



The Educational Requirements Necessary to Address Threats to Arabic Linguistic Security

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Article History

Receive Date: 2024/9/12

Revise Date: 2024/11/1

Accept Date: 2024/11/10

Publish Date: 2024/11/11

Abstract

This study aims to elucidate the threats to Arabic linguistic security, which manifest in the declining proficiency of Arabic language use in society, education, and media. This decline is attributed to cultural globalization, the dominance of certain global foreign languages over many aspects of Arab life, linguistic pluralism that may resist the shared national language, the widespread use of colloquial dialects in various domains, and the inadequacy of legislation and laws necessary to protect the Arabic language. The study also seeks to identify the educational requirements necessary to achieve Arabic linguistic security and address its threats. The study employs a descriptive methodology based on analysis. Several key findings were reached, the most significant of which are: Arabic linguistic security is an integral part of national security and is linked to its intellectual, social, scientific, economic, and technological components. It also reinforces cultural identity and supports values. Achieving it requires collaborative efforts from all educational institutions.

Keywords: *Educational requirements, Arabic linguistic security, language policy, language planning.*

Introduction

The Arabic language holds significant status as the language of the Holy Quran, the Prophetic Tradition, and the heritage of the Arab nation. It nourishes the thoughts of its speakers and shapes their identity and culture due to its richness in vocabulary, structures, meanings, and eloquence. Preserving it contributes to achieving educational, intellectual, economic, scientific, and technological security, enhances social cohesion, protects cultural identity, and reinforces values such as belonging and citizenship. However, the Arabic language faces

challenges, including globalization, cultural alienation resulting from dependence on foreign cultures, shortcomings in language policy and planning, as well as linguistic duality and the use of colloquial dialects in education and media.

Methodology of the Study

The Problem

The UNESCO (2019) report revealed that the Arabic language faces imposed challenges, including:

- The marginalization of Arabic by other global languages, the neglect of Arabic in teaching and

learning by its native speakers, the expansion of educational pathways that do not prioritize it, and the spread of a societal culture that does not serve it amidst the use of colloquial dialects.

- The limited production of comprehensive linguistic dictionaries and the inability to establish a technological information infrastructure that supports the computational processing of the Arabic language.
- The general decline in the quality of education and the low level of language proficiency used within it (UNESCO, 2019: 96-98).

Therefore, the research problem can be formulated in the following main question:

What is the role of education in achieving Arabic linguistic security?

This main question branches into sub-questions that the study attempts to answer:

1. What is the concept and importance of Arabic linguistic security?
2. What are the threats to Arabic linguistic security?
3. How can education address the threats to Arabic linguistic security?

Aims of the study

The present study attempts to:

1. Clarify the concept and importance of Arabic linguistic security.
2. Identify the cultural, societal, and educational threats to Arabic linguistic security.
3. Determine the educational requirements necessary to achieve Arabic linguistic security and address its threats.

Significance of the Study

The present study is significant because it:

1. Provides educational foundations for linguistic academics when studying issues related to the Arabic language.
2. Offers an educational vision for those responsible for language policy and planning in Arab countries.
3. Addresses the problems and challenges that negatively impact Arabic linguistic security.
4. Benefits those working in the field of teaching Arabic language sciences and literature.

Limitations of the study

- **Thematic Limitation:** The study is limited to the educational requirements necessary to achieve Arabic linguistic security and address its threats.

- **Geographical Limitation:** The study examines the reality of Arabic linguistic security in the Arab world.
- **Temporal Limitation:** The study focuses on the reality of Arabic linguistic security in the modern era.

The study employs a descriptive-analytical methodology, which focuses on identifying and analyzing trends and opinions. Descriptive research does not stop at describing phenomena but also analyzes, interprets, compares, evaluates, and examines the various factors influencing the phenomenon under study (Abu Al-Enein, 1998:21; Abdel Aal, 2016: 198).

