

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**



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

- 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**
- 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)

- (a) Read through the medium of instruction policy (2011) below and write a critical appraisal on it from the point of view of someone who is advocating for the use of the mother tongue as a medium of instruction especially in the early years of schooling.

MEDIUM OF INSTRUCTION

SiSwati and English are both regarded as official languages in the Constitution of the Kingdom of Swaziland, which provides the necessary guidance for EDSEC Policy. While this implies that either language may be used as a medium of instruction, the Policy directive is that the mother tongue SiSwati shall be used officially as a medium of instruction for the first four Grades of school, after which English shall be the medium of instruction.

This does not mean that teaching and learning materials that are in English shall be translated into siSwati; however, what it means is that teachers in the first four grades of school have the liberty and freedom to use siSwati as a medium of instruction where learners have difficulties in understanding what is taught.

Teachers of these first four grades in schools where most of the pupils have not attended English Medium Pre-schools should not feel guilty that they are explaining concepts to their pupils in siSwati; and Head-teachers should not reprimand those teachers for explaining concepts in siSwati.

Teachers of these first four grades in schools where most of the pupils have attended English Medium Pre-schools and learners have no difficulties in understanding concepts in English; teachers will continue to use English as a medium of instruction.

While this liberty and freedom is granted to teachers at the first four grades to explain and/or teach in siSwati where there is a need, English as a subject shall continue to be taught in English at all grade levels.

All children going through the school system in Swaziland are expected to learn siSwati. Therefore, siSwati will continue to be taught as a subject at all grade levels in the school system. SiSwati as a subject remains a core subject in all schools at all grade levels.

As a way to promote the learning of siSwati in all schools, children shall not be punished for speaking siSwati within and outside school premises. (Page 25)

[20Marks]

- (b) The Association for the development of Education on Africa (ADEA) (2006) argues strongly for the use of the local/familiar language (additive bilingual) 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 views are in this debate. [20Marks]

Question 2

- (a) Chumbow (1987) outlined 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 Chumbow advocate for and why? [10Marks]

Question 3

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? [30Marks]

Question 4

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 this statement in relation to the status of language planning in Swaziland. [30Marks]

Question 5

- (a) Bamgbose (1991) identified eight reasons that account for the low status and restricted roles of African languages. Select **FIVE** of these that you feel apply in the case of Swaziland and discuss them using appropriate examples. [20Marks]
- (b) Identify and discuss two of what Bamgbose suggests are the avenues for empowering African languages. [10Marks]

END OF PAPER