

## Editorial

Dear readers of Huria Journal, I wish to welcome you to the first special volume of your esteemed journal. This issue is described as a special volume because for the first time in the history of the journal it has published papers from a specific discipline of language study. All articles in this volume deal with issues relating to various disciplines of language study.

There are various aspects that make this issue unique; first apart from the fact that all articles deal with language related subjects, the topics collected include an interesting wide variety of study areas; the topics included comprise those dealing with literary study, applied linguistics, language endangerment, syntax, semantics and translation.

Another equally unique feature about this volume is that it has published articles in three different languages, namely Kiswahili, English and French. The implication of this wide range of published languages is that it allows wide coverage of readership. Readers from different language backgrounds can access information that is covered in this volume.

The twelve articles that appear in this journal have been chosen among many that were submitted. They have passed through resolute and independent peer-reviewing by well-informed editors and specialist reviewers. The authors together with concise descriptions of their articles are expounded below:

**Dr. Zelda Elisifa** investigates learners learning as a second language the Kivunjo dialect of Chagga, spoken in Kilimanjaro. The main objective of the study was to assess the second language learners' competence focusing at lexical, syntactic, morphological, comprehension and pragmatic levels. The study involved 68 subjects who were variously categorized for the purpose of experimentation. Data were collected using two instruments; a cloze test to measure the respondents' level of competence and the questionnaire which was used to capture the respondents' biodata focusing on their age, sex, place of birth and growth, and their domicile. The results indicated that the learners' levels of competence in all linguistic levels were satisfactory as they were able to communicate accurately and appropriately after the specified period of instruction. The study results however indicate that any group of L2 learners should not be viewed as homogenous as the learners tend to vary in their levels of competence. The implication is that the methods of teaching together with instructional materials used in second language teaching should be carefully chosen to suit the capability of individual learners in L2 classrooms.

**P.P. Lipembe** examines the problem of minority languages maintenance in Tanzania. The study adopted a case study design to investigate how speakers of the Ndamba minority language in Tanzania managed to maintain their language over time regardless of formidable influence engendered by influential Kiswahili regional language. To answer this question, the author analysed both the micro-social factors of the community and macro-sociopolitical decisions that resulted into the current state of micro-linguistic performativity among Ndamba speakers. The population of the study were parents from two Ndamba dominant villages.

Data were collected from 30 respondents out of whom 4 were focus group participants. Semi-structured, open-ended interview questions, and ethnographic participant observation method were used, informal discussion was also used as a support method. For data analysis, qualitative data analysis model and relational content (thematic) analysis were

utilized. The findings showed that overall Ndamba language is being sufficiently transmitted intergenerationally among its speakers. The micro-social strategies responsible for language transmission are identified as; community members' language loyalty, need for ethnic identification, positive family language policy strategies, appropriate language socialization experiences and potent social speech connections. The study recommends that government should make effort to encourage use of local languages in conducting family and grass root social affairs.

**N. Habibu** analyses the verb structure of Kisambaa to show the structural elements that occur in Kisambaa verbs. The results show that the verbs may either occur accompanied with other elements or in isolation. When verbs occur with accompanying elements; the elements that co-occur with the verbs most often will be one of the following; noun phrase, auxiliary verb, sentence, adverbial phrase, and prepositional phrase. The results also show that the verb phrase in Kisambaa may take one of the following forms; one verb, verb and noun phrase made up of one or two verbs, two verbs, verb with subordinating conjunction and sentence, a verb, a noun phrase, verb with prepositional phrase, a verb with adverbial phrase.

**H. Jilala** discusses the role of hip hop music in promoting education and civil rights awareness in Tanzania. The article analyses subject matter of various hip hop songs in order to show its roles and challenges in presenting civil rights. The article realises this objective by way of asking questions such as; to what extent have hip hop songs artists been involved in promoting civil rights? What categories of hip hop artists are in the forefront of promoting civil rights campaigns? What challenges do the artists engaged in promoting civil rights face? The main part of the subject matter of this article is built on answering these questions. The paper concludes that hip hop artists in Tanzania have copied from their American colleagues not only style of the music but also the subject matter and aims; that include defending, protecting and fighting for the rights of a wider community that is faced with oppression, exploitation and intimidation. The paper concludes by providing recommendations for action to the government, public media, general public and the artists.

