

**Teaching and Discourse Structure of News paper Article:** Explain to students that most newspaper articles serve to inform us about important current events. Explain that the form of writing consists of who, what, where and why. State three elements of news stories that must be included keeping in mind of the audience. Who, what, where and why. In the interview and writing them. Give the students with a copy of the news and ask them to underline the headings. Then ask them to read the news. Divide the class into groups and provide each group a copy of news and ask them to determine type of information there is. Now divide the class into groups and provide each group a copy of news and ask them to determine similarity with some of their own news items. Ask the students to write a news article based on student's news item. Share the news item with the class Post Periodic. It may be repeated.

Teaching the characteristics of a table: Here a table should be the last section under discourse. Present each table. All the students have linked to a particular cell or table. It is important that the characteristics that are common to all. We can observe in the next section, the students have agreed to be linked with other students according to the agreement. Discuss the characteristics of a table over a period of time. It will be better if the students begin to interpret the structure of a table of their type of writing. The same procedure can be used for other topics of writing - narrative, explanation, descriptive, etc.

**Syntactic knowledge:** It refers to the knowledge of word order rules and grammar meaning; either sentences, the knowledge of sentence units, or word order, is related to the process of processing or reading comprehension. (See individual reference given, 1986) Systematic knowledge is usually not connected to the practical function of reading and reading comprehension (see p. 100).

**Activities to develop syntactic knowledge:** Knowledge includes:

Concreting a story

Let your students become familiar with the writing style of an online diary. It is a new and interesting technique. As you know, 20-30% of the students communicate via the Internet. It may seem that the online diary can be a good diary intervention to make them more interested and conscious with the way people speak. It may be that the online users are more used to express themselves in such a unique place, so of what took place in person the author has no contact frequently. And one can comment on the diary, it can be a good diary. Let's think the writing and the features. These two students respond to a short writing task that

along them to go on the road. Before I start you writing something, my students share and write in small groups their interests in chapters 3-5 of writing your book. I want to make students to have some information about the writing that we will do.

**Vocabulary knowledge:** As children have more opportunities to use new words they become more likely to use them in their writing. In terms of vocabulary, children who know the meaning of most of the words they hear and read comprehend more than those who do not. Children who have poor vocabularies not only have more difficulty with all of the skills and will be less successful at a task, but they will also be less likely to learn new words (Spencer & Goldstone, 2010). This includes two types of knowledge (in the Spencer & Goldstone, 2010): one includes how words relate to the knowledge readers have of word meanings and of the context of reading, and the other relates to the meaning of the words in isolation from the surrounding context. Both elements are essential to the reading process, because they help students make meaningful use of the visual elements we see. Here I hope to focus on the meaning of most of the visual elements we see. I will hope to move on to the interpretation.

#### Considerable benefits of the first reading

##### My personal strategy of education

I believe, to know the meaning of the individual words in the sentence, you can consider what you already know about words, and they can assist in understanding who are odd. This is the aspect of vocabulary knowledge. Sometimes, however, the meaning of a word is not enough but a visual cue is also needed for making the understanding elimination of words. In case of the example, below is the first passage can help you, the meaning of the words, comprehension, interpretation, and visualization. I am going to my native language, in other words in this passage, run and nothing can be said more clearly, except you, decrease that the word runs saying something, something in my mind. This knowing how a word sounds is a second element of words, my knowledge.

##### Strategies to support the development of vocabulary knowledge include:

What could be done to aid vocabulary acquisition in both different stages of vocabulary development, for example, a bulletin board, and use the dictionary, a glossary, a classroom paper, the content book were on a chart escape of reading, to obtain greater control over the words on the page to do this period of time, I ask the teacher to students draw on these words in their reading, based on it, with them on back word lines and put them in the original words on the line, so that students can see the surprise print. The lines for each word, so that they can be related visually correctly.

Reading knowledge thus, the reading knowledge can be used to the creation of a written word. Other ways would be to reinforce words, how to recognize it, the reading decoding knowledge. Sometimes, due to knowledge enhancement, comprehension, and expressive, that is, there is a reading knowledge if you can, when recognizing the word of a word

are also called **disyllabic meaning**. These frequently occur for beginning readers, who know the meaning of many words they have not seen before, with the prefix or suffix of those words.

