

UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION
MAIN EXAMINATION-2010
TITLE OF PAPER: TEACHING READING
PAPER CODE: PEC 200

TIME ALLOCATION: THREE[3] HOURS

INSTRUCTIONS

1. Answer question **ONE** in Section A and any other **three** questions in Section B.
2. Each question carries 25 marks.
3. Marks in brackets indicate the amount of detail required to answer the particular part of the question.
4. Do not open the question paper until you are told to do so by the invigilator.

SECTION A

Q.1

- a. Contrast reading as translation and reading as transaction on four points. [8]
- b. To which reading perspective/model does each of the following definitions belong?
- i. "... an interactive process in which the reader's prior knowledge of the world interacts with the message conveyed directly or indirectly by the text" (Smith, 1995, 23).
- ii. "... the ability to draw meaning from the printed page and interpret this information appropriately" (Grabe and Stoller; 2002:9).
- iii. "... 'extracting' meaning from a text" (Wallace; 2001:22).
- iv. "Reading is typically the bringing of meaning to, rather than the gaining of meaning from the printed page" (Burns, Roe and Ross; 1988:32).
- v. Reading is "... bringing meaning to and taking meaning from text in a social and cultural context" (Winch et al; 2006:4). [5]
- c. Write brief notes on any **one** of the eight aspects of the reading process. [5]
- d. List seven factors which influence the readability of texts. [7]

SECTION B:

- Q.2a. Explain five factors which indicate a child's readiness to read. [10]
- b. To what extent can the primary school teacher hasten or expedite the reading readiness of learners? [15]

Q.3a. Explain how the readability of a text can be determined using any one readability method or formula. [15]

b. Identify five limitations of readability formulae in general. [10]

Q.4a. Using specific examples, discuss five challenges the reading of content area texts present to the readers. [15]

b. Identify two measures a teacher can institute to assist learners go over each of the challenges identified. [10]

Q. 5a Describe the stages involved in reading using either the Language Experience approach or the Individualised reading approach. [15]

b. To what extent is the approach described applicable in Swaziland Primary schools? [10]

Q.6a. Explain, using relevant examples, the four kinds of schemata a reader should possess in order to comprehend a text fully. [16]

b. How can the primary school teacher activate and broaden the learners' schema? [9]

END OF QUESTION PAPER