

The multiplicity Issue in phonetic Terminology in University Linguistic Studies

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Abstract:

The twentieth century marked significant advancements and revolutionary changes in the field of linguistics, leading to the introduction of new Western terminology within this domain of knowledge. It became imperative for Arab scholars to devise equivalents for these novel linguistic terms. However, the individual efforts coupled with a lack of standardized approaches for their development and translation resulted in considerable terminological confusion, creating multiple equivalents for a single foreign term.

Specifically, the phonetic term, a crucial element in linguistic research, has been affected by this multiplicity, which hinders the understanding and assimilation of phonetic studies. This research paper seeks to explore the phenomenon of terminological multiplicity, a critical issue that has emerged as a significant challenge in contemporary Arabic linguistic studies. This issue presents a formidable barrier for both Arab researchers and university students. What are the causes of this multiplicity in terminology? And what are its implications on university education?

Keywords: The multiplicity; Phonetic term; Linguistic study; University study.

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Résumé:

Le XXe siècle a marqué des avancées significatives et des changements révolutionnaires dans le domaine de la linguistique, conduisant à l'introduction d'une nouvelle terminologie occidentale dans ce domaine du savoir. Il est devenu impératif pour les chercheurs arabes de trouver des équivalents pour ces nouveaux termes linguistiques. Cependant, les efforts individuels, conjugués à l'absence d'approches standardisées pour leur développement et leur traduction, ont entraîné une confusion terminologique considérable, créant de multiples équivalents pour un même terme étranger.

Plus précisément, le terme phonétique, élément crucial de la recherche linguistique, est affecté par cette multiplicité, ce qui entrave la compréhension et l'assimilation des études phonétiques. Cet article de recherche vise à explorer le phénomène de multiplicité terminologique, une question cruciale qui s'est imposée comme un défi majeur dans les études linguistiques arabes contemporaines. Cette problématique représente un obstacle majeur pour les chercheurs et les étudiants arabes. Quelles sont les causes de cette multiplicité terminologique ? Et quelles sont ses implications pour la formation universitaire ?

Mot clés : La multiplicité ; Terme phonétique ; Étude linguistique ; Étude universitaire.

إشكالية تعدد المصطلح الصوتي في الدرس اللساني الجامعي

الملخص:

شهد القرن العشرين تطورا كبيرا وثورة في مجال اللسانيات، نتج عنه ظهور مصطلحات غربية جديدة في هذا الحقل المعرفي، فكان لزاما على الباحث العربي إيجاد مقابلات عربية لهذه المصطلحات اللسانية الجديدة، لكن الجهود الفردية وعدم الاتفاق على مقاييس وأسس لوضعها وترجمتها أدّى إلى فوضى مصطلحية كبيرة؛ إذ نتج عنها العديد من المقابلات العربية للمصطلح الأجنبي الواحد.

ويعدّ المصطلح الصوتي من مصطلحات البحث اللساني، والذي عانى من التعدد المصطلحي الذي أدّى إلى مشاكل في فهم واستيعاب الدرس الصوتي، لذلك نسعى في هذه الورقة البحثية الوقوف عند هذه الظاهرة والتي أضحت من أهم قضايا اللغة العربية المعاصرة؛ إذ أنّها تقف حجرة عثرة أمام الباحث العربي والطلاب الجامعي على حدّ سواء، فما هي أسباب هذا التعدد المصطلحي؟ وما هي انعكاساته على الدرس الجامعي؟

الكلمات المفتاحية: التعدد؛ المصطلح الصوتي؛ الدرس اللساني؛ الدرس الجامعي.

1. Introduction: Terminology holds a pivotal role in any scientific discipline due to its fundamental impact across all fields of study. The quest for abbreviations that encapsulate complex and diverse concepts has positioned terminology as an essential cognitive tool. It helps manage the dispersion of ideas and their interconnection, serving as a means to systematize cognitive concepts by grouping them under specific names. (Mannas, 2010, p. 55).

This systematic naming aids scientists in defining their terms clearly, understanding that many misunderstandings among scholars stem from terminological discrepancies. These terms are not merely conveniences but are necessitated by the specific demands of various scientific fields, acting as connectors among researchers. The existence of a term is both a reflection of scientific progress and a marker of the discipline's unique characteristics, distinguishing it from other fields.