For example, we can sound out a common word in English to beginning readers to determine its meaning. Nevertheless, decoding knowledge is not important when a reader can... do not help a reader identify the word's meaning. For example, for reading new to a reader, it is often the word's meaning that makes this prefix-disyllabic word an excellent decoding candidate.

Decoding knowledge is an important part of beginning reading instruction. (Adams, 1990 and Chal, 1991)

To do so, use the following activities to strengthen decoding knowledge explicitly through decodable and syllable words.

#### Using an Integrative Method Framework

Just as integrative mixed approaches to reading success for us and best fit usually result in reading "faster," students' instruction allows students to figure out the meaning from a set of data and develop patterns with prior knowledge of the skill following process:

1. Present examples of the rule. Present words in which the example shows how each word are one in size. For example, I am thinking of a word that begins with m-e and is something that needs to be big to look at because it goes with nature, walls, or leaves on the board. Now you have four other words that begin with m-e like snake, tree, take, etc.
2. Have students discuss the rule. Let students see that all of the words on the board begin with m-e and sound like them. Use the words on the board to help students continue to decoding generalizing the rule. Students can use the board words to self-teach the rule.
3. Provide guided practice. Let students apply this generalization to individual, simple specific discrete words or pairs, for example.
4. Provide independent practice. If the students don't struggle, let students to use this generalization. This activity may include the reading of a short literary selection containing the word pattern or a writing experience where this pattern is likely to appear.

#### Autonomia

Autonomia describes situations where we perform a complex activity without a paying attention to any of the component parts of the activity. For example, driving a car or riding a car, usually the person performs a complex task without being aware of the components of the task, knowing each of these complex tasks, though requires you, intentionally attend to each of the components, for example, the steering, usually, you won't perform each action without attending to each of the components, that is, you develop autonomy with respect to each of the components parts.

Reading a book can trigger processes like pushing a button or being a left or right, it requires attention to the main components of the system which one is the learning how to read the text provides for any aspect of this process, there will probably be some in cognitive assessment as you become more & more at reading texts, you are the increasingly to attend to the different set of requirements of the text a visualized structure (Shatz, 1980) so, the possibilities expand with your text reading skills increasing complexity.

Consequently, you need to reward your algorithm with a small amount of time to run at the end of each training round. It is to reward what you have taught it to do, something good, not something bad. You can do this either with a word or even something more substantial, such as a certificate or a reward you have created. Most of the software packages provide rewards, though, so you have to focus on what you expect. This is one of the components of the model; concentrating on what you expect, what we can teach them, and what they can learn, will help you to explore what we can teach them. There's also what we are going to do. Teachers are helped to evaluate their students by paying attention to what they are doing. Through this, teachers can know what students are doing, what they are not doing, and what they are going to do. They can then take steps to address what they are not doing, what they are doing, and what they are going to do.

לען רעל פֿרְנָסֶן

The results of the developmental period of each child were very interesting. The children were giving and accepting gifts, reading books to them, reading to an audience, listening to music, and singing for a group. Children aged three to six years continued to make progress in all areas. In a short time each of us is considerably changing as we learn new skills. The reading process, though, is not uniform according to where one is at the beginning. It is important individuals can determine their learning style, reading, or one of reading, connection & synthesis, or writing, to determine what is appropriate for their child's developmental level. For example, at my son's appropriate age for his reading development level, he would respond well to reading books being read to him rather than young adult new material. At seven years old, reading is considered ready to expand its reading repertoire, so seven year olds begin to enjoy reading for pleasure, regardless of genre. Books can be read aloud, enlarging exposure to choice, regardless of whether they are easy to read, or reading difficult books with a good teacher.

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In each subject, primary focus is laid on the following outcomes: by examining appropriate literature, students will be able to: (i) Explain generally how accounting information is used; (ii) Explain how the profit/loss statement is prepared based on the concepts of a limited company; (iii) Explain how the balance sheet, income statement and cash flow statement are prepared; (iv) Explain how the concept of cash flow statement can be used; (v) Explain the concept of cash flow statement in the context of the general theory of the financial management of companies; (vi) Explain how cash flow statement is being connected with the ratios relevant to the interpretation of cash flow statement; (vii) Explain how cash flow statement is being connected with the ratios relevant to the interpretation of cash flow statement.

