

Kiswahili National Curriculum Development Centre

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Critical Issues in African Education A. M. K. Bagunywa,1980

National Integration in Uganda 1962-2013 Nsibambi, Apolo Robin,2014-10-20 National Integration in Uganda 1962-2013 delves into the problems that have beset Uganda on the path to national integration and explores the prospects for consolidating this integration. The book reviews the process of incorporating three regions - Buganda, Karamoja and the Northern Region - into present-day Uganda, and examines the effects of this process. Besides ethno-cultural diversity, what impact has religious diversity had on this process? And what role has the language factor played? Is integration, in terms of territorial integrity, social cohesion and subordination to a central authority over the long term possible? The book offers insights that are crucial to the achievement of Uganda's dream of nationhood.

The Dynamics of Language Rajend Mesthrie,David Bradley,2018-06-26 Linguistics – the close study of language and languages – is an indispensable foundation for all forms of knowledge. The African continent is blessed with hundreds of languages which act as local repositories of culture and interaction. South Africa alone has eleven official languages, plus Sign Language, many heritage languages, and new languages of global movements and migration. Part of the linguist's business is to document, record and affirm languages and diversity. Applied linguists use their training to understand and enhance the role of language in education and upliftment, and the opportunities and challenges of new technologies of communication. The International Congress of Linguists meets every five years to reflect the development of the field and 2018 is the first time that the congress is being held in Africa. This book is a collection of the plenary and focus papers presented at the conference and thus represents current thinking in the major branches of language study as represented by leading local and international scholars. The papers discuss the history of languages, their structure, acquisition, diversity and use. At the same time due regard is paid to the African continent in connection with its linguistic diversity, multilingualism and educational and societal concerns. The Congress is meant to affirm the value of the languages of Africa, of languages and Linguistics in general, as well as to inspire and equip younger scholars to undertake advanced research into language in its many facets.

Trends and Issues in African Education ,1989

Oral Literature for Children Aaron Mushengyezi,2013 This book is the first ever major effort to document and study hundreds of texts from an African (Ugandan) oral culture for children – folktales, riddles, and rhymes – and at the same time to make them available in the local Languages and to

focus on their cultural and national value. The author surveys the history of collecting in Uganda and situates the texts in their broader geographical, historical, socio-cultural and educational Setting, including the early collecting efforts of heritage-minded Ugandans and European missionaries. Most of this preservational work is elusive and under-explored – so that the present book constitutes a major pioneering summary of Ugandan oral culture for children. The book addresses key questions such as: What happens when we collect, transcribe, and translate an oral text? How do we transfer components of the oral text to the page? What are the challenges of translating oral forms targeting specifically a child Audience, and what choices ought to be made in the process? The book provides possible ways of rethinking the debate about orality and literacy as modes of representation – the generic interrelationship between the oral and the written text, and how the two can enter dialogue through transcription and translation. The latter are effective means to archive these oral forms for children and use them to promote literacy and numeracy skills in predominantly oral communities. In the current institutions of formal education in Uganda, this coexistence of orality and literacy is evident in the classroom environment, where the oral text is turned into words on the page to encourage literacy. Through transcription, the collector is able to capture oral texts in other forms – audio, written, visual, and digital. With the new technologies available, the task is not as arduous as in the past, and the information thus captured is made available in all its wealth for purposes of instruction or entertainment.

Building the Foundation: Whole Numbers in the Primary Grades Maria G. Bartolini Bussi, Xu Hua Sun, 2018-03-29 This twenty-third ICMI Study addresses for the first time mathematics teaching and learning in the primary school (and pre-school) setting, while also taking international perspectives, socio-cultural diversity and institutional constraints into account. One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level. Accordingly, a focus area that is central to the discussion was chosen, together with a number of related questions. The broad area of Whole Number Arithmetic (WNA), including operations and relations and arithmetic word problems, forms the core content of all primary mathematics curricula. The study of this core content area is often regarded as foundational for later mathematics learning. However, the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon, and practice varies substantially from country to country. As such, this study presents a meta-level analysis and synthesis of what is currently known about WNA, providing a useful base from which to gauge gaps and shortcomings, as well as an opportunity

to learn from the practices of different countries and contexts.

