The Strategies and Techniques of Addressing the Current Linguistic and Cultural Challenges Facing the Arabic Language

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Abstract

This study aims to investigate and analyse the current linguistic and cultural challenges that face the Arabic Language. The Descriptive Analytical Method is employed since it suits such type of study. The researcher presents the techniques and strategies of Arabiciization, translation, and interpretation to enable Arabic language to accommodate the modern technological terms into it. This study is useful to language planners, educationists, and researchers.

Keywords: *Language Culture, Challenges Strategies, Techniques Preservation, Education.*

Introduction

There are fateful challenges facing both Arabic Language and Islamic Culture on both the local and international levels. These challenges witness many radical changes in the era of globalization and the great rapid technological developments. In this paper the researcher explains and discusses these challenges and the techniques and strategies employed to solve these problems with results and recommendations.

Study Problems

Few recent studies on challenges facing Arabic language and its culture.

1.   There are many unutilized educational and scientific potentials.

2.   Creation of the Jewish State and the partitioning and the continuation of the conflict.

3.   Many Arab countries Arab-Israeli ailed to achieve full integration.

4.   No real role played in utilization of the historical, religious, and cultural heritage in the Arab-Islamic world.

General Challenges and Problems

There was a failure to achieve Arab or Islamic unity and true independence. The result is that there is no integration, unity, cooperation, and a real development e.g. in education and technological development. Poor institutions such as The Arab League (ALECSO), Islamic Cooperation Conference (ICC), Arab Academies, and other academic institutions working in the area of facing these challenges. General weakness in social and cultural ties among different

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Arab nations. Wide technological gap between Western and many Arab, Asian, and African countries. Per capita income gap in the varying Arab States has continued to be quite wide. It ranges from $3000 to 12000 and the gap between total production and consumption reaches about $12 billion. Moreover, most Arab countries fell under colonization of foreign powers whose languages and cultures are completely different from that of Arabs. The safeguard of the Arab security which cost them a lot. Global weather changes and the decreasing rainfall and the problem of desertification in many Arab countries. Population is expected to double, about 345 million to 600 million over 25-30 years. Shortest of fresh water. Middle East is the driest region in the world and more than 60% of Arab countries are classified as water poverty stricken. Insufficient food production. Insufficient water resources. High unemployment rate (15%) about 100 million jobs needed to be created in the next 25 years. High illiteracy rate in many Arab countries. Spread of Poverty. More than 40% in the Arab world live under $2 per day.

Factors about Arabic Language

Used as a native and mainly a formal language in all Arab countries. Used as a lingua franca and as a second language in some Islamic e.g. (Pakistan) and in some African (Southern Sudan) countries. Extremely useful as strategic global language. It is one of the 6th working languages in the UN. As a humanitarian discipline, the study of secular and sacred texts has a long and distinguished tradition in the Islamic world, in the West, and even in the Arab world. One of the richest languages in terminologies, synonyms, derivations, and the grammatical structure. Arabic Language studies in USA have grown explosively in a short time. In Fall 2002, after September 11, 2001, the enrollment of Arabic nearly doubled (Wells, 2004) from 5,000 to 10,000 between 1998 and 2002, and it increased dramatically between 2002 and 2006, by 126% . Institutions and universities started developing various techniques to promote Arabic. For example, King Abdullah Institute for Faradization and Translation in KSA offers annual prize in Translation worldwide.

The Need for A Language Planning Center

There is a need for language planning in general. A language planning Center can solve many problems and achieve the following goals: Standardize the Arabic Language through the process of Arabicization, translation, interpretation, and in all other efforts based on linguistic methods. Present the Arabic Language in a non-hostile fashion. Spread Arabic in areas where it is not spoken as a first language. Standardize Arabic where it is spoken as a second language, e.g. eastern, and northern Sudan Coordinate between the Arab Academies, institutions, universities, governments, Arab league, Islamic Development Bank, etc.., to enhance and promote Arabic Provide a strong media center for mass communication, educational communication. Outreach support and advice from professional organizations and individuals who work in various fields of academic programs such as: ACTFL, AATA, NCLRC, NFLC, NMELRC, and others.

