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A comparative study of english and kiswahili tenses

Niyokwizigirwa, Samuel

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FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

A COMPARATIVE STUDY OF ENGLISH AND
KISWAHILI TENSES

By

Samuel Niyokwizigirwa

Supervisor:

Mr Julius Suh Ayancho
Lecturer, University of Burundi

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Langue et Littérature Anglaises*"

Bujumbura, December 2012

DEDICATION

I dedicate this work to:

My father (*in memoriam*);
My mother;
My brothers and sisters,
Everyone who suffers from deprivation.

ACKNOWLEDGEMENTS

For reason of number, it is not possible to acknowledge by name all those whose efforts were instrumental in the realisation of this work. The omission of their names from these acknowledgements is not an act of ingratitude, for indeed, I am grateful to all those who offered any form of assistance.

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Samuel Niyokwizigirwa

LIST OF ABBREVIATIONS AND SYMBOLS

BBC	: British Broadcasting Corporation
BEPES	: Bureau d'Etudes des Programmes d'Enseignement Secondaire (Fr)
BrE	: British English
ET	: Event Time
AU	: African Union
RP	: Reference Point
RT	: Reference Time
SC	: Subject Concord
ST	: Speech Time
TA	: Tense and Aspect
Vs	: versus
→	: equivalent
neg.	: negative
cond.	: conditional
FP	: Fadhili ya Punda

ABSTRACT

English and Kiswahili languages are nowadays preferred for political reasons by many people for their role in the integration of Burundi in the East African Community. This work throws light on similarities and differences that exist between English and Kiswahili tenses. In general, the way English and Kiswahili are spoken by the population of Burundi is not satisfactory. In this research, the essential issue is to excite every interested people to learn these languages. Hence, we deal with the use of tenses either in English and Kiswahili with the general introduction, quote some scholars who wrote in relation to this work, point out the methodology I have proceeded to collect the data and the way I have analyzed it. I after all develop the findings such as similarities and differences focusing on the fact that the simple past in Swahili is expressed by the two tenses: (wakati uliopita mwendesho mrefu) and the past perfect (wakati uliopita hali timilifu). In contrast to the past in Swahili; English has four tenses: past, past perfect, past continuing and continuous tense, present and future alike. The point on common mistakes of tenses and its correction is discussed. Finally is a general conclusion and recommendations.

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CHAPTER I: GENERAL INTRODUCTION

I.1. Background to the study

Kiswahili is a Bantu language mainly spoken in East Africa. Like English, Kiswahili has a standard grammar that emerged in 1930s through a process of planned standardization initiated by colonial Administrators in Kenya and Tanzania. That is why Kiswahili language is highly developed in these two countries but now Kiswahili has been spreading as a potential African language in many National quarters both in Africa and worldwide in Kiswahili. Other Kiswahili programs are also given considerable amount of time on the air.

Example of radio stations broadcasting in Kiswahili: in Europe, BBC (British Broadcasting Corporation), Deutschlandfunk, in America, VOA (Voice Of America), Asia: Radio China International, Radio Japan.

As a matter of fact, the African Union (A.U) is currently discussing an African language for the continent to be used as one of the contesting language and Kiswahili has been selected.

While talking about the origins of Kiswahili, the Englishman, Captain C.H Stigand amateur ethnographer and linguist, who as early as 1913 published the most nearly adequate definition of Kiswahili up-to-date. He then concluded that in the more confined sense of the word, Kiswahili is a descendent of one of the original Arab or Persian Arab settlers on the coast. In a broader sense of the word, it includes all who speak a common language; Swahili and so in this broader sense Swahiliness is cultural phenomenon, devoid of any physiognomic implications and depending only upon a language.

Stigand goes on to say that there are three essential features to be fulfilled before a person can be regarded as Swahili speaker:

1. He must be of an African descendent;
2. He must originate from the East African littoral;
3. He must speak Kiswahili Language

From the former times, we were accustomed to the system of teaching in two languages: Those are Kirundi and French. The educational system in Burundi is undergoing some modifications. This phenomenon affects the learning process. Since the school year 2006-2007 a new curriculum was introduced in primary school. Four languages: Kirundi, French, kiswahili and English are taught.

Lewis M.M (1969:31) writes that the English language is often said to be the most snobbish about accents, but American attitudes to the bronze accents; or French attitudes to non-Parisian. French seems as snobbish as anything to be met in England such social attitudes are based largely on judgments about the way people pronounce their language, occasionally, on the use of certain dialects words, and to a mirror extent on grammatical deviation from a certain standard in the superior dialect.

1.2. Statement of the problems

The problem addressed in this study relates to the fact that there are few students as well as schools which teach kiswahili. Nevertheless, Kiswahili plays a paramount role in communication either in commercial matters or in the religious sector. Thus, it is spoken in areas of the country especially in the cities where trade is developed.

The citizens who use Kiswahili language some of them make use of the Kiswahili which is not structured in terms of tense markers for the lack of learning process of that language.

On the whole, the situation of English and kiswahili languages in the country is deplorable. It is difficult to accept that one day, these languages will reach the high level of communication by the majority of the population of Burundi. Apart from kiswahili language, the second problem is that English is taught in Burundi for instrumental motivation as foreign language. It has been introduced in the Educative system. It is also taught in some few club centers for

its spoken emergency nowadays. In former times, English course began in 6th form but nowadays things have changed. It is taught progressively from standard one in primary schools.

Another problem is that Kiswahili is not studied in secondary schools and Burundi is still in great need of books, and articles written in Kiswahili.

The question of national language is not the major issue in this discussion but the chance of survival of Kiswahili and English through educational system when we take into account their tenses markers in well structured communicative and reading matters.

1.3 .Motivation

The choice of this topic has been motivated by many factors. Our concern is especially on the use of tenses in English and kiswahili languages. Kiswahili for instance can first help Burundi people throughout the East African Community and promote closer cooperation and understanding in the Region. Burundi is neighbouring to Tanzania, and Democratic Republic of the Congo (DRC) where kiswahili language is highly developed and considered as national language such as in Kenya. As a well developed African language, It is able to preserve the African culture and feelings. All in all, Kiswahili has a considerably large and rich literature.

Secondly, English in Burundi is taught in schools with instrumental but not integrative motivation whereas they play a paramount role in communication as well as in business.

Moreover my own personal experience is that, when I was in junior level, there was a contrastive analysis subject in which the lecturer gave us homework as a test to make a contrastive analysis of two languages. I realized that many academic papers analysis had been done in English and Kirundi. So, I undertook the contrastive analysis of English and Kiswahili noun derivation. I really faced the problem of Kiswahili data for I had very few grammatical books and

dictionaries. By shifting, I made the successful test paper. Since that time till now, I became motivated to write an academic paper in English and Standard Kiswahili to give chance to my fellow students or everyone who comes across this work to have a reference.

I.4. The purpose of the study

Many languages are spoken in Burundi. However, Kirundi and French are official languages and have an official importance. English, as I have said, is spoken by people who learned it at school or out of schools. Despite its minor official importance, it is nowadays preferred by many people for its role in the Integration of Burundi in the East African Community. Furthermore, Kiswahili is used by Burundian especially in urban areas.

Moreover, English and Kiswahili are two different languages; English is an analytic language of Germanic branch of Indo-European family and Kiswahili is an agglutinating language of the Bantu of Africa. English like other existing languages has no peculiarities but also similarities with other existing languages which need to be explored and explained.

Tense markers in Kiswahili are expressed by formative prefixes attached to the verb stem. Like other affixes, each expresses a certain idea. Except for a few time tenses, it is a mistake to equate any one kiswahili tense with any one particular tense in English. Thus, this work sets out to compare and contrast the use of tenses in English and kiswahili languages. It is a pedagogically oriented work through which teaching English and Kiswahili may become effective.

I.5. Research questions

As we are interested in the problem related to the comparison between English and Kiswahili tenses; these questions may help us to push ahead to our investigation.

1. Is there any similarity between English and Kiswahili tenses?
2. Is there any difference between English and Kiswahili tenses?

3. How do we use tenses either in English or Kiswahili?

I.6.The structure of the work

This study is entitled “*A Comparative Study Of English And Standard Kiswahili Tenses*”. It is divided into five chapters. One is the general introduction which states the background to the study, statement of the problem, motivation, purpose of the study, research questions and provides the structure of the work and the definition of key terms.

Chapter two is made of the Review for the related literature. It presents the theoretical framework and highlights other studies conducted on related topics. Chapter three deals with the method of data collection and brings out the problems I faced either in collecting data or how to analyze them. The fourth chapter which analysis the data collected and presents the interpretations of the findings in relation to the aims of the study in question. Thus, the work ends with the General Conclusion and Recommendations.

I.7.Definition of key terms

For a better understanding of our work; some keys tems need to be explained.

The shorter Oxford English Dictionary, defines “tense” as any one of the different forms or modifications (or word-groups) in the conjunction of the verb which indicates the different times (past, present, and future) at which the action or state denoted it is viewed as happening or existing, and also the different nature of such action or state as continuing (imperfect), or completed (perfect), also abstract that quality of a verb which depends on the expression of such differences.The definition in that Dictionary is that, a “tense” is the form of the verb used for showing when something happens.

In the Oxford Dictionary of English grammar, aspect is the category used in describing how the action of a verb is marked. English is often considered to have two aspects as in:

- I am /was writing to Robert. which stresses action in progress
(or incomplete action).

The distinction versus incomplete and complete meaning is an oversimplification. More seriously, the analysis of perfect tense as showing aspect is itself disputed.

Sylvia and Edmund, the editors of the dictionary continue to argue that traditionally, both Aspects are treated as part of the tense system in English, and we commonly speak of tenses such as the present progressive(We are waiting) or even the past perfect progressive (we had been waiting), which combines two aspects.

There is a distinction to be made, however between, Tense and Aspect.

A tense on one hand is more concerned with past time versus present time and is based on morphological form (e.g : wrote, writes , wrote)

e.g. I go : is the present tense of the verb to go

I went : is the past tense of the verb to go

An Aspect on the other hand is concerned with duration and in English is a matter of syntax, using parts of *be* to form the progressive and of *have* to form the perfective.

Mood is one of the formal categories into which verbal forms are classified indicating whether the verb is expressing, fact, and command hypothesis. Ect (indicative, subjunctive, imperative).

A Concise English-Swahili Dictionary (kamusi ya kiingereza- Kiswahili ,Perrot, D.V (1951:26) and Teach yourself Swahili Dictionary define a "tense" as namna ya verb (Kiarifa) ionyeshayo wakati wa tendo au wahali.

Having a look at these above definitions, the relative definition highlights this topic which says that a tense is that form of the verb used for showing when something happens. In the other sense of the word, we can say that it is the correspondence between the form of the verb and our concept of time. It refers

only to the verb but not to the names. Thus, as far as this work is concerned, it should be understood as referring to verbs and not to names.

As one may notice it through this chapter, bearing in mind that these languages, we mean English and Kiswahili are largely spoken in the East African countries, and somehow everywhere on the world as a mean of communication, Burundi ,being one of the Integration of the East African Community needs it for better communication with her neighbours. The use of tenses in English and Kiswahili in comparison, highlights these two languages as a great feature to learn each of these languages.

This chapter opens the discussion on the background of the tense system in the English and kiswahili languages. The following chapter handles the review of the literature related to our investigation.

CHAPTER II: REVIEW OF RELATED LITERATURE

II. 1 .Introduction

This chapter deals with the scholars' point of view related to this topic under study. Hence, on one hand, it develops the notion of comparison and makes the critics about bilingualism as it is viewed by scholars. The types of English verbs, the structure of English verbs and English tense markers are shown and we delight the tense and aspects of English. On the other hand, the types of Swahili verbs, Swahili tense markers and tense and aspects in Swahili are shown. As the present tense makes the ambiguities either in English or in Swahili, the progressive aspect and the present tense are discussed so as to fairly clarify the review of related literature.

II.2. The notion of comparison

According to the Britannica World Language Dictionary, and Longman Dictionary, the notion of comparative analysis is defined as resulting from, or using comparison is referred to as an estimate or statement of relative likeness or unlikeness. The Compact Edition of the Oxford English Dictionary shares this definition, but adds that comparison involves different branches of science or subject study. For the Website's Third International Dictionary of the English language unabridged, comparative is defined as making use or capable of making use of method whereby likeness or dissimilarities are determined by simultaneous examination of two or more items viewed or examined for purpose of ascending or revealing likeness and dissimilarities. When talking about comparative linguistics, Ellis (1985:33) states that all levels can and could be included in comparison.

