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## Online Dictionary Use Preferences and Lexical Semantics Issues Encountering Saudi EFL Learners in Arabic–English Translation

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### Abstract

Lexical ambiguities and pragmatic issues represent major concerns for Saudi EFL learners' dictionary use preferences. These concerns have been often reflected when students are requested to translate texts embedded with polysemous, homonymous, and pejorative lexical items, which are extensively used in Arabic texts. Therefore, the present study aims to examine the lexical and pragmatic issues preventing Saudi EFL learners from the better use of dictionaries especially when translating texts from Arabic to English. The present study uses the contextual variability of meaning of Cruse (2000) as its approach assuming that the meaning of a particular word can vary from context to context. A number of 39 Saudi EFL learners in Saudi University were asked to translate some short Arabic passages from Arabic to English, which include several lexical and pragmatic issues like polysemy, semantic change, dialectal issues, pejorative and ameliorative meanings, tonal register and social registers and so on. The study reveals that Saudi EFL learners demonstrate preferences for literal equivalence over dynamic and free equivalent. In addition, they are often unaware of lexical and pragmatic issues relating to the meaning that may hinder the correct application of dictionary information. This study recommends that EFL learners have to be informed about the dictionary use behavior while studying translation courses.

**Keywords:** Dictionary use preferences, contextual variability, lexical semantic, polysemy.

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### Introduction

Using dictionaries is a common practice among all the learners of foreign languages. EFL learners relied heavily on dictionaries when they started learning a foreign language. Tono (2001) explained “What is new, however, is a profound change of attitude toward vocabulary learning and consequently the renewed interest in dictionary use in the last two decades” (p. 1). This

changing attitude has been clearly noticed immediately after the emergence of the online dictionaries, accompanied by different types of use preferences. Therefore, the main focus of the current study is to examine the online dictionary use preferences for EFL learners in translation courses in Saudi Arabia and the problems impeding them from the efficient use of online dictionaries. The online dictionary use preferences for EFL learners in translation courses from Arabic to English and vice versa can be addressed from multiple perspectives. These perspectives range from tight space restrictions, users' habits, dictionary user's attitudes, expectations and prejudices, unclear definitions, fewer instances of usage (see for example, Atkins and Knowles, 1990; Barnhart, 1962; Baxter, 1980; Jackson, 1968; Quirk, 1995, Lew and Adamska-Sałaciak, 2015). According to Hartmann (1981), they also include the insufficient amount of guiding information in the prefaces of the dictionaries, as some dictionaries do not specify the purposes which they want to fulfill. To illustrate, the Oxford Student's Dictionary of Current English (SDCE) does not specify any of its aims expect for the ambiguous clause. In addition, the page preface introduces only some examples of EFL learners' problems such as phrasal verbs and uncountable nouns.

The current study hypothesizes that the major challenge facing the EFL learners while using dictionaries in Arabic-English translation courses is not related to the pedagogy of using dictionaries. Rather, it is inextricably related to the verification methods necessary for choosing the most appropriate lexical item that can decode the textual messages—both semantically and pragmatically. The verification method seems to be difficult when transferring meaning between pairs of languages, like Arabic and English, belonging to two distant cultures where the cultural gap existing between the two languages produces a crystal-clear semantic gap. Not to mention the fact that Arabic language is lexically richer than the English and employs more descriptive lexicons than English does. As a result, decoding the textual messages does not often rely upon looking up the literal equivalent from the dictionary, nor does it depend on retrieving directly information. However, it is controlled by other semantic lexical and socio-pragmatic variables like pejoration, amelioration, polysemy, and semantic component, social and contextual realities and so on. In other words, the process of using dictionaries is rather complicated and verifies whether the target meaning corresponds semantically as well as contextually the source language. Unfortunately, the impact of lexical semantic and pragmatic issues on the dictionary use preferences for EFL learners has not been adequately studied. Therefore, the current study intends to highlight the existing relationship between the dictionary use preferences and EFL learners' degree of awareness of the lexical semantic and pragmatic issues when using dictionaries.

