

RESEARCH ARTICLE

Term Creation: Strategies and Challenges for Sustaining the IsiNdebele Language among Speakers in Bulawayo Metropolitan Province, Zimbabwe

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Abstract

IsiNdebele, a language spoken in Zimbabwe and South Africa, is often marginalised in official settings, leading to a lack of standardised terminology. This results in a myriad of language vocabulary-related challenges, which range from sociolinguistics to pure linguistics. Emanating from the above background, this paper focuses on term creation in Bulawayo province of Zimbabwe. The thesis is on the strategies in term creation and challenges faced by IsiNdebele speakers in Bulawayo Metropolitan Province. Thus, this paper uses mixed methods to gather and analyse data. Observation, semi-structured interviews, questionnaires, and focus group discussions were mainly used to collect data. Preliminary research findings have shown that IsiNdebele speakers face challenges when communicating technological aspects, which calls for term creation. This paper takes a step further and unravels the strategies used to create the terms and the challenges encountered during the process. The findings suggest that IsiNdebele speakers often borrow from other languages when creating terms, primarily from the official language, English, due to the limited existing vocabulary in IsiNdebele. The challenges IsiNdebele speakers face include a lack of recognition for their work and the pressure to maintain language integrity while translating complex technical and academic texts.

Introduction

This research recognises the unique journey of IsiNdebele speakers in the Bulawayo Metropolitan Province as they navigate the complexities of term creation. This process is not just about language; it embodies cultural identity and communication. Thus, the strategies they employ reflect their resilience and creativity, while the challenges they encounter highlight the ongoing struggles to preserve and promote their linguistic heritage. IsiNdebele is an African language belonging to the Nguni group of Bantu Languages (Magwa, 2010). Many African languages encounter the complexity of term scarcity, especially in education, the health sector, and the music industry (Alberts, 2017). Ndhlovu (2012) asserts that speakers of different African languages struggle to voice themselves in specialised fields. The lack of terminology in African languages, specifically in the IsiNdebele language, has resulted in many aspects, among them term creation. As the communities try to communicate complex elements that may not be found in their cultures, they do not have any other option but to create terms using various strategies. The IsiNdebele speakers are not an exception. Consequently, this paper focuses on methods used by IsiNdebele speakers in term creation and the challenges faced as people try and remedy language deficit issues in the community.

Zimbabwe is a multifaceted nation with a rich variety of indigenous languages spoken across its provinces. Section 6(1) of the Constitution officially recognises and promotes sixteen languages, namely, Chewa, Chibarwe, English, Kalanga, Koisan, Nambya, Ndau, IsiNdebele, Shangani, Shona, Sign Language, Sotho, Tonga, Tswana, Venda, and Xhosa (Zimuto, 2025). All officially recognised languages should be treated equitably. Section 6 (4) of the Zimbabwean Constitution states that indigenous languages must be implemented in the development process of a particular area so that speakers and writers of a language can use their language during economic development (Zimuto, 2025). The use of IsiNdebele to communicate scientific and other technical issues has resulted in a diction gap that has necessitated term creation. This, however, has been marred by challenges, which become the focus of this paper. In Zimbabwe, Vision 2030 aims to transform and foster the nation into an industrialising, knowledge-based upper-middle-income country that provides a high quality of life to all its citizens by 2030 (Hlilokela, Zimuto, and Chauke, 2024). Thus, everyone is working together using their indigenous language to develop the country.

Magwa (2010) states that for Africa to advance economically, its people must contribute to the advancement of science and technology by using their indigenous languages. In line with this, the Heritage-based curriculum asserts that Indigenous language is one of the compulsory subjects at the 'O' level. Le Tendre (2022) asserts that Education 5.0 helps and facilitates graduates with the most important and long-lasting knowledge based on learning skills with hands-on training experience in the competitive market, therefore embracing Indigenous languages. However, the IsiNdebele language was just used as a national language, not for serious matters of development. As a result, there is a serious gap, and the language has limited scientific vocabulary. The IsiNdebele language has turned out to be

usable in development and education. Various terms were and are still being created to cover up for vocabulary gaps in using IsiNdebele; however, this is without its own set of challenges. As it unfolds, the paper answers the following questions: What are the term creation processes in Bulawayo? What are the challenges associated with term creation in Bulawayo? What are the possible solutions to term creation challenges in the case in question?

