



Akademik Eğitim ve Sosyal Bilimler Dergisi (AJESS Journal)

The Role of Scientific Terminology and Its Impact on Achieving Production Efficiency – The Third-Year Middle School Arabic Language Textbook as a Model –A Descriptive-Analytical Study

Wahiba Tiachachat, Department of Arabic Language and Literature, University of Blida 2, Algeria.
wahibatiachachat@gmail.com

Article History

Received: 31/07/2026 ; Accepted: 22/08/2026; Published: 05/09/2026

Abstract:

This research paper aims to demonstrate the importance of scientific terminology and its role in achieving learners' production efficiency on the one hand, and in developing the teaching-learning process on the other. This is examined through the extensive and diverse terminological wealth contained in the textbook, ranging from standard Arabic to foreign-derived and borrowed terms, which contributes to acquiring a body of knowledge in various sciences and fields. Accordingly, our study focuses on a sample of selected terms from the "Technological Progress" sequence in the third-year middle school Arabic language textbook, with the aim of examining them in terms of both form and content, and determining their nature as derivatives, neologisms, Arabized terms, or loanwords, so that they can be properly employed and contribute to achieving the intended competence. Meanwhile, the theoretical section focuses on the mechanisms of scientific term formation, its conditions, and its importance. The most significant finding reached by the study is that learners can employ scientific terms orally and in writing in their productions, enrich their linguistic repertoire, and consequently acquire correct and sound Arabic. We adopted the descriptive-analytical approach by describing scientific terminology in terms of form, analyzing it, and examining it in terms of content.

Keywords: Scientific terminology, competence.

Introduction:

The textbook is considered one of the important educational tools that contributes to facilitating and streamlining the teaching-learning process, given its effective role in developing learners' linguistic abilities and skills through the various linguistic levels found in its texts. The textbook is based on a set of scientific terms belonging to different semantic fields and various scientific domains, including medicine, law, economics, the environment, and industry. These terms are also diverse in nature, ranging from standard Arabic to foreign-derived forms, including derivatives, neologisms, Arabized terms, loanwords, and translated terms. Some scientific terms appear in the textbook accompanied by a brief and concise explanation, while others remain ambiguous, as they are not explained at the end of each text.

Consequently, learners encounter difficulties in understanding these terms, making it difficult for them to employ them orally and in writing in their productions. On the other hand, they fail to acquire a terminological repertoire that they can effectively use in other scientific subjects, and thus we cannot enable learners to achieve the intended cross-curricular competence. Cross-curricular competence is defined as: "the combination of a set of interconnected competences within one or more fields of knowledge, such as reading, which is considered a tool for performance in all activities and subjects, whether linguistic or social." Accordingly, our study focuses on a sample of scientific terms selected from two sequences, namely:

Science and Technological Progress, and Media and Society, with the aim of examining them in terms of form and content and subjecting them to linguistic scrutiny.

Based on these difficulties, the following research problem was formulated:

• **Research Problem:** How can the scientific terms contained in the middle school textbook – the third-year Arabic language textbook – be exploited to achieve cross-curricular competence?

Are the scientific terms contained in the textbook sufficient to achieve the final competence and enable the learner to attain cross-curricular competence?

What is the nature of the scientific terms contained in the textbook?

• **Hypothesis:** In order to answer the research problem, the following hypotheses were adopted:

In order to achieve cross-curricular competence, it is necessary to understand scientific terms and use them appropriately, both orally and in writing, in learners' productions.

Relying on the rules of the Arabic language to determine the nature of scientific terms.

Relying on general linguistic dictionaries to explain scientific terms.

• **Research Objectives:**

To acquire a scientific terminological repertoire that can be appropriately employed orally and in writing in learners' productions, thereby enabling the learner to produce a scientific text.

To acquire correct and sound Arabic.

To achieve cross-curricular competence through the use of scientific terms.

To determine the linguistic and terminological meanings of these scientific terms in order to help learners understand them and consequently employ them appropriately.

I. The Nature of Terminology:

1. Definition of the Term: Linguistically and Terminologically:

A. Linguistically: Ibn Manzur states in *Lisan al-Arab* that the term derives from *ṣaluḥa*, which is the opposite of corruption. *Al-istislah* is the opposite of corruption and causing corruption, while *al-sulh* means peace. The people reconciled among themselves, and it is said: *istaṣlahū*, *ṣāliḥū*, and *iṣṭalahū*.ⁱ

The term is also explained in Ibn Faris's *Maqāyīs al-Lughah* as deriving from *ṣaluḥa*, meaning that the letters *ṣād*, *lām*, and *hā'* constitute one root indicating the opposite of corruption.ⁱⁱ

B. Terminologically: Abd al-Qahir al-Jurjani defines *iṣṭilāḥ* (terminological convention) as follows: "Terminological convention is a particular custom; it consists in the agreement of a group of people to give something a name after transferring it from its original designation, on the basis of a relationship or similarity between the two in a certain attribute or otherwise."ⁱⁱⁱ

2. Conditions for Coining a Term:

The process of establishing terminology is carried out according to practical conditions that must be observed and carefully regulated, as follows:

A. The field of knowledge: The term should emerge within a specific scientific field or domain, where it is created and formulated by specialists and researchers in a particular field of knowledge.