He goes on to say that the actual process of comparison begins, when full description of each text and the knowledge of systems involved are already achieved. Thus, when a comparative study is attempted, it aims at showing the similarities and the differences in relation to the structure and meaning.

II.3. Critics

The topic under study is the comparative study of English and Kiswahili tenses. Some critics about bilingualism arise ambiguities. J. B. Pride (1979:73) says that bilingualism is the term that evokes mixed reactions nearly everywhere. On the one hand, some people especially (Academics) will say how wonderful to be bilingual. In a recent article, Mackey (1976:18) points out the necessity that impels speakers in small countries to learn second languages and says: In many countries to be educated means to be bilingual.

On the other hand, the converse is also true, in many countries, to be bilingual means to be uneducated. If we look around at the countries where bilingualism has risen to the status of national problem say; Belgium, Canada, Finland, Wales, and Yugoslavia, due to the refusal of the dominated group to submit the imposition of language of the dominant group. The power relationship of victory over the vanquished, of native over immigrant, of upper class over the lower class. This has bred bilingualism as it is commonly understood. Our example of the ambiguity of the situation is offered by Canada. The English speaking Canadians are heartily in favour of bilingualism so long as it means that the French will learn English, the French however think of it as requiring that all the English learn French but in the meanwhile, the French are doing what they can to ensure that Quebec at least remains all French and no more bilingual that is absolutely necessary.

My point of view is that people all over the world should learn even more than two languages for people wherever the World communicate in different languages; convey messages and share their life experience. As the latter may vary from society to society, each people have its own way; though there may be things which are common.

II.4. The Types of English Verbs

The English verb may be divided in four categories, namely: full verbs, verbs in auxiliary function, the primary verbs; and modal auxiliaries.

II.4.1. Full verbs

The morphology of English verbs e. g (call, want) have four morphological forms. According to Randolph (1985:96); Irregular full verbs vary in this respect; on the one hand, the regular full verbs have different functions in finite and no-finite verb phrase. On this basis, the "s" form and the past form are called finite whereas the "-ing" participle and the "-ed" participle are called nonfinite. Irregular full verbs on the other hand are like regular verbs in that -s forms and their -ing forms are predictable from the basic. But differ from regular verbs in that either the past inflection; or the-ed participle inflection or both of these, are Irregular.

II.4.2. Verbs and auxiliary function

In contrast of full verbs, we will consider verbs that are capable of functioning as auxiliaries or helping verbs. These are the primary verbs **be**, **have**, and **do** and the modal verbs **can**, **may**, **will**, **shall**, **could**, **might**, **would**, **should** and **must**. Since they can function only as auxiliaries, the modal verbs will generally be referred to as modal auxiliaries.

II.4.3. The primary verbs *do*, *have*, and *be*

Having discussed auxiliary verbs, we can now consider the special morphological and syntactic characteristics of verbs which can function as auxiliaries: first primary verbs as auxiliaries share an association with the basic grammatical verb category of tense, aspect and voice. In this there are broadly distinguished from the modal verbs, which are associated mainly with the expression of modal meanings such as possibility, obligation and volition. But first we examine these primary verbs from a formal point of view.

II.4.4. Modal auxiliaries

The criteria for identifying modal auxiliaries have been discussed. Not all the verbs respond to criteria, however, it is useful to make a distinction between central and marginal modals.

II.5. Structure of English Verb

Every language has its own structure. Ntacobamaze .S (1988:8) depicts that the English verb in its modified form is generally made up of three main parts: the basic form; the tense forms and the aspect forms. The base form is used as infinitive, in imperative and present tense with plural, the first and second singular subjects. We are concerned here in the work under study by the use of tense forms. He continues to say by quoting traditional grammarians quoted that there exist twelve tenses in English as thus:

- simple present simple past simple future
- present continuous past continuous future continuous
- present perfect past perfect future perfect
- P. perf. continuous P. perf. continuous P. perf. Continuous

Referring to these English tenses, they may be summarized in three categories such as: past, present, and future tenses. The present tense is only marked for the third person singular(3ps).The 3p singular morpheme with its different realizations is affixed to the present tense with a noun phrase as subject.

- e.g -walk+ 3p= walks
 -kiss + 3p= kisses
 -eat + 3p= eats
 -read + 3p=reads

The past morpheme is known as-ed with its various realizations (allomorphs). It is added to the base form of irregular verbs.

e.g walk= walk**ed**

kiss= kisses

Randolph. Q. (1985:149) says that in respect to the structure of the verb phrase, it may be described in terms of auxiliaries and main verbs, the verb normally being the sole verb in case where the verb phrase consists of one verb only. In another way, the structure may be represented in terms of finite and nonfinite verb words. On this basis, a finite verb phrase is a verb phrase in which the first or only word is a finite verb, the rest of the verb phrase consisting of nonfinite verbs; on the other hand, a nonfinite verb phrase contains nonfinite verb forms only.

e.g finite verb phrase

-he smokes

-Mary is having a smoke

-You must smoke 40 a day

Nonfinite verb phrases:

-to smoke like that must be dangerous

-I regret having started to smoke

-The cigars smoked here tend to be expensive.

II.6. English Tense Markers

It is confusing of that we tend to regard "knowledge" as something that exists independently of someone who knows, what is known must in fact be brought to life afresh within every "knower" by his own effort. Clive Sutton (1985:3).

The use is not a very fruitful one, and not particularly relevant to the purpose of this topic but it may be as well to look breathily at the issues.

Anna-lena on line argues that the use and expressions of tense in English has a simple basic structure, which becomes more complex when the various uses of tense forms are examined.

English has a small number of irregular verbs, which adds to the complexity of tenses. English marks verbs for the tenses: Present and the Past. Regular English verbs in the present tense tend to use the base form of the verb i:e “walk”. Present verbs are only marked for person in the third person singular form, where the verb takes on suffix” (-e)s (where the(e) may or may not appear) as in “he walks”. Past tense verbs are not conjugated for the person or number, all regular past tense verbs take the suffix ”-ed ” addition to show past tense i:s “walk” becomes ”walked”. Despite Anna-Lena, Randolph. Q (1975:241) shares the same points of view as the latter argues in the sense that there are two main tenses in English notably, Present and Past. Each tense can have a simple form, and each can be combined with either progressive aspect or with perfective aspect or with both.

After these two forms expressions of tense in English, it becomes more complex. In order to discuss future tense, conditionals and progressives, English relies on compound tenses rather than on verb conjunction.

II.6.1. Present Simple

Quirk (1900:41) distinguishes three basic types of present.

- a) Timeless, expressed with the simple present form.

e.g I (always) write with a special pen(when I sign my name)

As well as expressing the habitual action as here, the timeless present is used for universal statement; This idea is sustained by F.R Palmer (1987:39) who views that the present time must be understood to mean any period of time that includes the present moment. It includes, therefore ”*all time*”

e.g The sun rises in the East.

Water boils at 100° Centigrade

Spiders have eight legs.

- b) Limited, expressed with the present progressive.

e.g I am writing(on this occasion) with a special pen

(since I have mislaid my ordinary one)

-Normally, he lives in London but at the present, he is living
Boston.

In indicating that the action is viewed as in process and of limited duration, the progressive can express incompleteness even with a verb like **stop** whose action cannot in reality have duration, thus:

The bus is stopping means that it is slowing down but has not yet
stopped

J.B Curtin (1958:1) on this issue provides the explanation, using the present as long present or as the present continuous which denotes the action happening now at the moment either in fact or in our imagination.

e.g -They are chatting.

-He is going.

-I am coming.

-You are exaggerating

Long present or continuous has special use of going to indicate “intention or prediction” The progressive (usually with an adverb of high frequency) can also be used of habitual action, conveying an emotional colouring such as irritation,

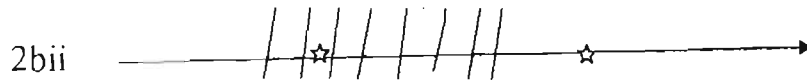
e.g He’s always writing with a special pen just because he likes to
be different.

The short present or simple present indicate normal; usual actions, habit and customs.

e.g I come from Ngozi.

You speak well.

I ask my lecturer answers.



Typical examples are related to the perfective and progressive aspects as well as the simple past.

1 I wrote my letter of June 1972 with a special pen

2a I have written with a special pen since 1972

2bi I wrote with a special pen from 1969 to 1972

2bii I was writing poetry with a special pen

Habitual activity can also be expressed with the simple Past.

e.g. he always write with a special pen.

But, since, unlike the simple present, this is not implied without suitable adverbs **used to** or (less commonly) **would**, may be needed to bring out the sense

e.g. He used to write with a special pen.

He would write with a special pen.

Past time can be expressed with present tense form. The historic present is fairly common in vivid narratives.

e.g. At that moment in comes a policeman

* John tells me that there was a car accident last night.

Here there is a notice that the past tense forms does not need to refer to time. The time is somehow different from tense. Instead, time is the universal, no linguistic concept with three dimensions: PAST, PRESENT, and FUTURE. Palmer adds that the most important function of tense is to indicate Past and Present time.

II.6.3. Simple Future

There is no obvious future tense in English corresponding to time/ tense relation for present and past. Instead, there are several possibilities for denoting future time. Futurity, modality and aspect are closely related, and future time is rendered by means of modal auxiliaries or semi- auxiliaries or by simple present forms or progressive forms, Quirk (1900:47). W. Collins (1986:53) on his behalf views that there is a slight distinction in meaning between shall and will, but in speech the affirmative I'll form hides the difference and this is usually ignored in the negative.

The use of **shall** with **I/we** is usual in the question form

Affirmative form	negative form
e.g I shall come	I shall not come
I will come	I will not come

He will be there in half an hour. He will not be there in half an hour

Special cases: CAN, MUST, and MAY(permission and possibility) can all express the future unchanged.

e.g We **CAN** discuss that tomorrow.

You **MUST** be ready to leave next Saturday.

You **MAY** go home an hour earlier tomorrow.

The future and modal functions of these auxiliaries can hardly be separated but SHALL and particularly WILL are the closed approximation to a colourless, neutral future.

WILL in the future can be used in all persons throughout the English speaking world, whereas SHALL (for first person) is largely restricted in this usage to southern BrE. The auxiliary construction is also used to refer to a statement seen in the past from a point of orientation in the future.

e.g They will have finished their book by next year.

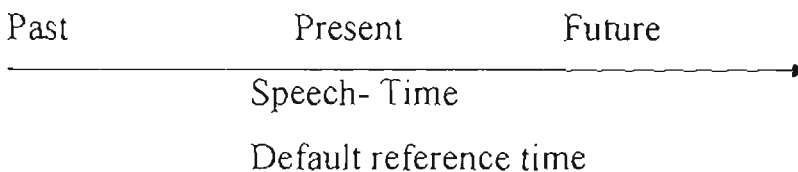
II.7. Tense and Aspect of English

The tense and aspect of English are worth discussing here.

II.7.1. tense

A tense is a systematic coding of the relationship between two points along the time axis; Lindfors (2003:8). Thus, following Reichenbach's theory of tense, the two points are Reference Point (RP) and Event Time (ET). The default RP that an event is anchored to the Time of Speech (TS).

The filled black line represents the event time



There are three major tense divisions:

- Past : Event time precedes speech time
- Present : Event time is simultaneous with speech time
- Future : Event time follows speech time.

Absolute tense is the traditional term used by Bernard Comrie (1986:36); According to this scholar, this term is somehow misleading since it has come to be used to refer to tenses which take the present moment as their deictic centre. Since absolute time reference is impossible, the only way of locating the situation in time is relative to some other already established time point. Taking the present moment as deictic centre established, it might be trivial to define the three basic tenses that have formed the backbone of much linguistic work on time reference in grammar, namely, present; past and future, as follows:

Present tense means coincidence of the time of the situation and the present moment. Past tense means location of the situation prior to the present

moment. The future tense indeed means the location of the situation after the present moment.

II.7.2. Aspects in English

An attention of the aspects is focused on aspectual notions.

Anna Siewierska (1991:116) views that both aspect and tense are generally seen to be grammatical reflections of our experience of time. Comrie for example defines aspect as a way of viewing the internal temporal constituency of a situation. By contrast, tense is seen to depict the distribution of situations in time as even points in the linear sequence; Givon (1984:272). The distinctive between aspect and tense may in many cases be illustrated. Palmer (1988:55) views the aspect as the basic use of progressive. Here are problems to refer to habitual, future actions and with its occurrence with certain (non-progressive) verbs. There is also a need to discuss the combination of aspect and phase.

