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# The Problem Of Controlling Linguistic Terminology In Scientific Research Among Students Of The Arabic Language Department At The Algerian University

Dr. Ammari Mebarka

University of El-oued - Algeria, Faculty of Arts and Languages

Email; [mobaraka.ahmed99@gmail.com](mailto:mobaraka.ahmed99@gmail.com)

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## Abstract:

Terms form a serious problem for many students and researchers due to the multiple names of a specific concept between the use of the specialists and the ordinary people, whether these this term is scientific or technical or linguistic. Linguistic terms was a crisis for the Algerian students in their scientific research, students were in doubt in choosing the appropriate term in the appropriate context. From the above mentioned information, we are going to follow the descriptive method because it is the most appropriate for the topic trying to mention some of the following points: terms between unity and multiplicity then we are going to move to the crisis which faces students in choosing terms correctly in his/her scientific research. At the end we are going to mention some ways proposed by some researchers for the sake of precisising terms in their scientific researches.

**Key words:** term, the linguistic term, the researcher, multiplicity, unity

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## *Introduction:*

The term is the key to all sciences, which requires extreme precision when developing or using it, but its continuous development has resulted in a great deal of terms, making the Arab researcher or student stand confused in choosing the most appropriate and accurate term for his scientific research, and for this reason and others, several studies have been conducted on the issue of its multiplicity and unification.

## *First - The term between multiplicity and unification:*

**1-The multiplicity of the term:** Arab researchers and scholars have paid great attention to the issue of the term, and this is evident from their various writings, and let us start from their linguistic dictionaries that agreed, or rather unified, on its linguistic definition - the term - where "Ibn Manzur" defined it in Lisan al-Arab as: "Reconciliation: peace, and they reconciled, and they reconciled and reconciled", and "Al-Zubaidi" defined it in Taj al-Arus as: "Reconciliation

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against corruption; It is repaired and repaired with repair and repair, and he repaired the thing after its corruption. As for the intermediate dictionary, the term is defined as “a source of agreement and a group’s agreement on a specific thing, and every science has its own terminology.” As for the terminological aspect, the term according to the definition of “Al-Jurjani” is “an expression of people’s agreement to name something by a name that is transferred from its original place and the transfer of the word from one linguistic meaning to another due to a connection between them.” Al-Kafwi also defined it in his dictionary of colleges as “the people’s agreement to place something. It was said: transferring something from its linguistic meaning to another meaning to clarify what is intended.” Thus, we find that the linguistic and technical definitions of the term were repeated in many dictionaries and books, despite the existence of some differences between them, but in the end they were in agreement on the concept of the term as indicating consensus and agreement in placing a name on a name. But when we return to the term as a term that examines the relationship between scientific concepts and linguistic terms, we find that the method of placing it, using it, translating it or Arabizing it sometimes differs from one researcher to another, and this may be due to “the sources of scientific and cognitive formation of Arab linguists and their distribution between French, English and German culture, and the prevalence of individualism - which turns into a regional tendency - in placing the specialized Arabic term and not caring about the opinion of others, even if it is correct.” In addition, some of the terminologists have neglected to resort to “the Arab scientific heritage and not pay attention to the public's needs and interests.” All of these points and others have caused a major and serious problem called the terminology crisis or multiplicity. The truth is that the problem of its multiplicity is not new, but rather it exists in our ancient and modern Arab studies. Among the manifestations of this multiplicity, we mention the following:

***A)- Multiplicity of terms for one concept:***

The continuous development in all scientific, technical and technological fields, especially in the field of linguistic research, has resulted in the emergence of many multiple concepts, which means the necessity of providing new Arabic linguistic terms. However, with the presence of all these terms, we find terms that do not suggest their connotations for one concept, for example: such as Al-Farra's use of the terms denial and acknowledgment in contrast to negation and affirmation among the Basrans. Also, the use of the term linguistics, which Abdul Salam Al-Masdi counted in his book Dictionary of Linguistics, is about twenty-three terms, including: “linguistics, linguistics, linguistic studies, linguistics, jurisprudence of language,” etc., all of which are multiple terms that refer to one concept, and this is what causes a problem for the researcher or student during his research.

