



The Efforts of Arab Language Academies in Morphological Facilitation: The Arabic Language Academy in Cairo as a Model

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Abstract:

Arabic language academies are scholarly institutions that have provided services to preserve the Arabic language, thereby safeguarding its linguistic heritage. Accordingly, the goal of establishing language academies was not an intellectual or scientific luxury, but rather a necessity generated by the developments and changes in classical Arabic. The goal was to strengthen ties with society in scientific fields, address language problems, and connect the past to the present. The goals of language academies are almost identical. In this study, we will examine the most prominent scholarly efforts of Arabic academies in Morphological Facilitation, taking the Arabic Language Academy in Cairo as a model, given its uniqueness as a global scientific academy with unique characteristics that set it apart from other language academies concerned with the Arabic language.

Keywords: academies, morphological facilitation, Academy in Cairo.

Introduction:

Linguistic facilitation is a continuous link and a continuous chain, the beginnings of which began in ancient times and it continues to proceed with constant steps in every age and at all times and will continue its steps with the passage of time; because it is a need imposed by the requirements of the age with what is dictated by the variables of science and the civil and civilizational development of that age, and there is no gap between linguistic facilitation in the modern age and linguistic facilitation among the ancients - as the goal is one and the same, which is to reach a linguistic lesson that students accept easily without complexity, but the difference is the method used in how to facilitate this lesson according to the requirements of the stage, and the modern age - in the late nineteenth century until today - was characterized by multiple features and these features have a direct impact on the reality of the Arabic language; Because the Arabic language is an essential element for all living beings in any era, our Arabic language, like all other languages, has faced difficulties and obstacles since its inception. These difficulties, in turn, paved the way for the emergence of the field of linguistic facilitation. The call to facilitate the sciences of the Arabic language had been a significant concern for our scholars, both ancient and modern. This began with summaries and acronyms. Hence, the idea of establishing scientific Arabic language

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academies emerged after Arabic scholars and those concerned with it witnessed the critical situation our noble language had reached. Attempts began, both individually and collectively, to facilitate and authenticate, preserving our language and bringing it closer to the minds of its recipients. The first institution dedicated to the Arabic language in the modern era was established during the French campaign in Egypt under the name "The Egyptian Institute." This institution was then renamed the "Egyptian Council of Education" in 1880, after which numerous associations for archaeology, geography, and authorship were established. ⁽¹⁾The first person in the modern era to call for the establishment of a linguistic academy to preserve the Arabic language from errors was the writer Abdullah Nadim.⁽²⁾

The first conference of Arab scientific linguistic academies, held in Damascus in 1956, recommended the establishment of a union of scientific linguistic academies to organize communication between Arab academies and coordinate their work. ⁽³⁾

Its basic system stipulates that it consists of:⁽⁴⁾

- The Arab Scientific Academy in Damascus, 1919.
- The Arabic Language Academy in Cairo, 1932.
- The Iraqi Scientific Academy in Baghdad, 1947.

Chapter One

The Efforts of Arab Academies on Morphological Facilitation

It is well known that the world's features change, develop, and progress in response to changes in all aspects of life. Among the things encompassed by change and development is language. Dr. Kamal Bishr says about language: "It is a social phenomenon, not a living organism, as those who do not know claim. This means that its status, in terms of strength and weakness, and integration or deficiency, is closely linked to the state of its people, in terms of their living conditions, which are naturally, not artificially, reflected in their language." ⁽⁵⁾

Since the death of words follows the development of language, the creation of others, and the revival of words, this necessitates the coordination and preservation of the newly created words, as well as an attempt to find new words that express the emerging meanings. This led to a feeling of the need for special bodies to undertake these tasks. These bodies appeared in what are called language academies. They include civil or official bodies that aim to connect the past and the present, and harmonize the old and the new, on the condition that serving the language and taking care of it, as a national heritage, is not limited to these academies or language specialists alone. Still, rather than from language lovers, whether they are specialists in it or not, the mission of the academies is to monitor the movement of language development. ⁽⁶⁾ The goal of establishing language academies was not an intellectual or scientific luxury, nor an attempt to increase governmental or non-governmental institutions, nor an attempt to prove the existence of linguistic and scientific competencies, nor an attempt to present a scientific facade to other countries without any scientific benefit. Instead, it was a need that emerged from the requirements of the stage and the changes in classical Arabic, as well as an attempt to

(1)See: The Role of Arabic Language Academies in Arabization: 18.

(2)See: Arab Dictionaries and Academies: 170.

(3)See: Journal of the Arab Scientific Academy of Damascus - Volume 32/1/222, Journal of the Iraqi Scientific Academy - Issue 4/Part 2/738.

(4)A paragraph was then added to it allowing any academies that would be established later in any Arab country to join it. See: Arab Academies and Language Issues: 13-14.

(5)The dialectic of Arab thought in dealing with grammar: Dr. Kamal Bishr, Journal of the Arabic Language Academy in Cairo: 17/37.

(6)See: Arab Academies and Language Issues from their Inception to the Late Twentieth Century: 4.

confront and address the problems of this language.

Perhaps the justifications for establishing language academies, despite their diversity and in different countries, are almost the same. The goals are virtually the same, but the mechanism for achieving these goals differs from one academy to another. (7) In order to facilitate and make things easier, which the linguistic academies seek, it is necessary to benefit from the efforts that humanity has achieved in linguistic study and to take into account the modern theories of linguistics and its special branches, given the interest of this science in spoken languages and the laws of linguistic development that tend towards ease. This is done in modern ways on the educational and teaching level. (8) Belonging to, taking pride in, and mastering the Arabic language is everyone's responsibility. This concern is prevalent in our linguistic academies in general, and the issuance of academy decisions and the establishment of academy committees to provide solutions and preserve the Arabic language are their primary concern. The idea of facilitating grammar has occupied the minds of scholars, prompting them to write in this field. Most of the academies established were interested in issues of grammar and its facilitation, rather than morphology, because the science of grammar is broad and diverse. Currently, there is considerable interest in the concept of morphological facilitation. Perhaps the reason for this is the abundance of terms and words entering Arabic due to industrial and cultural development, which necessitated the Arabization of these terms and their incorporation into Arabic words. This is what the linguistic academies did. We will talk about the most prominent Arab academies, their establishment, their most important goals, the most prominent (morphological) efforts and facilitation, and the results they have led to:

First: The Arabic Language Academy in Damascus:

The Arab Scientific Academy in Damascus is one of the oldest linguistic academies in the Arab countries. It was established in 1919 AD under the leadership of Muhammad Kurd Ali. Its objectives were: (9)

1-Examining the Arabic language and its contemporary conditions, publishing its literature, reviving its manuscripts, translating missing European books on science, industry, and the arts, and composing necessary books.