The progressive indicates action in progress i.e activity continuing throughout a period of time and in that sense, it is durational. In contrary, the non-progressive merely reports the action. The simplest and the clearest use of the progressive is when it is used to indicate activity going on at the point of time i.e both before and after it.

e.g. - Please be quiet, I am reading.

- When I saw him, he was running away

In addition to the notion of aspect, Lindfors (2003:12) depicts that verbs are inherently i.e they inherently describe different state or event types. Grammatical aspects, which tend to contrast in the area perfectly. Givon (2002:287) divided verbs into four major categories, depending on their inherent aspectuality as follows.

-Compact (short duration) verbs: e.g. spit, shoot, jump, hit.

-Accomplishment-completion verbs: e.g. arrive /come, obtain, get, finish, die, be born

-Activity-process verbs: e.g. break, bend, step, walk, work, Read.

-Stative verbs: e.g. be sad, be cold, know, want Be tall, be red

II.7.3. The Present as Tense or Aspect?

The time line diagram introduced identifies the present moment as a point in time on that line, and the basic meaning of present tense is thus location of a situation at that point. However, it is relatively rare for a situation to coincide exactly with the present moment i:e to occupy literally or in terms of our conceptions of the situation, a single point in time which exactly commensurate with the present moment.

Situations of this rare type do, however occur, and of course the present tense is an appropriate form to use in locating them temporally; Bernard Comrie (37). Many schools as Bybee et al (1994) prefer not to call present a tense.

This is because one can argue that present tense is not primary a deictic temporal reference. What we refer as the present actually covers various types of imperfective situations with the moment of speech as the reference.

Bybee et al (1994:126) states that the present includes:

- Ongoing activity
- Generic situation
- Habitual situations

Present in shambala, a study by Besha's treatment of present (1989:215) admits that it is difficult to characterize the present tense because present is simultaneous to the ST and there is no other RP to anchor it.

She defines then the present tense as the combination of the following two statements:

- Present tense cannot co-occur with the temporal adverbs
- Present tense describes event simultaneous with ST or which include ST.

Besha comes to the conclusion that there is no case in Shambala that states where the present specifies time in isolation without the co-occurrence of an adverb. But she does not address the question whether present actually is a tense. We shall see that the classification of present has been problematic even in the section of the grammatical descriptions of tense and aspect in Kiswahili.

II.8. Types of Swahili Verbs

Kiswahili has two types of verbs. These two types are classified depends upon their structure and their functional aspects.

II.8.1. Structure of Swahili verbs

Kiswahili verbs are grouped into monosyllabic and polysyllabic verbs.

II.8.1.a) Monosyllabic verbs

Monosyllabic verbs present particularities when they undertake conjugation whether they are in negative or affirmative forms.

II.8.1.b) Polysyllabic verbs

Polysyllabic verbs are somehow easy to conjugate and do not have particularities like monosyllabic verbs.

II.8.2. Functional aspect

Considering their functional aspect, F.M. Kwera (1978:129)says that Swahili has two types of verbs: namely (Vitenzi halisi, and vitenzi vishirikishi). At the issue, M.C Kapinga (1983) Quoted by Audace and adds to the latter another type namely (vitenzi visaidizi):” auxiliaries.

Thus, as their conceptions, Kiswahili then, at its functional aspects has three types such as: simple verbs, copular verbs and auxiliaries. “kitenzi halisi ni neno linaloarifu jambo linalotendwa na jina (mtu, mnyama, mududu au kitu chochote”.

In English, is translated like, “simple verbs mark an action which is done by the doer, whether an animal, an insect, or something else” Vitenzi Vishirikishi are copular verbs which in Swahili show the relationship between the noun and, adjective, pronoun and an adverb.

e.g: - Mwanafunzi huyu **nimwembamba** : This student **is** thin

-Watu hawa **si wezi** : These persons are not stealers

- Odreille **angali** mdogo : Odreille still is small

In Swahili language, this copular verb may be omitted and the sentence remains with its first sense.

e.g Umoja ni nguvu → where there is unity, there is straight

Umoja nguvu ↗

Auxiliaries in Swahili are verbs like: kwisha; kuwa; ngali,ngawa; japo, ect

II.9. Kiswahili Tense Markers

Tense markers in Swahili are analyzed. There are two explicit tense markers in Swahili .These tenses are-**li** marker, which functions as the past tense and the -**ta** marker which functions as the future tense marker. In addition, there is the present tense marker; -**a-** which, in line with transcription is defined here as a tense, although, it does have imperfect properties.

On the line, the tense markers in Swahili are given in the chart beneath.

Past	-li-
Present	-na-; -a-
Future	-ta-
Perfect	-me-

In addition to this, Ashton provides a chart of six primary tense verbs which I am to put into appendix and the explanation below.

-The -**me** is shown to express the completion of an action and/or a result state

Though, it corresponds to many forms in English, the underlying concept is constant:

e.g. Amefika : He has arrived.

Amesimama : He is standing.

Amesikia : He understands/he has heard.

-The **-li** tense refers to verbal activity in the past. Sometimes -ali is heard instead of **-li**, but not so frequent now in former years except in the first person singular.

e.g Nilisoma jana

Nalisoma jana

-The **-na** tense refers to the action taking place within a period or at a point in time. If nothing in the context indicates the past and future, it refers to the present. This is its most usage, and because of this, it is often spoken as the “present definite”. At the later stage, it will be seen to have a wide significance than that of the present definite.

e.g Ninasoma kitabo : I am reading a book.

-The **-a** tense is used to state the facts and ask questions without relation to any particular time, and therefore, the opposite of the **-na** tense which refers to a point of period in time . The **-a-** tense is often spoken as the present indefinite. It should always be used in present time unless the speaker wishes to indicate clearly that the action is in process of going on at the moment of speaking the right use of **-a-** may be learn by comparing it to **-na-**

e.g Mpishi asema ataka sukari : The cook says he wants some sugar

Here asema and ataka both state facts, without relation to time:

Mpishi asema anataka sukari : the cook says he wants some sugar

The use of **anataka** indicates that the cook is in immediate need of sugar for his work

e.g Ataka kiasi gani ? : how much does he want?

Here, ataka merely asks the question.

The –hu tense takes no subjects prefix, and is used for all classes, singular and plural. It occurs in the context which imply habitual or recurrent action, apart from time. It can often rendered in English by an adverb such as:” **generally, usually, always**” and is much met with in proverbs and everyday maxims

e.g Ng’ombe hula chakula gani?: What sort of food do cows eat in their staple food.

-Hula nyasi : they eat grass.

Nkunzimana. C. (2002:19) adds –ki and –ka on these tenses

e.g Nilimwona akisema : I saw him speaking

-Alikuja akachukua kalamu, akaenda :

He came; took the pen and had gone.

II.9.1. Present Tense (Wakati wa Sasa au uliopo)

The present is difficult to classify due to the nature of present situations. Although the present tense is not a deictic temporal reference, it has traditionally been classified as a tense. Lindfors likewise Ashton state that the-a-tense marker is used for a generic statements, i.e it describes the regulator of the characteristic of properties of species or an individual. This mark cannot co-occur with past temporal adverbs. By contrasting the –a marker with the –na progressive marker, it is shown that the basic function of the –a marker is not temporal reference.

e.g - Cows eat leaves : Ng’ombe wala majani

- I want potatoes : Nataka viazi

-The cook says he wants some sugar: Mpishi asema ataka sukari

The-a marker is relatively highly grammaticalized marker. We have where it is realized as-a and where it is realized as \emptyset like:

-Ng’ombe wala majani.

I.9.2. Past Tense (Wakati Uliopita)

The past tense marker occurs in simple declarative sentences. It indicates that the event described can also co-occur with a past temporal adverbs. The *-li* marker in Swahili refers to a situation that occurred before the moment of speech. It can also co-occur with *-jana* "yesterday". The *-li* marker can also co-occur with the imperfective progressive aspect *-na*. This suggests that *-li* is a simple past tense rather than a perfective aspect, as a perfective aspect would not co-occur with an imperfective aspect; Bybee (1994:51). The negative past tense is expressed by the *-ku* marker. The occurrence of an adverb is not essential in order to describe this temporal reference.

- e.g Nilisoma kitabu jana : I read a book yesterday
 Tulipokuwa tunatazama : while we were looking
 Q. Alirudi? : Did he return?
 A. Hakurudi : He did not return

II.9.3. Future Tense (Wakati Ujao)

The future tense marker occurs in simple declarative sentences. It describes events that are assumed to follow speech time (SP); further, it does co-occur with past temporal adverbs. It is shown that the basic properties of the *-ta* marker in Swahili correspond to this characterization of a future tense.

The *-ta* marker refers to a situation that follows ST. With the adverb *-kesho* "tomorrow" *-ta* cannot co-occur with the past temporal *jana* "yesterday" as shown by the ungrammatical sentence below. Ashton provides examples such as:

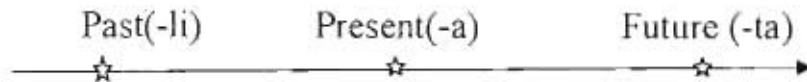
- Nitasoma kesho : I shall read tomorrow
 *Nitasoma jana : * I shall read yesterday
 Nitataka : I shall want

II.10. Tense and Aspect in Swahili

Tense and aspect in Swahili are examined here.

II. 10. 1. Tense in Swahili

As it has already be mentioned; the tense system in Swahili is well described by the figure as follow:



- | | |
|--------------------------------------|----------------------------------|
| e.g.: - nilisoma kitabu (namna fupi) | - ninasoma kitabu (namna fupi) |
| - nilienda shuleni (namna fupi) | - nasoma kitabu (namna fupi) |
| - nalisoma kitabu (namna ndefu) | - naenda shuleni (namna ndefu) |
| - nalienda shuleni (namna ndefu) | - ninaenda shuleni (namna ndefu) |

Longman (1965) quoted by Lindfors states the present, past ,and the future systems in Swahili as follow:

The present system	The past system	The future system
Simple present -a-	Simple past li-	Future -ta
Progressive present na-	Historical past -ka	
Affirmative present perfect me-		

II.10.2. Aspect in Swahili

Aspect in Swahili is divided broadly into imperfective, habitual and progressive.

II.10.3.The imperfective aspect

It is suggested that the -hu tense and na- markers are distinct imperfective aspects whose basic meanings are the habitual and progressive, respectively. The description of their similarities and differences, will clarify some the conflicting statements made in the existing Swahili grammars. Lindfors (20 03:35)

II.10.4. The habitual

The habitual marker occurs in simple declarative sentences; it describes an action that takes place habitually or repeatedly. Furthermore; the habitual marker is not used in generic sentence, thus, It is shown that the basic properties

of the hu- tense marker in Swahili corresponds to this characterization of habitual.

The verb-group marked with hu- does not take the subject concord (SC), contrary to the other T.A markers. The basic property of the hu- marker in Swahili is to present” the verbal process as habitual or recurrent” Polomé (1967:118). Hu- occurs in the context where it is usually translated into English as “usually, always and generally” Ashton (1944:38). Following Givon (2001:286), the habitual hu- marker is treated here as sub-aspect of the imperfective, not as, a tense as it does not refer to any particular event. The hu-marker is the only grammatical morpheme that can specify the action expressed by the verb-group as habitual or recurrent without co-occurrence of aspectual adverbs, as illustrated in the example below.

However, it cannot be used with the past tense, Ashton (1944:257).

Further, the function of the hu- marker is distinct from present tense a- in that, the hu- marker only expresses a habitual meaning and not a generic sense. The latter is one of the functions of the a-marker (Ashton).

Mayai hupatikana sokoni : Eggs are usually got in the market

Yeye huja hapa mara kwa mara : He frequently comes here

∴ Yeye huja hapa : He has the habit of coming here/ usually comes here

* Alikuwa hufanya: *He used to do

N’gombe hula chakula gani: What sort of food do Cows eat as their staple food

II.10.5. Progressive

The progressive aspect marker occurs in the simple declarative sentences. It describes that activity which is ongoing at the reference time (RT).In addition it can occur with the past and the future tense markers. The basic properties of the na- marker in Swahili correspond to this characterization of progressive aspect; Lindfors (2003:37).

The na- marker refers to an ongoing activity at the present time. The na- marker may also occur with both past and future points. Its use with both stative verbs gives rise to irregularities.

e.g. When the stative verbal expression “kuwa mzee” to be old is used with na- marker, it describes the process” to become old”

To be old in the present is instead expressed with a copular construction.

