

CultureTalk Tanzania Video Transcripts: <http://langmedia.fivecolleges.edu>
Courses in Secondary School

Swahili transcript:

Natasha: Na watu wale ambao ukimaliza secondary ukiingia chuo kikuu bado kiingereza chao kinakuwa kimeimpruvu au bado kinakuwa kinamatatizo matatizo?

Michael: Bado kinamatatizo aisee. Bado kutokana na msingi mbovu bado kinasumbua. Wengi wanakuwa wepesi wa kuelewa kuliko kujibu. Agh.

Natasha: Kwa hiyo kama mfano watu unadhania kama watu wangukuwa wanaongea kiingereza kila sehemu ingesaidia yani hata katika jamii kwa sababu hata mfano mara nyingi unaingia tu darasani unakuta vitabu viko kwenye kiingereza mwalimu akijitahidi atafundisha kiasi kwa kiingereza lakini vingine atafundisha kwa kiswahili. Je yani jamii kama nje watu tungeanza kuongea kiingereza tungeweza kupewa ile nafasi ya kuongea hayo mambo yangebadilika yani yangebadilika by the time tunafika chuo kikuu tungeweza tunakuwa tunaongea kiingereza vizuri kidogo.

Michael: Yeah ingesaidia yani ile ingesaidia sana toka mtu unakuta watu wanaongea kiingereza nini ile mambo yenu hata stori stori zenu ni za kiingereza inasaidia sana kuimprove lugha yako.

Natasha: Je kama kunawale watoto wanabahati yani walivyokuwa wadogo au kiasi Fulani walipokuwa na umri Fulani wazazi wao walienda nje, kwa hiyo wakajifunza kiingereza je wakienda yaani baada wakarudi Tanzania wakaa baada wakasoma shule za msingi za sekondari yaani shule za msingi za Tanzania hapa labda za serikali au private lakini hakuna Kiingereza je wakienda sekondari inasidia ile kuweza kujua kiingereza kiurahisi.

Michael: Hapana kutokana na mazingira kule alikokuwa nje kule alikuwa anaongea lugha ya kigeni ila baada ya kuja hapa sawa alikuwa najua kiingereza lakini baadaye kutokana na maeneo anayoishi ile lugha inapotea anabaki mtu wa kusikia tu na kuelewa lakini kuongea inakuwa tabu.

Natasha: Aaah. Kuna masomo mangapi katika shule ya sekondari. Nathani ulisema mwanzoni. Tisa?

Michael: Eeh tisa.

Natasha: Na je hayo masomo ni mengi au ni machache au vipi?

Michael: Hayo masomo kwa kweli ni mengi kutokana na zile noti zake. Unaandika daftari kubwa hasa jinsi ya kusoma kama hauna moyo wa kusoma hauta soma kwa sababu masomo ni mengi na notes ni nyingi za kusoma.

Natasha: Je inamaana ule muda unaopewa hautoshi kulingana na masomo yalivyo mengi? Yani kama mfano unamasomo tisa halafu kwanza ndo unaanza form one ile na unatakiwa sijui usome kwa semister Fulani wangepewa muda mwingi ingesaidia kusoma kizaidi au?

Michael: Eeh muda ndo ungekuwa unamatter. Muda ni mdogo sana masomo mengi notes zile zinakuwa nyingi sana kwa hiyo mpaka usome kila kitu uelewe aah muda unakuwa mwingi sana.

Natasha: Je kunafaida zozote za hayo masomo mengi ingawa muda ni mchache kuyasoma?

Michael: Faida ni zipo kwa sababu unajua vitu vingi kwa muda mchache.

Natasha: Je lakini katika shule ya sekondari kuna kuanzia form one hadi form four halafu form five na six. Je si masomo yanazidi kupungua kwa sababu form one na two kuna baadhi ya masomo mengi halafu unafozidi kuendelea hebu eleza kidogo.

Michael: Form five form six yanapungua kwa namba tu ila ukiingia kwa undani zaidi yanagawanyika yale masomo unaweza unaambiwa unachukua labda masomo labda unamasomo matatu labda ECA masomo matatu ila katika yale masomo matatu utakuta kuna masomo sita au saba kwa hiyo inakuwa bado ni pale pale hata kama yamepungua, yamepungua machache sana.

Natasha: Sawa. Unajua baadhi ya watu hupenda kusoma, ila kuna vikwazo mbalimbali taja baadhi ya vikwazo hivyo kwa mfano yani umri inagawa kuna wengine, wengi Tanzania watasoma hadi yani shule ya msingi watamaliza lakini wengine wanashindwa kuendelea sekondari hadi chuo kikuu. Taja baadhi ya matatizo wanayopata?