Therefore, the terminology of a science is not only its gateway but also its culmination, embodying its established facts and defining its distinct identity (Al-Masdi, (n,d), p. 01). Beyond merely representing a concept, once a scientific phenomenon is recognized, it necessitates a designation, chosen from the language to best fit the relationship between its linguistic and conventional meanings. (Al-Jurjani, 1306, p. 34).

2. Definition of the Term:

2.1. Linguistically: According to "Lisan al-Arab", the term is derived from a root which means rectitude as opposed to corruption, including variations like 'to be correct', 'to amend', 'reform', 'peace', (Ibn Mandur, 1119 h, p. 2479) and 'reform as opposed to spoilage'.

In the "Intermediate Dictionary," the term signifies being rid of corruption and being useful or suitable. (Anis & others, 2004, p. 550)(Ibrahim Anis & others, 2004, p. 550) It includes 'to improve in work or matter in a beneficial way' and 'people reconciling their differences'. (Taher Al-Hiyadre, 2003, p. 12).

As explained by another scholar, variations stressing the pronunciation changes, all suggest themes of agreement and unity.

2.2- Conventionally: Al-Jurjani defined the term as "an agreement by a group to name something with a name that transfers it from its original position," and conventionally, this involves

"moving the item from its linguistic meaning to another meaning to clarify the intended one." (Al-Jurjani, 1306H, p. 13).

In "Taj al-Arus," the term is described as "an agreement by a specific group on a specific matter." (Al-Zobaidi, 1969, p. 551).

Mustafa al-Shaybani noted, "Scholars have agreed to use it to express a specific scientific meaning... Conventionally, this endows words with new meanings apart from their original linguistic or literal meanings".

Terms do not arise spontaneously; each term must exhibit either a significant or minor resemblance between its linguistic and its conventional meaning. For example, the word 'car' in everyday language refers to a caravan or group traveling, while in astronomical terms, it denotes one of the planets moving around the sun, and in modern terminology, it is referred to as an 'automobile'. (Qunaibi, 2005, p. 125).

Generally, a term represents an agreement by a group or faction on a specific name or symbol within a particular field. Others have defined it as, "A term is a word agreed upon by scholars to express a scientific meaning, thus giving words new meanings apart from their original linguistic or foundational ones". (Shahabi, 1995, p. 06) Such scholarly consensus and the articulation of its significance and concept help to prevent confusion in any other art that uses the same expression.

3. Definition of the Phonetic Term:

The phonetic term is one of the terms utilized in linguistic research; therefore, it is necessary to initially address the concept of the linguistic term. If the concept of a term is an agreement by a group to name something specifically, such as if this agreement occurs among a group of jurists on jurisprudential matters, it results in a juridical term, and if it is among grammarians, they establish a grammatical term. (Al-Qouzi, 1981, p. 42).

The linguistic term, which linguists use to express linguistic ideas and concepts, may serve as a research umbrella encompassing practical work investigating linguistic terms. (Astitia , 2004, p. 341).

The linguistic term is characterized by its scientific nature, not because it is inherently scientific, but due to the circumstances under which it was coined, and it oscillates between what is Arabized, foreign, and translated. As for the phonetic term, it concerns the study and definition of various aspects of sound, whether its place of occurrence, its quality, its quantity, or one of its phenomena.

Dr. Hicham Khalidi says, "The phonetic term specializes in specifying and defining, whether a subject from where the sound occurs, like the throat, a quality of it, like loudness, a quantity of sound like emphaticness and lightness, or a phonetic phenomenon like elongation and merging." The emergence of the Arabic phonetic term dates back to the mid-first Hijri century with Abu al-Aswad al-Du'ali, when he resolved to standardize the Holy Quran. (Khalidi, 2012, p. 194).

