

UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

PRIMARY EDUCATION

MAIN EXAMINATION-2011

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 other three in section B.

Each question carries 25marks.

SECTION A

Q.1

a. Write definitions of Reading aligned to:

- i. the transmission model
- ii. the interaction model
- iii. the transaction model
- iv. the interaction model

[8]

b. Which aspect of reading involves:

- i.-ability to identify, visualises and perceive the symbols used to write a text.
- ii- ability to interpret and make sense of the symbols perceived to derive words from them.
- iii.- ability to "... follow the linear, logical, and grammatical patterns of the written words"
(Burns, Roe and Ross; 1988:5).
- iv- ability to relate the words read to one's direct experiences of the word to make sense of them.
- v.- ability to evaluate text to come up with both the stated and implied meanings.
- vi- ability to incorporate new material read within material learnt in the past and to extend knowledge through reading.
- vii- ability to see connections and relationships between words and what they represent which gives the reader a mental picture of what the text describes.
- viii.- ability to exhibit attitudes, personal interests, and dispositions which facilitate acquisition of meaning from a text.

[8]

c. Write short notes on any one factor which affects children's reading readiness.

[5]

d. Distinguish between text readability and text understandability.

[4]

SECTION B

Q.2a. Discuss at least five factors which affect text readability. [15]

b. Why is the determination of text readability important to various stakeholders? [10]

Q.3a. Using specific examples, discuss five challenges the reading of any content area text poses to the Primary school learner. [15]

b. Using the same content area text, discuss how texts in the area should be read. [10]

Q.4a. Discuss any one word- centred or meaning- centred approach to the teaching of Reading. [15]

b. To what extent is the method/approach discussed applicable to the teaching of Reading in Swaziland Primary schools? [10]

Q.5a. Contrast extensive and intensive reading on five points. [15]

b. Explain, using examples, texts which require extensive reading and those which require intensive reading. [10]

Q.6a. Discuss, using examples, six levels of reading comprehension. [15]

b. What five strategies can a primary school teacher employ to develop the comprehension skills of the learners? [10]

END OF EXAMINATION PAPER