The paper consists of the following sections; the first section is the introduction that includes a brief background about the study, its objectives, and hypothesis. The second section is a critical review of literature revealing the gaps in the previous studies, providing the insightful and critical visions of the study about the shortcomings, flaws and the limitations of these studies, and drawing the broad lines of the expected academic goals. It also searches for the theoretical and methodological misconceptions existing in these studies and how far the current study intends to address these existing gaps, methodological misconception, theoretical inconsistencies in the previous studies. The third section covers the theoretical framework of the study by adopting an innovative theoretical approach that fulfills the purpose of the study and help fill in the gaps uncovered by the previous studies. The fourth section includes the applied research methodology which is chosen on the basis of its consistency with the theoretical framework and the gaps uncovered by the previous studies in order to fulfill the objectives of the study, and help fill in the

gaps of the previous studies. The fifth section includes discussion and results. The final section includes conclusion.

### **Review of literature**

There are many studies addressing the reciprocal relationship between the acquisition of a foreign language and the dictionary use preferences (Chen, 2011; Chen,2017; Lew and Doroszewska, 2009; Liang and Xu 2018; Walter, 2015). However, the studies addressing the methods for choosing the correct lexical items from dictionaries are scarce and few in number. For EFL learners, the idea of dictionary use does not follow from their need to memorize words or acquire language, “but to solve problems in various language tasks such as reading, writing and translation” (Liang and Xu 2018, p. 222). In most cases, dictionary skills are addressed in relation to the acquisition of foreign language (Tomaszczyk, 1988). Calvo and Calvi (2014) remarked that there are a large number of studies on dictionary use. The majority of these studies focused on EFL learners’ practical skills of using dictionaries as well as the strategies and technical issues like information in dictionary entries about parts of speech, diachronic study of words, and types of dictionaries, students’ training in dictionaries (see for example, Bowker 1998; Corpas et al. 2001; Hatherall 1984; Mackintosh 1998; Varantola 1998). Hartmann (1985) stated that the studies addressing the issue of using dictionaries for EFL learners are subsumed under four major categories: the first category is concerned with the information presented in dictionaries; the second category pertains to specific dictionary user groups; the third category stresses on the existing connections between the context surrounding the lexical items and the dictionary use; the fourth group focuses on the dictionary look-up strategies. The third category seems interesting as it paves the ground for addressing the EFL learners’ use of dictionary from a lexical semantic perspective and the mutual relationship between context and the lexical semantic choice.

In terms of the theoretical inconsistencies and methodological flaws, Tarp (2009) argued that The studies conducted to examine students’ use of dictionaries in translation courses were fallen under one of these seven categories; questionnaires, interviews, observation, protocols, experiments, tests, log files (p.50). However, these seven categories contain some methodological misconceptions and flaws that affect negatively their results.( Calvo and Calvi 2014, p.20). “Furthermore, none of these studies tell us anything about extra-lexicographic situations which lead to user needs, as they tend to focus on observing while translation is in process or on the analysis of results”(p.45). Roberts (1992) recommends that the methods of using dictionaries be improved among translators and EFL learners studying translation courses. He remarked that despite the fact that there has been a great progress during the last 20 years in the teaching of translation techniques, the strategies of dictionary use are not fully developed to be consistent with such a progression in translation teaching (p.50). Translation process does not largely depend on word for word translation, or an act of transcoding or even an act of decoding. “All dictionaries, bilingual and unilingual, provide only the most common significations of words; they do not explore all the semantic possibilities of words used in context. They are thus limited in their usefulness”(p.51). Translation draws heavily on the contextual realities shaping textual and contextual meaning. As such, the bilingual dictionaries provide the meaning of the lexical item rather than the sense and they also do not offer the contextual equivalent, so they are inappropriately named translation dictionaries. Roberts suggested the following four main categories for improving students’ dictionary use: (a) introducing student to distinct categories of lexical items; (b) informing student about different types of dictionaries; (c) providing students

with dictionary formats; and (d) explaining the methods of how to combine text analysis, translation and dictionary use (p.52). Roberts' study aimed to categorize the problems facing users' of dictionaries into the following: what kind of lexical information should be obtained from a dictionary; how to search lexical information. However, the study did not address adequately the methods of verifying and analyzing the lexical information provided in the dictionaries and how they fit well the text and context. The study does not also identify the methods by which EFL learners will be able to verify whether their interpretation of the lexical information is true or not. In addition, it provides rather general instructions about how to use dictionaries particularly when it comes to searching for lexical items, as it only focuses on what is introduced in the entries of dictionaries. The lexical issues encountering translators like semantic change including amelioration and pejoration, polysemy, vernacular speech and dialectal varieties are not covered in the study though they are considered of a paramount importance for translators' skill of using dictionaries. In addition, Roberts' study has not addressed the problems pertaining to the lexical items across pair of languages belonging to totally different cultures. In addition, dictionaries of Arabic language do not follow a similar system of entry format as that one used in the English dictionaries.

