

## Arabic for Effective Business Communication and Marketing Promotion: A Town and Gown Analysis in Nigeria Context

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### Abstract

*This study discusses the potential inclusion of teaching Arabic language for business communication and marketing in Nigeria, with reference to the trend of increasing economic relations with Arabic countries. Although Arabic is used internationally as one of the six official UN working languages, it is not widely practiced in Nigeria's business community or used in education.*

*A descriptive survey research methodology was employed, and a standardized instrument in the form of the Questionnaire on Arabic for Effective Business Communication and Marketing Promotion (QAEBCMP) was employed. The survey gathered views of 195 participants made up of 30 Arabic lecturers, 60 students, and 155 business owners from three universities in Ilorin, Nigeria. The respondents were selected by means of stratified sampling. The questionnaire was used to illicit information about lecturers' perceptions regarding the inclusion of Arabic for Business Communication as part of the the Core Curriculum and Minimum Academic Standards (CCMAS); Students' attitudes towards learning Arabic for business communication; and Perceptions of traders in using Arabic to international marketing and trade. Descriptive statistics were employed in analyzing data, giving an insight into the way Nigerian business environments view the appropriateness and probable contribution of Arabic language proficiency. The findings of the study revealed that that Arabic has commercial significant relevance beyond religious uses and that it should be taught within entrepreneurship education and university curriculum; that Arabic for Specific Purposes (ASP), specifically, learning Arabic for Business Communication (ABC) enhances employability, entrepreneurship, and international marketing.; and that Arabic has practical value of in strategic business transaction, particularly with Arab suppliers and customers. It reduces dependence on interpreters, generates confidence, and results in improved products. Consequently, the study recommended that Arabic Language lecturers should be professionally trained on real business materials such as contracts and adverts. Universities should also collaborate with trade associations to offer short-term courses in Arabic to traders and professionals. Government institutions ought to sponsor Arabic-economic empowerment initiatives, especially for trade with the Middle East and North Africa. There should be the creation of business-oriented Arabic study materials textbooks, audiovisuals, and case studies. Simple Arabic Education should also be promoted in the merchants to reduce the employment of interpreters and enhance confidence in business. Lastly, Nigerian trade ministries and missions in Arabic countries should ensure language training programs by making available the latest terminologies and information on culture. Implementation of these recommendations will align Arabic instruction with demand in the marketplace, enhancing language skills and business success.*

## 1. Introduction

Nowadays, effective communication is important across all domains including trade, politics, security, and education. Central to this communication is language which is an indispensable tool that facilitates the exchange of ideas, information, and values among individuals and societies. Out of all the world's prominent languages, Arabic holds a significant position due to its extensive use in religion, international relations, commerce, and diplomacy (Abdul-Hamid, 2020). With the wide geographical spread and deep-rooted cultural influence of Arabic, the language functions as a medium of news broadcast, politics, diplomacy and business. It is also adopted by many nations around the globe as Mother-Tongue (MT/L1); Second Language (L2); and Third Language (L3) (El-Hassan, 2022).

Furthermore, the relationship between the academy (the "gown") and the social business activities (the "town") becomes a significant catalyst to the effective pedagogy, acquisition, and deployment of Arabic language in commercial contexts. It is more than symbolic encounter; rather, it is an engaged collaboration of mutual exchange that bridges the knowledge gap created by theory-driven development of knowledge within academic communities and the commercial and linguistic demands of commerce, trade, and advertising. In this way, universities can have a crucial role to play in aligning the instruction of the Arabic language with the business requirements of Nigeria and economic interests and in equipping graduates to use their language proficiency successfully in competitive, business-driven real-world contexts (Yusuf, 2023). Essentially, the quality and applicability of Arabic language education, especially from a global marketing and business context, are largely influenced by this academia-industry collaboration. Through collaborative efforts, higher learning institutions can develop curricula that are sensitive to growing economic interactions between Nigeria and the Arab world, acquainting students with relevant terminologies, marketing communication strategies, and intercultural negotiation competences (ICESCO & Al Maktoum Foundation, 2023). Concurrently, businesses and industries can offer valuable on-the-job experience, internships, and field placements for students to apply the language skills in actual business settings. This type of collaboration ensures that the Arabic language is not being taught as a standalone, literary or religious-only subject matter, but as a market-based, functional instrument of communication sensitive to Nigeria's shifting economic landscape and requirements. In pursuing this, it positions Arabic as a strategic asset that can drive the expansion of trade, attract Arab investment, and further Nigeria's economic and cultural relationships in the Middle East and North Africa. By infusing this synergy into the policies and processes of institutions, Nigeria can produce a new generation of Arabic-speaking business professionals who can navigate global business cultures with success and bring substantial value to the nation's economic progress and world ambition. The significance of Arabic as a means to successful business communication in world is obvious. It strengthens economic