2-Caring for the collection of ancient artifacts, particularly Arabic, ancient Eastern manuscripts, and Arabic and European publications, and establishing a public library.

3-Collecting both Arabic and non-Arabic ancient artifacts and establishing a museum for them.

Issuing a magazine for the academy to disseminate its work and ideas, serving as a link between it and other bookstores and scientific academies.

It was merged with the Arabic Language Academy in Cairo in 1960, and its name was subsequently changed to the Arabic Language Academy in Damascus. Both returned to their independent status after the unification between the two countries collapsed in 1961.

The academy has numerous activities, including the development of terminology, which focused on the efforts of its members, including the article by Prince Mustafa al-Shihabi. (10) His stance on dialects is that he neglects to study them and does not view them within the parameters of modern linguistic study, which deals with dialect as a level of linguistic usage in society. His efforts in facilitating grammar, morphology, and writing are diverse

(7)For more information, see Arab Academies and Language Issues: 1-3.

(8)See: In Educational Language Issues, Dr. Mahmoud Ahmed Al-Sayed: 14.

(9)See: The Arabic Language Academy in Fifty Years: 10, and the Efforts of the Iraqi Scientific Academy in Renewing and Facilitating Arabic Grammar, Master's Thesis: 14-15.

(10)See: Arab Academies and Language Issues from their Inception to the Late Twentieth Century: 200.

and comprehensive. In the area of grammar, they represent a combination of the views of facilitation scholars in Egypt and Iraq, as well as the views of the ancients, which mark the first step in the development of facilitation. This was achieved in light of dialogues, conferences, and research, and represented several axes for facilitating grammar for students. ⁽¹¹⁾The Academy in Damascus did not issue any scientific decisions related to the linguistic structure. This is due to the fact that the Arab linguistic academies and institutions are satisfied with the actual participation of their most prominent members in the Cairo Academy as active members. They participate in discussions and decision-making at the academy's annual conference.

Second: The Iraqi Scientific Academy:

We chose to discuss the Iraqi Academy of Sciences, the third of the academies preceding the Academy of the Arabic Language in Cairo, and the second Arabic academy in terms of its establishment, because we devoted a special section to it and examined the most prominent findings in Morphological Facilitation. The beginnings of the Iraqi Academy of Sciences date back to the early twentieth century. In 1921, the Iraqi Ministry of Education formed a committee called the "Translation and Arabization Committee," tasked with Arabizing Western words and assigning names to foreign terms that had no Arabic equivalent. ⁽¹²⁾In 1926, as a result of great pressure from Iraqi intellectuals and scholars, the Ministry of Education established a linguistic academy. ⁽¹³⁾He established a method for his work, which he called (Instructions of the Scientific Terminology Committee at the Ministry of Education). ⁽¹⁴⁾

In 1947 AD, the Iraqi Scientific Academy System No. (62) for the year 1367 AH - 1947 AD was issued. This system serves as the official announcement of the establishment of the Iraqi Scientific Academy. Article One of the system states: (An Iraqi Scientific Academy shall be established, linked to the Minister of Education, and it shall have a legal personality and financial independence according to the budget). ⁽¹⁵⁾

His most important works are identified in Article Two, which are:

Taking care of the integrity of the Arabic language, and working to make it meet the demands of science, arts, and contemporary life affairs. ⁽¹⁶⁾

The Iraqi Scientific Academy went through several stages, and various laws and regulations were issued for it. It carried out its tasks stipulated in its laws, and the most prominent thing it dealt with was: ⁽¹⁷⁾(Terminology, dictionaries, books, research, magazine, consultations, conferences, Academy connections). The Iraqi Scientific Academy, at the beginning of its establishment, paid attention to terminology and its issues. In 1948, it formed committees to develop terminology for what appears in books that it decided to translate, as well as to review and separate terminology. It stopped many of its efforts to focus on developing terminology, Arabizing it, and creating dictionaries. It was interested in scientific terminology and cultural terms, and it had a special method for studying and approving terminology. It studies the term presented to it from the specialized language and learns about its origin and emergence. Then it listens to the opinion of specialists regarding their chosen appropriate Arabic words. After that, it reviews what appears in Arabic books - old and new - whether linguistic or specialized, of

(11)For more information, see: Taysir Al-Nahw Between the Ancients and the Moderns Blog: 196-198.

(12)See: The Scientific Academy in Fifty Years (1947-1997): 15.

(13)See: the same source: 27.

(14)See: itself: 29.

(15)Journal of the Scientific Academy, Law of the Iraqi Scientific Academy, Vol. 1/Issue 1/3, 1950.

(16)Al-Waqa'i' Al-Iraqiya newspaper, issue (2560) issued on 12/11/1947 AD, and see: The Iraqi Scientific Academy, its establishment, members and works: 37, and Academy newspapers: 17-18, and The Iraqi Scientific Academy, Radiant Biography and Giving Journey: 13

(17)See: Collective Newspapers: 22-29.

words that agree with it, which may mean what is intended. It makes an opinion upon finding a suitable word, noting that the academy did not decide on an opinion on a term until it had reviewed the opinions of the linguistic academies and institutions in the Arab countries, out of its keenness to unite the Arab nation by unifying terminology in all Arab countries. ⁽¹⁸⁾

We can summarize the most important efforts of the Iraqi Scientific Academy in serving the Arabic language as follows:

1. Caring for the Arabic language is one of the academy's foremost tasks, as all its laws, from its founding to the present day, stipulate the necessity of preserving the integrity of the Arabic language and promoting its development.

2. The academy became more active than ever before with the issuance of Law No. (3) of 1995. It significantly impacted the Arabic language when it established the Department of Arabic Language Sciences, comprising two branches: Principles and Studies. This expanded the scope of the field, encompassing language principles, linguistic correction, dictionary development, literary studies, and rhetorical methods. It also held seminars and lectures, tasked with the Department's active members and experts specializing in the Arabic language and literature.

3. Publishing seven books entitled "The Language of Dad" from 1996 to 2003, which included research presented at seminars. ⁽¹⁹⁾

4. Issuing a set of dictionaries, including: ⁽²⁰⁾(Modern Civilizational Terms) (1413 AH - 1993 AD).

5. Focus on developing terminology and publishing its dictionaries.

6. Publishing a magazine entitled (Journal of the Scientific Academy), the first part of which was published in 1950.

7. Publishing a monthly newsletter called (Academic Papers), which publishes linguistic and scientific memoirs, general articles, and Academy news.

