

# Arabicization of Sciences at the University Of Basra : An Evaluation Attempt

*Assist. Lect.*

*Muna Abd Ali Rikhayis*

The University of Basra\ College of Arts

## Abstract

Universities and other institutions of higher education undoubtedly do not exist in a vacuum. They , of course, exist in social context, and they, therefore, are in a mutually interacting relationship with society(Al-Mubarak1980:39-40). The structures, priorities and demands of universities shift according to the social needs. In turn, the strains of these institutions also make their impact on the whole society.

Hence , Arabicization has been regarded as one of the momentous issues in the overwhelming majority of today's Arab universities (Mustafa, 1990:161). This is mainly due to the urgent and essential need for keeping up with everyday developments. As such, this paper mainly intends to exhibit the field under

investigation which aims at following up Arabization attempts at the University of Basra since the seventies up to date.

## 1. Introduction

The prime concern of this research paper is to provide a strategic insight about the present situation of Arabization in Iraq in general and the University of Basra in particular. Such a quest, in turn, leads to identify the whole educational system in Iraq to get the best results.

Problem under investigation is based on the following facts:

1. It is held that Arabization has not gained wide recognition and appreciation at the University of Basra.
2. Partial Arabization still features the majority of the scientific colleges at the University of Basra.
3. The University of Basra, due to various reasons, fails to benefit from the offers of modern technology for promoting and speeding up the process of Arabization.

Most of the data, on which this study is based, is drawn from scientific works written by Iraqi writers, and found in periodicals. In addition, some of the data is drawn from works published by the Arab language academies and bureaus of Arabization.

We have also resorted to some books and periodicals found in the central libraries, particularly those which study Arabization of higher education at the University of Basra. Furthermore, we have relied up on the internet in deriving most of the data that discussed the issue of Arabization in contemporary Arab life and some of its related matters.

The procedure of the study comprises a questionnaire. The questionnaire is addressed to a representative sample of (215) University instructors of the scientific colleges at the

University of Basra. However, a closed questionnaire is administered after a pilot questionnaire has been crystallized. Various questions served to demonstrate a clear insight about the nature of Arabization at the University of Basra depending on its instructors' stands. As such, their view points are the basis on which arabicizing sciences at this University is assessed. Hence, the results of these questionnaires are analyzed by using the percentage, and are accordingly tabulated.

The significance of the study is to:

1. Unveil the relationship between Arabization past and present experiences.
2. Provide a strategic insight about the present situation of Arabization in Iraq in general and the University of Basra in particular to reorganize the whole educational system to get better results.
3. Diagnose various problems related to this experience in an attempt to forward an answer to every question relevant to the different aspects of Arabization at the university of Basra.
4. Make a general statement about the efforts exerted recently to make an optimal use of the new technologies and the best advantage of what they have to offer in the domain of Arabization.
5. Provide some account concerning the significance of Arabization as an aid which has its influential role in bringing the students and researchers into an immediate contact with current issues in other parts of the world as far as scientific and technological developments are concerned.

This study ,on the other hand, aims at:

1. Confirming the hypotheses upon which this study is based.
2. Shedding light on the nature of the language that is used for instructing sciences at the university level.

3. Evaluating the role of the university of Basra in reviving the activity of translation since initiating arabicizing its sciences and up to date.

However ,once experts, translators, promotions and supplies of all kinds are provided in Iraqi universities, Arabization will be successful.

## **Arabization at the Era of Globalization**

### **2. The Significance of Arabization**

The modern age is witnessing today a great revival in science and technology(As-Sayyid, 2000 :328). Accordingly, the Arab world lives the emergence of the rapid influx of information in all aspects of life. It, however, goes with the rapid transposition of information overall the world as a result of the advanced scientific research in the various theoretical and applied fields of knowledge.

This is the factor which made the process of keeping a breast of this tremendous quantum of information inaccessible(Al-Haj, 1996:70). In other words, as a result of modern revival, the world has become as a small village whereby time has been abbreviated under this influence of informatics.

Because of the changes which have taken place in our social structures, demands, and priorities, educators find them selves confronted with issues and problems which differ greatly from the traditional ones (Al-Mahdi, 2002:205). Due to these recent conditions, educators and planners find themselves obliged to revise and reconstruct the existing educational policy to meet contemporary social demands(Al-Maythem, 1994:65).

Consequently, reforms of higher education as a whole have become necessary. The instructors , themselves, have become part of it. They also search for reforms and new alternatives. Moreover, globalization which the Arabs are now experiencing , no doubt , constitutes a tremendous challenge(Ahmed, 2002:39).



Innovations have become indispensable if the Arabs are to meet this reform.

This means that the modern revival has revived Arabicization anew (As-Sayyid, op.cit.:2). However, current Arab scholars like their ancestors feel proud of, and strongly attached to their language (Hussein, 1984:107).

Therefore, all the efforts of earlier and recent scholars seem to follow the same intention: reviving Arabic to put it back on its path of scientific progress (Mustafa, op.cit.:99-100). To them, Arabicization, as a great scientific momentum, has its scientific and linguistic significances (Ubed, 2002:19). Above all, Arabicization also promotes the acquisition and updating of appropriate technological knowledge by all those whose working environment requires contact with this technology (Ahmed, 1997:267, Al-Mahdi, 2002:20). It has its effective use as a medium for achieving the desired progress as this technology will be modulated according to the Arabic pattern.

