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Terminology Development Strategies for the Teaching of the Nambya Language in Hwange District Secondary Schools

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Abstract
This article explores and analyses term creation strategies that were employed by authors of secondary school Nambya textbooks in Zimbabwe. Cabré's 1993 Communicative Theory of Terminology guides the study. The authors relied on qualitative research methods and used content analysis to study term creation strategies employed in Nambya textbooks. The findings of the study reveal that common term creation strategies such as derivation, semantic expansion, loan translation, compounding and paraphrasing were used to create subject-specific terms. These strategies were influenced by the need for cultural relevance, linguistic authenticity and pedagogical clarity. While some of the newly created terms accurately capture the intended concepts, there are also terminological problems such as polysemy, lengthy coinages and lack of derivability. The findings highlight the need for continued standardisation processes to provide educators with essential tools for effective instruction, promote consistency, and facilitate the development of high-quality Nambya educational resources.

Keywords: *Language raising, standardisation, term, term creation, terminology*

Introduction and Background

The Nambya language, which is predominantly spoken in Hwange District of Zimbabwe, has historically lacked formal integration into the mainstream secondary school curriculum and has remained on the periphery of Zimbabwe's formal education system. The language has existed as an oral tradition, with

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minimal formal instruction and limited comprehensive academic resources. However, with recent developments in Zimbabwe's education policies, which have prioritised the inclusion of indigenous languages in mainstream education, new opportunities and unique challenges for the effective teaching and integration of Nambya in schools have emerged. The official recognition of 16 languages by the 2013 Constitution, coupled with a review of the school curriculum in 2015, widened the scope of indigenous languages catered for in secondary schools. The secondary school system began to cater for 16 languages, unlike in the past when English, Shona and Ndebele were the only languages taught in secondary schools. Of interest to this study is the introduction of the Nambya language as a subject in the secondary school curriculum in 2013. By 2014, Nambya was included as an examinable subject at both Ordinary Level (O Level) and Advanced Level (A Level), accelerating the need for specialised terminology appropriate for higher levels of learning.

The inclusion of Nambya in the secondary school curriculum, in turn, motivated the production of Nambya textbooks to facilitate the effective teaching and learning of the language. These textbooks use Nambya as their medium because the Zimbabwe indigenous languages syllabus dictates that indigenous languages must be taught through their own medium. This was the first-ever series of Nambya language textbooks for secondary schools. The series consists of four textbooks titled *Bhwazulani,* published in 2020. During the process of authoring these books, the writers were inevitably faced with the predicament of the unavailability of terms for topics such as language structure and literature, yet these terminologies are central to the effective study of language at the secondary school level. Therefore, the authors were compelled to undertake a term creation exercise to cover terminology gaps in the language.

Khumalo (2017) and Khumalo and Nkomo (2022) posit that term creation is an important first step towards the intellectualisation of a language. The term creation process expanded the vocabulary of the Nambya language and facilitated its teaching at the secondary school level. Van Huyssteen (2003: 17) asserts that "The methods of term creation form an important part of language elaboration because they are the very linguistic tools that make technical modernisation and expansion of lexicon possible." This article, therefore, examined term creation processes that were employed by authors of Nambya textbooks and analysed the extent to which they successfully rendered grammar terms in the Nambya language.

Previous research has explored term creation in major African languages such as Ndebele, Shona, Zulu and Xhosa. Nhongo and Siziba (2024) investigate term creation processes that were employed by institutions of higher learning in Zimbabwe for the purposes of teaching the Ndebele language. Their investigation reveals a lack of standardisation of terms created for the teaching of Ndebele literature and linguistics. Gumbo (2021) discusses strategies for dealing with problems of lengthy terms in the creation of Shona terms using the compounding strategy. She proposes strategies such as clipping to shorten the terms. Ramuedzisi, Van Huyssteen and Mandende (2019) investigate term creation activities undertaken by different bodies in South Africa and conclude that there is a lack of coordination among these bodies. This results in the proliferation of competing African language terms for a single concept. Furthermore, Letsoalo, Mabaso and Gouws (2022) investigate robotics terminology development in South African languages such as Sepedi, Xitsonga and Xhosa, and their study reveals that there is no single strategy that can be used across the board. Rather, terminographers must choose a strategy that creates the most suitable rendition.