8. Printing and publishing books, including authorship, translation, verification, and reprinting of old and important books.

9. The academy has a prominent presence in international conferences, seminars, discussion groups, and lectures, and is a member of the Union of Arab Scientific Language Academies in Cairo.

10. The academy made significant efforts in addressing the issue of grammatical facilitation, forming a committee that included several members and professors specializing in grammar. The committee issued several recommendations related to the vocabulary of the grammatical curriculum and the composition method within it. A group of them is related to the principles on which it focuses, as well as the attempt at facilitation. Among the general recommendations, we mention the most important of them: ⁽²¹⁾

➤ Incorporating some morphological issues into grammatical issues when there is a connection, such as studying broken plurals when studying sound plurals.

(18)See: Collective Visions: 22-23, and The Iraqi Scientific Academy: Radiant Biography and Generous Journey: 51.

(19)See: Collective Visions: 53.

(20)See: Linguistic Legislation and Other Research, Dr. Ahmed Matloub: 229.

(21)See: Collective Visions: 54-57.

- Adopting the prevailing grammatical rules in the Holy Quran. Regarding specific recommendations, we highlight the most important ones. ⁽²²⁾
 - ✓ Maintaining the titles of the inflectional and syntactic signs.
 - ✓ Maintaining the terminology of pronouns. Most members agreed to retain the term "hidden pronoun."
 - ✓ The committee believes that morphology should be limited to what is essential to know and easy to understand, such as derivational forms, abstract and augmented verb forms, and the morphological scale, while leaving out the explanation of changes in morphology.
11. The academy focused on facilitating spelling, and its approach to facilitation was once again guided by sound logical reasoning. Its strong connection to familiar writing practices did not hinder or impede its call for renewal.
 12. The academy approved the Arabized terms in various sciences and arts. ⁽²³⁾
 13. The thirty-second session of the Arabic Language Academy in Cairo was held in Baghdad in 1965 AD. It represented a turning point in the history of the academy and included various issues related to Arabic sciences. ⁽²⁴⁾

From what we conclude, the Iraqi Scientific Academy is considered one of the Arab academies that has been concerned with the integrity of the Arabic language, as the Law for the Preservation of the Integrity of the Arabic Language No. (64) of 1977 AD stipulated that: ((The Iraqi Scientific Academy shall be the sole reference in establishing scientific and technical terms, and the concerned agencies shall refer to it regarding them)) . ⁽²⁵⁾ In addition, the academy grants approval for companies and businesses to be named with Arabic names before the competent authorities grant them official licenses. It represents the first linguistic legislation in the Arab world, paying great attention to the issue of terminology and redirecting many of its efforts to focus on developing terminology, Arabizing it, and creating dictionaries. It was concerned with scientific terminology and cultural expressions, and it did not, except rarely, study morphological, grammatical, orthographic, stylistic, linguistic origins, and syntax issues. The reason for this is that the Cairo Academy has done this since its inception, made decisions related to it, and issued them in several volumes, in addition to what the Damascus Academy did ⁽²⁶⁾

Section Two

The Efforts of the Arabic Language Academy in Cairo on Morphological Facilitation Issues

This academy was established in 1932 by a royal decree that defined the academy's purposes. ⁽²⁷⁾It is one of the most respected scientific academies in Egypt, and the second Arab academy, after the Arabic Language Academy in Damascus (founded in 1919). The academy's efforts in the field of the Arabic language fall within four main categories:

1. Establishing scientific, cultural, and artistic terminology.
2. Facilitating the language's text, grammar, and writing.

(22)See: the same source: 57.

(23)See: Arab Academies and Language Issues: 413 and 220.

(24)See: The Scientific Academy in Fifty Years: 366-367, and Academy Visions: 59.

(25)Collective visions: 90.

(26)See: Collective Newspapers: 56.

(27)See: Journal of the Royal Arabic Language Academy: 1/6-7.

3. Attempting to meet the Arabic language's need for advanced and comprehensive dictionaries, based on established modern concepts.
4. Reviving the ancient heritage. ⁽²⁸⁾

In order to achieve the objectives of the academies, several committees were established, which reached eleven committees in its first session, among them the Committee of General Principles, which was entrusted with working on issuing decisions concerned with facilitating the rules of grammar and morphology in a manner that is compatible with the requirements of the era and deriving linguistic rules following the example of the scholars of Arabic in its early eras known as the eras of protest. These rules are considered a continuation of the path of *ijtihad* presented by the scholars of Arabic. ⁽²⁹⁾ This committee issued a set of grammatical and morphological decisions, the goal of which was to simplify Arabic language studies for learners. Facilitating these rules was a priority for both ancient and modern linguists. They recognized the difficulty of these rules for learners and, therefore, sought to mitigate their difficulty. This is what the Arabic Language Academy in Cairo did, issuing decisions to facilitate the Arabic language. Its grammar and morphology. Dr. Muhammad Hassan Abdul Aziz summarized the work of the academy by saying: ((The Arabic Language Academy in Cairo appears as a fruit of the modern Arab renaissance, and a response to the need of the Arab nation for its classical language to be adequate to the requirements of the age. Its wise decisions have continued since its establishment in 1934 to the present day regarding the standards and general conditions of the language, including grammatical issues, forms of nouns, adjectives, verbs, plurals, masculine and feminine forms, words, and styles, etc. It continues to produce its general dictionaries such as *Al-Wasit*, *Al-Wajiz*, and *Al-Kabir*, and its special dictionaries such as the *Dictionary of Civilization*, the *Dictionary of Philosophy*, and the *Dictionary of Geography*, etc.)). ⁽³⁰⁾

We can say that the justifications for accepting simplification by the ancients and moderns, including the Arabic Language Academy in Cairo, especially in the field of Morphological Facilitation, are: ⁽³¹⁾

- 1- The need to facilitate grammar for students and young people.
- 2- Urban and cultural development, including in the field of journalism and media.
- 3- The abundance of scientific terminology.

Foundations of morphological facilitation in the academy's decisions:

The Academy of the Arabic Language in Cairo has adopted principles and controls in its facilitating choices that serve the interests of the present generation. It preserves ancient linguistic roots on the one hand, while facilitating the use of foreign terms, especially those with specialized scientific meanings, on the other.

Among the most important foundations upon which the decisions of the Academy of the Arabic Language in Cairo are based are: ⁽³²⁾1- Relying on analogy.

- 2- Relying on a little of what has been heard.
- 3- Choosing the easiest opinion on a matter.
- 4- Taking into account the needs of writers and speakers.

⁽²⁸⁾ Arab academies and language issues: 8.