Term Creation Methods

There are many term creation strategies, but for this study, borrowing is going to be discussed first as the preliminary research findings have shown it to be the major method in the case in question. Mayfield (2022) significantly contributed to the understanding of the borrowing term creation strategy, asserting that the initial act of borrowing is typically an adoption, as the borrower is likely to possess some knowledge of the donor language. Over time, the borrowed word is assimilated and accepted within the borrowing language. Mutasa (2006) proposed comprehensive strategies for the restoration, revitalisation, and enhancement of African languages in Sub-Saharan Africa, emphasising the importance of grassroots language compilation and the employment of term creation strategies such as borrowing, coinages, and compounding. He advocates for the use of loan words to address terminological gaps, drawing parallels to how the English language evolved and improved through loan words from Latin and French.

Sineke (2005) examined the term creation strategies used to address terminology scarcity in the isiXhosa and isiZulu translations of the South African Constitution, identifying semantic shift/transfer, borrowing, derivation, compounding, and paraphrasing as major strategies. He found that paraphrasing was the predominant method and that borrowed terms were adapted according to the phonological and morphological rules of the target languages. Sineke concluded that these strategies are widely employed in translating materials for African languages with limited resources, significantly contributing to their development.

Mojapelo (2018) explored term creation strategies in Northern Sotho, noting that semantic transfer and borrowing were the most common methods. He emphasised that paraphrasing was effective in developing precise terminology in the target language. Chimnundu (2002) focused on the process of adopting loanwords, which he termed "adoptives," in a receiving language. His study highlighted the phonological assimilation process that loan words undergo before full integration and pointed out the challenges in accepting coined words within the speech community, as these terms often appear after the introduction of non-indigenous labels.

Mabasa (2005) investigated term creation strategies, identifying issues related to the equivalence of borrowed terms and the standardisation of created terms. Thomason (2001) examined language contact, defining it as a situation in which groups speaking similar varieties encounter groups with different varieties. He noted that language contact leads to

the transfer of linguistic units and patterns, resulting in diverse linguistic outcomes such as bilingualism, borrowing, code-switching, convergence, and semantic shift. Alberts (2017) explored terminology as a component of language development, arguing that it extends beyond the coining of words and spelling reforms. Alberts emphasised that language development should be integrated with the overall growth of a community and should contribute to its progress. The researcher will gain insights from Thomason (2001) and Alberts (2017) in that she will understand how languages evolve, adapt, and borrow elements from other languages, while also appreciating the various linguistic features and structures that emerge through contact situations.

Exploring Challenges Associated with Term Creation

Mojapelo (2018) investigated the diverse strategies employed in Northern Sotho term creation, uncovering several obstacles that hinder the formation of terminology in Northern Sotho, South Africa. These challenges include the lack of adequate terminology, the prevalence of informal language usage, and the presence of multiple inconsistent terminologies. Mojapelo identified that issues with orthography and spelling resources, the absence of specialised dictionaries and a general lack of experience in terminology development contribute to the ineffectiveness of the terminology in the language.

Hadebe (2000) explored the subject of African languages and found that these languages have historically been used in a limited capacity in official domains, while specialised fields such as education, law, science, and technology have been predominantly reserved for European languages. Similarly, Mtintsilana and Morris (1988) investigated terminology development in African languages in South Africa and concluded that this development has been hindered by ideological, historical, and educational factors, with the most significant impediment being the language policies adopted in the Republic of South Africa. Hadebe (2006) further articulated that Zimbabwean language policies confine African languages to unofficial domains, resulting in underdeveloped terminology in nearly all fields. He argued that one of the primary issues preventing Indigenous languages from achieving their rightful function among their speakers is the politics of terminology, or the lack thereof, which is used to justify excluding these languages from the domain of modern technology, thus restricting them to informal roles in society. This problem is exacerbated by the non-use of indigenous languages in formal settings such as industry, commerce, education, and law.

In 2007, Hadebe examined the impact of the first monolingual IsiNdebele dictionary on the IsiNdebele language, particularly its implications for language planning, including vocabulary and spelling standardisation. His work exposed significant problems encountered in term creation, particularly with the spelling of loanwords. Hadebe's research is crucial for the current study as it highlights the need to develop and utilise Indigenous languages through the processes of term creation. The researcher gained in-depth information, becoming

acutely aware of the challenges that have slowed the development of African languages, specifically IsiNdebele.

Possible Solutions to Term Creation Problems

Kaplan (2007) researched linguistic diversity. He found out that Africa is home to a vast array of languages, often belonging to different language families. Each language has its unique features and structures. Therefore, when creating terms, it is important to take into consideration the specific linguistic characteristics of the language, such as phonetics and grammar. Shohamy (2006) focused on cultural specificity, African languages are deeply intertwined with the cultures, traditions and worldviews of their speakers. The cultural context must be considered and ensure that the terms accurately reflect the cultural nuances associated with the concept being expressed. This helps maintain cultural authenticity and fosters a sense of ownership and pride among language communities. The researcher benefited from Kaplan's (2007) and Shohamy's (2006) findings in that she was apprised of points to be considered when creating terms.

