

Editorial

This issue of the *Journal of Linguistics and Language in Education* (Vol. 10, No. 1) carries five articles which focus on a number of linguistic sub-disciplines.

For years linguists have sought to establish how hiatus is resolved and where it is tolerated in Bantu languages. Most of these languages differ in terms of where hiatus is tolerated as well as where it is not, and of how it is resolved in the latter. The article by Mutonga has ventured into this interesting area, focusing specifically on Ndaou, a language spoken in Zimbabwe. The findings of the article show that Ndaou tolerates hiatus in some copulative proclitics and resolves it in adverbial and possessive proclitics. The language employs vowel coalescence to resolve hiatus in adverbial and possessive proclitics to satisfy the markedness constraints, namely ONSET.

The court is where people go to seek justice when they face problems that cannot be settled outside this institution. But referring a matter to the court is one thing and achieving justice is quite another, for a great many bottlenecks make it difficult for an individual to achieve justice in the court. One such bottleneck is the language used in this important institution of justice dispensation. In his article, Keya demonstrates how the difficulty of the legal language used in Tanzanian courts and the implementation of the Tanzanian legal language policy are likely to inhibit justice dispensation.

Countless studies have been done on the issue of language of instruction in Africa, where English, French and Portuguese are dominant at the expense of African languages and to the detriment of education itself as well as development. However, not much attention has been paid to the language curricula in Africa, despite their palpable criticality. Zeroing in on Rwanda's language curriculum, therefore, Kateregga examines this important but "neglected" area. His argument is that by providing linkages between "traditional" and "dynamic" models of literacy, namely integrating indigenous knowledge (IK) systems within the school curriculum, Rwanda can successfully achieve both her short-term and long-term development goals.

Like Kateregga, Ezeife looks at an area that may also be considered to have been neglected by not being given the attention it deserves.

Using Critical Discourse Analysis (CDA) as a theoretical framework, Ezeife examines how euphemisms and dysphemisms as forms of metaphoric logic are deployed in the construction of the patriarchal ideology in some Nigerian novels. His article reveals that the patriarchal ideology is characterised by two metaphoric concepts, portraying how both genders adapt and opt for patriarchal provisions to promote cultural values.

Scholars continue to carry out morpho-syntactic analyses, perhaps because of the paramount role morphology and syntax play when an individual is talking or writing. One such scholar is Ekah, who examines the morpho-syntactic changes that Ibibio personal names have undergone following the contact between Ibibio and the English language. She concludes that Ibibio names are no longer what they were.

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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