According to Ndhlovu (2014), the rate of development among African languages is different and terminology challenges are experienced differently from language to language, which in turn requires an individual approach to terminology development in each African language. In the case of Nambya, however, there is limited scholarly literature specifically addressing term creation. To the best of the researchers' knowledge, no prior study has specifically focused on the term creation processes within the Nambya language. It is against this backdrop that the present study seeks to critically examine the strategies employed in the development of terminology in secondary school Nambya textbooks. Valeontis and Mantzari (2006) assert that the linguistic aspects of term creation are of great interest when writers work with languages that lack adequately developed reference tools such as specialised dictionaries or glossaries. This is precisely the context in which this article seeks to study term creation processes employed in Nambya textbooks since the language does not have specialised dictionaries or glossaries, and the authors were compelled to be

neologists. Furthermore, Ndhlovu (2014) observes that the study of term creation processes is critical in exposing the strengths and weaknesses of the strategies chosen for certain terms. It is envisioned that the need for specialised terms in the Nambya language will continue to grow. As such, the observations from this enquiry will be beneficial to further term creation exercises in the Nambya language, even in fields beyond language teaching.

Letsoalo et al. (2022) point out that term creation is a complex exercise that presents different challenges to language practitioners. They further observe that while this is the case, practitioners are spoilt for choice in terms of term creation strategies that are at their disposal. However, whatever choice the practitioner makes, the goal should be to deliver accurate and user-friendly terms that prevent misinterpretation and misunderstanding of concepts (Mlambo, Matfunjwa and Skosana, 2022; Alberts, 2010; and Nhongo and Siziba, 2024). This study, thus, examines the extent to which the coined Nambya terms match the concepts which were intended to be communicated. The terms created for Nambya grammar must be unambiguous to enable teachers and learners to comprehend and use them in a universally acceptable manner.

The development of terminology practices is hampered by a lack of policies to guide these activities as part of corpus planning. Alberts (2025) observes that in South Africa, various institutions are working at cross purposes in terminology development, resulting in the proliferation of competing terms. He therefore calls for the establishment of a national terminology policy to guide terminology activities in the country. The proposed terminology policy is to be guided by ISO's Terminology Policies-Development and Implementation. Antia (2015) adds that term creation in South Africa has been both systematic and *ad hoc,* making it difficult to assess the scope of work that has been done in that domain. These observations are instructive for languages such as Nambya in Zimbabwe, which are at the earlier stages of terminology development and where the risk of uncoordinated term creation is also present.

This study contributes to the field of terminology development by illustrating how low-resource languages undergo rapid terminological elaboration under situations where they are introduced in the school curriculum without established reference tools such as specialised dictionaries or glossaries. In doing so, this research adds to the literature on the intellectualisation of African languages by documenting strategies, constraints and outcomes that characterise terminology development when languages are thrust into formal education faster than institutions can prepare. Beyond providing a descriptive account of term creation strategies, this article explores how authors deal with conflict between some term creation principles, particularly communicative adequacy and terminological economy, to produce terms that are conceptually and linguistically acceptable.

Theoretical Framework

The Communicative Theory of Terminology (CTT) propounded by Cabré (1993) provided this research with a framework for analysing term creation strategies employed by authors of secondary school Nambya textbooks. According to Cabré (1993), CTT is characterised by a strong orientation towards practical problem-solving and establishing methods with scientific justification in order to solve problems. Gumbo (2016) asserts that CTT has led to a valuable body of research on different aspects of terminology, such as conceptual relations, terminological variation, term creation and the application of different linguistic models to terminology. CTT aims to provide a methodological framework for the study of terminological units and is anchored on two assumptions.

The first assumption of CTT is that terminology is a set of needs, a set of practices to resolve those needs and a unified body of knowledge. With regard to the first principle, Cabré (1993) notes that terminology is driven by the need to address all the activities that require the representation and communication of specialised knowledge. These activities include technical translation, the teaching of languages for specific purposes, technical writing, the teaching of special subjects, documentation, special language engineering, language planning and technical standardisation, among others.