Theoretical Framework

This research is hinged on the Communicative Theory of Terminology. Many scholars attempted to elaborate on this theory, but the views by Cabré (2005) are going to be the anchor. He argues that the theory represents one of the lines that provides terminology with the status of being a separate discipline in its own right. To this end, Cabré (2005: 182) starts from two assumptions. Under the first assumption, terminology is "a set of needs, a set of practices to resolve these needs and a unified field of knowledge". The second assumption is that terminology operates with multi-dimensional terminological units, which are simultaneously units of knowledge, units of language, and units of communication. This paper, as a result, focuses on how the IsiNdebele speakers in Bulawayo Metropolitan faced the need to communicate, navigate the term creation aspect and the challenges they encountered as they communicate using the terms created, as necessitated by the changing communication field. The communicative theory of terminology emphasises the significance of communication in the creation, maintenance, and evolution of terminology within various fields. One of its major tenets is that terminology is not a mere collection of terms but a dynamic system that evolves through social interaction. This perspective shifts the focus from solely the linguistic aspects of terminology to the contexts in which terms are used. The communicative theory asserts that the way terms are created, understood, and employed is largely influenced by the interactions among speakers, which can include negotiations of meaning and consensus-building within communities. Thus, all the above postulations are going to influence the definition of the term creation process and the evaluation of situations that may be deemed as challenges in this research. The recommendations will also be skewed in tandem with the above tenet.

Another essential aspect of this theory is the recognition of the role that stakeholders play in the development of terminology. Stakeholders, such as subject matter experts, linguists, and speakers of the language, contribute different perspectives that shape how terms are formulated and adopted. This collaboration fosters a rich linguistic environment where terms not only reflect technical accuracy but also cultural relevance and acceptance. The communicative theory argues that engaging diverse stakeholders improves the effectiveness of communication and enhances the relevance of terminology in practice, ultimately promoting better understanding within specialised fields. As such, the research sample is a replica of all the stakeholders in the term creation in the population in question.

This research highlights the idea that the communicative theory of terminology supports a continuous feedback loop between language and its users. The theory recognises that as knowledge evolves and new concepts emerge, terminology must adapt to remain effective. The paper explores how IsiNdebele speakers manage this process. This adaptability is essential for ensuring that terminology fulfils its primary purpose: facilitating clear communication. The research aims to address the challenges that hinder effective communication within this community. By emphasising ongoing dialogue among users, the research advocates for a participatory approach to terminology that values contributions from diverse groups. This approach ensures that terminology remains accessible, reflective of user needs, and relevant to the changing landscape of knowledge and communication.

Research Methods

The research adopted a case study design, with the Bulawayo Metropolitan community selected as the population. To gather and analyse data, the study employed mixed methods, utilising both qualitative and quantitative approaches. However, the qualitative method served as the primary focus of this research. The field study was chosen due to its emergent nature, providing the researcher with in-depth insights into the strategies and challenges faced by IsiNdebele speakers regarding term creation in Bulawayo Metropolitan. This meant that at any point during data collection, adjustments were made to the predetermined procedures and settings (Gall and Borg, 2007). According to Creswell and Creswell (2018), qualitative research aims to describe the nature of a specific phenomenon. Therefore, this approach enabled the researcher to uncover prevalent trends and opinions regarding term creation. Additionally, quantitative methods were utilised for aspects that involved numerical data. The research participants were purposively selected for their expertise in term creation, resulting in a selection of four hundred individuals from three categories: youths (forty years and below), the elderly (forty-one years and above), and educators. These groups are actively engaged in language use and translation within the community and possess the necessary knowledge on the topic. To collect data, observations, semi-structured interviews, questionnaires, and focus group discussions were employed. The analysis was conducted using thematic analysis, grouping the data according to recurring themes, which served as the major subtopics in the discussion section. All the respondents were made to sign an

ethical considerations form that assured them of anonymity and their right to withdraw if and whenever they felt like doing it.

Data Analysis and Presentation

The preceding section explained the research design and methodology adopted for this qualitative study. This section presents the research results and analyses the findings. It includes a detailed examination of the primary results, focusing on the following three specific study objectives:

1. Investigating the term creation processes in Bulawayo.
2. Exploring the challenges associated with term creation.
3. Proposing solutions to address these challenges.