### 2.1. The Technological Significance of Arabicization

Recent technological situations are marked by their great complexity as regards both their internal and external interaction (Al-Mehdi, op.cit.:270); is the case in the third world countries where language is considered as one of the barriers to technology transfer (Al-Maythemi, 1994:1-5). In other words, the rapid advances of high technology of computer science, for instance, is basically dependent on language dependent tools and techniques. This is due to the fact that these tools and techniques is overwhelmingly concentrated in English. So, they are heavily influenced by this language. As a result, third world countries, that import this technology as part of their technological activities where English is not their first language, face a big problem of technology transfer and training.

Being so, if the computer management systems are arabicized, Arab researchers, students and workers can easily

pursue their research and projects(Al-Ani, 2002:272). This means that information technology can be completely fruitful if it can provide Arabic interface. Arabicization plays an important role in the pedagogical domain(Al-Matuq, 2001:2-3).It examines pedagogical perspectives and responses to challenges raised by information and communication technology. It ensures that ethical perspectives raised by the applications of this technology on Arabic educational system are handled in a careful and appropriate way.

The significance of Arabicization on the international level is proved. Through Arabicization , it becomes easier for the Arab educationalists to abandon a technology after trying it if the benefits expected do not occur. Arabicization also allows one to see the relative strengths and weaknesses in terms of transferability of multiple technologies.

Nowadays, the Arabs are in a persistent need for Arabicization to further the professional work and practical experience of the nation members (Mustafa,op.cit.:100; AL-Mehdi,op.cit.:120). The Arabs are in an insistent need for examining precautiously the impact of communication technology on the whole of its educational environments. As such, the contribution of Arabicization in the local, national and regional policy making is again confirmed.

In short, through Arabicization , the Arabs can consider what is necessary to prepare the whole Arab society for living so that it can keep up with other recent advances all over the world Through Arabicization, new opportunities and priorities for research present themselves wherein science and knowledge are supplied to be within the reach of all Arabs.

## 2.2. The Linguistic Significance of Arabicization

This work is of two purposes. On the one hand, it helps Arab linguists to trace back some foreign words to their Arabic origin which is the main concern of comparative linguistics. On the other hand, it is of great help to distinguish some loan words

with reference to Arabic past and present (Bin Ubdillah, 1975: 105; Al-Mubarak, op.cit.: 67).

This proves that the Arab nation is not a mere consuming nation. In contrast, it is productive enough to make innovations after comprehending what it has borrowed from earlier civilizations. In other words, Arabicization in general and translation in particular are a means to an end. That is why our nation has successfully added a lot to human knowledge.

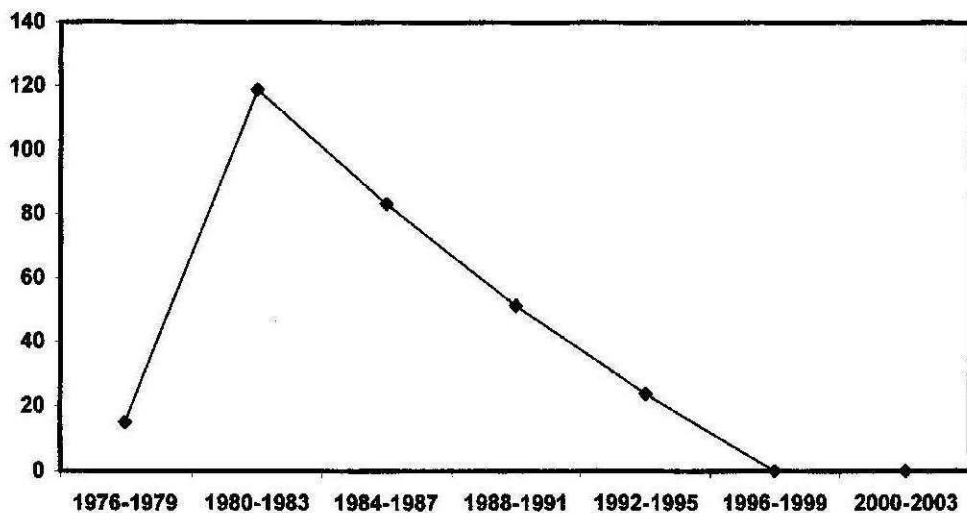
Consequently, it is hoped that Arabicization, at present, puts the Arab nation back on the path of its scientific glory. However, it will be a great target that is achieved if its scientists and young researchers grasp the modern sciences, and practise the applications of the new technological tools, such as computers, making the best of their mind and language.

### 3. Arabicization of Sciences at the University of Basra

#### 3.1. Arabicization : Past and Present

The start of Arabicization at the University of Basra was in 1976 (Ibid). The process of Arabicization formed the pivot point around which so many educational policies revolved. As a consequence,

the process of Arabicization flourished rapidly particularly at the beginnings of the eighties. This advancement can be easily recognized through the rapid increase in the production of the scientific works this period witnessed annually in this field (Mustafa, op.cit.: 35). Despite the sizeable reviviscence this process saw at that period, the production of the arabicized scientific material tended to go down and lag behind since the midst of the eighties, as illustrated in Figure(1). The reason behind such a lag could be attributed to the nature of the exceptional circumstances which marked the Iraqi – Iranian War.