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*relations between Nigeria and Arab nations as it assist businesses to conduct complex global negotiations, create confidence with Arab partners, and enhance marketing in conformity to address culturally advanced and linguistically diverse environments. Also, the relationship between the two can allow professionals and learners to have the linguistic and cultural capabilities required for effective business communication (Arab Academy, 2025). Through the process, the research aims to establish how Arabic language proficiency can bring about more effective town–gown relations, stimulate Nigeria's economic and cultural exchange with the Middle East, and thus position Nigeria more competitively in the global marketplace.*

***1-1: Statement of the Problem***

*Despite the rising volume of business exchanges between Nigeria and the Arabic-speaking countries, formal education in Arabic is severely lacking among majority of Nigerian businesspeople. Musa and Adegbite (2020) observed that the majority of traders depend on memorized words or third-party agents to bargain, which most of the time results in miscommunication, diminished bargaining power, and fewer prospects for broader involvement in trade. The utilization of agents not only violates confidentiality but also contributes to transaction costs. Although Arabic is a language of the United Nations and one of significant economic import, especially in Nigerian commerce with the Middle Eastern and North African (MENA) countries, it remains underdeveloped in the business communication sector in Nigeria. Nigerian entrepreneurs continue to be faced with language problems which deter direct commercial engagement, and Arabic studies at the university level in Nigeria continue to be fiercely religious and classical in orientation, with sparse practical or commercial content.*

*This lack of convergence between the study of Arabic languages and global business needs limits the business effectiveness of traders as well as employability of graduates in Arabic. Therefore, the objective of this study is to establish the suitability of Arabic for business communication and marketing promotion through an examination of attitudes of lecturers, students, and traders towards its application in practice among the business community.*

***1-2: Purpose of the Study***

*This study intends to investigate the relevance of learning Arabic for business communication and marketing promotion. Specifically, it Intends to:*

- 1. Explore the relevance of learning Arabic for specific purposes (ASP) such as “Arabic for Business Communication” in curriculum development and entrepreneurship education.*
- 2. Assess university students’ perception to learning Arabic for business communication*



3. *Examine views of business men on the relevance of learning Arabic for business communication*

### **1-3: Research Questions**

1. *What are the lecturers' opinion the relevance of learning Arabic for specific purposes (Asp) such as "Arabic for Business Communication" in curriculum development and entrepreneurship education?*
2. *What are university students' perceptions to learning Arabic for business communication?*
3. *What are views of traders on the relevance of learning Arabic for business communication?*

### **2: Literature Review:**

#### **2-1: Language as the Primary Basis of Communication :**

Existing literature affirm language as the bedrock of communication. For example, Chomsky (1965) viewed language as a generative system that was capable of expressing unlimited ideas from limited rules, which highlighted its adaptability in any setting including business. Abdul-Hamid (2024) further described language as a social tool and a carrier of cultural identity and thus extremely important in cross-cultural business communication; he traced the etymological source of language from a French word "langue" which was derived from a Latin word "lingua" meaning medium of expression. It is regarded as human speech-form endowed by God or acquired through imitation for social interaction. Consequently, language is seen as a group of symbols, sounds and words structured to convey meanings (Abdul-Hamid, 2024). In the study of Smith & Johnson (2021), language is regarded as a vehicle of communication. In application, Business Communication is adopted to mean the use of the principles and practices of communication in economic field. It signifies the exchange of information between the seller and the buyer. Communication is very essential for companies to reach their customers for business transactions. To have an effective business communication there should be flow communication marketing which is conceptualised in business as an interactive dialogue between the sellers and the customers. It usually takes place in pre-selling, post-selling, consuming and post consuming stages. In the process of international business, the importance of business communication and language cannot be overemphasised. Many studies have laid emphasis on English as lingua franca of business communication in the world. For Example, Racquel (2013) recognized English as the major language of business communication. Furthermore, Bipin (2022.) conceived that English is the most significant language of international trade. In corroboration to this, the British Council (2013) listed ten languages needed for the future of United Kingdom. These languages, apart from English include Arabic, French, German, Japanese, Italian, Mandarin, Portuguese, Russian, Spanish and

Turkish. The analysis of the study concluded that United Kingdom Government should employ a strategic approach in planning effective development of language capacity that would cater for the country needs.

