Introduction

This review analyzes the content of two dictionaries commonly used to support the study of linguistics: *The American Heritage College Dictionary* (3rd ed., *AHCD*) and the *Cambridge Advanced Learner's Dictionary* (3rd ed., *CALD*). Specifically, the goal of this work is to provide those taking undergraduate students taking linguistics courses with detailed insight on how to best support their existing textbooks. Connotational meanings, collocational information, fixed expressions longer than a single word, and controversial usage issues are key elements in semantics and pragmatics, as both of these branches of linguistics represent the study of meaning communicated and conveyed through language. Instructors of linguists teaching semantics and pragmatics to students taking their first steps into the field of linguistics, are often asked by their students for recommendations on a dictionary that is appropriate for understanding how native speakers of English are able to give appropriate interpretations to word strings. As these EFL students indicate, they encounter problems with meaning when they analyze utterances semantically and pragmatically. Furthermore, "most of them pay attention only to the definition or meaning of a word while neglecting the pragmatic aspect of the word, collocations as well as word formation knowledge" (Hamouda, 2013, p. 277). Even though intonation and situational context have their effect on meaning, students still need a dictionary that can provide them an entry into their analyses in terms of the use of authentic language and the presentation of the full range of possible meanings that many words comprise. As Fan (2000) stated, dictionaries are an oft-relied upon source for data and information related to vocabulary, which makes them invaluable and life-long tools. Hence, this research paper is designed to provide an in-depth review to English language learners and others taking undergraduate-level courses that focuses on semantics and pragmatics to help them determine which dictionaries would be most useful to them.

Herein, *The American Heritage College Dictionary* and the *Cambridge Advanced Learner's Dictionary.* are compared in terms of topics associated with learner's dictionary research, including: front and back matter; range of content and illustrations; entries and the depth of the information that is introduced in entries; and, ways of organizing meanings. This review also investigates how these dictionaries deal with connotational meaning, collocational information, expressions related to the headword, fixed expressions longer than a single word, and controversial usages. After presenting these explanations, this review will also note the target groups the publishers indicate the works are designed for and, based on the author's analysis, judge whether these dictionaries are indeed well-designed and appropriate for the stated target groups. The types of corpora employed will also be discussed.

EFL Learners and the Use of Dictionaries

When individuals begin to learn a language, their first purchase is typically a dictionary. Here, the goal should be to locate the most appropriate and powerful tool that will enable them "to gain further understanding of a range of a new language, leading eventually to accurate production and comprehension" of said language, which can then be applied to a variety of activities (El-Sayed & Siddiek, 2013, p. 1744). Monolingual and bilingual dictionaries are considered by many, but especially language learners, to be the main authority on the use of any language. As Stein (1989) stated, while monolingual dictionaries "provide access to the world of meaning discriminations made by the target language; and provide definitions which distinguish subtle differences in meaning," bilingual dictionaries are useful "for providing *ready translation*

equivalents for common words, and *exact translation equivalents* for technical terms" (Stein, 1989, p. 36).

Due to their value, "dictionaries have found their place and been included as an essential part of [the] language leaner's [*sic*] indispensable equipment" (El-Sayed & Siddiek, 2013, p. 1744). In some ways, the dictionary can be viewed as a menu of words, where we access the word in question and choose from among the definitions offered for the one that best suits our tastes and needs at the time. While it is established that dictionaries connect the definitions of words to the "sense" of those words, map the meaning behind words (Čermák, 2010), and show how words work together to form sentences, it is essential to also understand what specific target group the publisher had in mind for a specific publication as well as what corpora the particular dictionary was constructed upon, when making an appropriate recommendation regarding dictionary choice. EFL students enrolled in linguistic classes, such as those taking courses in semantics or pragmatics, are assumed to have a high level of proficiency. Hence, they require sophisticated dictionaries that do more than simply provide definitions of words, because:

> A definition is indeed just a string of words. It is unsatisfying, therefore, to say that the meaning of a word is a definition, because that would be to say that the meaning of a word is just more words. (Elbourne, 2011, p. 13)

Advanced dictionaries cover a wide range of linguistic aspects, including; phonological, syntactic, stylistic, and semantic information (Leech, 1981). Among the best choices are *The American Heritage College Dictionary* and the *Cambridge Advanced Learner's Dictionary*, which are designed for advanced learners and native speakers of English. These works both have many distinguishing features and are roughly of the same length. Furthermore, they are directed toward similar populations and aim to satisfy very similar needs. These factors are important as it makes this analysis meaningful in that it compares and contrasts two similar volumes. However, this work does not endeavor to identify either of these dictionaries, or any other for that matter, as "perfect" for all leaners. As noted by Herbst and Popp (1999), it is possibly not correct to ascribe the characteristic of "perfection" to any such work. Instead, the goal here is to make recommendations on the most appropriate texts for the needs of this identified target audience.