The second assumption of the CTT is that terminology operates with terminological units which are multi-dimensional and which are simultaneously units of knowledge, units of language and units of communication. Cabré (1993) defines terminological units as units of special meaning and further explains that they cover communication among specialists, between specialists, semi-specialists or technicians,

between specialists and learners, as well as the popularisation of science and technology. The terminological units are the necessary link to enable specialised communication. The second assumption emphasises the communicative nature of terminology and introduces the theory of doors to illustrate the communicative nature of terminology. By the theory of doors, Cabré (1993) means that an analysis of terminological units should cover the cognitive dimension, the linguistic dimension and the communicative dimension. In other words, the analysis of terminological units should cover the concept, the term and the situation components. According to Cabré (1993), the CTT approaches terminological units through the language door, but always within the general context of specialised communication.

In this study, the cognitive, linguistic and communication dimensions as propounded by Cabré (1993) were used as analytical guideposts in examining the terms created in Nambya textbooks. The cognitive dimension concerns the conceptual content of the term, that is, whether the chosen Nambya form accurately reflects the specialised concept it intended to express. The linguistic dimension concerns the internal structure of the term, including its morphological composition, lexical formation and conformity to the patterns of the Nambya language. The communicative dimension concerns the extent to which the term is clear, usable and appropriate for its intended users, in this case, teachers and learners of Nambya at secondary school level. In this regard, CTT enabled the researchers to move beyond a simple listing of term creation strategies employed but also to evaluate whether the terms were conceptually accurate, linguistically appropriate and communicatively effective. For the present study, this orientation is especially important because the Nambya terms in the textbooks were created in an educational context where clarity, learnability and conceptual precision are essential. For example, a term may be structurally well formed in Nambya but considered deficient if it fails to clearly capture the intended concept or if it is difficult for learners to master. Similarly, a term that captures the intended concept but violates Nambya morphological rules or is too cumbersome for everyday classroom use is not desirable. Accordingly, the findings and discussions of this paper are organised around term creation strategies, but each strategy is also evaluated in terms of how well it satisfied the cognitive, linguistic and communicative demands of terminology development.

Methodology

This study employed a qualitative approach in exploring the term creation strategies utilised in secondary school Nambya textbooks. The study utilised qualitative content analysis as a method of studying the term creation strategies that were employed by the authors. According to Cohen, Manion and Morrison (2018), content analysis is a technique for making replicable and valid inferences from texts. The aim of content analysis is to derive key themes from the documents. Since data derived through content analysis is in a permanent form, verification through reanalysis and replication is possible. Qualitative content analysis enabled researchers to explore how terms were created, defined, and contextualised. Through content analysis, texts were analysed, reduced and interrogated into a summary form through the use of both pre-existing categories and emergent themes. The qualitative content analysis approach was highly suited for exploring term creation for teaching the Nambya language at secondary school level in Hwange District. It helped to identify current terminology, grammatical conventions, gaps, inconsistencies and areas needing standardisation. Researchers were able to deeply engage with the Nambya textbooks, uncovering how certain strategies are chosen for pedagogical use.

The researchers applied this method to all four volumes of the Bhwazulani secondary school Nambya textbook series (Bhwazulani 1 to 4). These textbooks were selected because they constitute the first series of Nambya language textbooks developed for secondary school use and because they contain the terminology created for the teaching of topics on grammar. In addition, grammar terms were purposively selected from sections on language structure, which is where terminology gaps are most acute. Vocabulary items that do not serve a terminological function in the teaching of grammar were excluded. This approach ensured that the analysis remained limited to the specific domain of terminology development rather than broader lexical usage. The study identified and coded a total of 118 terms. Coding was primarily deductive while also remaining open to emergent patterns in the data. An initial coding framework was developed from established literature on term creation strategies, including derivation, semantic expansion, compounding, loan translation, paraphrasing, coining and borrowing. Each term was then examined in its textual context and assigned to the most appropriate category based on its structural and semantic properties. To enhance consistency in interpretation, the discussion and analysis focused on the linguistic

form of each term, the strategy used in its creation, and the extent to which the created term accurately conveyed the intended meaning.

Findings

The qualitative content analysis approach revealed that five term creation strategies were used in developing instructional terminology for secondary school Nambya textbooks. These are derivation, semantic expansion, compounding, loan translation and paraphrasing. This study takes a deeper look at each strategy and the strengths and weaknesses of the created terms.