A sum of 200 questionnaires was distributed and all were completed and returned, culminating in a 100% response rate. Thus, a vivid response rate was achieved, given that Fincham (2008) declares that a response rate in the region of 60% ought to be the goal of researchers. Tables and figures were used for the analysis of the data gathered through questionnaires, structured interviews, focus group discussions, and observation.

Demographic Data Analysis

The demographic data surveyed in the research study comprises gender, age, and level of education. These are presented in the sections that follow.

Gender Distribution of the Respondents

The respondents' gender is indicated in Figure .1 below.

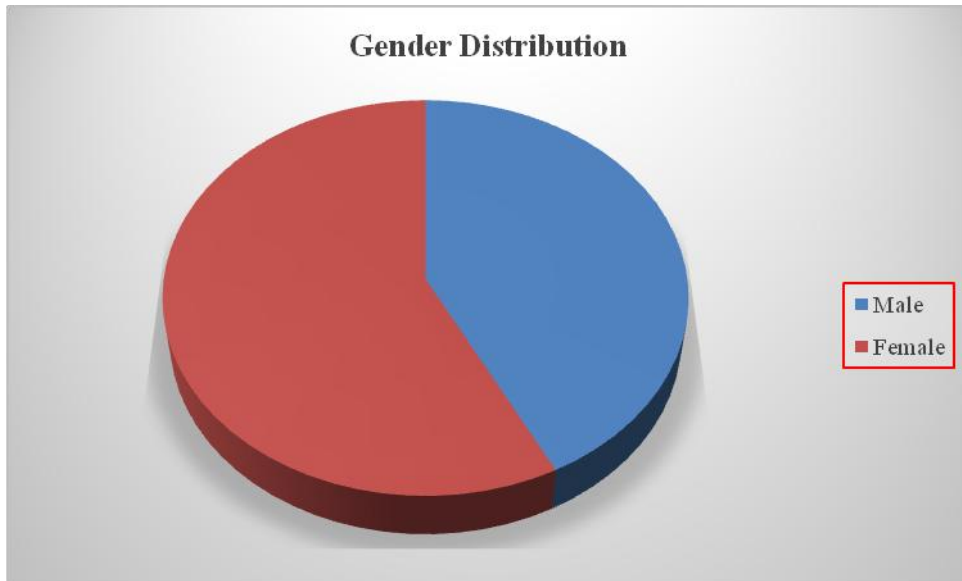


Figure 1: Respondents’ gender

Figure 1 reveals that there were 57% out of 100% female respondents and 43% male respondents out of 100%. This signifies that in selecting participants, the researcher was fairly gender sensitive, given that the recent census statistic confirms that there are more women than men in Zimbabwe.

Age of Respondents

Table .1 Respondents’ age distribution

	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid 20 years and below	70	17.5	17.5	17.5
21-30yrs	80	20.0	20.0	37.5
31-41yrs	50	12.5	12.5	50.0
41-65yrs	150	37.5	37.5	87.5
Over 65yrs	50	12.5	12.5	100.0
Total	400	100.0	100.0	

Table 1 shows that 17.5% of the respondents were 20 years and below, 20% were 21-30 years, 31- 41 years were 12.5%, 41-65 years, 37.5% while over 65 years were 12.5%. The fact that the respondents were all within the intended investigated groups ensured well-informed results and gave the researcher a chance to gather findings that were essential to this research. It was imperative to establish facts on the ground, starting from the strategies they use in creating terms in the IsiNdebele language.

Respondents’ Level of Education Distribution

Table 2: Level of education

	Frequency	Per cent	Valid Percent	Cumulative Percent
Primary school education	120	30.0	30.0	30.0
Valid high school education	180	45.0	45.0	75.0
tertiary education	100	25.0	25.0	100.0
Total	400	100.0	100.0	

The results in Table 2 above indicate that most respondents (45%) acquired a high school education, followed by 30% who attained primary education, while 25% attained higher and tertiary education. The findings confirm the assertion that Zimbabwe has a comparatively high literacy level, which is an important criterion for the country to become a middle-income economy by 2030. The results have a significant impact on the appreciation of the term creation process, the challenges thereof and the possible solutions to the challenges.

Distribution of Respondents by Their Jobs

Figure 2 outlines that there were diverse respondents with different jobs.

