Five College Mentored Swahili Study Guide 37

Available online at [**http://langmedia.fivecolleges.edu/swahili**](http://langmedia.fivecolleges.edu/swahili) New Version: July 2023

# MATERIALS FOR THIS STUDY GUIDE

* Almasi
	+ Chapter 6 (pp. 46-55)
	+ Chapter 10 (pp. 91-100)
	+ Chapter 11 (pp. 101-109)
* [CultureTalk Tanzania](https://langmedia.fivecolleges.edu/culturetalk/Tanzania)
	+ CultureTalk Tanzania – Education – Educational Issues – Use of Swahili and English
	+ CultureTalk Tanzania – Education – Access to Education – Increasing Educational Opportunities
	+ CultureTalk Tanzania – Work – Work in the Country – Farm Work
	+ CultureTalk Tanzania – Work – Surviving in the City – Street Sellers
	+ CultureTalk Tanzania – Work – Emerging Trends – Women as Entrepreneurs
* Newspaper Resources
	+ [Gazeti la Mwananchi Tanzania](http://www.mwananchi.co.tz/)
	+ [Mwanzo - Hizb ut Tahrir Kenya](https://hizbke.org/sw/)
	+ [RFI](https://www.rfi.fr/sw/)
* Other Online Resources
	+ [University of Kansas Kiswahili Lesson 12a - Various Personalities](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_12.pdf)

## TOPIC: Language, Work, and Education

In this lesson we will learn about language, education, and work as well as the cultural and institutional connections between these spheres. Firstly, however, it is important to discuss the different statuses of language, work, and education in Kenya, Tanzania, and Uganda because each of these countries addresses these categories in their own particular.

Although there are also many commonalities between the nations of East Africa, the difference in their histories and politics have had a tremendous impact on the structuring of their societies. Because the institutional forms of work and education are necessarily dependent on language, it will be helpful to have a good understanding of the different capacities in which Swahili and English emerge in each nation.

It is true that Swahili is considered the lingua franca of East Africa; however, it is much less commonly taught and used in Uganda than it is in Kenya and Tanzania. (This is partially because Swahili has become associated with the violent and oppressive dictatorship of Idi Amin, who wanted to make Swahili the official language instead of English.) Moreover, both English and Swahili are recognized as the official languages of Uganda, Tanzania, and Uganda; however, it is rarely spoken as a first language outside the coast of Kenya and Tanzania and the island of Zanzibar (a semi-autonomous state off the coast of Tanzania). In Kenya and Tanzania, unlike Uganda, Swahili is taught at least through the end of primary school and is therefore much more widely known as a second language.

Most East Africans speak more than one language, and usually use a tribal language at home and sometimes within their community depending on whether or not they are living in an urban area, in which case it is likely that they would use either Swahili or English (or Luganda in Uganda) as a common tongue. In Kenya, Swahili is still often considered a second-class language in the mainland, insofar as English is still the predominant language in the professional workplace and in higher education. Although there are classes in Swahili in Kenya, it is the norm for most school subjects - especially at universities and secondary schools - to be taught in English, but this varies regionally and taxonomically (that is, private, public, and religious education vary tremendously). On the other hand, in Tanzania, the use of Swahili in schools and at the workplace has been much more effectively nationalized because of the Socialist regime of ‘Mwalimu’ Nyerere - the country’s first president after independence.

Foreign languages, such as English, are not used for instruction in primary schools. In effect, it is common for classes to be taught in Swahili in secondary schools; however, because of the Anglo-centric demands of globalization and the international marketplace, English is still the most often used language in higher education because it is most likely to help you get a professional occupation.

There are other differences, besides language, between the educational structures in Tanzania and Kenya but it is not critical that you fully understand these structures now. For now, just know that Kenya has a similar structure to education in America (8 years of primary school, 4 years of secondary school, and 4 or more years of university education). In Tanzania, education is structured slightly differently. After seven years of primary education, students must take a national exam, and are only allowed to continue to secondary school (which consists of 6 more years) if they pass this exam (around half of the students pass the exam).

Regarding work, the agricultural industry is the most prominent economic force in Tanzania, Uganda, and Kenya. Thus, farming is the most common occupation in these countries today despite urbanization and the subsequent growth of industrial labor. In recent years, the “brain drain” (or foreign displacement of professionally trained workers, such as medical doctors) has had a detrimental effect upon the job market in these nations. Because it is possible to find better education and better jobs abroad, it is common for students seeking professions to leave East Africa in search of higher paying jobs and more stable work.