B. Clarity: This condition is represented by the clarity of the term's meaning. Achieving clarity, precision, and accuracy is essential. The absence of precision and clarity leads to terminological overlap and confusion. The multiplicity and variation of names may consequently result in ambiguity and obscurity, thus hindering the transfer of meaning from one context to another. The occurrence of a single term with multiple meanings, whether appropriate to those meanings or not, must therefore be clarified.

C. An Open Field for Terminological Ijtihad: Scholars of the Islamic heritage did not prevent the exercise of intellectual freedom in coining and using terms. Researchers should not be restricted in their freedom as long as they engage in scholarly effort within the field of terminology. Among the early scholars who adopted this principle was Qudama ibn Ja'far, who opened the way for every scholar to exercise independent reasoning within his field of knowledge. Ijtihad is therefore a fundamental element in the formulation of terminology for various sciences, in addition to responding to intellectual and scientific needs, since fields of knowledge are subject to gradual development.^{iv}

3. Mechanisms for Forming Linguistic Terms:

1. Derivation: Linguistically: Ibn Manzur states in *Lisan al-Arab* that the derivation of something means explaining it from an original, spontaneously formed expression. The derivation of speech means moving in it to the right and left, while deriving one letter from another means taking it from it.^v

Terminologically: Imam al-Suyuti defined derivation as taking one form from another while maintaining agreement in meaning, the original root, and the structural pattern, so that the resulting form indicates the meaning of the original with an additional useful meaning, which accounts for the difference in letters or structure, such as *dārib* (one who strikes) derived from *ḍaraba* (to strike).^{vi} It is of several types: minor derivation and major (greater) derivation.

2. Analogy: Linguistically: It means measuring one thing against another.^{vii}

Terminologically: It means referring something back to its equivalent, or deriving an unknown from a known on the basis of a common underlying cause between them.^{viii} Linguistic analogy consists in relating one word to another through the similarity between them. It includes analogy based on cause, analogy based on resemblance, and analogy based on correspondence.

3. The Science of Morphological Patterns: This is the science concerned with the forms and patterns of the Arabic language in terms of enumeration and use, classification and overall semantic significance, and expansion according to the needs of the Arabic language. It encompasses a large body of forms with comprehensive meanings in various fields, demonstrating the capacity of the Arabic language to accommodate different sciences and its suitability for every time and place.^{ix}

4. Figurative Usage: Linguistically: The term is derived from al-jawāz, meaning movement or transition from one state to another; hence, it is said that someone jāza from one side to another. ^x

Terminologically: It refers to an expression conventionally established for use, or an expression used in a meaning other than that for which it was originally established. ^{xi} It includes several types, such as metonymic figurative usage and metaphor.

5. Neologization: This refers to deriving new forms from Arabic or foreign words, or to the use by speakers of an old word with a new meaning, whether the word is originally Arabic or Arabized.

As for the neologism, it is a word derived by later speakers from the original language with some modification or alteration at the phonetic, semantic, or syntactic level.

6. Blending: Linguistically: It refers to something carved or hewn; this is the carving of wood, while al-minḥat and al-minḥāt refer to the carving tool. It is also said of a mountain that it has been naḥatahu, meaning that he carved or excavated it. ^{xii}

Terminologically: Naḥt is the formation of a word from two or more words to convey a meaning derived from them. ^{xiii} Thus, the Arabs may form a single word from two or three words. It includes verbal blending, nisba blending, and descriptive blending.

Among the tools used in terminology formation are:

1. Arabization: This refers to a foreign word that Arabs have modified through deletion, addition, or alteration, such as falsafa (philosophy), finjān (cup), and mūsīqār (musician). ^{xiv}

2. Loanword: This is a word borrowed by Arabic from another language that does not conform to Arabic morphological patterns and was not originally pronounced in this form by the Arabs. An example is lagham, meaning “explosive mine,” a Greek word that entered Arabic through the Turkish language.

3. Translation: It is the expression, in another language that is, the target language of what has been expressed in the source language, while preserving semantic and stylistic equivalence. ^{xv}

4. Antonymy: Antonymy refers to using a word to denote a meaning and its opposite. This may occur either through expressing something by its opposite or through confusion between the meaning of one word and that of another closely related word.