Terminology of the study

1. **Educational Requirements:** These are changes that must be made in educational thought and practice in response to changes in thought and practice outside the educational system (Al-Qutb, 1996: 6). **Operationally, the researcher defines them as: the set of appropriate educational measures undertaken by Arab educational institutions to achieve Arabic linguistic security and address its threats.**
2. **Language (Terminologically):** It is the sounds through which a group of people express their purposes (Ibn Jinni, 1952: 33).
3. **Arabic Linguistic Security:** It is the set of measures necessary to preserve the integrity of the Arabic language and protect it from attacks that strike at its core, aiming to ensure its continuity and grant it sufficient ability to keep pace with rapid modern and technological developments, while preserving the nation's consciousness and values (Hazaima, 2005: 12).
4. **Education (Terminologically):** It is a general process of adapting the individual to align with the stream of civilization in which they live. Thus, education becomes an external process carried out by society to nurture its members so that they may live a balanced life and keep pace with the general level of civilization (Badawi, 1977: 127).
5. **Language Policy:** It is the policy of a society or state in the field of linguistic communication, meaning the set of official attitudes and public decisions regarding language (Hijazi, 2008: 34).
6. **Language Planning:** It is the set of practical measures taken within the framework of language policy to implement it within society,

while working to develop and renew its language (Hijazi, 2008: 34).

Related Studies and literature

1. **Study by Al-Awadi (2018):** This study aimed to understand the negative effects of using colloquial Arabic alongside Modern Standard Arabic on learners, identify the causes and dangers of this phenomenon and its infiltration into Arab schools, and explore its impact on the written expression of the study sample. The study used a descriptive-analytical methodology. Among its findings were: the Arab world is experiencing a critical linguistic reality characterized by a conflict among three parties: Modern Standard Arabic, colloquial dialects, and foreign languages. The spread of colloquial dialects is attributed to social, cultural, educational, political, and historical factors (Al-Awadi, 2018: 86).
2. **Study by Al-Sayed (2018):** This study aimed to outline ways to achieve Arabic linguistic security through governmental measures related to legislation and laws that protect the Arabic language, as well as the role of civil society organizations in preserving it. Among its findings were: the necessity of implementing laws to protect Arabic, spreading linguistic awareness among its speakers to ensure their understanding and appreciation of its importance in preserving national identity and cultural heritage (Al-Sayed, 2018: 17-42).

Variable of the study

First Variable: The Concept and significance of Arabic Linguistic Security

The Concept of Arabic Linguistic Security
 Arabic linguistic security is defined as: *providing the available resources and means that safeguard the Arabic language's status, restore its former brilliance during its eras of prosperity, and work to bring it back to the forefront through the development of a comprehensive and shared Arab strategy that protects it from the sweeping tide of globalization* (Saeed, 2014: 59).

The significance of Arabic Linguistic Security

Concern for linguistic security is concern for the security of society as a whole. There are phenomena that call for serious consideration in protecting Arabic from linguistic deviations and multiple threats, especially in the age of the internet and social media, which require specific linguistic characteristics (Madwar, 2015: 77).

The researcher believes that the significance of Arabic linguistic security lies in the following:

- Facilitating mutual understanding, cultural and civilizational convergence, and communication.
- Achieving belonging and citizenship.
- Preserving Arab and Islamic identity.
- Developing thinking abilities and constructive dialogue skills.

Additionally, Arabic linguistic security contributes to:

- Considering the Arabic language a global cultural asset.
- Building awareness of the future.
- Making the language a requirement for sustainable development and excellence in various fields (Al-Alawi, 2015, pp. 3–6).

Second Variable: Threats to Arabic Linguistic Security

Challenges of Cultural and Linguistic Globalization

Cultural globalization can be defined as: *the generalization and dominance of one culture over others by disseminating its content, including methods of thinking, expression, patterns of human behavior, artistic taste, and more* (Wazir, 2003: 97).