4. Reasons for the Instability of the Arabic Linguistic Term: The linguistic term in the Arabic language encounters significant challenges, manifesting as instability and widespread chaos in its usage. This instability can be attributed to several critical factors:

4.1. Multiplicity of Terminology Creators in the Arab World: The Arab world sees a vast array of entities involved in the development of scientific and technical terms. This group includes language academies, scientific institutions, terminology institutes, individual scholars, university professors, authors, and media personalities. Such diversity has led to an overabundance of proposed Arabic terms, resulting in inevitable term duplication, particularly due to the lack of coordination among these various contributors.

4.2. Nature of the Arabic Language: Mustafa Shahabi articulates that the development of terms will, for some time, remain an endeavor of individuals rather than being confined to academies. Given this, it is crucial that discrepancies arise regarding Arabic words that denote a single scientific meaning, as each scholar involved in term development brings a unique approach, whether through translation, derivation, metaphor, neologism, or Arabization. Additionally, the influences exerted by these scholars vary significantly. (Shahabi, 1965, p. 127).

4.3. Lack of Collaboration between Scholars and Terminologists: Formulating an appropriate Arabic equivalent for a foreign term necessitates collaboration between a specialist in the scientific field, tasked with explaining and elucidating the concept, and a terminologist, who must adhere to the rules and standards for crafting Arabic terms. Frequently, specialists in a scientific domain might

not be proficient in Arabic due to prevalent educational conditions, and terminologists might not be well-versed in the specific scientific concepts. This lack of cooperation leads to further confusion and disorder in the realm of terminology.

4.4. National Bias: Resulting from the geographical fragmentation of the Arab nation, there emerges a methodological independence in term formulation, which often leads to the creation of multiple terms for the same concept. This phenomenon has led some scholars and researchers to prefer terms used within their own countries, even if another term from a different Arab country might be more precise, appropriate, or widely accepted.

The late Mustafa Shahabi has commented on this issue, stating, "The difference in scientific terms has become a disease of our Arabic language. This disease grows and spreads as culture proliferates in the Arab countries, accompanied by an increase in translators of modern sciences and authors in these fields. A primary reason for term differences is the inadequate communication between translators and authors across the various Arab countries, with new terms being coined in each country, unknown to scholars from others.

The most substantial connections exist between university professors and faculties in Egypt, Iraq, and the Levant. When these academicians exchange publications, each tends to favor the terms he has coined or has grown accustomed to using, and occasionally, there is disparagement of the terms used by colleagues". (Shahabi M. , 1965, p. 127).

4.5- Multiplicity of Terminology Sources: The range of foreign languages from which Arabic terms are derived is extensive. Depending on the language of education—which is often considered a second language in their respective countries—scholars use different sources for terminology.

In the Maghreb countries, French is predominantly used as a source, whereas in the Mashriq, English is more common. Other scholars may draw from German, Russian, or Spanish. This variety in source languages leads to a duality in terms; for instance, the English term "nitrogen" corresponds to the French "azote," resulting in the use of both "azote" and "nitrogen" in Arabic. (Al-Kasimi , 1987, pp. 77-80).

4.6. Duality of the Term in the Source Language: The existence of dual terms in the source language poses significant challenges for Arabic terminology. When various scientific concepts are

represented by more than one term in a foreign language, and these synonymous terms are translated, it leads to the creation of multiple synonymous Arabic terms. (Al-Hilali, 1995, p. 59).

For example, American scientists might use "electronic tube" while their British counterparts use "electronic valve." Consequently, an Arabic translator using an American source might translate it as "أنبوبة إلكترونية" (electronic tube), whereas a translator relying on a British source might translate it as "صمام إلكتروني" (electronic valve), resulting in two distinct Arabic terms for the same concept. (Al-Kasimi, 1987, pp. 81-82).

4.7. Differences in Terminology Formulation Methodologies: The methodologies employed in formulating scientific terms vary widely, leading to the development of multiple terms. Some practitioners prefer using traditional terms, searching for equivalents among foreign scientific terms that are suitable for conveying specific scientific concepts. Others may disregard existing terms in Arab heritage in favor of introducing new terms.

Methodologies range from extensive metaphorical expansion to literal Arabization, and attitudes towards neologisms vary, with some accepting and others rejecting them. Muhammad Sharaf, renowned for his contributions to a dictionary in health and natural sciences, commented on these practices, stating, "The Arabizers and translators of this era have pursued diverse paths in translating Western languages, each devising a unique style, which often met with disagreement from others.

