

**A SEMANTIC ANALYSIS OF THE PREPOSITIONS USED IN SHENG
USING THE IMAGE SCHEMA THEORY: A CONCEPT IN COGNITIVE
SEMANTICS**

**TOBIAS ODHIAMBO BONYO
C50/69317/2011**

**A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF ARTS,
DEPARTMENT OF LINGUISTICS AND LANGUAGES, UNIVERSITY OF
NAIROBI**

2013

DECLARATION

This project is my original work and has not been submitted for examination in any other university.

TOBIAS ODHIAMBO BONYO

DATE

This project has been submitted for examination with our approval as the University Supervisors:

DR. JANE AKINYI NGALA ODUOR

DATE

PROF. MOHAMMED ABDULAZIZ

DATE

DEDICATION

Special dedication to:

George Nengo

Pastor Kennedy Ojung'a

Denis Bonyo

B. P. S. Director

Mum (Milka Achieng') & Dad (Peter Bonyo)

ACKNOWLEDGEMENT

I appreciate the people who contributed in one way or another towards the success of this work. Special thanks to my true friend George Nengo and his family for supporting me during the two year M.A. course. May God remember you and your family.

I am greatly indebted to my lecturer Dr. Helga Schroeder, whose Pragmatics and Semantics classes gave me an insight into choosing a topic with semantic orientation and applying it to Sheng. I do appreciate her scholarly encouragement. I would also like to thank other lecturers; Dr. Oduor, Dr. Buregeya, Dr. Marete, Prof. Okombo, Mr. Mungania, Dr. Michira and Prof. Omondi for their contribution to my academic training during the two year M.A. course.

I acknowledge with a lot of humility and appreciation the commitment, scholarly pieces of advice and guidance I received from my supervisors Dr. Jane Oduor and Prof. Abdulaziz. May God bless you. You were more than my supervisors. You were my parents.

I would like to thank all my classmates: Kennedy, Mary, George, Kezia, Sammy, Rahab, Janet, Zipporah, Beatrice, Thobias, Maggy, Pauline, Rose and Teresina for their moral support. May you enjoy the fruits of your labour.

To crown it all, I thank God who gave me favour with the Board of Postgraduate Studies. He chose me among the many of us who qualified for the university scholarship.

TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS	xi
ABSTRACT	xii
CHAPTER ONE: INTRODUCTION	1
1.1 Background.....	1
1.1.1 Background to the Study	1
1.1.2 General Background to Sheng Language	1
1.2 Statement of the Problem.....	4
1.3 Objectives of the Study.....	5
1.4 Hypotheses of the Study	5
1.5 Rationale of the Study	6
1.6 Scope and Limitation of the Study	7
1.7 Theoretical Framework.....	7
1.8 Literature Review	16
1.8.1 English Prepositions	16
1.8.2 Kiswahili prepositions	18
1.8.3 Sheng	20
1.8.4 Image Schema and Dholuo prepositions	22
1.9 Research Methodology	23
1.9.1 Data Collection.....	23
1.9.2 Data Analysis.....	24

CHAPTER TWO: THE MEANINGS OF SELECTED ENGLISH AND KISWAHILI PREPOSITIONS.....25

2.1 Introduction.....25

2.2 The Selected English Prepositions25

 2.2.1 The Semantics of ‘in’26

 2.2.2 The Semantics of the Prepositions ‘above’ and ‘over’29

 2.2.3 The Semantics of the Prepositions ‘under’ and ‘below’35

 2.2.4 The Semantics of ‘behind’37

 2.2.5 The Semantics of ‘into’38

 2.2.6 The Semantics of ‘through’40

 2.2.7 The Semantics of ‘on’41

 2.2.8 The Semantics of ‘in front of’42

2.3 The Selected Kiswahili prepositions43

 2.3.1 The Semantics of *kwa*.....44

 2.3.2 The Semantics of *katika*.....46

 2.3.3 The Semantics of *juu ya*48

 2.3.4 The Semantics of *chini ya*.....49

 2.3.5 The Semantics of *ndani ya*50

 2.3.6 The Semantics of *kati ya*.....51

 2.3.7 The Semantics of *nyuma ya*51

 2.3.8 The Semantics of *kuelekea*52

 2.3.9 The Semantics of *mbele ya*53

 2.3.10 The Semantics of *katikati*54

2.4 Conclusion56

CHAPTER THREE: THE MEANINGS OF THE SELECTED ENGLISH AND KISWAHILI PREPOSITIONS IN SHENG.....57

3.1 Introduction.....57

3.2 Preposition ‘in’57

3.3 Preposition ‘over’	60
3.4 Preposition ‘behind’	63
3.5 Preposition ‘on’	65
3.6 Preposition ‘into’	67
3.7 Preposition ‘in front of’	69
3.8 Preposition ‘under’	70
3.9 Preposition ‘below’	71
3.10 Preposition ‘through’	72
3.11 Preposition ‘above’	73
3.12 Preposition <i>kwa</i>	75
3.13 Preposition <i>katika</i>	77
3.14 Preposition <i>nyuma ya</i>	78
3.15 Preposition <i>chini ya</i>	80
3.16 Preposition <i>juu ya</i>	81
3.17 Preposition <i>ndani ya</i>	84
3.18 Preposition <i>kati ya</i>	85
3.19 Preposition <i>katikati</i>	86
3.20 Preposition <i>mbele ya</i>	88
3.21 Preposition <i>kuelekea</i>	89
3.22 Polysemous nature of the prepositions used in Sheng.....	90
3.23 Conclusion	92
CHAPTER FOUR: CONCLUSIONS AND RECOMMENDATIONS	93
4.1 Conclusions	93
4.2 Recommendations.....	94
REFERENCES	95
APPENDICES.....	99
APPENDIX I: RESEARCH QUESTIONNAIRE	99
APPENDIX II: TRANSLATION OF PASSAGES.....	109

LIST OF FIGURES

Figure 1: The meaning of ‘out’ using the path schema	9
Figure 2: The meaning of ‘out’ where there are several TRs using the path schema	10
Figure 3: The meaning of ‘out’ where the LM is not specified using the path schema.....	10
Figure 4: A representation of the containment schema	13
Figure 5: A representation of path schema	13
Figure 6: A representation of force schema.....	14
Figure 7: The structure of a PP headed by a complex preposition	17
Figure 8: The structure of a bigger PP containing a smaller PP embedded within it	18
Figure 9: A schematic representation of ‘in’ in English using the containment schema.....	27
Figure 10: The meaning of ‘above’	30
Figure 11: The ‘above-across’ sense of ‘over’	31
Figure 12: The meaning of ‘over’ (where the TR is in contact with the LM).....	32
Figure 13: The ‘above’ sense of ‘over’	33
Figure 14: The ‘covering’ sense of ‘over’	34
Figure 15: A schematic representation of multiplex trajector.	35
Figure 16: A schematic representation of ‘under’	36
Figure 17: The meaning of ‘below’	36
Figure 18: The meaning of ‘behind’	38
Figure 19: The meaning of ‘into’ showing the TR with an objective	39
Figure 20: The meaning of ‘into’	39
Figure 21: The meaning of ‘through’	40
Figure 22: The meaning of ‘on’ using the contact image schema.....	42
Figure 23: The meaning of ‘in front of’	43
Figure 24: The meaning of <i>kwa</i>	46

Figure 25: The meaning of <i>katika</i>	47
Figure 26: The meaning of <i>juu ya</i> where the TR is in contact with LM	48
Figure 27: The meaning of <i>juu ya</i> where the TR is not in contact with LM.....	49
Figure 28: The meaning of <i>chini ya</i>	50
Figure 29: The meaning of <i>ndani ya</i>	50
Figure 30: The meaning of <i>kati ya</i> in sentence.....	51
Figure 31: The meaning of <i>nyuma ya</i>	52
Figure 32: The meaning of <i>kuelekea</i>	53
Figure 33: The meaning of <i>mbele ya</i>	54
Figure 34: The meaning of <i>katikati</i> whose English equivalent is ‘among’	55
Figure 35: The meaning of ‘ <i>katikati</i> ’ whose English equivalent is ‘at the centre of’ or ‘in the middle of’	55
Figure 36: The meaning of ‘in’ in Sheng	58
Figure 37: The meaning of ‘in’ closely related to ‘into’ in Sheng	59
Figure 38: The ‘above-across’ sense of ‘over’ in Sheng	61
Figure 40: The meaning of ‘behind’ in Sheng.....	64
Figure 41: The meaning of ‘on’ where the TR and LM are seen as one in Sheng	66
Figure 42: The meaning of ‘on’ in Sheng using the contact schema.....	66
Figure 43: The meaning of ‘into’ in Sheng	68
Figure 44: The meaning of ‘in front of.’ in Sheng (Adapted from Evans and Tyler (2003: 159))	69
Figure 45: The meaning of ‘under’ in Sheng.....	70
Figure 46: The meaning of ‘below’ in Sheng.....	72
Figure 47: The meaning of ‘through’ in Sheng	73
Figure 48: The meaning of ‘above’ in Sheng	74
Figure 49: The meaning of <i>kwa</i> whose English equivalent is ‘in’ in Sheng	76
Figure 50: The meaning of <i>kwa</i> whose English equivalent is ‘to’ in Sheng	76
Figure 51: The meaning of <i>katika</i> in Sheng.....	78
Figure 52: The meaning of <i>nyuma ya</i> in Sheng.....	79

Figure 53: The meaning of <i>chini ya</i> in Sheng.....	81
Figure 54: The meaning of <i>juu ya</i> in Sheng	82
Figure 55: The meaning of <i>juu ya</i> in Sheng whose English equivalent is ‘over’ ..	82
Figure 56: The meaning of <i>ndani ya</i> in Sheng	85
Figure 57: The meaning of <i>kati ya</i> in Sheng.....	86
Figure 58: The meaning of <i>katikati</i> in Sheng	87
Figure 59: The Meaning of <i>katikati</i> in Sheng whose English equivalent is ‘in the middle of’ or ‘at the centre of’	87
Figure 60: The meaning of <i>mbele ya</i> in Sheng.....	88
Figure 61: The meaning of <i>kuelekea</i> in Sheng	89

LIST OF ABBREVIATIONS

LM	Land Mark
TR	Trajector
PP	Prepositional Phrase
PAST	Past Tense
PERF	Perfective Verb
PL	Plural
SG	Singular
1SG	First Person Singular
2SG	Second Person Singular
3SG	Third Person Singular
RFL	Reflexive
PT	Present Tense
3PL	Third Person Plural
2PL	Second Person Plural
1PL	First Person Plural
POSS	Possession

ABSTRACT

This study was carried out to analyse the meanings of the prepositions used in Sheng. To do this effectively, the image schema theory was used to analyze the meanings of twenty selected prepositions used in Sheng. It had three objectives. The first objective was to identify the various meanings of the prepositions used in Sheng. The second objective was to find out if the prepositions used in Sheng have the same meanings they have in either English or Kiswahili. The final objective was to investigate if the prepositions used in Sheng are polysemous.

Prepositions used in Sheng were identified through questionnaires, listening to *Ghetto Radio*, conversation and translating paragraphs written in Kiswahili and English into Sheng. After analyzing the meaning of these prepositions as used in English, Kiswahili and Sheng, it was found that some prepositions used in Sheng have various meanings. Out of the twenty prepositions selected for this study, one had six meanings, one had three, five had two meanings each, and thirteen had one meaning each.

It was also found out that these prepositions have the same meanings they have either in English or Kiswahili. All the twenty prepositions selected for this study transferred their meanings from either English or Kiswahili to Sheng. The study found out that some prepositions are polysemous. Out of the twenty prepositions, three had different but closely related meanings each.

CHAPTER ONE

INTRODUCTION

1.1 Background

1.1.1 Background to the Study

In this study, a semantic analysis of the prepositions used in Sheng using the Image Schema Theory which is a concept in the Cognitive Semantics is carried out. Sheng borrows prepositions from English and Kiswahili languages. These prepositions have their meanings in English and Kiswahili. For them to be used in Sheng, they must be meaningful in the language. ‘A semantic analysis’ means that this study is only interested in the meanings of these prepositions. The study, therefore, discusses in detail, the meanings of these prepositions as used in English and Kiswahili and Sheng. Sheng is the focus of this study. It is therefore important to give a brief general historical background to it. The general historical background to Sheng is given below.

1.1.2 General Background to Sheng Language

Though a lot of research has been carried out on the history and origin of Sheng language, questions have been raised about the nature of Sheng, how it came into being, the demographics of its speakers and its role in the society against the other ‘established’ languages in Kenya.

Githinji (2006:444) observes that Sheng, popularly defined as an acronym for Swahili-English slang is a hybrid linguistic code that is believed to have evolved

in Nairobi in 1960s and 1970s. He says that Sheng's evolution and usage have been attributed to a number of factors. These factors include inadequate knowledge of the standard languages like Kiswahili and English, identity, obfuscation of meaning, among others.

Githinji (2008:115) cites Mazrui (1995) citing Karanja (1993) saying that Sheng might have existed from as early as 1930s. It is believed that Sheng began in the poor residential areas of the Nairobi's Eastlands before gradually spreading to other poor residential areas of Nairobi and its environs. Sheng's emergence in the poor residential areas of Nairobi and its adoption as the youth's secret code account for the stigma associated with its speakers. Initially, Sheng was associated with the Nairobi's underclass that included the street people locally known as the *chokora* which literally means scavengers.

The Nairobi's Eastlands where Sheng is believed to have developed includes areas such as Muthurua (Muthush), Makongeni (Okongoo), Kaloleni (Ololoo), Jericho (Jerii), Maringo (Marish), Jerusalem (Jeru), Bahati (Baha), Buruburu (Buru), Outering (Aota), Dandora (Dandoo), Kimathi, Majengo, Donholm (Donii) and Uhuru (Uhunye). The names between the parentheses are what those places were 'baptized' in Sheng.

The original speakers of Sheng reportedly belonged to groups of teenagers that were rather wayward. Their behaviour was not approved of by the wider society. The group created a language that could only be understood by its members. The language served as a group identity marker with the sole function of shutting out non members from their conversations. Sheng has not only spread to the various parts of the country, but it has also become increasingly popular in the media. It has become a characteristic linguistic phenomenon of Nairobi and other multiethnic urban areas in Kenya. Today, there is an official Sheng radio station in Kenya, the *Ghetto Radio* and there are magazines written in Sheng like the *Shujaaz Magazine*.

Words used in Sheng can vary considerably depending on geographical location. The further one moves from the Eastlands area of Nairobi, the 'less pure' the Sheng vocabulary becomes. Words which have become archaic in the Eastland's Sheng are still being used in other parts of the country. It should be noted that today Sheng is not only used by the teenagers, but also by young adults. In fact, some Sheng users are in their 30s and 40s. Examples of Sheng lexicon that exist today are used in this study.

1.2 Statement of the Problem

Much of the available literature on Sheng has been on the origin and the social motivations that give rise to Sheng but no focus has been given to the prepositions used in Sheng either in terms of their grammatical functions or meaning. Osinde (1986:10) likened the dynamic nature of Sheng and the fluidity of its changing features to a pidgin. Osinde and Abdulaziz (1997:5) say that English and Sheng do not have formal grammars of their own. The rest of their work shows the examples of the morphological and syntactic differences between Sheng and English but they do not focus on prepositions specifically. Githinji (2006:446) discusses the lexical variations in Sheng and Sheng speakers' identity in Nairobi. Spyropoulos (1987:126) basically gives a brief survey of the social factors behind the emergence of Sheng but does not describe the structure of the language. She says that her study dwells largely on the speculative history of the language in terms of its emergence and development. Sheng, which is the focus of this study, borrows its prepositions from either English or Kiswahili. To the best of my knowledge, therefore, no semantic analysis of the prepositions used in Sheng has been carried out. This is the gap that this study seeks to bridge.

A research by Saeed (2002:358-359) shows that a number of prepositions in English such as 'on', 'in', 'below', 'over', among others, can be used to convey several meanings. To support this argument, Saeed (2002:360) uses various image schemas from the image schema theory to show various meanings of English

prepositions. It is, therefore, suspected that the prepositions used in Sheng are used in the same ways they are used in English or Kiswahili. In view of the statement of the problem above, this research seeks to answer the following questions:

1. Do the prepositions used in Sheng have more than one meaning?
2. Do the prepositions used in Sheng have the same meanings that they have either in English or Kiswahili?
3. Are the prepositions used in Sheng polysemous?

1.3 Objectives of the Study

The objectives of this study are:

1. To identify the various meanings of the prepositions used in Sheng.
2. To find out if the prepositions used in Sheng have the same meanings they have in either English or Kiswahili.
3. To investigate if the prepositions used in Sheng are polysemous.

1.4 Hypotheses of the Study

The following are the hypotheses of this study:

1. Let us think of this: the prepositions used in Sheng have more than one meaning.
2. The prepositions used in Sheng could be having the same meanings they have in either English or Kiswahili.
3. The prepositions used in Sheng could be polysemous.

1.5 Rationale of the Study

Prepositions are very essential in any language. They help in relating various parts of a statement or sentence to bring out meaning. As stated earlier, Sheng uses prepositions that are borrowed from either English or Kiswahili. In stating the problem of this study, I made a declaration that I have not come across any work on the semantic analysis of the prepositions used in Sheng. As a linguist, I am interested to know if there is any transfer of meanings of the prepositions used in Sheng from English and Kiswahili. It is also my interest to know if there are any changes in the meanings of these prepositions when they are used in Sheng. If the meanings of these prepositions as used in English, Kiswahili and Sheng are explained in this study, any misuse of them (the prepositions) will be avoided. Therefore, this study is important as it enables Sheng speakers (who will read this project before and after its publication) to use the prepositions correctly.

Saeed (2002: 358) says that image schemas have been used to investigate the semantics of prepositions in a number of languages. English is among the languages. Since this study focuses on the meanings of the prepositions, the image schema theory helps us to draw various schemas to represent the various meanings of the prepositions for explanation and make appropriate conclusions.