⁽²⁹⁾ Measurement in Arabic: 14.

⁽³⁰⁾ Measurement in Arabic: 14.

⁽³¹⁾ See: Morphological Facilitation: The Problem of the Term, Its Justifications and Patterns, Dr. Adel Nazir and Dr. Muhammad Hussein Ali Zain, *Journal of the Fourth Scientific Conference / College of Education, University of Wasit*, 2011, 64.

⁽³²⁾ See: the same research: 66-68.

The academy also seeks to harness the potential and flexibility of the Arabic language, enabling it to adapt to cultural progress and meet the needs of the era by absorbing scientific terminology and linguistic developments. We will examine some of the decisions issued by the academy regarding morphological issues. It is worth noting that there is a book that discusses the aspects of morphological facilitation, "A Study of the Decisions of the Arabic Language Academy in Cairo," by Dr. Muhammad Hussein Ali Za'in. ⁽³³⁾This work has monitored the decisions of the academy over eighty years, which are so numerous that they cannot all be counted. The researcher adopted a selective and optional approach to the decisions concerning the issue of facilitation, analyzing them and distributing them among the chapters of morphology, clarifying linguistic facilitation, its levels, and justifications. As for the practical side, he presented the decisions and discussed them in light of the Arabic morphological system and its measurement. He studied the sources and derivatives, verbs, and plurals and arrived at a group of results and recommendations, perhaps the most prominent of which are: ⁽³⁴⁾

1. The revival of the views and decisions of the Arabic Language Academy in Cairo was, in reality, merely an exploitation of a group of preponderant opinions held by a group of scholars from the Kufi School, as well as a minority of scholars from the Basra School. In other words, the academy has the merit of reviewing the heritage and identifying scholarly opinions that create a broad range for linguistic users, particularly at the morphological level.

2. The studies accompanying the Cairo Academy's decisions have spared modern researchers the need to resort to extrapolating from the books of ancient linguists regarding many controversial topics, as the decisions eliminate many of the differences.

3. The term "formal expansion" emerged in light of this study, as the academy revived forms that had been used little, and others were preferred based on rational and textual evidence.

4. The academy's decisions revealed a significant milestone and an important juncture in the history of Arabic. These decisions, which stemmed from the nation's linguistic heritage, accommodated many of the pressing needs imposed by the requirements of the civilizational stage it was passing through. They accommodated the vocabulary commonly spoken during the twentieth century, as well as the introduction of many foreign inventions and terms into the Arabic language. Most of these needs were morphological, as morphology is related to the structure and meaning of words.

5. The academy included many categories of listening to language within the category of analogy, because analogical construction can keep pace with the times, unlike listening to language, which is characterized by stagnation and rigidity.

(33)Aspects of Morphological Facilitation is originally a doctoral dissertation discussed in 2014 in the Department of Arabic Language at the College of Education, University of Karbala, by Professor Dr. Muhammad Hussein Ali Za'in. It was published as a book in 2014 by the Iraqi Scientific Academy Press. There is also a book called The Grammatical and Morphological Decisions of the Arabic Language Academy in Cairo: Collection, Study, and Analysis to the End of the Sixty-First Session (1415 AH - 1995 AD), by researcher Khalid bin Saud bin Faris Al-Asimi, Kingdom of Saudi Arabia. It was published by Dar Al-Tadmuriyya and Dar Ibn Hazm, 1st edition, 2003 AD. The original text of this book was a master's thesis in which he discussed the Academy's decisions on matters of grammar and morphology, and his study was a critical study. A master's thesis, "The Arabic Language Academy's Morphological Decisions Between Listening and Analogy," by Hiba Ali Al-Mousawi, was discussed at the University of Karbala in 2016. The academy's morphological decisions, which shifted from listening to analogy, were a source of controversy among linguists. The academy resolved these decisions by making them standard. A master's thesis, "The Impact of Morphological Rules on Guiding the Decisions of the Arabic Language Academy in Cairo," by Marwan Saad Mardan, was discussed at the University of Karbala in 2019. This study examined the academy's decisions from its first session in 1934 through its seventy-sixth session in 2015, and demonstrated the impact of morphological rules on shaping the decisions of the Arabic Language Academy in Cairo.

(34)See: Aspects of Morphological Facilitation, a Study of the Decisions of the Arabic Language Academy in Cairo: 281-283.

6. The criterion for determining whether listening to the language should be considered analogical is need, as there is no criterion for fewness or manyness .⁽³⁵⁾ Among the most prominent recommendations contained in the book are:

1. Reviewing Arabic language curricula – at all educational levels – and attempting to align them with the nature of the new academies' decisions. This will make these decisions effective and influential, and enable them to represent the facilitation and expansion of the curriculum.

2. The necessity of reviewing and unifying the set of decisions made by the language academies in the Arab world, as well as monitoring their implementation and revitalization in the words and writings of researchers, particularly linguists, so that these decisions can be adopted and reflected in their writings and lectures. This will allow these decisions to infiltrate the tongues and writings of young people, especially since many of the decisions have yet to receive clear procedural support from linguists. Despite these numerous linguistic concessions, we continue to confuse students with the phrase "say and do not say."

3. The Arabic Language Academy in Cairo must reconsider all the decisions it has issued since its inception to date, as we find a wide gap between the decisions and a lack of coherence between many of them.⁽³⁶⁾

It is worth mentioning that Dr. Muhammad Hussein Ali Za'in took the Cairo Academy as a model for his study, because the Cairo Academy is unique among linguistic academies and scientific institutions concerned with the Arabic language in that it is an international academy, and is distinguished by holding its annual conferences regularly, and most of its efforts are in the issues of linguistic facilitation, especially morphological facilitation, because the modern era is the era of scientific renaissance, and this requires the creation of vocabulary and terms that are compatible with the nature of the era, as the word receives a greater share of attention than the structure, and this is what he explained in the reason for choosing the Cairo Academy over other academies in his book (Manifestations of Morphological Facilitation), a study of the decisions of the Arabic Language Academy in Cairo.⁽³⁷⁾

It is worth noting that Dr. Ahmed Safaa Abdel Aziz Al-Ani preceded Dr. Muhammad Hussein Ali Za'in in authoring a book entitled (Morphological Disagreement and Its Impact on Morphological Facilitation). Dr. Ahmed Safaa, a professor at Anbar University, referred to several important issues in morphology and its facilitation in his book, aiming to understand the relationship between facilitation and disagreement, as well as asationconnection The book is divided into three chapters: The first chapter is entitled (The Concepts of Morphological Disagreement and Morphological Facilitation), the second chapter is on (Levels of Morphological Disagreement and Their Impact on Facilitation, and the third chapter is entitled (The Facilitation Approach in Light of Morphological Disagreement. It is worth noting that the researcher, at the end of the third chapter, in the third section, focused on discussing the Arabic language curriculum in Cairo.⁽³⁸⁾

He reached a number of important results, which are: Any attempt to facilitate exchange must achieve two aspects, which are:⁽³⁹⁾

(35) See: the same source: 281.