Derivation

Derivation is one of the term creation strategies that was used to create grammar terms for secondary school Nambya textbooks. Sineke (2005) describes derivation as a process of creating terms by adding affixes to the roots or bases of words. The affixes may be either prefixes or suffixes and, in some cases, it may be both these morphemes. In other words, a new term is derived by modifying an already-existing word. Derivation plays a central role in expanding vocabulary, especially for academic and technical domains that lack native terms.

The following are some of the Nambya grammar terms that were created through the process of derivation:

Source Word	**English Gloss**	**Nambya Term**	**English Gloss**
shama	'gape'	*chishamalalo*	'vowel'
tanga	'start'	*chitango*	'prefix'
leba	'say'	*chilebo*	'sentence'
vumilana	'agree'	*chivumilano*	'concord'
shanganisa	'join'	*chishanganiso*	'conjunction'
ninipisa	'make small'	*chininipiso*	'diminutive'
pandulula	'describe'	*chipandululo*	'adjective'

The above Nambya grammar terms were created using the derivation strategy that used verb roots as the lexical bases for the terms. These grammar terms were constructed by affixing the Nambya class-7 prefix *chi-* and the nominal suffix *-o* to verb roots to form deverbative nouns. The construction pattern of the terms is illustrated in the examples below:

chitango> *chi-* (class-7 prefix) + *-tang-* (verb root) + *-o* (nominal suffix)
chivumilano> *chi-* (class-7 prefix) + *-vumilan-* (verb root) + *-o* (nominal suffix)

The Nambya grammar terms were derived mainly from verbs, although, as observed by Gumbo (2016), new terms can also be derived from adjectives and nouns.

Semantic Expansion

Semantic expansion is another strategy that was used to create grammar terms in secondary school Nambya textbooks. According to Beard (2004), semantic expansion happens when the ordinary meaning of words is expanded to accommodate and express a new range of meanings, concepts and values. Unlike in derivation, in semantic expansion, there is absolutely no change in the morphology of a word. The change is in terms of assigning additional meaning to an already existing word. To illustrate this point, let us take the Nambya word *unsholo*, which ordinarily refers to the head (body part). However, through the process of semantic expansion, an additional meaning was attached to the word such that it now also refers to a subject in Nambya grammar studies. However, it is important to note that, as observed by Hadebe (2002), the new meaning that is attached to a word derives from the original meaning. For instance, the Nambya term *unji*, which refers to a grammatical root, derives from the root of a tree.

Nambya Term	**English Gloss**
unji	'root'
ichinde	'stem'
iwhi	'tone'
unsholo	'subject'

izina	'noun'
chibabi	'syllable'
chibabi	'stem'

These Nambya terms are words used in ordinary Nambya conversations but have been assigned specialised meanings in secondary school Nambya textbooks for the purposes of teaching language structure. In other words, these terms now possess two meanings, which are the ordinary meaning and the specialised meaning. However, it has to be noted that there are two Nambya terms, *ichinde* and *chibabi,* that were assigned to the concept of a stem. This makes the two words synonyms of the concept of a stem. In addition, it also has to be noted that the term *chibabi* is a polysemous word used to refer to two concepts, a stem and a syllable.

Compounding

The authors of secondary school Nambya textbooks also used compounding as a term creation strategy. Compounding operates on the already established forms of lexical units, while "combining existing words or word elements to create a new form which contains two or more roots but designates a single concept" (ISO 704, 2000: 32). In the same vein, Crystal (1997) views compounding as a process of combining two or more free morphemes to create a new term. This strategy was used in the creation of Nambya grammar terms with combinations of different word classes. Some of the word class combinations that were used by Nambya authors to create new terms are noun + noun, verb + noun, verb + verb and noun + adjective. The following are examples of terms that were created through the compounding strategy:

Nambya Term	**English Gloss**
chibakawhi (verb + noun)	'morpheme'
chimanampepo (verb + noun)	'fricative'
chimisomanampepo (verb + verb + noun)	'affricate'
milomomibili (noun + adjective)	'bilabial'
inhojawhi (noun + noun)	'allomorph'
mapindebhazu (noun + noun)	'lateral'

