

Editorial

Welcome to the second issue, volume one, of the Journal of Islamic studies and Arabic Language. The major themes include Islamic Studies, Sharia, and comparative linguistics; drawing horizontal relationship between Arabic and other indigenous languages.

Arwa presents the biography of the late Dr. Badruddiin Sajjabbi, a veteran scholar in Islamic Studies. He was the pioneer Dean, Faculty of Islamic Studies and Arabic Language at the Islamic University in Uganda. Having studied theology at the Royal Kingdom of Saudi Arabia, he returned to serve his motherland. The study centers on his missionary role, how he reached out to the community and his legacy.

Walusimbi advocates for the establishment of cooperative Islamic insurance companies alongside the existing conventional western insurance companies. Apart from introducing the Islamic conception of insurance, this is expected to create a balance in the Uganda insurance industry.

Sserubogo presents a contrastive study between two languages; Arabic and Luganda. He traces the migration of Arabs to East Africa as a factor that brought the two languages closer. Intermarriages between Arabs and Africans at the East African Coast occurred. Later on, the Arabs came to the interior, Uganda inclusive. As a result, Luganda obtained a number of Arabic vocabularies. It is, however, not easy to prove how Arabic borrowed from Luganda. This is, perhaps, because the way how a dominant language influences that of the less powerful. The study divides the 28 Arabic sounds into two. Fourteen of them are shared between Arabic and Luganda, while 14 Arabic sounds are nonexistent in Luganda. The latter is among challenges of learning Arabic by Luganda speakers. The researcher suggests ways to overcome the challenges. These include; use of modern methods of teaching Arabic and teaching Arabic to learners during childhood.

Luhupa compares the two languages; Arabic and Lunyole. He studies the structure of a simple sentence between the two languages. He portrays how Arabic influenced Lunyole. The study seeks to draw the attention of Arabic teachers when handling Lunyole speakers. Whereas Arabic emphasizes the verb to come first and the subject afterwards, in Lunyole the verb will never come at the beginning of a sentence. In Arabic, however, a sentence may begin with either a verb or a noun. Such issues have to be considered by a teacher of Arabic to Lunyole speaking learners.

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