(36) See: Aspects of Morphological Facilitation, 292-293.

(37) See: Introduction to the book: 5.

(38) See: The Morphological Disagreement: 6-8.

(39) See: the same source: 311.

- Preserving the language being studied.
- Developing facilitating mechanisms that are compatible with the specificities of the Arabic language.
- The field of morphological facilitation has not occupied its proper place in linguistic studies, both ancient and modern.

4-Morphological facilitation requires concerted collective efforts under a single goal, a single framework, and a single philosophical background to ensure that morphological studies are consistent in all their aspects.

5-The scarcity of studies that address morphological disagreement is due to the difficulty of this approach.

6-Many of the ancient attempts at facilitation were formal, while modern attempts were characterized by a complete imitation of the ancients, as well as an attempt to apply linguistic theories and ideas, along with their implications, to morphological studies based on the analysis of linguistic sound. This attempt was partial and incomplete.

7-The most significant aspect revealed in the issues of morphological disagreement is the emphasis on innovation and creativity among the ancients in their linguistic approach to Arabic words, as seen in the works of al-Jurjani and Ibn Madha' al-Qurtubi. 7- The abundance of books has not facilitated the study of morphology.

8-Attempting to facilitate the study of morphology is not an easy task due to the richness of the Arabic language and its constant renewal. ⁽⁴⁰⁾

His most important recommendations: ⁽⁴¹⁾

1-Establish a specialized body to consider facilitating morphological studies in its own right.

2-Disseminate facilitative ideas and attempt to implement them in all scientific and educational fields.

3-Assign a specialized committee or a specialized researcher to compile a curriculum on Arabic morphology based on the decisions of the Academy of the Arabic Language in Cairo, and attempt to pilot it in primary and secondary studies.

4-Report a course on facilitating Arabic at the advanced and postgraduate levels.

5-Encourage researchers to study morphological facilitation.

6-Disseminate linguistic culture at all levels of education (schools and universities), taking into account safety, facilitation, and expansion.

As mentioned, Dr. Ahmed Safaa Al-Ani, in his book, outlined the curriculum of the Academy of the Arabic Language in Cairo. ⁽⁴²⁾He introduced the Arabic Language Academy and mentioned the reasons for its establishment, its objectives, its work and results, and the foundations on which the academy relies in making linguistic decisions. He pointed out an important point, namely the impact of the Arabic Language Academy in facilitating morphology, particularly in light of the morphological dispute. He concluded his discussion with general critical notes on the academy's scientific approach. Dr. Ahmed explained that when speaking about the impact of the Cairo Academy, it is an attempt to facilitate the rules of grammar, morphology, and writing. Therefore, the academy employed several means and approaches to achieve this goal. ⁽⁴³⁾He pointed to the axes

(40)See: The Morphological Disagreement: 311-312.

(41)See: the same source: 312-313.

(42)See: itself: the third section: 279 and after.

(43)See: The Morphological Disagreement: 287.

adopted by the academy to achieve this goal:

1. Relying on listening to the rules and establishing them.
2. Adopting analogy as a means of excluding grammatical rules and finding broader commonalities between linguistic phenomena to limit and correct usage.
3. Adopting the easiest opinion among grammarians on a single issue.⁽⁴⁴⁾

These are the three axes that the academy attempted to establish in the field of facilitating exchange. We will mention some of them, as examples and not limited to: ‘⁽⁴⁵⁾The Academy adopted the analogy in the expulsion of grammatical rules (the regularity of the formation of fa’al for exaggeration from the intransitive and transitive triliteral verb), as the academy’s decision stated: ((Fa’al for exaggeration is formed from the source of the intransitive and transitive triliteral verb).⁽⁴⁶⁾

Scholars differed on this issue in two opinions:⁽⁴⁷⁾

The first statement: It is necessary to limit oneself to hearing in this matter, and Ibn Abi Al-Rabi’ chose this opinion when he said: ((And what appears to me is that nothing can be said about it except what the Arabs said).⁽⁴⁸⁾

He attributed it to most scholars, and in this, he says: “People differed regarding analogy. Most of them claim that only what the Arabs said is attributed to these examples. It is not said: ‘akkāl’ or ‘mīkāl’, but rather it is said: ‘akūl’, because it is heard from the Arabs.”⁽⁴⁹⁾

The second statement: It is formed from the transitive triliteral verb in a standard way.⁽⁵⁰⁾ ‘As for its formulation from the intransitive triliteral, linguists were between hesitation and analogy.⁽⁵¹⁾

As for the Academy, it permitted the formation of (Fa’al) to indicate exaggeration from the intransitive and transitive triliteral verbs, as mentioned previously in the decision, relying on two matters, which are:⁽⁵²⁾

First: Most morphologists tend toward analogy in transitive verbs.

Second: The frequent occurrence of exaggerated forms derived from active participles. Indeed, the form fa’al with a fathah is a consistent principle. The academy, on this issue, departs from the disagreement of morphologists by extending analogy and permitting it, as in triliteral verbs, without restriction or condition. This is an important aspect of facilitating the morphological construction of words.

In his book (Mazannat al-Hadith), the doctor concluded his critique of the academy’s methodology, most notably:

- The academy’s reliance on standardized controls, such as analogy, in matters of morphological facilitation, but the academy did not specify this standard, its quantity, or its limits.
- The academy’s normative tendency has prevailed at the expense of the descriptive approach, especially in facilitative decisions.

(44)See: the same source: 288.

(45)For more information: see the same source: 289-309.

(46)Language academies and language issues: 107.

(47)See: Grammatical and Morphological Decisions of the Arabic Language Academy: 456.

(48)Al-Basit in explaining Al-Zajjaj’s sentences: 2/1054.

(49)The same source.

(50)See: Yassin’s commentary on the statement: 2/67.

(51)See: Grammatical and Morphological Decisions: 458.

(52)See: Minutes of the Third Session: 3.