1.6 Scope and Limitation of the Study

For this study, ten prepositions from English and ten others from Kiswahili have been selected. The prepositions that have been selected from English are: ‘over’, ‘in’, ‘behind’, ‘on’, ‘below’, ‘into’, ‘through’, ‘under’, ‘in front of’, and ‘above’. The prepositions that have been selected for this study from Kiswahili are: *kwa*, *katika*, *nyuma ya*, *chini ya*, *juu ya*, *ndani ya*, *kati ya*, *katikati*, *mbele ya*, and *kuelekea*. The meanings of these prepositions as used in English (for those prepositions selected from English), Kiswahili (for those prepositions selected from Kiswahili) and Sheng (all the twenty prepositions are used in Sheng) are explained. The various meanings have been presented schematically using the containment schema, the path schema and the contact schema before a summary and conclusions are made.

1.7 Theoretical Framework

The Image Schema Theory, which is a concept in the Cognitive Semantics, has been used in this study. Saeed (2002:344) says that cognitive semanticists take the view that we have no access to a reality independent of human categorization and that therefore the structure of reality as reflected in language is a product of the human mind. Linguistic truth and falsity must be relevant to the way an observer construes a situation based on his or her conceptual framework. Saeed’s (2002:344) argument above is used with the selected prepositions used in Sheng in explaining the meanings of such prepositions in this study.

Ochola (2011:8), who has used the Image Schema Theory in analyzing the Dholuo spatial prepositions observes that the theory was developed in 1980 by Johnson and Lakoff. Johnson (1987:29) says that in order for us to have meaningful, connected experiences that we can comprehend and reason about, there must be pattern and order to our actions, perceptions, and conceptions. He says that a schema is a recurrent pattern, shape and regularity in or of these activities. These patterns emerge as meaningful structures for us at the level of our bodily movement through space, our manipulation of objects and our perceptual interaction. He argues that it is important to recognize the dynamic character of image schemata as structures for organizing our experiences and comprehension. He says that a schema consists of a small number of parts and relations, by virtue of which it can structure indefinitely many perceptions, images and events. Image schemata operate at a level of mental organization that falls between abstract prepositional structure on the one side and particular concrete images on the other. These patterns and shapes are useful for this study for we use them here to represent the various meanings conveyed by the selected prepositions used in Sheng.

Goddard (1998:79) says that cognitive linguists in the late 1980s like Johnson (1987), Langacker (1987) and Lakoff (1987) believe that meanings derive from the pre-conceptual structuring of bodily experience which is impossible to represent in verbal terms. He says that the concept 'in' and 'out', for example, are said to

have their origin in our kinaesthetic apperception of the body as a container as we ingest, excrete, inhale, and exhale. The usual method of depicting kinaesthetic image schemas is the use of diagrams.

Goddard (1998: 80) gives Figures 1, 2, and 3 below to represent the meanings of preposition 'out' in sentences 1, 2, and 3, respectively. To explain the meaning of the preposition 'out' in Figures 1, 2, and 3 and the preposition that are used in other Figures in this study, the notions of trajector and landmark are introduced. Saeed (2002: 358) says that trajector is the entity that has the ability to move or can be moved. He also says that landmark is the background against which movement of the trajector occurs. In sentence 1, for example John is able to move out of the room. John is the trajector while the room out of which he moves in the landmark. In this study the abbreviations TR and LM are used for trajector and landmark respectively.

1. John went out of the room.

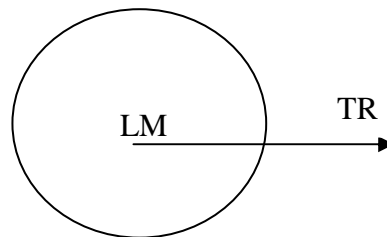


Figure 1: The meaning of 'out' using the path schema (Adapted from Goddard (1998:80))

In Figure 1, the arrow shows the movement of TR (John) out of the LM (room).

2. Pour out the beans.

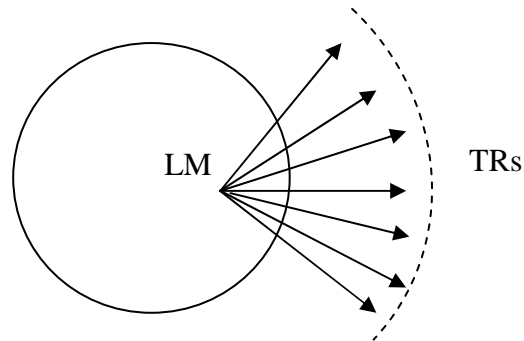


Figure 2: The meaning of 'out' where there are several TRs using the path schema (Adapted from Goddard (1998:80))

Since there are many bean seeds being poured out of the container, their movement is indicated with arrows and dotted lines. The bean seeds constitute the TR while the container out of which they are poured is the LM. The dotted lines represent the many individual bean seeds that make up the TR. In other words, each dot represents a bean seed. When the bean seeds (TRs) are poured out of their container (LM), each of them moves in its own direction. An arrow shows the movement of a bean seed (TR) out of the container (LM).

3. He set out on his long journey.

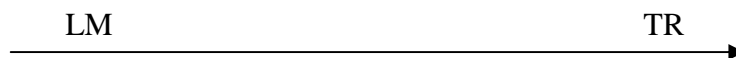


Figure 3: The meaning of 'out' where the LM is not specified using the path schema (Adapted from Goddard (1998:80))

The movement of 'he' in the Figure 3 above is indicated using an arrow to show that 'he' moves from one point to another. The LM in Figure 3 is an open space. In

other words the LM is not defined. The LM can be seen as the space or distance covered by the movement of 'he' (TR). 'He' (TR) sets out on his journey from a point that is not defined. Therefore, the LM should not be taken as a bounded area. Figures 1, 2 and 3 above are possible schematic representation of 'out' in the sentences 1, 2, and 3 above respectively. Though Goddard (1998: 80) has used circular container (LM) in Figures 1 and 2 out of which the TRs move, it should be noted here that an LM of any shape can be used; rectangular, square, oval, among others in the analysis of the meanings of the selected Sheng prepositions. The Figures 1, 2, and 3 above are examples of images that are used in this theory to represent the meanings of prepositions. They are relevant in this study since they represent the meanings of the prepositions used in Sheng, expressing our understanding and experience of the world in which we live.

Evans and Green (2006: 179) cite Johnson (1987) saying that embodied experience gives rise to image schemas within the conceptual system. They say that image schemas derive from sensory and perceptual experiences as we interact with and move about in the world. They say that cognitive semanticists argue that given the asymmetry of the human vertical axis, we have to stoop to pick up fallen objects and look in one direction (downwards) for fallen objects and in another (upwards) for rising objects. In other words, our physiology ensures that our vertical axis, which interacts with gravity, gives rise to meaning as a result of how we interact with our environment.

Although the term ‘image’ is restricted to visual perception in everyday language, it has a broader application in psychology and in cognitive linguistics. The term ‘schema’ in ‘image schema’ means that image schemas are not rich or detailed concepts, but rather abstract concepts consisting of patterns emerging from repeated instances of embodied experience. By way of illustration of the image schema CONTAINER, Johnson (1987: 331) gives the following example:

You wake out of a deep sleep and peer out from beneath the covers into your room. You gradually emerge out of your stupor, and pull yourself out of your limbs and walk in a daze out of the bedroom and into the bathroom. You look in the mirror and see your face staring out at you. You reach into the medicine cabinet, take out the toothpaste, squeeze out some toothpaste, put the toothbrush into your mouth, brush your teeth in a hurry, and rinse out your mouth.

The above example by Johnson (1987: 331) gives some prepositions that we use for this study in the Sheng language like ‘in’ and ‘into.’

The basic idea in the image schema theory according to Saeed (2002:346) is that:

Because of our physical experiences of being and acting in the world – of perceiving the environment, moving our bodies, exerting and experiencing force, we form basic conceptual structures which we then use to organize thoughts across a range of more abstract domains.

He explains the various meanings of a number of English prepositions using several types of image schemas. These image schemas are the containment schema, the force schema, the path schema and contact schema. The other schemas that are useful in this theory include blockage, merging, scale, splitting, process, mass count, near-far, balance, surface image schemas among others.

Johnson (1987:21) observes that the containment schema derives from our experience of the human body itself as a container; from the experience of being physically located ourselves within bounded locations, like rooms, beds, etc and also putting objects into containers. An example of containment schema is given below.

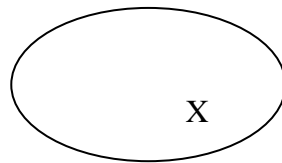


Figure 4: A representation of the containment schema (Adapted from Saeed (2002: 354))

The X represents an object (TR) that is contained within a bounded location (LM). Saeed (2002:355) cites Johnson (1987:21) saying that path schema reflects our everyday experience of moving around the world and experiencing the movement of other entities. He says that our journeys typically have a beginning and an end, a sequence of places on the way and direction. An example of path schema is given below.

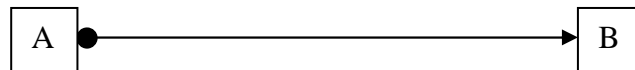


Figure 5: A representation of path schema (Adapted from Saeed (2002: 356))

In the Figure above, the TR moves from point A to point B.

Saeed (2002:356) says that force schema includes its basic force schema of compulsion where a force acts on an entity. An example of force schema is given below:

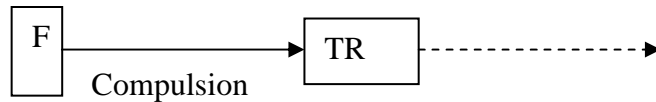


Figure 6: A representation of force schema. (Adapted from Saeed (2002: 356))

Figure 6 shows that there is a force that pushes forward the TR from its original position. F represents this force. Image schemas and their extension by metaphor have been used to describe a number of areas which display polysemy. In this study, however, we look at this phenomenon in prepositions only.

As stated earlier, the various meanings of the prepositions used in Sheng are analysed schematically in this study. What is meant by ‘semantic analysis’ is that the study focuses on the various meanings that can be conveyed by these prepositions used in Sheng. As Saeed (2002:358) says, the schema of containment has been used to investigate the semantics of prepositions in a number of languages. English is one of the languages. He also says that the schemas are used to explore the typical polysemy of prepositions. He uses the following examples to support his argument above.

4. There is water in the vase.
5. There is a bird in the tree.
6. The pear is in the bowl.

The water in sentence 4 is likely to be entirely contained in the vase but the pear in 6 could easily be sitting on top of a pile of fruit and thus protrude beyond the top edge of the bowl. Similarly, the bird in sentence 5 might be inside a hole in the

free trunk. Equally, it might be sitting on a branch if 'inside' anything is inside our projection of the tree's shape. Lakoff (1988) cited in Saeed (2002: 359) explains the polysemous nature of the English preposition 'over' with the following examples:

7. The plane is flying over the hill.
8. Sam walked over the hill.
9. The bird flew over the yard.
10. She spread the table cloth over the table.

He says that the preposition 'over' has a number of different but related senses like the 'above-across' sense, the 'above' sense and the covering sense. The plane in sentence 7 is above the hill and it is flying across it. Whichever direction the movement of Sam in sentence 8 takes, he is above the mountain. He is also in contact with the mountain. The bird in sentence 9 is also above the mountain and it can fly across it. When the table cloth is spread over the table, it is said to be above the table and covering it. In conclusion, the sentences in each of the two sets above, have different but related meanings due to the polysemous nature of prepositions 'in' and 'over.' Just like the meanings of prepositions 'in' and 'over' have been discussed in English, this study seeks to explore the meanings of such prepositions in Sheng. The prepositions 'in' and 'over' are among the twenty prepositions whose meanings are schematically represented using the various image schemas that have been highlighted above.

1.8 Literature Review

1.8.1 English Prepositions

Das (2007:169) defines a preposition as a word placed before a noun or a pronoun or a noun equivalent to show the relation of the noun or its equivalent to any other word of the sentence. The noun or pronoun or noun equivalent is its object. Wren and Martin (2006:106) define a preposition as a word placed before a noun or a pronoun to show in what relation the person or thing denoted by it stands in regard to something else. In English, prepositions are usually placed before their objects, but they sometimes follow them. Look at the following examples:

11. There is a cow in the field.

12. Here is the watch that you asked for.

In sentence 11, 'in' shows the relationship between 'cow' and 'field.' 'In' comes before 'field' which is its object. In 12, 'for' comes before its object, 'watch.'

English has simple, double and complex prepositions. The simple prepositions include 'at', 'in', 'by', 'of, for', 'on', 'over', 'under', 'to', 'from', 'with', among others. Double prepositions include 'into', 'onto', 'within', among others. Complex prepositions include 'by way of', 'by means of', 'with a view to', 'by virtue of', 'in front of', etc. Prepositions in English can express relations like place or position, time, direction or movement, instrument, rate, value. These English prepositions can be used to convey various meanings. The knowledge of the meanings the prepositions have in English enables one to know if the said

meanings have been transferred to the Sheng language or if they have new meanings in Sheng.

As Rodney (1989: 336) observes, English prepositions take noun phrases and pronouns as complements. He gives the following examples:

13. She relied on the doctor.

14. He prayed for them.

In sentence 13, the noun phrase is ‘the doctor’ while in 14 it is ‘them’ Without these compliments, the meanings of the prepositions ‘on’ and ‘of’ are lost in these sentences. He says that many grammars make a distinction between ‘simple prepositions’ containing a single word and ‘complex prepositions’ consisting of from two to four words including at least one simple preposition. He argues that the structure of a preposition phrase headed by a complex preposition is different from that of a bigger PP containing a smaller PP embedded within the bigger PP.

He gives the following examples to support his argument above:

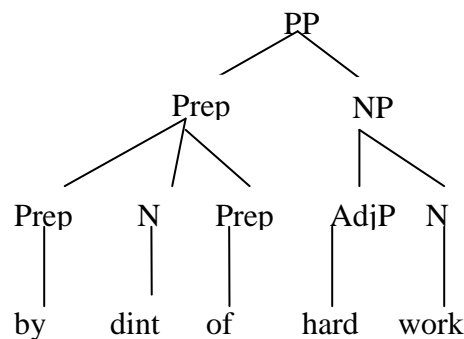


Figure 7: The structure of a PP headed by a complex preposition (Adapted from Rodney (1989: 342))

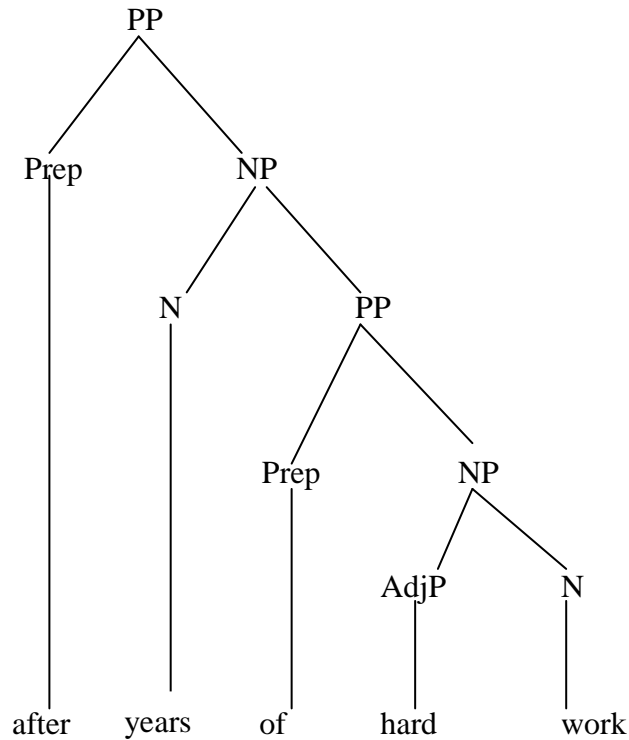


Figure 8: The structure of a bigger PP containing a smaller PP embedded within it (Adapted from Rodney (1989: 342))

It should be noted here that in this study is not interested in studying the positions of prepositions in sentences but in analysing their meanings. In other words, this study does not deal with a syntactic analysis, but with a semantic analysis.

1.8.2 Kiswahili prepositions

Prepositions are referred to as *vihusishi* in Kiswahili. They are defined in Kiswahili as words that show the relationship between words and groups of words (Waititu and Ipara 2006:72). Some of the Kiswahili prepositions include: *Chini ya*, *juu ya*, *juu*, *nyuma ya*, and *kwa*. From these examples, it can be seen that Kiswahili

has both simple and complex prepositions which are used in Sheng. In Kiswahili, prepositions are used to express relations like place, time, instrument, among others. Kiswahili prepositions are put before the objects they govern. Consider the following examples:

15. *A-me-simama juu ya jiwe.*

3SG-PERF-stand PREP stone.

‘He has stood on a stone’

16. *Tom a-li-m-kata kwa kisu.*

Tom 3SG-PAST-him/her-cut PREP knife.

‘Tom cut him/her with a knife’.

In sentence 15, *juu ya* comes before its object *jiwe* while in 16 *kwa* comes before its object *kisu*.

As Mohammed (2001: 100) observes, the traditional grammars maintain that there are no words of Bantu origin which can be basically called prepositions. However, he says that these grammars also explain that a few words based on the ‘-a’ of relationship may be so termed. He gives the following examples of Kiswahili prepositions: *kwa* (by means of, with, by, for, to, at, from, through), *mpaka* (till, as far as), *kutoka*, *toka* or *tokea* (from) and *kwenye* (at, in).

According to him, the examples above are simple Kiswahili prepositions.

Ashton (1970: 195) says that there are numerous phrases, i.e. complex prepositions, based on *kwa*, *na* and *-a*. She gives the following examples of Kiswahili prepositions: *kwa habari ya* (about, concerning), *kwa sababu ya*

(because of), *kwa ajili ya* (for the sake of), *karibu na* (near), *mbali na* (far from), *pamoja na* (together with), *chini ya* (below), *juu ya* (on, over), *kabla ya* (before: showing time), *mbele ya* (before: showing place), *baada ya* (after: showing time), *nyuma ya* (after: showing place), *ndani ya* (inside/in), *nje ya* (outside), *katikati ya* (among), and *kati ya* (between). The following Kiswahili sentence has preposition *kwa* that can be used in Sheng:

17. *Tu-li-m-chinja mbuzi kwa ajili ya kinofu.*

1PL-PAST slaughter goat PREP chop.

‘We slaughtered a goat for the sake of chop.’

