

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**FINAL EXAMINATION –MAY 2009**

**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

- a. Identify five ways in which a primary school teacher can make the classroom a literate environment which supports reading. [5]
- b. What are rebuses? What are three advantages of rebus reading? [4]
- c. List 5 misconceptions people have about reading. [5]
- d. Identify and define six of the eight aspects of the reading process. [6]
- e. Give 5 characteristic features of a balanced approach to reading. [5]

## SECTION B

Q.2 Compare and contrast the whole language and the phonic approach to the teaching of reading. Which of the two do you find more beneficial and applicable in teaching reading at primary school? [25]

Q.3 What environmental, intellectual, constitutional, emotional and educational factors account for children's reading ability? To what extent does a teacher have control over these factors? [25]

Q.4 Explain speed reading (extensive), skimming, scanning, and study reading (intensive).

In which instances would one apply each of these in reading a text? Describe a situation where all the four can be employed in the reading of the same text. [25]

Q.5 To what extent is either the Language experience approach or the Individualised approach applicable in the teaching of reading in Swaziland primary schools? [25]

Q.6 What are the merits of prediction in reading? How would you use and nurture the skill of prediction in developing pupils' reading at primary school? [25]

END OF QUESTION PAPER