Figure(1): Development of the Process of Arabization at the University of Basra from 1976 up to 2003

Accordingly, the university of Basra became roughly in short for the instructors' requirements for all the Arabic material urgently needed for consultation and instruction. This indicates that the University could provide only a partial response to the instructors' continual demands at that time. What's more, giving the option of using a foreign language for instructing a prescribed scientific subject annually left the door open to take English as an individual language for instructing even more than two scientific subjects annually, and so, this programme became a part of higher education policy at this university(Al- Ani ,op.cit.: 88)

### 3.2.Results of Responses

The following tables represent the analysis of responses that have been set forth by the subject tutors mainly involved in the questionnaire.

No.	Item	No. of Respondents	
		Total No.	%
1	I think compilation is the best source of practical assistance for enrichment purposes because ...		
a	arabization leads to a state of confusion in the use of scientific terminologies.	79	36.7
b	compilation offers precise scientific materials written by efficient and experienced authors.	10	4.7
c	most of the scientific works lose much of their scientific content in their Arabic translations.	126	58.6

No.	Item	No. of Respondents	
		Total No.	%
2	The method you always make use of and follow up in the arabization process is represented by ...		
a	reading the given scientific text comprehensively for comprehending its ideas, then initiating its arabicizing	25	11.6
b	reading its sentences at first, then beginning to arabicize them separately one by one	35	16.2
c	Reading each paragraph immediately, then starting to arabicize it separately	50	23.3
d	comprehending its scientific terminologies firstly for finding their appropriate equivalents, then starting to arabicize its paragraphs one by one	105	48.9

No.	Item	No. of Respondents	
		Total No.	%
3	The main problems that cumber the process of arabization can be attributed to ...		
a	unavailability of the prerequisite subsidy needed for implementing this process successfully and efficiently	200	95
b	some tutors' negative attitude towards arabicization	15	5



No.	Questions	No. of respondents	
		Total No.	%
4	The most significant linguistic difficulties that you may be suffer from in the case of arabicizing or making use of any of the arabicized scientific materials can be ascribed to ...		
a	the insufficient knowledge in Arabic syntax and morphology	11	2.1
b	the much efforts required for checking the meaning of English terminologies in the Arabic dictionary	12	7.2
c	polysemy of the Arabic scientific equivalent for the same English scientific term	192	90.7
d	the difficulty of arabicizing some English scientific terminologies	-	-

No.	Questions	No. of respondents					
		No.	%	No.	%	To some extent	%
5	Do you think that instructing sciences via Arabic has a role in improving the student's comprehension for all the recent sciences and technologies?	32	14.9	31	14.4	152	70.7
6	Do you think that arabicizing sciences keeps the student apart from the other foreign sources of modern sciences and recent technologies?	39	18.1	176	81.9		

Question	No. of respondents							
	Little	%	Very little	%	Average	%	None	%
7 Do you make use any of the Arabic scientific materials that are issued at the University of Basra as basic courses for instructing sciences at your scientific college?	11	5.1	174	80.9	30	13.1	-	-



No.	Item	No. of respondents	
		Total No.	%
9	I prefer using the following language for instructing sciences at the university level:-		
a	Arabic as it is the student's native language through the use of which he will be more able to communicate and receive knowledge from other foreign languages through the use of which, the student faces the difficulty of comprehending and understanding.	16	4.4
b	The English since it nowadays is universally acknowledged as one of the most important languages both as a medium for general communication, and as a "Lingua Franca" in science and technology all over the world.	64	29.8
c	The Arabic is accompanied with the English one	135	65.8

No.	Item	No. of Respondents	
		Total No.	%
10	Among the most important recent technologies you endeavor to benefit from, and make use of in the process of Arabicization are:		
a	Computer aided translation.	-	-
b	Computing dictionaries.	25	13.4
c	Computing programs of translation, as al-Wafi and al-Kafi	6	10
d	I don't use any of the recent scientific technologies	184	85.6

### 3.2.1.Procedures Adopted

In regards to the procedures adopted throughout the process of Arabicization ,the university lacked the essential ingredients which were considered important for implementing more integrated and properly articulated process of Arabicization . Thus, it is quite obvious that this process was not used effectively, or taken seriously enough roughly since the midst of the eighties.

The problem, however, was too vast and complicated due to the explicit lack of fully-fledged specialists in this field(Ahmed,

op.cit.: 76; Al-Mubarak op.cit.: 70). In other words , it suffered a decrease of genuine translators of various skills. The university was in short of those who are able to produce the best and most reliable texts without any significant loss of the original content ,item(1) .More drastically, most of the translators, of that time lacked the planned use of the evaluative strategies and scientific techniques in their translations. Furthermore, most of them tended to strike on some secondary routes depending heavily upon their linguistic background in this respect t, item(2) .

This indicates that translation, in particular, lacked the systematic treatment, and the use of subtle ways where there are various approaches followed by different scholars to deal with this issue. To get further insights, one can go on to view the major procedures suggested to wield various scientific and technical terminologies. As a matter of fact, coining the appropriate terminologies was not a straightforward activity since it involved certain translation problems. It was tackled in different ways at different times. However, opinions varied as which scientific measurement could be considered the most reliable to produce the right term for equivalent in the target language ,items (3,4).