### **Theoretical Framework and definitions**

The present study uses the contextual variability of meaning of Cruse(2000) as its approach assuming that the meaning of a particular word can vary from context to context. The contextual variability consists of two properties. The first property is discreteness which is implicit in placing the boundaries between two different readings of the same lexical items; how discrete they are? The second property is how some words are ambiguous and sometimes, it is difficult or even impossible to know their meanings without examining their contexts. Discreteness has the following aspects;(1) the identity test as the recognition of the identity of the speaker in terms of gender, age, position, color and so on may help hearer to designate the meanings of the lexical item as correct as possible. (2) "The second criterion for the discreteness of two readings is that they have truth conditional properties"(p.108). Truth conditional properties for the discreteness of two readings can be verified by asking questions which can be truthfully by Yes or No in order to imagine the context. The third case is known as the independent sense relations. The fourth case is known as autonomy, which basically refers to "the usability of the word form in one of the senses when the other is explicitly denied"(p.108). The second property is antagonism which is defined as the ambiguity of meaning and this condition of ambiguity can be clarified and sorted out when resorting to contextual clues. Semantic Ambiguity includes senses, establishment—meaning versus sense—, homonym and polysemy, which include autohyponymy, automeronymy, autosuperordination, metaphor, metonymy. EFL learners are often unable to grasp the polysemous words in both source and target languages. Polysemy is defined as "one word can carry different meanings...polysemy poses a problem in semantic theory and in semantic applications, such as translation or lexicography" (Ravin & Leacock, 2002, p.20). Therefore, the present study also focuses on polysemy in its theoretical framework. In a pilot study, taking examples from Arabic to English translations will show how semantic and pragmatic framework is important to enhance the skills of dictionary use for EFL learners of translation courses. That is to say, when EFL learners are asked to translate from Arabic to English or vice versa, they have to focus on making sure that their understanding and interpretation of the source language is precise, correct and contextually oriented. Therefore, the study also adopted translation S-Universals as "universal differences between translations and their source texts, i.e. characteristics of the way in which

translators process the source text”( Chesterman,2004 p.39). There is a universal difference between the source text and the translation which may hinder the students while using dictionaries from reaching the corresponding lexical items.

### **Methodology**

The present study does not adopt questionnaire as a methodology for examining the problems of how the EFL Learners in translation courses can use dictionaries because the respondents' answers may be substituted by more carefully controlled direct observation. Questionnaires often place heavy headache on the respondents' memories, where respondents could not exactly remember why they used dictionaries, and how many times they consult dictionaries and so on. In addition, questionnaires' often direct respondents to elicit expected response engineering subjective and biased results. The results often measure the perception of the respondents so that they do not provide objective data. However, the current study adopts pilot study that aims to test whether the EFL learners' knowledge of non-human agent/predicate, polysemy, pejoration and amelioration can help them use dictionaries efficiently and look up the closest meaning.

### **Data**

The present study adopts a corpse taken from Arabic novel, entitled, *Anfus*,(2019) written by *Alkhal*, a Saudi famous novelist consists of 1000 words in English. A group of 39 students in translation course at the college of Humanities were asked to translate excerpts from novel that include ambiguous lexical items.

### **Procedure**

#### **The criteria of the selected texts**

The chosen texts are excerpts from Arabic novel, the interpretation of which provides space for reasoning, and critical thinking. They contain abstract ideas, metaphorical expressions, and ambiguous language drawing heavily on non-human agents in their description.

#### **Procedure (1)**

Each group of students was given some texts to translate from Arabic to English. The students were given complete freedom to translate these texts and they were also provided with all data that enable them sort out any problem while translating these text. Teachers give students an access to numerous dictionaries; online dictionaries, bi-lingual dictionaries and monolingual dictionaries.