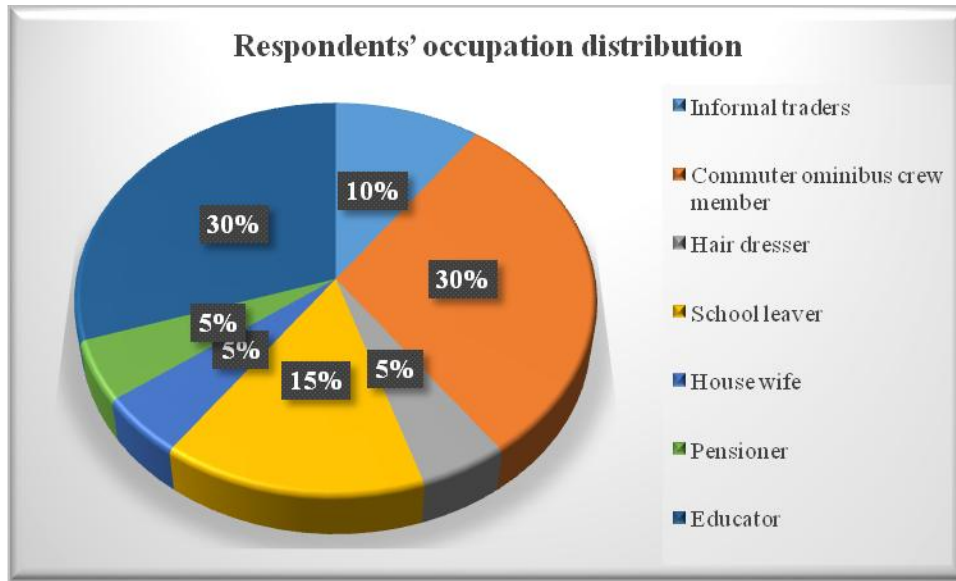


Figure 2: Respondents' occupation distribution

5% of the respondents were commuter-omnibus crew members, Informal traders 30%, pensioners 5%, educators 30%, Housewives 10%, School leavers 15% and hairdressers 5%. The results are indicative of the Zimbabwean employment opportunities, which are mainly dominated by informal traders. For this work, capturing the ideas of educators, informal traders, and commuter-omnibus crew members was deliberate, given that educators interact with learners who interact a lot with both informal traders, school leavers and commuter omnibus crew members. School leavers and informal traders interact a lot and thus have a chance to partake in the term creation process.

Knowledge of Term Creation in IsiNdebele

Respondents were requested to indicate the extent to which they understood the term creation in the IsiNdebele language. The findings are indicated in Figure 3 below.

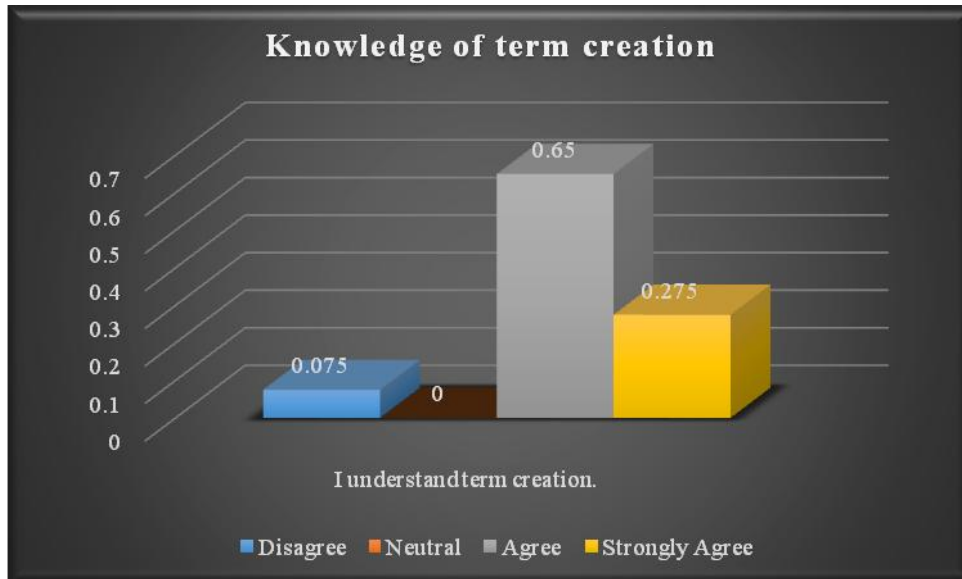


Figure 3: Knowledge of term creation

Respondents were requested to indicate the extent to which they understood the term creation in IsiNdebele. A majority of the respondents indicated that they understood the term creation process. During structured and unstructured interviews, all the respondents indicated that they understood what is referred to as term creation.

Term Creation Processes

Questionnaire results

The primary objective of this study was to investigate the term creation process utilised within the IsiNdebele language. The results summarised indicate that the age group between thirteen years and thirty years (13-30) is generally responsible for term creation in the IsiNdebele language. This is mainly reflected by fifty out of four hundred and one hundred and sixteen out of four hundred respondents who indicated that the age groups of 13-25 years and 13-30 years are responsible for term creation. Forty respondents indicated that any age group can create a term, while forty respondents preferred to be silent on the subject. Terms such as *dalas*, *masalu*, *khesto*, *nyuku*, *bhoza*, *maviza*, *topi*, *toni*, *jeki*, *zikhaphani*, *sistez*, *skeem*, *stalala* and *bra* were confirmed to be some of the results of term creation in IsiNdebele.