As for the translatable scientific terms, translators practised finding their Arabic scientific substitutes making use of the classical Arabic scientific heritage as much as possible (As-Sayyid, 2000:41). On the other hand, several options were introduced where no equivalent original Arabic term was found for the rendering of source language scientific terms.

Restoring to Arabicization had, however, been the first of the measures suggested . the structure of the untranslatable term is modified on the basis of the a set of conventionally established rules found in Arabic . From the same angle, other types of methods were involved for introducing neologisms into Arabic

covering derivation, rhetoric or semantic extension and compounding(Al-Haj, op.cit.:39).

It is obvious from the account mentioned above that the deficiency was only in the amateurish application of this experience at the university level. All these factors led Arabicization to reveal its inadequacy and limitation to cover most scientific requirements essentially needed in the diversified branches of scientific knowledge. They , no doubt, constituted a great hindrance to improve this process, and consequently its future expansion.

### 3.2.2. Problems Related to Arabicization

In present, Basra university instructors are still of contradicting stands about the validity of Arabicization in transmission of knowledge at the university level. However, the majority of tutors still view Arabicization as a step backward and a reverse of development(Ahmed ,op.cit.:100). In other words, there are those instructors who go beyond this limit to view Arabicization as a real barrier to international contact with the scientifically developed nations ,items (5,6).

Nevertheless , on closer inspection, there are other two coexisted and inter related aspects that seem to be greatly relevant to the lag of the process of Arabicization. The first of which represents the fact that English is made use of as the typical channel of information available to instructors and researchers in postgraduate studies for getting information during the current era at the departments of the medical and engineering studies in particular (Az-Zubaidy,op.cit.:50),as shown in Tables(1,2,3) . Put it another way, English is identified as the main instrument , whether at the formal level including available published material, or at the informal one involving informal modes of information exchange, such as seminars, conferences or meetings, items(7,8).

Table (1): Total Number of the Scientific Subjects Studied at the College of Education classified According to their Language of Instruction

College of Education	Scientific departments	Scientific subjects						
		Total No.	Pure English	Arabic	Mixed	Period of study	Postgraduate studies	Language of writing Theses
	Chemistry	36	4	2	30	4 years	E	E / mixed
	Physics	51	7	2	42	4 years	E	E / mixed
	Biology	38	8	2	28	4 years	E	E / mixed
	Mathematics	33	4	2	27	4 years	E	E / mixed
	Computing	7	4	2	1	1 year only	--	--

Table (2): Total Number of the Scientific Subjects Studied at the College of Science classified According to their Language of Instruction

College of Science	Scientific departments	Scientific subjects						
		Total No.	Pure English	Arabic	Mixed	Period of study	Postgraduate studies	Language of writing theses
	Chemistry	43	8	2	33	4 years	E	E / mixed
	Physics	45	10	2	33	4 years	E	E / mixed
	Biology	41	8	2	31	4 years	E	E / mixed
	Mathematics	45	8	2	35	4 years	E	E / mixed
	Computing	43	8	2	33	4 years	E	E / mixed
	Geology	49	2	2	45	4 years	E	E / mixed



Table(3):Total Number of the Scientific Subjects Studied in Other Scientific Colleges classified According to their Language of Instruction

Other scientific colleges	Scientific colleges	Scientific subjects						
		Total No.	Pure English	Arabic	Mixed	Period of study	Postgraduate studies	Language of writing classes
	Agriculture	56	4	2	50	4 years	E	E / mixed
	Veterinary	41	10	2	29	5 years	E	E
	Pharmacy	52	50	2	--	5 years	E	E
	Medicine	66	64	2	--	6 years	E	E
	Engineering	37	35	2	--	4 years	E	E

One can go even further to find that the majority of scientific reference books and journals available at the scientific college libraries are written in English. This indicates that Arabicization tends to play only a minor role at university level. The role of Arabic in the dissemination of knowledge seems to be comparatively negligible.

What aggravates the situation is that the majority of tutors still undertake a moderate attitude in terms of the language used for teaching sciences at university level. However, almost all courses are mainly offered either through a loose mixture of English and Arabic, or through English alone on most occasions (Al-Matuq, 2001; 85) item(9).

Consequently , three levels of Arabicization have come into existence at university level. If one takes a close look at the College of Education, scientific departments, as a whole, are identified within the domain of partial Arabicization. Partial Arabicization also extends to cover the College of Science, Agriculture and that of Veterinary. At the second level, complete Arabicization features all other departments of humanities and social studies. In contrast, the College of Medicine, Pharmacy and that of Engineering are positioned at the third level where in Arabicization tends to be roughly missing(Ahmed, op.cit.:105).

### **3.2.3. The Role of Recent Technology in Accelerating Arabicization**

Sound general guidelines indicate that translators are still unable to forward an answer to many questions related to aspects of the process of Arabicization in spite of the tremendous offers presented by recent technology (Al-Mahdi op.cit.:30). Put it another way , problems of coining the appropriate terminologies have become more acute. Moreover, They are still among the most serious challenges faced by the present time translators as well as writers. This is due to the scientific progress achieved at a high level leading to the coinage of hundreds of terminologies per day.