#### **Procedure (2)**

The students were also trained on the pedagogical skills of using dictionary. The students were not trained on lexical semantics in both Arabic and English. However, they were briefly guided to the importance of not resorting to literal translation as they were required to provide logical, clear, comprehensible and precise translation.

#### **Procedure (3)**

They were also informed about the necessity of bringing out the contextual meanings of each lexical item. The students were introduced to a set of instructions before starting their translation without being given an explicit methodology necessary for applying them to their translation tasks.

#### Procedure (4)

Each source text was extracted and then it was written side by side with its translation. Each polysemous word, pejorative or ameliorative word was also extracted and then it was written side by side with its translation in Arabic. Then the problems impeding the good use of English dictionaries were identified.

#### Results and Discussion

Table: 1 Discreteness Examples

	Example	Identity Test	Students' translation	Remarks
1	نهار بارد توعد بليل قارس	نهار بارد	A <i>cold day</i> threatens a cold night	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
2	تلك الفتنة تنزّه كصافنات الجياد	الفتنة	That <i>strife</i> is walking like a whimper of horses	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item..
3	حورية عارية تجس نبض الأرض	حورية عارية	<i>Naked houri</i> probes the pulse of the earth	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
4	فأجابه صوت تكسر بين حممة السانرين: "ترفض التستر يا شيخنا"	صوت	A <i>voice broken</i> among the sounds of the walker A has answered him : she refused to conceal , shyikh	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
5	لغظ عنيف يكتسب وعورته مع ازدياد المنظمين للوفد	لغظ عنيف	<i>Violent clamor</i> acquires its strength with the increase in the organizers of the delegation	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.

6	ثمة حكايات وأصوات تذرف الاحتمالات	ثمة حكايات	There are and <i>sounds that shed up possibilities</i>	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
7	وصرخات تعرج لمقولات باغية	صرخات	<i>Cries limps to vengeful sayings</i>	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
8	تهادت سيارة الشرطة محاولة اختراق نكتل الناس ولم تستطع ثقب تراحهم علي اتساع الشارع الكبير	سيارة الشرطة	<i>The police car was trying to penetrate the crowd and was unable to puncture the crowd on the wide street</i>	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
9	فقد نهضت حمية المجتمعين داخل المشهد	حمية	The <i>diet</i> of the congregants <i>awoke</i> within the scene	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
10	تحضنه برمش اجفانها	تحضنه	<i>Cuddling him by blinking her eyelids</i>	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
11	كفتاح ضليع الاختصاص ,جربني في فتح الابواب الخشبية والحديدية , والغليظة والرقيقة, الصلبة والهشة	مفتاح ضليع	<i>As a well-versed key, try me to open wooden and iron doors, thick and thin, hard and brittle doors.</i>	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
12	تغلي نفسي ويضطرب وجداني حتي لا يعود في صدري متسع لمنحه الرضا	نفسي و وجداني	<i>My soul boils</i> and my sentiments are disturbed so that I no longer have room in my chest to give him satisfaction	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.

13	عندما يبرد الفرن تماما يعقد معي مراهنه علي الجودة والرداءة	الفرن	When the <i>oven</i> has <i>cooled</i> completely he makes a bet with me on the quality and the poo	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
14	مدلوق كفنجان قهوة حلم صاحبها الاستمتاع بتذوقها لكنها اريقت علي سطح محدب فترقرت وبقيت تنقطر بين حلم وهباء	فجنان قهوة	<i>Sprinkled</i> like a <i>cup of coffee</i> , the dream of its owner is to enjoy <i>tasting it</i> , but it was <i>spilled</i> on a convex surface, so it became clear and kept <i>dripping</i> between a dream and a waste	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
15	اجري في دمي باحثا عنها	اجري وفي دمي	<i>I run in my blood looking for her</i>	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
16	وهي كجمرة حارقة تنهب أعصابي ولا أجد من يظفنها	جمرة حارقة	It is like a burning ember that <i>plunders</i> my nerves, and I cannot find anyone to put it out	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.
17	تسارعت أنفاسي عند هذا التصور	انفاسي	My <i>breath accelerated</i> at this perception	Misunderstanding of the identity of the subject results in choosing inappropriate lexical item.