Linguistic globalization refers to: *the transition of a local or regional language to a global level, transcending all geographical boundaries to become dominant and spoken worldwide* (Al-Ansari, 1429 AH: 16).

There are several dangers of this globalization to Arabic linguistic security, summarized as follows (Abdul Salam, 2001: 127–136; Shaheen, 1986: 362–363):

- The decline in the use of the Arabic language in Arab and Islamic countries and the low rate of proficiency in it, due to the shift toward Western culture, alongside the reduced use of Arabic in global sciences and communications, and the increasing importance of English even in Islamic studies and Arab communications.
- The competition of English and French with Arabic in its own homeland, potentially leading to Arabs being cut off from their civilizational and intellectual heritage and the erasure of their identity. Additionally, the spread of Western practices and values with their terminology and concepts in Arab society.
- Linguistic globalization leads to "linguistic laziness," where speakers of global languages do not strive to learn any other language. It also causes the "death of languages" for several living

languages due to their lack of use in human communication.

Foreign Occupation and Cultural and Linguistic Westernization

The manifestations of cultural and linguistic westernization associated with Western colonization of the Arab world are numerous and can be summarized as follows:

- Colonial powers encouraged missions to the West to acquire its cultures and languages, while making Arabs feel the need for foreign languages in work and employment.
- The emergence of foreign schools in Arab countries, to the extent that Arabic almost became a secondary language in its own homeland. Westernization did not stop there but extended to university education, where the language of instruction in some Arab universities is English. This linguistic westernization also extended to journalism, literary magazines, and most other media outlets, stripping them of their linguistic authenticity (Al-Qawzi, 2004: 83–86).

Linguistic Duality

Linguistic duality in education is defined as: *a concept applied to children who have learned two different languages simultaneously during their early childhood years* (Taima & Mana, 2000: 255).

There are negative consequences associated with teaching foreign languages in the early stages of basic education in the Arab world, including (Ali, 2017: 86-87):

- Cultural identity confusion**, leading to feelings of isolation and alienation.
- Weak comprehension and academic achievement.**
- Disruption of communication processes** among members of the same society.
- Intellectual dependence** on the dominant language speakers.

Societal and Media Linguistic Practices

The most significant societal linguistic practices include the use of the Latin script by Arab youth as a substitute for the Arabic script in writing, especially on electronic social media platforms. As for linguistic practices in Arab media, they can be summarized as follows (Qumaiha & Qunaibi, 1999: 203):

- **Promoting colloquial dialects** by making them the ideal model for advertising and media performance.

- **Frequent linguistic errors** in the speech of program presenters and advertisers.
- **Promoting foreign languages**, where some advertisements are in English, while others are in Arabic mixed with English.

Shortcomings in Language Policy and Planning

These shortcomings have resulted in several negative effects, including (Al-Sayed, 2014:191-195):

- Competition of foreign languages** in university education, where English dominates in the Gulf Arab states and French in the Maghreb. Additionally, foreign schools and universities in the Arab world impose their curricula and programs without paying attention to teaching the geography and history of the Arab world. This may lead to their students lacking a genuine sense of belonging to their homeland and not taking pride in their history and identity.
- Proficiency in English** is a prerequisite for admission, teaching, and scientific research in most scientific departments in Arab universities.
- A condescending attitude** from those with English or French cultural backgrounds toward students of Arabic in some Arab countries.

Arab linguistic planning faces several obstacles and challenges related to Arab society and education, including:

1. A significant number of children either do not enroll in education or drop out, with this group estimated at about 8% of the population aged 6 to under 18 years.
2. **Lack of linguistic awareness** regarding the importance of the Arabic language in building and advancing the modern state, while foreign languages are given greater importance.
3. The trend toward using modern technology and artificial intelligence in teaching Arabic remains limited, while it is relatively widespread in teaching foreign languages in language schools.
4. **Failure to bridge the gap** between colloquial and formal Arabic in education due to the widespread use of dialects. Additionally, the prevailing attitude toward English is that foreign languages are the path to scientific and technological progress (Hijazi, 2015: 147-172).