1.8.3 Sheng

As was stated earlier, no research has been carried out on the semantic analysis of the prepositions used in Sheng. Spyropoulos (1987:126) basically gives a brief survey of the social factors behind the emergence of Sheng but does not describe the structure of the language. She says that her study dwells largely on the speculative history of the language in terms of its emergence and development. In this study, her ideas help in outlining the historical background to Sheng language. Osinde (1986:10) likened the dynamic nature of Sheng and the fluidity of its changing features to a pidgin but denied that Sheng is a pidgin by stating that unlike pidgins, Sheng is meant to serve a group function rather than solve a communication problem.

Osinde and Abdulaziz (1997) give a detailed account of the origin of Sheng as a speech variety of the working class sections of Nairobi. They argue that Sheng was rivalled by the emerging English variety from the middle class sections of Western Nairobi. They say that English and Sheng do not have formal grammar of their own. The rest of their paper shows examples of the morphological and syntactic differences between Sheng and English and they give several sentences from both Sheng and English to demonstrate how the morpho-syntax of the two differs. They give the following Sheng sentences when talking about mixed codes among Kenya urban youth:

18. *Hako kadem mimi ni-ta-ka-seti kakiniletea noma.*

ADJ girl 3SG 1SG-FUTURE-her-beat 1SG-PT-me-bring problems.

‘I will beat that girl if she gives me problems’

19. *Hako jasabe gwari, kacheke vile ka-me-tunya.*

ADJ girl 3SG PT-be-ADV-ugly.

‘Look, that girl is very ugly.’

For this study, generally, the examples of the sentences given above are not irrelevant. It is important to state that Sheng coins some of its words. Examples of such coined words include *kametunya*, *noma*, *dem*, *gwari* which have been used in sentences 18 and 19.

Githinji (2006:446) uses the following Sheng sentences to explain the lexical variations in Sheng and Sheng speakers’ identity in Nairobi:

20. *Si we burst Dagoo for Nyaks chom.*

Let 1PL-PT go Dagoretti PREP roast meat.

‘Let us go to Dagoretti for roast meat.’

21. *Aa duh! (laughs) hapana, moti ni ya kitambo.*

Aa no! Moti PT be old one.

‘Aa no! (laughs) no, moti is an old one.’

Warambo (2011: 51) discusses the semantic development in Sheng using lexical pragmatic approach. He concludes that Sheng coins some of its words like other languages do. He says that with time, some of the words Sheng coins change their meanings. This change in meaning, he argues, shows semantic development in Sheng. Warambo (2011: 21, 56) uses the following Sheng sentences to illustrate his argument:

22. *Wasee wa Buru ni masonko.*

People 3PL PREP Buruburu PT be rich.

‘People from Buruburu are rich.’

23. *Kuishia Nyeri kwa buu ni rwabe.*

PT CONT go Nyeri PREP bus PT be one hundred shillings.

‘Going to Nyeri by bus costs one hundred shillings.’

Prepositions such as the ones in the sentences 22 and 23 are analyzed in this study.

1.8.4 Image Schema and Dholuo prepositions

Ochola (2011:43) has used the path schema to explain the different senses related to the Dholuo preposition ‘e-wi’. She has analyzed the various Dholuo spatial prepositions using the image schema theory which is the theory of choice in this study. She gives the following examples:

24. *Mtoka ne okalo e-wi daraja.*

Car PAST go PREP bridge.

‘The car went across the bridge’

She points out that ‘e-wi’ in the sentence 24 above is related to the ‘above-cross’ sense.

25. *Opicho ne olak e-wi daraja.*

Opicho 3 SG:PAST crawl PREP bridge.

‘Opicho crawled across the bridge’

‘E-wi’ in the sentence 25 above has the ‘above-across sense with contact on a bridge.’ Examples 24 and 26 are useful in this study as they show a language in which image schema theory has been used.

1.9 Research Methodology

1.9.1 Data Collection

In this study, data was collected through questionnaires, magazines written in Sheng, conversation in Sheng and taking notes, listening to *Ghetto Radio*, and giving respondents passages written in English and Kiswahili with the selected prepositions to translate into Sheng.

The data was collected in the Nairobi’s Eastlands specifically in Donholm (Doni), Kaloleni (Ololoo), Dandora (Dandoo) and Hamza. A sample of thirty respondents was used. Their ages ranged from 15-40 years. Fifteen of them were males and the rest, females. The other languages spoken in these areas are Kiswahili, English and

the respondents' mother tongues. The stratified sampling method was applied. The respondents had different levels of education. For the respondents who were primary school pupils, I initiated conversation, asking them questions deliberately and taking notes. Questionnaires were used for the respondents with high school and college education. Therefore, the stratification was done based on the respondents' levels of education.

1.9.2 Data Analysis

The data collected from the sources stated above was analysed using image schemas like containment schema, path schema, and contact schema. The meanings of the various prepositions were represented schematically as illustrated in the theoretical framework.

CHAPTER TWO
THE MEANINGS OF SELECTED ENGLISH AND KISWAHILI
PREPOSITIONS

2.1 Introduction

As stated in Chapter One, ten prepositions from English and ten others from Kiswahili were selected for this study. In this Chapter, the meanings of these prepositions are explained using the various image schemas. It is important to explain the meanings of the prepositions as used in English and Kiswahili because these are the target prepositions from the various sources of data for this study. The meanings they have in English and Kiswahili are explained in this chapter and the meanings they have in sheng are explained in the next chapter. This is significant because their meanings can be looked at side by side; as brought out in English and Kiswahili on the one side and in Sheng on the other for accurate conclusions at the end of this study.

2.2 The Selected English Prepositions

The prepositions that were selected from English include over, in, into, under, above, on, below, behind, through and in front of. The meanings of each of the selected English prepositions are discussed below in detail.

2.2.1 The Semantics of ‘in’

Das (2007:173) says that the preposition ‘in’ can be used for a position in a large space. This means that ‘in’ is used to refer to a position within a space or an area.

Look at the following example:

26. He is in the field.

‘In’ can be used to indicate a period of time. Consider the following example:

27. We will talk in the afternoon.

‘In’ can be used to indicate ‘before’ or when a period of time has elapsed.

The following example illustrates this:

28. Come back in one year.

The preposition ‘in’ can also be used to indicate a state, situation or condition as can be seen in the following examples:

29. He is in a deep sleep.

30. She stood in silence.

Saeed (2002: 358) says that the containment schema can be used to investigate the semantics of the preposition ‘in’. Moreover, the containment schema can be used to show that the preposition ‘in’ is polysemous in nature.

Evans and Tyler (2003: 183) say that the proto-scene for ‘in’ constitutes a spatial relation in which a TR is located within an LM which has three salient structural elements – an interior, a boundary and an exterior. In addition to the spatial

relation designated the proto-scene for 'in' is associated with the functional element of containment.

The Figure 9 below shows the schematic representation of the preposition 'in' in sentence 26 using the containment image schema.

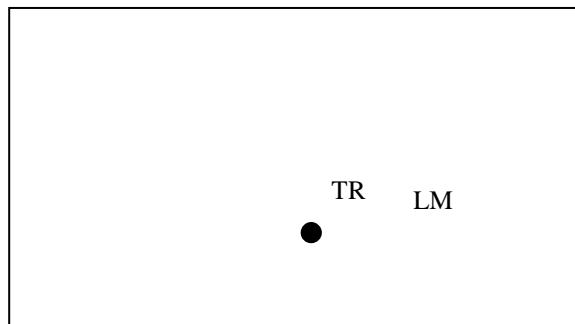


Figure 9: A schematic representation of 'in' in English using the containment schema (Adapted from Evans and Tyler (2003: 183))

In Figure 9, 'he' is the TR while 'field' is the LM. Therefore, the 'he' is contained within the LM (field).

Johnson (1987:22) observes that the containment schema is associated with a group of implications, which can be seen as natural inferences about containment.

He calls them 'entailments' and gives the following examples:

- (i) The experience of containment typically involves protection from outside forces.
- (ii) Containment limits forces, such as movement, within the container.
- (iii) The contained entity experiences fixity of location.

Therefore, Figure 9 is also a representation of the 'in' in the following sentences:

31. The egg is in the box.
32. The water is in the pot.
33. Tobias is in the house.

Sentences 31, 32, and 33 above show that we have different TRs within bounded locations. The TRs are confined and their movements, if any, are within the containers. For example, the egg in 31 is protected from external disturbances like sunlight, car, and dog. The water in 32 is safe from contamination and is free from crawling insects and cannot spill over unless the pot is broken. Tobias is safe in the house and is protected from cold and the sun's heat.

To show the polysemous nature of the preposition 'in', Saeed (2002:358) argues that 'in' can be used in a number of distinct but related ways. The following are some of his examples we have picked to illustrate this argument:

34. There is water in the vase.
35. There is a crack in the vase.
36. The pear is in the bowl.
37. The bird is in the tree.
38. The bird is in the field.

His argument is that it is easy to see the different relationships between the entity and the container in the examples above. For example, the water is likely to be entirely contained in the vase in 34 but the pear in 36 could easily be sitting on top of a pile of fruit and thus protrude beyond the top edge of the bowl. The bird in 37 might be inside a hole in the tree trunk or it might be sitting on a branch. In 38, the bird might be flying or hovering several feet above the field. Thus, the related

meanings of the prepositions 'in' discussed above show that 'in' is polysemous in nature.

2.2.2 The Semantics of the Prepositions 'above' and 'over'

Evans and Tyler (2003:110) observe that many previous accounts have suggested that 'over' and 'above' are synonymous, both of which designate a TR that is higher than an LM. They cite Lakoff (1987:425) saying that the 'higher than' sense of 'over' is roughly equivalent in meaning to 'above'. Therefore, in the following sentences, the interpretations are virtually synonymous:

39. The picture is above the mantel.

40. The picture is over the mantel.

Look at the following sentences:

41. Aduda hung the shirt over the back of the chair.

42. Aduda hung the shirt above the back of the chair.

Sentences 41 and 42 clearly reveal that the 'higher than' sense associated with 'over' and 'above' does not make them synonymous. In 41, the TR is conceptualized as being higher than but crucially in contact with the chair. In 42, the contact between the TR and LM is precluded.

Evans and Tyler (2003:111) say that in an attempt to explain the meanings of the two prepositions, Brugman (1988) and Krietzler (1997) argue that 'above' is typically interpreted as indicating a less specific location than 'over'. On this view, while for 'over' the TR is represented as being in the same vertical axis as the LM,

in their representation of ‘above’, the TR is located in some ‘indefinitely large region’ or in an unknown location physically higher than the LM. Therefore, ‘above’ in the following sentence can be represented schematically using Figure 10 below.

43. That bat is above the stool.

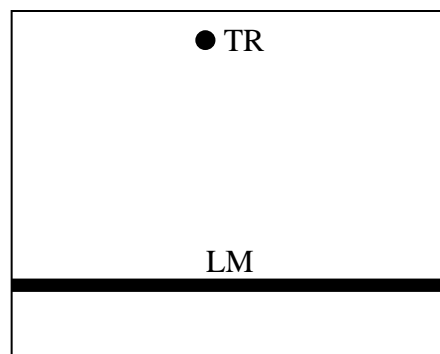


Figure 10: The meaning of ‘above’ (Adapted from Evans and Tyler (2003: 112))

In Figure 10, the bat (TR) is located at a point higher than the stool (LM). Owing to its location, the TR in the Figure is being conceptualized as not within the potential reach of the LM.

Saeed (2002: 359) says that Brugman and Lakoff (1988:479) give complex structures for the meanings of ‘over’. They say that the preposition ‘over’ has a number of related senses. These senses, they say, include ‘above-across’ sense, ‘above’ sense and the ‘covering’ sense. These senses conveyed by ‘over’ is represented schematically using path image schema.

As Saeed (2002: 359) says, this sense of ‘over’ is described in terms of path image schema using the terms trajectory (TR) for a moving entity and landmark (LM) for the background against which movement occurs. Consider the following sentence:

44. The insect is flying over the building.

‘Over’ in the sentence 44 is represented schematically in Figure 11 below.

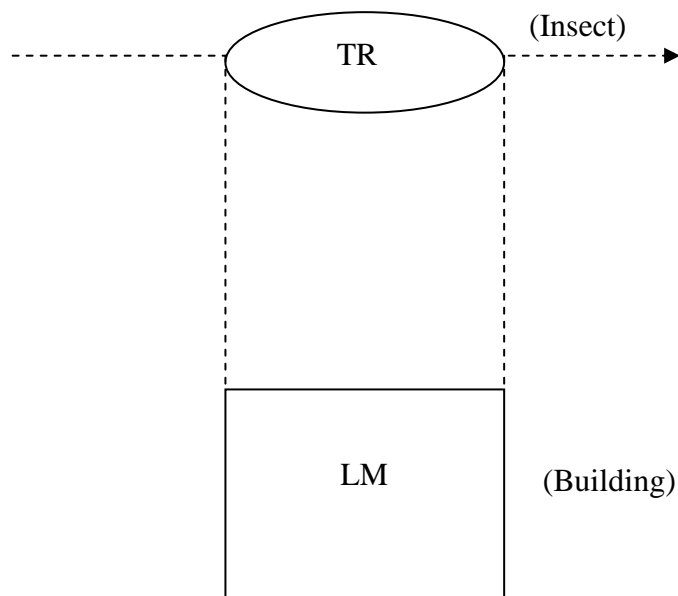
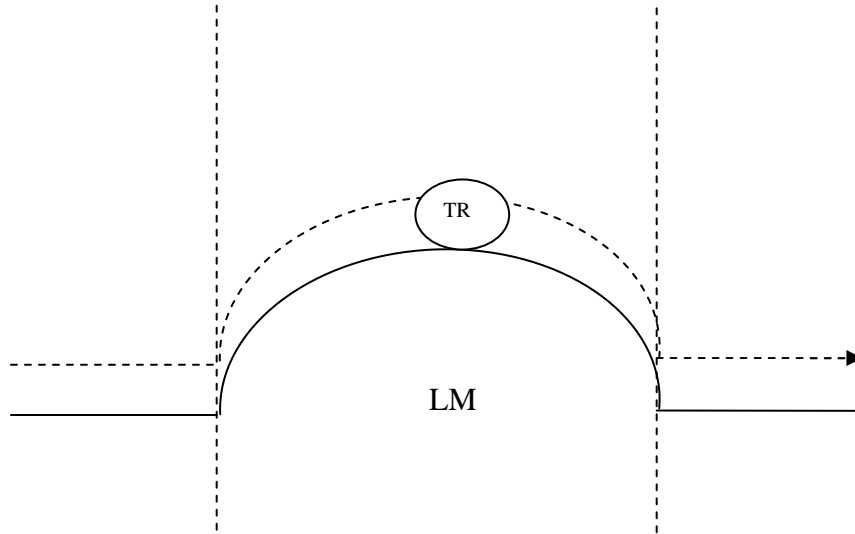


Figure 11: The ‘above-across’ sense of ‘over’ (Adapted from Brugman and Lakoff (1988: 482))

In Figure 11, the insect (TR) is moving above the building (LM). The TR and the LM are not in contact.

When there is contact between the trajector and landmark, for example, in sentence 45, Figure 12 below is used to represent the meaning of ‘over’.

45. The bull walked over the mountain.



**Figure 12: The meaning of ‘over’ (where the TR is in contact with the LM)
(Adapted from Brugman and Lakoff (1988: 483))**

In Figure 12, the ‘bull’ (TR) moves across the mountain (LM) and it is in contact with it. In the representation of ‘above’ sense of ‘over’, the TR is conceptualized as being stationary with no path element. Take a look at the sentence below:

46. The writing is over the mantel.

The writing doesn’t move; it is stationary.

Figure 13 below is used to represent the ‘above’ sense of ‘over’.

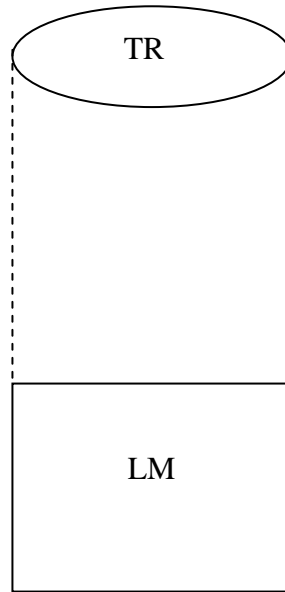


Figure 13: The ‘above’ sense of ‘over’ (Adapted from Brugman and Lakoff (1988: 487))

In Figure 13, the writing above the mantel does not move. Since the schema used to represent the ‘above’ sense of over does not include the path element, it has no meaning of across. It also differs from the first sense in that there are no restrictions on the shape of the landmark nor can there be contact between the trajector and the landmark. If there is any contact, other prepositions such as ‘on’ are likely to be used. For example, one would give a sentence such as the one in example 47.

47. The writing is on the mantel.

In the ‘covering’ sense of ‘over’ TR is conceptualized as covering the LM. For example, ‘over’ in the following sentence has the ‘covering’ sense:

48. Tobias spread the bed sheet over the bed.

The bed sheet in the sentence 48 covered the bed, hence, the ‘covering’ sense of ‘over’. This is represented in Figure 14 below.

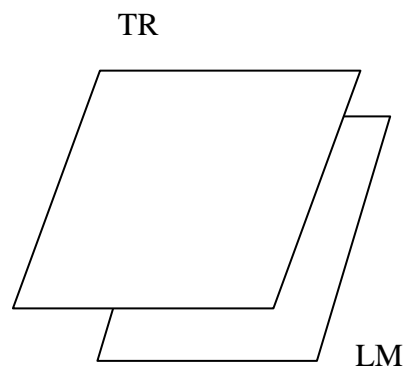


Figure 14: The ‘covering’ sense of ‘over’ (Adapted from Brugman and Lakoff (1988:489))

In Figure 14, the bed sheet (TR) covers the entire bed (LM). Take a look at the following sentence:

49. The beans were scattered all over the table.

Saeed (2002: 360) says that the use of a quantifier like ‘all’ in a sentence like 49 changes the nature of the trajector. He says that Brugman and Lakoff (1988:490) call the trajector in this case multiplex trajector, made up of the individual elements. This multiplex version of the ‘covering’ sense of ‘over’ in sentence 49 is represented in Figure 15 below.

