

Editorial

We're once again pleased to publish the *Journal of Linguistics and Language in Education*, Volume 7, No. 2, 2013. This issue carries five articles.

The first article by Ngonyani addresses three questions. The first question concerns the identification of the morphosyntactic features of the subjunctive in Kikisi, Kindendeule and Chingoni. The results indicate that these languages share three features, i.e., a morphological mood marker, the absence of tense marking and the presence of subject/or object marker on the verb. The second question is about the semantic features associated with the subjunctive. The third question addresses the structural position of the subjunctive marker. The results show that the subjunctive marker exhibits both inflectional and complementizer features. As a morphosyntactic category, the subjunctive is widely attested in the languages of the world. However, Ngonyani points out that the subjunctive is not characterized by uniform features and that its functions, use and effects may differ from language to language.

The second article by Kabano, which is written in French, examines the way in which normative grammar has for centuries stigmatized subject doubling in French. In his review of modern linguistic theories, Kabano argues that the theories hardly address the 'subject doubling structure'; instead they seem to impose 'constraints' that limit its potential expansion. As an intervention, he employs a variationist approach which re-orientates the 'marginalized' linguistic facts within a more integrated vision of the language's system.

In his article, Amani explores how lexical borrowings from Kiswahili have been morphologically integrated into Chimalaba. The findings show that the speakers of the recipient language do not fully integrate certain borrowed items; instead they adopt them with their foreign features intact. The findings further indicate that new sounds have been introduced into the recipient language, viz. /f/, /z/ and /ʃ/, as a result of adopting loanwords from Kiswahili. Thus, the integration of Swahili loanwords has induced some changes in the structure of Chimalaba.

In her article, Mukenge analyses the language used to talk about HIV and AIDS in selected Zimbabwean HIV and AIDS campaign posters. The analysis is guided by Critical Discourse Analysis (CDA). Mukenge argues that the language used to refer to HIV and AIDS is gradually shifting from the fatal and pessimistic view of the pandemic to acceptance, tolerance and optimism. It is concluded that language is double edged; it is socially constitutive and

socially constituted. This means that it is shaped by and reflects social reality and its structures, and in turn it influences the construction of that very reality by shaping people's perceptions of and reactions to their world.

The last article is re-printed here in memory of the late Professor Roger W. Andersen, who in 1969 was invited to the then Department of Languages and Linguistics by the Head of Department Professor J.S.W. Whitley. The article examines the errors made by first year students from the University of Dar as Salaam, who wrote essays about their linguistic backgrounds. The results show that the highest per cents of errors were in the over-elaboration, verbal and nominal classes. Specifically, a good number of students made many errors relating to over-elaboration, which is caused by over-emphasis on formal structure in the teaching of English. The paper recommends that error analysis studies pay attention to both the structure of the language and the discussion of language functions and the context within which the text to be analysed is produced. This paper was first published in *Occasional papers no 2* (1976). It is re-published in this Journal as an acknowledgement of Professor Andersen's contribution to the field of Second Language Acquisition.

Finally, we hope that our readers will benefit from the five articles in this issue. We appeal for continued support, both in submitting articles to us and in placing subscriptions for our Journal. Similarly, the editorial committee, the advisory board and the authors stand to benefit considerably from the dissemination of the KNOWLEDGE found in the articles published in this issue of the Journal.

Dr. Abel Mreta
Chief Editor
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