The above terms were created by way of compounding two or more morphemes, as shown below.

chibakawhi< *chi-* (class-7 prefix) + *baka* (construct) + *iwhi* (word)
chimanampepo< *chi-* (class-7 prefix) + *mana* (constrict) + *umpepo* (air)
chimisomanampepo< *chi-* (class-7 prefix) *misa* (stop) + *mana* (constrict) + *umpepo* (air)
milomomibili< *milomo* (lips) + *mibili* (two)
inhojawhi< *i-* (class-9 prefix) + *toja* (resemble) + *iwhi* (word)
mapindebhazu< *ma-* (class-6 prefix) + *pinda* (pass by) + *ibhazu* (side)

The advantage of compounding is that it makes use of words already available in the lexicon of the target language.

Loan Translation

Cyril (2019) and Iakusheva (2017) describe loan translation as a word-for-word translation of the linguistic components of a term into the equivalent forms in the target language. Thus, the terminographer borrows the meaning of a term and reproduces the term literally using the target language. In the context of under-resourced languages like Nambya, loan translation offers a creative yet culturally sensitive mechanism for expanding vocabulary, especially for abstract or technical concepts introduced through formal education. For example, in the case of Nambya grammar terms, the English term front vowel was literally translated to *chishamalalo chambeli.* Other examples of Nambya grammar terms that were created using loan translation are as follows:

Nambya Term	**English Gloss**
chishamalalo chambeli	'front vowel'
chishamalalo chomushule	'back vowel'

chishamalalo chopakati	'mid vowel'
izina liloninipiswa	'diminutive noun'
chitambunujo chechito	'verb extension'
untimbo una newhi	'voiced sound'

What is noticeable from these terms is that, in most cases, the two-word noun phrase form of the English terms was maintained in the Nambya terms. Furthermore, a back translation of the Nambya terms yields the original English terms. This means that the Nambya loan translations match the English terms even at a semantic level, as the meaning conveyed in the English terms is fully replicated in the Nambya term. Therefore, loan translation offers a middle path between complete borrowing and native term creation by using indigenous linguistic resources to express foreign concepts. However, the terms look lengthy and may be difficult to master or recall.

Paraphrasing

According to Sineke (2005), paraphrasing is a strategy in which the source term is rendered as a definition in the target language. It is for this reason that Hadebe (2002) suggests that terms created through the strategy of paraphrasing are not terms in the strictest sense of the word but are rather definitions or descriptions rendered in the target language. Instead of creating a new single term, this strategy involves explaining a concept or term using existing words and phrases within the Nambya language. Take, for instance, the Nambya term for Grammar is *Bulongwa bwoLulimi,* which, when back-translated to English, then reads 'The Structure of Language'. The use of the Nambya noun phrase to represent the concept of Grammar is motivated by the absence of an equivalent single term in the Nambya language. Although the Nambya equivalent for the term Grammar is a phrase, it clearly communicates the key concepts of what grammar deals with, that is, the structure of language. The authors were possibly not comfortable with borrowing or transliterating the English term and settled for paraphrasing it. The paraphrasing strategy is used in order to avoid the creation of terms that are not equivalent to the source. Paraphrasing plays a critical role in bridging the gap between existing linguistic resources and modern educational demands. The following are other Nambya terms created through the paraphrasing strategy:

Nambya Term	**English Gloss**
chibaki chokusimisa	'stabiliser'
untimbo ulopetwa	'trill'
untimbo womuzwimilo	'nasal'
untimbo wegulukuminya	'glottal'
bulongwa bwolulimi	'grammar'

These terms illustrate the creative abilities of the authors of the Nambya textbooks as they represent an attempt to define or describe grammatical terms and make such terms accessible to the Nambya students and teachers. Some of the terms aptly describe the source term. For example, the Nambya equivalent for nasal is *untimbo womuzwimilo,* which means 'sound from the nose'. Thus, the Nambya terms capture the essence of a nasal in terms of the manner it is articulated. The same applies to the term *untimbo wegulukuminya,* which literally means a sound from the glottis. Again, the essence of a glottal is well captured in this term. Thus, users of the Nambya terms can easily make sense of these Nambya terms.