Third Variable: Educational Requirements Necessary to Address Threats to Arabic Linguistic Security

Educational Requirements to Address Shortcomings in Language Policy and Planning

- **Developing a language policy** in each Arab country based on the achievements of the Arab Organization for Education, Culture, and Science (ALECSO) and the Union of Arabic Language Academies. Enacting laws to protect the Arabic language and enforcing them seriously across all institutions (Al-Sayed, 2015: 33).
- **Ensuring comprehensive linguistic planning** that addresses all aspects of the Arabic language issue, particularly in the education and media sectors (Al-Sayed, 2017: 1009-1011).

Educational Requirements Necessary to Address the Challenges of Cultural Globalization and Linguistic Westernization

1. **Preserving Arab and Islamic Identity:** Educational systems must prepare learners to deal with diverse sources of knowledge and modern information technologies, adopt the concept of sustainable education and lifelong learning, elevate the status of science, and combat illiteracy (Othman, 2006: 249-255).
2. **Restoring the Global Status of Modern Standard Arabic:** This can be achieved through specific measures, including simplifying the teaching of Arabic, expanding its use, and leveraging modern electronic and communication tools to serve it.
3. **Adopting "Linguistic Engineering":** This approach can help overcome the dominance of global foreign languages through modern electronic communication devices. It fosters understanding between Arabic speakers and speakers of other languages while adhering to Arab cultural identity and acknowledging the importance of linguistic diversity (Abdul Salam, 2001: 142-145).
4. **Establishing a Supreme Institution or National Center:** Each Arab country should establish a specialized institution or national center to oversee the Arabic language, monitor its dissemination, track violations related to its use at the societal and educational levels, study its current state, develop its curricula and teaching methods, train and qualify its teachers, set standards for authoring books and references, utilize the research of Arabic language academies, and formulate policies to elevate the level of Arabic proficiency (Abdul Salam, 2001: 145; Rahmatullah, 2016: 122).

Educational Requirements Necessary to Address Linguistic Duality and the Spread of Colloquial Dialects

1. **Delaying the Teaching of Foreign Languages:** Foreign language instruction for Arab children should be postponed until the fourth grade of primary school. Coordination between Arabic and foreign language curricula is essential to minimize language interference. This requires developing curricula that enhance Arabic language performance skills.
2. **Diagnosing Learning Difficulties:** Primary school teachers should identify difficulties in learning Arabic among their students and provide activities that cover all linguistic skills (Mustafa, 2015: 114-115).
3. **Using "Contemporary Standard Arabic":** This intermediate form of Arabic, which is higher in status and more refined than prevailing colloquial dialects, should be adopted in education and media (Al-Twaijri, 2004: 203–216; Darwish, 1987: 242).

Educational Requirements Necessary to Activate the Role of Media in Achieving Arabic Linguistic Security

1. **Strengthening Collaboration Between Media and Education Authorities:** Developing linguistic skills is closely linked to improving communication methods. Media colleges should be urged to activate curricula for studying "media language" to promote the use of Modern Standard Arabic (Sharaf, 1976: 225-226).
2. **Establishing a "Linguistic Oversight Authority":** This body would approve linguistically correct content in all media materials. A comprehensive media lexicon should be published, containing the terms and phrases needed by media professionals, as well as common errors and their corrections (Qumaiha & Qunaibi, 1999: 206-208).
3. **Leveraging Digital Media:** The internet should be utilized to disseminate Arabic language programs and digitize linguistic content. Media professionals and journalists should undergo continuous training programs in Arabic, focusing on mastering functional media grammar skills and addressing linguistic errors (Ali, 2014: 181; Al-Tayyan, 2013:17).

