

UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION  
SUPPLEMENTARY EXAMINATION-2011  
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. In which reading perspective does meaning reside
- i. in the reader?
  - ii. in the text?
  - iii. in both the reader and the text?
  - iv. in the writer of the text? [4]
- b. Describe the characteristics of each of the three readability levels. [6]
- c. Explain the stages involved in the reading of Math texts using the SQRQCQ strategy. [6]
- d. Using examples, identify the four things a reader should keep in mind when scanning a text. [4]
- e. Write one example of a comprehension question which belongs to each of the following comprehension levels:  
-literal level, inferential level, applied level, evaluative level, creative level. [5]

## SECTION B

- Q.2a. Explain using relevant examples the **four** reading perspectives namely; reading as interaction, reading as translation, reading as transaction and, reading as transmission. [16]
- b. For each reading perspective, identify an example of a text which should be read according to each of the four reading perspectives and explain why. [9]
- Q.3a Discuss in detail **any two** of the eight aspects of the reading act. [13]
- b. To what extent can the primary school teacher help develop each of the two aspects in the learners? [12]

Q.4a. Discuss, using relevant examples, **six** factors which determine the readability of texts. [18]

b. What can the teacher do to improve the readability of a text on **any two** of the six factors discussed? [7]

Q.5a. Choose one content area and explain **at least five** reading challenges the texts in the content area present to the reader. [15]

b. For each challenge, identify what the teacher can do to ensure text understandability by the learners. [10]

Q.6a. Contrast bottom-up and top-down orientations to reading on **four** aspects. [16]

b. Explain to which of the two orientations the following approaches and strategies are more aligned.

-the phonic approach.

-the whole language approach.

-the individualized reading approach.

-the language experience approach.

-intensive/study reading strategy.

-extensive reading strategy. [9]

END OF QUESTION PAPER