

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**



**DEPARTMENT OF CURRICULUM & TEACHING  
FINAL EXAMINATION PAPER, DECEMBER 2013**

**TITLE OF PAPER : CURRICULUM STUDIES IN AFRICAN LANGUAGES**

**COURSE CODE : EDC 631**

**STUDENTS : MASTER OF EDUCATION (PART TIME) YEAR II**

**TIME ALLOWED : THREE (3) HOURS**

**INSRCTIONS : 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*)

From your readings discuss what different scholars argue is the relationship between the use of African indigenous languages and national development in Sub-Saharan Africa. What are your own views especially looking at the specific case of Swaziland? [40Marks]

**Question 2**

The siSwati language has never enjoyed the same kind of status as English both as a subject and as an official language. Discuss [30Marks]

**Question 3**

The Association for the Development of Education on Africa (ADEA)(2006) argues strongly for the use of the local/familiar language(additive bilingual model) as a medium of instruction from the point of view of both the teacher and the learner. Outline and discuss their arguments and state what your own views are in this debate [30Marks]

**Question 4**

- a) Chambou (1987) outlines some deficiencies that are common to the process of language planning in Sub-Saharan countries. Identify and discuss these, using the case of Swaziland to illustrate wherever appropriate. [20Marks]
- b) Which model of language planning does Chambou advocate for and why? [10 Marks]

**Question 5**

Corpus planning seems to continue even if there is a vacuum in status planning. Describe both status planning and corpus planning and examine the validity of the statement in relation to the status of language planning in Swaziland [30Marks]

**END OF PAPER**