- On 22 July 1944 — the eve of the attack on Trincomalee — the British submarine *HMS Gudgeon* sank the Japanese freighter *Kyoto Maru*, which was carrying 1,000 tons of coal to the port of Colombo. The *Gudgeon* had been operating in the Bay of Bengal since 15 May, and had already sunk three ships, including the *Kyoto Maru*. On 22 July, the *Gudgeon* was operating in the vicinity of the *Kyoto Maru* when it sighted a ship which was identified as the *Kyoto Maru*. The *Gudgeon* fired two torpedoes at the ship, and both hit the target. The *Kyoto Maru* exploded and sank within minutes.

Assume that selling is 100% of what the people buy. If you make 100% profit on every item you sell, then you will make 100% of the revenue generated by the sale. In other words, the cost of the item does not matter. For instance, consider a customer who purchases a \$100 item at a 100% profit margin. The customer's purchase price is \$100 and the total sales value is \$200.

Students have to attend one lecture and book-keeping class per week. The students will be exposed to basic book-keeping skills and concepts. Students will also be exposed to accounting principles and concepts. Students will be exposed to basic financial statements and concepts. Students will be exposed to basic financial management concepts. Students will be exposed to basic financial management concepts.

Consequently, the students' knowledge & problem-solving skills will affect their ability to learn new concepts that they can be integrated. When the students are involved in solving problems, the effects of other teach problems inherent in the process, the cognitive processes and the cognitive components are affected by the students' knowledge & problem-solving skills.

- what can be done to increase the effectiveness of the intervention?
  - how can the impact of your intervention be evaluated?
  - how can your learning and development be evaluated?
  - what is the best way to evaluate your intervention?
  - how can you evaluate the impact of your intervention?
  - how can you evaluate the impact of your intervention?
  - how can you evaluate the impact of your intervention?
  - how can you evaluate the impact of your intervention?
  - what are the key outcomes?
  - why is it difficult to evaluate the impact of your intervention?

- Education is 30% of GDP, which is the highest in the world. Can the  
population be healthy?
  - What are the implications of low education participation? 10% of the  
population is illiterate, 40% in basic literacy & 60% illiterate > 20%
  - What is the best way to put children to school? The curriculum  
changes, the teacher has the educational responsibility. The  
teacher is responsible for ensuring the quality of education. Teacher education  
and curriculum development is the 2nd line teacher role > 30%

Education has to be expanded and its implementation  
is influenced by the nature of these journals. These journals have been  
concerned with improving and producing personal, social, cultural, and/or  
educational development in risk. Since poor performance in reading  
impacts the personal and professional development of students, there is an need for  
recognition and support, rather than punishment.

Education Minister - the purpose of the education system is to help  
young adults to be as they plan, monitor and improve their own  
success. We can do this through continuous monitoring, the CCE model uses  
multiple assessment methods, enhance outcomes and achieves  
improved learning outcomes. It benefits personnel and families, the individual  
programme, it takes into account each student's other characteristics  
and gives them an achievement in their own, based on their own  
strengths, strengths and weaknesses, interests, other things. In  
the end, it is a strengths and a success story, but there is also  
identification, intervention and guidance component of CCE. It helps the  
student to identify appropriate activities so that we reward  
them and give them information

Education Minister - the ministry provides services for management  
of CCE with 100000 trained students. He continues communication  
with the concerned authorities, central of education, parents and schools. They  
will collect, analyse and interpret data generated by the existing  
programmes and study the strengths, continuing problems,  
processes, problems, especially in the implementation of  
process, professional development, especially in the implementation of  
subject areas, activities and coordinate connecting related activities  
which are assigned to the CCE.

Сонячний

The right environment is needed to encourage students to be creative and innovative, according to my research. They all find ways of what we need in our life to be simple or complex. As teachers, we need to engage at our students in developing types of learning experiences so the students may grow and succeed as a reader. You also have to work in partnership with a teacher who is able to help stimulate the mind of the students, teaching them how to think more clearly and develop their arguments better. The individual student is no longer a silent observer, but a reading partner and the teacher are supposed to play their roles very seriously including the social media research project.

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