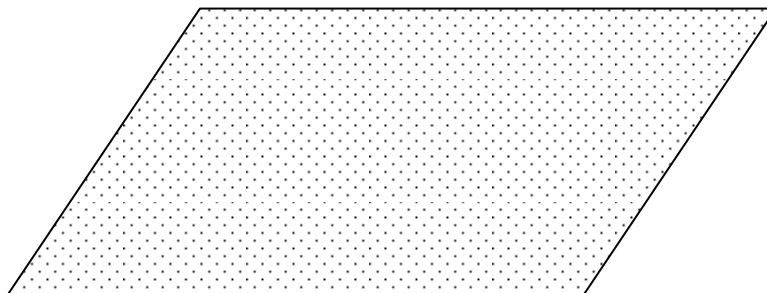


Figure 15: A schematic representation of multiplex trajector. (Adapted from Brugman and Lakoff (1988:491))

In Figure 15, the beans (TR) cover the entire table (LM) and they are scattered on it.

2.2.3 The Semantics of the Prepositions ‘under’ and ‘below’

Evans and Tyler (2003: 121) point out that the divisions of the vertical axis higher than the LM represented by ‘over’ and ‘above’ are mirrored by ‘under’ and ‘below’ when the TR is conceptualized as being lower than the LM. Parallel to ‘over’, the proto-scene for ‘under’ denotes a conceptual spatial functional relation between a TR and an LM, in which the TR is lower than and yet proximal to the LM. Parallel to ‘above’, the proto-scene associated with ‘below’ denotes a relation in which the TR is lower than and distal with respect to the LM, and hence the possibility of contact between the TR and LM is speculated.

Figures 16 and 17 below represent ‘under’ and ‘below’ respectively. Figure 16 is a representation of the ‘under’ in sentence 50:

50. The cat is under the table.

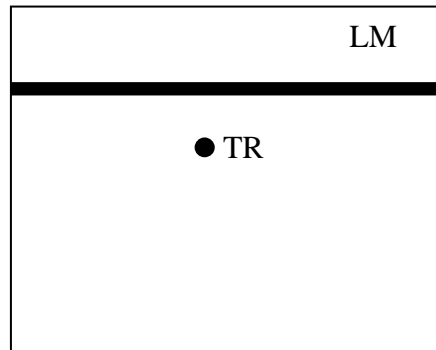


Figure 16: A schematic representation of ‘under’ (Adapted from Evans and Tyler (2003: 121))

In Figure 16, the cat (TR) is a short distance below the table (LM).

Figure 17 is a schematic representation of ‘below’ in the following sentence:

51. The mark is somewhere below the line.

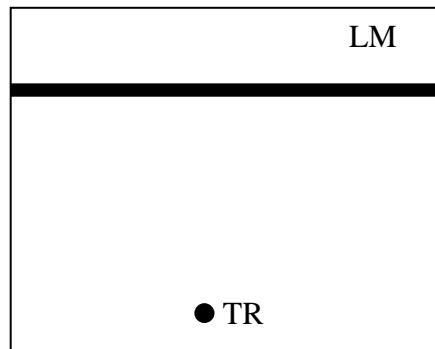


Figure 17: The meaning of ‘below’ (Adapted from Evans and Tyler (2003: 121))

In Figure 17, the mark (TR) is somewhere below the LM (line) though the distance between the LM and the TR in Figure 17 is greater than the distance between the TR and the LM in Figure 16.

Figures 16 and 17 can be used to represent ‘under’ and ‘below’ in sentences 52 and 53 below respectively:

52. The valley is far under the tallest peak.

53. The valley is far below the tallest peak.

2.2.4 The Semantics of ‘behind’

As Evans and Tyler (2003: 170) indicate, ‘behind’ originally meant roughly ‘located at the back’. The proto-scene they (Evans and Tyler) propose for ‘behind’ locates the TR at the back of the LM, that is, the TR is understood to be located such that the front of the LM is directed away from the TR. Consider the following sentence by way of illustration:

54. The man stood behind the lady.

In sentence 54, the man (TR) is located with respect to the lady’s back. Hence, the lady (LM) must have front/back orientation such that the front is directed away from the TR. The man can either be looking at the lady’s back or turned away, with his back towards the lady. ‘Behind’ is represented schematically in Figure 18 below.

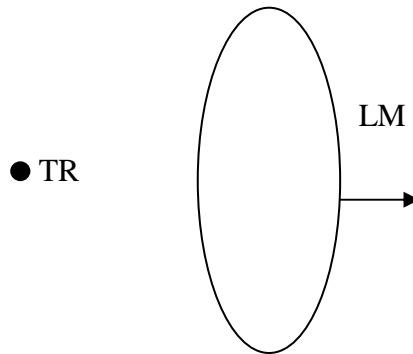


Figure 18: The meaning of ‘behind’ (Adapted from Evans and Tyler (2003: 171))

The arrow on the LM in Figure 18 above shows the direction the lady (LM) is facing.

2.2.5 The Semantics of ‘into’

Das (2007: 180) says that the preposition ‘into’ denotes motion inwards. He also says that ‘into’ denotes some change.

Examples

55. Janet moved into the house. (motion)

56. Janet changed into a beast. (change)

Evans and Tyler (2003: 199) indicate that ‘into’ mediates a spatial relation in which the TR is located on the exterior of a bounded LM and is oriented towards the LM. They say that ‘into’ has a functional element of a goal associated with it, such that the LM constitutes the TR’s objective as evidenced in the example below:

57. The robber peered into the bank, before entering.

In the sentence above, the bank constitutes the TR's physical goal and objective, presumably in order to rob it. They use Figure 19 to represent the meaning of 'into' schematically.

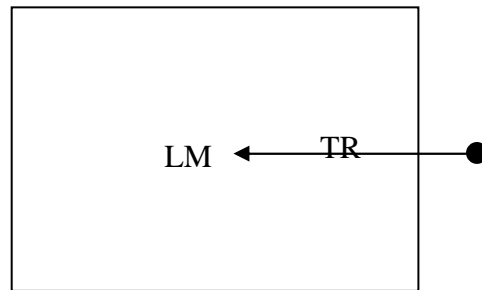


Figure 19: The meaning of 'into' showing the TR with an objective (Adapted from Evans and Tyler (2003: 199))

Figure 19 shows that the robber (TR) moved 'into' (across the boundaries of) the bank (LM). Das (2007: 183) uses Figure 20 to represent the meaning of 'into' in the following sentence:

58. Zipporah moved into her new room.

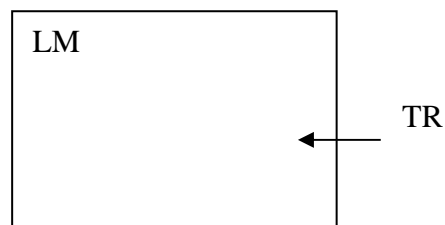


Figure 20: The meaning of 'into' (Adapted from Das (2007:183))

Figure 20 shows that Zipporah (TR) has made a movement into her new room (LM).

2.2.6 The Semantics of ‘through’

While the spatial relation designated by ‘through’ relates to the structural elements interior, boundary, and exterior and have a bounded LM, it comprises additional structural elements which Evans and Tyler (2003: 217) term entrance point, exit point, and the contiguous location between the entrance point and the exit point.

Evans and Tyler (2003: 218) use Figure 21 below to represent the meaning of ‘through’ in the following sentence:

59. The tunnel through Mount Kenya was finished last year.

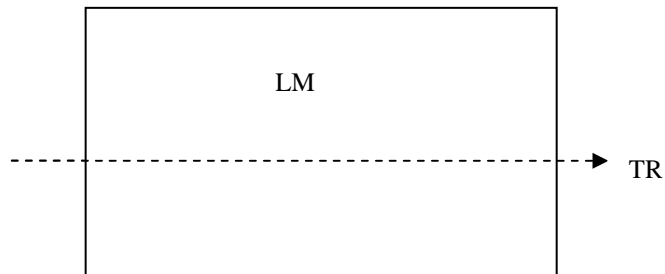


Figure 21: The meaning of ‘through’ (Adapted from Evans and Tyler (2003: 218))

Figure 21 shows that the tunnel was constructed through Mt Kenya as stated in sentence 59. The arrow shows the direction of the construction of the tunnel (TR) through Mt Kenya (LM).

2.2.7 The Semantics of ‘on’

The Oxford Advanced Learners’ Dictionary (8th edition) gives various meanings of the prepositions ‘on’. First, ‘on’ can mean ‘in’ or ‘into’ a position covering, touching or forming part of the surface. The following sentences explain the meaning given above:

60. There is a mark on the wall.

61. Put it down on the table.

Secondly, ‘on’ can also mean ‘supported by something or somebody’. Consider the following example:

62. She was standing on one foot.

Third, it can be used to show a means of transport. Take a look at the following example:

63. ‘He was on the plane from new York’.

Finally, ‘on’ can be used to indicate a day or date. Take a look at the following example:

64. Jane came on Monday.

‘E-wi’ is the Dholuo word for preposition ‘on’. Ochola (2011: 39) represents the meaning of the preposition ‘on’ using the contact image schema. Her diagram is used in Figure 22 to represent the meaning of ‘on’ in the following sentence:

65. The cat is on the table.

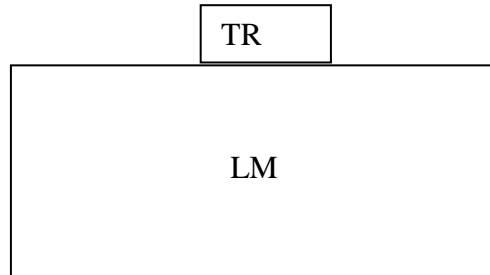


Figure 22: The meaning of ‘on’ using the contact image schema (Adapted from Ochola (2011: 39))

Figure 22 shows that the cat (TR) is on and in contact with the table (LM).

2.2.8 The Semantics of ‘in front of’

The use and meaning of ‘in front of’ are grounded on the front/back asymmetry of our bodies. As Evans and Tyler (2003: 159) say, ‘in front of’ is used to show a TR that is located at the front of an LM. In other words, the LM is oriented towards the TR. Therefore, if there is a human LM and it is oriented with respect to the TR, then this TR is perceptually accessible to the LM. Consider the sentence below as way of illustration:

66. Teresina is in front of the lecturer.

In sentence 66, when Teresina (TR) is conceptualized as being ‘in front of’ in relation to the lecturer (LM), then she (TR) is perceptually accessible to the LM, and as a result, her location is confirmed.

‘In front of’ in sentence 66 is represented schematically in Figure 23 below.

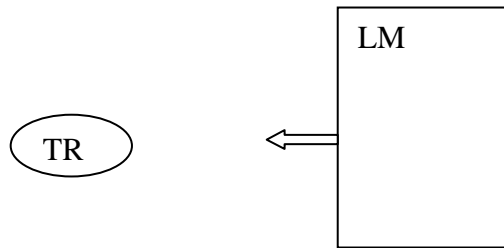


Figure 23: The meaning of ‘in front of’ (Adapted from Evans and Tyler (2003: 159))

The arrow on the LM in Figure 23 shows the direction the lecturer (LM) is facing.

It is important to note here that sentence 64 is based on animate (human) experiences that have inherent front/back orientation. However, the proto-scene of ‘in front of’ is also used with inanimate LM as shown to the following sentences:

- 67. The man stood in front of his house.
- 68. The woman sat in front of her mirror.

Though house and mirror in sentences 67 and 68 respectively are inanimate, they are seen as having front/back orientation. This justifies the use of ‘in front of’ with them.

2.3 The Selected Kiswahili prepositions

As it was said in Chapter One, the Kiswahili prepositions that were selected for this study include *kwa*, *katika*, *juu ya*, *chini ya*, *ndani ya*, *kati ya*, *nyuma ya*, *kuelekea*, *mbele ya* and *katikati*. The following is the gloss for the selected Kiswahili prepositions:

Kiswahili prepositions	English equivalent
<i>kwa</i>	by means of, by, with, through, to, for, at
<i>katika</i>	into, within, in, during
<i>juu ya</i>	on, over, above, obligation
<i>chini ya</i>	below, under, responsibility
<i>ndani ya</i>	in, inside
<i>kati ya</i>	between
<i>nyuma ya</i>	behind, at the end
<i>kuelekea</i>	towards
<i>mbele ya</i>	in front of
<i>katikati</i>	among, in the middle of

Source: Waititu and Ipara (2006: 72-73)

The meanings of these Kiswahili prepositions are analyzed using the various image schemas identified in Chapter One.

2.3.1 The Semantics of *kwa*

As Mohammed (2001: 100) observes, *kwa* consists of the locative prefix KU joined to the –A of association, sometimes called connective –a. He says that *kwa* has several uses including the following:

Kwa is used to indicate location. Take a look at the following example:

69. *Tobias a-ta-enda nyumbani kwa Miriamu kesho.*

Tobias 3SG-FUTURE-go house PREP Miriam 3SG tomorrow.

‘Tobias will go to Miriamu’s house tomorrow.’

Kwa is used to indicate the names of instruments used. This is illustrated using the following example:

70. *Tom a-li-pigwa kwa nyundo.*

Tom 3SG-PAST PERF-hit PREP hummer.

‘Tom was hit with a hummer’.

Kwa is used to indicate mode of transport. Consider the following example:

71. *Sammy a-li-safiri kwa basi.*

Sammy 3SG-PAST-travel PREP bus.

‘Sammy travelled by bus.’

Kwa can be used to indicate ‘the purpose or aim of an action’ as illustrated in the example below:

72. *Ondieki a-li-ni-jia kwa ushauri.*

Ondieki 3SG-PAST-me-come PREP piece of advice.

‘Ondieki came to me for a piece of advice.’

Finally, *kwa* is also used to indicate the cause of an action as in the following example.

73. *Yule mwizi a-li-kufa kwa njaa.*

ADJ thief 3SG-PAST-die PREP hunger.

‘That thief died of hunger.’

Schematically, *kwa* in the following sentence can be represented in Figure 24 below.

74. *Jomiah a-na-enda nyumbani kwa Rahab.*

Jomia 3SG-PT CONT-go house PREP Rahab 3SG.

‘Jomiah is going to Rahab’s house.’

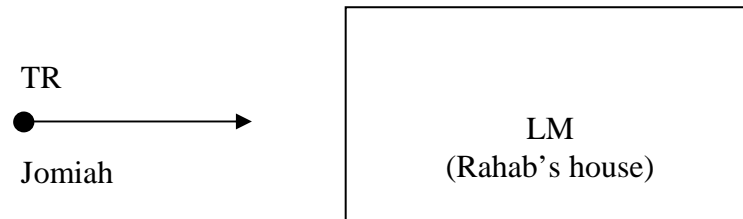


Figure 24: The meaning of *kwa* (Adapted from Das (2007: 183))

Figure 24 shows that Jomiah is headed to Rahab’s house. In this Figure, *kwa*’s English equivalent is ‘to.’

2.3.2 The Semantics of *katika*

Mohammed (2001: 102) says that although written as one word, Swahili grammars label the preposition *katika* as compound. Its basic meaning is ‘on’ or ‘in’ and it refers to both time and place. He explains that the time dimensions can be compared with any English preposition indicating duration of time, such as ‘during’, ‘whilst’, ‘in’ and ‘at’. Look at the following examples to explain the argument above:

75. *Katika mwaka ule, ku-li-nyesha sana.*

PREP year PAST-rain ADV.

‘During that year, it rained heavily.’

76. *Katika kuzungumuza, simu mara i-ka-lia.*

PREP talk phone PAST-ring.

‘While speaking, a telephone rang.’

Mohammed (2001:103) also observes that the dimension of place concerning the preposition *katika* can be equated with English prepositions ‘in’, ‘on’, ‘at’, ‘to’, ‘from’, ‘out of’ ‘into’. The reference to place of locality performed by *katika* is much the same as the locative suffix *-ni*.

Figure 25 below is used to represent the *katika* in the following sentence:

77. *Mnyama a-li-ingia katika sanduku.*
 Animal 3SG-PAST-get PREP box.
 ‘The animal got into the box.’

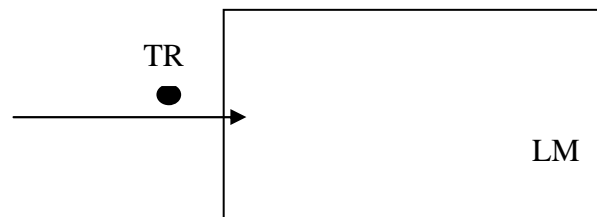


Figure 25: The meaning of *katika* (Adapted from Das (2007: 183)).

Figure 25 shows that the animal is moving into the box. The animal is the TR while the box is the LM. Apart from the dimensions of time and place, the preposition *katika* can be used to express the situation or particular circumstances under which the action of a verb is carried out. The following sentences support the argument above:

78. *Mama yule a-li-kuwa katika huzuni kubwa.*
 Woman 3SG-PAST-be PREP distress ADV.
 ‘That woman was in profound distress.’
79. *U-si-sadiki hata kidogo katika habari zile ulizozisikia.*
 2SG-PT-believe ADV PREP news ADJ PAST hear.
 ‘Do not believe at all the news you heard.’

The woman in sentence 78 is in distress (*huzuni*). This distress is shown by the use of *katika*.

2.3.3 The Semantics of *juu ya*

According to Waititu and Ipara (2006: 72), *juu ya* is used to show the position of an entity on or over another. Take a look at the following sentences:

80. *Simba a-na-simama juu ya jiwe lile.*

Lion 3SG-PT CONT-stand PREP stone ADJ.

‘The lion is standing on that stone.’

81. *Ndege a-na-paa juu ya mlima.*

Bird 3SG-PT CONT-fly PREP mountain.

‘The bird is flying over the mountain’.

Juu ya in sentences 80 and 81 above is represented in Figures 26 and 27 respectively:

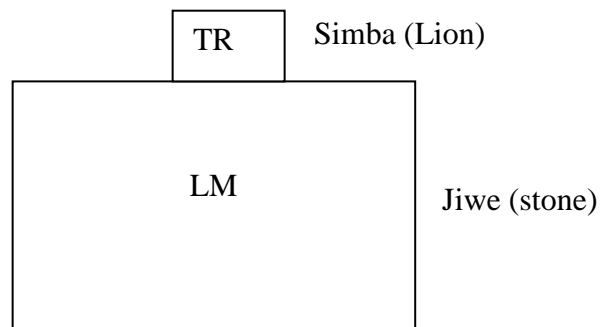


Figure 26: The meaning of *juu ya* where the TR is in contact with LM

Figure 26 shows that the lion (TR) is above and in contact with the stone (LM).