However, there is a slight challenge with the term *untimbo ulopetwa*, which is used to refer to a trill. The Nambya term literally means 'a sound that is rolled,' which somehow misses the concept of a trill because this particular sound is articulated by way of vibrations between the active articulator and passive articulator. The concept of vibration is not articulated in the Nambya term, and more importantly, the Nambya term is based on sound being rolled rather than the tongue and the alveolar causing vibrations that produce a sound.

Discussion of Findings

It emerged from this research that the authors used five strategies to address terminological gaps in concepts related to the teaching of language structure. These strategies are derivation, semantic expansion, compounding, loan translation and paraphrasing. The strategies demonstrate both the utility

and tension inherent in the CTT's three-dimensional model. In some cases, the cognitive, the communicative and the linguistic dimensions were satisfied, while in many other cases, there was a tradeoff among the three dimensions resulting in one or two dimensions being sacrificed.

An evaluation of the terms created using each one of the strategies mentioned above reveals that the authors relied on strategies that utilise internal linguistic resources. All the grammar terms extracted from the textbooks were created using pre-existing Nambya lexical items. In all four books, there is no single grammar term that was coined using strategies such as borrowing and transliteration, which make use of external linguistic resources. The use of internal linguistic resources for term creation aligns with the tenets of CTT since the theory encourages the dynamic reuse of information already present in a learner's lexicon or the partial selection of existing information and reorganising it for active and dynamic construction of what would constitute the meaning of a terminography unit (Cabré, 2003). Mtintsilana and Morris (1988: 111) point out that "lexical items coined from the internal resources of a language are preferable, because they are transparent. Even when the term itself is unfamiliar… a native speaker can often deduce the meaning". Gumbo (2016) observes that terms created from internal linguistic resources tend to be easily accepted by speakers of the target language since the internal resources used are familiar to the target users. The preference for internal linguistic resources demonstrates that indigenous languages are capable of expressing specialised academic concepts without excessive dependence on English.

The findings of this study demonstrate evidence of effective use of internal linguistic resources to create Nambya grammar terms, as evidenced by terms such as *chitango, chivumilano, izina, unsholo* and *inhojawhi*, among others. For instance, the term "*chitango",* the prefix is derived from the verb root *tang-*, which means 'to begin'. According to Bussmann (1996: 933), a prefix is "a subclass of bound word-forming elements that precede the stem". Thus, the Nambya term gives a clue that a prefix is a morpheme attached to the beginning of the word base, which should make it easy for learners to recall. Similarly, the Nambya term "*chivumilano"* (concord) is a deverbative noun derived from the reciprocal verb *vumilana*, which literally means 'to agree with each other'. The function of a concord is to create an agreement between two or more sentence elements with regard to their morphosyntactic categories (Bussmann, 1996), and this is well captured in the Nambya term, which should make it easy for teachers and learners to recall the term and understand the concept it represents.

Nambya textbook authors engaged in an innovative use of the compounding strategy. For example, the Nambya term for fricative, *chimanampepo,* is coined using the class-7 prefix, *chi*, the verb, *mana* (constrict) and the noun, *umpepo* (air). The term naturally gives a person who is acquainted with the Nambya language a clue that the concept being referred to has to do with 'air being constricted,' which is the essence of the term fricative. Thus, it is likely to be fairly easy to comprehend the term without having to consider other sources for more information. The same applies to Nambya terms such as *milomomibili* (bilabial), which literally means 'two lips', and *chibakawhi* (morpheme), which literally means 'that which is used to construct words'. These terms seem to aptly match their English equivalents at a semantic level, and this is evidence that the authors creatively used lexical resources that already existed in the Nambya language. Teachers and learners of Nambya grammar are likely to master the terms and their meanings with relative ease.