The Need for Arabicization

 Arabic is the official Language of all Arab countries and a mother tongue for a large number of Muslims. The UN recommends the use of the national languages for better education and smooth language acquisition. Serves the purpose of unity and integration especially in Muslim countries where there are many languages spoken e.g., Sudan, Nigeria. The teaching staff is diversified and some received their higher degrees from different countries and Arabic is the suitable media for instruction e.g., in Sudan. To avoid undergoing language death, Arabic needs to be used by its speakers in every aspect of life, including using it in teaching various subjects of science.

Arabicizing the knowledge in education to play a significant role in students' performance in academic institutions. It is strongly noticeable that students get better grades when they study a subject in their mother language (Al-Jar Allah, 1999), and the United Nations recommends the use of the national language in education. Many nations use the national language in education. Israel, for example, uses Hebrew in teaching even Medicine, in the occupied land. Arabicizing knowledge and sciences enhance the development of Arabic language in all aspects of life, especially in education. Also, Arabicizing subject materials increases students' participation inside the classroom and promote a better, deeper understanding of subject content, allowing teachers to cover more materials and enrich their classes with productive discussions. By Arabicizing knowledge, Arabic continues to exist in science, literature, law, technology, medicine, sports. It is necessary to mention here that the language is a person's identity and its existence and development provide power and progress to its peoples' identity. Furthermore, Arabicization is one of the methods used to expand the Arabic lexis ensuring the language capacity to include everything new in life, particularly those terms related to science and technology. Arabicization and translation are types of borrowing and is inevitable; every living language uses lexical borrowing without which the language could die (Darwish, 2009, p. 114).

What is Arabicization?

Arabicization has three different meanings according to how various people define it: Linguists define Arabicization as an adaptation of a foreign term into Arabic. Educationists define Arabicization as using Arabic language in teaching science, knowledge and medicine besides teaching Arabic language to non-native speakers. It also means to them establishing Arabic language academies and institutes. Politicians see Arabicization as a way of Islamization. For them, Arabicization is linked to politics, economy and culture, presenting a unique identity that differentiates between them and the outside world in everything related to life Most of the religious texts are in Arabic. Some look upon Classical Arabic as the only legitimate language worthy of studying (traditionally Arab philologists) and they argue that Colloquial Arabic is the outcome of illiteracy and they are afraid that it would ultimately contribute to the transformation of dialects into different languages (PRESEVED BY ALLAH) One of the biggest challenges facing literary Arabic is the accommodation of the new terms resulting from scientific and technological developments, through the process of Arabicization and translation. Academies of Arabic Language established in Egypt, Syria, Sudan, Iraq, …to deal with the need for expanding Arabic lexis through Arabicization and translation. To avoid undergoing language deterioration, Arabic needs to be used in aal aspects of life, including education. Students get better grades if they study in their native language as UnN also suggests, it is also increases students' performance participation allowing teachers to cover more material. Language is the person's identity and it provides power and pride to its speakers. Arabic is one of the richest language and it is capable of accommodating all new terms.

Arabicization and the Arab Academies

These Arab Academies were charged with the task of preserving the integrity and the purity of Arabic Lang. and makes it adequate for all the needs of modern life. But we found that they were not able -to some extent- to overcome all the challenges that face them.

These Academies Are:

Characterized by being orthodox and ultra-conservative in their approach to expand Arabic and this explains why thousands of new terms remain un-Arabicized. No one unified methodology

is adopted which resulted in excessive number of synonyms for the same term. Lack of coordination between them which resulted distribution of efforts. Serious steps. Lack of coordination which resulted in the distribution of efforts and more money. Serious steps are to be done to unify the methodology for these Academies. Lack of adherence by the public, academicians, and the academic institutions (only 7% know about them among Khartoum University staff). Some academies fell into mistakes and deficiencies related to the methodology.