***b)- Multiplicity and difference in the meaning of one word:***

The term is the basic pillar on which sciences rely in presenting the concepts they contain in general, but this term may be interspersed with some aspects such as the multiplicity of the term in the meaning of one word for multiple concepts, and “the use of more than one foreign

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language in the Arabization of technical terms in the Arab world, which is one of the reasons for the duplication and multiplicity of the term, as more than one term indicates the same thing, such as nitrogen in English, and nitrogen in French, and also the Americans may use two terms other than the one used by the British to indicate the same concept.” Such as the use of the term morpheme in the English language, which indicates the moneme according to American linguists, while its meaning differs according to Martinet, as it indicates grammatical elements such as the prefix, suffix, diacritics, etc. Thus, we find that the term is one but there is a difference in the concept, and this is considered a scientific disaster in itself. From this it becomes clear that the multiplicity of "one term for one concept, without repeating the term with terms indicating one concept, or the multiplicity of the meaning of one term for more than one specific concept". These manifestations and other multiplicity of terminology cause dispersion among students and researchers in their scientific research, creating great chaos on the linguistic level, and for this reason and others, researchers have tried to find a solution to this difficult problem, the solution of which is to unify the terminology.

***2-Unifying the terminology:***

The multiplicity of terminology has created great disturbance in all scientific and linguistic research journals, which made our venerable scholars rush to remedy the situation and try to limit this escalating problem, as some researchers believe that "if the terms indicating one content are multiple, then their struggle for survival may lead to them all being of no use if it happens, and if this is the case, then unifying terminological efforts is likely to preserve energies and not waste them and to make the view independent and not stand in its way". Hence, our scholars found that the most appropriate solution before them is to unify the term, through the intensification of collective efforts among them, which was represented in the emergence of several specialized Arabic linguistic academies such as the Scientific Academy in Damascus, Syria, the Iraqi Scientific Academy, the Arabic Language Academy in Amman, Jordan, the Arabic Language Academy in Cairo, Egypt, the Arabic Language Academy in Sudan, the Scientific Academy in Beirut, Lebanon, the Scientific and Technical Research Center for the Development of the Arabic Language in Algeria, as well as the Coordination and Arabization Office in Rabat, Morocco. All of these linguistic and scientific academies have striven hard to preserve the Arabic language and establish unified terms that are consistent with the requirements of the modern era in all different scientific and cognitive fields. Many dictionaries have been issued by these academies that contain tens of thousands of new scientific terms. Whether these terms are in medicine, agriculture, the military field, or the scientific field...etc., they are all concerned with unifying the term. Finally, despite all the efforts made by the linguistic academies in an attempt to control and establish unified scientific terms, the problem of multiple terms still exists, and more efforts must be made to unify them, especially in light of the individual efforts made by many researchers who rely on establishing their terms without bothering to search for those who preceded them in establishing the same term so that it is unified among them, and this is the biggest reason for the problem of multiple terms, and the simplest example of this is the term telephone, which is a unified term in the Arabic language, while this term differs from one country to another, for example: in Algeria it is called telephone, while in the Gulf it is called mobile, and in Egypt it is called mobile, and thus they have varied in the term for this device and

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have not used a unified term among themselves, and thus the problem remains for the Arab researcher to stumble over.

***Second - The problem of controlling the linguistic term for the university student in his scientific research:***

The university student faces several difficulties and obstacles in preparing his scientific research that hinder the course of his research, and among those difficulties is the way he puts and controls the appropriate term for his research in the midst of this huge amount of terms, and we have tried in this intervention to shed light on the university student in the Arabic Language Department, specializing in linguistics, and to know what he suffers in the process of research and choosing the appropriate term in light of the crisis of the multiplicity of linguistic terms.

***A)- The crisis of the university student between the research title and the scientific material:***

The university student begins preparing his scientific research by collecting the scientific material that is determined by the title of his chosen research "in a clear, precise, comprehensive and significant manner", as the scientific material is linked to the research title, because it determines the field of research, and in order to prove that we will include some of the following titles:

- Arabic linguistic studies.
- Functional phonetics and its most important concepts.
- Levels of linguistic analysis.
- Phonetic phenomena in the valley dialect.
- Modern linguistics according to De Saussure.
- Once you read these titles, you will determine that you are in the circle of linguistic research, and therefore the student researcher will immediately begin the process of searching for the scientific material that contains this field, for example:
- Studies in Linguistics by Ahmed Hassani.
- Principles of Linguistics by Ahmed Mohamed Qaddour.
- Linguistic Research Among the Arabs by Ahmed Mukhtar Omar.
- Linguistics: Origin and Development by Ahmed Momen.