Each Arabizer established his methodology for conceptualizing words and meanings or for Arabizing them, unleashing pens and tongues. Terms were formulated and words were coined in various ways that frequently failed to achieve their intended purposes. Most of these Arabizers, who were educated in Western languages and distant from Arabic, utilized trivial, ridiculous words and coarse colloquial terms, mishandling meanings through exaggeration, reduction, or distortion.

They employed metaphors that failed to fully convey the intended meanings due to their lack of knowledge of the corresponding Arabic words, or the absence of a consistent methodology or a comprehensive dictionary to support them, resulting in a majority of Arabized terms that did not achieve unity in terminology or meanings". (Ali Al-Zarkan, 1998, p. 382).

5. Multiplicity of Phonetic Terms and Their Impact on University Linguistic Studies:

A term is regarded as a linguistic symbol representing a concept within a specific field, and the phonetic term belongs to the contemporary knowledge domain of linguistics. Terms constitute the very interface of each science, and controlling them equates to controlling methodical scientific work.

The challenge of multiplicity in scientific terms is a prominent issue that has preoccupied scholars and led to difficulties faced by researchers and students, particularly in recent times. This challenge has introduced complexities in linguistic education.

Linguistics has assumed the responsibility of addressing the crisis of terminology, a vital tool drawn upon by every science in its own way-it is often referred to as the "science of sciences." A critical aspect of this issue within modern Arab culture is its significance for the Arab nation, reflecting deeper cultural and educational challenges. (Gholkan, 1998, p. 146).

5.1. Analytical Study of Some Phonetic Terms: In exploring modern publications, researchers frequently encounter a wide variety of terms for the same concept. This terminological diversity has led to significant confusion and disjointedness in scientific research because the presence of multiple terms for a single concept can lead to misunderstandings of the ideas and concepts that occupy the minds of researchers. This issue has a notably adverse impact on students or those seeking to comprehend fields like phonetics and linguistics.

In this analytical study, we will showcase examples that highlight the extensive terminological chaos encountered in Arabic phonetics. These examples are too numerous to count and often show little agreement between different books or even within the same work by the same author. Due to space constraints and for clarity, selected examples of phonetic terms have been chosen to illustrate their multiplicity and the extent of disagreement among them.

• **Term Phonology:**

The corresponding term in Arabic	The concept of the corresponding term in English	Source

علم وظائف الأصوات 'Ilm Wazā'if al-Aswāt	Science of Sound Functions	Al-Karmadi (1966)
علم الصوتيات 'Ilm al-Sawtiyyāt	Phonetics	Tamam Hassan
علم الأصوات 'Ilm al-Aswāt	Science of Sounds	Ahmed Mokhtar Omar
الصوتيات الوظيفية al-Sawtiyyāt al-Wazīfiyya	Functional Phonetics	Mustafa Harkat
علم الأصوات اللغوية الوظيفي 'Ilm al-Aswāt al-Lughawiyya al-Wazīfī	Science of Functional Linguistic Sounds	Mahmoud Al-Sa'ran (1962)
علم التشكيل الصوتي 'Ilm al-Tashkīl al-Sawtī	Science of Phonetic Formation	Tamam Hassan (1955)
علم الأصوات التشكيلي أو التنظيمي Aswāt al-Tashkīlī aw al-Tanzīmī الفنولوجيا al-Funūlūjyā	Science of Formative or Regulatory Phonetics, Phonology	Abdel Sabour Shaheen (1980)
علم الأصوات التنظيمي، 'Ilm al-Aswāt al-Tanzīmī, الفنولوجيا al-Funūlūjyā	Regulatory Phonetics, Phonology	Bashar (1975)

It is evident that the Arabic equivalent for the term "PHONOLOGY" is not standardized across the sources cited. Some of these translations are vague, such as "Science of Regulatory Sounds," "Science of Formative Sounds," or "Science of Phonetic Formation." Additionally, certain scholars align with the functional concept of this field, using terms like "Science of Sound Functions," "Science of Functional Linguistic Sounds," or simply "Phonetics." However, these Arabic terms are composed of three or four words, whereas the English term is a single word. This inconsistency highlights the challenges in achieving a unified terminological approach in Arabic phonology.