It has been noted that the na- marker is increasingly used in the present tense marker instead of the a- marker; Polomé (1967:115), Longman (1965:384).

The a- marker however cannot be used in generic statement, which distinguishes the na- marker from the a- marker.

e.g. Watoto wanancheza kiwanjani :Children are playing in the plot of ground

Tulipokuwa tunatazama : while we were looking

Elimu ... itakuwa inanza nyumbani : Education will begin in the home

Koti langu linalochafuka : My coat is getting dirty

II.11. Progressive Aspect and the Present Tense

This is to point out whether the present is a tense or an aspect. It is the question which makes ambiguity even in English. The distribution of the present tense a- and the progressive aspect na- is presented in order to suggest the following pathway for the Swahili TA(Tense Aspect) “with”; “and” progressive aspect present time. The grammaticalization path for the progressive aspect na- is presented by Damman (1975) quoted by Lindfors, who suggests that the na- originates from modern Swahili na “ with ” ;“and “

e.g. Ninakusoma (hypothetical old swahili)

→ I am reading (lit : I am with the process of reading)

-Ninasoma (modern Swahili)

→ I am reading (now)

Now let us consider how the progressive aspect *na-* relates to the present tense *-a-*. It has been found cross-linguistically that the progressive may develop into the more general meaning present tense.

This seems to be the case with the Swahili progressive **na**. This development also accounts for the fact that the progressive *na-* may also be used with stative verbs. In the modern Swahili, consequently, two grammatical morphemes may function as a present tense marker. The older one (the past tense *a-*), which is more grammaticalized and in some instances even zero-marked is still used in generic statements.

To summarise this chapter, it has been suggested here that the *li-* marker functions as the past tense marker, the *a-* marker functions as the present tense marker and the *ta-* marker function as the future marker. Other tenses marker have been presented like the *ka-;ki- hu- nge, ngali* and the like. We have also in this chapter point out some auxiliaries in Swahili such as *kuwa, kuwana; ja; po* to name few.

All in all, we have been looking at the points of view of other linguistics as far as our domain is concerned. Their opinions have given us more knowledge on the English and Kiswahili tenses and also justified the need for investigation on our topic of research. And this gave us much energy to go on debating on the same topic so as to check how central questions raised by the learners of English can get improvements.

CHAPTER III: METHODOLOGY

III.1. Introduction

Methodology by definition is the set of methods referred to as the planned way of doing something used for a study or action in a particular subject. Henceforth, the purpose of this chapter is twofold: On the one hand, it must be an answer to the question of how we have proceeded to collect the relevant data for this study. On the other hand, it gives an idea of how we have analyzed these.

III. 2. Data collection

Little is known about Swahili at the grammatical level that we think we would be learning more while doing this work rather than applying the little we know. To collect data in Swahili is not an easy task. This is due to the lack of learning process of Kiswahili and kiswahili grammatical books. With regard to collection data of Swahili language, we make use of Swahili books available in the library but they are not helpful in a matter of tenses. The great opportunity to collect most of the data in Swahili was the trains to Makerere University where we benefit from being in contact with the chief of the officer in faculty of Arts especially in Swahili Department. We really found some Kiswahili books such as Swahili grammar by E.O. Ashton, Teach yourself Swahili Dictionary, Swahili Speakers book, Masomo ya Msingi wa Kiswahili; Kitabu cha pili in Uganda in which some details within have to contribute a lot to this study of Swahili tenses without it the data of this work would be questionable . The last but not the least is the data available on the line of Anna-Lena Lindfors, Kiswahili hakuna matata!, and other sources on-line relate to my topic as it is written in the bibliography.

III.2. Data analysis procedure

The method we used in this work was taken from L.Bloomfield. This author is the initiator of the theory “distributionalism”. It starts with the observation that part of language does not coincide arbitrary against each other. Briefly the methodology for analysis of L.Bloomfield requires linguist to represent and describe each language, thereafter, the linguist by organizing the corpus of data, is to compare, match, confront, to determine words that make up phrases and morphemes involved.

As far as this work is concerned, we are to analyze by *A Comparative of English And standard kiswahili Tenses*.

All in all, this chapter gives as overview of how the data used in this work was collected and how it was analyzed. That is why we found it necessary to present findings of the analysis in the following chapter.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

IV.1. Introduction

While learning another language, you will naturally make comparison to your own, noting both similarities and differences and make assumptions based on those features.

On this issue, Swahili speakers state that, the main differences between Swahili and English are as following. Swahili has only five vowels, in contrast to twenty two (22) of English. English has twenty four (24) consonants; Swahili twenty eight (28.) Swahili speech alternates vowels with consonants, and contains virtually no consonants clusters. In Swahili all utterances and syllables end in vowel sound. The two languages have very different systems of word stress and the intonations are somehow different.

Despite these different features; this present work tends to draw out the similarities and differences between: Simple past in English versus simple past in Swahili (wakati uliopita), Simple present in English versus Simple present in Swahili (wakati wa sasa), Simple future in English versus Simple future in Swahili (wakati ujao), Auxiliaries verbs in English versus Auxiliaries verbs in Swahili (vitenzi visaidizi) and the last is the wrong common use of tenses in English and its correction.

IV.1.1. Simple Past in English vs Simple Past in Swahili (Wakati Uliopita)

The simple past in Swahili is expressed by two tenses namely the past continuous tense (wakati uliopita mwendesho mrefu) and the past perfect Tense (wakati uliopita hali timilifu), in contrary to the past in Swahili, English has four tenses such as: past continuous, past perfect, past simple and continuous tense. The research on line shows that the simple past in Swahili marks a clear rupture between the simple past and the present moment. Like in English, it is

often accompanied by a precise mark of time such as the date, day, month, dated event, etc. This tense is naturally translated by the simple past in English.

IV.1.1.a) Simple past in affirmative form

The tense marker of the simple past affirmative is the infix *-li-*, which is placed between the affirmative subject prefix and the verbal root.

e.g1.. (FP₁) Nilishuka kituoni Same kutoka gari nililosafiria.

I got down at the bus station.

A B

Nilishuka, nililosafiria/n_i-li-shuk-a # ni-li-lo-saf-ir-i-a/

1 2 3 4 1 2 3 4 5 6 7

A. 1. subject prefix

2. past tense marker

3. root

4. final

B. 1. subject prefix

2. past tense marker

3. object prefix

4. root

5. suffix morpheme

6. suffix morpheme

7. final

Eg.2. (FP₁₄) Nami niliogopeshwa sana na mazingira ya mahali pale kwani palionyesha dalili za kuwa na wayama wakali.

A B

Niliogopeshwa palionyesha /ni-li-ogop-i-esh-w-a ≠ pa-li-on-i-esh-a/

1 2 3 4 5 6 7 1 2 3 4 5 6

A. 1. subject prefix

2. past tense morpheme

3. root

4. suffix morpheme

5. suffix morpheme

B. 1. location prefix

2. past t. morpheme

3. root

4. suffix morpheme

5. suffix morpheme

6. suffix morpheme

6. final

7. final

- Case of monosyllabic verbs

Monosyllabic verbs retain the-ku marker of the infinitive in the simple past affirmative. As, it has been said that these monosyllabic verbs mark some particularities; we are going to implore the verbs kwenda and kula.

e.g. wageni wetu walikula nyama.(Mwanasimba.online.)

Our visitors ate meat.

Walikula/ wa-li-ku-l-a/

1 2 3 4 5

1. subject

2. past tense marker

3. infinitive prefix

4. root

5. final

Model of the verb in all persons : kula = to eat

Nilikula : I ate

Ulikula : You ate

Alikula : She/He/It ate

Tulikula : We ate

Mlikula : You ate

Walikula : They ate

IV.1.1.b) The simple past in the negative form

The tense marker of the simple past negative is the infix –ku- which is placed between the negative subject prefix and the verbal root.

e.g. Hakushuka kituoni Same kutoka gari nililosafiria.

She/he didn't get off at the bus station

Hakushuka/ha-ku-shuk-a/

1. negative prefix
2. neg.tense marker of the past
3. root
4. final

Model of the verb in all persons : kushuka= to get off (down)

Sikushuka	: I didn't get off
Hukushuka	: You didn't get off
Hakushuka	: She/he/it didn't get off
Hakushuka	: We didn't get off
Hamkushuka	: You didn't get off
Hawakushuka	: They didn't get off

Case of the monosyllabic verbs

Monosyllabic verbs drop the –ku- of the infinitive in the simple past negative.

e.g Wageni wetu hawakula nyama

Our visitors didn't eat meat.

Hawakula /ha-wa-ku-l-a/

1 2 3 4 5

1. negative prefix
2. subject prefix
3. neg. tense marker of the past
4. root
5. final

Model of the verb :kukula = to eat in all persons:

Sikula	: I didn't eat
Hukula	: You didn't eat
Hakula	: S/he didn't eat
Hatukula	: We didn't eat

Hamkula : You didn't eat

Hawakula : They didn't eat

IV.1.2. The Past Perfect Tense vs the past perfect tense in Kiswahili (Wakati Uliopita Hali Timilifu)

We use the past perfect to speak of specific actions that have already taken place or describe a state.

e.g. I have eaten meat : nimekula nyama (Mwanasimba.online.)

I have been at school : nimekuwa shuleni

I have understood : nimesikia/ninasikia

IV.1.2.a) The past perfect tense in affirmative form

The tense marker of past perfect is the infix-me- placed between the subject prefix and the verbal root.

e.g. I. (FP₃) Nilikuwa nimefika mwisho wa safari yangu

I have arrived at the end of my journey

A B

nilikuwa nimefika /ni-li-ku-w-a # ni-me-fik-a/

1 2 3 4 5 1 2 3 4

A.1. subject prefix

2. past tense marker

3. infinitive prefix

4. root

5. final

B.1. subject prefix

2. aspectual morpheme

3. root

4. final

Model of the verb kufika = to arrive

Nimefika : I have arrived

Umefika : You have arrived

Amefika : She/he has arrived

Tumefika : We have arrived

Mmefika : You have arrived

Wamefika : They have arrived

Eg.2(FP₁₀). Ingawa mpaka sasa nimekua nimezichukulia habari zile kama Polojo.

A	B
Nimekua nimezichukulia /ni-me-ku-w-a ≠ ni-me-zi-chuk-u-li-a/	
1 2 3 4 5	1 2 3 4 5 6 7
A. 1. subject prefix	B. 1. subject prefix
2. aspectual morpheme	2. aspectual morpheme
3. infinitive prefix	3. object prefix
4. root	4. root
5. final	5. infix
	6. object prefix
	7. final

Eg.3. (FP₁₂) Bali hakuwa amedokezea hata siku moja kuhusu ndoto yake hiyo

A	B
Hakuwa amedokezea/ha-ku-w-a ≠ a-me-dokez-ea/	
1 2 3 4	1 2 3 4
A. 1. negative prefix	B. 1. subject prefix
2. infinitive prefix	2. aspectual morpheme
3. root	3. root
4. final	4. final

The verb of Arabic origin behaves exactly like the verb of the bantu origin; while the monosyllabic verbs, keep the –ku- of the infinitive.

e.g. (FP₂) Nimekwenda hadi nimechoka

I have walked until I were tired

A	B
Nimekwenda nimechoka /ni-me-ku-end-a # ni-me-chok-a/	
1 2 3 4 5	1 2 3 4
A.1. subject prefix	B.1. subject prefix
2. past perf. tense marker	2. past perf. Tense marker
3. infinitive prefix	3. root
4. root	4. final
5. final	

Model of the verb Kwenda = to go in all persons:

Nimekwenda	: I have gone
Umekwenda	: You have gone
Amekwenda	: S/he has gone
Tumekwenda	: We have gone
Mmekwenda	: You have gone
Wamekwenda	: They have gone

To insist on the action already took place, we can insert the verbal root-sha. (from the verb kwisha= to finish) between the tense marker of the past perfect tense and the verbal radical.

e.g Nimeshakwenda Uganda : I have already been to Uganda

Wameshafanya mtihani wao : They have already taken their Exam.