Structured interview results

Structured interviews were held with educators. Structured interview results indicated that 75% of the interviewees understood what is meant by the term creation, while 25% opted to be indifferent. They all agreed that over time in communities, some new terms emerged, and

also corroborated the questionnaire results on the age group mainly responsible for term creation over time in the IsiNdebele society. Thus, the age group of at least 13 years to 30 years was confirmed by all the interviewees to be responsible for term creation. All the respondents interviewed concurred that they also use the created terms, but were quick to indicate that such terms will be used limited to their understanding. Thus, the issue of term applicability as postulated by Markus, Kors and Rijnbeek (2021) stands guided by the individual understanding of the term and the agreed community meaning of the same. Borrowing of terms from other languages and coining of new terms were confirmed to be the most used ways in term creation by mainly people aged 45 and above, while shortening of words, narrowing, and semantic extension were the common term creation methods by the younger generation.

Unstructured interview results

All two hundred respondents who were interviewed confirmed that they understood what is meant by 'term creation'. The following are responses from some of the respondents: Creating new terms in a language; Changing terms from one language to another; Creating new terms in a language for effective communication; Innovation of words in a language; and Bringing new terms into existence. Eighty per cent of the interviewed respondents credited the male gender for term creation in the IsiNdebele language, while the remainder suggested otherwise. Further, the respondents indicated that the 13-30 age group was dominant in creating terms. In tandem with Mojapelo's 2018 observations, they further argued that most of their created terms more often than not result in communication challenges, such as limited understanding, if not impeded understanding, obtained as a result of the use of the created words. Accordingly, coining and borrowing of terms from other languages were confirmed to be the best strategies in term creation. This was mainly because the participants believed that if the word already exist in another language it is thus the duty of the community to borrow it and assign it a new spelling and pronunciation in the target language. Thus the communicative term creation notion comes into play. The community in question produces terms for communicative purposes. The terms are created to fill in the language deficiency gap in terms of vocabulary.

Focus group discussion results

During the group discussion, seventy respondents out of one hundred and twenty suggested that borrowing words from other languages, coining terms, and narrowing words or phrases are the best term creation strategies available in communities today. Only fifty respondents mentioned semantic expansion as another strategy for creating terms in IsiNdebele. The respondents also indicated that disagreements over the term creation process occur more often than not. They suggested the following solutions to such eventualities: promoting a culture of listening and understanding among community members, encouraging collaboration and compromise among community members, respecting each other's

perspectives, being open when uncomfortable with something, and showing respect by considering the views of others. This is rightly so if one considers the works of Mabasa (2005) and Hadebe (2007), who postulate that the problem of term creation lies in the equivalence of borrowed terms and the standardisation of created terms. Thus, collaborating in the implementation of the terms created has the potential to strengthen the IsiNdebele language in communicating development, science, and technology.

Challenges Associated with Term Creation

Questionnaire results

The study sought to explore challenges associated with term creation. The results are shown below.

Table 3: Challenges associated with term creation

Constructs	1	2	3	4	5
D1. Communication challenges are experienced due to the terms created.	0	2.5	27.5	62.5	7.5
D2. Some terms created are divorced from culture.	0	5	15	52.5	27.5
D3. Some of the meanings are complicated and cause conflicts in society.	5	22.5	27.5	37.5	7.5

The results in Table 3 above indicate that challenges are experienced due to the terms created. For example, 62.5% and 7.5% of the respondents agree and strongly agree, respectively, that communication challenges are experienced due to terms created. It is important, though, to note that 27.5% could neither confirm nor deny that communication challenges tend to occur as a result of terms created out of the IsiNdebele language, while 2.5% only disagree with that effect. There was a consensus, though, by the majority (52.5% agree and 27.5% strongly agree) of the respondents, that some terms are divorced from the IsiNdebele culture. Further, 37.5% and 7.5% of the respondents agree and strongly agree, respectively, that some of the meanings in respect of created terms are complicated and cause conflicts in society. However, this is not supported or otherwise by 27.5% of the respondents, while only 5% did not agree that some of the meanings in respect of created terms are complicated and cause conflicts in society. Further, pronunciation challenges and vagueness were notable challenges in term creation presented by respondents. The issue of

vagueness is one of the major challenges in terms of creation processes (Markus, Kors and Rijnbeek, 2021). As the community tries to assign meanings to created terms, some sections of the community may render the terms meaningless. There arose a need for the community as a whole to agree on the assignment of meanings to the created terms as a result term creation for communicative purposes is a community endeavour not individual task.