The study also reveals significant terminological challenges in linguistic terms created using the compounding, paraphrasing and loan translation strategies. Among the challenges is the issue of lengthy coinages. This was noted in terms such as the compound term *chimisomanampepo* (affricate) and the term *untimbo womuzwimilo* (nasal), which was coined using the paraphrasing strategy. The term *chimisomanampepo* was coined by compounding the class-7 prefix *chi-*, two verbs *misa* (stop) and *mana* (constrict) and a noun, *umpepo* (air). This is an unusually long construction in the Nambya language and violates the principle of conciseness, which requires that a term be concise and short. CTT encourages that terms be evaluated from the point of view of linguistic economy (Gumbo, 2016). Learners may find it difficult to acquire and internalise such long compound terms in a more natural way, which does not require the user to apply great memory efforts (Gumbo, 2016; Nhongo and Tshotsho, 2020). In a study of the use of the compounding strategy to create specialised Shona terms, Gumbo (2021) also notes that compound terms are cumbersome to master and suggests the use of the clipping strategy to shorten them. Clipping is a strategy of shortening a term by dropping some of its syllables while retaining its meaning (Gumbo,

2016). For instance, *chimanampepo* could be shortened to *chimana,* while *chimisomanampepo* could be shortened to *chimisomana*. The meanings would still be maintained in the shortened versions. To counter lengthy constructions, Nhongo (2024) proposes the adoption of transliteration as a useful strategy for creating concise terms in African languages. In the same vein, Gumbo (2016) suggests that in some cases it may be useful to use loanwords in place of lengthy coinages in order to achieve precision. Thus, the authors had a variety of strategies at their disposal for dealing with lengthy constructions.

While lengthy terms, such as the compound *chimisomanampepo* (affricate), violate the principle of linguistic economy, it would also be crucial to evaluate them based on their ability to communicate the concepts they intend to represent. An affricate, by definition, is an oral consonant that is articulated in such a manner that there is an initial full stoppage of air immediately followed by its constriction (Bussmann, 1996). This concept is clearly articulated in the Nambya term as it is constructed around the concept of stops (*misa*) and constriction (*mana*), which are the crucial elements of an affricate. Thus, the term abides by ISO guidelines as articulated by Cyril (2019), which state that the meaning of a term must be recognisable independent of any specific concept. In this case, the principle of conciseness was sacrificed in favour of clarity of expression. This approach to term creation aligns with strategies proposed by Dlodlo (2021), who favours the creation of terms based on the etymology of the source term. According to Gumbo (2016), when there is a tradeoff among the CTT's three dimensions, the communicative function of the term must take precedence. Well-formed compound terms can facilitate easier comprehension of complex concepts for students learning in Nambya, making the curriculum more accessible.

Another challenge with the Nambya terms created through strategies that create lengthy terms is that they make derivability difficult. Newly coined terms must allow for derivability (Gilreath, 1993). However, this seems to be very difficult with Nambya terms coined through the process of paraphrasing. For example, the English term nasalisation is derived from the term nasal. The Nambya term for nasalisation must be coined around the term *untimbo womuzwimilo*, which means nasal. It is difficult to derive the term nasalisation because the base of the term is a noun phrase. Hence, in the Nambya textbook, in place of the term nasalisation, the authors resorted to describing the process at length. Thus, the authors use the description '*kushanduka kontimbo uba untimbo womuzwimilo*' (the sound changes into a nasal sound). This is rather awkward as a single grammatical concept is rendered as a sentence.

Grammar terms created in Nambya textbooks exhibit problems of synonymy and polysemy. This particularly affects terms that were created using semantic expansion. For example, the terms *chibabi* and *ichinde* are used as synonyms for a stem. Gilreath (1993) argues that this is not desirable as it violates the terminological principles of mononym and unequivocalness, which require that there be only one formal name for a given concept. The word *ichinde* in ordinary use literally refers to a stem of a tree, while the word *chibabi* ordinarily refers to a part. Given the ordinary meanings of the two words, one is inclined to suggest that the term *ichinde* is more suitable than *chibabi* since the former already matches the concept of a stem. Moreover, the term *chibabi* for stem sounds vague in the sense that, generally, the Nambya noun is composed of two parts, the prefix and the stem. Therefore, the use of a term that is equal to the word 'part' does not accurately capture the concept of a stem in the morphology of the Nambya noun because the prefix is also part of the noun and could also be referred to as *chibabi*.