IV.1.2.b) The past perfect in negative form

The negative form of the past perfect describes a situation which has not yet taken place, or a state which has not been carried out yet. The marker of the past perfect negative is the infix-ja- between the negative subject prefix and the verbal root.

e.g . Nilikuwa sijafika mwisho wa safari yangu

I have not yet arrived at the end of my journey

A B

nilikuwa sijafika /ni-li-ku-w-a # si-ja-fik-a/

1 2 3 4 5 1 2 3 4

- | | |
|----------------------|-----------------------------------|
| A. 1. subject prefix | B. 1. negative subject prefix |
| 2. past tense marker | 2. past perf. Negat. Tense marker |
| 3. infinitive prefix | 3. root |
| 4. root | 4. final |
| 5. final | |

Model of the verb kufika= to arrive in all persons:

- Sijafika : I haven't arrived
 Hujafika : You haven't arrived
 Hajafika : She/he hasn't arrived
 Hatujafika : We haven't arrived
 Hamjafika : You haven't arrived
 Hawajafika : They haven't arrived

Contrary to what occurs in the past perfective affirmative; the monosyllabic verbs lose the –ku- of the infinitive in the negative form.

e.g. Walikuwa hawajaendelea safari yao.

They have not yet gone to their journey.

- | | |
|---|-------------------------------------|
| | A B |
| Walikuwa hawajaendelea /wa-li-ku-w-a # ha wa-ja-end-le-a/ | |
| 1 2 3 4 5 1 2 3 4 5 6 | |
| A. 1. subject prefix | B. 1. negative subject prefix |
| 2. past tense marker | 2. subject prefix |
| 3. infinitive prefix | 3. past perf. Negative tense marker |
| 4. root | 4. root |
| 5. final | 5. suffix |
| 6. final | |

Model of the verb kwenda = to go in negative form, all persons

Sijaenda	: I haven't gone
Hujaenda	: You haven't gone
Hajaenda	: S/he hasn't gone
Hatujaenda	: We haven't gone
Hamjaenda	: You haven't gone
Hawajaenda	: They haven't gone

To insist on the fact that the action hasn't taken place yet, we can use the word **bado**, which is placed before or after the verb in the past perfect negative

Milton R.(2004:76), adds that the negative form of the past tense is formed by "kuwa" of the past tense and followed by "ha-ja"(not yet) tense. The word "bado" may be used to emphasize the "not yet" idea

e.g Odreille amerudi ? : Hajarudi bado or bado!

Has Odreille come back? She hasn't come back yet

-Umeshakula? Sijala bado!

Have you already eaten? I haven't eaten yet

-Bado hatujapanda mlima wa Kilimanjaro.

We have not yet climbed on Mount Kilimanjaro .

-Alipotuona, tulikuwa (bado) hatujaondoka

When he saw us, we had not yet gone away

-Tulipoitwa nyumbani, tulikuwa bado hatujamaliza kazi yetu

When we were called home, we had not finished our work yet.

We notice here that, the infix -li-(morpheme or tense marker), corresponds to the simple past in English. The infix -me- indicates an action that has been completed; the result of which are still relevant, and thus may be seen as parallel to one of the present perfect in English. However its use does not correspond exactly with the English usage.

e.g Chumba kimechafuka: the room is untidy. (Rwabushaija)

Tumesikia : we understand; (we have heard)

IV.1.3. Simple Present in English vs simple present tense in kiswahili (Wakati Wa Sasa au uliopo)

The simple present in English is mainly made by the habitual present, simultaneous present and the ki-tense as a present participle.

IV.1.3.A) Habitual present tense

In addition to the present definite and indefinite, Swahili possesses a third tense in the present, the habitual present. This tense is used to speak about usual practices or truth of general order, without marking reference to any specific time. The habitual present can in many cases be used instead of the present indefinite.

IV.1.3.A.a) The affirmative form

The tense marker of the habitual present is the prefix-hu-which is placed in front of the verbal root. The termination of the verb does not change. Because the habitual doesn't take any subject prefixes; this verbal form is identical for all nominal classes. When it becomes necessary to identify the person, we use the autonomous persons.

e.g Watoto hupenda wazazi wao.(Mwanasimba.online.)

Children love their parents.

Hupenda / hu-pend-a/

1 2 3

1. affirmative subject prefix

2. root

3. final

Model of the verb kupenda : to like or to love in all persons

Mimi hupenda wale : I usually like them

Wewe hupenda wale : You usually like them

Yeye hupenda wale : S/he usually likes them

Sisi hupenda wale : We usually like them

Ninyi hupenda wale : You usually like them

Wao hupenda wale : They usually like them

-Monosyllabic verbs drop their infinitive prefix-ku

e.g.1. Ng'ombe hula majani. (Mwanasimba.online.)

Cows always eat grasses

Hula/ hu-l-a/

1 2 3

1. affirmative subject prefix
2. Verbal root
3. final

Model of the verb kula: to eat in all persons:

Mimi hula nyama : I eat meat

Wewe hula nyama : You eat meat

Yeye hula nyama : She/he/It eats meat

Sisi hula nyama : We eat meat

Ninyi hula nyama : You eat meat

Wao hula nyama : They eat meat

Eg.2(FP₉) . kusudi la safari yangu pale Same ni kuonana na Bwana Zombe..

Kuonana/ku-on -an-a/

1 2 3 4

1. subject prefix
2. root
3. infix
4. final

Eg.3. (FP₁₁) Bwana Zombe kusema kweli, hakuwa mgeni kwangu wala mie kwake

A B

Kusema hakuwa /ku-sem-a ≠ ha-ku-w-a/

1 2 3 1 2 3 4

- | | |
|---------------------|-----------------------|
| A. 1.subject prefix | B. 1. negative prefix |
| 2. root | 2. subject prefix |
| 3. final | 3. root |
| 4. final | |

Duka lile huuza mikate : That shop sells bread

Ng'ombe hula majani : Cows eat grass

Doctari huja hapa jumanne: The Doctor usually comes here on
Tuesday

IV.1.3.A.b) The negative form

The habitual present has no specified form in the negative. Instead, the negative form of the present defined tense is used.

C) The habitual present is frequently used in methali:

(Swahili saying and proverbs as well as Vitendawawili: Swahiliriddlesforwhic there is usually no specific time reference)

e.g Haba na haba hujaza kibaba=Little by little fills up the measure
(Mwanasimba.online.)

Paka akiondoka, panya hutawala = When the cat is away, the mice will play

Ubishi mwingi huleta mateso = Too much joking brings quarrel

Kitendawili (tega)

Hulala tulalapo; huamka tuamkapo: (jua)

-Goes to sleep when we sleep, wakes up when we get up: (the sun)

Huwafanya watu wote walie : (moshi)

-Makes everybody to cry : (smoke)

IV.1.3.B) The Simultaneous Present

The –ki- tense is a tense that marks the simultaneity of an action in relation to another. Its meaning changes slightly according to its position in the sentence, it corresponds to a present conditional in English, if it follows a first verb which is in the present, past or future, then, it corresponds to the present participle (verb ending in-ing) or to an infinitive in English.

IV.1.3.B.a) The –ki- tense in affirmative form

The tense marker –ki- is placed between the affirmative subject prefix and the verbal root. The meaning of the infix is “ if ” followed by a verb in the future or in the imperative in the sentences.

e.g (FP₆) Mungu bariki kivumbi akirudi salama jioni,ndiye nitakayempakia tena katika safari ya kurudi.

Lord, bless kivumbi if he gets back soon well, am who will bring him the round to return.

e.g. akirudi /a-ki-rud-i/

1 2 3 4

1. subject prefix
2. present tense marker
3. root
4. final

Model of the verb kurudi=to return to get back or to come back) in all persons :

Nikirudi	: If I return
Ukirudi	: If You return
Akirudi	: If She/he returns
Tukirudi	: If we return
Mkirudi	: If You return

Wakirudi : If they return

Notice that, the monosyllabic verbs drop their infinitive prefix-ku.

Model : kuenda = to go

Nikienda : If I go
 Ukienda : If you go
 Akienda : if s/he goes
 Tukienda : If we go
 Mkienda : If you go
 Wakienda : if they go

IV.1.3.B.b) The –ki tense in negative form

The negative tense marker-sipo- is placed between the subject prefix and the verbal root. Si-po is a negative mark of the time, affirmative prefixes must be used in the conjunction with –“ if ”. That infix means ”if not” or” unless ”.

e.g. (FP₈) Asiporudi kama ilivyo kawaida yake..

If he/she doesn't return as he programmed.

Asiporudi /a-sipo-rud-i/

1 2 3 4

1. subject prefix
2. negative mark of the time
3. root
4. final

Model of the verb kurudi = to return (to get back or to come back)

Nisiporudi : If I don't come back
 Usiporudi : If you don't come back
 Asiporudi : If s/he doesn't come back
 Tusiporudi : If we don't come back
 Msiporudi : If you don't come back

Wasiporudi : If they don't come back

Notice that the monosyllabic verbs keep their infinitive prefix-ku

e.g. 1. Nisipokwenda singechoka.

I will not be tired if I don't go

A

B

Nisipokwenda sitachoka / ni-sipo-ku-end-a # si-ta-chok-a/

1 2 3 4 5 1 2 3 4

A. 1. subject prefix

2. negative tense marker

3. infinitive prefix

4. root

5. final

B. 1. negative prefix

2. future tense marker

3. root

4. final

Eg.2. (FP₁₆) Isipokuwa katika ujirani wa danseta, hakuna watu niliokutana nao.

A

B

Isipokuwa, niliokutana //i-sipo-ku-w- a ≠ ni-li-o-ku-tan-a/

1 2 3 4 5 1 2 3 4 5 6

A. 1. subject prefix

2. negative morpheme

3. infinitive prefix

4. root

5. final

6. final

B. 1. subject prefix

2. past tense marker

3. object prefix

4. infinitive prefix

5. root

Model of the verb kwenda = to go in all persons (negative form)

Nisipokwenda : If I don't go

Usipokwenda : If you don't go

Asipokwenda : If she/he/It doesn't go

Nisipokwenda : If we don't go

Usipokwenda : If you don't go

Asipokwenda : If they don't go

IV.1.3.C) The –ki- tense as a present participle

When a verb in-ki follows a first verb in the sentence, it marks the simultaneity of the second action to the first. According to the context, it will be translated differently in English either by a verb ending in-ing (present participle) or by an infinitive.

e.g verb -ing : -walikuwa wakicheza : They were playing

-Mtoto alipita akiimba : The child passed singing

Infinitive -Tuliwaona wakicheza : We saw them dancing

-Nilimwona akilia : I saw her cry

There is a way here to notice that the first verb can be conjugated also in different tenses.

e.g past perfect : Amekuwa akicheza : S/he has been playing

simple past : Alikuwa akicheza : S/he was playing.

Future : Atakuwa akicheza : S/he will be playing.

IV.1.4.Conditional Tenses

Apart from the –ki tense that may already correspond to the use of the English present conditional, there are two more conditional tenses in Swahili : the Present conditional or Hypothesis.

IV.1.4.a) The present conditional; affirmative form.

The tense marker of the present conditional is the infix-nge- placed between the subject prefix and the verbal root.

e.g. (FP₄) Kama wanainchi wa hapa wangeitumia kwa mpango maalum
wangukuwa matajiri wakubwa.

-If the indigeneous would plan well to work hard, they would be the great rich.

	A	B
Wangeitumia, wangekuwa	/wa-nge-i-tum-i-a #	wa-nge-ku-w-a/
	1 2 3 4 5 6	1 2 3 4 5

A. 1. subject prefix

2. pres. Cond. tense marker

3. object prefix

4. root

5. suffix

6. final

B. 1. subject prefix

2. pres. Cond. Tense marker

3. infinitive prefix

4. root

5. final

Model of the verb kutumia =to work with force (to use) in all persons:

Ningetumia : I would use force

Ungetumia : you would use force

Angetumia : She/he/It would use force

Tungetumia : We would use force

Mngetumia : You would use force

Wangetumia : They would use force

-Monosyllabic verbs keep their infinitive-ku.

e.g. (FP₅) kisha kuwa watajiri wangekula bora sana.

They would eat well if they were rich

Model of the verb kula =to eat in all persons:

Ningekula : I would eat

Ungekula : You would eat

Angekula : S/he would eat

Tungekula : We would eat

Mngekula : You would eat

Wangekula : They would eat

It is like the verbs; kwenda, kuwa

e.g Angekuwa : S/he would be

Angekwenda : He would go

Wangekuwa : They would have

IV.1.4.b) The present conditional; negative form

In the negative form, the negative infix-si- is added in front of the tense marker of the present conditional -nge-, since it is a negative mark, affirmative subject prefixes must be used in conjunction with it.

e.g. Kama wanainchi wa hapa wasingaitumia kwa mpango maalum
wasingekuwa matajiri wakubwa.

-If the indigeneous would not plan well to work hard, they would not be the great rich.