## **2-2: Arabic Education: Arabic for Special Purpose**

Furthermore, the teaching and learning of Arabic Language for business purposes is an integral part Arabic-Education for Special Purpose (ASP) in general language education. It is not just a trend but a critical necessity in the current rapidly evolving the global economy with the emergence of the Arab world as a key player in international commerce, trade, finance, and geopolitics which increases the essential need of effectively proficiency in Arabic. This will not only facilitate smoother communication but also helps professionals navigate the cultural and social dynamics that are integral to successful business interactions in Arab-speaking countries. Teaching of Arabic language is essential to bridge the gap between classroom learning and market demands. Omar (2021) suggests a paradigm shift in pedagogy of Arabic from purely religious domains to applied domains like business, sports, media, and international relations. The subject of Arabic for Specific Purposes (ASP) and more specifically Arabic for Business communication is gaining scholarly attention. It emphasises the practical usage of Arabic in business, entrepreneurship, and global communication. In corroboration to this, Bello (2023) highlights how Saudi material traders in Nigeria tend to operate with informal or surface knowledge of Arabic that restricts their ability to substantially engage with Arab world suppliers and partners. The outcome is the missed opportunity for a greater level of business collaboration and expansion.

In contrast to the Core Curriculum and Minimum Academic Standards (CCMAS) designed by National University Commission (NUC, 2022), a Bachelor's degree in Arabic is programmed to train students in Arabic Language and Literature with fundamental skills to meet the needs of labour market and national assignments; and to be up to the task in finding possible solutions to the 21<sup>st</sup> century challenges. To achieve this target, the NUC through the CCMAS provides the universities with 70% of the courses covering the general Arabic Language skills and literature for Arabic Arts students, and with pedagogy Teacher Education students. It also mandates the universities to develop 30% courses to compensate technology challenges and Arabic for Special Purposes such as digital appreciation, international relations, diplomatic and diplomacy as well as contextual uses like business interaction, health, engineering, politics, mass media, sports etc.

On training Arabic students for business communication, the universities in Nigeria, such as Emmanuel Alayande University of Education, Oyo, Oyo State has innovated a curriculum coded ARA 106 with the title: Introduction to Arabic



*Communication for Business. This course is aimed to acquaint the learners with the basic importance of business/commerce among Arabs and the general skills of business transactions in Arabic Language. Consequently, the outcome of this course will facilitate education and entrepreneurship functioning of Arabic Education. It will also build successful international partnership in business activities and international relation.*

### **2-3: Arabic as an Alternative Medium of Business Communication and Marketing promotion in the World**

*The growth of Arabic to become a world language follows religious, social and intellectual views.*

*From the religion point, the emergence of Islam and its spread served as career vehicle for Arabic Language from Arabian Peninsula to the most parts of the world. The activities of calling to new faith adopted Arabic and made it first medium of preaching and lingua franca of every faithful Muslims. This is necessary because the Prophet of Islam was an Arab and the Holy Qur'an which is the major source of Islam was in Arabic. Also, Worship services could not be carried out perfectly except with Arabic. Consequently, it becomes compulsory for every Muslim in the whole world to learn and speak the language Abdul-Hamid, 2021). From the social point, Arabic function is more than religious purpose; it had been an intercontinental language of commerce used by Arab merchants for the past decades; the activities commerce and trade could be regarded as another trend in which the development of Arabic Language in the world could be explored. In fact, these contributed significantly to the development of grammar and vocabulary of many languages in the Era of Exploration (Bloomfield, 1913). Presently, the global economic and political importance of Arab World has propelled the universe to be fully aware of the importance of Arabic. This could be supported by Susan (2009) who wrote on Language Flagship programme in United State of America. He state that the aim of the programme seeks to graduate students who will take their place among the next generation of global professionals, commanding a superior level of proficiency in one of many languages crucial to the U.S. competitiveness and security. He also mentioned Arabic as a very crucial language to American business. Furthermore, The British Council of United Kingdom (2017) came out with a report identifying the most important languages to the future British economy, employability and trade. In this report, ten languages were highlighted and Arabic was positioned in second. Also in Nigeria, Galadanchi in Abdul-Hamid (2021) confirmed that Arabic penetrated in to Nigeria as a commercial language used for business communication between the traders from North Africa and the people in the West Africa. Also from the intellectual point of view, it is on the record that Arabic was the medium of translation of culture and knowledge of Greek such as Mathematics, Science and Philosophy in the era of middle ages in Asia continent. Arabic is among the United Nations' six official*

languages and is used by over 400 million people across 25 countries. The expanding position of the language is related to Arab nations' economic standing, especially in petroleum, tourism, and international commerce, as well as its religious and cultural influence (Al-Hassan, 2020; UNESCO, 2021). With the diversification of global markets, there has been a demand for Arabic skills, especially in markets focusing on Middle East and North Africa (MENA) markets (Ahmed & Suleiman, 2022). In these places, Arabic facilitates the establishment of trust, precise negotiation, and brand reputation building—essential components in culturally oriented sectors such as Islamic finance, halal products, and pilgrimage services (Khan, 2019). These aspects render Arabic not just a language of religious devotion but also of economic pragmatism.