- The academy lacks a general linguistic constitution upon which its members can rely when presenting ideas and opinions in accordance with the academy's objectives.
- Its facilitative ideas remain confined to the minutes of its meetings or its few publications. ⁽⁵³⁾

We conclude that the Arabic Language Academy in Cairo is one of the most active Arabic language academies and has devoted considerable attention to addressing issues of grammar, writing, and morphology. There are serious attempts by some researchers to highlight the efforts of those working in academies, especially the Cairo Academy, because the Arabic language needs care, study, and follow-up. This urgent necessity has led to the establishment of linguistic academies as the faithful guardians of the language, preserving it, standardizing its terminology, and addressing its linguistic and scientific issues to keep pace with the spirit of the age and meet its developments and inventions in various sciences and different aspects of life. Professor Shaker Al-Fahham says: ((The noble, sacred Arabic language, which two hundred million Arabs speak from the ocean to the Gulf, is a language of understanding and communication for them, and a language of culture, science, and civilization. It is worthy of being served and glorified, and all efforts and capabilities should be expended in order to preserve it as a solid, eternal sign of unity for this nation.) ⁽⁵⁴⁾

Some of the academy's decisions on morphological issues:

First: Generating morphological forms:

Among the issues discussed by the academy was the generation of morphological forms. The emergence of the Industrial Revolution had a significant impact on language. New concepts emerged that swept across languages, leading to the introduction of inventions and machines previously unknown in Arab countries. People gave them various names, taking into account the work area and the benefits derived from them. They did not consider the known weights of machine names in their naming, but instead adopted the form (fa'ala) and derived their names from the weight of the machine, such as thallaja (refrigerator), ghassala (washing machine), and others. When it became established and widespread among people, specialists monitored it, prompting Professor Ahmed Hassan Al-Zayat (academy member) to submit a study to the academy, which stated: "Modernists formulate machine names from transitive trilateral verbs using the weight (fa'ala) and rarely deviate from it to one of the standard trilateral weights. They say (ghassala) for an electric machine that washes clothes, and the like. (Assara) is the machine that squeezes fruit, (Kassara) is the machine that breaks vegetables such as walnuts and the like, (Shattala) is the machine that plants rice, (Kharrama) is the machine that pierces paper, (Farrazah) is the machine that separates butter from milk, (Rashshasha) is the machine that sprays water on plants or medicine on trees, (Nattala) is the machine that pours water from the stream to the field, (Farrama) is the machine that grinds meat, (Farrat) is the machine that grinds corn, and (Samma'a) is the machine that helps hearing on the telephone. I suggest that this formula be added to the old formulas to make it easier for people and to bring the colloquial language closer to the classical language. ⁽⁵⁵⁾

After this proposal, Professor Ibrahim Mustafa (a member of the academy) submitted a memorandum entitled (The Name of the Instrument), in which he requested that the form (Fa'ala) be counted among the instrumental weights. ⁽⁵⁶⁾After studying these two memoranda, the academy issued its decision on the validity of using the formula (effective)

(53)See: The Morphological Disagreement: 309-310.

(54)From the speech of Professor Dr. Shaker Al-Fahham, President of the Arabic Language Academy, at the opening of the symposium (The Arabic Language: Landmarks of Civilization and Future Prospects) 10/26-29/1997.

(55)The effective form of the tool noun, the Academy's magazine: 10/280. This proposal was presented in the twentieth session of the twentieth term.

(56)See: Instrument Name, Majma' Magazine: 10/61-64.

for the instrument name, and added a new weight to the known weights of the instrument name. The text of the decision is: ⁽⁵⁷⁾The form fa'al in Arabic is one of the exaggerated forms. It is also used to mean relation, or the subject of an event, especially a letter. They say: carpenter, baker, and hermit. It is the Arabs' style to attribute a verb to what accompanies the subject, whether it is its time, place, or instrument. They say: a flowing river, a fasting day, a sleepless night, and a contented life... Therefore, the use of the form fa'al as a noun for an instrument is a correct Arabic usage. The decision to add a weight to the noun for an instrument is a significant milestone in the history of the Arabic Language Academy in Cairo. It was issued due to an urgent need imposed by the requirements of this stage, on the one hand, and added a new meaning to the form fa'āla, after it had previously denoted relation and exaggeration. ⁽⁵⁸⁾

What we conclude is that the academy has made a significant effort to address the structures on which words and meanings are based in a manner consistent with the Arabic language system. It has identified the problem of usage and then discovered an effective solution for it within the language, represented in generating morphological forms for new usage. Dr. Muhammad Hussein Ali Za'in called it "structural expansion" or "formal expansion" and considered it a facilitative morphological aspect that the academy contributed to creating. ⁽⁵⁹⁾

Second: Establishing morphological rules: ⁽⁶⁰⁾

The academy took upon itself the responsibility of monitoring linguistic usage among the public and observing linguistic phenomena in an attempt to devise rules that control those phenomena in a manner compatible with the eloquent linguistic system. Among the academy's decisions that fall within this aspect is its decision:)) : ⁽⁶¹⁾The feminine ending of "fa'lān" with the letter "ta" is "a language of Banu Asad" as in Al-Sahah, and "the language of Banu Asad" as in Al-Mukhassas. ⁽⁶²⁾The standard for this language is its inflection in the indefinite form, as in the explanation of Al-Mufassal. Anyone who speaks according to the standard of any Arabic language is correct, even if what he has presented is better than it, as in the statement of Ibn Jinni: The committee believes that it is permissible to say: thirsty, angry, and similar words. Therefore, the descriptive form of Fa'lān is inflected, and the plural of Fa'lān and its feminine form Fa'lāna are made correct. In light of this decision, we note a number of points:

1. The permissibility of feminizing Fa'lān as an adjective to Fa'lāna.
2. The permissibility of inflecting Fa'lān.
3. The permissibility of pluralizing Fa'lān and Fa'lāna as correct plurals. ⁽⁶³⁾

The Council based its decision on evidence including: ⁽⁶⁴⁾

- 1- This language was heard from the Arabs of the Banu Asad tribe, and therefore has a

⁽⁵⁷⁾The decision was issued in the twenty-sixth session of the Council's sessions in its twentieth session on May 10, 1954. See: The Arabic Language Academy in Thirty Years (Collection of Scientific Decisions): 35.

⁽⁵⁸⁾See: Aspects of Morphological Facilitation: A Study of the Decisions of the Arabic Language Academy in Cairo: 139.

⁽⁵⁹⁾See: Aspects of Morphological Facilitation: 142.

⁽⁶⁰⁾See: Morphological Ijtihad: A Look at the Decisions of the Arabic Language Academy in Cairo, Dr. Muhammad Hussein Ali Zain and Ammar Al-Khuza'i, Research, Journal of the Iraqi Scientific Academy, Vol. 4/642: 168.

⁽⁶¹⁾In the origins of language: 1/80, Collection of scientific decisions in fifty years: 133.