As you can see, the relationships between education, occupation, and language are complex and involve institutional hierarchies which we must be aware of when discussing the nature of these categories in East Africa today.

# ASSIGNMENTS FOR INDEPENDENT STUDY

## Reviewing the Past and Past Perfect Tense and Object Infixes

* Study the material in Almasi, Chapter 6 (pp. 46-55). If you recall most of the rules for the simple past and past perfect tenses from Hinnebusch, focus on the parts that you have forgotten instead of minutely studying every example or point.
* Study Almasi, Chapter 10 (pp. 91-100). Refresh yourself on any points that you have forgotten, and enter that information into your memory system.
	+ **HAND IN:** Almasi, Practice Exercise C (pg. 97), Questions 21 to 30
* Study Almasi, Chapter 11 (pp. 101-109), about Object Infixes. Follow the procedure you have used for the last two chapters that you have studied.
	+ **HAND IN:** Almasi, Practice Exercise C (pg. 107)

## Discussing Language, Work, and Education

* Study the vocabulary and sentence examples given in [Lesson 12a - Various Personalities](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_12.pdf). Make flashcards for the words and expressions you don’t know, and practice until you can recall most of them without too much effort.
* Watch the following videos on [CultureTalk Tanzania](https://langmedia.fivecolleges.edu/culturetalk/Tanzania). Watch them a couple times trying to listen and absorb, then read the transcripts to get a better understanding.
	+ CultureTalk Tanzania – Education – Educational Issues – Use of Swahili and English
	+ CultureTalk Tanzania – Education – Access to Education – Increasing Educational Opportunities
	+ CultureTalk Tanzania – Work – Work in the Country – Farm Work
	+ CultureTalk Tanzania – Work – Surviving in the City – Street Sellers
	+ CultureTalk Tanzania – Work – Emerging Trends – Women as Entrepreneurs
* Use all of this information, as well as some of your own research when needed, to complete the following assignments:
* **HAND IN:** The written transcript of your presentation on education in East Africa which you have prepared for your Conversation Session, based on what you have read in the introduction to this lesson as well as what you have heard in the Culture Talk videos. You may discuss the structure and importance of education in either Kenya or Tanzania. Your presentation should not be more than a page in length, and should take around 5 minutes to present.
	+ **HAND IN:** A long dialogue (at least 20 lines) between a worker from a rural area and a worker from the city discussing the different occupations and backgrounds of urban and rural people, or between an interviewer and a candidate for a job.

## Reading the News

* Go to the [Gazeti la Mwananchi Tanzania](http://www.mwananchi.co.tz/), [Mwanzo - Hizb ut Tahrir Kenya](https://hizbke.org/sw/), or [RFI](https://www.rfi.fr/sw/) and find a short article in Swahili on the subject of language, work, or education. Read the article, noting down any new words or expressions to study afterwards and enter into your memory system.
	+ **HAND IN:** A short summary (10 sentences) of an authentic Swahili news article about language, work, or education. Visit [Gazeti la Mwananchi Tanzania](http://www.mwananchi.co.tz/), [Mwanzo - Hizb ut Tahrir Kenya](https://hizbke.org/sw/), or [RFI](https://www.rfi.fr/sw/) to find one.

# CONVERSATION SESSION PREPARATION

* Be prepared to… **Present** a description (5-6 minutes in length) of education in East Africa based on what you have read in the introduction to this lesson as well as what you have heard in the Culture Talk videos. You may discuss the structure and importance of education in either Kenya or Tanzania.
* Be prepared to… **Perform** a role play between a someone from the city and some from a rural part of East Africa. In this conversation you should discuss what it is that you do for work and why it is that you have this particular occupation. If you would rather perform a dialogue involving an interview this also fine. Refer to [Lesson 12a - Various Personalities](https://kiswahili.ku.edu/sites/kiswahili/files/documents/lessons/lesson_12.pdf) for helpful vocabulary and phrases.
* Be prepared to… **Discuss** work and education in your own country and life, as well as to ask questions of your conversation partner about what it’s like in East Africa or where they’re from.
* Be prepared to… **Role play** various applicants for different sorts of jobs in Tanzania, including white collar jobs, farm work, etc.

# HOMEWORK FOR TUTORIAL

* **HAND IN:** Almasi, Practice Exercise C (pg. 97), Questions 21 to 30
* **HAND IN:** Almasi, Practice Exercise C (pg. 107)
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