Another thing that accords honours to the language is its being the language of the most honorable town (Makkah of Saudi Arabia) which is the origin of Islam; the fastest growing religion in the world. Based on language function in religion practice, hardly there would be a practicing Muslim family in any part of the world that would not embrace Arabic as first language or second language. This factor is repositioning Arabic to be an alternative medium of expression throughout the world. In this respect, Arabic was adopted by the Africa Union (AU), the United Nations Organisation (UNO), the Organisation of Petroleum Exporting Countries (OPEC), and the Food and Agricultural Organisation (FAO) to achieve their business goals. Besides, the Language has been a medium of broadcasting on many international media stations such as the BBC, the CNN, the Voice of Nigeria, Al-Jazirah and others (Abdul-Hamid, 2020).

In the aspect of Arabic culture and structure, the people's living styles, norms and beliefs always manifest in their instances of communication. This expresses the cordial relationship between language and culture. The message must be appropriate with cultural context of the receiver to facilitate an effective communication flow between him the sender, and to avoid communication barriers. Therefore, it could be affirmed that it is through the knowledge of culture that the content of a message is understandable (Durst-Andersen, P. (2023). Arabic Language and culture have played a vital role in human civilization and commercial activity. It is in the record that Arabic played a significant role in the translation and preservation of the lost Greek Knowledge during the Medieval period. Also, the life in the Peninsula ever since the Pre-Islamic era to the present modern time echoes good common experiences of cultural heritage of craft works, commerce, education, internal and external relations, literary arts, politics, social interaction and religion. More significantly, market business is a very important cultural heritage. It emphasises not only trading but also habit of linguistic competence and displaying of literary works. Ukaz market was the most popular commercial center where cultural display and trading flourished (Ahmad, 2010). For effective business communication in the Middle East, a company manager must understand some life styles of Arabs. The milestone of their culture for business activities is Islamic faith which is characterized by many honorable habits such as greetings, introductory familiarisation, love for other people, trustworthiness, justice and special respect for



women and old age people as well as close personal contacts. Greeting seems to be the first stage of spoken and written business communication and this is supposed to be in Arabic Language, especially in the Middle East. The all the time and the most preferable greeting is السلام عليكم (As-Salāmu alaykum) meaning 'peace be upon you' or رحمة الله و بركاته (As-salāmu alaykum wa rahmatullahi wa barakātuh) 'Peace, God's mercy and blessings be upon you' which is responded to as "وعليكم السلام" or "و" 'Peace be upon you too' or 'Peace, God mercy and blessings be upon you too'. Other every time greetings include: أهلا (Ahlan) which means 'Hello'; مرحبا (Marḥaban) or أهلا و سهلا و مرحبا meaning 'Welcome'; There are other specific greetings for every time of the day. For example, the greeting in the morning is صباح الخير (Ṣabāḥul-khayr) meaning 'Good morning' with response صباح النور (Ṣabāḥun-Nur); in the afternoon: نهار الخير (Nahārul-khayr) which means 'Good afternoon' with response نهار الخير (Nahārul-khayr); in evening: مساء الخير (Masā'u-khayr) which also means 'Good evening' with response مساء الخير (Masā'u-khayr). The relevant greeting in the night is ليلة سعيدة (Laylatan sa'īdah) meaning 'Good night'. Moreover, to say goodbye and respond to it is مع السلامة و إلى اللقاء (Ma's-Sal'āmah wa ilal-liqā') 'Goodbye!.... until we see again!!). Politeness is very important in Arabic culture. Therefore, one should use moderate voice for greeting and touching people of different gender usually prohibited; in Arab world, women are discriminated from socio-economic activities. Some of them who involve in business do not mingle with men. However, hand-shake and touching noses or kissing with well known people of the same gender as well as kissing elderly people and scholars on the forehead are symbols of Arabic culture.

In addition, the adequate knowledge of Arabic structure is very crucial for business communication and this could be better acquired through classroom instruction and staying in an Arabic country for acculturation. The major skills of Arabic Language are الهجاء (Pronunciation) النحو (Syntax), الصرف (Morphology) and البلاغة (Rhetorics). 'Al-hijā' which is known as Pronunciation generally conceptualized as Phonetics and Phonology, it the skill of sound production (Segun, et al., 2015). This is the starting point of Language Education. There are 28 basic letters of Arabic: ج, ث, ت, ب, ا, ح, خ, د, ذ, ر, ز, س, ش, ص, ض, ط, ظ, ع, غ, ف, ق, ك, ل, م, ن, هـ, و, ي, and ى. and ى are also mentioned to serve additional functions of ا and ل (Hanafiy et. Al, 2009; Cowan, ). النحو (An-Nahw) means Syntax it is the code knowledge of end cases of words and sentential structure of Arabic communication. Also, الصرف (Aṣ-Ṣarf) is literally referred to as Morphology. It is the knowledge of word formation patterns. While البلاغة (Al-Balāghah) has to do with the proper use of language in Arabic. The Arabic letters sound as consonants except the first which sounds as vowel. Word patterns and sentential structures are formed from these letters for appropriate communication. Some Arabic words and phrases used for business communication are shown in table 1:

**Table N° 1**

***Some Arabic words and Phrases Used for Business Communication***

<b>Arabic Words</b>	<b>Transliteration</b>	<b>Translation</b>
المراسلات التجارية	Al-Murāsālātut-Tijāriyyah	Business Correspondence
عرض العمل التجاري	°Aradul-°Amalit-Tijārī	Business Proposal
السيرة ذاتية	As-Sīratu Dhatiyyah	Curriculum Vitae
تقرير الأعمال التجارية	Taqrīrul- 'A°mālit-Tijāriyyah	Business Report
الاجتماع	Al- 'ijtimā°	Meeting
الإعلان	Al- 'i°lān	Advertisement
الرسالة	Ar-Risālah	Letter
رسالة التعيين	Risālatut-Ta°yīn	Letter of Appointment
رسالة الاستفسار	Risālatul- 'stifsār	Letter of enquiry
رسالة مظاهرة الاحتجاج	Risālatu muzāharatil- 'ihtijāj	Letter of Protest
رسالة الاستقالة	Risālatul- 'stiqālah	Letter of Resignation
الإمداد	Al-Imdād	Supply
العقد	Al-°aqd	Contract
المشروع	Al-Mashrū°	Project
التوظيف	At-Tawzīf	Employment
صاحب العمل	Şāhibul-°amal	Employer
الموظف	Al-Muwazzaf	Employee
الراتب	Ar-Rātib	Salary
الأجرة	Al- 'Ujrah	Wage
الاستثمار	Al- 'istimthār	Investment
رأس أموال التجارة	Ra 'su-amwālit-Tijārah	Business Capital
الربح	Al-Ribh	Gain/Profit
الخسارة	Al-Khasārah	Loss
رئيس الإدارة	Raīsul- 'idārah	Chairman
المدير	Al-Mudīr	Manager
الإدارة	Al- 'idārah	Management
المكتب	Al-Maktab	Office

In Table 1, an example of common Arabic words and expressions found in business communication, as well as their transliteration and English translation was presented. The table indicates the extensive range and richness of the business vocabulary in Arabic, highlighting its application in a number of different professional and corporate contexts. The terms cover a range of business concepts, including correspondence (e.g., المراسلات التجارية — Al-Murāsālātut-Tijāriyyah, "Business Correspondence"), official reports (e.g., السيرة ذاتية — As-Sīratu Dhātiyyah, "Curriculum Vitae"; تقرير الأعمال التجارية — Taqrīrul-Acmālit-Tijāriyyah, "Business Report"), and formal transactions (e.g., رسالة التعيين — Risālatut-Tacyīn, "Letter of Appointment"; رسالة الاستفسار — Risālatul-'stifsār, "Letter of Enquiry"). Other terms comprised are those which are used for business posts and establishments, i.e., الموظف (Al-Muwazzaf,

"Employee"), صاحب العمل (Ṣāhibul-Camal, "Employer"), and رئيس الإدارة (Raīsul-'Idārah, "Chairman"), and common economic terms such as رأس أموال التجارة (Ra'su-Amwālīt-Tijārāh, "Business Capital"), الربح (Al-Ribḥ, "Profit"), and الخسارة (Al-Khasārah, "Loss"). Each entry demonstrates the precision and specificity with which Arabic expresses key concepts and ideas in commerce, and it is an indispensable tool for effective business communication. This table is therefore an easy ready-reference for learners, trainers, and professionals attempting to integrate Arabic terms into routine business communication.

### 3- Methodology:

This study was a descriptive survey design involving the use of a structured questionnaire for collecting data from the respondents to describe their opinions, perception, and views about the relevance of learning Arabic for business communication and marketing promotion. The target population for the study comprised all lecturers and students of Arabic in University of Ilorin; Kwara State University and Al-Hikmah University as well as the traders in Ilorin Ojaoba market who visit Arabian countries for business transaction. Stratified sampling technique was used to select 10 lecturers and 20 students from each university. Furthermore, 155 traders were sampled at the market making a total of 195 respondents. The structured questionnaire involved 30 items. The first 10 items were used to draw information about the lecturers' opinions on the importance of learning Arabic for specific purposes (ASP) such as "Arabic for Business Communication" in curriculum development and entrepreneurship education; the second 10 items were used to assess the university students' attitude to learning Arabic for business communication; and third 10 items were used to examine views of business men on the relevance of learning Arabic for business communication. Instruments were subjected to expert validation by specialists in Arabic education, business communication, and research methodology. The experts' suggestions were used to improve on the instrument. Also, a pilot test of the questionnaire was conducted with a small subset of respondents outside the final population to assess reliability, clarity, and content reliability. The responses were subjected to statistical analysis using Cronbach's Alpha, resulting to a reliability coefficient of 0.78, which indicates a high level of internal consistency. The questionnaire was personally administered by the researcher. Data was analyzed using descriptive statistics of frequencies, percentage indices.