⁽⁶²⁾The Academy cited the book Al-Mukhtas, which is by Ibn Seeda (d. 458 AH), but Ibn Seeda was preceded in stating this language by Ibn Al-Sikkit (d. 244 AH) in his book Islah Al-Mantiq, as follows: ((And what was from the adjectives on Fa'laan, then he created it on Fa'laan, this is the most common, such as Ghadhban and Ghadhba, Ajlan and Ajla, Sakran and Sakra, Gharathan and Gharatha, Shab'an and Shab'a, Ghadyan and Ghadya, which means nourished, Sabhan and Subha, Mil'an and Mil'a, and the language of Banu Asad: Sakranah and Mil'anah and similar to them, and they said: a man Sayfan and a woman Sayfanah, which means a tall, dark-skinned, slender man, and a man with a dead heart and a woman with a dead heart)).

⁽⁶³⁾See: Morphological Ijtihad: A Look at the Decisions of the Arabic Language Academy in Cairo, Research: 169.

⁽⁶⁴⁾See: Morphological Ijtihad: A Look at the Decisions of the Arabic Language Academy in Cairo, Research: 172.

share and acceptance in Arabic eloquence.

2- The Academy based its previous ijthad on the ruling of Ibn Jinni (d. 392 AH) regarding the permissibility of establishing a language based on the analogy of the Arabic language. This was stated in his statement: "Anyone who speaks based on the analogy of an Arabic language is correct and not mistaken, even if what he presented is better than it." ⁽⁶⁵⁾

3-The Academy permitted the inflection of indefinite nouns in the forms fa'lān and fa'lānah, because analogy permits this, as Ibn Ya'ish stated.

Based on these previous authorizations, the academy permitted the plural of fa'lān as a sound masculine plural and the plural of fa'lānah as a sound feminine plural, due to the widespread usage of the language known among the Banu Asad tribe and modern speakers.

With this decision, the academy took a major step toward establishing rules that would raise the colloquial level and bring it closer to the classical level, relying on the mechanisms adopted by the predecessors in establishing classical (linguistic) rules. ⁽⁶⁶⁾

The academy permitted the plural of (fa' l) to (af`aal) without exception, and the decision came at the suggestion of Dr. Mustafa Jawad. ⁽⁶⁷⁾ Member of the Cairo Academy in Iraq and its text: (The Academy had previously decided that the plural of fa`l - the sound noun - should be af`ul, the plural of paucity, and fi`aal or fu`ul, the plural of abundance. Based on the text of Abu Hayyan's statement in the desirability of going to the plural of fa`l on af`aal absolutely, and based also on the many words that were mentioned as af`aal absolutely collected in this form, the committee sees the permissibility of pluralizing fa`l, a sound noun, such as ba`th, on af`aal, even if it has a sound fa or lam. This includes the fa with a hamza, the weak fa, and the doubled ones.). ⁽⁶⁸⁾

This decision was based on the statements of linguistic scholars such as Al-Farra and Ibn Ya'ish among the ancients. Mustafa Al-Nammas and Majid Khair Allah Al-Zamili among the moderns. ⁽⁶⁹⁾ The members of the Carmelite Council, Muhammad Farid, and Ibrahim Anis counted the words used in the speech of eloquent Arabs. They found that the trilateral noun in the form of fa`l is usually pluralized as af`al.

Third: Generating scientific terms:

The Arabic language is one of the universal and eternal languages because it is the language of the Holy Qur'an and is considered one of the Semitic human languages that has preserved its linguistic and grammatical history since ancient times. It is a language that develops and evolves, as it is stable in terms of its grammar, morphology, and system, and is distinguished by its superior ability to generate words from each other. ⁽⁷⁰⁾ This feature kept pace with the requirements of the age and its scientific and cognitive needs. The Arabic Language Academy in Cairo benefited from this inherent feature of the Arabic language through its efforts to generate new meanings and scientific terms imposed by the requirements of contemporary life. Examples of this are the verb (programme), as this verb became popular among people in the modern age, and its source (programming) became popular with it. Still, we do not find any trace of it in our dictionaries. Instead, we see only

(65)Features: 2/14.

(66)For more information, see: Morphological Ijthad, Research: 173.

(67)See: In the Origins of Language: 2/27.

(68)The resolution was issued at the eighth session of the thirty-sixth session of the conference. See: Collection of Scientific Resolutions in Fifty Years: 73.

(69)See: Al-Manqoos and Al-Mamdud by Al-Farra': 98, Sharh Al-Mufasssal: 5/28, Al-Diya' in the Derivation of Names: 243, and Nazrat fi Jumu' Al-Takseer: 22.

(70)See: Classical Arabic, the Language of the Holy Qur'an: 301.

a mention of the name, which is (programme). ‘⁽⁷¹⁾Therefore, the Arabic Language Academy in Cairo issued a decision permitting this use of the verb and its source, and its text is: ‘⁽⁷²⁾ Programming and its verb (programme)

(The committee believes that the use of the term programming to mean: preparing programs, and the verb barmaja to mean: preparing a program, is a correct and permissible usage – in accordance with the rules of Arabic).

Dr. Fathi Juma submitted the proposed resolution in a memorandum entitled (Programming and its verb barmaja. The term barmaja is mentioned in the Intermediate Dictionary as: ((The comprehensive accounting sheet, or the one in which the merchants' luggage and goods are drawn from one country to etc....)).⁽⁷³⁾

Contemporaries have taken from (the program) the word (programming) as a noun and a verb / and what was stated in the memorandum of Dr. Fathi Juma, in light of which the academy's decision was approved, which stipulates that the source (programming) and the verb (programming) are two eloquent Arabic words. The academy issued a decision permitting the use of the word (programming) in its source meaning. Its text is: ⁽⁷⁴⁾(The Academy believes that the word “programming” is commonly used in modern usage to mean putting subjects into a plan. The committee believes that it is permissible to use this word in its noun meaning, in which it is used voluntarily, based on the academy's decision that permits derivation from names of persons when necessary..⁽⁷⁵⁾

Professor Muhammad Shawqi Amin (member of the academy) presented a research paper entitled (Scheduling, Methodology and Programming.⁽⁷⁶⁾It includes the reasons for accepting this term. Professor Muhammad al-Adnani discussed the term "programming" in his book, "A Dictionary of Contemporary Linguistic Errors." He stated that anyone who uses the term "programming" is making a mistake, explaining that some dictionaries only mention the word "program," which is derived from the Persian word "programme." ‘⁽⁷⁷⁾ Then he mentions in another place in his book that there are those who make a mistake in calling the plan drawn up for a work such as a lesson or broadcast program a program, because the word is Persian and its origin is: barnameh, but the word (program) has been mentioned in many dictionaries including (Al-Qamus Al-Muhit) and (Al-Mu'jam Al-Waseet), and this Arabized word came to the Arabic language about nine centuries ago or before that.⁽⁷⁸⁾