Requirements to Activate the Role of Educational Institutions in Achieving Arabic Linguistic Security

1. **Developing an Advanced Curriculum:** A modernized educational curriculum should be designed to simplify Arabic, based on the language's adaptability to societal changes and the findings of contemporary educational and linguistic studies (Hijazi, 2009: 791).
2. **Monitoring Foreign Schools:** Arab ministries of education must oversee foreign schools operating within their countries, as these institutions often neglect Arabic, leading to weak linguistic proficiency among their students. Relevant authorities should also revise Arabic grammar rules, removing outdated elements, and introduce new textbooks with practical examples (Salim, 2018: 5; Al-Rajabi, 2012:413-414).
3. **Purifying the Educational Environment from Linguistic Pollution:** This can be achieved by providing exemplary teachers who are well-prepared linguistically. Ensuring the integrity of the Arabic language should be a prerequisite for employment in educational roles (Al-Sayed, 2011: 7-8).
4. **Assessing Students' Linguistic Proficiency:** The vocabulary wealth of students at all educational levels should be evaluated to determine its suitability for their proficiency levels, with efforts made to align it more closely with Modern Standard Arabic. A mandatory Arabic language course should be imposed on non-specialized colleges and departments (Al-Naqah, 2000: 292-294).
5. **Universities' Role in Arabizing Sciences:** Universities can contribute by introducing a course on Arabization methods for students in scientific colleges and making the memorization of Arabic equivalents for foreign terms a requirement for success in all courses (Al-Ansari, 1429 AH: 183-184; Al-Jarf, 2005: 18-19).
- identities or recognizing linguistic diversity within Arab societies.
3. Cultural globalization and linguistic dominance pose significant challenges to Arabic linguistic security. The widespread use of English and French within Arab society reflects the influence of global trends. However, the importance of teaching foreign languages to Arabs after mastering Arabic skills is emphasized.
4. Other threats to Arabic linguistic security include linguistic duality, the spread of colloquial and local dialects, and the use of the Latin script instead of the Arabic script.
5. Issues related to language policy and planning, as well as challenges in translation and the Arabization of terms and sciences, further threaten Arabic linguistic security.
6. Certain educational practices, such as the use of colloquial dialects in classrooms and foreign languages in teaching scientific subjects, contribute to the threat to Arabic linguistic security at both pre-university and university levels.
7. Language academies and associations for the protection of the Arabic language play a pivotal role in safeguarding linguistic security, provided their decisions and recommendations are implemented.
8. Achieving Arabic linguistic security requires collaborative efforts from all educational institutions, including families, media, and cultural and religious organizations.
9. Despite the efforts of Arab educational institutions, there remains a significant gap between these efforts and the current reality of the Arabic language due to the lack of serious action against threats to Arabic linguistic security.
10. Achieving Arabic linguistic security and addressing its threats necessitates the activation of numerous educational requirements.

Findings of the Study

1. Arabic linguistic security is an integral part of national security and is linked to its cultural, intellectual, social, economic, and technological components.
2. Arabic linguistic security reinforces cultural identity and supports values such as belonging and citizenship. Preserving the Arabic language does not conflict with safeguarding other cultural

Recommendations of the Study

The study recommends conducting educational research on the following topics:

- The impact of Arabic linguistic security on intellectual security and societal cohesion.
- The position of language policy and planning within the educational policies of Arab countries.

- The challenges of globalizing the Arabic language and addressing these challenges educationally.

Pathways for linguistic reform and renewal from an educational perspective

Ethical Approval Declaration

"All procedures involving human participants in this study were conducted in accordance with the ethical standards set by applicable research guidelines and the principles of the 1964 Declaration of Helsinki and its subsequent amendments. Ethical approval was secured before the commencement of data collection."

Funding: -

This study did not receive any external funding.

Data availability:-

The datasets generated and analysed during the current study will be available from the author upon reasonable request.

Consent for publication:-

I hereby provide consent for the publication of the manuscript detailed above.

Competing interests:-

The authors declare no competing interests

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