### 4-Results

This section presents the findings of the study based on the research questions and the three categories of respondents: Lecturers, Students, and Traders. The data was analysed using frequency and percentage distribution to show the opinions, attitudes,



and perceptions on the relevance of learning Arabic for business communication and marketing.

**Research Question 1:** What the relevance of learning Arabic for specific purposes (ASP) such as “Arabic for Business Communication” in curriculum development and entrepreneurship education?

**Table N° 2**

**Responses of Lecturers on the Relevance of Arabic for Business Communication (N = 30)**

S/N	Questionnaire Item	Agree	Disagree	% Agree
1	Arabic for Business Communication (ABC) should be integrated into university curricula as a core course.	25	5	83.3%
2	Arabic has commercial value beyond religious functions.	22	8	73.3%
3	Business Arabic should be taught at tertiary level.	28	2	93.3%
4	Arabic enhances business networking with Arab countries.	29	1	96.7%
5	Arabic facilitates trade and tourism development.	27	3	90.0%
6	There is insufficient Arabic content related to business in current textbooks.	11	89	36.7%
7	Lecturers are willing to teach Arabic for Business.	25	5	83.3%
8	Arabic should be integrated into entrepreneurship studies.	24	6	80.0%
9	Curriculum revision is needed to reflect economic relevance of Arabic.	30	0	100.0%
10	Learning Arabic can improve students' employability.	30	0	100.0%

**Source :** Field work, 2025

Table 2 shows that majority of the respondents agreed on the relevance of Arabic for Business Communication (ABC) as 25(83.3%) of the respondents supported item 1 of the need for integration of Arabic for Business Communication in Nigeria university curriculum (ABC) as a core course of study. 22 (73.3%) of the lecturers agreed with item 2 which affirms that Arabic has commercial value beyond its religious function, supporting broader applications in trade, tourism, and international collaboration. 23 (93.3%) agreed with item 3 which states that offering Business Arabic at university level, suggesting that Arabic language departments are ready to expand their pedagogical focus to meet intercontinental business needs. Furthermore, 29 (96.7%) agreed on the statement of item 4 that Arabic enhances for engaging with MENA countries in business transaction. Also, 27 (90%) opined on item 5 that Arabic facilitates trade and tourism development. However, only 11 (36.7%) of the respondents believed in item 5 that current textbooks sufficiently cover business-oriented Arabic, indicating a serious problem of lack of relevant text books. Moreover, 25 83.3% of the respondents expressed willingness of item 7 to teach Arabic for Business Communication (ABC),



which is a good indicator of institutional capacity, though training and resource support will be essential. 24 (80.0%) of them supported item 8 for Arabic's role in entrepreneurship studies, showing an institutional alignment toward vocationally meaningful language instruction. All the respondents, 30 (100%) believed in item 9 which states that curriculum review is needed to align with national development goals and international competitiveness. They, 30 (100%) also believed in the statement of item 10 that Learning Arabic can improve students' employability.

**Research Question 2:** What are university students' perceptions to learning Arabic for business communication?

**Table N° 3**

*Responses of Students on Learning Arabic for Business Communication (N = 60)*

S/N	Questionnaire Item	Agree	Disagree	% Agree
1	<i>I am interested in learning Arabic for business purposes.</i>	50	10	83.3%
2	<i>Arabic can help me become a better entrepreneur.</i>	38	22	68.3%
3	<i>Business Arabic should be part of university courses.</i>	46	16	76.7%
4	<i>Arabic will help in international marketing.</i>	51	9	85.0%
5	<i>I prefer Arabic lessons with business-oriented vocabulary.</i>	50	10	83.6%
6	<i>I believe Arabic can increase my employment chances.</i>	56	4	93.3%
7	<i>Arabic should be taught with practical business examples.</i>	42	18	70.0%
8	<i>I can use Arabic in future trade or tourism activities.</i>	37	23	78.3%
9	<i>My university supports learning Arabic for real-life applications.</i>	50	10	83.3%
10	<i>I want more exposure to Arabic for business communication.</i>	58	3	96.7%