Other Problems Facing Arabicization

low standard of Arabic language among secondary schools, universities, and high studies. Shortage of qualified teachers and trainers. Poor curricula and teaching methods. Shortage of books, libraries, and references from teaching in Arabic, The psychological fear from teaching in Arabic (e.g. Medicine, engineering). Poor outcome from the Arab Academies. The diglossia situation in the Arab world and the existence of both Arabic language forms (high = standard Arabic and low = colloquial Arabic). Here we recommend the use of High form for many reasons: widely used in religion, education, mass media, poetry, Diglossia presents a significant challenge at levels of administration and teaching. We have to keep in our minds the fact of diglossia when planning for curricula, teaching, and training. Language medium of instruction in education is not Arabic (in English, French.) in many Arab countries Differences between the Standard Arabic and the Colloquial(s). Lack of effective centralized political, academic, to plan for Arabic. Multiplicity of cursive writing which prove impractical in digitalized texts. A large number of higher educations in the Arab countries is conducted in colonized language(S). Profit-driven educational institutions have promoted the use of foreign languages at the expense of Arabic Language Much of the scholarly output is presented in foreign languages.

To Reduce Dangers and Protect and Promote Arabic

Establish a Central Language Planning Center, to purify, Arabicize, Translate Support existing institutions working for Arabic Lang e.g. Khartoum International institute for Arabic Lang., Arabic Lang. Inst. At Al-Imam, Umm Allure, African universities, and other institutions. Support curricula design, training, provide books and references, improve education environment, taw teen (nationalize) the teaching and the of Arabic, activate cultural protocols, apply modern teaching methods, digitalize teaching etc.

Globalization Challenges and Effects

Cultural globalization (Transmission of ideas, meanings, and values through internet, popular culture media and international travel, etc. Cultural globalization involves the formation of shared norms and knowledge. It brings increasing interconnected among different populations and cultures e.g. fast food. McDonald and Starbucks are American Companies, with over 36,000 and 24,000 locations as of 2015. Economic, Political, Military globalization resulted in hybridization, homogenization, conflict intensification etc. The effect of globalization on people's life in the domains of culture and in scientific domains is enormous. It has driven global social changes on human civilization. The strength of western civilization led to negative globalization on weak civilization and mainly to the loss of local characteristics and identities and even building structures. (e.g., Russia and China and some other countries try to protect their heritage).

We can say globalization has negative effects on:

1.   Economic and Trade

2.   Education and Health Systems

3.   Culture and Social Life

4.   Traditions and Beliefs.

Globalization allows further colonization. Global access to information has opened the gateway to acquiring cultural properties i.e. songs, dances, rituals, etc. According to the World Bank, (2004) the AIDS crisis has reduced some parts of Africa to less than 33 years. It is very common to see teenagers wearing Nike T-shirts, Adidas footwear, playing Hip-Hop music, , using Apples iPad and iPhone, and eating at McDonalds, KFC, and Domino's Pizza, etc. Great changes have taken place in the family life. Globalization has great influence on indigenous culture, loss of individualism and group identity occurs when globalization encourages a western ideal of individualism which promotes a homogeneous set of values and beliefs.

Arabicization and Arabization

1.   Ibrahim (1989, p. 53) and Al-Abed Al-Haq (2002, p. 153) suggest that Arabicization and Arabization can sometimes substitute each other.

2.   On the other hand, Faiza (2013, p. 25) defines Arabization as the use of Arabic in all fields of life and states that it refers to Arabs and their behaviors.

3.   However, there is a clear difference between the two terms "Arabicization" and "Arabization" ordinary people may not recognize.

4.   Arabicization is taken from the root "Arabic" which is the language whereas Arabization comes from the root "Arab" and refers to imitating Arabs in their culture, tradition, behavior, clothes, etc.

