



The Introduction of Mauritian Kreol in the Primary Curriculum: from Policy to the Classroom

Abstract

Introduced in the Primary curriculum in 2012, Mauritian Kreol has already established itself as the second highest 'optional language' – on the basis of the sheer number of learners studying the language. To oversee its implementation at classroom level, this policy decision, taken at Parliament, has necessitated a series of actions, namely the preparation of a curriculum document, a training programme for teachers and textbook writing. This presentation examines the policy from historical and pedagogical perspectives by analyzing, more specifically, the process of curriculum development, the design and development of teaching and learning materials as well as how the teaching of Mauritian Kreol is being conducted in the classroom.

Looking over our shoulders, we are now in a position to comment on the successes and challenges met. As we move along this developmental pathway, a host of questions has emerged which will, no doubt, draw research attention in the years to come: "How far has this new status conferred on the vernacular changed the representation that various stakeholders have of Mauritian Kreol?", "Has its introduction as a taught subject have any impact on the views of General Purpose teachers about its relevance and use in the classroom?". These are but a few of the interrogations generated through the process of curriculum development and implementation.

Presenters:

Nita Rughoonundun-Chellapermal: Head of the Mauritian Kreol Unit, co-author of the Addendum to the National Curriculum Framework for Mauritian Kreol

Nicholas Natchoo: Lecturer, Mauritian Kreol Unit, Coordinator of textbook panel for Stds II and III

Pascal Desveaux: General Purpose Educator before shifting to teaching Mauritian Kreol and textbook Panel member

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