	A	B
Wasingaitumia, wasingekuwa	/wa-si-nge-i-tum-i-a #	wa-si-nge-ku-w-a/
	1 2 3 4 5 6 7	1 2 3 4 5 6
A.1 .subject prefix		B.1. subject prefix
2. negative prefix		2. negative prefix
3. pres. Cond. tense marker		3. pres. Cond. Tense marker
4. object prefix		4. infinitive prefix
5. root		5. root
6. suffix		6. final
7. final		

Model of the verb kutumia = to drink or to work hard.

Nisingaitumia : I wouldn't work hard

Usingaitumia : you wouldn't work hard

Asingaitumia : S/he wouldn't work hard

Tusingaitumia : We wouldn't work hard

Msingaitumia : You wouldn't work hard

Wasingeitumia : They wouldn't work hard

-Monosyllabic verbs keep their infinitive prefix –ku.

e.g Nisingekula : I wouldn't eat

Asingekwenda : S/he wouldn't go

Usingekuwa : You wouldn't be

Wasingekuwa : They wouldn't have

IV.1.4.D. The past conditional

The tense marker of the past conditional is the infix-nga-

Formed by (nga+ li) placed between the subject prefix and the verbal root.

IV.1.4.D.a) Affirmative form

E.g. 1 (FP₁₃) Ingawa niliona wazi kuwa juhudi kama zingalikuwa na matunda

haba

A

B

Ingawa , zingalikuwa / i-nga-w-a # zi-nga-li-ku-w-a/

1 2 3 4 1 2 3 4 5 6

A. 1. subject prefix

B. 1. subject prefix

2. concession morpheme

2. past cond. Tense marker

3. root

3. root (verb to be)

4. final

4. infinitive morpheme

5. verbal root

6. final

Model of the verb kuwa =to be in all persons.

Ningalikuwa : I would have been

Ungalikuwa : you would have been

Angalikuwa : S/he would have been

Tungalikuwa : We would have been

Mngalikuwa : You would have been

Wangalikuwa : They would have been

-Monosyllabic verbs retain their infinitive prefix-ku-

e.g. kama wangalikuwa watajiri wangalikula bora sana.

If they would have been rich they would have eaten well.

A	B
Wangalikuwa, wangalikula /wa-nga-li-ku-w-a # wa-nga-li-ku-l-a/	

1 2 3 4 5 6	1 2 3 4 5 6
-------------	-------------

A.1. subject prefix

2. past cond.tense marker

3. root (verb to be)

4. infinitive prefix

5. verbal root

6. final

B.1. subject prefix

2. past cond.tense marker

3. root(verb to be)

4. infinitive prefix

5. verbal root

6. final

Model of the verb to eat = kula in all persons

Ningalikula : I would have eaten

Ungalikula : You would have eaten

Angalikula : S/he would have eaten

Tungalikula : We would have eaten

Mngalikula : You would have eaten

Wangalikula : They would have eaten

Other verbs like: -Ningalikwenda : I would have gone

-Ungalikwenda : You would have gone

-ungalikuwa : You would have been

-Wangalikuwana : They would have had

IV.1.4.D.b) Negative form

In the negative form, the negative infix –si- is added in front of the tense marker of the past conditional (ngali). Since it is the negative marker, affirmative subject prefixes must be in conjunction with it.

e.g. kama wasingalikuwa watajiri wasingalikula bora sana.

If they wouldn't have been rich they wouldn't have eaten well.

A

B

Wangalikuwa, wungalikula /wa-si-nga-li-ku-w-a # wa-si-nga-li-ku-l-a/

1 2 3 4 5 6 7 1 2 3 4 5 6 7

A.1. subject prefix

B.1. subject prefix

2. negative infix

2. negative infix

3. past cond.tense marker

3. past cond.tense marker

4. root (verb to be)

4. root (verb to be)

5. infinitive prefix

5. infinitive prefix

6. verbal root

6. verbal root

7. final

7. final

Model of the verb to eat: = kula in negative form in all persons

Nisingalikula : I wouldn't have eaten

Usingalikula : You wouldn't have eaten

Asingalikula : She/he/It wouldn't have eaten

Tusingalikula : We wouldn't have eaten

Msingalikula : You wouldn't have eaten

Wasingalikula : They wouldn't have eaten

IV.1.5. The Simple Future Tense in English Vs the simple future tense in Swahili (Wakati Ujao)

The tense marker of the future time is -ta. Shall/Will future forms tend to be used in English as direct equivalent of this infix-ta-, including occasions when these future forms are not used in English.

e.g *Don't go until he will come.

Don't go until he comes

Usiendi hadi akifika

The -ta infix is also used in kiswahili in the context where English would require;

*I wish he will hurry up.

*Odreille said she will tell the Headmaster next day

.Milton.R(2002:4) develops this future tense into future continuous tense (wakati ujao- hali ya kuendelea) and future perfect tense (wakati ujao-hali timilifu).

IV.1.5.1.a)Future continuous tense: affirmative form

This tense shows an action that is continuous in the future. It is formed by the “kuwa” future tense form and the “ -ki ” tense or “-na-” which shows the continuous action.

e.g Mtakua mkifanya kazi → You will be doing work

Mtakua mnafanya kazi

-I fikapo saa ya kupata chakula, watoto watakuwa wakicheza ngoma

▶When it comes to time for getting food, the children will be dancing

-Atakuwa akipika chakula

▶She will be cooking food.

-Wanafunzi watakuwa wakicheza

▶The students will be dancing.

IV.1.5.1.b) Future continuous tense: Negative form

The negative form of this tense is formed by having “-ha” prefix to the future form of “kuwa” and followed by the -ki tense. There is also another negative form of it whereby the future form of “kuwa” is followed by the negative present simple tense

e.g	Hatakuwa akipata chakula	→	He will not be getting food
	Atakuwa hapati chakula	→	
	Sitakuwa nikifagiya nyumba	→	I will not be sweeping the house
	Nitakuwa sifagii nyumba	→	
	Hutakuwa ukisoma gazeti	→	You will not be reading Newspapers
	Utakuwa husomi gazeti	→	

IV.1.5.2. The Future Perfect Tense in English Vs the future perfect tense in kiswahili (Wakati Ujao- Hali Timilifu)

Here we are to analyze them on the basis of their affirmative and negative forms.

IV.1.5.2.a) Affirmative form

This is the tense that is used to denote an action that will have been completed by the time another event takes place in the future. It is formed by the infix-ta- and -me- tense markers.

e.g	Nitakuwa nimekwenda	→	I shall have gone
	Nitakuwa nimeshaenda	→	
	Mtakuwa Mmenunua chumvi	→	You will have bought the salt
	Mtakuwa Mmeishanunua	→	
	Mti utakuwa umeanguka	→	The tree will have fallen down
	Mti utakuwa umeishaanguka	→	
	Utakuwa umeleta ngozi	→	You will have brought the skin
	Utakuwa umeishaleta ngozi	→	

IV.1.5.2.b) Negative form

The negative form is made by the normal "kuwa" of the future followed by the "ha-ja" tense.

e.g	Nitakuwa sijakimbia	→	I shall not have run away
	Sitakuwa nimekimbia		
	Utakuwa hujaniambia	→	You will not have told me
	Hutakuwa umeniambia		
	Mtakuwa hamjalala	→	You will not have slept
	Hamtakuwa mmelala		

We notice that the simple future tense in English does not have a specific morpheme rather; it makes use of other modal auxiliaries to show the future.

Despite the English language; Kiswahili uses the infix –ta to show the future tense and makes use of all tenses in future likewise in English.

IV.1.6. Compound Tenses / Nyakati Sambamba

Although the mastership of compound tenses is not essentially to speak correct Swahili at basic level, yet it is preferable to know the existence of these tenses and to be able to recognize their forms as well as the meaning attached to them.

A verbal construction

Compound tenses in Kiswahili are always made up of the two verbs: The first verb is the auxiliary verb kuwa: to be followed by a second verb which is the lexical verb. Both the verb must carry the subject prefix corresponding to the noun they refer to. In a negative sentence, it is usually the auxiliary verb only which is in the negative while the lexical verb remains in the affirmative. Therefore; tense combinations are quite numerous. We shall only mention the most common here. For the foreigner; it is often difficult to grasp all the minute

shades of meaning implied in the use of compound tenses, all the more since they are translated roughly the same way in English.

IV.1.6.1. present compound tense

Auxiliary verbs	Lexical verb	Translation
Ninapokuwa	Ninafanya	When I make
	Nikifanya	When I am making
	Nimefanya	When I have made

The tense marker of the present definite can only be used with **kuwa** carrying the relative **po**, to indicate when the action takes place.

- e.g Mtoto anapokuwa akicheza : When the child is playing
 Anapokuwa anatengeneza Gari lake: When he repairs his car
 Anapokuwa anamaliza kazi : When he has finished work.

IV.1.6.2. Past compound tenses

Auxiliary verbs	Lexical verb	Translation
Nilikuwa	Ninafanya	I made
Nikawa	Nikifanya	I was making
	Nimefanya	I had done

- e.g - Tulipokuwa Ulaya tulikuwa tunatumia fedha za kigeni
 → Where we were in Europe we used foreign currency
 -Watoto walikuwa wakicheza
 → The children were playing
 -Tulikuwa tumekula
 → We had eaten

The simple past in **-li-** of auxiliary verb can be replaced by the **-ka-** tense:

-Masimba walikuwa barabarani,kwa hiyo tuliacha kuendesha tukawa tunawaangalia tu. Alikimbia hata akawa amechoka. (Rwabushaija,2002:7)

- There were lions on the road; therefore, ceased driving and we watched them.
They ran until they were tired.

IV.1.6.3. Future compound tenses

Auxiliary verbs	Lexical verb	Translation
Nitakuwa	Ninafanya	I will make
	Nikifanya	I will be making
	Nimefanya	I will have done

e.g -Mtoto atakuwa anacheza : The child will play.

-Mwaka ujao tulikuwa tukikaa katika nyumba yetu mpya:

Next year we will be staying in our new house

-Tunakuwa tumeshiba kabla ya kumaliza chakula:

We will be satiated before finishing the meal

IV.1.6.4. Conditional compound tenses

Auxiliary verbs	Lexical verb	Translation
Ningekuwa	Nikifanya	I would be making
	Nimefanya	
	Nikifanya	
Ningalikuwa	Nimefanya	I would have making

e.g -Angekuwa akienda mjini ningemwomba lifti:

If he was going to town, I would ask him for a lift

-Ungekuwa umesikia radio, Ungeweza kuniambia habari za leo :

If you had listened to the radio, you could give me today's News
 -Angalikuwa akisoma kwa mwaka mzima, angalifaulu mtihani wake :

If he had studied the all the year, he would have passed his exam.

-Ungalikuwa umepokea barua yangu, ungalijua kwamba nilitazamia kufika leo :
 If you had received my letter, you would have known I was coming soon.

IV.1.7. The –ka tenses

The tense marker –ka indicates the consecutivity of an action in relation to another.

We distinguish 3 uses of the infix marker –ka

- 1) The past narrative
- 2) The connective subjunctive
- 3) The telegraphic style.

IV.1.7.1. The past narrative

The past narrative exists only in the affirmative. The infix-ka- is placed between the affirmative prefix and verb radical. This tense accommodates objects infixes, but cannot be used in relative constructions.

IV.1.7.2. Past Narrative-Affirmative form

e.g. (FP₇) Wewe ni mtu mkubwa, kiongozi wetu, hivyo siku yoyote na wakati wowote ule naweza kupatikana na matatizo nikayaleta kwako.

e.g. nikayaleta /ni-ka-ya-let-a/

1 2 3 4 5

1. subject prefix
2. past narrative tense marker
3. object prefix
4. root
5. final

Model of the verb kuleta =to bring in all persons

Nikaleta maj	:	and I brought water
Ukaleta mayai	:	and you brought eggs
Akaleta chakul	:	and She/he brought the food
Tukaleta chumvi	:	and we brought the salt
Mkaleta majiwe	:	and you brought stones
Wakaleta kalamu	:	and they brought a pen

Monosyllabic verbs drop their infinitive prefix-ku

e.g nilimtembelea mpenzi wangu nikamkosa, nikaenda kumtafuta sokoni

Model of the verb kwenda = to go in all persons:

Nikaenda	:	and I went
Ukaenda	:	and you went
Akaenda	:	and S/he went
Tukaenda	:	and We went
Mkaenda	:	and You went
Wakaenda	:	and They went

IV.1.7.3. Use of the past narrative

The past narrative of the –ka- tense is used for narration but it is often preceded in the speech by a first verb in the simple, be it in affirmative or negative. Nilikwenda kijijini; nikamwona rafiki yangu, nikamwomba aje nami mjini, akakubali : (Mwanasimba.online.)