5. Lexical Polysemy: This refers to a single word denoting two or more different meanings, used to express the intended meaning among speakers of that language. ^{xvi}

II. The Nature of Scientific Terminology:

1) Definition of Scientific Terminology:

Scientific terminology refers to a word or a group of words belonging to a specialized language scientific, technical, or professional whether inherited or borrowed, and used to express concepts accurately and to denote various material objects. ^{xvii}

2) Characteristics of Scientific Terminology:

Scientific terminology is characterized by a set of properties and features, which can be outlined as follows:

A. Terms are part of specialized languages: Terms constitute an essential component of the language of every specialized field, whether in the scientific or professional domain.

B. Precision and direct denotation: Specialized languages are characterized by precision and direct denotation, both of which are fundamental features of scientific and technical terminology. Terms should therefore convey their meanings directly and accurately, from ambiguity and obscurity.

C. Clarity: Specialized languages are generally characterized by specific terms and clear, simple structures. Since the field of terminology is broad, a term should be specific and clear in order to be suitable for direct denotation.

D. Clarity of the concept: The clarity of an individual term is primarily connected with the clarity of the concept to which it refers. This is determined within the system of concepts belonging to a particular field of specialization. A lack of terminological clarity leads to recurring disagreements concerning numerous concepts belonging to different systems, which may become confused with one another without proper definition.

E. The term has a specific structure: “Brevity” requires the term to be a word or a phrase rather than a lengthy expression that describes or suggests the object. It is not necessary for the term to carry at least one characteristic of the concept it denotes. ^{xviii}

3) Methodology for Establishing Scientific Terminology:

Arabic language academies and conferences throughout the Arab world have devoted attention to developing a methodology for establishing scientific terminology, as follows:

The scientific term is transferred from the foreign language into Arabic after establishing the meaning of its original form in Greek, Latin, or another language. An Arabic equivalent is then determined and provided with a brief definition. One term should preferably be used for one meaning within the same content and the same field.

A derived term is preferred to a neologism, Arabized term, translated term, or loanword.

A simple word is preferred to a compound because it allows for derivation, relational formation, addition, analogy, and pluralization.

In the case of synonyms or near-synonyms, preference should be given to the word that is most closely related to the intended meaning.

Reference should be made to heritage works in order to identify vocabulary that may be suitable for use as scientific terms.

Care should be taken to use Arabic and Arabized terminology found in the Arabic heritage, with heritage terms being preferred to neologisms.

Linguistic mechanisms should be employed to generate new scientific terms.

Arabization should be used when necessary, particularly for terms of an international nature.

The international methodology for selecting scientific terms should be followed by adopting the International Decimal Classification for classifying and dividing terms, defining them, and arranging them according to their fields and branches.^{xix}

When Arabizing foreign terms and expressions, the following should be taken into consideration:

Preference should be given to Arabized terms that are easier to pronounce in Arabic when their pronunciation varies across foreign languages.

The Arabized term should be regarded as an Arabic term subject to the rules of the Arabic language; when necessary, derivation and blending may be applied to it.

Arabic words whose forms have been altered by foreign languages should be corrected and used according to their original, correct forms.

Terms in general, and Arabized terms in particular, should be fully vocalized in order to ensure correct pronunciation and accurate performance.

The form of the word may be modified so that it conforms to Arabic morphological patterns, provided that such modification does not result in the creation of words that already have specific meanings in Arabic other than the intended meaning.^{xx}

III. The Role of Scientific Terminology in Achieving Production Efficiency – The Third-Year Middle School Arabic Language Textbook

1) A General Overview of the Textbook: The Third-Year Middle School Arabic Language Textbook

- In the Introduction to the Textbook:

The introduction to the textbook is extensive and consists of two parts, explaining and clarifying everything contained in the textbook. At the beginning of the first part of the introduction, the authors of the textbook refer to the following:

The target group: Third-year middle school pupils.

The main objective of the textbook: To enable pupils to master Arabic language skills throughout the academic year.

The faithful implementation of the official curriculum for the subject at the second stage of middle school education.

Identifying the educational sequences and indicating the time allocated for completing each sequence.

Presenting the methodology for conducting the weekly sessions devoted to the language activities.

Oral comprehension, guided reading, grammar, and written production.

This is accompanied by two types of assessment: diagnostic assessment before the sequences and achievement assessment after them.

Reference to the linguistic repertoire acquired by the pupil during the academic year, along with brief biographies of literary figures.

The introduction concludes by emphasizing the importance of the textbook and its broader objectives, through creating an effective classroom environment involving a learner eager to research and explore and a teacher committed to designing the teaching-learning activity. This constitutes the first part.

As for the second part of the introduction, it consists of a guide to using the textbook entitled “Discover My Textbook”. It provides a detailed explanation of how to make use of the educational sequences, including their texts, lessons, pictures, and illustrations, thereby facilitating for the learner the optimal way of using the textbook in accordance with educational principles.