Arabicization, Translation and Interpretation

- **English Word**	- **Arabicization**	- **Translation**
- **Telephone**	(Hatf)	Telephone
- **Radio**	Radio	(Midhiyaa')

- **Computer**	Computer	(Hasoob)
- **Sandwich**	Sandwicha	(Shatirah)
- **Ice cream**	Ice cream	(Boozah)
- **Telegraph**	Telegraph	(Barqiyyah)
- **Geology**	Geology	('Ilm al-Ard)

1. "To Arabicize" means to adapt a foreign term to the rules or system of the Arabic language. These rules include Arabic pronunciation, spelling, structure, word order and grammar. For example, the English word "television" includes foreign sounds that do not exist in the Arabic language. When this term was arabicized, its sounds were changed to suit that of Arabic.

2. Arabicization is not about giving an equivalent of a foreign word. In other words, when we give an equivalent of a foreign word, it becomes translation, not Arabicization.

3. For instance, the word is a translation, not Arabicization.

4. Arabicization falls on the term, not on its meaning.

5. Arabicization is only from a foreign language into Arabic language.

6. On the other hand, translation is about transferring (rendering) the meaning from any language into any language; it falls on meaning, not on term.

The following table presents English words with their Arabicization and translation:

1. Interpretation is to provide an explanation in the translation.

2. This explanation contains extra meanings which may not found in the original text.

3. Interpretation occurs from any language into any language as well as within the language itself.

4. For example, the interpretation can be from English into Arabic or from Arabic into Arabic.

5. Translating the meaning of verses from Arabic into English generally needs interpretation, where the translator adds more meanings in his or her interpretation to clarify the meaning of the verse.

6. Translating the meaning of verses from Arabic into English generally needs interpretation, where the translator adds more meanings in his or her interpretation to clarify the meaning of the verse.

7. These added meanings are not found in the original Arabic verse. For instance, the English word "sandwich" is interpreted into Arabic while is Arabicized as

Arabicization Techniques

1. There are four techniques of Arabicization: Transcription, naturalization, translation and coinage.

2. Transcription/ Transference

3. Writing the foreign word as it is pronounced using Arabic letters (Ghazala, 2008, p. 156-157).

4. The following table presents some examples of transference of some English terms into Arabic:

Nevertheless, if there is no Arabic equivalent for a foreign term, transference is used, such as the case with the English word "Insulin" until an Arabic equivalent is generated (Ghazala, 2008, p. 157).

This is the case with the following words that Ghazala (2008, p. 157-p. 158) mentioned.

English Words	Equivalent	Transference
Bank	Bank	Bank
Computer	Computer	Computer
Cinema	Cinema / Theater	Cinema / Theater
Fax	Fax (Facsimile)	Fax (Facsimile)
Mobile	Mobile Phone / Cellular Phone	Mobile Phone / Cellular Phone

Virus	Virus (Infectious Germ)	Virus (Infectious Germ)
Bacteria	Bacteria	Bacteria
Telephone	Telephone	Telephone

Typographic (adj.)	Topography
Typographer (n.)- singular	) Topographer (singular – specialist)
Typographers (n.)- plural	Topographers (plural – specialists)
Typographically (adv.)	) Topographically (adverb – e.g., described topographically)

Naturalization

1.   Naturalization means adapting the foreign word to Arabic rules in pronunciation, grammar and spelling (Ghazala, 2008, p. 159).

2.   In this case, the naturalized term follows Arabic spelling and has Arabic pronunciation.

3.   Moreover, the word undergoes Arabic grammar, such as in forming the singular and plural forms, adjectives, adverbs, verbs, nouns, etc.

4.   The following are some examples given by Ghazala (2008, p. 159-p. 160):

English words	Naturalized Words
Hydrogenize (v.)	He phases / staggers / gradualizes (present tense verb)
Hydrogenator (n.)	One who phases / staggers (active participle)

Hydrogenated (adj.)	Phased / Staggered / Gradualized (passive participle)
Hydrogenation (n.)	Phasing / Staggering / Gradualization (verbal noun – masdar)

Translation:

This method of Arabicization means giving the Arabic equivalent of a foreign word, which exists previously as a part of Arabic language.