The problem is, on the whole, too vast and complicated. Missing conversant experienced translators is still marked among the first problematic obstacles for transmitting knowledge hitherto(Ubed,op.cit.:102). In other words, satisfactory translation is still beyond reach. The majority of instructors still suffer from the chronic shortage of the monosemous scientific item that is usually used with a precise, steady and an intelligible signification. Even more problematic is still the lack of efficient recent scientific dictionaries that keep researchers informed of the new daily additions to the versified fields of scientific terminologies (Ibid).

Moreover, the domain of Arabicization still lacks the adequately qualified personnel that is able to make a wide and constant use of the applications of information technology in Arabic; that is without any



English (Az-Zubaidy ,op.cit.;22) ,item(10). Obviously, it is not easy for the arabicizists then to achieve their ambitious objectives with the limited facilities available. Consequently, the use of recent technology in the domain of Arabicization is still so restricted as to be negligible. Furthermore, works of Arabicization are still individual in their nature instead of being cooperative.

Hence ,evidence shows that Arabicization is found to manifest significantly stronger deficiency in the teaching of scientific material. Accordingly , the lack of adequately qualified translations, besides the lack of the essential funds needed for the development plan have led the majority of instructors to be in favour of using English as a main medium for instructing sciences at university level in particular.

#### 4. Conclusions and Suggestions

##### 4.1. Conclusions:

The data suggest that Arabicization has not gained wide recognition and appreciation .In other words, this process still suffers decrease, and keeps on getting worse due to the small number of the participants in this field wherein most of the scientific colleges appear as only minor participants.

Furthermore, a chief sketch of the linguistic situation at higher education level makes it clear that almost most instructors at the scientific colleges tend to adopt a reserved attitude towards this process . Such a view is validated wherein English as a main medium for instructing sciences has become important for many instructors. However , the contribution of Arabic to instruction is so restricted as to be negligible.

From what has been reviewed so far, it has become evident that the University of Basra could provide only a partial response to the serious demands in the domain of Arabicization. In other words, it was not promising enough to provide all the prerequisites needed for achieving this process successfully and efficiently. This deficiency, however , guided most of its scientific colleges to be marked by their partial Arabicization . This gives an explicit reference that Arabicization process seems to be inefficient , and far from being optimal at the university of Basra , nowadays in particular.

## 4.2. Suggestions

Several suggestions are set forth by the researcher to serve as general guidelines for better management of the process of Arabicization . They are as follows:

- 1.Preservation and renovation of Arabic as an effective and a unified language should be among our primary objectives.
- 2 .Efforts should be made to unite the process of Arabicization , and strict criteria have to be laid in order to absorb all intruding non- Arabic terms.
- 3.An accurate annual assessment of the problems met in this field is essential and emphasis should be placed on using appropriate diagnostic criteria.
- 4.Appropriate solutions must be provided according to modern technologies.
- 5.The success of this process , undoubtedly, largely depends upon the changing of the attitudes of those who still view Arabicization with a critical eye.
- 6.The policy of Arabicization should run parallel to the recent increasing demand for English .
- 7.To improve the quality and productivity of the works translated, constant intensive training of the scientific text translator is a basic requirement for the management and follow up of all cases.
- 8.An optimal use of the offers, recent technology forwards in this field, ought to be made.
- 9.Arabic recent scientific references, periodicals, and texts that keep students and researchers informed of the new daily additions to the various fields of scientific terminologies must be provided abundantly.
- 10.Once experts, efficient translators, promotions, and supplies of all kinds are provided in Iraqi universities, Arabicization will be successful.

## Bibliography

Ahmed, Ishaq(2002)Tatawwur ul-Talim al-Watani fil-Iraq.(National Learning Development in Iraq) Basra :Basra University press

Ahmed,Mustafa(1997) Al-Alem ul-Islami wa Tahaddiyat Ul-Awaleme .(The Islamic World and the Challenges of Globalization). Cairo: Beirut press

Al-Ani, Nazar(2002)'Azmet ul-Ulum il-Islammiyyah fi Talimina al-Jami il –Muasir,(The Crisis of Islamic Sciences in Our Current University Teaching). Al-Jammiah:Journal of the Federation of the University of the Islamic World

Bn Abdillah, Abdul-Aziz(1975) Al-Tarib, wa Mustaqbel ul –lughah il- Arabbiyyah.(Arabicization and the Future of the Arabic Language). Cairo:Al- Shaab printing press

Al-Haj, Zaidan (1996)"Al-lughah ul-Arabbiyyatu wal-Tarib,(The Arabic Language and Arabicization) Majallat Itihad il\_Jammiat al-Arabbiyyah, No.31

Al-Maythem, Saud(1994) Linguistic Obstruction to Science Information in High Technology Area.

Al-Jazirah Daily Newspaper,11<sup>th</sup> March,1994,No.1301

Available at :Mis@al-Jazirah. com.