2) Content of the Main Text:

The textbook contains a collection of texts distributed across eight educational sequences in three basic fields: oral comprehension, written comprehension with grammar, and written production. Particular emphasis is placed on written comprehension in both its forms: poetic texts and prose texts. After conducting an inventory, we found a total of 64 texts, including 42 texts prescribed in the curriculum. Each educational sequence concludes with a set of activities presented under the heading “Integration and Assessment,” serving as a means of processing and assessing learners’ acquired knowledge and skills.

3) Table of Contents:

The textbook includes a general table of contents at the beginning, immediately following the introduction. It contains all the texts and lessons prescribed for the academic year, together with their corresponding page numbers. The entries appear in distinctive, prominent, and attractive colors to facilitate the learner’s access to the text intended for reading.

4) Sources and References:

At the end of the textbook, a list of sources and references related to the texts and lessons is provided, so that both teachers and learners can benefit from them.

The textbook comprises: 175 pages.

2. Determining the Study Sample:

In light of the difficulties encountered by learners in understanding scientific terms and the difficulty of employing them in their productions, a number of terms were selected from two educational sequences: Media and Society and Science and Technological Progress. After conducting an inventory, we obtained a sample comprising 20 diverse terms, including both simple and compound terms, belonging to different fields, namely: modern technology, medicine, economics, law, and media and communication. They are summarized in the following table:

Table No. (01): Scientific “Simple and Compound” Terms Selected from the Third-Year Middle School Arabic Language Textbook.

Simple Term	Field	Compound Term	Field
Production, Marketing, Finance	Economics	Digital Technology	Modern Technology
Electronic Management	Modern Technology	Internet – Facebook	Modern Technology
Information Technology	Modern Technology	Electronic Journalism	Media and Communication
Mosquito	Law	Mobile Phone	Media and Communication
Telephone – Phone – Telegraph – Television	Media and Communication	Antibody	Medicine
Tumor Cell	Medicine	Distance Education	Education
Competence	Education	Self-Learning	Education
9 scientific terms		11 scientific terms	
20 scientific terms in total			

3. Analysis:

This section consists of examining the scientific terms, subjecting them to linguistic scrutiny, and determining their nature in terms of whether they are standard Arabic or foreign-derived and borrowed terms. This concerns their form, while in terms of content, their linguistic and terminological meanings are identified.

Accordingly, the study examines six (06) scientific terms, as follows:

1- Marketing: The term marketing is an authentic Arabic term found in the Arabic language in terms of form, pattern, and meaning. It is a verbal noun derived from the verb sāqa (to drive/lead), yatasawwaq, taswīqan, following the pattern tafīl. The term is therefore classified as a derived term, represented by the symbol.

Linguistically: Al-sūq (the market): it is known as driving camels and other things; sāqahā, yasūquhā, sawqan, siyāqan, and sawāqan. Asāqa al-ibil means that he gave him the camels. Al-sūq is the place where goods are sold. ^{xxi}

Terminologically: It refers to a set of techniques aimed at determining the value of consumers' needs. It is a social process through which individuals obtain what they need or desire by exchanging products among themselves and determining their value. ^{xxii}

2- Internet: This is a foreign-derived loanword that entered the Arabic language while retaining its original form and structure and not conforming to Arabic morphological patterns.

Linguistically: It is a network through which computers exchange information and transfer digital data using telephone networks, cables, optical fibers, or satellites. ^{xxiii}

Terminologically: It is a network containing a variety of computer networks with advanced capabilities for transmitting, storing, and updating information, and it is distributed worldwide. ^{xxiv}

3- Telegraph: This is a foreign-derived term that entered the Arabic language in an Arabized form and became compatible with its rules. Its plural is tilīghrāfāt. It is a Greek word meaning “writing from afar.” The telegraph was invented in 1810 by the American inventor Samuel Morse.

Linguistically: Telegraph refers to one of the means of communication, namely the telegraphic message.

A telegraph office is a place designated for sending and receiving telegrams. ^{xxv}

Terminologically: The telegraph is a device used to transmit coded information through electrical signals. At the time, these devices were distinguished by their speed in transmitting data. ^{xxvi}

4- Facebook: This is a foreign-derived term that entered the Arabic language while retaining its original form and structure and not conforming to Arabic morphological patterns. However, it has an equivalent expression in Arabic, namely al-faḍā' al-azraq (“the blue space”). It is classified among foreign-derived scientific terms and represented by the symbol.

Definition of Facebook: The term refers to “the face of the book.” It is one of the means of social communication that enables users to communicate with others as long as they have an account on it, wherever they may be in the world.

xxvii

5- Competence: The term competence is an authentic Arabic term existing in the Arabic language in terms of form and morphological pattern. It is a verbal noun derived from the verb *kāfa’a*, following the pattern *fi’ālah* with the first and second radicals carrying *fathah*. It is classified among derived scientific terms and represented by the symbol.

