

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

FINAL EXAMINATION -2008

TITLE OF PAPER-TEACHING READING

PAPER CODE-PEC 200

TIME ALLOCATION –THREE (3) HOURS

INSTRUCTIONS

This question paper is divided into two sections.

Answer question ONE and any other THREE.

All questions carry equal marks.

DO NOT OPEN THE PAPER UNTIL YOU ARE INSTRUCTED TO DO SO BY THE INVIGILATOR.

SECTION A

Q.1 Total -25marks

a) Match the following Reading abilities with the appropriate Reading aspects they represent: [7marks]

- I) ability to deal with personal interests or attitudes that have effect on Reading-
- ii) ability to follow the linear grammatical patterns in text-
- iii) ability to link textual words with what one knows in order to derive meaning-
- iv) ability to recognise a combination of symbols on the printed page-
- v) ability to incorporate new ideas to aspects learnt before-
- vi) ability to make inferences and evaluation of material read-
- vii) ability to perceive connections between symbols, sounds and words and what they represent.

sensory aspect, associational aspect, logical or thinking aspect, learning aspect, affective aspect, experiential aspect, sequential aspect.

b) State what is done at each of the five stages of the SQ3R study or reading technique. (5marks)

c) What type of reading do the skills below represent? (5marks)

- i) reading to evaluate the accuracy of material-
- ii) reading with a questioning attitude-
- iii) reading to acquire information explicitly stated in the passage –
- iv) reading between the lines to derive implied ideas-
- v) reading to predict new outcomes or to develop new insights-

Literal reading, interpretive or inferential reading, creative reading, critical reading

d) Carefully examine the definition of reading below. From it, identify five key features of the reading act. (5marks)

“Reading may be defined as the attaining of meaning as a result of the interplay between perceptions of graphic symbols that represent language, and the memory traces of the reader’s past verbal and non verbal experiences.”(Albert; 1979:27)

e) Write true or false against each of the statements below. (3marks)

- i) Reading readiness is only important at the initial reading stage-
- ii) Readability formulas have the disadvantage of being completely text-based-
- iii) The cloze technique also helps to determine the suitability of a textbook to a specific reader-

SECTION B

Q.2 Using specific examples, show how the type of text and the purpose for reading determine the reading strategies and skills one should use in reading. (25marks)

Q.3 What FOUR major factors tend to foster the onset of reading readiness in urban children and how? How can a teacher in Swaziland rural primary schools compensate for the deficiencies in pupils' reading readiness? (25marks)

Q.4 Discuss any TWO major approaches to reading instruction. Which of these do you find most applicable in Swaziland Primary schools? (25marks)

Q.5 Drawing on your teaching experience, show how one's definition and conception of the reading act affects one's teaching of reading. (25marks)

END OF QUESTION PAPER