UNIVERSITY OF SWAZILAND

FACULTY OF EDUCATION

DEPARTMENT OF PRIMARY EDUCATION

MAIN EXAMINATION - DECEMBER, 2011

TITLE OF PAPER : TEACHING READING

PAPER CODE : PEC 200

TIME ALLOCATION: THREE (3) HOURS

PROGRAM: B.ED 11

INSTRUCTIONS

This question paper is divided into two sections.

Answer question one (1) in section A and any other three (3) questions in section B.

Each question carries 25 Marks

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

Section A

Question 1

(a) Write definitions of reading that are aligned to:

(i) The transmission model

(ii) The translation model

(iii) The interaction model

(iv)The transaction model [8]

(b) Give 5 weaknesses of readability formulae. [5]

(c) Distinguish between visual acuity and visual skills efficiency. [2]

(d) Explain how reading readiness is affected by the following factors:

   (i) Learner's experiential background [2]

   (ii) Physical development and health [2]

(e) Give 3 indicators of reading readiness [3]

(f) Name the 3 readability levels of texts [3]

SECTION B

Answer any three questions from this section

QUESTION 2

Distinguish between the narrative style and expository style of writing. [25]

QUESTION 3

Explain how each of the following is a challenge in content area reading:

   (I)Vocabulary [10]

   (ii) Conceptual density [5]

   (iii) Nature of subject matter/content [5]

   (iv) Structure of the text [5]

QUESTION 4

(a) Discuss the SQ3R as a strategy for dealing with difficult to read texts. [10]

(b) Discuss any 3 aspects of the reading act. [15]

QUESTION 5

(a) Of what importance is a print-rich classroom environment to readers? [10]

(b) Discuss 3 things that a teacher can do to create a print rich classroom environment. [15]