

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**



**DEPARTMENT OF CURRICULUM & TEACHING**

**FINAL EXAMINATION PAPER, MAY 2013**

- TITLE OF PAPER** : **CURRICULUM STUDIES IN AFRICAN LANGUAGES**
- COURSE CODE** : **EDC 632**
- STUDENTS** : **MASTER OF EDUCATION (PART TIME) YEAR II**
- TIME ALLOWED** : **THREE (3) HOURS**
- INSRUCTIONS** : **1. ANSWER QUESTION ONE (1) AND ANY OTHER TWO (2) QUESTIONS.**
- 2. ALL ANSWERS MUST BE WRITTEN IN CONTINUOUS ESSAY FORM.**

**Question 1** (*This question is compulsory and must be answered by all candidates*)

Discuss the problems/challenges faced by oral literature as an area of study in Africa. Use Sone(2008) and Finnegan(2003) as points of reference. What do they suggest as being solutions to these challenges and what are your own views? [40Marks]

**Question 2**

Literature on the learning of grammar suggests that it is better to teach grammar in context than in isolation. What are the arguments and what is your own position as a mother tongue educator? [30Marks]

**Question 3**

Siswati teachers face a bigger challenge of motivating students to learn the subject compared to teachers of others subjects. What could siSwati teachers do in order to motivate students to learn siSwati. [30Marks]

**Question 4**

Discuss the four competence areas of communicative competence. Comment on their relevance and applicability to the teaching and learning of the mother tongue. [30Marks]

**Question 5**

Obanya (1991) in a review of literature on African languages and education identified eight distinct areas of concern (which he calls fallacies) that militate against the promotion of African languages in education. Select and discuss five of these and say how they apply to the specific case of Swaziland. [30Marks]