

EDITOR'S NOTE

The Department of Foreign Languages and Linguistics is once again lucky to be able to bring out a new issue of *JLLE (New Series)*. Due mostly to a shortage of articles, there has been a long hiatus, the last issue having come out in 1998. We have thus been obliged to take the unusual step of presenting this as a 2003 issue, while the volume numbers maintain the sequence. Our other constraint, funding for the production of the Journal, is thankfully taken care of, for the moment at least. The Research and Publications section of the Faculty of Arts and Social Sciences is very kindly hosting the production of this issue, for which we are very grateful

In the present sociolinguistic context of Tanzania, it would be surprising not to have an article on the hotly debated English-Kiswahili interface. Anna Kishe examines the ways in which the Tanzanian Kiswahili lexicon is Anglicised, and the reactions of what she calls “Swahili purists” to this phenomenon. Unavoidably her paper touches on the perennial issue of “descriptive” vs. “prescriptive” language use. She concludes that given the historical contact between the two languages, the Anglicisation of Kiswahili is unavoidable, and it would be futile to fight against this tide. However, a systematic approach in the process is desirable.

Ndoloi's paper discusses academic writing, as produced by university students. He is interested in how students cite sources in their writing, and points to a lot of work that needs to be done with our students in that area.

The rest of the papers are syntactic and phonological analyses of various languages. Josephat Rugemalira's looks at several languages in terms of the expression of arguments within the verb prefix, particularly that of instrument. He notes striking similarities in that expression. Josephat Maghway's paper deals with question marking through tone in Iraqw.

As can be seen, a wide spread of linguistic disciplines is represented in the papers in this volume. This is quite in line with the *JLLE*'s policy, of including all issues to do with language and language in education.

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Chief Editor