The above-18 examples show students' lexical choices and how they look up dictionaries when translating excerpts from an Arabic novel. To illustrate, in example number one in the above table, students misconceives the identity of the subject as a human agent, so they render the meaning of the verb "توعد", as "to threaten. However, the identity of the subject is a non-human agent and it refers to a cold day. "To threaten" does not belong to non-human agent category, as the concept of threatening is limited to human being acts. Therefore, a correct lexical choice which is congruent with such a context is to "forecast" rather than "threaten, as the context speaks about the weather conditions which always uses verb to "forecast." In this way, EFL learners' awareness of the semantic and pragmatic issues is considered to be a major step in knowing how to use dictionaries



efficiently. The failure of EFL learners of better use of dictionary results from their inability to identify the nature the identity of the subject and they rather depend on the truth conditional properties. In the second example, the students' incompetency of Islamic culture and Fiqh, which sometimes regards an immoral woman as seductress, *fitna*, made them render her as strife. Therefore, they looked up the wrong lexical item in the dictionary. The student provides neither incomprehensible and unclear translation that it is neither semantically nor pragmatically corresponding to the original text. The students' inability to identify the identity of the subject made them resort to looking up the incorrect lexical choice in their dictionaries.

In the third example, Students could note the identity constraint, which makes them perceive the subject as a non-human agent, so they render the meaning of the verb تجس as "to probe. However, the author uses a literary style while explaining how such naked woman is beautiful and attractive; so he uses the metaphorical expression, "naked houri". The students were not able to understand the literary and stylistic methods of concealing the identity of the subject, which makes them unable either to render the subject or the predicate as correct as possible.

In the fourth example, identity is also concealed through a metonymic effect in the example number 4 where the human voice has been introduced as a non-human agent or as a machinelike. The students misinterprets صوت تكسر as a broken voice , and this is a misleading interpretation of the lexical item in the Arabic language, resulting into a wrong lexical choice. صوت تكسر refers to mumming or whispering due to the overcrowded place with people whose shouting makes the voices unclear and incomprehensible. The students' misinterpretation of identities of the subjects mentioned in table one made them choose incorrect lexical items in the position of the predicates of each sentence. To illustrate, the italicized verbs in the third column "threatens, walking, probes, shed up, puncture, limping, awoke, boils, cool, sprinkled, tasting, spilled, dripping, run, plunders, accelerate" neither agree semantically nor contextually with the subject of each single sentences. Therefore, they do not represent the precise equivalent of the source text. Instead, these lexical items represent the literal meaning which has nothing to do with the authorial intentions and the true meaning of the text. The passages given to the students have semantic discreteness which is implicit in the ambiguity of the identity of the subjects. The ambiguity of the identity or the students' lack of awareness of the importance of identifying the identity of the subject has been reflected in their incorrect lexical choices. In addition, it also leads to block the minds' of EFL learners and made them unable to look up the correct meaning in the dictionary.

**Table: 2 Ambiguity examples**

	Example	Polysemy vocabulary	Students' translation
18	فهل أنا هوي أجري في نفسي ؟	هوي	Am I an air running into myself
19	أتفتت مع أي كلمة تتصاعد حتي غدوت بذرة تنتظر ريحا تحملها من أجل تحقيق التلقيح النوراني, أمعنت في هذه السباحة لكن غواية الشيطان تكمن في سرقة المتجهين الي الله	السباحة Swimming	I crumbled with any word that escalated until I became a seed waiting for a wind to carry it in order to achieve luminous