Linguistically: *Al-kuf’* means the equivalent and equal. *Al-kafā’ah* is a verbal noun derived from *kafā*, *yakfi*, meaning to undertake or fulfill an undertaking. *Kafā al-rajul kafā’atan* means that the man was competent or capable, and its meaning is that he assumed or undertook the matter. ^{xxviii}

Terminologically: Competence is the set of organized and mobilized knowledge, abilities, skills, and experiences that enables one to identify a problem and solve it through an activity in which the learner’s performance or skills are demonstrated in the construction of knowledge. ^{xxix}

6- Electronic Journalism: The term electronic journalism is a combination of standard Arabic and a foreign-derived element. It is a descriptive compound consisting of an adjective and the noun it modifies, namely *al-ṣaḥāfah* + *al-ikhtirāniyyah*. *Al-ṣaḥāfah* is a derived term following the pattern *fi’ālah*, whereas *ikhtirāniyyah* is a foreign-derived term related to electronic. Since Arabic is a derivational language and the term combines a derived element with a foreign-derived one, we classify it among derived scientific terms and represent it by the symbol.

Linguistically: Journalism: It is the profession of collecting news and opinions and publishing them in a newspaper or magazine. The person engaged in this profession is called a journalist. ^{xxx}

As for electronic, it is an adjective derived from *electron*, as in “electronic computer,” “electronic brain,” and “computer.” ^{xxxi}

Terminologically: Electronic journalism is a relatively recent term. It refers to a type of journalism that uses social media platforms through the Internet as a primary means of delivering information or content presented to the reading public. Journalism has adopted technology as a means of expanding its reach, in addition to its desire to improve public opinion. ^{xxxii}

7- Electronic Management: The term electronic management is a combination of standard Arabic and a foreign-derived element. It is a descriptive compound consisting of an adjective and the noun it modifies. *Al-idārah* (management) is a derived term following the pattern *fi’ālah*, whereas *al-ikhtirāniyyah* (electronic) is a foreign-derived term related to electronic. Since the term combines a derived element with a foreign-derived element, we classify it among derived scientific terms and represent it by the symbol.

Linguistically: *Al-idārah* means managing; for example, *yudīr idārat madrasatihi* means “he manages his school.” ^{xxxiii}

As for electronic, it has been examined above.

Terminologically: Electronic management is an integrated electronic system based on information and communication technologies to transform manual administrative work into operations carried out through modern digital technologies. ^{xxxiv}

8- Antibody: The term antibody is an authentic Arabic term existing in the Arabic language in terms of form, pattern, and meaning. *Al-jism* (body) is a derived noun following the pattern *fi’l*, while *al-mudādd* (antibody/opposing body) is a derived term from the verb *ḍadda* and has the plural forms *muḍāddūn* and *muḍāddāt*. It carries the form of an active participle. *Al-jism al-mudādd* is therefore classified as a derived scientific term and represented by the symbol.

Linguistically: An antibody is a natural protein substance produced within the body, in the blood or tissues, to resist bacteria, and it may also be acquired through immunization. ^{xxxv}

Terminologically: An antibody is a widely used scientific term, particularly in the present period. It refers to specialized proteins belonging to the immunoglobulin system in the body, produced mainly by specialized white blood cells. These bodies bind to invading organisms such as bacteria and viruses in order to eliminate them. ^{xxxvi}

Distance Education: The term distance education is an authentic Arabic term existing in the Arabic language in terms of form, pattern, and meaning. It is a syntactic compound consisting of a subject and a predicate, namely *al-ta’līm* + *‘an bu’d*. *Al-ta’līm* (education) is a verbal noun derived from the verb *‘allama*, *yu’allimu*, *ta’līman*, following the pattern *tafīl*, while *bu’d* (distance) is a verbal noun derived from the verb *ba’uda*, following the pattern *fu’l*. Since both words in the term are derived, it is classified among derived scientific terms and represented by the symbol.

Linguistically: *Al-ta’līm* (education) means imparting or teaching various forms of knowledge. ^{xxxvii}

As for *‘an bu’d* (at a distance), it means separation or being apart, as in: “He saw him from a distance.” ^{xxxviii}

Terminologically: Distance education is an attempt to establish communication and interaction between the teacher and the learner at a distance, despite the difference in their geographical locations, through educational or instructional programs, such as distance conferences, the Internet and educational platforms, computers, and electronic mail. ^{xxxix}

Conclusion: The study reached a number of findings, which can be summarized as follows:

Despite the shortcomings found in textbooks in general, and in the third-year middle school Arabic language textbook in particular, the textbook remains the primary means of imparting knowledge to learners.

Scientific terms vary between standard Arabic and foreign-derived loanwords, as well as between simple and compound forms.

Most of the scientific terms contained in the textbook appear in their original-language forms, despite the existence of Arabic equivalents, such as telephone, for which the Arabic equivalent is *hātif*, and Internet, for which the Arabic equivalent is *al-shābikah*.

