

COLLABORATION WITH A GROUP OF TEACHERS

DIVERGENT COINAGES AND SELECTION OF EXPRESSIONS FOR TERM STATUS

Having been exposed to my proposals, the participants embarked on the compilation of term lists. Currently, they are writing a dictionary encompassing Primary School Mathematics and Integrated Science. Later on they intend to augment that dictionary so as to meet the needs at the Secondary School level.

What is particularly noteworthy is their self-confidence and determination as clearly exhibited by their independent coinages and selections of expressions for term status. In (28) I present a sample list of their own terms.

(28) <u>Term</u>	<u>Collaborators' Equivalent</u>	<u>Kiingi's Equivalent</u>
formula	<i>ekisumuluzo(+)</i>	<i>ettu(-)</i>
set	<i>ekikuggaanyo(+)</i>	<i>ekikuukuulu(-)</i>
graph	<i>ekirojjerero(+)</i>	<i>oluwandiikiriro(-)</i>
equality	<i>omwenkanonkano(-)</i>	<i>okwenkana(+)</i>
index	<i>obuyinza(-)</i>	<i>akalagiso(+)</i>
standard form	<i>kumutindo(-)</i>	<i>ekikula kinnamutindo(+)</i>
square	<i>ekikolo ky'ennamba</i>	<i>ekikolo</i>
root	<i>eky'ebbiri</i>	<i>kinnamulabba(+)</i>
square	<i>omulabba(+)</i>	<i>omulabba(+)</i>
circle	<i>enkulungo(+)</i>	<i>enkulungo(+)</i>
cube	<i>ssemulabba(+)</i>	
sphere	<i>ssenkulungo(+)</i>	
abacus	<i>amadinda(+)</i>	
algebra of	<i>aljebra</i>	<i>aljebra</i>
propositions	<i>w'ebikakase(-)</i>	<i>w'ebitegeezo (+)</i>
amplitude	<i>obugulumivu(-)</i>	
arithmetic progression	<i>omugendo gwa kannambala(+)</i>	
ascending powers	<i>obuyinza obulinnya(+)</i>	
axis	<i>omusittale(-)</i>	<i>omuziziko(+)</i>
closed interval	<i>ekiseera ekigere(-)</i>	<i>olumagga oluggale(+)</i>
conical surface	<i>olwenyi olusogowav(+)</i>	
complex	<i>ennamba</i>	<i>ennamba</i>
number	<i>enzibu(+)</i>	<i>nanzibu(+)</i>

I accept (plus +) or reject (minus -); a blank means that I have no equivalent of my own.