			fertilization. I went into this <u>swimming</u> , but the temptation of Satan lies in the theft of those who are destined for God.
20	معضلة الحياة أنها تجمعنا بين طرفي الصواب والخطأ	طرفي Side	The dilemma of life is that it brings us together between the two sides of right and wrong
21	كان غياب ملامحي من العلامات الكبرى التي حملت الشك الي جوفي وتسوقني الي احتمالية أنني اجول في مدار اخر	جوفي Stomach	The absence of my features was one of the major signs that carried suspicion in my stomach and led me to the possibility that I was wandering into another orbit
22	ضجيج يعترك في المدي	المدي Range	Noise caught in the range
23	ترسب الخوف في صدرها	ترسب -صدرها Deposited-chest	Fear deposited in her chest
24	هل وجهي نوراني يتشظي علي أسطح المرأة	يتشظي Fragmentation	Is my face luminous fragmentation on the surfaces of women
25	فلا امسك بلامحي بينما أتجمع في أعين الناس كمحصلة لمروري بمنشور زجاجي فأظهر لهم؟ كيف هي ملامحي؟	امسك /اتجمع	I do not hold my features while I gather in the eyes of people as a result of my passing a glass prism, so I show them? How are my features?
26	انا عاجز عن تعريفكم بنفسي	عاجز /تعريف	I am helpless to present myself
27	سابدء بأحد أوجه الماضي	أوجه	I will start with one aspects of the past

38	دفعت جملتها الواهنة الكسيحة برعب: " أي مهمة؟"	دفعت	Her frail and lumpy sentence pushed in horror: "What mission?"
31	في كل انتصاب, يغرس قامته بين خطوط المتعرجة علي الأرض	انتصاب	In each erection, he planted his stature between winding lines on the ground
31	جف الفرع من مفاصلها	جف	Fear dried of her face.

Another semantic issue that impedes EFL learners from using dictionaries as correct as possible is their inability to grasp the polysemous words in both source and target languages. The students are exposed to several excerpts taken from the Arabic novel which include polysemous issues. These polysemous issues caused semantic ambiguity, the interpretation of which may test students' skill of solving the ambiguity in lexical items and how it misleads their use of dictionaries. In example No. 18, students rendered the lexical item هوي as air, which seems to be inconsistent with the overall sense of the text. The pragmatic effect is determined by taking into account the surrounding context of the text which draws on reading whole text for understanding the part and vice versa as this sentence is an excerpt from a novel written by Alkhal, a Saudi famous novelist, which is entitled "Anfus" and addresses a daring issue and one of the taboos in Saudi society which is how women is often perceived by a category of society as a sex object and a symbol of nudity, sexuality. Therefore, avoiding such a context, a student focused on the literal meaning of the word هوي, which is "air" and he may be unaware of the other meanings of the lexical item like "love", "infatuation," failure, fall down, destruction,( Lisan Al'arab). Therefore, the most convenient meaning is "infatuation." Students' lack of linguistic competence, his lack of awareness of the contextual and pragmatic conditions surrounding the text make him unable to think critically of what is beyond his own meaning of the word هوي and therefore, he renders it as air. EFL learners of translation courses have to be well informed of polysemy and the importance of the entire context of the text as reading the whole text may help them understand the semantic ambiguity of certain lexical items in text and taking into consideration pragmatic issues, the importance of which is to clarify the concealed meanings for him.

### Conclusion and Implications

The study reveals that EFL learners demonstrate preferences for looking up the literal equivalence and they are often unaware of lexical and pragmatic issues relating to the meaning, which may hinder the correct application of dictionary information. The failure of EFL learners to be efficient users of dictionary results from their inability to understand the semantic lexical items in the source language as correct as possible. The effect the semantic lexical ambiguity often blocks the mind of EFL learners and made them unaware of the incorrectness of their lexical choices. Technical dictionaries skills are not adequate for enabling EFL learners to look up the precise lexical choice that agrees well the target text. Dictionaries skills are divided into intersected and interrelated categories; the first one is technical and the second is the conceptual and perceptual. The dictionary use is no longer focused on bringing out meaning; it, however, should adopt the methods through

which the users can make sure that their perception and evaluation of meaning is true and compatible with the context surrounding the text itself. Therefore, the study recommends that EFL learners of translation courses have to be well informed about the contextual variability of meaning and the importance of the entire context of the text. Reading the whole text may help them understand the semantic ambiguity of certain lexical items in text and taking into consideration pragmatic and contextual issues, the importance of which is to clarify the concealed meaning that enables them to look up the correct lexical choice. The study also recommends that students should rely heavily on the online monolingual dictionaries at the expense of the online bilingual dictionaries because monolingual dictionary use enhances EFL learners skills of paraphrasing, and finding the alternative methods for expressing meaning.

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