The scientific terms contained in the textbook appear at three linguistic levels: derived terms in the first place, followed by Arabized terms, and then loanwords.

The formation of the scientific terms found in the textbook relies on syntactic structures, including the predicative construction, descriptive construction, and genitive construction.

The scientific terms included in the textbook exhibit a variety of morphological patterns, including: *tafīl*, *fā'il*, *fa'alāh*, *fi'l*, *fi'ālāh*, *fa'ālāh*, and *tafa'ul*.

The mechanism of derivation is relied upon in the formation of scientific terminology.

-Suggestions: To alleviate the difficulties encountered by learners in making use of scientific terminology, we propose the following:

Provide detailed explanations of scientific terms.

Encourage learners to make use of dictionaries and other supporting reference works that can help them understand scientific terminology.

Rely on derivation in the formation of scientific terms, given that Arabic is a derivational language.

Give priority to the use of Arabic terms over foreign-derived terms, even when the latter are widely used.

Reconsider certain compound scientific terms that combine derived and foreign-derived elements, such as mobile telephone.

Ensure the use of scientific terms derived from other Arabized or foreign-derived scientific terms, with the aim of enabling learners to acquire correct and sound Arabic

. Suggested Glossary of Scientific Terms and Their Arabic Equivalents – Third-Year Middle School – Arabic – Arabic

Section	No.	Term	Nature	Arabic Equivalent	Field
A	01	Production	Derived	/	Economics
	02	Internet	Arabized	World Wide Web – <i>al-Shābikah</i>	Media
	03	Electronic Management	Arabized / Derived	/	Modern Technology
T	04	Distance Education	Derived	/	Education
	05	Self-Learning	Derived	/	Education
	06	Digital Technology	Arabized / Derived	Digital Technology (<i>al-Tiqānah al-Raqamiyyah</i>)	Modern Technology
	07	Information Technology	Arabized / Derived	Information Technology (<i>Tiqānat al-Ma'lūmāt</i>)	Modern Technology
	08	Telephone	Arabized	Telephone (<i>al-Hātif</i>)	Media and Communication
	09	Telegraph	Arabized	Telegram (<i>Barqiyyah</i>)	Media and Communication
	10	Mobile Telephone	Arabized / Derived	Mobile Phone (<i>al-Hātif al-Mahmūl</i>)	Media and Communication
J	11	Antibody	Derived	/	Medicine
Kh	12	Tumor Cell	Derived	/	Medicine
Ḍ	13	Electronic Journalism	Derived / Arabized	Digital Journalism (<i>al-Ṣaḥāfah al-Raqamiyyah</i>)	Media
F	14	Facebook	Arabized	The Blue Space (<i>al-Faḍā' al-Azraq</i>)	Media and Communication
K	15	Competence	Derived	/	Education
N	16	Mosquito	Derived	Law	Law

References

- Ibn Manzur: *Mu'jam Lisān al-'Arab*, 3rd ed., Vol. 7, Dar al-Turath al-Arabi, 1413 AH/1993 AD, entry: Ṣ-L-Ḥ, p. 384.
- Abu al-Hasan Ahmad ibn Faris ibn Zakariya al-Razi: *Maqāyīs al-Lughah*, edited by Abd al-Salam Harun, 1st ed., Dar al-Jil, Beirut, 1411 AH/1991 AD, entry: Ṣ-L-Ḥ.
- Ammar Sasi: *Al-Muṣṭalah wa al-Muṣṭalahiyyah fī al-'Ulūm al-Insāniyyah bayna al-Turāth wa al-Ḥadāthah*, First International Symposium, March 15–16, Algiers, pp. 76–77 respectively.

