



American University of Beirut
Faculty of Arts & Sciences
Education Department
EDUC 231-2 / Teaching Reading in the Elementary School
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Final Exam
Monday-January 23, 2006

Answer the following **two** questions:

- 1) Having read your course project, discuss the weakness and strength of the project you have done for EDUC 231-2, be precise? (10)
- 2) What will be your response to a colleague who believes that technology is NOT motivational to teaching reading in elementary schools? Why? How? Give examples? (10)

Extra points (select only one)

- 3) colleague and convince him/her that it is helpful in teaching vocabulary? Use webs and maps in your discussion? (5)
- 4) Based on readings and discussions in EDUC 231-2, how do you understand teaching vocabulary skills to elementary school students? (5)

Select **eight** questions from the following:

- 5) teachers must have a clear understanding of (5)
- 6) As an elementary teacher, how will you integrate personalization (when a story reflects things that are familiar in a child's personal life) in your reading class? (5)

- 7) Why is vocabulary significant for reading in elementary schools? (5)
- 8) What should you do if some of your students are not benefiting from the reading program you are teaching? How? (5)
- 9) Are words identified through meaning or through phonology (the science of speech sounds)? Why? (5)
- 10) Is word recognition top-down (dependent on context) or bottom-up (stimulus-driven)? How? Give examples? (5)
- 11) What are the factors that affect students learning reading skills? (5)
- 12) How would you use your past experience, as an elementary student, to improve vocabulary skills of your elementary school students? (5)
- 13) Discuss the advantages and disadvantages of using the dictionary in developing vocabulary in your elementary school class? (5)
- 14) How would you integrate technology into your reading class? Discuss the tool(s) you prefer to use? (5)
- 15) Select one word recognition strategy to integrate in your reading class. Why? (5)