The challenges are further complicated by the fact that in the Nambya textbooks in question, *chibabi* is a polysemous term in the sense that it is used to refer to a syllable and a stem. This is another undesirable scenario in term creation. Terms with such problems tend to be difficult to acquire, internalise and recall naturally, which in turn is likely to have an adverse effect on teaching and learning (Gumbo, 2021). Polysemy and synonymy are likely to result in misinterpretation and misunderstanding of key concepts of language structure. This may, in turn, act as a barrier to precise communication, which is critical for language teaching. The confusion surrounding the terms *chibabi* and *ichinde* is evidence that the grammar terms created for Nambya need further elaboration so as to standardise them, since, according to Hadebe (2002), it is ideal to have one term for a linguistic concept. This will avoid confusion for learners and teachers. However, polysemy and synonymy are not peculiar to the Nambya language since a study by Nhongo and Siziba (2024) established that even languages such as Ndebele, with a longer literary tradition in Zimbabwe, still encounter the same challenge with regard to terms used in teaching language structure.

While semantic expansion was quite useful in creating Nambya grammar terms, scholars such as Hadebe (2002) observe that when a word assumes two meanings, one mundane and the other specialised, the meaning of the common word can get mixed up with the specialised meaning. This scenario is evident with the Nambya term *izina,* which ordinarily means a name but, through semantic expansion, now also refers to a noun in Nambya grammar studies. It is easy for students to mix up the two meanings, especially when the word is presented in isolation. The same applies to the Nambya grammar term *iwhi,* which ordinarily refers to a word, but through the use of semantic expansion, it now also refers to grammatical tone. However, it is expected that when the words are used in utterances or sentences, the meaning will be deduced from the context of the utterance or sentence. Sineke (2005) points out that it will be helpful for the users of the language to be conscious of whether the term is referring to the ordinary meaning or specialised meaning. While this study notes these challenges with regard to semantic expansion, it is also cognisant that, as explained by Khumalo (2017), the advantage of semantic expansion is that it builds on native speakers' intuitive understanding of root meanings and also retains linguistic identity while adapting to new communicative needs.

There is a significant shortage of uniform, standardised terms for academic concepts in Nambya, which creates inconsistency in instruction and assessment. Based on the challenges noted in the findings, this study posits that there is a need for continued standardisation efforts aimed at refining some of the Nambya terms so as to resolve ambiguity, optimise length and ensure derivability. Such efforts will play a critical role in the effective integration of the Nambya language as a subject and language of instruction in the school curriculum. As suggested by Ramuedzisi et al. (2019), the establishment of a robust and principled framework for continued terminology development will also be helpful in the continued standardisation efforts. There is a need for the establishment and institutionalisation of a Nambya Terminology Board or a board of a similar nature to continually and rigorously standardise and peer validate terms created for the Nambya language. There is a need to compile a comprehensive glossary of linguistic terms.

Finally, the findings of this study contain lessons that are critical for other low-resource indigenous languages in Zimbabwe and other comparable settings in sub-Saharan Africa. Firstly, as argued by Prah (2017), the use of low-resource languages in formal domains such as education inevitably stimulates the development of terminology required to communicate specialised knowledge, and the Nambya case has proven this. On the other hand, this study also reveals that when languages are introduced in the school curriculum faster than their terminological infrastructure can be developed, they are likely to encounter problems of inconsistent and unstandardised terms, which may negatively impact teaching and learning. Therefore, there is a need for a balancing act in the introduction of a language as a subject in the school curriculum. This study recommends that the introduction of other low-resource languages in the school curriculum be accompanied by coordinated, principled and ongoing terminological planning.

Conclusion

In conclusion, the current terms for the study of Nambya grammar at secondary school level are a foundational starting point, and the successful teaching of Nambya grammar is critically dependent on their clarity, appropriateness and effectiveness. Effective strategies such as compounding, paraphrasing, derivation, semantic expansion, and loan translation have been employed to enrich the Nambya lexicon for academic use. These efforts mark a significant milestone in the intellectualisation and modernisation of the Nambya language. It emerges from the study that while there were efforts to apply terminology principles in the creation of Nambya grammar terms, there are terms that exhibit terminological problems such as polysemy, lengthy terms, lack of derivability and synonymy. Thus, there is a need for further standardisation efforts that will refine the terms so that they effectively function in teaching and learning situations. The implementation of well-defined strategies, encompassing community engagement, standardised lexicalisation, and continuous resource creation, is crucial for the sustainable vitality of Nambya within the educational system.

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