

PILOTING A MASTER OF ARTS (SPECIALIZED LUGANDA) DEGREE PROGRAMME

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1. INTRODUCTION

In August 2026 , Muteesa I Royal University is due to launch a very ambitious degree programme Master of Arts in Specialized Luganda (MA(SL) for short) . It is ambitious in that it constitutes a distinct departure from the standard approach to the corpus planning of Bantu languages like Kiswahili and Sizulu in which one finds linguists and language specialists spearheading the planning movement. It is on a pilot study for the MA(SL) programme that we report in this paper.

2. LITERATURE REVIEW

The following is a condensed description of the MA(SL) programme.

Programme Rationale

The rationale for the MA(SL) programme is twofold:

- (i) it will contribute to and accelerate the transformation of the Luganda language into a full-fledged medium of discourse in all domains of human knowledge at all levels of academic achievement and advancement
- (ii) it will constitute the academic anchorage for the terminology development advocated and conducted by the National Curriculum Development Centre.

Programme Objectives

The programme is designed to equip students with knowledge about:

- (i) the linguistic structure of English and Luganda
- (ii) the extrapolation of Luganda lexeme formation rules

Programme Learning Outcomes

Students will be able to:

- (i) analyse the linguistic structure of English and Luganda

- (ii) apply Luganda structure rules to extrapolate Luganda word formation rules
- (iii) use English – Luganda affixal formulae to coin Specialized Luganda terms
- (iv) evaluate Luganda coinages for standardization
- (v) write Luganda study dictionaries in their fields of specialization
- (vi) write Luganda study materials (including textbooks) in their fields of specialization
- (vii) translate specialized materials from English into Luganda

Programme Structure Summary

(i) Coursework

COURSE CODE	COURSE NAME	LH	PH	CH	CU
YEAR ONE: SEMESTER ONE					
CORES					
MSL 1101	Introduction to Formal Logic	45	15	60	4
MSL 1102	The Structure of English and Luganda I	45	15	60	4
MSL 1103	The Structure of English and Luganda II	45	15	60	4
MSL 1104	The General Empirical-Theoretical Method of Inquiry	45	15	60	4
ELECTIVES					
MSL 1105	Luganda Orthography	45	15	60	4
MSL 1106	Specialized Writing in Luganda	45	15	60	4
YEAR ONE: SEMESTER TWO					
CORES					
MSL 1201	Introduction to Lexicography	45	15	60	4
MSL 1202	The Greco-Latin Origins of Specialized English	45	15	60	4
MSL 1203	The Lexemic Extrapolation of Luganda	45	15	60	4
MSL 1204	The Term-Coining Process	45	15	60	4
ELECTIVES					
MSL 1205	Translation: Theory and Practice	45	15	60	4
MSL 1206	Logical and Mathematical Terminology in Luganda	45	15	60	4
MSL 1207	Physical and Chemical Terminology in Luganda	45	15	60	4
MSL 1208	Biological Terminology in Luganda	45	15	60	4

Key

LH = Lecture Hour PH= Practice Hour CH= Contact Hour CU = Credit Unit

(ii) Research and Thesis in Semesters One and Two of Year Two

Let the **structure summary for the pilot study** be:

- (i) Levels of linguistic analysis (2½ hours)
- (ii) The periodic table of conceptual elements (2½ hours)
- (iii) The conceptual – linguistic interface (2½ hours)
- (iv) Inflectional versus lexemic morphology (2½ hours)
- (v) Specialized English affixes (2½ hours)
- (vi) Specialized English combining forms (2½ hours)
- (vii) Methods of lexeme formation (2½ hours)
- (viii) Analysis of word meaning (2½ hours)
- (ix) Specialized English affixes A-D (2½ hours)
- (x) Specialized English affixes E-L (2½ hours)
- (xi) Specialized English affixes M-Q (2½ hours)
- (xii) Specialized English affixes R-Z (2½ hours)

Relating the pilot study to the MA(SL) programme

(i) Levels of linguistic analysis	MSL 1102
(ii) The periodic table of conceptual elements	MSL 1103
(iii) The conceptual-linguistic interface	MSL 1103
(iv) Inflectional versus lexemic morphology	MSL 1204
(v) Specialized English affixes	MSL 1102
(vi) Specialized English combining forms	MSL 1103, 1204
(vii) Methods of lexeme formation	MSL 1103, 1204
(viii) Analysis of word meaning	MSL 1202, 1204
(ix)-(xii) Specialized English affixes	

3. HYPOTHESIS AND HYPOTHESIS TESTING FORMULA

Letting H, A, D, and R denote hypothesis, auxiliary assumption, data proposition, and predicted result respectively, we come up with the following definitions:

- (i) H = df BSc holders in mathematics, physics, chemistry and biology can be turned into proficient coinage discussers.
- (ii) A = df The structure summary for the pilot study is the structure summary for the MA programme in miniature.
- (iii) D = df The BSc holders undergo a training course in line with the MA programme for a total duration of 30 hours in one week.

(iv) $R = df$ The trainees are proficient coinage discussers.

We obtain $[H \wedge A] \rightarrow [D \rightarrow R]$ as the hypothesis testing formula.

4. CONDUCTING THE PILOT STUDY

Twenty Luganda-speaking BSc holders were randomly recruited from a large well – trained pool of Makerere University graduates. They were either already in the teaching service or were just waiting to be posted to private or state – aided schools. Among them the standard teaching subject combinations of mathematics-physics, mathematics – biology, chemistry – biology, and physics – chemistry were well represented.