- Muhammad ibn Abd al-Rahman al-Qazwini, Jalal al-Din al-Suyuti: *Al-Muzhir fi 'Ulūm al-Lughah wa Anwā'ihā*, corrected by Ali Mansour, 1st ed., Vol. 1, Dar al-Kutub al-Ilmiyyah, Beirut, Lebanon, 1418 AH/1998 AD, p. 346.
- Abu al-Hasan Ahmad ibn Faris: *Mujmal al-Lughah*, edited by Zuhayr Abd al-Muhsin Sultan, 2nd ed., Vol. 3, Al-Risalah Foundation, Lebanon, Beirut, 1406 AH/1986 AD, p. 739.
- Abu al-Fath Uthman ibn Jinni: *Al-Khaṣā'is*, edited by Muhammad Ali al-Najjar, Vol. 1, Dar al-Kitab al-Arabi, Beirut, Lebanon, p. 357.
- Saleh Belaid: *Fiqh al-Lughah al-'Arabiyyah*, Dar Houma, Algeria, p. 80.
- Abd al-Jalil Mansour: *'Ilm al-Dalālah: Uṣūluḥu wa Mabāḥithuḥu fi al-Turāth al-'Arabī*, Office of University Publications, Algeria, 2010, p. 278.
- Muhammad Mamdouh Khasara: *'Ilm al-Muṣṭalah wa Ṭarā'iq Waḍ' al-Muṣṭalahāt fi al-'Arabiyyah*, p. 69.
- Jar Allah Abu al-Qasim Mahmud ibn Umar al-Zamakhshari: *Asās al-Balāghah*, 1st ed., Dar al-Fikr, Beirut, Lebanon, 1426 AH/2006 AD, p. 622.
- Muhammad Manal Abd al-Latif: *Al-Madkhal ilā 'Ilm al-Ṣarf*, p. 22.
- Muhammad Ali Abd al-Karim al-Rudayni: *Al-Mu'jamāt al-'Arabiyyah: Dirāsah Manhajīyyah*, 2nd ed., Dar al-Huda, Algeria, p. 134.
- Roger T. Bell: *Translation and Translating: Theory and Practice*, translated by Muhyi al-Din Hamidi, Al-Yamamah Press Foundation, Riyadh, 1420 AH, p. 42.
- Abd al-Rahman Jalal al-Din al-Suyuti: *Al-Muzhir fi 'Ulūm al-Lughah wa Anwā'ihā*, previously cited reference, p. 369.
- Bouabdallah Laabdi: *Madkhal ilā 'Ilm al-Muṣṭalah wa al-Muṣṭalahīyyah*, Dar al-Amal, Tizi Ouzou, Algeria, 2012, p. 12.
- Raja Wahid Duwidri: *Al-Muṣṭalah al-'Ilmī fi al-Lughah al-'Arabiyyah: 'Umquḥu al-Turāthī wa Bu'duḥu al-Mu'āṣir*, 1st ed., Dar al-Fikr, Damascus, 1431 AH/2010 AD, p. 205.
- Abd al-Raouf Dahan: *Al-Iqtisād min al-Alif ilā al-Yā'*, Dar al-Huda, Ain M'lila, Algeria, 2015, p. 88.
- Al-Munjid fi al-Lughah al-'Arabiyyah al-Mu'āṣirah, 3rd ed., Dar al-Shorouk, Beirut, 2008, p. 46.
- Sabah Brahimi: *Manzūmat al-Internet fi al-Mu'assasah al-Jāmi'iyyah wa 'Alāqatuhā bi-al-Ahdāf al-Tanzīmiyyah*, Master's thesis in Sociology, University of Batna, 2004/2005, p. 6.
- On the Internet: ah.emsayazilim.com.
- Mawdoo3: www.mawdoo3.com.
- Tayeb Nabet Slimane et al.: *Bīdāghūjiyā al-Muqārabah bi-al-Kafā'āt*, 1st ed., Dar al-Amal, Tizi Ouzou, 2004, p. 30.
- Al-Ma'ānī al-Jāmi' Dictionary: www.almaany.com.
- Sahar Qadouri: "Electronic Management and Its Potential for Achieving Total Quality," *Al-Mansour Journal*.
- Samir Mahdi Kazim: *The Reality of Distance Education in Iraqi Universities During the COVID-19 Pandemic from the Perspective of Students and Faculty Members*, Master's thesis, Department of Administration and Curricula, Faculty of Educational Sciences, Middle East University, April 2021, p. 7.

ⁱ Ibn Manzur: *Mu'jam Lisan al-'Arab*, 3rd ed., Vol. 7, Dar al-Turath al-'Arabi, 1413 AH/1993 AD, entry: "Ṣ-L-Ḥ," p. 384.

ⁱⁱ Abu al-Hasan Ahmad ibn Faris ibn Zakariyya al-Razi: *Maqayis al-Lughah*, edited by Abd al-Salam Harun, 1st ed., Dar al-Jil, Beirut, 1411 AH/1991 AD, entry: "Ṣ-L-Ḥ."

ⁱⁱⁱ

^{iv} Ammar Sassi: *Terminology and Terminology Studies in the Humanities between Heritage and Modernity*, First International Conference, March 15–16, Algiers, pp. 76–77, respectively.

^v Ibn Manzur: *Lisan al-'Arab*, previously cited reference, p. 184.

^{vi} Muhammad ibn Abd al-Rahman al-Qazwini, Jalal al-Din al-Suyuti: *Al-Muzhir fi 'Ulum al-Lughah wa Anwā'ihā*, corrected by Ali Mansur, 1st ed., Vol. 1, Dar al-Kutub al-Ilmiyyah, Beirut, Lebanon, 1418 AH/1998 AD, p. 346.

^{vii} Abu al-Hasan Ahmad ibn Faris: *Mujmal al-Lughah*, edited by Zuhayr Abd al-Muhsin Sultan, 2nd ed., Vol. 3, Mu'assasat al-Risalah, Lebanon, Beirut, 1406 AH/1986 AD, p. 739.

