

Editorial

A number of linguistic sub-disciplines are represented in the current issue of the *Journal of Linguistics and Language in Education* (Vol. 10, No. 2).

The ingenuity of a creative writer partly manifests itself in his ability to deploy linguistic resources to convey his message to the audience. This is evident in *Les Yeux Baissés*, a novel by Moroccan writer Tahar Ben Jelloun. The first article by Atilade analyses this work to illustrate the types, patterns and functions of cohesion in the novel. The article concludes that reference and conjunction (the main structural and semantic devices used in the novel) project the literary and linguistic ingenuity of the author to picturesquely capture the experiences of the characters vis-à-vis the socio-political situation within their immediate environment.

In the second article, Ogungbemi applies transitivity and the ideological square to eight poems by Remi Raji to reveal the interconnectivity of language and ideology essential for understanding the poet's work. It is shown that there was a constant and systemic strategy of exclusion of the ruling class and their supporters in the poems, while the poet and other members of the in-group were positively represented as protectors of the land with both mental and physical capacity to protect it.

Writing has evolved over the millennia and comprises a great many aspects, some of which are discussed lucidly by Okal. In particular, the author explains how the rebus, set, emoji, anagram and acronym styles are used in writing. The findings show that the art of writing has systematically developed from cuneiform, hieroglyphic, logographic, syllabic to alphabetic writing. It is also shown that anagram, rebus, set, emoji and acronym manifest themselves in all five types, including alphabetic writing which has gained currency all over the world.

It is common for languages – foreign as well as local – to be imbricated with the realities of the societies in which they're spoken. One of the areas that are rich in such influences is semantics, perhaps due to the fact that meaning is largely conveyed through (content) words which are more susceptible to change than a language's structure is. Robert looks at the semantic features of the variety of English spoken in

Nigeria. She concludes that Nigerian English is different from other varieties of the language because it is imbricated with the sociocultural realities of the country. Specifically, semantic extension/shift and coinages came up in the analysis.

Up until 2005, Tanzanian secondary schools had been using the structural approach in teaching English. But it's found that students were cramming grammatical rules, rather than learning the language itself. This realisation made the government replace the structural approach with the Communicative Language Teaching (CLT) approach, on which Lyimo and Mapunda focus in their article. The authors' interest was in finding out whether those who teach English in such schools use the CLT approach as required. Their conclusion is that this approach is minimally used in the classroom, although it is adequately treated in the students' textbooks.

Finally, it's our hope that scholars will continue submitting articles to us and our readers will continue subscribing to our journal.

Dr Abel Mreta
Chief Editor
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