

**UNIVERSITY OF SWAZILAND**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION**

FINAL EXAMINATION-MAY 2010

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 1 in SECTION A and any THREE questions from SECTION B.

All questions carry equal marks.

**DO NOT OPEN THE QUESTION PAPER UNTIL THE INVIGILATOR TELLS YOU TO.**

## SECTION A

### Question 1

- a. On which two measures are readability formulae based? [1]
- b. To which reading perspectives do the following reading definitions belong:  
i. Reading is the extraction of meaning from a text?-  
ii. Reading is deducing the meaning intended by the writer of the printed page?-  
iii. Reading is giving meaning to and gaining meaning from print?-  
iv. Reading is the act of assigning meaning to a written text? - [4]
- c. What aspect of the reading process describes the ability to:  
i. follow the grammatical, linear and logical patterns of text ?  
ii. interpret what is seen as symbols and words?  
iii. see connections between symbols and sounds or between words and what they refer to?  
iv. control personal interest and attitudinal factors that impact on reading?  
v. infer meaning from text and evaluate it?  
vi. incorporate new ideas into what already existed?  
vii. derive textual meaning with the help of direct experiences?  
viii. encountering symbols either visually or in tactile form? [8]
- d. Explain literal, interpretive, critical and creative reading. For each give examples of questioning aligned to the reading type. [12]

## SECTION B

- 2a. Explain the stages involved in teaching reading using **either** the Language Experience Approach **or** the Individualised Reading approach [15]
- b. Evaluate the worth and applicability of the approach in light of the Swaziland primary school classroom setting. [10]
3. Discuss the view that the teacher is the single most important factor in the success of any reading programme? [25]
- 4a. Explain the impact of four reading readiness factors in determining the onset of reading readiness in learners. [12]
- b. To what extent can the teacher expedite the learners reading readiness on the four factors? [13]

5. Using illustrations and specific examples, discuss four factors which account for the difficulty in reading content area texts. [16]

What can the teacher do to lessen the impact of each of the four factors? [9]

6. Explain how the purpose of reading and the type of text influences the reading strategies a reader adopts. [25]

7. Compare and contrast extensive and intensive reading. [10]

What strategies would a primary school teacher employ to develop either intensive or extensive reading skills? [15]

END OF QUESTION PAPER