Al-Mehdi,Ahmed(2002) "Tafil al-Talim al-Jami LijaI al-Arabbiyyah Adat Litalil Hawiyyat al-Ummah", (Activating the University Teaching by Making Arabic the Basic Device for keeping the Nation's Identity)Al-Jammiah: Journal of the Federation of the Universities of the Islamic World,No.3

Al-Matuq, Ahmed(2001) "Al- Ihtimam Bitarib il- Ulu Yuhaqaq ul-Hawwiyat al-Arabiyyata"(Arabicization of Sciences Keeps the Arab Identity). Al-Jazirah Daily Newspaper, 11<sup>th</sup> May, 2001, No.1031, Available at: MIS@al-Jazirah.com.

Al- Mubark, Mazin "Ahammiyat ul-Tarib fil-Talim Al-Jammi (The Significance of Arabicization in University Teaching) , In Ministry of Higher Education , Muatameru Tarib il-Talim il-Ali fil- Watin il-Arabi , Baghdad, Baghdad University press

Mustafa, Ahmed(1990) "Al-Lughat ul-Arabbiyyatu wal-Tarib fil- Asr il-Hadith, (The Arabic Language and Arabicization in the Current Era) Risalat ul-khalij Arabi, No.25

As-Sayyid, Mahmud(2000) "Tarib ul-Talim il-Ali: Mushkilatun wa Muqtrahat"(Arabicization of Higher :Education :Problems and Suggestions), Arabicization: Journal of Arab Center for Arabicization , Translation & Publication, No.19

Ubed, Abdul-Latif(2002) "Ma Ahammiyat ul-Mustalahati Adha kanat Tudau wala Tustakhdamu?" (What is the Significance of Idioms if They Remain out of Use?) Al-Riyadh Daily Newspaper. (11<sup>th</sup> Dec.2002), No.11858, Available at: Serval, alriyadh.com.

Az-Zubaidy, Salman(2000) Mushkilat ul-Talim il- Ali fil- Watan il-Arabi. (The Problems of Higher Education in the Arab Homeland) Tarablus: Athnyn Mars printing press

## Appendix (A)

اسم الباحث :

الكلية :

القسم :

عنوان البحث :

الهدف من الدراسة : تهدف هذه الدراسة الى بيان أهمية التعريب في الحياة العربية المعاصرة، وتقييم عملية تعريب العلوم في جامعة البصرة منذ صدور قرار التعريب، وحتى الوقت الحاضر من خلال معرفة الاساليب المتبعة في عملية تعريب الكتب العلمية من قبل أساتذة الجامعة قديماً وحديثاً والكشف عن المشكلات التي يواجهها المعربون في عملية التعريب فضلاً عن وضع الحلول المناسبة لها .

أخي الاستاذ الفاضل : يرجى التفضل بمساعدتي في أنجاز هذه الدراسة بنجاح والتوصل للنتائج المرغوبة من خلال تزويدي بأجابات واضحة وموضوعية ومختصرة .  
رجاءاً أكمل ما يأتي

الكلية :

القسم :

الشهادة :

الاختصاص العام :

الاختصاص الدقيق :

الجامعة التي تخرجت منها :

البلد :

درجة تمكّنك من الانكليزية :

هل ساهمتهم بتعريب أي من المصادر العلمية لجامعة البصرة ؟ :

## (١) الاستبيان المفتوح

### استمارة جمع معلومات لغرض تقييم عملية تعريب العلوم في جامعة البصرة

استبيان عن عملية التعريب / الاساليب والمشاكل والحلول

يشمل أساتذة الكليات العلمية في جامعة البصرة

ملاحظة (١) : ان التعريب بمفهومه الخاص يعني ان تصاغ اللفظة الاجنبية التي ليس لها مكافئ عربي بالوزن العربي ، فتصبح عربية بعد وضعها في قالب من قوالب اللغة العربية ؛ بمعنى آخر يعمد الى اللفظة فتوزن على أحد الاوزان المعروفة في اللغة العربية بأضافة أحرف او تغيير أحرف من الكلمة مثل كلمة (بروتين ، بروتون ، الكترونية ) .

اما التعريب بمفهومه الشامل فتدخل فيه الترجمة من اللغات الاجنبية الى اللغة العربية فضلاً عن جعل اللغة العربية هي لغة الحياة كلها في جميع مجالاتها . في مقدمتها التعليم والادارة . أن بحث التعريب بمفهومه هو ما يهتم به موضوع بحثنا .

يرجى الاجابة عما يأتي بإيجاز :

١. ما أهمية التعريب العلمية لكل من الاستاذ والطالب ؟ :

٢. ما أهمية التعريب القومية في الحياة العربية المعاصرة ؟

٣. ما اللغة التي تفضل استخدامها لتدريس العلوم على المستوى الجامعي ؟ ولماذا ؟

٤. ما المصادر العلمية المترجمة الصادرة عن جامعة البصرة التي تعتمدونها ككتب منهجية مقررة في تدريس طلبتكم ؟ رجاءاً أدرجها .

٥. ما المصادر العلمية المؤلفة باللغة العربية الصادرة عن جامعة البصرة التي تعتمدونها ككتب منهجية مقررة لتدريس الطلبة ؟ يرجى ذكرها .

٦. ما المصادر العلمية التي ألفتها باللغة العربية ؟ رجاءاً أدرجها مع ذكر سنة تأليفها .