Language Issues in Comparative Education II Carol Benson, Kimmo Kosonen, 2021-01-25 This second volume of *Language Issues in Comparative Education*, following the tradition of the first, introduces the state of the field and calls attention to innovations described throughout. The chapters examine language-in-education policy change, describe implementational activities, and present strategic frameworks for research and advocacy.

The Routledge Handbook of English-Medium Instruction in Higher Education Kingsley Bolton, Werner Botha, Benedict Lin, 2024-03-21 This Handbook discusses the theoretical and disciplinary background to the study of English-medium instruction (EMI) in higher education worldwide. It highlights issues relating to EMI pedagogy, varying motivations for EMI education, and the delivery of EMI in diverse contexts across the world. The spread of English as a teaching medium and the lingua franca of the academic world has been the subject of various debates in recent years on the perceived hegemony of the English language and the 'domain loss' of non-English languages in academic communication. Encompassing a wide range of contributions to the field of EMI, the chapters of this Handbook are arranged in four distinct parts: Part I provides an overview of English-medium instruction in higher education worldwide; Part II focusses on EMI in Europe; Part III on EMI in the Middle East, North Africa, and Sub-Saharan Africa; and Part IV on EMI in the Asian region. The overall scope and level of expertise of this Handbook provides an unrivalled overview of this field of education. It serves as an essential reference for many courses dealing with applied linguistics, English language education, multilingualism, sociolinguistics, and related subjects at many levels of education, including Master's and PhD-level studies. This Handbook serves as a valuable edition for university libraries across the world and an essential read for many faculty, undergraduate and postgraduate students, educators, and policymakers.

Mathematics Education in East Africa Anjum Halai, Geoff Tennant, 2016-03-08 *THIS BOOK WILL SOON BE AVAILABLE AS OPEN ACCESS BOOK* This book is a valuable resource for policymakers and practitioners as it brings insights mainly from developing countries where relatively less research activity takes place. It is also a valuable resource for courses in mathematics education in the teacher education colleges, and departments of education in the sub-Saharan Africa region. In the increasingly global and technological world mathematics is seen as a significant gatekeeper of opportunities for social and economic advancement and mobility. Hence, countries and development agencies in the broader sub-Saharan Africa region are looking towards increasing access to relevant and high-quality

secondary education as a lever towards economic development. Policy makers and other key decision makers in education look towards improvement in mathematics teaching and learning as a key focus in education reform. In the East Africa region also a number of initiatives have been taken at the national level in the respective countries to improve the quality of mathematics education. This book provides an in-depth comparative analysis of the developments and issues in mathematics education in Kenya, Tanzania, Rwanda and Uganda, and advances our understanding of the state of secondary mathematics education in East Africa.

A Study of the Relationship Between National Education Curricula and National Examination in Liberia Jacob A. L. Tarlowoh, 1981

National Bibliography of Uganda, 2011

Ugandan English Christiane Meierkord, Bebwa Isingoma, Saudah Namyalo, 2016-10-20 Ugandan English is a variety that has scarcely been noticed in past research. This timely volume brings together African and European scholars in a first-ever collection of articles that offer comprehensive discussions of the historical and present-day sociolinguistics of English in Uganda and fine-grained analyses of the structural characteristics of and attitudes to this hitherto largely unknown variety. Using rich archive, corpus, and interview data as well as ethnographic and observational methods, the various contributions paint a comprehensive picture of Ugandan English as distinct from other East African Englishes and as characterized by nativisation despite a still strong exonormative orientation, reflecting the modern nation's status as a post-protectorate under the influence of globalisation. Apart from advancing our understanding of Ugandan English itself, the individual chapters contribute to theoretical debates on language contact and variation as regards the influence of substrate languages, founder populations, language ideologies and socio-economic factors.