The summary of the above is that the academy agreed that the word (programme) is an Arabic word, meaning that it entered the incubator of the Arabic language, and at the same time it is one of the proper nouns, so there is no harm in deriving from it according to the decision of the academy, taking into account the rules of the ancients in deriving from proper nouns. The academy derived a verb, which is (programme), from the noun (programme) and derived a verbal noun, which is (programming). Accordingly, the academy, to its credit, has created a new verb, which is (programme), and added a new verbal noun (programming), in addition to other derivatives from the same name. This means enriching the linguistic lexicon with new vocabulary that did not exist before. By

(71)Aspects of morphological facilitation: 223-224.

(72)This resolution was approved at the sixty-fifth session. See: Terms and Styles: 3/382.

(73)Al-Mu'jam Al-Wasit: 1/54, entry (program).

(74)The decision was issued at the ninth session of the forty-second session of the Conference and at the twenty-seventh session of the Council in the same session. See: Terms and Methods: 2/11.

(75)The Academy issued a set of decisions related to derivation from names of notables, namely (Derivation from names of notables), (What should be taken into account when deriving from names of notables), and (Derivation from names of notables without the condition of necessity). For more information, see: Collection of Scientific Decisions in Fifty Years: 17.

(76)Words and styles: 2/12-14.

(77)See: Dictionary of Contemporary Linguistic Errors: 56.

(78)See: the same source: 681..

doing this, it aims to preserve the integrity of the Arabic language and make it capable of fulfilling the requirements of the sciences and arts, as well as meeting the needs of the modern era. This is one of the basic goals for which it was established. It addresses the coming usage problems on the one hand. It predicts the requirements of the linguistic sciences and the needs of civilization and its developments, thus expanding usage horizons for the user and establishing the integrity of the Linguistic, including future developments following the classical Arabic vision, on the other hand. There are many of them, and we have taken the programme as an example, not limited to it.

Fourth: Generating meanings and words:

Among the issues that the community was interested in was controlling the developments of meaning and its technology, trying to expand in finding new words and new meanings imposed by the need for use, including the form (fu'ala) which indicates the remains of things and their waste and what remains of them, such as when we say: the clippings and the scraps, so the academy permitted analogy to this form by creating new words to indicate the same meaning, such as: the garbage to indicate the remains of something, and the word carpentry to indicate what is scattered from (carpentry) and others. ⁽⁷⁹⁾But the Academy stipulated two conditions when creating words:⁽⁸⁰⁾

1-The word should not have a second form that indicates the same meaning, because that would confuse the speaker, as he would not be able to know the forms used to indicate the meaning. It would make the language flabby due to the abundance of its vocabulary that can be dispensed with, and so on: The word (mukhatah) should not be used to indicate what remains of the nasal phlegm and has died, because this meaning has another form, which is (fu'aal), so they say: mukhat, and this form is useful, so there is no need to resort to another, which is (fu'ala). ⁽⁸¹⁾

This condition is not far from our ancient Arab scholars, as it was stated in Al-Munsif:⁽⁸²⁾

(If something is heard, there is no longer a desired purpose, and analogy is shifted to hearsay.)

2- There must be a real need to indicate that meaning, because one of the goals of language is to express meanings. If the meaning is described in another form and is used in a manner that is not problematic, then there is no need for speakers to invent other forms. ⁽⁸³⁾

There are many decisions regarding the creation of new terms and meanings, which opens up a wide range of linguistic uses for speakers to keep pace with the new meanings produced by civilization and scientific development. One such example is the word "sadam," which means "paying off a debt." This is a modern usage approved by the academy. ⁽⁸⁴⁾He relied on the metaphorical use of this structure, and that the opening in (sadam) came from the Arabs and this language, along with what we use today as the expression (sadam al-din), meaning the repayment of a debt.

The academy sought to revive dead words and create new words and meanings according to a well-studied cognitive system. In its work, the Cairo Academy seeks to establish a linguistic policy stemming from heritage, aiming to preserve the Arabic language from

(79)For more information, see: Morphological Facilitation: The Problem of the Term, Its Justifications and Patterns, a study by Dr. Adel Nazir and Dr. Muhammad Hussein Zain, Wasit University Journal, 2011, p. 69..

(80)See: In the Origins of Language: 3/38-49.

(81)See: Morphological Facilitation: The Problem of the Term, Its Justifications and Patterns, Research: 69.

(82)Al-Munsif: 1/279.

(83)See: Morphological Facilitation: The Problem of the Term, Its Justifications and Patterns, Research, Wasit University Journal: 70

(84)See: Words and Styles: 1/222.

current and future challenges.

The Cairo Academy is unique in that it is a global academy and possesses unique characteristics that distinguish it from other linguistic academies and academic institutions concerned with the Arabic language.

Conclusion:

After this research, we can summarize the most important findings:

1. The work of the Arab language academies, whether separate or combined, deserves praise and admiration in all scientific fields, including the development and facilitation of scientific and technical terminology, linguistic issues, and their implementation. The number of language academies in the Arab world has increased, reaching 15 today. This increase has hindered agreement on the development and unification of terminology, due to the multiplicity of efforts and purposes. The reasons are attributed to geographical and political factors in each Arab country, communication problems between the various parts of the Arab world, and the interest of each country in establishing its own educational, administrative, and political system. Accordingly, the decisions of the language academies in the Arab world must be reviewed, and their work must be unified to serve the Arabic language.

2. The Arab academies focused on linguistic aspects and neglected other factors, including greater attention to grammar, as exemplified by the Iraqi Academy of Sciences. It made great efforts in the issue of grammatical facilitation. It included some morphological issues with grammatical problems, unlike what the Academy of the Arabic Language in Cairo did, as it relied on its facilitative decisions to serve the interests of society, revive ancient heritage, and stand on scientific opinions that enhance the capacity of the linguistic user. The most important thing it provided in the morphological aspect is that it revived formulas that had been used little and made many of the categories of hearing within the categories of analogy, and expanded in creating new words and meanings imposed by the needs of the era, such as qalamah, and generating new terms such as: barmaj. The academy employed various means and approaches to regulate the language, particularly in matters of morphology. The academies' and researchers' serious attempts continue, as the language requires attention, care, and follow-up to be its faithful guardian.

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