

## Editorial

This issue of the *Journal of Linguistics and Language in Education* (Volume 8, Number 2 (2014)) brings to our esteemed readers articles covering discourse analysis, general linguistics and applied linguistics.

In the first article, Hala-hala and Kalobe employ the Content Analysis approach to investigate negative representation of the National University of Lesotho (NUL) in the Weekly Newspaper, *Lesotho Times*. Their analysis demonstrates overt and covert stereotyping of the NUL that is aimed at cultivating a perspectival projection among the Basotho.

In the second paper, Harvey examines epenthesis in relation to the adaptation of loan words into Swahili. He identifies the nature of the vowels that are inserted in loan words and explains their various phonetic realizations. In his conclusion, he notes, among other things, that some of the etymon vocalic materials are lost but others remain after the epenthetic process. He also identifies some suppletive forms that are not bound by the constraint on crossing from one side of the stressed vowel to another.

The third article by Mapunda and Mafu discusses errors made by students in three Tanzanian universities. The authors classify the errors into writing mechanics, logic, grammar, language transfer, and unclear expression. They also recommend that the universities review their communication skills curricula and other pedagogical processes and offer a diagnostic English language test for identifying students' problems which, after being identified, should be addressed.

In their article, Busari, Tatira, and Madzudzo explore the use of the Mother Tongue in teaching science. They are of the view that the Mother Tongue can make the teaching of science effective and suggest that a standard indigenized scientific terminology for school science teaching be developed.

The last article by Taji and Mreta investigates different strategies for establishing concord with conjoined noun phrases in Chiyao. The authors argue that concord with conjoined noun phrases is achieved through the use of default agreement markers, agreement markers of the nouns closest

to the verb, agreement markers of human nouns in cases where human and non-human nouns co-exist, and compound sentences.

We hope that the five articles in this issue will be both informative and instructive to our readers. Finally, the editorial committee and the advisory board are grateful for your continued support in terms of article submission and subscription to the Journal.

Dr Abel Y. Mreta  
*Chief Editor*  
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