٧. ما هو رأيك بالمصادر العلمية المعربة الصادرة عن جامعة البصرة من حيث المستوى العلمي، دقة الترجمة العلمية ومستوى الطباعة والاخراج الفني ؟
٨. ما هو سبب عدم مشاركتكم بتعريب أي من المصادر العلمية لجامعة البصرة ؟
٩. أيهما أسهل وأفضل في أغناء اختصاصك من المصادر الاجنبية ، التعريب ام التأليف ؟ ولماذا ؟
١٠. ما دورات التقوية التي أهتمت ببحث عملية التعريب وتمت مشاركتك بها ؟ أجب مع ذكر السنوات.
١١. ما المؤتمرات العلمية القطرية والعربية التي بحثت عملية التعريب والتي شاركت بها منذ بدء عملية التعريب وحتى الان ؟ أجب مع ذكر السنوات .

(١)

(٢)

(٣)

١٢. ما المصادر العلمية التي تصدر من قبل المجمع العلمي العراقي في مجال التعريب التي تهتم بمتابعتها وتحاول الاستفادة منها ؟

(١)

(٢)

(٣)

١٣. ما الكتب العلمية التي أسهمت بترجمتها منذ بدء عملية التعريب وحتى الان ؟ أجب مع ذكر السنوات .

(١)

(٢)

(٣)

١٤. ما القواميس العلمية (من ضمنها ملاحق الكتب المنهجية ) التي أسهمت بأنجازها منذ بدء عملية التعريب وحتى الان ؟ أجب مع ذكر السنوات .

(١)

(٢)

(٣)

١٥. ما البحوث العلمية العربية التي قمت بأنجازها منذ بدء عملية التعريب وحتى الان ؟ أجب مع ذكر السنوات .
١٦. ما هو الكتاب العلمي الذي تعريبه الان ؟
  - (١) اسم الكتاب :
  - (٢) المجال العلمي الذي كتب فيه :
  - (٣) سنة تأليفه :
  - (٤) الغرض من تعريبه :
  - (٥) كم هي فترة التي تستغرقها لانهاء تعريب الكتاب الذي تقوم بتعريبه الان ؟ أجب بالسنين ؟
١٧. ما هو الاسلوب العلمي الذي تتبعه في عملية التعريب في الوقت الحاضر ؟
١٨. هل تفضل تعريب المعادلات والمصطلحات العلمية ام تفضل أبقائها في حروفها الاجنبية ؟ ولماذا؟
١٩. هل تتعاون مع أحد مختصي اللغة العربية او الانكليزية او غيرهما من اللغات ام تعتمد على معلوماتك عند تعريبك أو استخدامك لكتاب علمي معرب في مجال اختصاصك؟ ولماذا ؟
٢٠. ما القواميس العلمية الحديثة التي تعتمد عليها في موضوع التعريب ؟ أدرجها مع ذكر سنة تأليفها.
٢١. ما التقنيات العلمية والتكنولوجية الحديثة التي تستفيد منها وتستخدمها في عملية التعريب في الوقت الحاضر ؟ أذكرها مع توضيح طريقة الاستفادة بأيجاز.
٢٢. ما الصعوبات او المشكلات التي تواجهها عند تعريب أو استخدام كتاب علمي معرب في مجال اختصاصك؟
٢٣. ما الصعوبات اللغوية التي يمكن ان تواجهها عند تعريبك لكتاب علمي أو استخدامك لمصدر علمي معرب في مجال اختصاصك ؟
٢٤. كيف يمكن للمعرب ان يعالج مشكلة المصطلح العلمي غير الموحد ؟
٢٥. ما الاقتراحات التي تعتقد بأنها ستسهم في دفع عملية التعريب الى الامام والحد من المشكلات او الصعوبات التي تعيق أنجازها في جامعة البصرة ؟

## Appendix (B)

الباحث :

الكلية :

القسم :

عنوان البحث :

الهدف من الدراسة : تهدف هذه الدراسة الى بيان أهمية التعريب في الحياة العربية المعاصرة، وتقييم عملية تعريب العلوم في جامعة البصرة منذ صدور قرار التعريب، وحتى الوقت الحاضر من خلال معرفة الاساليب المتبعة في عملية تعريب الكتب العلمية من قبل أساتذة الجامعة قديماً وحديثاً والكشف عن المشكلات التي يواجهها المعربون في عملية التعريب فضلاً عن وضع الحلول المناسبة لها .

أخي الاستاذ الفاضل : يرجى التفضل بمساعدتي في أنجاز هذه الدراسة بنجاح والتوصل للنتائج المرغوبة من خلال تزويدي بأجابات واضحة وموضوعية ومختصرة .

رجاءاً أكمل ما يأتي

الكلية :

القسم :

الشهادة :

الاختصاص العام :

الاختصاص الدقيق :

الجامعة التي تخرجت منها :

البلد :

درجة تمكنكم من الانكليزية :

هل ساهمتهم بتعريب أي من المصادر العلمية\* لجامعة البصرة ؟ :

## (2) الاستبيان المقيد

يرجى وضع علامة (✓) على الاختيار الصحيح في الحقول التي تحتاج إلى ذلك:

١. اعتقد ان التأليف اسهل وافضل في اغناء مجال اختصاصي من المصادر الاجنبية  
الآخري . ان ذلك يمكن ان يعزو الى :

☐

١. كون التعريب يشكل ارباكاً بالمصطلحات العلمية .