• Term Phonetic:

The corresponding term in Arabic	The concept of the corresponding term in English	Source
الصوتيات al-Sawtiyyāt	Phonetics	Al-Haj Saleh, Abdel Salam Al-Masdi, Al-Fahri
علم الأصوات ‘Ilm al-Aswāt	Science of Sounds	Mohammed Ali Al-Khouli
علم الأصوات العام ‘Ilm al-Aswāt al-‘Āmm	General Science of Sounds	Abdel SabourShaheen
علم الأصوات اللغوية ‘Ilm al-Aswāt al-Lughawiyya	Linguistic Science of Sounds	Mahmoud Al-Sa'ran
الفوناتيک al-Fūnātīk	Phonetics	Ibrahim Anis, Kamal Bashar
الصوتية al-Sawtiyya	Phonetic	Youssef Al-Ghazi

Each source has adopted a suitable method for transferring the term into Arabic, and these many differences among scholars in formulating and using terms stem from the school each researcher belongs to, their intellectual orientation, and the diverse methods of translating the term into Arabic.

• Term Phoneme:

The corresponding term in Arabic	The concept of the corresponding term in English	Source

Fūnīm	فونيم	Phoneme	Study of Linguistic Sound (Ahmed Mokhtar Omar)
Sawtim	صوتم	Soundem	Dictionary of Linguistics (Abdel Salam Al-Masdi)
Sawt / Sawtim	صوت / صوتم	Sound / Soundem	Lessons in Modern Arabic Phonetics (Jean Cantino, translated by Saleh Al-Qarmadi)
Fūnīm - Fūnīmiyya - Sawtīm - Sawt Mujarrad	فونيم- فونيمية- صوتيم- صوت مجرد	Phoneme, Phonemics, Soundeme, Abstract Sound	Dictionary of Theoretical Linguistics
Sawtūn	صوتون	Soundon	Samir Estatieh
Fūnīm	فونيم	Phoneme	Dictionary of Linguistic Terms
Sawtiyya	صوتية	Phonetics	Linguistic Term (Abdelkader Al-Fassi Al-Fihri)
Sawtim	صوتم	Soundem	Keys to Linguistics (Translated by Tayeb El Bakoush, George Mounin's book)
Mustasawt - Fūnīm - Lāfiẓ	مستصوت- فونيم- لافظ	Voiced, Phoneme, Speaker	Arabic Thought Magazine (special issue on linguistics)
Ḥarf	حرف	Letter	Language between Standardization and Descriptiveness (Tamam Hassan)
Ḥurūf al-Mabānī	حروف المباني	Building Letters	Abdel Rahman Al-Haj Saleh - Journal of Linguistics

Ahmed Mokhtar Omar advocates for using the term "Phoneme," emphasizing the benefits of adhering to terms from the original source for their clear verbal relationship, ease of conjugation,

and their status as international terms commonly used across European languages. (Mukhtar Omar, (n,d), p. 12).

It's important to note the variations in the Arabic equivalents for the term "Phoneme" even within the works of a single author, such as Abdel Rahman Al-Haj Saleh, who uses both "Ḥurūf al-Mabānī" (Building Letters) and "Fūnīm" (Phoneme) to denote the same concept. Such variation highlights the flexibility and diversity in term usage within individual scholarly works. (Al-Haj Saleh, 2012, p. 27).