From 11th May to 16th May 2026 they were involved in regular group activities, individual presentations, individual course assessment tests, and related plenary discussions. An overall assessment test was administered to the trainees in two parts: a group assessment test on the 14th and an individual assessment test on the 16th May 2026; they are reproduced below.

Group Assessment Test

(60 min)

Question One

Rewrite the following Luganda nouns in the form BF.S:

- (i) ennghendo (ii) ennimi (iii) eddogo (iv) embuzi (v) ettamu (vi) ejjinja (vii) ennyindo (viii) emmundu (ix) enduli (x) enngho

(25 marks)

Question Two

For each of the following abbreviated sentences determine the corresponding verb in infinitive form:

- (i) Bakimutwalidde (ii) Amuyambye (iii) Alikamwazika (iv) Agimumpandiikidde (v) Yalwozezza

(15 marks)

Question Three

Using the verb **oku. lond. a**

- (i) exemplify $\delta \text{Val}(R) = -1$, $\delta \text{Val}(R) = 0$, and $\delta \text{Val}(R) = +1$

- (ii) discuss the meanings of L in BF. R. L.

(10 marks)

Individual Assessment Test

(90 min)

Question One

1. Determine the stem of each of the following Luganda nouns:

- (i) ejjembe (ii) eddenge (iii) eddoboozi (iv) eddungu (v) ejjiba (vi) enniimu (vii) enjaga (viii)

- ennyumba (ix) endogoyi (x) enjovu

(10 marks)

2. Write down at least fifteen (15) members of a family based on **okuwandiika** and **BF.wandiik.L.** (15 marks)

Question Two

1. Why does compliance with the PEGITOSCA Criterion lead to the extrapolation of a language like Luganda? (05 marks)

2. State and discuss the term – coining method PECCA. (05 marks)

3. Discuss at least two of the following coinages:

(i) 10^9 **billion** = (a) akawumbi (b) biliyoni (c) akabilikadde

[Note that $10^{3(1+n)}$ **X.illion** = aka.S_{<num>}.kadde] (7.5 marks)

(ii) 10^{18} **exa**. X = exa. W (7.5 marks)

(iii) 10^{-30} **quecto**. X = qwekto. W (7.5 marks)

(iv) **methanol** CH₃OH = methanoli CH₃ OH (7.5 marks)

(v) **Crocodilus niloticus** = (a) eggoonya (b) Crocodilus niloticus (7.5 marks)

(vi) **digit** = (a) akagalo (b) akagele (c) akagage

[Note that Lat digitus = df finger, toe] (7.5 marks)

Assessment Test Results

Testee No.	Group Assessment Test			Sub-total Result	Individual Test			Overall Test Result
	Q.1	Q.2	Q.3		Q.1	Q.2	Sub-total Result	
01	23	15	01	39	21	25	46	85
02	23	15	01	39	10	25	35	74
03	23	15	01	39	23	25	48	87
04	23	15	01	39	06	02	08	47
05	23	15	01	39	08	25	33	72
06	23	15	01	39	16	06	22	61
07	23	15	01	39				
08	23	15	01	39	16	15	31	70
09	23	15	01	39	20	16	36	75
10					22	15	37	
11					17	06	23	
12	20	12	01	34	16	25	41	75
13	20	13	01	34	16	18	34	68
14	20	13	01	34	11	25	36	70
15	20	13	01	34	21	25	46	80

16	20	13	01	34	06	25	31	65
17	20	13	01	34	20	25	45	79
18	20	13	01	34	11	19	30	64
19	20	13	01	34	18	25	43	77
20	20	13	01	34	24	25	49	83

By way of analysis of the test results we can make the following observations and , where possible or appropriate , make relevant explanatory remarks.

- (i) The group results 39/50 and 34/50 are good.
- (ii) In three cases (Testee Nos. 07 , 10 and 11) test results are incomplete.
- (iii) Question Three of the group test was very poorly answered. Paradoxically, the trainees failed to grasp the analogy between grammatical and chemical valency.
- (iv) Because the overall pass mark had been stipulated as 60% only Testee 04 failed.
- (v) Our hypothesis was proved , though not conclusively , for it could be false as part of the truth – table for the hypothesis testing formula (cf Sec III) shows:

$$[H \wedge A] \rightarrow [D \rightarrow R]$$

$$0 \ 0 \ 1 \quad 1 \quad 1 \ 1 \ 1$$

$$1 \ 1 \ 1 \quad 1 \quad 1 \ 1 \ 1$$

In both situations, $A = D = R = 1$

5. EVALUATION OF THE PILOT STUDY

From the group and individual evaluations of the pilot study, three major issues emerge:

- (i) The trainees rightly contended that learning “a lot in the shortest time” (5 hours per day for 6 days) was a substantial challenge.
- (ii) The trainees expressed the need for a “refresher/foundational” course in Luganda. The course units MSL 1102, 1103, 1105 pre-emptively take that concern into account.
- (iii) The reception of the notion of Specialized Luganda was positive. But they were concerned about how “others” (people of other “tribes” and the “international community” would view Specialized Luganda. Reassuringly, the MA(SL) programme is open to all people regardless of their ethnic or racial origin.

6. CONCLUSION

If the MA (SL) programme is “to contribute to and accelerate the transformation of the Luganda language into a full-fledged medium of discourse in all domains of human knowledge at all levels of academic achievement and advancement”, then the question springs to mind : When is all science to be impartable in Luganda?