Examples:

English Words	Translation into Arabic
Biology	Biology
Geology	Geology / Earth Science
Mathematics	Mathematics
Flu	Common cold / Nasopharyngitis (medically)
Chair	Chair (not scientific, but general)
Curtain	Curtain (general term)

English Words	Translation into Arabic
Fever	Medical term (e.g., viral fever, pyrexia)
Glass)material)	Glass Material science, chemistry

Pen	Pen / Pencil General (used in education, drafting)
Rock	Rock Geology
Rope	Rope / Cord Physics (tension), engineering

Coinage

1.   According to Al Asal and Smadi (2012, p. 20), coinage is a process of word formation where a new word is generated from two or more words.

2.   Ghazala (2008, p. 162) believes that coinage is the best way of Arabicization and defines it as introducing new words that have not been used before in Arabic in the same sense.

3.   He (2008, p. 162- p. 163) mentions three major ways of coinage: Revival of older terms, derivation and neologisms

Revival of Older Terms:

Revival means the use of dead words to give a new meaning; for example, the word قطار was used to mean "a line of camels" and is used today as an Arabicization for the word "train" a line of camels,

Derivation:

In this regard, Arabic is based on measurement in forming new words and the most well-known measures are instrument names some instances of instrument names that entered Arabic through derivation are the following:

- English Words	- Arabic Words
- Washing machine	Washing machine Household appliance, laundry industry
- Laundry shop	Laundry (or washing basin) Household, laundry industry
- Tweezers	Tweezer / Pincers Medical or general tool
- Sharpener	Pencil sharpener Stationery, general use

- Toaster	Dryer Household appliance (clothes, hair)
- Blender	Blender / Mixer Kitchen appliance, food industry
- Pen case	Pencil case / Sharpening box

Neologisms

Neologisms المستجدات are the new terms that were not known in Classical Arabic, and they form the majority of Arabicized technical words; some examples that he provides are the following:

Words	Arabicized Technical Terms
Metaphysics	Metaphysics Philosophy, a branch of philosophy
Command file	Command file Computing, programming
Hardware	Computer equipment / Information technology, Devices computing
Keyboard	Computer keyboard Computing, IT hardware
Data processing	Information processing / Data Computing, data processing science
Data processor	Information processor / Data processor Computing, IT hardware
Calculator	Calculator Mathematics, general use
Hard currency	Hard currency

To summarize, Arabicization is a main concern for Arabic language academies as well as for Arab educators and universities. Arabization and Arabicization are two different terms; Arabicization is taken from "Arabic" and means adapting a foreign word to the Arabic structure, spelling or pronunciation while Arabization is from the word "Arab" and means following Arabs in their behaviors, clothes, customs, etc. Also, Arabicization, translation and interpretation are not the same. Interpretation includes giving extra meaning that is not mentioned in the source text while translation means giving the Arabic equivalent for a foreign word. Many terms entered Arabic through Arabicization; the Holy Qur'an includes many Arabicized terms like إستبرق and سجيل.

Arabicization has four techniques. First is transcription which refers to writing the foreign word in Arabic letters as it is articulated. Second technique is naturalization which refers to the process of adapting a foreign word to Arabic grammar, spelling and pronunciation, so the word follows the Arabic grammar in its formation. Translation is the third technique and suggests that an Arabic equivalent is given for a foreign term.

The last technique is coinage which includes revival of old usage of a word, derivation where a new word is derived from an existing word with some changes and neologisms which cover the new words not found in Classical Arabic, old literary texts.

Conclusion

In this paper the researcher discussed and explains the challenge that face the Arabic language in this changing and vast and rapid changes witness in the current and recent development in the era of globalization. Valuable suggestions and recommendations were presented in this paper to enhance, develop and promote Arabic Language through the process of Arabicization and translation. A proposed Language planning center was proposed to promote, support and develop Arabic Language in order to accommodate all the newly development in the vast, rapid technological developments. To maintain the existence of a language, people should use the language in every field, be proud of it and try to adapt it to different ages to accommodate new terms in various domains. Arabic language is not weak, and it can accommodate new terms and be used in different subjects even in science. Any weakness appears is in the people, not in the language itself.

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