Structured interviews

Thirty of the respondents indicated that they hardly suffer pronunciation challenges since they claim to be behind many of the terms created. One respondent aged above 45 years claimed that he has no pronunciation challenges regarding terms created. Forty of the respondents confirmed pronunciation challenges regarding the created term, which they argued was responsible for the mistaken of facts during communication. Collaboration in implementing the terms created, clarity in terms created, building terms which are not divorced from the norms and values of society and building terms using the ones that exist constitute the solutions seconded by the sixty respondents during interviews.

The researcher also asked respondents to comment on the impact of the terms created on learners' academic performance. Forty of the respondents who are serving teachers indicated that term creation impacts negatively on learners' performance, with particular reference to the performance of learners as they use the terms in essay writing. They argue that some learners fail to differentiate the terms correctly. This was corroborated by the forty interviewees who were aged below 40 years, who argued that the created terms confused them during learning. Similar to Mojapelo's (2018) observation in Northern Sotho of South Africa, the interviewees indicated that created terms were partly to blame for cultural dynamism and were responsible for the distorted African culture in communities. All eighty interviewees, forty aged 45 years and above, and forty aged below 45 years, presented the following terms to be the results of term creation in IsiNdebele *ibhodi, ifoni, ipheni, umahedi, ibhuku and indaneti*.

Unstructured interview results

During unstructured interviews, twenty respondents argued that, besides pronunciation challenges regarding the created terms, the generation gap was a challenge many contend with when it comes to term creation. Sixty respondents indicated that the invention of terms in IsiNdebele should be credited for the dilution of culture, given that language can hardly be separated from culture. In line with this, Wa Thiong'o (1986) and Hlilokela, Zimuto and Chauke (2024). assert that language carries culture. Two hundred respondents, however, argued that in fact, communication barriers that are often encountered during the use of created terms are not a challenge but a symptom of the existence of a challenge that hinders proper communication. They argued that this challenge is vagueness and is synonymous with created terms in any language.

Focus group discussion results

The researcher also established that group members generally concurred that ambiguity in the meaning of the created terms, difficulties in adjusting to using the new term, pronunciation challenges and lack of collaboration in the use of created terms were some of the challenges in the use of created terms.

Solutions to Challenges Associated with Term Creation

Questionnaire results

The study sought to foster solutions to these challenges. The results are shown in **Figure 4** below.

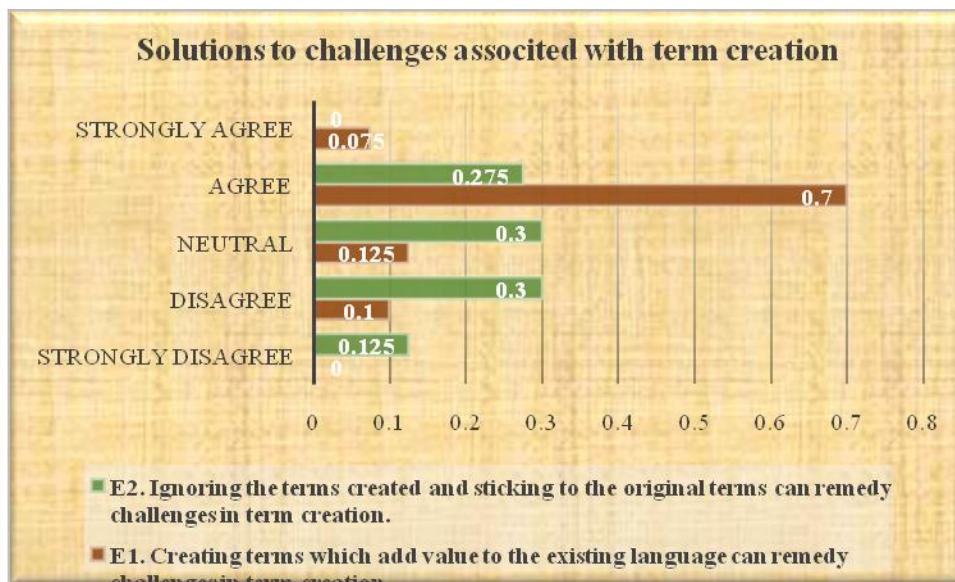


Figure 4: Solutions to these challenges

Results in Figure 4 above show that there are remedies to challenges experienced in term creation. To illustrate, 70% of the respondents believed that creating terms that add value to the existing language can remedy challenges in term creation. Respondents could not agree though on whether to or not to, ignore the terms created and whether sticking to the original terms can remedy challenges in term creation. For example, 30% were neutral while 12.5% disagreed with that effect. 30% were indifferent while 27.5% only agreed that ignoring the terms created and sticking to the original terms can remedy challenges in term creation. Further, the majority, 72.5%, of the respondents who believed that indeed challenges are obtained when communicating in the IsiNdebele language due to terms created argued that altering created terms before using them and lending a helping hand to those who fail to pronounce the created terms can successfully remedy these challenges.