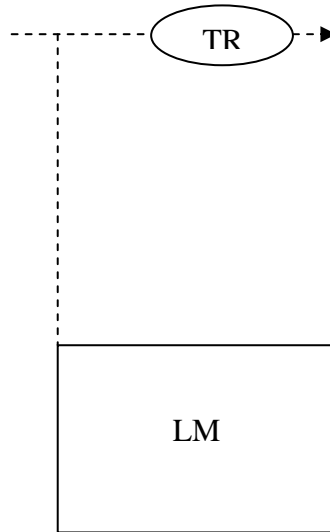


Figure 27: The meaning of *juu ya* where the TR is not in contact with LM (Adapted from Saeed (2002: 360))

Figure 27 shows that the bird is flying over the mountain. The bird is the TR while the mountain is the LM. The TR and the LM are not in contact.

2.3.4 The Semantics of *chini ya*

Ashton (1970:195) indicates that *chini ya* is a preposition used to indicate the place or position of an entity. The English equivalent for *chini ya* is 'under'. *Chini ya* indicates that the TR is under the LM. Take a look at the following example:

82. *Magi a-li-kaa chini ya daraja.*
Magi 3SG-PAST-sit PREP bridge.
'Magi sat under the bridge.'

The *chini ya* in sentence 82 above can be represented in Figure 28 below.

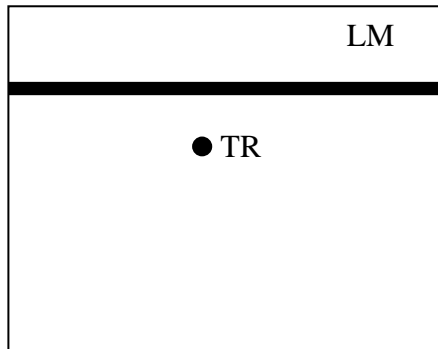


Figure 28: The meaning of *chini ya* (Adapted from Evans and Tyler (2003: 121))

In Figure 28, Magi (TR) is under the bridge (LM).

2.3.5 The Semantics of *ndani ya*

According to Ashton (1970: 195), *ndani ya* is a preposition that indicates that an entity is contained in a space within an LM. Consider the following example as a way of illustration:

83. *Mpira umo ndani ya chumba hiki.*

Ball PT be PREP room ADJ.

‘The ball is in this room.’

Figure 29 below is used to represent the meaning of *ndani ya* in sentence 83.

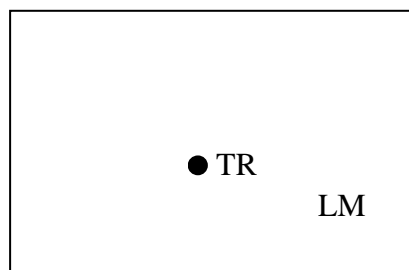


Figure 29: The meaning of *ndani ya* (Adapted from Das (2007: 182))

Figure 29 shows that the ball is contained in the room, hence, the use of the containment image schema.

2.3.6 The Semantics of *kati ya*

Kati ya, according to Mohammed (2001: 102), is a preposition whose equivalent is ‘between’ in English. *Kati ya* is used to indicate a position between two points or objects. The following example illustrates this argument:

84. *A-li-simama kati ya Rose na Wanjiku.*
 3SG-PAST-stand PREP Rose 3SG CONJ Wanjiku 3SG.
 ‘He/she stood between Rose and Wanjiku.’

Das (2007: 182) uses Figure 30 below to represent the meaning of ‘between’ which can be used for *kati ya* in sentence 84.

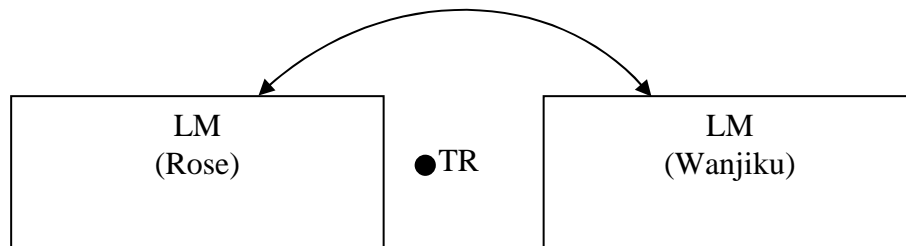


Figure 30: The meaning of *kati ya* in sentence (Adapted from Das (2007: 182))

Figure 30 shows that the TR (A-) in sentence 84 is positioned between Rose and Wanjiku.

2.3.7 The Semantics of *nyuma ya*

According to Waititu and Ipara (2006: 73), *nyuma ya* is a spatial preposition used to indicate that an entity is located at the back of the other. This is to mean that the

TR is located at the back of the LM. The preposition *nyuma ya* is used where the LM has front/back orientation such that the front is directed away from the TR. *Nyuma ya* in the following sentence is used to illustrate the argument above:

85. *Miruka a-li-panda maua nyuma ya nyumba.*

Miruka 3SG-PAST-plant flowers PREP house.

‘Murika planted flowers behind the house.’

The meaning of *nyuma ya* in the sentence above can be represented in Figure 31 below.

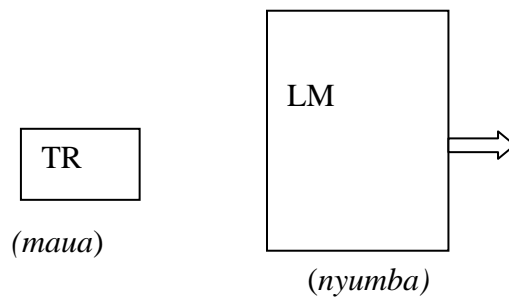


Figure 31: The meaning of *nyuma ya* (Adapted from Evans and Tyler (2003: 170))

The Figure above shows that the flowers were planted behind the house. The arrow in the Figure 31 shows the direction the LM is facing (away from the TR).

2.3.8 The Semantics of *kuelekea*

As Waititu and Ipara (2006: 73) indicate, *kuelekea* is a preposition used to indicate the movement of an object towards another. Schematically speaking, the TR moves towards the LM. Consider the following example:

86. *Mchezaji a-li-kimbia kuelekea uwanjani.*

Player 3SG-PAST-run PREP field.

‘The player ran towards the field.’

Kuelekea in sentence 86 is represented in Figure 32 below.

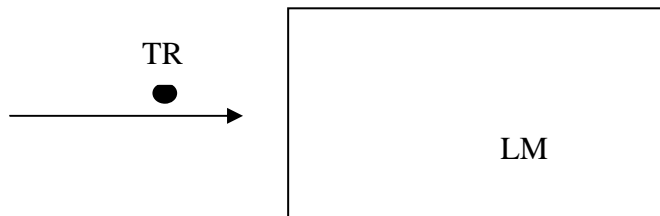


Figure 32: The meaning of *kuelekea* (Adapted from Das (2007: 183))

Figure 32 shows that the player (TR) is moving towards the field (LM). The arrow shows the direction of the movement of the TR.

2.3.9 The Semantics of *mbele ya*

The preposition *mbele ya* is the opposite of *nyuma ya* in terms of their meanings. *Mbele ya* is used to show that an object has its position in front of the other. This preposition is used where the LM has front/back orientation such that the front is directed to the TR. Look at the following sentences:

87. *Mwanafunzi a-li-simama mbele ya mwalimu.*

Student 3SG-PAST-sit PREP teacher.

‘The student stood in front of the teacher.’

88. *Msichana huyo a-li-kaa mbele ya gari lake.*

Girl ADJ 3SG-PAST-sit PREP car ADJ.

‘That girl sat in front of her car.’

Mbele ya in sentence 87 and 88 above is represented schematically in Figure 33 below.

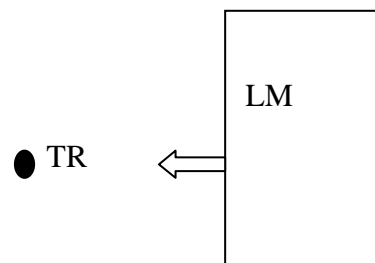


Figure 33: The meaning of *mbele ya* (Adapted from Evans and Tyler (2003: 159))

The position of the TR in Figure 33 shows that the LM is facing the TR. The LM has front/back orientation. The arrow shows that the LM is facing the TR.

2.3.10 The Semantics of *katikati*

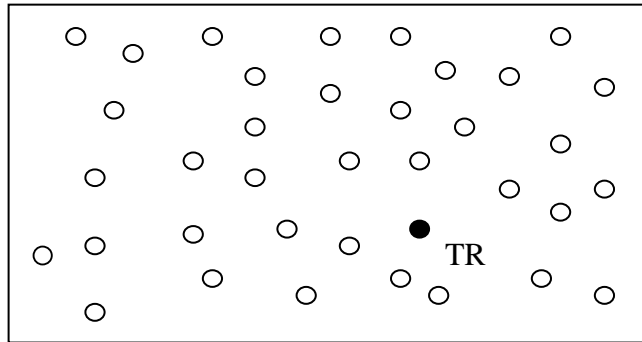
This preposition shows the position of an entity or object among others. Look at the sentence below to illustrate the above argument:

89. *Mfalme wetu a-li-simama katikati ya wafalme wengi.*

King ADJ 3SG-PAST-stand PREP kings many.

‘Our king stood among many kings.’

Figure 34 below is used to show the position of *mfalme wetu* among *wafalme wengi* in sentence 89.



LM is represented
by ○

Figure 34: The meaning of *katikati* whose English equivalent is ‘among’ (Adapted from Das (2007: 183))

Figure 34 shows that ‘our king’ (TR) is located among other kings (LMs). *Katikati* is also used to mean ‘at the centre of’ or ‘in the middle of.’ Consider the following examples:

90. *Mototo a-li-simama katikati ya uwanja.*

Child 3SG-PAST-stand PREP field.

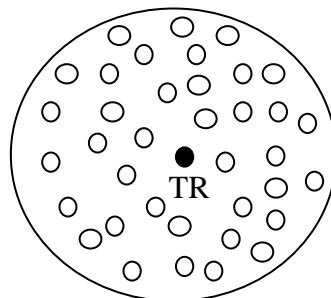
‘The child stood at the centre of/in the middle of the field.’

91. *Monika a-li-kei katikati ya umati.*

Monika 3SG-PAST-sit PREP crowd.

‘Monika sat in the middle of/at the centre of the crowd.’

Figure 35 below can be used to represent the meaning of ‘*katikati*’ in sentence 91.



○ Represent an LM in figure

Figure 35: The meaning of ‘*katikati*’ whose English equivalent is ‘at the centre of’ or ‘in the middle of’

Figure 35 shows that the TR occupies the centre of the area occupied by the LM. Monika sat at the centre of the area occupied by the people that made up the crowd.

2.4 Conclusion

In this chapter, the meanings of the selected prepositions used in Sheng have been explained using the various image schemas. From the discussions in this chapter it is concluded that these prepositions have various meanings. In the next chapter, the meanings of these prepositions are explained when they are used in Sheng.

CHAPTER THREE
THE MEANINGS OF THE SELECTED ENGLISH AND KISWAHILI
PREPOSITIONS IN SHENG

3.1 Introduction

As stated in Chapters One and Two, the prepositions that were selected from English for this study were: ‘over’, ‘in’, ‘behind’, ‘on’, ‘below’, ‘into’, ‘out of’, ‘under’, ‘in front of’ and ‘above’. From Kiswahili the following prepositions were selected: *kwa*, *katika*, *nyuma ya*, *chini ya*, *juu ya*, *ndani ya*, *kati ya*, *katikati ya*, *mbele ya*, and *kuelekea*. These prepositions were selected because they are the most frequently used prepositions in Sheng. It was, therefore, suspected that they could be the richest in meaning among the prepositions used in Sheng. In Chapter Two, the meanings of these prepositions in the languages they come from (English and Kiswahili) were discussed. In this chapter, however, we explain the meanings these prepositions as used in Sheng. Discussing the meanings they have in the Sheng language is necessary as this forms the basis of the topic for this project.

3.2 Preposition ‘in’

‘In’ has a number of meanings in Sheng. ‘In’ is used to refer to a position in a large space. This is to say that ‘in’ is used to refer to a position within a space or an area. The following Sheng examples demonstrate this argument:

92. *Manze, mzae ako in the room.*

Oh, parent 3SG-PT-be PREP room.

‘Oh! The parent is in the room.’

93. *Mode a-li-gotea mabeshte wake akiwa in class.*

Teacher 3SG-PAST-greet friends 3PL ADJ PAST be PREP class.

‘The teacher was in class when he greeted his friends.’

94. *Wazae wa-li-bambika in the Casino.*

Parents 3PL-PAST-enjoy RFL PREP casino.

‘The parents enjoyed themselves in the Casino.’

Evans and Tyler (2003: 183) say that the proto-scene for ‘in’ constitutes a spatial relation in which a TR is located within an LM. This is true for the ‘in’ in sentences 92, 93, and 94 above. In sentence 92, for example, *mzae* (parent) is the TR which is located in an LM, the room. The proto-scene for ‘in’ in the sentence 92 above is associated with the functional element of containment. This containment can be seen in the Figure 36 below.

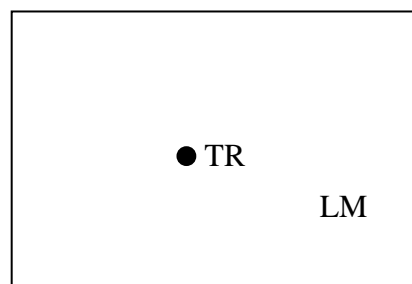


Figure 36: The meaning of ‘in’ in Sheng (Adapted from Evans and Tyler (2003: 183))

In Figure 36, *mzae* (parent) is the TR. The TR is contained within the boundaries of the room, which is the LM. ‘In’ had the same meaning discussed above in

English as was illustrated in Chapter Two. ‘In’ in Sheng is also used to indicate a state, a condition or a situation. The following Sheng sentences express this.

95. *Manze, tuko in beef; ha-tu-ku-sweep daro jana.*

Oh 1PL-PT-be PREP problem; 1PL-PAST-sweep classroom yesterday.

‘Oh! We are in problem; we did not sweep the classroom yesterday.’

96. *Karibu aniget in tafash.*

Almost 3SG-PAST-get PREP problem.

“He/she almost got me in problem.”

In Sheng, ‘in’ is also used to show a TR with an inward movement into an LM.

The following examples demonstrate this:

97. *Toa hizo njums na uget in mbasita.*

PT-remove ADJ shoes CONJ 2SG-PT-get PREP ADV.

“Remove the shoes and get in faster.”

98. *Boko a-li-recvie mangumi in the mouth na a-li-zifeel buda.*

Boko 3SG-PAST-receive punches PREP month CONJ 3SG-PAST feel my friend.

“Boko received punches in the mouth and he felt them my friend.”

The meaning of ‘in’ in sentence 97 is represented in Figure 37 below.

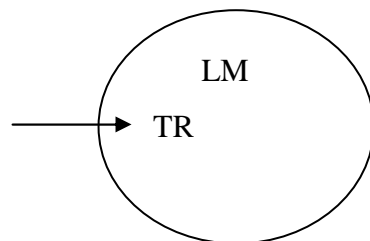


Figure 37: The meaning of ‘in’ closely related to ‘into’ in Sheng (Adapted from Evans and Tyler (2003: 181))

In sentence 97 the TR is the person being instructed to remove the *njums* (shoes). The LM is not clearly identified. However, the LM must be some space that the TR is expected to get into. Since he/she is directed to remove the shoes and get in, there must be a Land Mark. As the instruction is being given, the TR is out of the LM. The arrow in Figure 37 shows that the TR is moving in as instructed. Here, the preposition ‘in’ has a very close meaning to ‘into’.

3.3 Preposition ‘over’

In Sheng, just like in English, the preposition ‘over’ has the ‘above-across’ sense, the ‘above’ sense and the ‘covering’ sense. In the ‘above-across’ sense, the TR is some distance above the LM and moves across it. This is demonstrated by the following Sheng sentences:

99. *Wa-li-chekei makanjo wa-ka-jump over the wall.*

3PL-PAST-see city council askaris 3PL-PAST-jump PREP wall.

‘They saw the city council askaris and jumped over the wall.’

100. *Pusi a-li-walk over the fence.*

Cat 3SG-PAST-jump PREP fence.

‘The cat walked over the fence.’

The meaning of ‘over’ in sentences 99 and 100 is represented in Figure 38 below.

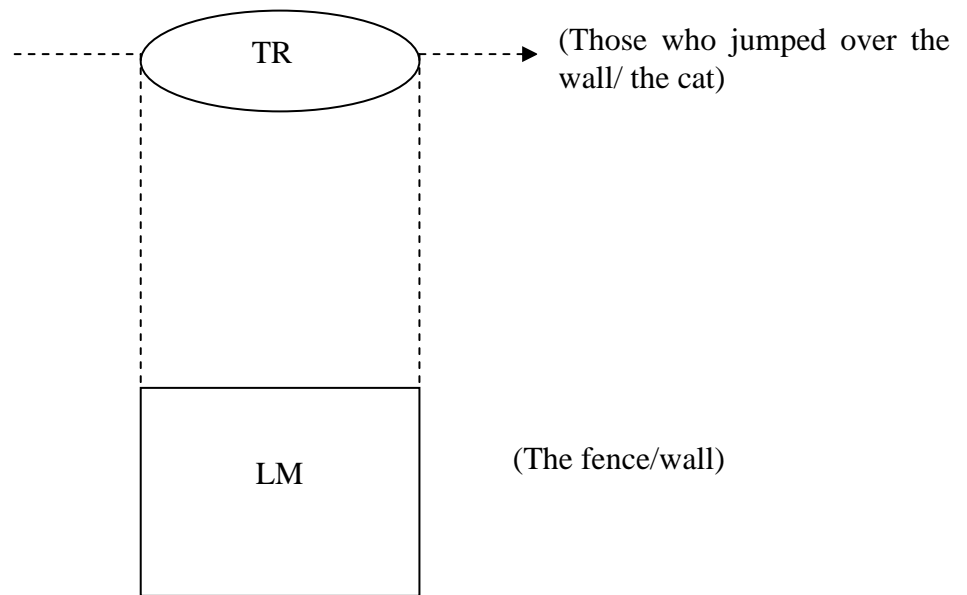


Figure 38: The ‘above-across’ sense of ‘over’ in Sheng (Adapted from Saeed (2002: 360))

It can be seen in Figure 38 that the TR is some distance above the LM and there is movement of the TR across the LM, hence the ‘above-across’ sense. The preposition ‘over’ also has ‘general movement’ sense in Sheng. This is to say that ‘over’ shows a change of position of the trajector (TR). This is brought out in the following examples:

101. *U-na-onaje ni-ki-kam over tu-dishi?*
 2SG-PT-see 1SG-PT-come PREP 2PL-PT-eat?
 ‘What if I come over to eat?’
102. *Mwash a-li-kam over jana kwa party yetu.*
 Mwash 3SG-PAST-come PREP yesterday PREP our party.
 ‘Mwash came over yesterday to our party.’