☐

٢. كون التأليف يعرض مادة علمية دقيقة وناجمة عن خبرة .

☐

٣. ان المادة العلمية تفقد مضمونها العلمي الدقيق عند تعريبها بسبب  
ترجمتها الحرفية.

٢. ان الاسلوب الذي عادة تعتمد وتتبعة في عملية التعريب يتمثل بـ .....

☐

١. قراءة النص العلمي المعطاة قراءة شاملة لغرض استيعاب مجموعة  
الافكار الواردة ومن ثم البدء بعملية تعريبه.

☐

٢. قراءة جملة اولاً ، ومن ثم البدء بتعريب كل جملة ، الواحدة بعد  
الآخري.

☐

٣. قراءة كل فقرة من فقرات النص العلمي المعطاة ومن ثم البدء  
بتعريب كل فقرة مباشرة.

☐

٤. استيعاب مصطلحاته العلمية اولاً لغرض أيجاد مكافئاتها العربية  
المناسبة، ومن ثم البدء بتعريب فقرات النص العلمي المعطاة الواحدة  
بعد الآخري .

٣. ان المشاكل الرئيسية التي تعيق عملية التعريب يمكن ان تعزو الى .....

☐

١. عدم توفر الدعم المادي المطلوب لانجاز هذه العملية بنجاح .

☐

٢. عدم أيمان المدرس الجامعي بقضية التعريب .

٤. ان أهم الصعوبات اللغوية التي ربما تعاني منها عند تعريبك لكتاب علمي او استخدامك لمصدر علمي معرب يمكن ان تعزو الى .....

١. المعرفة غير الكفوءة بقواعد اللغة العربية وصرفها .

٢. الحاجة الى بذل جهود مكثفة لتدقيق معاني المصطلحات الانكليزية في القاموس العربي.

٣. تعدد معاني المرادفات العلمية العربية للمصطلح الانكليزي الواحد .

٤. صعوبة تعريب بعض المصطلحات العلمية الانكليزية.

٥. هل تعتقد ان التدريس باللغة العربية سوف يساعد على زيادة أستيعاب الطالب للعلوم والتقنيات الحديثة؟

نعم ☐ كلا ☐ الى حد ما ☐

٦. هل تعتقد أن تعريب العلوم ممكن ان يعزل المتعلم عن مصادر العلم والتكنولوجيا الحديثة من الدول الاجنبية ؟

نعم ☐ كلا ☐ الى حد ما ☐

٧. ماهي نسبة أستخدامكم واستخدام طلبتكم للمصادر العلمية العربية الصادرة عن جامعة البصرة ؟

ليلة ☐ قليلة جدا ☐ كثيرة ☐ دون المتوسط ☐

٨. ماهي نسبة أستخدامكم واستخدام طلبتكم للمصادر العلمية المترجمة الصادرة عن جامعة البصرة ؟

ليلة ☐ كثيرة ☐ متوسطة ☐ دون المتوسط ☐

٩. أفضل أستخدام اللغة الاتية لتدريس العلوم على المستوى الجامعي :

١. اللغة العربية لانها لغة الطالب الاصلية والتي بأستخدامها يكون أكثر قدرة على التواصل ونقل المعلومات من اللغات الاجنبية الاخرى التي يواجه فيها الطالب صعوبة الاستيعاب والفهم .

٢. اللغة الانكليزية لكونها تمثل لغة العلم والتكنولوجيا واللغة العالمية  
الاساسية في كافة المجالات العلمية في الوقت الحاضر، كما أنها تمثل  
لغة الحوار العلمي لدى معظم الباحثين في كل أنحاء العالم حالياً.
٣. اللغة العربية مصحوبة بالانكليزية .

١٠. من التقنيات العلمية والتكنولوجية الحديثة التي تحاول الاستفادة منها واستخدامها  
في عملية التعريب:

١. الترجمة المعانة آلياً .  
٢. القواميس الحاسوبية .  
٣. برامج الترجمة الحاسوبية كالوافي والكافي .  
٤. لن أستخدم أيّاً من التقنيات العلمية والتكنولوجية الحديثة

### مستخلص

إن هذه الدراسة الموسومة "تقييم عملية تعريب العلوم في جامعة البصرة" قوامها جانبان  
رئيسيان :-

الجانب النظري :يتضمن بيان أهمية التعريب في الحياة العربية المعاصرة كونها وسيلة  
ضرورية ولها دورها الفعال في تسخير التقنيات الحديثة لتكون في متناول كل عربي في  
عصر أصبح فيه العلم والتكنولوجيا وسيلة الفرد الرئيسية للبقاء.

الجانب التطبيقي: اعتمد الإجراء العملي (الاستبيان) لبحث وتحليل المنجز من عملية  
التعريب في جامعة البصرة منذ إقرارها وحتى الوقت الحاضر فضلاً عن الكشف عن اهم  
المشكلات والصعوبات التي ظهرت، ليسهل تحديدها وإيجاد الحلول المناسبة لها. كما سعت  
هذه الدراسة الى الكشف عن دور جامعة البصرة في الاستفادة من التقنيات التكنولوجية  
الحديثة في تطوير هذه العملية وتحسين أدائها لتعطي أطيّب ثمارها.