

**UNIVERSITY OF SWAZILAND
FACULTY OF EDUCATION**



**DEPARTMENT OF CURRICULUM & TEACHING
FINAL EXAMINATION PAPER, DECEMBER 2017**

- TITLE OF PAPER :** CURRICULUM STUDIES IN AFRICAN LANGUAGES
- COURSE CODE :** CTE 605
- 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

- (a) Chumbow (1987) identified eight deficiencies of language planning that are common to the process of language planning in Sub-Saharan African countries. Select and discuss those deficiencies that apply to the specific case of Swaziland bearing in mind the work being undertaken by the task team based at the Ministry of Sports, Culture and Youth Affairs. [30Marks]
- (b) Which model of language planning does Chumbow advocate for and why? [10Marks]

QUESTION 2

Different scholars (eg Bamgbose (1991), Magwa and Mutasa (2007), Kanana (2013), argue that African indigenous languages have a significant role to play in national development in Sub-Saharan Africa. Identify and discuss their arguments and state how they apply to the specific case of Swaziland. [30Marks]

QUESTION 3

- (a) Bamgbose(1991) identified eight reasons that account for low status and restricted roles of African languages. Select **three (3)** of these that you feel apply in the case of Swaziland and discuss them using appropriate examples. [15Marks]
- (b) Identify and discuss **three (3)** of what Bamgbose suggests are the avenues for empowering African languages. [15Marks]

QUESTION 4

- (a) Differentiate between the Subtractive Education Model and the Additive (Bilingual) Education Model. Which model applies in the specific case of Swaziland especially based on the 2011 medium of instruction policy? [15Marks]
- (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. [15Marks]

QUESTION 5

Corpus planning has continued in Swaziland even though 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]

END OF PAPER