Table 3 reveals that the responses from the students show a strong and consistent endorsement for the practical application of Arabic in business communication. All ten items received over 50% agreement, with the highest being 93.3% for the belief that Arabic can enhance employment opportunities. The survey shows a favorable attitude towards learning Arabic for Business Communication. On the item 1, most of the students (83.3%) showed interest in learning Arabic for business. This shows that students are sensitive to the potential of gains from Arabic beyond religious or classical literary uses. Item 2 of the statement that learning Arabic would make successful entrepreneurship received positive response of 68.3% of the respondents. Furthermore, about 76.7% agreed on the item 3 that Business Arabic should be incorporated into university curricula. This is in line with growing interest in Arabic for Specific Purposes (ASP), which includes studying Arabic for business communication among others. High proportion (85.0%) agreed that Arabic is handy in international marketing, an

indication of the students' recognition of the strategic economic significance of Arabic, particularly in export and import with the Middle East and North African (MENA) region. Similarly, 83.6% of the students had a preference for business-related vocabulary in Arabic courses, an indication of the need for curriculum realignment towards preference for functional usage of language over classical or literary purposes only. The belief that Arabic would improve job opportunities was very high among the respondents, at 93.3% agreeing. This attains consonance with global trends in which multilingualism, especially in strategic languages like Arabic, is conflated with competitive employability. 70.0% agreed that Arabic needs to be taught through practical business examples. This underscores the necessity of embracing communicative and context-based teaching approaches rather than concentrating solely on traditional grammar-translation approaches. A high proportion (78.3%) perceived that they could make use of Arabic in real business or tourism transactions, supporting the usefulness of Arabic for real business relations. 83.3% of the sample supported the notion that their university promotes studying Arabic for real applications. This is a welcome indicator of institutional support, although there can be room for greater implementation effectiveness. The highest level of agreement was recorded for the need for greater exposure to Arabic for business communication, with 96.7% in favor. This strongly indicates that students are eager for more opportunities—such as immersion programs, internships, or business-focused Arabic projects.

**Research Question 3:** What are the views of traders on the relevance of learning Arabic for business communication?

**Table N° 2**

**Responses of Traders on the Relevance of Arabic for Business Communication (N = 155)**

S/N	Questionnaire Item	Agree	Disagree	% Agree
1	Arabic helps me communicate directly with Arab suppliers and customers.	140	15	89.7%
2	Understanding Arabic reduces my dependence on interpreters or middlemen.	135	20	86.5%
3	Arabic labelling on goods helps me verify product content and quality.	137	18	88.4%
4	I would attend Arabic training if organized for traders.	133	24	85.8%
5	Arabic improves trust and negotiation in business transactions.	120	35	77.4%
6	I lost business opportunities due to language barriers with Arab clients.	127	28	81.9%
7	Using Arabic increases the credibility of my business among Muslim customers.	137	18	87.8%



8	<i>Knowledge of Arabic enhances my market access in the Middle East and North Africa.</i>	128	17	82.6%
9	<i>I would support Arabic being taught in trade associations and business workshops.</i>	129	25	83.0%
10	<i>Learning Arabic should be promoted for importers/exporters.</i>	144	11	92.9%

The results of Table 4 indicate strong endorsement of support by traders of the relevance and suitability of using Arabic in business communication, particularly where international business is conducted with Arabs. On the first item, 140 (89.7%) of the traders agreed that Arabic allows them to speak directly to Arab suppliers and clients. This indicates that ability to speak Arabic is regarded as essential for preventing communication bottlenecks and facilitating smoother transactions. Furthermore, the second item on reduction of Reliance on Interpreters received positive perception of 135 (86.5%) of the respondents. While 137 (88.4%) of the respondents asserted on the third statement; that Arabic labeling helps them verify product content and quality. This indicates Arabic as a functional language for quality control and informed choice-making. On the fourth item of the questionnaire, 133 (85.8%) were inclined to take Arabic training focused on traders. This is proof of readiness of the trading public to invest in learning foreign languages for self-improvement. Also 120 (77.4%) believed in item 5 that Arabic facilitates trust and negotiation during transactions. Trust in commerce is key, and language assists in creating credibility and relationships. 127 (81.9%) reported the statement of item 6 on loose of business opportunities due to language differences. This underscores the real economic impact of Arabic Language limitations on foreign trade. Moreover, 137 (87.8%) of the respondents noted on item 7, that using Arabic increases their credibility with Muslim customers, confirming the religious and cultural importance of the language in some markets. 128 (82.6%) believed in item 8 that Arabic can open markets in the Middle East and North Africa, reflecting the role of language in regional growth. Also, (item 9) 129 (83.0%) supported Arabic as part of trade association seminars and training sessions, indicating institutional and community based training demand. And for item 10, 144 (92.9%) agreed that promotion of Arabic study among importers/exporters is necessary, reflecting broad agreement on its business value.