• **Terms Consonant and Vowel:**

The corresponding term in Arabic	The concept of the corresponding term in English	The corresponding term in Arabic	The concept of the corresponding term in English	Source
الساكن al-Sākin	The Silent	الصوت اللين al-Sawt al-Layyīn	The Soft Sound	Linguistic Sounds (Ibrahim Anis)
حرف Ḥarf	Letter	حركة Ḥaraka	Movement	Secrets of Language (Ibrahim Anis), Al-Karmadi (1966)
الصحيح al-Ṣiḥāḥ	The Correct	العلل al-'Ilal	The Defects	Tamam Hassan (1955)
الصوامت al-Ṣawāmit	The Non-vocals	الصوائت al-Ṣawā'it	The Vocals	Mahmoud Al-Sa'ran (1962)
السواكن al-Sawākin	The Silents	الحركات al-Ḥarakāt	The Movements	Al-Dawakhli and Al-Qassas in their book "The Language" (1950)

Western linguists have reached a consensus on the terms "consonant" and "vowel" to categorize the two primary divisions of linguistic sounds. In contrast, Arab linguists have not settled on fixed terms for these categories, resulting in a variety of alternative names. For instance:

- Some scholars preserved the term "Letter," a term used by the ancient Arabs (Al-Bakoush 1973, Al-Saleh 1960, Al-Karmadi 1966).
- Others adopted "The Silents" and "Soft Sounds" (Ibrahim Anis 1961).
- Some referred to them as "The Correct" and "The Defects" (Tamam Hassan 1955).

- Others preferred "The Non-vocals" and "The Vocals" (Mahmoud Al-Sa'ran 1962).
- A few used "The Silents" and "The Movements" (Al-Dawakhli and Al-Qassas in their book The Language 1950).

Moreover, it was observed that the same researcher might employ different terminology within their own works. For example, Ibrahim Anis translated the terms as "The Silent and The Moving" in his book Linguistic Sounds, whereas in The Music of Poetry, he used "Letter and Movement." This inconsistency highlights the broader challenge of standardizing terminology in Arabic phonetics. (Ibrahim Anis, 1952, p. 04).

• **Term Language:**

The corresponding term in Arabic	The concept of the corresponding term in English	Source
لغة- لسان lugha – lisān	Language, Tongue	Abdel Rahman Al-Haj Saleh
لغة lugha	Language	Abdel Salam Al-Masdi
كلام kalām	Language	Saleh Al-Karmadi
لغة lugha	Language	Ahmed Mokhtar Omar
لغة lugha	Language	Michel Zakaria
لساني lisānī	Linguistic	Youssef Al-Ghazi

The most common translations for the term "language" are "اللغة" (Language) and "اللسان" (Tongue), the latter being mentioned in the Holy Quran: (And this is a clear Arabic tongue). This enriches the Arabic language by connecting it with its historical and religious context.

5.2 Impact of the Multiplicity of Phonetic Terms on University Education: Terms function as essential tools for transmitting sciences and knowledge. Most scholars assert that "science cannot be fully comprehended without its terms"; (Al-Masdi A. , 1989, p. 27) they are what establish the boundaries and serve as the protective fortress of the science. A term is a linguistic symbol

representing a mental concept, used to denote specific ideas and serving as an abbreviation for a cluster of ideas conveyed by that concept.

Phonetics is particularly affected by the phenomenon of multiple terms, which poses one of the most significant challenges for Arab readers in grasping this science. A single term in phonetics can have more than three Arabic equivalents. This diversity in translations leads to confusion among Arab readers, plunging them into a state of turmoil amidst an overwhelming variety of terms, which obstructs their ability to understand phonetics comprehensively (Al-Mesawi, 2013, p. 27), as understanding the term is pivotal for a clear and precise grasp of the science.

This multiplicity of terms that pervades Arab phonetic studies at advanced research levels also detrimentally impacts the language used in phonetic lessons during presentations and lectures. This confusion propels students into mazes of interpretation and desperate attempts to decode the lesson, sometimes creating discrepancies even between the lecture professor and the practical session teacher. (Al-Mesawi, 2013, p. 27).

For instance, a student accustomed to using a specific term during lecture notes may find themselves compelled to use a different term with the same meaning in a practical session. Such discrepancies lead to significant confusion in the communicative process between the teacher and the learner, adversely affecting the quality of the educational experience, which fundamentally relies on effective verbal and written communication.

Although the concepts themselves are stable, the terms vary, and this variation can occur within the same educational environment, where different terms are used to denote the same concept in various contexts. This terminological multiplicity confuses learners, who find themselves confronted with several phonetic terms that express the same meaning, thus weakening communication between them and their teachers. Consequently, the educational and learning actions may be hampered by this terminological chaos, caused by the diversity of terms and differences in their usage.