I went to the village; I saw my friend, I asked him to come with me to town and he accepts.

This example shows that the word –na (and) is never expressed. This concept is already contained within the tense marker-ka to express negation, we use the subjunctive instead.

e.g -Nilikwenda marketi nikatafuta tungule(nyanya), nisipate:

I went to the marketi, I looked for tomatoes and I didn't find any

-Nilikwenda Zanzibar jana nikarudi leo

I went to Zanzibar yesterday and I come back today

-Alifika Mombasa, akajalibu kupata chumba hotelini asipate

He arrived in Mombasa, he tried to found a hotel room, and didn't get any

IV.1.7.4. The consecutive subjunctive

The tense marker –ka is inserted in the verbal construction of the subjunctive conjunction.

IV.1.7.5. consecutive subjunctive in affirmative form

Model of the verb kuleta = to bring in all persons

Nikaleta maji : and I brought water

Ukaleta mayai : and you brought eggs

Akaleta chakula : and She/he brought the food

Tukaleta chumvi : and we brought the salt

Mkaleta majiwe : and you brought stones

Wakaleta kalamu : and they brought a pen

Verbs of Arabic origin keep their final vowel –e,-I;-u.

⁴Nikajaribu matumizi ya kiingereza : And that I try English exercises

Ukajitahidi kusoma vitabu : and that you make an effort to read books

Akasamehe aliyemtendea kosa : and that S/he forgives his offences .

Monosyllabic verbs drop their infinitive prefix –ku

Akaje : and that I come

Ukale : and that you eat

Akaende : and that S/he goes

By its very nature, the consecutive subjunctive can only be used with classes 1;2;3;(m/wa-gender) Subject prefixes.

IV.1.7.6. Use of the consecutive subjunctive

This tense is used in conjunction with the verb **kwenda**

Twende tukale! or tukale : let's go and eat

Aende akamwite! Or akamwite : Let him/her go and call him/her

The tense marker –ka can also be used in the imperative of the second person singular. In that case it corresponds to an “sharp” order:

Kalete! Will you bring

Kamwambie! Will you bring

Kajitahidi! Will you make effort.

Nenda can also used in front of the imperative –ka

Nenda kalete! Will you go and bring!

Twende tukailite mzigo yetu hapa! : Let us bring our luggage here!

Nenda kamwambie kaleta chai : Will you tell him to bring a tea!

Bwana yupo? Yupo, kamwite basi!: Is the boss here? He is here, call him then!

IV.1.7.7. Telegraphic style

The –ka tense is probably the only tense (apart from the imperative) that can be used without a subject prefix, provided that the noun subject has been mentioned one in the sentence. The process can only be used to make Newspaper headlines in the daily process, but not exclusively.

e.g Mwizi kakamatwa : robber caught

Ndege kaanguka baharini : Plane falls into Sea.

IV.1.8. Common English Wrong Use of Tenses and their Correction

Tense is the language's way of marking time relevant to the present.

T.J Fikitides (2008:19-26) argues more about the use the wrong tense. He then gives the errors made and proposed the correct use of the tense.

Using the past after did instead of the infinitive without to:

Don't say : Did you went to school yesterday?

But say : Did you go to school yesterday?

In making negative form;

Don't say : I did not went to school yesterday?

But say : I did not go to school yesterday?

There is a notice here to use the present infinitive without **to**;

Not the past tense after the auxiliary **did**.

To answer to a question beginning with did is always in the past tense.

Did you see the picture

Yes I **saw** the picture

Or yes I **did**

Using the third person singular after **does** instead of the infinitive without to.

Don't say : Does the gardener waters the flowers?

But say : Does the gardener water the flowers

In making negative form;

Don't say : The man doesn't waters the flowers?

But say : The man doesn't water the flowers

After the auxiliary **does**; use the infinitive without **to**; and not the third person of the present. The answer to a question beginning with does is always in the present tense; third person.

Does he like cinema?

Yes, he likes cinema.

Or , he does.

Using the third person singular after can, must, etch instead of the infinitive without **to**.

Don't say : Odreille can speaks English very well

But say : Odreille can speak English very well

After the verb can, must, may, shall, and will, use the infinitive without to; and not the third person of the present. By using the English tenses, there can be misused forms of wrong sequence of tenses.

Don't say : Nono asked me what I am doing.

Say : Nono asked me what I was doing.

When the the verb in the main clauses is in the past tense; use a past tense in a subordinate clauses. This rule doesn't apply

1°. To verbs within quotations

2°. To facts that are true at all times

e.g We say : She said, I am waiting for your answer

We say : He said , London is a great city.

Using will/'ll instead of would/'d in a subordinate clause.

Don't say : He said that he will come tomorrow

Say : He said that he would come tomorrow.

Will /'ll changes to would/'d in subordinate clauses, when the verb in the main clause is in the past tense. Using may instead of the might in subordinate clause.

Don't say : Last Sunday Nono told me that she may come.

Say : Last Sunday Nono told me that she might come.

May changes to **might** in Subordinate clauses, when the verb in the main clauses is in the past simple tense. Using **can** instead **could** in a subordinate clause.

Don't say : Ben thought he can win the prize

Say : Ben thought he could win the prize

Can changes to **could** in the subordinate clauses, when the verb in the main clause is in the simple past tense. Using the past simple tense after the to + infinitive.

Don't say : He tried to kicked the ball away

Say : He tried to kick the ball away.

Don't use the past simple tense after *to*. Using the past simple tense after an auxiliary verb; instead of the past participle.

Don't say : I've forgot to bring my book

Say : I've forgotten to bring my book

Use the past participle (and not the past tense) with the auxiliary verb *have* and its parts. Using *must* or *ought* to express a past obligation.

Don't say : You ought to come yesterday

Say : You ought to have come yesterday.

Or : You should have come yesterday.

Don't use **must**, and **ought** to past tenses to express a past duty(which wasn't done), use the perfect infinitive without **to** after **ought to** or **should** or expressions such as **had to**, **was obliged to**. In indirect speech, use **must** and **ought to** as past tenses.

e.g :He said he must do it.

Using the present perfect instead of the simple past

Don't say : I have seen a good firm yesterday

Say : I saw a good firm yesterday.

Use the simple past tense (and not the present perfect tense) for an action completed in the past and at stated time. When a sentence has a word or phrase denoting past time like; yesterday, last night, last week, last year, then, ago etc; always use a simple past tense. Using for the simple past tense instead of the present perfect.

Don't say : I saw the Parthenon of Athens

Say : I have seen the Parthenon of Athens.

If we are speaking of the result of a past action, rather than of the action itself, we must use the present perfect tense when somebody says:

I have seen the Parthenon, he or she is not thinking so much of the past act of seeing it, as the present result of the past action. Using the simple past tense with a recent action, instead of the present perfect.

Don't say : The clock struck

Say : The clock has struck

If we are speaking of an action just finished, we must use the present perfect instead of the simple past tense.

Using the simple present instead of the present perfect.

Don't say : I am at this school two years

Say : I've been at this school two years

Use the present perfect (and not the simple present) for an action begun in the past and continuing into the present.

I've been this school two years means I am still here.

Using the simple present instead of the present perfect after a "since" clause of time.

Don't say : Since he came, we're happy

Say : Since he came, we're happy .

The verb after "since" clause of time is generally in the present perfect tense.

Using the simple present instead of the present continuous.

Don't say : look! Two boys fight.

Say : look! Two are fighting

We also use the present continuous for the future when something is pre-arranged or expected with some certainty.

Nono is arriving tomorrow at six.

Tom and I are eating out night.

The continuous form of the tense misused.

Don't say : I am understanding the lesson now;

Say : I am understand the lesson now .

As a rule, verbs denoting a state rather than an act have no continuous forms like

Understand, love,
 mean, know,
 belong, hear,
 believe, prefer,
 see, like, consist.

Using the present continuous for a habitual action instead of the simple present.

Don't say : Every morning I am going for walk

Say : Every morning I go for walk .

Use the simple present (and not the present continuous) to express a habitual action. Use the present continuous to express a habitual action with the word always, or with a verb denoting a continuous state.

He is always talking in class.

He is living in London.

Using the verb **to use** for the present habitual action.

Don't say : I use to get up at six every morning

Say : I get up at six every morning

Or : I'm accustomed to getting up at six every morning.

The verb **to use** does not express a habit in present.

I use : means I implore

I use a pen to write with.

Used to expresses a past state or habit and it usually refers to some old situation which no longer exists.

I use to see him every day.

My father used to play a football very well

Using the past continuous for a habitual action, instead of the simple

Don't say : Last year I was walking to school every day

Say : Last year I walk to school every day

Use the simple past tense to express a habit in the past, and not the past continuous. Use the past events in the past happening at the time another action took place.

I was walking to school when I met him

Using the past tense instead of the past perfect.

Don't say : The train already left before I arrived

Say : The train had already left before I arrived

Use the past perfect when the time of one past action is more past than that of another. Put the action which was completed first in the past perfect and the second action in the past tense.

Don't use the present and the past perfect in the same sentence it would be incorrect to say:

*My brother says that he had not gone to the cinema tonight.

Using the past perfect instead of the simple past

Don't say : I'd finish the book yesterday

Say : I finished the book yesterday

Don't use the past perfect unless there is another verb in the past tense in the same sentence. Using the future in the clause of time, instead of the present tense.

Don't say : I will see you when I shall come back

Say : I will see you when I come back

If the verb in the main clause is in the future; the verb in the time clause must be in the present tense. Using the in "if" clause instead of the present tense.

Don't say : If he'll ask me, I will stay

Say : If he asks me, I will stay

Use the present tense in future conditional in the "if" clause and in future tense I would wish to know more English the present tense after as if or as though instead of the past

Don't say : Odreille talks as if she knows everything

Say : Odreille talks as if she knew everything

Use the past tense after the phrase as if or as though.

He talks as if he knew everything, means, he talks as he would talk if he knew everything.

Use the subjunctive were with the verb to be after as if he were a reach man.

Use the past conditional of wish instead of the present indicative.

Don't say : I would wish to know more English

Say : I wish that I knew more English .

Use the present tense of wish to express a present meaning, followed by that clause containing a past tense.

IV.1.8.1. Using a wrong tense with an improbable condition

Don't say : If he would ask me, I would stay

Say : If he asked me, I would stay.

Express an improbable condition by the past tense and use the conditional in the main clause. This use of the past tense doesn't indicate a time but a degree of probability. Using a wrong tense with a counterfactual condition.

Don't say : If he would have asked me I would stay

Say : If he has asked me I would have stay

Express a counterfactual condition (that didn't happen) by the past perfect and use of the past conditional in the main clause. This use of the past perfect Doesn't indicate a time but an impossible happening.

Using the infinitive instead of the finite verb

Don't say : Sir, to go home to get my book?

Say : Sir, May I go home to get my book?

The infinitive simply names an action without reference to person, a number or time. Therefore, it can't make since without the help of a finite verb.

IV.1.8.2. Mixing up the tenses

Don't say : They asked him to be captain; but he refuses

Say : They asked him to be captain; but he refused.

If you begin with a verb referring to past time, keep the verb forms in the past.

The same rule is applied to the tenses throughout a composition.

In few words, one uses the simple present for habitual or frequent actions, and uses the present continuous for action taking place at the present moment.

e.g I read the Newspaper every day.

I am reading an English book (now)

One uses the simple past when a definite time or date is mentioned, and uses the present perfect when no time is mentioned.

e.g I did my homework last night.

I've done my homework (so I can watch T.V or whatever now)

Express a habitual or repeated action in the past either by the simple past or by the phrase used to.

e.g I went (or I used to go) to the cinema every week

Don't use the past continuous (I was going) for a past habitual action; but for an action in the past continuing at the time another action took place.

e.g I was going to the cinema when I met him

The only correct tense to use is the present perfect if the action begun in the past and is still continuing in the present.

e.g. I have been in this class for two months

Be very careful not to use the future but the present perfect tense in a clause of time or condition, if the verb in the main clause is in the future.

e.g. I will visit the Parthenon when I go (or if I go) to Athens.