#### 4-1- Discussion of Findings

The findings of the research based on lecturers, students, and traders validate the growing necessity of Arabic language proficiency for business communication and



*promotion of marketing. The results emphasise the field of economic pragmatism based on lecturers opinions, students' perceptions and traders' views as follows:*

*Lecturers' Opinions on the Relevance of Arabic for Business. The study finding revealed positive lectures' views on the inclusion of Arabic for Business Communication (ABC) in the university curriculum as a part of 30% of CCMAS and as a trend of learning Arabic for Special Purpose (ASP). This corroborates Omar (2021), who urged ASP-oriented Arabic Language learning to fill the gap between didactic teaching and functional usability in real professional life. It also revealed the opinion of the lecturers that Arabic makes students more employable This finding is in line with Al-Hassan (2020), in which she observed that Arabic is not only confined to religious affairs but now is an important part of economic contexts worldwide due to the economic power of Arab countries and Arabic being an official member of the six UN languages. The need to include economic and commercial Arabic content supported the lecturers is evidence of the emphasis of literature on the applicability of language instruction to the demands of international business (UNESCO, 2021; Ahmed & Suleiman, 2022).*

*Students' Perceptions toward Learning Arabic for Business Communication. The findings Students' responses in Table 2 also affirm that learning Arabic is no longer considered a religious or classical language. The findings reveal a strong desire to have more access to Arabic for use in business communication and employability. These reinforce Khan (2019), who emphasized that Arabic literacy brings about confidence in trade contexts, especially in Muslim markets. Besides, students' concurrence of business-related vocabulary and practical uses supports Omar's (2021) recommendation for the integration of contextual learning into ASP that corresponds to industry-related needs of communication.*

*Traders' Views on Practical Relevance of Arabic business Transaction. The finding of the study reveal the practical relevance of Arabic in business transaction as it allows direct communication with customers and suppliers. This is more or less consistent with Musa and Adegbite (2020), who stressed how little Arabic proficiency among Nigerian traders stunts business precision, access to business, and additional integration of markets. It also reveals that Entrepreneurs incurred beneficial business losses due to language. This supports Abubakar (2022) who explained that entrepreneurs dealing with Saudi and other Arab-imported goods use Arabic product labels and Islamic cultural symbolisms to enhance brand credibility.*

*In all respondent categories, the study confirms that there is strong support for Arabic as a vital instrument of international business communication. Lecturers are arguing in favor of curriculum inclusion, students demonstrate high interest in career-oriented Arabic studies, and traders reflect actual commercial benefits and challenges arising from Arabic proficiency. This intersection highlights the strategic value in incorporating Arabic into educational and vocational training frameworks, as discussed in Al-Hassan (2020), Ahmed & Suleiman (2022), and Omar (2021).*



## 5- Recommendations

Following the result of the study, the following recommendations are made to enhance the utility and appropriateness of Arabic Language training for business communication and marketing promotion:

1. **Capacity Building and Training of Arabic Faculty Members:** Faculty members need to be trained through workshops and professional development courses to introduce Arabic using real materials such as business contracts, packaging, advertisements, and trade negotiations.
2. **University-Trade Association Interface:** Higher education institutions need to interact with local chambers of commerce, import/export organizations, and market associations to establish short-term Arabic language training for traders, marketers, and professionals.
3. **Boosting of Arabic for Economic Empowerment:** Government entities, especially the education, trade, and youth empowerment agencies, should fund programs that emphasize Arabic as a means of global commerce, particularly for nations in the Middle East and North Africa (MENA) region.
4. **Development of Business-Oriented Arabic Resources:** They should develop textbooks, audio-visual aids, and online materials specifically designed for Arabic for business purposes. These should include glossaries, dialogue simulations, and case studies related to trade, tourism, and international negotiations.
5. **Creation of Multilingual Competency among Merchants:** International business merchant communities should be encouraged to study basic Arabic to reduce the use of interpreters and promote direct communication, thus enhancing trust and reducing miscommunication.
6. **Diplomatic Support from Embassies and Trade Ministries:** Nigerian embassies to Arabic-speaking countries and trade ministries should provide assistance to language training programs and provide up-to-date terminologies and cultural guidance for Nigerian entrepreneurs.

Adoption of these guidelines will bridge the gap between studying Arabic language and its practice in the corporate world, and this will result in both linguistic competence and business transaction.

Based on the findings of the study, it is concluded that:

1. Arabic has commercial significant relevance beyond religious uses and that it should be taught within entrepreneurship education and university curriculum.
2. Arabic for Specific Purposes (ASP), specifically, Learning Arabic for Business Communication (ABC) enhances employability, entrepreneurship, and international marketing.

3. Arabic has practical value of strategic business transaction, particularly with Arab suppliers and customers. It reduces dependence on interpreters, generates confidence, and results in improved products.

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