**J. Mdee** has examined Swahili verb syntax with the intent to describe the rules governing the formation of Swahili verbal derivatives, and the extent to which such words have been activated by the speakers of the language. To achieve this aim the study analyses verbal derived forms in order to find out the formative suffixes which the verbs can take and the pattern, usage and manner of entering the verbs in a dictionary. The findings have revealed among others; that linguistically all Kiswahili verbs adhere to the same rules of word formation by derivational process regardless of the origin or form of the verb. Moreover, it is also possible to predict types of Kiswahili verbs that can take all formative suffixes or only some. It is also possible to tell a variant of a suffix that fits a given form of a root. However derivatives of some verbs have been very much activated in the language while others are latent. Latent verbs produce latent derivatives while derivatives of active verbs are usually activated. The study has also revealed that there is a tendency of certain formative suffixes to form verbs which are easily activated even from latent verbs.

**J.D. Murekatete** examines problems relating to the teaching of French in Tanzania's secondary schools. The study is motivated by the observed low level of French competency among the students completing high school. It investigates the main causes for students' low attainment of proficiency in French. The study focuses on two aspects; the teaching of

vocabulary and on the training of teachers in vocabulary teaching. The paper recommends to teachers some appropriate ways of teaching vocabulary.

**H. Pembe** examines strategies used in translation of dialogue in Tanzanian film scripts. The study analyzes translation of dialogues used in two films; *Vita Baridi* and *Love & Power*. Data was collected through critical reading method. The paper identifies and discusses a variety of strategies used in the translation of text from English to Swahili.

In conclusion I wish to take this opportunity to thank first, the department head of Linguistics and Literary studies for her endeavor to encourage staff to contribute to this publication and thereafter making follow up through the various stages of production; secondly, I thank and applaud all department staff who agreed to sacrifice their precious time to the write articles which make up this special volume of *Huria* journal. Your efforts have facilitated realization of the dream of publishing the first special *Huria* journal. My hunch is that the success accorded by producing this volume will open up interest of members of other departments to produce one of their own.

**W. D. M.Reed** attempts a critique of the film *Xala* written by Ousmane Sembène. The aim of the paper is to decode El Hajj's symbolic ethnicity, as well as to position it within the larger context of the film's critique, which takes aim at the imperialist tradition. This could be referred to as the pillars maintaining imperial legacy. The paper examines the post-independence, postcolonial era in which the legacy of imperialism must be taken into account by people at all levels of society as they negotiate a present time which is only too-evidently pregnant with the issues and problems of the future. The scene depicting the arrival of local leaders to remove French political symbols from the cabinet room, only to replace them with "African" symbols is interpreted by the author as the symbols that are to be considered as representative of the hollowness of the Africanité touted by the new leaders.

**A. Kishe** discusses language contact with a focus on the consequences of contact between English and Kiswahili. The main contact effects that the paper discusses include vocabulary borrowing which is the main and more dominant outcome of language contact, followed by code mixing. The paper proposes the idea of swahilization, which basically refers to the process of incorporating borrowed vocabulary into the Kiswahili vocabulary inventory.

Data of the study was collected through documentary review method. The documents reviewed included publications on language standardization, Kiswahili journals, dictionaries, newspapers and publications from various disciplines. Furthermore the effects of vocabulary borrowing are explained and the paper concludes by revealing that swahilization of Kiswahili vocabulary is not uniform, it varies significantly.

**Dr. Dunlop Ochieng** carries out a comparative semantic investigation of four polysemes used in Tanzanian and American corpora of English. The findings revealed that there was a difference in the way Tanzanian English speakers meant compared to American English speakers when using some polysemes, however the data showed that there was a distinctive pattern of use between American and Tanzanian Englishes. Moreover, the study revealed that some senses of the compared polysemes—otherwise discernible from the contextual clues in the corpora—were not registered in either the major Standard English dictionaries. In other words, such excluded senses of the polysemes were seemingly the regional senses — hence not standard enough to qualify for entry in the documents.

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