When we analyse the findings, of the research, we notice the simple past in Kiswahili is expressed by two tenses i.e (wakati uliopita -mwendesho mrefu)

and the past perfect tense (wakati uliopita-hali timilifu). In contrast to the past in Swahili, English has four tenses: past, past perfect, past continuous and continuous. In simple past, we see that English does not use infixes to make the simple past time whereas, Swahili makes use of the infix (morpheme), tense marker-li.

e.g. Nilikwenda mjini jana
I went to town yesterday

It is observed that the verb stem kwenda in Swahili does not change and this result an errors when curried over into English.

I go to town yesterday.

Other problems in using the past in English include:

-using the simple past instead of the present perfect:

*We finished the exercise : *Tulimaliza zoezi

We have finished the exercise : Tumemaliza zoezi.

-using the simple past instead of the past perfect which does not exist in Swahili.

*Before he came to Nairobi, he never saw an aero plane

Before he has come to Nairobi, he never saw an aero plane

-using the present instead of the past for the unreal past:

*It's time we return to school

It's time we returned to school

In the case of simple present tense, Swahili uses adverbials to differentiate between present progressive and the simple present, and the two tenses are thus confused in English.

*They are going to school every morning

They go to school every morning

Wanakwenda shuleni kila asubuhi

Where habitual present is marked by -hu- infix in Swahili, it is thus marked by adverbs of frequency in English such as: always, usually, every day, every morning etc.

Wanafunzi hukwenda shuleni asubuhi

Students go to school every day morning

-The infix-me- indicates an action that has been completed, the result of which are still relevant and thus may be seen as parallel to one use of the present perfect tense.

- This may account for Swahili speakers occasionally using the present perfect tense instead of the simple present tense in such context. Conversely, Swahili speakers, very frequently fail to use the present perfect in sentence like:

He has worked there since 1980

The Swahili convention is to use the –na-infix:

*Anafanya kazi pale kuanziya 1980

He is working there since 1980

-We notice again that-ki- in contrary with infix indicates an action happening simultaneously with another action, but not completed.

Tuliwaona watoto wakisoma: (lit, we saw them the children reading).

When we attempt to make parallel in English; it leads to errors.

We also observe that-ki- is also used as a conditional mark.

Mungu akipenda : If God wills

Since there is no equivalent in English; Swahili speakers may use a variety of different tenses in conditional clauses.

The findings about the future tense proves that shall/will future forms tend to be used in English as direct equivalent of the infix-ta-; including occasions when these future are not used in English.

e.g Nitakwenda mjino kesho : I shall go to town tomorrow.

* Don't go until he will come:

Don't go until he comes

Usiendi hadhi akifika

The –ta infix is also used in Swahili in contexts that in English requires would:

*I wish he will hurry up

I wish he hurried up

Note that the tense marker stays the same in reported speech.

It should be added that Swahili convention in using reported speech lead to other errors in English.

*He said that, I shall go to town tomorrow

He said that, would go to town tomorrow

In terms of auxiliaries, both English and Swahili make use of auxiliaries verbs but Swahili auxiliaries such as ja, japo, nge, ngali, kuwa, kuwana etch are numerous than English auxiliaries and function as infixes(tense markers) whereas English auxiliaries are not infixes.

This chapter rounds off the study. It makes a recapitulation of what is discussed in the previous chapter and proposes recommendations to the Ministry of Education, teachers, BEPES. It also makes suggestions to future researchers in related domains.

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V. 1. Introduction

This chapter concludes the study and proposes recommendations to some stakeholders in the education community.

V.2. General conclusion

Lado (1957:2) says that in comparison between native and foreign languages learning, the most effective language teaching materials are those that are based upon scientific description of the language to be learned carefully compared with a parallel description of the native language of the learner, furthermore, that the teacher who has made comparison of the foreign language with students native language would know better what the real learning problems are and can account for teaching them. In the first chapter, we point out the problems that there are few students who learn as well as schools which teach kiswahili. On the whole, the situation of English and kiswahili is deplorable. It is difficult to say whether one day, these languages will reach the high level of communication by the majority of the population, especially, those who have been to school when we put aside those who did not attend to school.

The second chapter is a review of works that have been written in the domain of describing the English and kiswahili tense markers. Within this chapter, it is viewed the choice and definition that a tense is a form of the verb used for showing when something happens based on the present, past and the future tenses. Nevertheless, there are tense-markers to develop the structure of the verb so as to deliberate the meaning of the verb properly to reference time.

So far as the third chapter is concerned, it deals with the methodology I have used to collect data and make analysis of it. Let us recall that the topic under study is the Comparative Study of English and Kiswahili Tenses. In order to collect data, books available in the library were used about English but the great opportunity to collect the most useful data of Kiswahili tenses was the trains to Makerere University and blast but not the least are data available on line. The fourth chapter handles the analysis of the data by providing similarities and differences between English and Kiswahili tenses. It focuses only to the verb. We therefore refer to the dimension of the time such as Past tense in English versus past tense in Swahili; Present, and future alike.

The additional to this is the analysis of common wrong mistakes tenses of English and its correction to make the best communication either in English and Kiswahili by writing or speaking it, using affirmative or negative forms.

The fifth chapter; the last one, deals with the general conclusion.

V.3. Recommendations and Suggestions

Recommendations are addressed to the Ministry of Education, teachers, BEPES, and future researchers.

V.3.1. To the Ministry of Education

-Introduce Kiswahili and English languages in all branches of University to promote a great number of students within them, some will be teachers and help the nation to teach these languages.

-Allow and sponsor in-service training, Seminars and workshops for some languages especially English and Kiswahili for most teachers at Primary schools are not competent in these languages.

- Even though Kiswahili subject has been started at the first degree, it should be introduced at secondary schools.

- Provides schools with enough and relevant teaching materials.
- When it was an introduction of school subject of Kiswahili in Uganda Nsookwa (1991:96) states the question of teachers. Therefore the question of teachers in our country is untouched, deplorable. As we have the example of Institute of Kiswahili at Makerere University, government should organize properly for the production of teachers of kiswahili.
- This is evidenced by a line that in educational review commission, if Swahili is to be taught, some teachers should be imported from neighbouring countries to assist first at the teaching of Institute of Swahili in Burundi.

V.3 .2. To teachers

- Teachers should instruct student not for instrumental motivation but for Integrative learning motivation.

V.3.3.To BEPES

- Impove and review the courses taught in teachers trains schools, be it in “lycée pédagogiques” and “Normales” : the English which is taught there should be reviewed because it is technical English based on”project aftermath” whereas the one which is taught in primary schools has nothing to share with the English those teachers have learned.
- Introduce Swahili and English languages in the teacher’s training schools in order to avoid to catastrophic situations which occur when the teachers teach a language that they have never spoken themselves.

V.3.4. Suggestions for Further Research

All in all, we cannot affirm that this work has entirely and analyze the comparison between English and Kiswahili tenses. Therefore, further research

Modalities/Class nouns are needed so as to determine whether the problem faced in communication through English and kiswahili can later overcome.

To sum up, the present study is a contribution in learning these two languages. As we have been integrated in East African Community, everybody is required to master well the tools of communication .Thus, through this Reaserch, one whose knowledge was a little in English would in both sides improve the level of English and learn kiswahili language and vice-versa.

This chapter rounds off the study. It also proposes recommendations to stakeholders in the Burundi education community.

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APPENDICES

Appendix I: Fadhili ya Punda (FP)

(FP₁) Nilishuka kituoni Same kutoka gari nililosafiria kutoka Danseta hadi pale. (FP₂) Nilikuwa nimekwenda hadi kuchoka. (FP₃) Nilikuwa nimefika mwisho wa safari yangu, ambapo jamaa wengine walikuwa wanaendelea na safari kuelekea Moshi kwa gali lile lile kivumbi Bus Service (KBS), ama Kivumbi kama tulivyoita kwa kifupi. (FP₄) Kama wanainchi wa hapa wangeitumia kwa mpango maalum wangukuwa matajiri wakubwa. (FP₅) kisha kuwa watajiri wangukula bora sana. (FP₆) Mungu bariki kivumbi akirudi salama jioni ndiye nitakayempakia tena katika safari ya kurudi nyumbani. (FP₇) Wewe ni mtu mkubwa, kiongozi wetu, hivyo siku yoyote na wakati wowote ule naweza kupatikana na matatizo nikayaleta kwako. (FP₈) Asiporudi, kama ilivyo kawaida yake, siku hizi za ukongwe wake nitakuwa sina budi kutafuta mahali pa kuzipumzisha mbavu zangu pale pale Same.

(FP₉) Kusudi la safari yangu pale Same ni kuonana na Bwana Zombe Afisa maendeleo wa wilaya, ambaye nilikuwa nimedokezwa kuwa alikuwa na mpango wa kienda wazimu, wa kuanzisha kijiji cha ujamaa kijiji mwangu, Ranzi. (FP₁₀) Ingawa mpaka sasa nimekuwa nimezichukulia habari zile kama porojo zisizokuwa na msingi minong'oni iliozidi kutiririka masikioni mwangu ilizidisha hofu yangu uwezekano wa Bwana Zombe kuwa na mpango kama huo. (FP₁₁) Bwana Zombe, kusema kweli, hakuwa mgeni kwangu, wala mie kwake. (FP₁₂) Bali hakuwa amedokezea hata siku moja kuhusu ndoto yake hiyo. (FP₁₃) Ingawa niliona wazi juhudi kama zingalikuwana matunda haba, kwa jinsi nilivyomwelewa Nkorengwa, lakini niliona kuwa kupiga mluzi ningaliendelea kuzunguka mle msituni hata kiza cha usiku kiingie.

Nami,(FP₁₄)niliogopeshwa sana na mazingira ya mahali pale kwani palionyesha dalili za kuwa na wanyama wakali. (FP₁₅) Ilikuwa kwa nguvu za Mungu tu kuwa sikumshtua mmoja katika zunguka yangu ile. (FP₁₆) Isipokuwa katika ujirani wa Danseta,hakuna watu niliokutana nao njia nzima.

Appendix II Table showing the forms and names of English verbal constructions

Present tense-marked form alone	Name of tense/ aspect	Example
Components form(s)	Simple present tense	Karen walks
Past tense-marked form alone	Simple past tense	Karen walked
Will+base(unmarked/unsuffixed) Form of the verb	Future tense	Karen will walk
Present-tense form of aux be+ Present participle of the verb	Pres. Progressive or pres.continuous	Karen is walking
Past tense form of aux be+ Present part. Of verb	Past progressive or Past continuous	Karen was walking
Will+base aux+be+pres.Part.	Future progressive or Future continuous	Karen will be walking
Pres.aux have+past part form of the verb	Present perfect	Karen has walked
Past aux have+past part.	Past perfect	Karen had walked
Will+base aux have+past part.	Future perfect	Karen will have walked
Pres.aux have+past part.+aux be+pres.part.	Present perfect progressive	Karen has been walking
Past.aux have+past part.+aux be+pres.part.	Past perfect progressive	Karen had been walking
Will+pres.Aux have+Past part +aux be+pres.part.	Future perfect progressive	Karen will have been walking

Appendix III .The label showing the verb tenses

Verb prefixes	Present –a; -na	Past li-	Future-na
Classes personal subjects affirmative Ni tu U mu(m) A wa	Ataka : he wants Atakaye : he who wants Anataka: he is wanting Anayetaka: he who is wanting Hataki: he does not want Asiyetaka: he who does not want.	Alitaka : he wanted Aliyetaka : he who wanted Hakutaka: he did not want Asiyetaka: he who did not want	Atataka : he will want Atakayetaka : he who will want Hatataka: he will not want Asiyetaka: he who will not want
Negative perfect	present perfect	ki-tense	ka tense
Si hat Hu ham Ha haw	Ametaka: he has wanted Hajataka: he has not yet wanted	Akitaka: if he wants Asipotaka: if he does not want	Akataka: and he wanted
Object	hu-tense	subjunctive	Conditional pres
Ni tu Ku wa Mu wa	Hutaka :(all persons) Hataka: he wants(habit)	Atake:let him want asitake: let him not want	Angetaka:he would want Asingetaka:he would not want Hangetaka:he would not want
Non-personal classes	Conditional past	imperative	Infinitive
U i Ki si Li vi U yo Pa si	Angalitaka : he would have wanted Asingalitaka: he would not have wanted Hangalitaka: he would not want	Taka : want Takeni ! Usitake :don't want Mstake: want	

Subject and object	Compound tenses	
Prefixes are the same prefixes-ha for the negative	Alikuwa akitaka : he was wanting Alikuwa hataki :he was not wanting	Alikuwa ametaka: he had wanted Alikuwa hakutaka: he had not wanted

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R.A. Snoxall (1958: A2). A Consise English-Kiswahili Dictionary