Comparison of the Components of the Two Dictionaries
Front and Back Matter

Given that both volumes exceed 1,500 pages, the *AHCD* and *CALD* present as possessing both variety and depth. To begin, the author explored the *AHCD* in terms of its front matter. The "Usage Panel" and "Usage in the AHCD," are the first sections users of the dictionary should look to, because they introduce necessary information about controversies over usage. These are followed by a guide that explains how information is presented in the dictionary, such as the fact that the entry words are alphabetized overall and then, for each entry word, the dictionary presents items such as: variants, part-of-speech, etc. All of this is followed by a thorough explanation of the various and distinctive notes that are introduced in this dictionary.

To make everything comprehensible and clear, the style manual presented at the beginning of the *AHCD* clarifies the dictionary's system of capitalization, italics, and punctuation. This is followed by lists of the abbreviations and labels utilized in the dictionary. The system of

pronunciation is clarified by an explanation of pronunciation symbols and stress. Possibly of more use to readers interested in the history of words, the roughly 95 pages of back matter begin with an easily understood section about Semitic language materials, such as an analogous appendix of roots, including "Indo-European and the Indo-Europeans," followed by "European sound correspondences," "Indo-European roots" and "The Indo-European family of languages."

The same degree of importance is placed upon the text that comprises the front and back matter of the *CALD*. The front matter is an example of how well-designed this dictionary is. This work opens with lists of parts of speech and then goes on to the "common grammar labels" and "style and usage labels" used in the dictionary. This is followed by an introduction, which gives information on new words, the Cambridge International Corpus, avoiding common mistakes, frequency information, thesaurus panel, spoken language, guidewords, pictures and photographs, the CD-ROM, and the Cambridge Dictionary online extra (CALD, 2008). Next are a "Guide to use the dictionary," "Finding and understanding the right meaning," "Using words and phrases correctly," and a section titled "Other useful information" that describes the symbols and text boxes used in the dictionary. The front matter also includes, "Pronunciation," "Frequency," and an explanation of "Numbers that are used as words." In its back matter, the Cambridge dictionary begins with a section titled "Let's talk," which includes "Conversation" and "Common mistakes." The *CALD* also provides a list with accompanying definitions of "New words and phrases," followed by lists of "Geographical names," "First names," "Suffixes and prefixes," "Irregular verb forms" and "Units of measurement." In addition, the text provides a guide to the regular verb tenses. These are followed by a guide to symbols, which explains the names of common symbols that are seen in English writing, symbols for other languages, and symbols commonly used in mathematics. The "Idiom finder" of the *CALD* is a comprehensive listing of common, longer idioms designed to help language learners find idioms. The volume also includes a listing of punctuation symbols as well as an explanation of the punctuation system employed by the dictionary, to better facilitate learners' use of the text. To further support learners, this work provides useful explanations and tips on writing letters and essays. The back matter here ends with an explanation of which items are included in the book version that are not available on the included CD-ROM.

Range of Content and Illustrations
The *AHCD* provides a wide range of illustration types for certain content, including the entries for categories such as famous people, animals, plants, maps, famous buildings, and more. These illustrations are usually located on the left of the left-side pages (the verso) and on the right of the right-side pages (the recto). Proper names in the *AHCD* are listed according to their most important element, such as a surname shared by a number of important people. Similarly, the *CALD* provides a wide range of content, such as illustrations, proper names, maps, and photographs. This type of content is provided throughout the dictionary, with some presented after or to the right of the relevant entry; and, in the middle of the dictionary, in a section of 25 pages. In this supplementary section of the *CALD*, pictures and drawings are classified according to certain themes, including: in the kitchen, fruit, vegetable, food, body positions, sports, clothes, study and work, travel, planes, ships and boats, cars and trucks, houses, flowers and plants, and music. Then, there is also a seven-page section of maps of the world, which specifically represents

regions where the English language is primarily spoken, as in: the British Isles, the United States, Canada, the Caribbean, Australia, and New Zealand.

Entries

In the *AHCD*, the headwords are arranged alphabetically. Pronunciation is provided in parentheses after the headword. *AHCD* uses ordinary English letters, letters with diacritics, joined letters, and the non-alphabetical symbol "ə" (schwa) from the International Phonetic Alphabet (IPA), to represent pronunciation. It also provides an illustrative list of reference words for the vowel phonetic symbols and stress marks at the right bottom of each right-side page. Syllabication is provided by dividing entry words and their derived forms into syllables using centered dots, as: (*a•lone*). Syllabification of the pronunciation is presented by dividing the word into its spoken syllables using a full stop mark and a stress mark, which indicates both a syllable boundary and a stress. For example, the pronunciation of *ranchero* is given as (răn-châr′ō). Syllabifications and syllabications are not necessarily the same: syllabication of entry words is used to break words down at the end of a line, while syllabification of pronunciation follows phonological rules. The conventional spelling is given by the entry word; if the word has more than one acceptable spelling, it is shown after the entry word. Variant spellings in *AHCD* may be equal variants, such as *online* or *on-line*; unequal variants, such as *halloo* and also *halloa*; and, British variants, such as *defence* and *defense*. At the end of most entry words, *AHCD* provides the relevant etymologies as a brief sketch of the history of the word. For example, at the end of the entry for *arrow*, the *AHCD* adds [ME *arwe* < OE.]. This indicates that the word *arrow* originates in the Middle English word *arwe*, which in turn originated from Old English. For some entries, *AHCD* provides "Word History Paragraphs," which distinguishes the *AHCD* from the *CALD*, because the latter does not provide such detailed etymological information.