Hence, research in the field of linguistics is a wonderful thing because its scientific material is widely available, some of it in paper form and some of it is available on the Internet. The student's only problem is to distinguish between the important books or references that have the most precision and control over the linguistic terms that he can use in his scientific research, and not to be carried away by the flashy titles whose content may not contain what he is looking for. Rather, he must "read with understanding and depth, until he is familiar with everything that is written about his subject", and to make it easy for himself to choose the appropriate scientific

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material, which is a basic condition in scientific research in terms of quantity and quality, because it gives the research credibility and clear arguments and evidence.

***B)- The problem of the university student between the multiplicity of linguistic terms and their use in his scientific research:***

The university student may be shocked after collecting the scientific material that he will document his scientific research with, by a bitter reality, which is the multiplicity of linguistic terms, so he is confused about choosing the most appropriate among those terms due to their formula of Arabization, translation and derivation, as he may find several terms for one concept or vice versa, for example:

-The term Phonologie la Arab to the term phonology.

-The term phonétique la Arab to the term phonetic.

-The term phonem Arab to the term phoneme.

-The term phonem was translated to the term phoneme interaction and the term sound.

-The term descriptif was translated to the term instantaneousness, static, synchronicity, sacrosanctity, descriptive.

-The term le langue was translated to the term language.

-The term le parole was translated to the term speech.

-The term language was derived from the term tongue.

-The term speech was derived from the term hadith.

-The term substitution was derived from the term greater derivation, heart, similarity and phonetic harmony.

-The term general phonetics was derived from the term phonetics.

-The term functional phonetics was derived from the term phonetic formation.

From these models listed before us in the multiplicity of terms, it becomes clear that the university student is in a major crisis in choosing the exact term in his scientific research, as he is in a scientific whirlpool, confused about the way he chooses the precise term, such as putting, for example, the term phonology instead of the term functional phonetics or the term phonetic

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formation, as they are all ultimately terms that indicate one concept, but we cannot say that the multiplicity of terms alone is the cause of the problem, but there are other reasons that the student himself may be the cause of. Thus, the cause of this crisis can be attributed to the fact that Arab universities in general and Algerian universities in particular still “rely on traditional curricula in developing programs and teaching methods, which leads to the student being generally educated and lacking confidence in information and the superior ability to control it. In addition, students in the Arabic language department who are concerned with developing the Arabic language do not master other languages in which modern linguistics originated”. This is the biggest disaster because it is recommended that university students read the terms of the scientific material from their original source and not read them translated, because that will create confusion in their understanding and application. Also, there are some professors who have taught in Arab or Western countries and therefore you find them differing in the translation and Arabization of linguistic terms. For example, in “Algeria and the Kingdom of Morocco, as well as Lebanon and Syria in the Levant, they were translated and Arabized from French, while Egypt, Iraq, Jordan and Sudan were Arabized and translated from English, which created a wide difference in the chosen forms” of linguistic terms. This is also another crisis for university students because they will fall into a clash between Terminology varies from one professor to another due to their different orientations.

Also, one of the reasons that made some students unable to formulate precise linguistic terminology is that some of the references they have in their hands may be limited to “researching the heritage and trying to burden it with what cannot be tolerated in modern linguistic studies, so they are limited to stereotypical studies related to the ancient linguistic heritage and nothing else, and this represents an epistemological obstacle in thinking and seeing the issue of language itself, considering that Arabic is represented in its ancient golden age only, and this position does not serve the development of the Arabic language and its keeping pace with the science of the age.( ) ”

Thus, the student continues to suffer from both matters between the multiplicity of terminology and the method of his university education and the different orientations of his professors.