103. *Si u-kam over here.*
You 2SG-PT-come PREP here.
“You come over here.”

In the sentence above, *ni-* (first person singular), *Mwash* and *u-* (second person singular) are expected to move from one point to another. The meanings in sentences 101, 102, and 103 above show that the preposition ‘over’ is polysemous in Sheng. The meanings it brings about in the sentences are different but related. In the three sentences, ‘over’ has been used to show that the TR is expected to make some movement though the TR in each sentence has a different destination or LM. In Sheng ‘over’ is also used to show that something has been done exceedingly. The following Sheng examples explain this:

104. *Tafadhali u-si-overcount hizo doh.*
Please 2SG-PT-overcount ADJ money.
‘Please do not over count that money.’
105. *Makuks wa chuo wa-na-overkukingi hadi msee anaboeka.*
Cooks of school 3PL-PT CONT-overcook till one 3SG-PT PERF-bored.
‘The cooks in the school overcook until one gets bored.’

‘Over’ in sentence 104 means that the counting should not be done beyond the expected ‘limit’. The cooking in sentence 105 is done beyond the expected ‘limit’. In sentences 104 and 105, ‘over’ has not been used as a preposition. It has been added to ‘count’ to form the verb ‘overcount’ in sentence 104. In sentence 105, ‘over’ has been added to ‘cook’ to form the verb ‘overcook.’

Another sense that is brought about by ‘over’ in Sheng is ‘covering’ sense. For example, ‘over’ in the Sheng sentence below has the ‘covering’ sense:

106. *Maclouds zi-li-hung over the roof.*
 Clouds 3PL-PAST-hung PREP roof.
 ‘Clouds hung over the roof.’

When the clouds hung over the roof as indicated in sentence 106, they are above it and covering it. It should be noted that the clouds are not in contact with the roof. A person looking at the house from a plane that is above the clouds cannot see the roof because it is completely covered by clouds. Figure 39 below shows the schematic representation of ‘covering sense’ of ‘cover.’

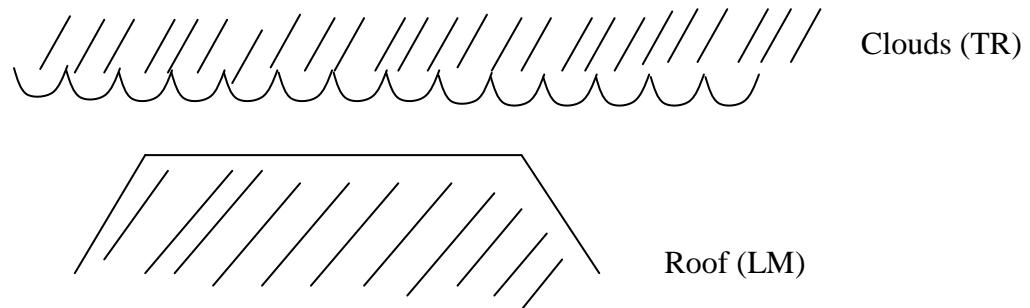


Figure 39: The ‘covering’ sense of ‘over’ in Sheng

3.4 Preposition ‘behind’

In Sheng, ‘behind’ means ‘located at the back’. The proto-scene for behind locates the TR at the back of the LM. The TR is understood to be located such that the front of the LM is directed away from the TR. The following Sheng sentences illustrate this:

107. *Ni-li-kuwa behind huyo manzi.*
 1SG-PAST-be PREP ADJ girl 3SG.
 ‘I was behind that girl.’
108. *Cheki, doki a-na-ji-ficha behind the door.*
 Look, doctor 3SG-PT CONT RFL hide PREP door.
 ‘Look, the doctor is hiding himself/herself behind the door.’
109. *A-li-relax behind keja ya chali yake.*
 3SG-PAST-relax PREP house POSS boyfriend ADJ.
 ‘She relaxed behind her boy friend’s house.’
110. *Dhamas a-li-ji-seti behind buda a-ki-cheka.*
 Mother 3SG-PAST-stand PREP father 3SG-PAST CONT laugh.
 ‘Mother stood behind father laughing.’

The meaning of ‘behind’ in sentence 110, for example, is represented in Figure 40 below.

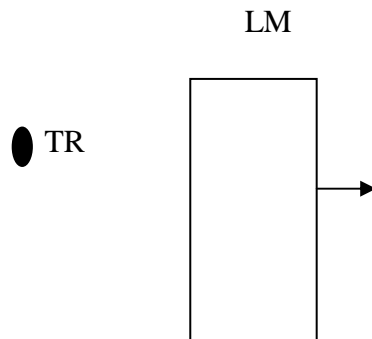


Figure 40: The meaning of ‘behind’ in Sheng (adapted from Evans and Tyler (2003: 171))

In Figure 40, the mother (TR) is located with respect to the father’s (LM) back.

The LM must have front/back orientation such that the front is directed away from

the TR. The arrow shows that the LM is facing away from the TR. ‘Behind’ had the meaning discussed above in English as was seen in Chapter Two.

3.5 Preposition ‘on’

The preposition ‘on’ is used in Sheng to mean ‘touching or forming part of the surface.’ This means that TR is seen to be ‘touching’ or in contact with the LM.

Consider the following Sheng sentences as a way of illustration:

111. *Boi huyo a-li-chora stori zake on the board.*
Boy ADJ 3SG-PAST-write ADJ PREP board.
‘The boy wrote his story on the board.’
112. *Yule dogi mtoi a-li-stand on the table.*
ADJ dog ADJ 3SG-PAST-stand PREP table.
‘That small dog stood on the table.’
113. *Hiyo buk i-li-kuwa on the table ya mode wa ngoso.*
ADJ book 3SG-PAST-be PREP table POSS teacher of English.
‘That book was on the table of the teacher of English.’
114. *Buda a-li-zi-eka doh on the floor.*
Father 3SG-PAST-put money PREP floor.
‘The father put money on the floor.’
115. *Ni-me-weka tenje yako on the stone.*
1SG-PT PERF-put radio ADJ PREP stone.
‘I have put your radio on the stone.’

‘On’ in the sentences 111, 112, 113, 114 and 115 shows that the TR is in contact with the LM. Consider sentence 105, *Boi alichora stori yake on the board.*

The letters in this case are the TR while the LM is the board. In this case, the letters of the alphabet that form the story that the boy wrote on the board and the board are vertically in touch. The letters are intact. This means that the letters cannot be moved to a different position. Moving them means cleaning the board. So the letters of the story remain static if the meaning of the story has to remain or if there must be a story on the board. The letters that make up the story are part of the board because they remain in the same position on the board even if the position of the board is changed. Schematically, the meaning of ‘on’ in sentence 111 is represented in Figure 41 below.

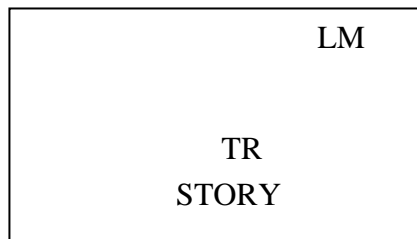


Figure 41: The meaning of ‘on’ where the TR and LM are seen as one in Sheng

On the other hand, sentence 115, for example, has ‘on’ whose meaning is represented in Figure 42 below.

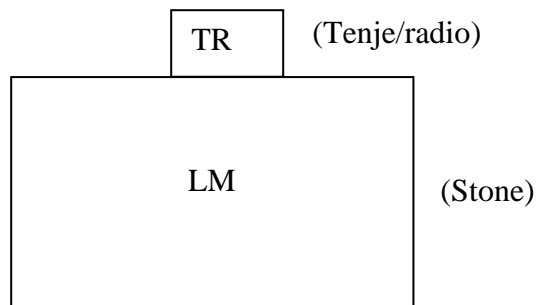


Figure 42: The meaning of ‘on’ in Sheng using the contact schema

The radio in Figure 42 above is in horizontal contact with the stone (LM). If the stone (LM) is put in a vertical position, the radio (TR) falls and the contact is lost. This meaning of ‘on’ was explained in Chapter Two. ‘On’ in Sheng is also used to refer to days of the week. Consider the following examples:

116. *Mabeshte wake wa-na-kam on Monday.*
 Friends ADJ 3PL-PT CONT-come PREP Monday.
 ‘His/her friends are coming on Monday.’
117. *Wazito ka wote wa-li-waka on Friday.*
 People ADV 3PL-PAST-drink PREP Friday
 ‘Almost everybody got drunk on Monday.’

3.6 Preposition ‘into’

This preposition shows a motion inwards. What this means is that the TR is seen as located on the exterior of a bounded LM and oriented towards the LM. Consider the following Sheng examples to illustrate this argument:

118. *Majamaa wa-na-dai eti ku-ingia into the hole ni kubad.*
 People 3PL-PAST CONT-say that PT CONT-get PREP hole be
 ADJ.
 ‘People are saying that getting into the hole is bad.’
119. *Hii pen i-na-faa ku-tupwa into wode.*
 ADJ pen 3SG-PT-should be PERF-throw PREP water.
 ‘This pen should be thrown into water.’

120. *Prinsi a-ta-ingia into hiyo dach na wa-ta-jiju.*
 Principal 3SG-FUTURE-get PREP ADJclassroom CONJ 3PL-FUTURE-like.
 ‘The principal will get into the classroom and they will not like it.’
121. *Buda, u-si-get into life ya msee.*
 Friend 3SG-PT-get PREP life POSS person.
 ‘Friend, do not get into a person’s life.’

The meaning of ‘into’ in sentence 120 is represented in Figure 43 below.

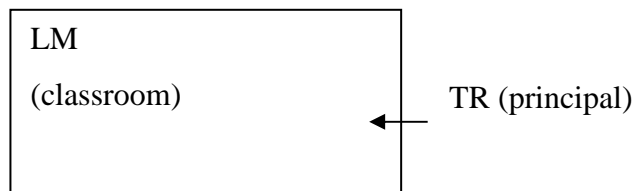


Figure 43: The meaning of ‘into’ in Sheng (Adapted from Das (2007: 183))

In Figure 43, the principal (TR) is shown as getting into the classroom (LM). The meaning of into explained above was also seen in English in Chapter Two. ‘Into’ also denotes some change or transformation. Consider the following example:

122. *Acha kula chipo mob; u-ta-grow into kabuda.*
 Stop PT CONT eat chips a lot; 2SG-FUTURE-grow PREP fat person.
 “Stop eating a lot of chips; you will grow fat.”

Before the person eats a lot of chips he/she is not fat. He/she only becomes fat after eating a lot of chips. There will be transformation from thinness to fatness of the person being talked to if she/he continues eating chips.

3.7 Preposition ‘in front of’

In Sheng, like in English, the meaning of ‘in front of’ shows that the TR is located at the front of the LM. This means that the LM is oriented towards the TR. The following Sheng examples illustrates his argument:

123. *Maboi wengine hu-toa shati in front of people ndo madem wa-wa-lyke.*
Boys 3PL some PT-remove shirt PREP people so that girls 3PL-PT-like them.
‘Some boys remove their shirts in front of people so that ladies like them.’
124. *Yaani u-na-ni-seti in front of mamode.*
You mean 3SG-PT me embarrass PREP teachers.
‘You mean you embarrass me in front of teachers.’
125. *Wa-li-gotea-na kwa swag in front of Anita.*
3PL-PAST-greet each other in style PREP Anita 3SG.
‘They greeted each other in style in front of Anita.’

The meaning of ‘in front of’ in sentence 125, for example, is represented in Figure 44 below.

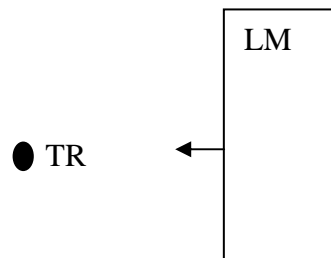


Figure 44: The meaning of ‘in front of.’ in Sheng (Adapted from Evans and Tyler (2003: 159))

In Figure 44, the TR (those who greeted each other) is conceptualized as being ‘in front of’ in relation to the Anita (LM). The TR is perceptually accessible to the LM, hence the LM’s location is confirmed.

3.8 Preposition ‘under’

In Sheng, just like in English, the proto-scene for ‘under’ denotes a conceptual spatial functional relation between a TR and an LM in which the TR is lower than the LM. Take a look at the following Sheng examples:

126. *Karao a-li-eka tenje under the table.*
Police officer 3SG-PAST-put radio PREP table.
‘The police officer put the radio under the table.’
127. *Hiyo stuff iko under hiyo bed.*
ADJ stuff PT be PREP ADJ bed.
‘The stuff is under the bed.’

The meaning of the ‘under’ in sentences 126 and 127 is explained using Figure 45 below.

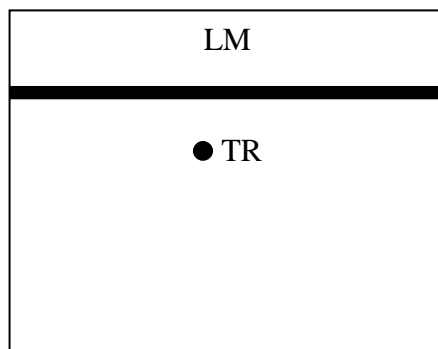


Figure 45: The meaning of ‘under’ in Sheng (Adapted from Evans and Tyler (2003: 121))

In Figure 45, the LM is the table in sentence 126 and the bed in sentence 127. The TR is the radio in sentence 126 or stuff in sentence 127. It can be seen that the TR is placed at a position lower than the LM. ‘Under’ is also used in Sheng to mean ‘in custody of.’ Consider the following examples:

128. *Huyo msee bado ako under maparo.*
ADJ person still 3SG-PT be PREP parents 3PL.
‘That person is still under his/her parents.’
129. *Masa a-me-tu-show uko under her care.*
Mother 3SG-PT PERF-us-tell you 2SG-PT be PREP ADJ care.
‘The mother has told us that you are under her care.’
130. *Asha haezi disrespect wazae juu bado ako under them.*
Asha 3SG-PT disrespect parents because still 3SG-PT be PREP them.
‘Asha cannot disrespect her parents because she is still under their care.’

3.9 Preposition ‘below’

In Sheng, just like in English, ‘below’ denotes a relation in which the TR is lower and distal with respect to the LM. Take a look at the sentences below:

131. *Maocampo wa-li-hit below target yao.*
Police officers 3PL-PAST-hit PREP target ADJ.
“The police officers hit below their target.”
132. *Anko a-li-eka belt below the waist.*
Uncle 3SG-PAST-put belt PREP waist.
‘The uncle wore the belt below the waist.’

The meaning of ‘below’ in the sentence 132 is represented in Figure 46 below.

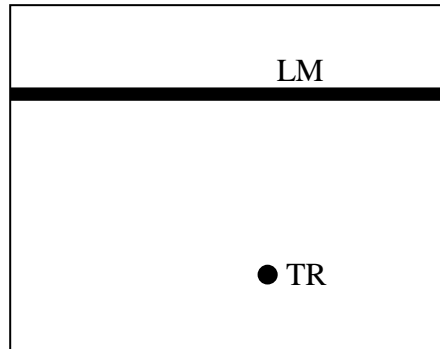


Figure 46: The meaning of ‘below’ in Sheng (Adopted from Evans and Tyler (2003: 121))

In Figure 46, the belt (TR) is below the waist (LM) of the uncle.

3.10 Preposition ‘through’

Explained simply, the meaning of ‘through’ that is brought out in Sheng is that the TR goes into and out of the LM. This is to say that the LM has both entrance and exit for the TR on its boundaries. Consider the following Sheng examples:

133. *Dem a-me-ishia ocha through the school’s compound.*
 Lady 3SG-PAST-go home PREP school’s compound.
 ‘The lady went home through the school’s compound.’
134. *Bullets zi-li-enda through wall ya keja yake.*
 Bullets 3PL-PAST-go PREP wall POSS house ADJ.
 ‘The bullets went through the wall of his house.’

Figure 47 below represents the meaning of ‘through’ in sentence 134.

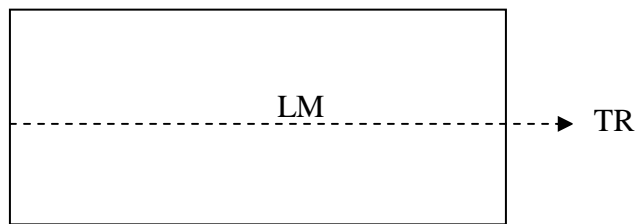


Figure 47: The meaning of ‘through’ in Sheng (Adapted from Evans and Tyler (2003: 218))

In Figure 47 the bullets (TR) is moving through the walls of the house (LM).

3.11 Preposition ‘above’

‘Above’ in Sheng, just like in English, designates a TR that is higher than an LM. This is what Lakoff (1987: 425) suggests. He says that the ‘higher than’ sense of ‘over’ is roughly equivalent in meaning to ‘above’. The following Sheng examples illustrate this argument:

135. *Roda a-me-hang ndula zake above the television.*
 Roda 3SG-PERF-hung shoes ADJ PREP television.
 ‘Roda has hung her shoes above the television.’
136. *Siz a-li-eka sosi above the cupboard.*
 Sister 3SG-PAST-put food PREP cupboard.
 ‘Sister put food above the cupboard.’

Schematically, the meaning of ‘over’ in sentence 135 is represented in Figure 48 below.