Tanzania Business Law Handbook Volume 1 Strategic Information and Basic Laws IBP, Inc, 2012-01-01 Tanzania Business Law Handbook - Strategic Information and Basic Laws

Language and Literacy in Uganda Kate Parry, 2000 Uganda's linguistic situation is complex. These papers from two conferences at Makerere University present a coherent and current picture. The book is divided into five parts: an overview of language and literacy issues in both Ugandan and international contexts; the issue of language for national communication; the role of local language in the education system; national policies and practices in teaching literacy and literature; and ways of encouraging a reading culture in Uganda.

Discrimination through Language in Africa? Martin Pütz, 2014-01-06 CONTRIBUTIONS TO THE

SOCIOLOGY OF LANGUAGE brings to students, researchers and practitioners in all of the social and language-related sciences carefully selected book-length publications dealing with sociolinguistic theory, methods, findings and applications. It approaches the study of language in society in its broadest sense, as a truly international and interdisciplinary field in which various approaches, theoretical and empirical, supplement and complement each other. The series invites the attention of linguists, language teachers of all interests, sociologists, political scientists, anthropologists, historians etc. to the development of the sociology of language.

Routledge Revivals: Language in Tanzania (1980) Edgar C. Polomé, C. P. Hill, 2017-09-29

Originally published in 1980, *Language in Tanzania* presents a comprehensive overview of the Survey of Language Use and Language Teaching in Eastern Africa. Using extensive research carried out by an interdisciplinary group of international and local scholars, the survey also covers Ethiopia, Kenya, Uganda and Zambia. The book represents one of the most in-depth sociolinguistic studies carried out on this region at this time. It provides basic linguistic data necessary to policy-makers, administrators, and educators, and will be of interest to those researching the formulation and execution of language policy.

Techniques in Curriculum Development African Curriculum Organization, 1978

Complete Swahili Beginner to Intermediate Course Joan Russell, 2012-02-10 Are you looking for a complete course in Swahili which takes you effortlessly from beginner to confident speaker? Whether you are starting from scratch, or are just out of practice, *Complete Swahili* will guarantee success! Now fully updated to make your language learning experience fun and interactive. You can still rely on the benefits of a top language teacher and our years of teaching experience, but now with added learning features within the course and online. The course is structured in thematic units and the emphasis is placed on communication, so that you effortlessly progress from introducing yourself and dealing with everyday situations, to using the phone and talking about work. By the end of this course, you will be at Level B2 of the Common European Framework for Languages: Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Learn effortlessly with a new easy-to-read page design and interactive features: NOT GOT MUCH TIME? One, five and ten-minute introductions to key principles to get you started. AUTHOR INSIGHTS Lots of instant help with common problems and quick tips for success, based on the author's many years of experience. GRAMMAR TIPS Easy-to-follow building blocks to give you a clear understanding. USEFUL VOCABULARY Easy to find and learn, to build a solid foundation for

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Utilization of Literature in English Radio Materials in Kenyan Secondary Schools Gakenia Lucy Kamanja, 1984

Language, Development Aid and Human Rights in Education Zehlia Babaci-Wilhite, 2016-02-22

The debate about languages of instruction in Africa and Asia involves an analysis of both the historical thrust of national government and also development aid policies. Using case studies from Tanzania, Nigeria, South Africa, Rwanda, India, Bangladesh and Malaysia, Zehlia Babaci-Wilhite argues that the colonial legacy is perpetuated when global languages are promoted in education. The use of local languages in instruction not only offers an effective means to contextualize the curriculum and improve student comprehension, but also to achieve quality education and rights in education.

Decoding Kiswahili National Curriculum Development Centre: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Kiswahili National Curriculum Development Centre**," a mesmerizing literary creation penned by a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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