Michael: Tatizo kubwa kama nilivyokuambia mara ya kwanza ni hali ya uchumi, hiyo miaka inaingia lakini sio sana uchumi sababu mtu kama unaela yako unaweza kuumentain ule muda, bwana muda huu ni wa primary muda huu ni wa sekondari, muda huu ni wa A level lakini kama hauna hela sa utakuwa unakaa unasubiri mpaka upate hela miaka inazidi kwenda, inazidi kuendelea.

Natasha: Ndo baadaye unazidi kuendelea unazidi kuzeeka.

Michael: Unazidi kuzeeka inakuwa ngumu kwenda shule

Natasha: Na mwishoni unataka tu kufanya kazi kuliko kwenda shule.

Michael: Eeh

English translation:

Natasha: And the ones who graduate from secondary schools and go to the university, does their English improve or they do still have problems with the language?

Michael: Ooh, they still have problems with the language. This is because they had a bad foundation, so they still have problems with the language. Many of them can easily understand the language but cannot speak it.

Natasha: So you think that, for instance, if people...o you think that if people spoke English everywhere, this would help? That is, if even in the community...because most of the time you enter in the class and you find that all the books are in English and the teacher, if he can, will teach some of it in English, but the rest in Swahili. So what if the community, that is the people outside, could speak English, and the students were given a chance to speak, then all those problems would change. By the time we got to the university we would be able to speak English well.

Michael: Yeah, it would have helped, that would have helped a lot if people spoke English in everything, even if your stories were in English, it would have helped to improve language skills.

Natasha: What about the lucky children who, when they were young or at some point, their parents took them abroad and they learned English. So when they returned to Tanzania and stayed for a while and went to the normal secondary, I mean, primary schools in Tanzania, you know, public or private schools that don't teach in English... when they got to secondary would it be easier for them to learn English?

Michael: No, it depends on the environment where they were when they spoke the foreign language. When they came back here, yes, they knew English but after a while, depending on where they were living, they would start forgetting the language and just end up understanding it but only speaking with difficulty.

Natasha: Aaah. How many subjects do they teach at secondary? I think you said at the beginning. Nine?

Michael: Eeh, nine.

Natasha: Are nine subjects too many or too few, or what?

Michael: To be honest, it's too many courses given that one has to take so many notes. You write and have the job of reading them. If you don't like reading, you won't study because you have too many subjects and too many notes.

Natasha: Does it mean that the time you are given is not enough compared to the number of subjects? For instance, you have nine subjects as you start from one and you have to

study those subjects for a certain semester. If the students were given enough time would it help studying or...?

Michael: Yeah, the time is what really matters. There is not enough for there are so many subjects with so many notes. You need more time to read everything and understand it.

Natasha: Are there any advantages to taking that many classes, even though there isn't enough time?

Michael: Yes, there are advantages because you learn a lot in a short time.

Natasha: But in the secondary schools there is form one to form four, and then form five and six. So does the number of subjects one takes decrease, because in form one and two there are many classes but as you go further... please talk about this briefly.

Michael: In form five and six there is a reduction in the number of classes but if you take a careful look at the classes, they are divided. Students are told that they have to take certain subjects, for instance, you might be taking three subjects, maybe ECA (an abbreviation for Economics, Commerce and Accounting). Three subjects but in the those subjects you find there are six subjects or seven, therefore, you pretty much have the same number of subjects, even though it has decreased, but not by much.

Natasha: Okay. You know that there are some people who like to study, but there are different obstacles...for instance, age. Although there are many, many people in Tanzania who can attend primary school and graduate, there are some who can't go on to secondary school and the university. Could you mention some of the obstacles that people encounter?

Michael: The big problem, as I told you earlier, is income. Yes, age contributes but it is not as much a problem as income, because if someone has the money he can schedule in schooling easily. Like, this period of time is for primary school, this time is for secondary school, this time period is for A level. But if you don't have the money, you'll just be at home, waiting until you get enough money while time continues to pass.

Natasha: And then you get older and older.

Michael: You get older and it becomes harder to go to school.

Natasha: And at the end you just want to work more than go to school.

Michael: Eeh.

About CultureTalk: CultureTalk is produced by the Five College Center for the Study of World Languages and housed on the LangMedia Website. The project provides students of language and culture with samples of people talking about their lives in the languages they use everyday. The participants in CultureTalk interviews and discussions are of many different ages and walks of life. They are free to express themselves as they wish. The ideas and opinions presented here are those of the participants. Inclusion in CultureTalk does not represent endorsement of these ideas or opinions by the Five College Center for the Study of World Languages, Five Colleges, Incorporated, or any of its member institutions: Amherst College, Hampshire College, Mount Holyoke College, Smith College and the University of Massachusetts at Amherst.

© 2003-2008 Five College Center for the Study of World Languages and Five Colleges, Incorporated