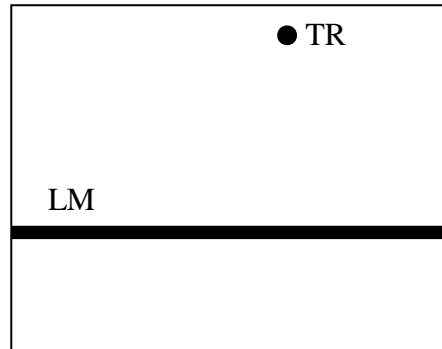


Figure 48: The meaning of ‘above’ in Sheng (Adapted from Evans and Tyler (2003: 112))

In Figure 48, the shoes (TR) are placed some distance above the television (LM).

Another meaning that is conveyed by ‘above’ in Sheng is ‘superior to.’ This is brought out in the following sentences:

137. *Huyo mtoi hu-ji-ona ako above wasee lakini ako down.*
 ADJ child 3SG-PT-RFL-see 3SG-PT-be PREP people CONJ 3SG-PT-be down.
 ‘That child considers himself/herself superior to people but he/she is not there yet.’
138. *Hakuna msee ako above Sir Godi.*
 No person 3SG-PT-be PREP God.
 ‘None is superior to God.’
139. *Mababi hu-ji-ona wako above masafara.*
 Rich people 3PL-PT-RFL-see PT-be PREP poor people.
 ‘The rich consider themselves superior to the poor.’

‘Above’ is used to mean ‘beyond’ in Sheng. Consider the examples below:

140. *Maristo zingine ziko above understanding ya watoi.*
 Stories some PT-be PREP understanding POSS children 3PL.
 ‘Some stories are beyond the understanding of children.’

141. *Ni ku-hot 2sana; hii temperature i-ko above average.*
It PT-be hot ADV; ADJ temperature PT-be PREP average.
'It is very hot; this temperature is above average.'

The temperature in sentence 141 is beyond the expected or normal average temperature.

3.12 Preposition *kwa*

In Sheng, just like in Kiswahili, *kwa* has a number of meanings. First, *kwa* can be used to show a position within a bounded area.

Consider the following sentences:

142. *Konda ako kwa hao.*
Conductor 3SG-P- be PREP house.
'The conductor is in the house.'
143. *Huyo mboch a-me-relax kwa keja.*
ADJ maid 3SG-PT-PERF-relax PREP house.
'The maid has relaxed in the house.'
144. *Chali yake yuko kwa laibu.*
Boyfriend 3SG ADJ PT be PREP library.
'Her boyfriend is in the library.'

In sentences 142, 143, and 144, the English equivalent of *kwa* is 'in'. Therefore, Figure 49 below is a schematic representation of *kwa* in the sentences.

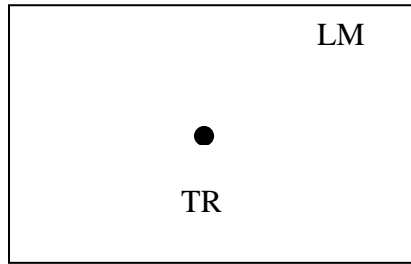


Figure 49: The meaning of *kwa* whose English equivalent is ‘in’ in Sheng

In Figure 49, the TR is contained in the space within the boundaries of the LM. Secondly, *kwa* is used in Sheng to indicate movement of a TR to an LM. This happens when ‘to’ is used as its English equivalent. This meaning is brought out in the following sentences:

145. *Tu-li-ishia kwa Juma kumchei.*
 1PL-PAST-go PREP Juma 3SG to see him.
 ‘People went to Juma’s place to see him.’
146. *Wasee wa-na-kam kwa hao kubonga.*
 People 3PL-PT CONT-come PREP house PREP talk.
 ‘People are coming to the house to talk.’

Kwa in sentences 145 and 146 is represented in Figure 50 below.

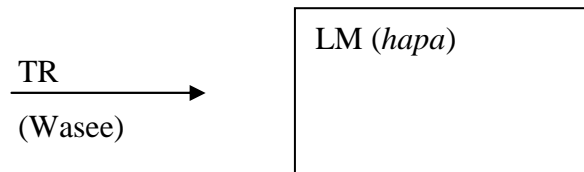


Figure 50: The meaning of *kwa* whose English equivalent is ‘to’ in Sheng (Adapted from Das (2007: 183))

In Figure 50, *wasee* are moving to the house. Thirdly, *kwa* in Sheng is used to indicate the cause of an action. This is brought out in the following example:

147. *Huyo mgondi a-li-die kwa ubao.*
ADJ thief 3SG-PAST-die PREP hunger.
'The thief died of hunger.'

In sentence 147, *kwa* conveys the meaning, the thief died because he/she was hungry.

3.13 Preposition *katika*

In Sheng, *katika* as a preposition is used to refer to a position within an area. Look at the following sentences:

148. *Wasee hu-chat katika daro.*
People 3PL-PT-chat PREP classroom.
'People do chat in the classroom.'
149. *Hao mashore wa-li-meet katika hiyo show but ha-wa-kubambika.*
ADJ girls 3PL-PAST-meet PREP ADJ show CONJ not 3PL-PAST-
be happy.
'The girls met at the show but they were not happy.'
150. *A-li-ib-iwa tenje katika ndai.*
3SG-PAST PERF-steal radio PREP vehicle.
'His/her radio was stolen in the vehicle.'
151. *Mamode katika hiyo chuo hu-kidnap-iwa.*
Teachers 3PL PREP ADJ school PT-be PERF kidnap.
'Teachers in that school are kidnapped.'

When *katika* in sentence 148 has its meaning represented schematically, Figure 51 below is used.

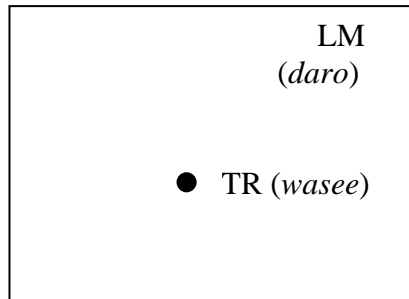


Figure 51: The meaning of *katika* in Sheng

In Figure 51, *wasee* (TR) is enclosed within *daro* (LM). The meaning represented in Figure 50 was conveyed in Kiswahili by *katika* in Chapter Two.

Apart from the dimension of place, *katika* in Sheng is also used to express a situation. This is brought out in the following Sheng sentences:

- 152. *By da way, huyo jamaa ako katika hiyo mix.*
By the way ADJ person 3SG-PT-be PREP ADJ problem.
‘By the way, that person is in that problem.’
- 153. *Huyo safara ako katika msoto.*
ADJ sufferer 3SG-PT-be PREP lack of money.
‘That sufferer lacks money.’

3.14 Preposition *nyuma ya*

In Sheng, just like in Kiswahili, *nyuma ya* is a preposition used to indicate that an entity is located at the back of the other. This means that the TR is located at the back of the LM. Consider the following examples:

- 154. *Mode wa dhafu a-me-kei nyuma ya stafo.*
Teacher of Mathematics 3SG-PERF-sit PREP staffroom.
‘Teacher of Mathematics has sat behind the staffroom.’

155. *Ni-li-m-cheke nyuma ya keja.*
 1SG-PAST-him/her-see PREP house.
 ‘I saw him/her behind the house.’
156. *Kuzo a-li-pata mtoi nyuma ya ndai.*
 Cousin 3SG-PAST-get child 3SG PREP vehicle.
 ‘The cousin found a baby behind the vehicle.’
157. *Venye tu-li-toka tao mathree yetu i-li-kuwa nyuma ya buu.*
 As 1PL-PAST-leave town matatu ADJ PAST-be PREP bus.
 ‘As we left town, our matuatu was behind a bus.’
158. *U-si-ende huko nyuma ya keja ; u-ta-ji-letea noma.*
 2SG-PT-go PREP house; 2SG-FUTURE-RFL-bring problems.
 ‘Do not go behind the house; you will bring problems to yourself.’

From the examples 154, 155, 156, 157 and 158, it can be said that *nyuma ya* is used where the LM has front/back orientation such that the front of the LM is directed away from the TR. *Nyuma ya* in sentence 156, for example, is represented in Figure 52 below.

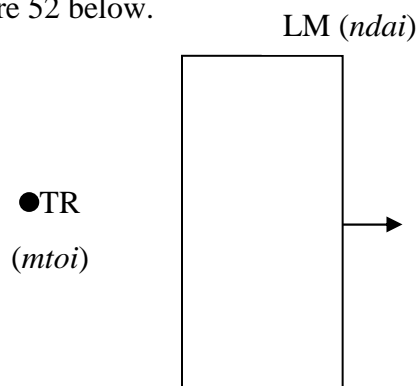


Figure 52: The meaning of *nyuma ya* in Sheng (Adapted from Evans and Tyler (2003: 170))

In Figure 52, *ndai* (LM) has a back where *mtoi* (TR) is located and front that is shown by the arrow as facing away from the TR.

3.15 Preposition *chini ya*

This preposition is used to show that a TR is under an LM. Take a look at the following Sheng sentences:

159. *Mode a-li-doz vizii chini ya mti.*
Teacher 3SG-PAST-sleep ADV PREP tree.
'The teacher slept badly under the tree.'
160. *Buda a-li-jiseti chini ya kapet juu aliogopa mataxcollectors.*
Father 3SG-PAST-hide PREP carpet CONJ 3SG-PAST fear tax
collectors.
'The father hid under the carpet because he feared the tax
collectors.'
161. *Yule dogi a-li-doz chini ya table ya buda.*
ADJ dog 3SG-PAST-sleep PREP table POSS father.
'The dog slept under the father's table.'

The meaning of *chini ya* in sentence 161, for example, is represented in Figure 53 below.

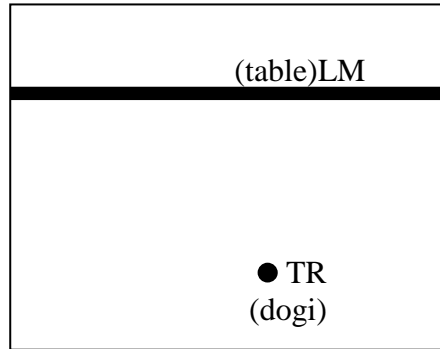


Figure 53: The meaning of *chini ya* in Sheng (Adapted from Evans and Tyler (2003:121))

In Figure 53, the dog (TR) is some distance below the table (LM). *Chini ya* has the meaning discussed above in Kiswahili as was seen in Chapter Two.

3.16 Preposition *juu ya*

In Sheng, as in Kiswahili, *juu ya* is used to show that an entity is on, above, or over another. This is to mean that the TR is positioned on, above or over the LM.

Consider the following sentences as a way of illustration:

162. *Konda a-li-kuwa juu ya mathree a-ki-ropoka ka fala.*
 Conductor 3SG-PAST-be PREP matatu PAST CONT make noise
 like a fool.
 ‘The conductor was on a matatu as he made noise like a fool.’
163. *Watoi hawa wa-li-kuwa juu ya ndai jana.*
 Children ADJ 3PL-PAST-be PREP vehicle yesterday.
 ‘These children were on a vehicle yesterday.’
164. *JC a-li-tembea juu ya wode kwa swag.*
 Jesus 3SG-PAST-walk PREP water in style.
 ‘Jesus walked on water in style.’

When *juu ya* is used to show a position of an entity on another, Figure 54 below is used to explain its meaning.

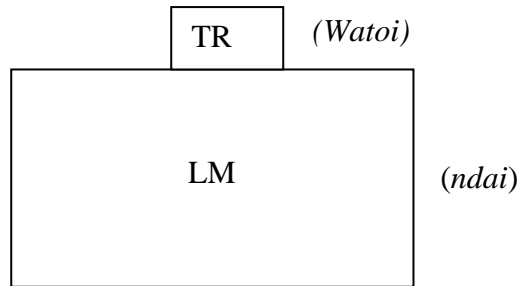


Figure 54: The meaning of *juu ya* in Sheng

In Figure 54, the TR is in contact with the LM; the children are in contact with the vehicle. However, where *juu ya* is used to show that the TR is some distance above the LM, Figure 55 below is used. Look at the following sentence:

165. *Maangels wa-li-paa juu ya ndula.*
 Angles 3PL-PAST-fly PREP shoes.
 ‘The angles flew over the shoes.’

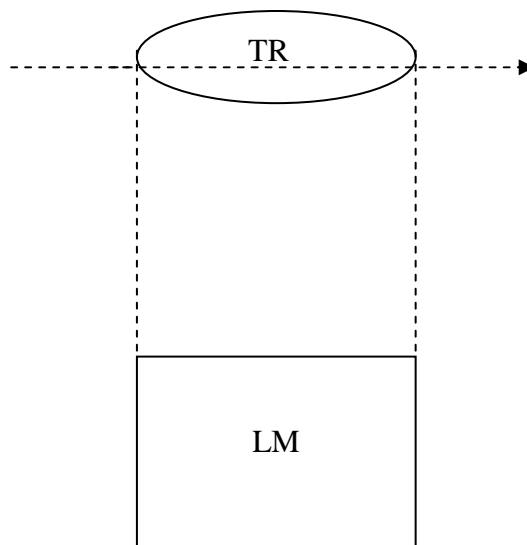


Figure 55: The meaning of *juu ya* in Sheng whose English equivalent is ‘over’ (Adapted from Saeed (2002: 360))

In Figure 55, though the angels are moving above the shoes, they are not in contact with them. It is important to note that Sheng has a new meaning of *juu ya*. It can be used to mean ‘due to’ or ‘because.’ Take a look at the following examples:

166. *Mastude wa-li-mada-na juu ya madifferences zao.*
Students 3PL-PAST-kill each other because differences ADJ.
‘The students killed one another due to/because of their differences.’
167. *Sikumek kwenda chuo juu ya mgomo ya mathree.*
1SG-PAST-be not able to go to school because strike POSS matatu.
‘I was not able to go to school due to/because of the matatus’ strike.’
168. *Maocampo wa-li-m-shika juu ya hiyo risto.*
Police offices 3PL-PAST-him/her-arrest because ADJ issue.
‘The police officers arrested him because of/due to that issue.’

Juu ya is also used in Sheng to mean ‘about’ look at the following examples:

169. *Huyo mode a-na-bore; a-na-ongea juu ya?*
ADJ teacher 3SG-PT CONT ADJ 3SG-PT CONT-talk about?
‘That teacher is boring; what is he /she talking about?’
170. *Tu-li-kuwa tunabonga juu ya AIDS.*
1PL-PAST-be talk about AIDS.
‘We were talking about AIDS.’
171. *Speech yake i-li-kuwa juu ya kumiss daro.*
Speak ADJ PAST-be about missing classes.
‘His/her speech was about/on missing classes.’

3.17 Preposition *ndani ya*

In Sheng, as in kiswahili, *ndani ya* is used to show that an entity (TR) is contained within an area (LM). The following sentences illustrate this:

172. *Madhake ni mhunge; akiwa ndani ya ndai a-na-pay for seats mbili.*
His mother 3SG-PT be huge;3SG-PT-be PREP vehicle 3SG-PT-pay for two seats.
'His/her mother is very huge; when she in the vehicle she pays for two seats.'
173. *Cheki, kuna tiabe ndani ya hiyo cup.*
Look there PT-be tea PREP ADJ cup.
'Look, there is tea in that cup.'
174. *A-li-stay ndani ya hao baada ya kuboeka na kupiga maraundi.*
3SG-PAST-stay PREP house ADV PAST PERF CONT bore PREP go around.
'He/she stayed in the house after being tired of going around.'
175. *Ras ako na risto mob ndani ya keja yake.*
Ras 3SG-PT-be stories many PREP house ADJ.
'Ras has a lot of stories in his house.'

Ndani ya used in sentences 172, 173, 174 and 175 shows that an entity is contained in a space within an area. Figure 56 is used to represent the meaning of *ndani ya* in sentence 172, for example.

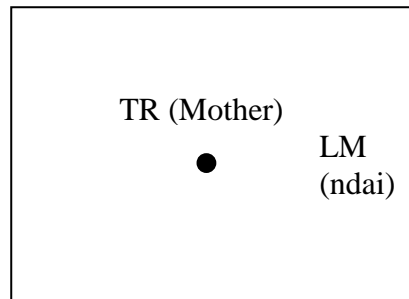


Figure 56: The meaning of *ndani ya* in Sheng

In Figure 56, the mother is contained within/in a vehicle (bounded area).

3.18 Preposition *kati ya*

In Sheng, just like in Kiswahili, *kati ya* is used to show a position between two points or objects. Look at the sentences below:

176. *Si-wes-mek juu niko kati ya wasee wagan.*
 1SG-PT make it CONJ 1SG-PT-be PREP people ADJ.
 ‘I cannot make it because I am between two bad guys.’
177. *Nani ako juu, kati ya buda na dhama?*
 REL 3SG-PT-be superior, PREP father 3SG CONJ mother 3SG.
 ‘Who is superior, between mother and father?’
178. *Mtoi alisimana kati ya mbuyu na dhamas.*
 Child 3SG-PAST-stand PREP father 3SG CONJ mother 3SG.
 ‘The child stood between the father and mother.’

Sentence 178, for example has *kati ya* whose meaning is represented in the Figure 57 below.

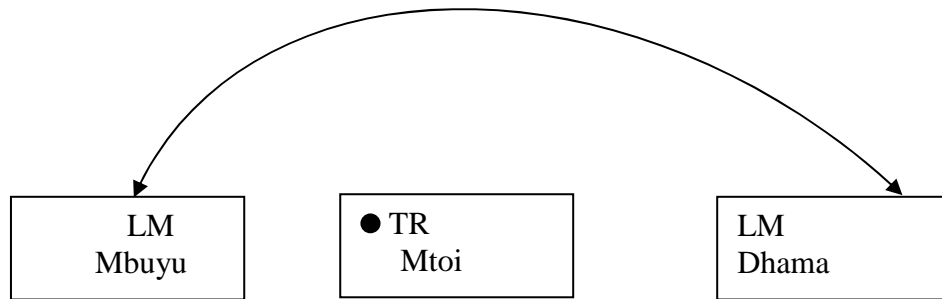


Figure 57: The meaning of *kati ya* in Sheng (Adapted from Das (2007: 182))

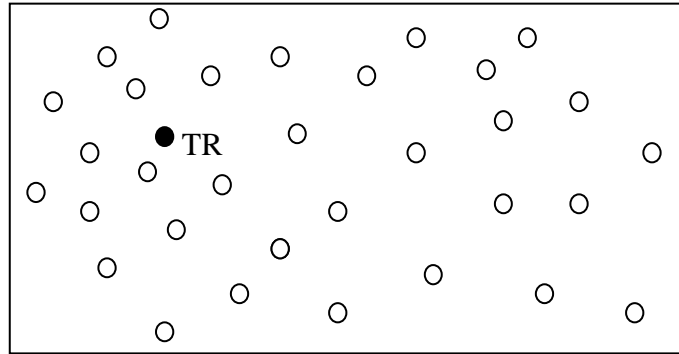
The child (TR) in Figure 57 is positioned between the father (LM) and the mother (LM).