During their academic journey, university students encounter numerous terms within the framework of phonetic lessons through translation. At times, many of these translations mislead the reader and create the illusion of correct understanding, leading to the proliferation of knowledge

errors in the Arabic language, inflating it with misconceptions and incorrect terms. This results in a kind of chaos and disturbance in our scientific works and thinking, which may sometimes lead us into contradiction and error.

Students must embrace one of the most crucial characteristics of scientific inquiry: the mastery of the linguistic form that underpins the articulation of scientific ideas, or more precisely, engaging in scientific discourse using a scientific language. This approach is essential to refine the methods students employ in their academic interventions and research, fostering writing that is rooted in foundational reasoning.

Phonetics, from its very inception, demands such scientific rigor in addressing its subjects and contents. If we fail to adequately equip our students with this necessary terminological and scientific language, we cannot justifiably blame them or lament their inadequate engagement with scientific issues that arise during their studies, issues that are well-recognized by researchers. Before we confront the crisis of students lacking a robust terminological framework, we must acknowledge the absence of stable and unified terms in the field of modernized linguistic studies (Western phonetics translated into Arabic) that correspond to precise concepts within the Arab world.

Our terminological landscape, marked by chaos and regional insularity, leads to discord in the dialogue of Arab phonetic knowledge and necessitates a thorough and precise restructuring. Here, consensus should be the guiding principle a goal that linguistic academies and Arabization bodies have pursued with limited success.

The transmission of sciences and theories must be meticulously accurate because any error in transitioning between levels can obstruct the understanding of the theory or alter its intellectual trajectories, leading to confusion among recipients, especially those in the preliminary and foundational phases of their education. The importance of a term lies in its ability to define the scientific subject within a specific field, serving as a fundamental pillar in building theories and establishing methodologies.

The diversity of translations and the resulting multiplicity of terms in Arabic phonetics contribute significantly to the terminological crisis, especially confusing for readers and students of Arabic

phonetic studies. This complexity is exacerbated when the recipients are university students at the outset of their academic journeys.

Mahmoud al-Sa'ran highlights that the variance among Arab authors and translators concerning the term denoting the same meaning "causes confusion and perplexity for the Arab researcher and learner" (al-Sa'ran, (n,d), p. 29) in understanding, assimilating, and utilizing the term. Students often find themselves bewildered amid a vast array of terms, each seemingly implying a specific and independent concept, which is a primary factor contributing to the decline in academic and linguistic achievement among students.

Due to this turmoil caused by the emergence of a plethora of terms, phonetic studies have become chaotic, negatively impacting learners in universities and institutes and complicating the educational process.

Now, more than ever, there is a pressing need to organize workshops and discussions aimed at evaluating and addressing this situation. It is universally recognized—and uncontested—that students in language departments lack a clear understanding of phonetics and its concepts, an observation frequently made in lecture halls and library corridors.

This observation strengthens our conviction to revisit and develop a scientific method to present phonetic studies, one that strives for standardization and generalization, and to establish an educational phonetic discourse grounded in the inherent knowledge of this science, characterized by a scientific language or what may be termed a specialized shared language. In fields like linguistics, and phonetics in particular, we must not allow terminological dispersion to hinder progress in Arabic linguistic and phonetic studies.

Secondly, each scientific field necessitates a specialized language enabling participants to communicate effectively, as terms, when isolated from their stylistic and syntactic context, convey only a limited scope of the scientific discourse.

6. Conclusion: In conclusion, the phenomenon of multiplicity in phonetic terms significantly impacts university linguistic education by impeding the proper understanding of concepts. Thus, there is an urgent need for a new generation of specialists who are passionate about their language and committed to its development and enhancement. This can be achieved by striving to unify or at

least control the usage of terms according to clear academic standards, thereby enabling students and researchers to engage with the science of phonetics more flexibly and accurately.

Achieving this objective requires a collaborative effort among universities, translators, and researchers in linguistics to ensure the clarity of concepts and facilitate the educational process, ultimately contributing to the advancement of linguistic studies in the Arab world.

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