

**UNIVERSITY OF SWAZILAND**

**FACULTY OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION**

**FINAL EXAMINATION: DECEMBER, 2013**

**TITLE OF PAPER: TEACHING READING**

**PAPER CODE: PEC200**

**TIME ALLOCATION: 3 HOURS**

**INSTRUCTIONS**

**This question paper is divided into two sections.**

**Answer question one in section A, and any three questions in section B.**

**All questions carry equal marks.**

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

**SECTION A**

**QUESTION 1**

**ANSWER ALL QUESTIONS IN THIS SECTION**

- (a) Give the model of reading that is explained by the following:
- (i) Meaning of the reading resides in the text. (1)
  - (ii) The author is the source and focus of meaning. (1)
  - (iii) Reading is an interaction between the reader and the text. (1)
  - (iv) The meaning of a given text depends on who is reading it. (1)
- (b) Give two (2) things whose presence would suggest faulty visual acuity/visual skills efficiency. (2)
- (c) Define reading readiness. (2)
- (d) Define each of the following readability levels:
- (i) Independent (2)
  - (ii) Instructional (2)
  - (iii) Frustration (2)
- (e) Differentiate between content area and language texts. (3)
- (f) What makes the narrative style easier to the learners? (2)
- (g) Give 3 examples to illustrate how the unfamiliar use of familiar terms can present challenges in content area reading. (6)

**SECTION B**

**ANSWER 3 QUESTIONS FROM THIS SECTION**

**QUESTION 2**

Discuss eight (8) benefits of extensive reading to learners. (25)

**QUESTION 3**

- (a) Explain how vocabulary can present challenges in content area reading. (13)
- (b) Discuss the SQRQCQ as a strategy for reading difficult texts. (12)

**QUESTION 4**

Can the Individualized Reading Approach be applied in Swaziland Primary Schools? Support your answer by discussing eight (8) things that the program requires. (25)

**QUESTION 5**

Discuss eight (8) things that make it difficult to read a Mathematics text (25)