

**UNIVERSITY OF SWAZILAND  
FACULTY OF EDUCATION**



**DEPARTMENT OF CURRICULUM & TEACHING  
FINAL EXAMINATION PAPER, MAY 2014**

- 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
- INSTRUCTIONS :**
- 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)*

Sone (2008) argues very strongly for the inclusion of oral traditional literature in the school syllabus at all levels of schooling. Outline Sone's arguments using relevant illustrations and state your own position with regard to the functions of oral literature. [40 Marks]

**Question 2**

From your readings discuss the concept of code-switching and its use in education particularly within the classroom setting, pointing out both its merits and demerits. [30 Marks]

**Question 3**

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 **five** and discuss how they apply to specific situations in Swaziland. [30 Marks]

**Question 4**

"Discuss the problems faced by oral literature as an area of study in Africa. Using specific examples, critically examine solutions suggested by Sone(2008) and Finnegan(2003)" [30 Marks]

**Question 5**

Compared to teachers of the other subjects on the school curriculum the siSwati teacher faces a bigger challenge of motivating and convincing pupils that siSwati is a worthwhile language to be learnt as a curriculum subject. Discuss both the enabling factors and the challenges faced by siSwati teachers in Swaziland. [30 Marks]

**END OF PAPER**