^{viii} Abu al-Fath Uthman ibn Jinni: *Al-Khasa'is*, edited by Muhammad Ali al-Najjar, Vol. 1, Dar al-Kitab al-'Arabi, Beirut, Lebanon, p. 357.

^{ix} Saleh Belaid: *Fiqh al-Lughah al-'Arabiyyah*, Dar Houma, Algeria, p. 80.

^x Abd al-Jalil Mansour: *Semantics: Its Foundations and Issues in the Arab Heritage*, University Publications Office, Algeria, 2010, p. 278.

^{xi} Muhammad Mamdouh Khasara: *Terminology Studies and Methods of Coining Terms in Arabic*, p. 69.

-
- ^{xii} Jar Allah Abu al-Qasim Mahmud ibn Umar al-Zamakhshari: *Asas al-Balaghah*, 1st ed., Dar al-Fikr, Beirut, Lebanon, 1426 AH/2006 AD, p. 622.
- ^{xiii} Muhammad Manal Abd al-Latif: *An Introduction to Morphology*, p. 22.
- ^{xiv} Muhammad Ali Abd al-Karim al-Rudayni: *Arabic Dictionaries: A Methodological Study*, 2nd ed., Dar al-Huda, Algeria, p. 134.
- ^{xv} Roger T. Bell: *Translation and Translating: Theory and Practice*, translated by Muhyi al-Din Hamidi, Al-Yamamah Press Foundation, Riyadh, 1420 AH, p. 42.
- ^{xvi} Abd al-Rahman Jalal al-Din al-Suyuti: *Al-Muzhir fi 'Ulum al-Lughah wa Anwa'iha*, previously cited reference, p. 369.
- ^{xvii} Bouabdallah Labdi: *An Introduction to Terminology and Terminology Studies*, Dar al-Amal, Tizi Ouzou, Algeria, 2012, p. 12.
- ^{xviii} *Ibid.*, pp. 24–25, respectively.
- ^{xix} Raja Wahid Dwidri: *Scientific Terminology in the Arabic Language: Its Heritage Depth and Contemporary Dimension*, 1st ed., Dar al-Fikr, Damascus, 1431 AH/2010 AD, p. 205.
- ^{xx} *Ibid.*, pp. 206–207, respectively.
- ^{xxi} Ibn Manzur: *Lisan al-'Arab*, Vol. 10, previously cited reference, entry: “S-W-Q.”
- ^{xxii} Abd al-Raouf Dahan: *Economics from A to Z*, Dar al-Huda, Ain M'lila, Algeria, 2015, p. 88.
- ^{xxiii} Al-Munjid fi al-Lughah al-'Arabiyyah al-Mu'asirah, 3rd ed., Dar al-Shorouk, Beirut, 2008, p. 46.
- ^{xxiv} Sabah Brahimi: *The Internet System in the University Institution and Its Relationship to Organizational Objectives*, Master's thesis in Sociology, Lakhdar Batna University, 2004/2005, p. 6.
- ^{xxv} Al-Munjid fi al-Lughah al-'Arabiyyah al-Mu'asirah, previously cited reference, p. 151.
- ^{xxvi} Online source: ah.emsayazilim.com, [www].
- ^{xxvii} www.mawdoo3.com.
- ^{xxviii} Ibn Manzur: *Lisan al-'Arab*, previously cited reference, entry: “K-F-A.”
- ^{xxix} Tayeb Nabti Suleiman et al.: *Pedagogy of the Competency-Based Approach*, 1st ed., Dar al-Amal, Tizi Ouzou, 2004, p. 30.
- ^{xxx} Al-Ma'ani Al-Jami' Dictionary, www.almaany.com.
- ^{xxxi} Previously cited reference.
- ^{xxxii} Ali Abd al-Fattah: *Electronic Journalism*, p. 9, adapted.
- ^{xxxiii} Al-Ma'ani Al-Jami' Dictionary, previously cited reference, entry: “D-R.”
- ^{xxxiv} Sahar Qadouri: “Electronic Administration and Its Potential for Achieving Total Quality,” *Al-Mansour Journal*.
- ^{xxxv} Al-Ma'ani Al-Jami' Dictionary, previously cited reference.
- ^{xxxvi} Online source, accessed on 16/02/2022.
- ^{xxxvii} Al-Munjid fi al-Lughah al-'Arabiyyah al-Mu'asirah, previously cited reference, entry: “‘Ilm,” p. 1014.
- ^{xxxviii} *Ibid.*, entry: “Ba'd,” p. 103.
- ^{xxxix} Samir Mahdi Kazim: *The Reality of Distance Education in Iraqi Universities during the COVID-19 Pandemic from the Perspective of Students and Faculty Members*, Master's thesis, Department of Administration and Curricula, Faculty of Educational Sciences, Middle East University, April 2021, p. 7.