3.19 Preposition *katikati*

In Sheng, just like in Kiswahili, *katikati* is used to show an entity that is positioned anywhere among others. Look at the Sheng sentences below:

179. *A-li-simama katikati ya hao machali a-ki-wa-pa hiyo risto.*
 3SG-PAST-stand PREP ADJ boys 3PL-PAST CONT-them-give
 ADJ story.
 ‘He/she stood among those boys giving them that story.’
180. *Stude a-li-simama katikati ya mamode.*
 Student 3SG-PAST-stand PREP teachers.
 ‘The student stood among the teachers.’
181. *Mbuyu a-na-kaa katikati ya madem.*
 Father 3SG-PT CONT-sit PREP ladies.
 ‘The father is sitting among the ladies.’

The *katikati ya* in sentence 181, for example, is explained using Figure 58 below.



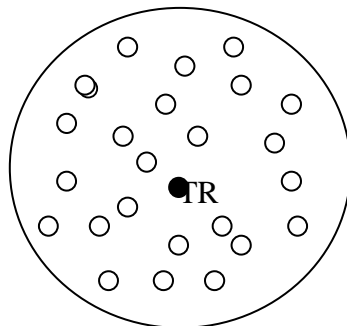
○ represents an LM in Figure 58

Figure 58: The meaning of *katikati* in Sheng (Adapted from Das (2007: 183))

Figure 58 shows that the father (TR) is sitting among the ladies (LMs). As it was found out in Kiswahili, ‘*katikati*’ can be used to mean ‘at the centre of’ or ‘in the middle of’ in Sheng. Look the following example:

182. *Doki a-me-simama katikati ya mamboch.*
 Doctor 3SG-PERF-stand PREP maids.
 ‘The doctor has stood among maids.’

Sentence 182 means that though the doctor has stood among the maids, he is positioned at the centre of the area occupied by them. Figure 59 below explains this meaning.



○ represents an LM in Figure 58

Figure 59: The Meaning of *katikati* in Sheng whose English equivalent is ‘in the middle of’ or ‘at the centre of’

3.20 Preposition *mbele ya*

In Sheng, *mbele ya* is used to show that an object has its position in front of the other. *Mbele ya* is used when the LM has a front/back orientation. In this case, the front is directed to the TR. Consider the following sheng sentences:

183. *A-li-tokelezea vibyad mbele ya screen jana.*
3SG-PAST-appear ADV PREP screen yesterday.
'He/she appeared badly in front of the screen yesterday.'
184. *Shore alijiseti mbele ya mafans.*
Lady 3SG-PAST-stand PREP fans.
'The lady stood before the fans.'
185. *Prezo a-li-relax mbele ya ile dinga yake kul.*
President 3SG-PAST-relax PREP ADJ car ADJ.
'The president relaxed in front of that his cool car.'

The meaning of the *mbele ya* in sentence 185, for example, is represented using Figure 60 below.

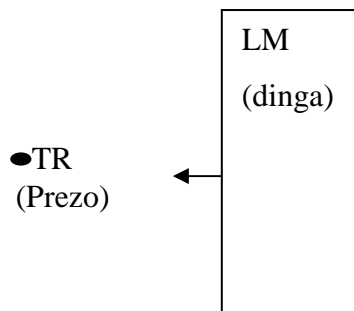


Figure 60: The meaning of *mbele ya* in Sheng (Adapted from Evans and Tyler (2003: 159))

In Figure 60, the prez (president) is standing in front of his cool car. The arrow shows that the front of the car (LM) faces the president (TR). This meaning was conveyed by *mbele ya* in Kiswahili in Chapter Two.

3.21 Preposition *kuelekea*

In Sheng, this preposition is used to show that an object is moving towards the other. This means that the TR moves towards the LM. Take a look at the following sentences:

186. *A-li-tembea kuelekea tao ili amade matafash.*
3SG-PAST-walk PREP town so as 3SG-PAST-get over problems.
'He/she walked towards town so as to get over problems.'
187. *Depa a-na-move kuelekea dach.*
Deputy 3SG-PT CONT-move PREP classroom.
'The deputy is moving towards classroom.'

The meaning of *kuelekea* in sentence 187 is represented in Figure 61 below.

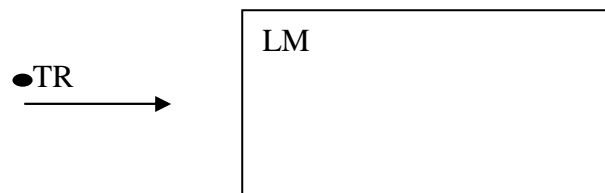


Figure 61: The meaning of *kuelekea* in Sheng (Adapted from Das (2007: 183))

In Figure 61, Depa (TR) is moving towards the classroom (LM). The arrow shows the movement of the TR towards the LM.

3.22 Polysemous nature of the prepositions used in Sheng

Matthews (2007: 308) defines polysemy as the case of a single word having two or more related senses. He says that the noun ‘screen’, for example, is polysemous since it is used variously of a fire screen, a cinema screen, a television screen, and so on. Saeed, (2002: 357) says that polysemy is a case where there is a group of related but distinct meanings attached to a word. In this study, however, this phenomenon is discussed with the prepositions used in Sheng only. Some of the prepositions selected for this study were used polysemously. The sentences that are used in this section to explain polysemy are not new. They have been used as examples in other sections of this study. Take a look again at sentences 92, 93, and 94:

92. *Manze, mzae ako in the room.*

Oh parent 3SG-PT-be PREP room.

‘Oh! The parent is in the room.’

93. *Mode a-li-gotea mabeshte wake akiwa in class.*

Teacher 3SG-PAST-greet friends ADJ 3SG-PAST-be PREP class.

‘The teacher greeted his/her friends while he/she was in class.’

94. *Wazae wa-li-bambika in the casino.*

Parents 3PL-PAST-enjoy-RFL PREP casino.

‘The parents enjoyed themselves in the casino.’

In sentence 92, the parent (LM) is in a bounded LM (room). In sentence 93, the teacher (TR) is in class, which is also a bounded LM. However, the class in 93 may also be an open area where the teacher had the opportunity to greet his friends. In sentence 94, the parents (TR) were enjoying themselves in an area

known as casino. In each sentence, the TR is located in an LM though the meanings of the LMs can be interpreted differently. The different interpretations of the LMs affects the meaning attached to ‘in’. This is an instance of polysemy.

The preposition ‘over’ has been used polysemously in sentences 99 and 100.

99. *Wa-li-chekei makanjo wa-ka-jump over the wall.*

3PL-PAST-see city council askaris 3PL-PAST-jump PREP wall.

‘They saw the city council askaris and jumped over the wall.’

100. *Pusi aliwalk over the fence.*

Cat 3SG-PAST-walk PREP fence.

‘The cat walked over the fence.’

Over in sentence 99 has ‘above-across’ sense. ‘Over’ in sentence 100 has ‘above’ sense. The TRs in both sentences are above the LMs. However in 99, ‘they’ (TR) is not in contact with the fence (LM). In 100, the cat (TR) is in contact with the fence (LM). Therefore, the meaning ‘over’ has in both sentences are related but different.

The prepositions *katika* is also polysemous in Sheng. As stated earlier, *katika* can be used to show an entity that is positioned among others. It was also found that *katika* can be used to mean ‘in the middle of’ or ‘at the centre of.’ Sentence 181 and 182 were used to illustrate the above arguments. Take a look at them again:

181. *Mbuyu a-na-kaa katikati ya madem.*

Father 3SG-PT CONT-sit PREP ladies.

‘The father is sitting among ladies.’

182. *Doki a-me-simama katikati ya mamboch.*

Doctor 3SG-PERF-stand PREP maids.

‘The doctor has stood among maids.’

When *katikati* is used to mean ‘among’, father (TR) in sentence 181 is positioned anywhere among the ladies (LMs). However, in sentence 182, where *katikati* has been used to mean ‘in the middle of’ or ‘at the centre of’, the doctor (TR) occupies the centre of the area occupied by the maids (LMs). It is, therefore, understood that in both sentences, though the TRs are placed somewhere within the LMs, their positions differ. In sentence 182, the TR is centrally positioned while in 181, it is placed anywhere within the LMs. This instance of polysemy is shown in Figures 59 and 58 respectively.

3.23 Conclusion

The meanings of the selected English and Kiswahili prepositions as used in Sheng have been analysed in this Chapter. These prepositions have conveyed various meanings in Sheng. It has also been found that these prepositions have the same meanings they have in either English or Kiswahili Sheng. In other words, there is transfer of meanings of these prepositions from either Kiswahili or English to Sheng. Some prepositions have been used polysemously in this chapter. These prepositions are ‘in,’ ‘over’ and *katikati*. Each of them had closely related but different meanings.

CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

This study was conducted to analyze the meanings of the prepositions used in Sheng. The image schema theory was used to analyze the meanings of the twenty prepositions that were selected for the study. It set out to achieve three objectives. The first objective was to identify the various meanings of the prepositions used in Sheng. The second objective was to find out if the prepositions used in Sheng have the same meanings they have in either English or Kiswahili. The final objective was to investigate if the prepositions used in Sheng are polysemous. The meanings of the twenty selected prepositions as used in English, Kiswahili and Sheng were analyzed.

The study found out that some prepositions used in Sheng have various meanings. *Kwa* had six meanings while *katika* had three. ‘Above’, ‘over’, ‘into’, *juu ya* and *katikati* had two meanings each. ‘In’, ‘under’, ‘below’, ‘beyond’, ‘through’, ‘on’, ‘in front of’, *chini ya*, *ndani ya*, *kati ya*, *nyuma ya*, *kuelekea* and *mbele ya* had one meaning each. It was also found out that the prepositions used in Sheng have the same meanings they have in either English or Kiswahili. All the twenty prepositions selected for this study transferred meanings from either English or Kiswahili to Sheng. Some prepositions used in Sheng were found to be polysemous. ‘Over’, ‘in’ and ‘katika’ had more than one meaning. These meanings

were different but related. In addition to being used in the same way in Sheng as in Kiswahili, *juu ya* was found to have a unique meaning in Sheng.

In the light of the above findings, the study concluded that some prepositions used in Sheng have various meanings. It was also concluded that the prepositions used in Sheng have the same meanings in either English or Kiswahili and Sheng. Finally, it was concluded that some prepositions used in Sheng are polysemous.

4.2 Recommendations

It has now been established that English and Kiswahili prepositions that Sheng borrows transfer meanings from the said languages to Sheng. In this study, only a few prepositions showed polysemy. It is recommended that a study be conducted using different prepositions to find out if the prepositions used in Sheng but not analyzed in this study, are polysemous. The study dealt with the meanings of the prepositions used in Sheng. It is recommended that a study be carried out on the grammatical functions of these prepositions used in Sheng.

REFERENCES

- Ashton, E. O. (1970). *Swahili Grammar*. London: Lowe and Brydone Limited.
- Brugman, C. (1988). *The Story of Over: Polysemy, Semantic and Structure of the Lexicon*. New York: Garland Press
- Brugman, C. and G. Lakoff (1988). *Cognitive Typology and Lexical Networks*. New York: Garland Press.
- Das, P. C. (2007). *Applied English Grammar and Composition*. London: New Central Book Agency.
- Evans, V. and M. Green (2006). *Cognitive Linguistics: An Introduction*. London: Edinburgh University Press.
- Evans, V. and A. Tyler (2003). *The semantics of English Prepositions: Spatial Scenes, Embodied Meaning and Cognition*. Cambridge: Cambridge University Press.
- Githinji, P. (2006). *Sheng: An Investigation into the Social and Structural Aspects of an Evolving Language*. B.A. Thesis: University of Nairobi.
- Githinji, P. (2008). Ambivalent Attitudes: Perception of Sheng and its Speakers. *Nordic Journal of African Studies*, 17(2): 113-136.

- Goddard, C. (1998). *Semantic Analysis: A Practical Introduction*. Oxford: Oxford University Press.
- Johnson, M. (1987). *The Body in the Mind: The Bodily Basis of Meaning, Imagination, Reason*. Chicago: University of Chicago Press.
- Johnson, M. and G. Lakoff (1980). *Metaphors we Live by*. Chicago: University of Chicago.
- Karanja, N. (1993). *Miaka 50 Jela*. Nairobi: Heinemann.
- Kreintzer, A. (1997). *Multiple Levels of Schematization: A study in Conceptualization of Space. Cognitive Linguistics*. Chicago: University of Chicago.
- Lakoff, G. (1988). *Flexible Patterns of Meaning in Mind and Language*. Chicago: University of Chicago.
- Lakoff, G (1987). *Women, Fire and Dangerous Things: What Categories Reveal About the Mind*. Chicago: University of Chicago.
- Langacker, R. (1987). *Foundations of Cognitive Grammar*. Stanford: Stanford University Press.
- Matthews, P. H. (2007). *The Concise Dictionary of Linguistics*. New York: Oxford University Press.

- Mazrui, A. (1995). *Slang and Code-switching: The Case of Sheng in Kenya*.
Afrikanistische Arbeitspapiere, 42: 168-179.
- Mohammed, M. A. (2001). *Modern Swahili Grammar*. Kampala: Ulinzi
Educational Publishers.
- Ochola, M. (2011). *A Semantic Analysis of Dholuo Spatial Prepositions Using
Image Schema Theory: A Concept in Cognitive Semantics*. Unpublished
MA Thesis: University of Nairobi.
- Osinde, K. and M. Abdulaziz (1997). Sheng and Engsh: Development of a Mixed
Code Among the Urban Youth in Kenya. *International Journal of the
Sociology and Language*. (Vol. 124).
- Osinde, K. (1986). *Sheng: An Investigation into the Social and Structural Aspects
of an Evolving Language*. B. A. Thesis. University of Nairobi.
- Peter, M. (2007). *The Concise Dictionary of Linguistics*. Oxford: Oxford
University Press.
- Rodney, H. (1989). *Introduction to the Grammar of English*. Cambridge:
Cambridge University Press.
- Saeed, J. (2002). *Semantics*. London: Blackwell Publishing.

Sypropoulos, M. (1987). Sheng: Some Preliminary Investigations into a Recently Emerged Nairobi Street Language. *Journal of the Anthropological society of Oxford*, 18 (1): 125-136.

Ghetto Radio

The Shujaaz Magazine . A Publication of the Nation Media Group.

Waititu, F. and I. Ipara (2006). *Ijaribu na Uikarabati*: Nairobi: Oxford University Press.

Warambo, P. (2011). *Uchanganuzi wa Maendeleo ya Kisemantiki Katika Sheng: Mtazamo wa Pragmatiki Leksika*. Tasnifu ya Uzamili Ambayo Bado Haijachapishwa: Chuo Kikuu cha Nairobi.

Wren, N. and T. Martin (2006). *English Grammar and Composition*. New Delhi: Rajendra Ravindra

APPENDICES

APPENDIX I: RESEARCH QUESTIONNAIRE

SECTION A: ENGLISH PREPOSITIONS

The following are some English prepositions: ‘over’, ‘in’, ‘behind’, ‘on’, ‘towards’, ‘into’, ‘under’, ‘through’, ‘in front of’ and ‘above’. For each preposition, construct as many sentences as you can in Sheng language.

Over

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

In

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Behind

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

On

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Towards

1.
2.
3.
4.

5.
6.
7.
8.
9.
10.

Into

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Above

1.
2.
3.
4.
5.
6.
7.
8.
9.

10.

Under

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

In front of

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Through

1.

2.

3.
4.
5.
6.
7.
8.
9.
10.

SECTION B: KISWAHILI PREPOSITIONS

The following are some Kiswahili prepositions: *kwa, katika, nyuma ya, chini ya, juu ya, ndani ya, kati ya, katikati ya, mbele ya* and *kuelekea*. Construct as many sentences as possible in Sheng language using each of the prepositions.

Kwa

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Katika

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Nyuma ya

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Chini ya

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Juu ya

1.
2.
3.
4.

5.
6.
7.
8.
9.
10.

Ndani ya

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Kati ya

1.
2.
3.
4.
5.
6.
7.
8.
9.

10.

Katikati

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Mbele ya

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Kuelekea

1.

2.

3.
4.
5.
6.
7.
8.
9.
10.

PART B: KISWAHILI PASSAGE

Read the following passage and translate it into Sheng language

HURULAINI KAOLEWA

Kwa kweli sherehe hiyo iliyofanywa katika bustani ya 'Uhuru Gardens' chini ya vivuli vyake ilikuwa ya kukata na shoka. Bibi harusitulia tulii, ndani ya gari lake akisubiri kwa hamu na ghamu kuelekea bustanini. Mbele ya gari lake lilikuwa la wazazi wake na nyuma yake lilikuwa la marafiki zake. Ama kweli ulinzi alokuwa nao!

Haukuchukuwa muda mrefu kabla ya wao kufika kule. Bibi harusitulia mguu wake juu ya zulia maridadi na wa dhamana ya juu. Alipigwa na bumbuzi alipouona umati mkubwa wa watu waliokuja kushuhudia sherehe ile. Kati ya wale waalikwa walikuwa ni watu mashuhuri serikalini.

Alielekezwa upande ambapo hema ilikuwa imejengwa. Alitembea kwa mwendo wa kinyonga na hatimaye aliweza kukaa juu ya kiti kimoja kilichokuwa kimetengwa sababu yake tu. Chini ya kiti kile, kulikuwa na mtungi ambao ulikuwa umenyunyizwa marashi mradi kufanya ile sehemu kunukia.

Baada ya sherehe hiyo, bibi harusitulia na Bwana harusitulia wakaelekea nyumbani kwa mchungaji wao. Boma hilo la mchungaji lilikuwa katikati ya maboma mengi yaliyojengwa kifahari.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....