***C) The problem of evaluating the control of the linguistic term within the scientific research of the university student:***

The diligent university student always strives in his scientific research, whether throughout the academic year or throughout his research career, for his research to be of a high degree of scientific and distinguished, but this diligent student may face several criticisms from some of his professors, supervisors or examiners, and he may be reprimanded for his research in his choice to put the term so-and-so instead of so-and-so, even though the student was convinced of his correct choice of those terms, but he may be shocked by the clarification of some of his critics, that he is not right and that he did not put the term accurately in its appropriate place.

An example of this is what happened in one of the scientific discussions of a graduation thesis in the field of linguistics. The discussion student was criticized for using several terms with one

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meaning. Sometimes she would write phonetics, other times she would write general phonology, and other times she would write phonetics. They criticized her for sticking to one term only. Their goal was to make the student stick to unifying the term and not to encourage her to use multiple terms for the term, because someone who is not a specialist might read her thesis and think that these multiple terms do not have one meaning. Therefore, the discussion student should have controlled her terms in her scientific research in terms of “conceptualizing it and defining its features”. Also, one of the problems facing university students, whether in the field of scientific research or otherwise, especially after the graduation stage, and specifically in the doctoral stage, is when they participate in some recruitment competitions at the university with the rank of Assistant Professor (B), based on their specialization in the field of linguistics. They submit their file, and after a few days this participant discovers that the scientific committee, while evaluating their file, has rejected it. Why do you wonder? Simply because his certificate does not match the required specialization, he asks how so? He is told that the open specialization is linguistics and your specialization is linguistics, so there is a difference, but we wonder how there is a difference? The term linguistics has been translated into twenty-three terms, and thus it becomes clear that the competition owners do not recognize the multiplicity of terms, and thus the candidate student remains the victim due to the crisis of the multiplicity of terms and the lack of control and unification.

***Third - Ways and prospects for controlling terms in scientific research:***

In the face of this great momentum of terms, the university student continues to suffer in how to control and use them within his scientific research, but there are ways and prospects that some researchers in this field have suggested to reduce this problem, which are as follows:

- Completing the review of the foundations for establishing linguistic and scientific terms, in clear, smooth Arabic language that is convincing to the general specialists so that it is easy for students to employ them correctly.

- Completing the basic Arabic scientific references in the medical, natural and engineering sciences and facilitating their presentation, especially on the Internet.

- Facilitating the emergence of an appropriate number of scientific periodicals in Arabic and publishing them on the widest scale in the Arab world.

- Coordinating the efforts made to enrich the Arabic language with modern terminology and unify linguistic, scientific and cultural terminology in the Arab world by all possible means.

- Close cooperation with linguistic academies and educational, scientific and cultural bodies and organizations in the Arab countries.

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-Continuous review of the Arabized terms approved by the Arab scientific academies, and calling for their use, or seeking to renew them annually if they are no longer valid, and making this approach part of the interest of research, theses and dissertations as is done by people of living languages.

-Following the correct foundations in future preparation for the creation of the new term phonetically, morphologically, syntactically and semantically, and abandoning random reliance on websites, especially those not approved by Arab scientific bodies .

-Trying to “necessitate familiarity with what is new in the field of linguistic research ”.

-Avoiding synonymy of words denoting the same term in the same language, as the same concept with the same term, and the expression with the same term for the same concept, in the same linguistic field, and getting rid of this synonymy as well as verbal ambiguity .. In the end, it becomes clear from these methods and horizons proposed by some researchers that they are merely attempts that they have put in place in order to provide a helping hand and relieve the pressure on the Arab researcher and student, especially in light of this continuous scientific and technological development that generates thousands of different linguistic and scientific terms daily that cannot be grasped with the presence of many individual efforts that are not unified, so that in the end the Arab researcher or student is lost between his employment and placement of the precise and accurate term in his scientific research.

***Conclusion:***

In short, it is clear that the problem of controlling terminology in scientific research is the problem of the era, because its multiplicity has posed a major problem for the researcher or university student. Accordingly, many Arab universities, including the Algerian ones today, have sought to teach “terminology and lexicography, in order to open up horizons for thinking about concepts and cognitive challenges, and to identify the origin of the distribution of linguistic terms on scientific and technical concepts, and the principles that govern the development and unification of terms” in all Arab countries. Thus, the parties concerned with this matter have tried to put an end to this problem that has exhausted the researcher and university student in his research path.

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