Structured interview results

During structured interviews, 30% of the respondents posit that collaboration in implementing the terms created was the best solution to challenges presented by the use of created terms. While the use of terms that already existed was suggested by four respondents, another respondent felt that such a basis of term creation was susceptible to ambiguity regarding the use of terms created, hence, they suggested the building of terms which are not divorced from the norms and values of society.

Unstructured interview results

During unstructured interviews, the researcher requested respondents to suggest possible solutions to the challenges presented with the use of created terms. 70% of the respondents suggested that communicating parties must be patient to afford each other room for questions and elaborations regarding the created words. They argued that explanation and clarity minimise communication barriers since we live in a diversified community. 30% of the respondents proposed that the created terms must be in line with Ubuntu to preserve culture.

Focus group discussion results

The group posits working and collaboration as a community, explaining new terms so that other members are able to comprehend them effectively and embracing culture by creating terms which build a people's vocabulary were better solutions to challenges associated with term creation in IsiNdebele language.

Observations

When the researcher went to observe commuter omnibus conductors communicating with a diverse passenger demographic to witness a range of term creation strategies and term creation processes, the following was observed; There was a communication barrier with some of the passengers particularly, the elderly; Communication with some of the youth was a success and it was crystal clear that they were on the same page. Among other bus conductors, there was a smooth flow of communication, suggesting that there might be a positive yet significant relationship between occupation and language of business confined to a particular trade. Accordingly, usage of the following terms was observed: *masalu, masista, bhudas, fudas, topi, lomez, masgriza, umagogo, bra, emaviza, sthila, kumanzi, ukuringa* and *swii*

The researcher also observed the mixing of languages, that is, ChiShona and IsiNdebele, to come up with a new term. This resulted in failing to communicate efficiently and effectively with other passengers. Some of the examples noted are *ndinohamba, andinakuthola*. Borrowing of terms from other languages, the coining of terms, semantic shifting and

narrowing of words were some of the strategies employed that contribute to clear and concise term creation at eRenkini. The researcher noted, though, that Communication between the commuter omnibus crews and their clients was not fully efficient and effective. To some of the passengers, it caused a misunderstanding. Most of the terms used were vulgar and were alien to Ubuntu. This is in tandem with the challenges that were raised by Hadebe's (2007) work, which highlights cultural misalignments as the major challenge in term creation.

Conclusion and Recommendations

The main aim of the study is to investigate strategies and challenges faced by IsiNdebele speakers in terms of the creation of IsiNdebele to empower the language to communicate development, science and technology, which are key drivers to the advancement of society. To achieve this aim, three specific objectives were formulated, which were restated in the previous section. The study made some significant findings on the primary objective, as well as on the specific objectives. For example, data analysis indicated that term creation is a common phenomenon in the IsiNdebele language and is not generally preserved for a particular age group or occupation. Data analysis further showed that the term creation process is characterised by many challenges that include including the distortion of information as a result of the use of created terms. Distortion of information was also credited to the varying pronunciation of created terms by various communicators during communication. Narrowing words, borrowing words from other languages, and the application of semantics on words are the dominant strategies often employed by term creators in IsiNdebele. The study established that creating terms which add value to the existing language can remedy challenges in term creation. It was also discovered that altering created terms before using them and lending a helping hand to those who fail to pronounce the created terms can successfully remedy challenges emanating from the use of created terms. It was there for concluded that collaboration in implementing the terms created is the best solution to the challenges presented due to the use of the created terms. Communicating parties must be patient to afford each other room for questions and elaborations regarding the created words. Accordingly, created terms must be in line with Ubuntu to preserve culture.

Based on the findings and conclusions, the research recommends focusing on collaboration among different community sectors when implementing the established terms. This approach will enhance clarity in the defined terms and ensure they align with the norms and values of society. The study also suggests the development of new terms by using existing words to effectively address the challenges faced in communicating concepts related to community advancement in IsiNdebele. By drawing from familiar vocabulary, the aim is to enhance understanding and foster clearer discussions about progress within the community.

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