In *CALD*, again the headwords are arranged alphabetically. To present the pronunciation of words, the text also uses the IPA. If a word has two pronunciations, both are presented and separated by a comma. British and American pronunciations are provided after the headword, where the British pronunciation is presented first, followed by the American pronunciation, as: **storehouse** /ˈstɔː.haʊs/ **US** /ˈstɔːr-/. If only one pronunciation is provided, it means that it is both the accepted British and accepted American pronunciation. Both kinds of stress, i.e., the primary that has the symbol /ˈ/, and the secondary that has the symbol /ˌ/, are shown. Syllabification is identified by stress marks and full stops at the center of words, as **gaiters** /ˈɡeɪ.təz/. The conventional spelling is given by the entry word; if the word has more than one acceptable possible spelling, it is shown at the headword, such as "**Halloween** *also* **Hallwe′en**." If the word has a different spelling in American English and British English, this is shown — for example, "**honourable** *UK*, *US* **honorable**."

In both the *AHCD* and the *CALD*, the pronunciation of the headword is followed by its part of speech. Parts of speech in *AHCD* include: adjective, adverb, article, conjunction, interjection, noun, preposition, pronoun, and verb. Furthermore, *AHCD* differentiates definite and indefinite articles, transitive and intransitive, and auxiliary verbs. Some singular and plural nouns are marked, and some entries fulfill more than one grammatical function where the different parts of speech are defined with a single entry, called a *combined entry*. *CALD* uses the following parts of speech: adjective, adverb, auxiliary verb, comparative, conjunction, determiner, exclamation,

modal verb, noun, phrasal verb, plural noun, predeterminer, prefix, preposition, pronoun, short form, suffix, superlative, and verb. Parts of speech in both dictionaries are shown in italics. In *CALD*, common grammar patterns are given next to examples that show their use and the pattern is shown within brackets in capital letters, for example: **allot**… [+TWO OBJECTS] *They allotted everyone a separate desk*. In *AHCD*, these are included for some entries in the usage notes.

Shifts in grammatical function are preceded by the symbol "❖" in *AHCD*. If the shift has a different syllabification or pronunciation, that is also introduced. For example, "**radiate** (rā′dē-āt′) *v*....", after explaining its meaning as a verb, the adjective meaning and pronunciation are introduced like this:❖*adj*. (-ĭt) to indicate the change that occurs when the word functions as an adjective. Inflected forms are introduced in boldface type after the part of speech label. They are divided into syllables and pronunciation is given, as necessary. These are preceded by a boldface hyphen if they are shortened, such as "contain (kən-tãn′) *tr.v.* **–tained**, **-tain•ing**, **-tains.**" Irregular inflected forms are entered separately when they occur more than 10 entries away from the main entry words. They are introduced with their pronunciation and part of speech, as necessary. On the other hand, inflection forms in the *CALD* are provided for verbs, plural forms, comparative, and superlative – but only if they are irregular. It is notable that the CD-ROM that accompanies the *CALD* features the inflections of every verb.

AHCD and *CALD* vary in terms of the labels that are used with entries. *AHCD* uses labels to indicate subjects and status. Subject labels indicate lexical fields of the entry where the dictionary uses the separation of senses to separate fields to which an entry word or definition applies. For example:

> **trimmer** (trĭm′ər) *n*. **1.** One that trims: a hedge trimmer. **2.** One who changes one's opinion, esp. political opinions, to suit the needs of the moment. **3.** *Electronics* A variable component used to make fine adjustment to capacity or resistance. **4.** *Architecture* A beam across on opening, such as a hearth, into which the ends of joists can be fitted. (AHCD, 1997, p. 1445)

Some entries in *AHCD* have status labels that indicate the limitation of using that word or definition. These labels indicate the usage problems, nonstandard, offensive, vulgar, slang, and informality of an entry, such as "**gonna** (gŭn′ə) *Informal* contraction of *going to*." Other labels include temporal labels that apply to some words or senses whose use in modern English is uncommon, such as the sixth sense of the entry word **entertainment** (i.e., employment), which is labeled as *obsolete* to indicate that it is no longer in active use. Some words are labeled with dialect labels, such as: "**bo•da•cious** also **bow•da•cious** or **bar•da•cious** *Southern & South Midland US."* Labels in *CALD* include grammar labels, for example, [AFTER N] for an adjective that only follows a noun; and, usage labels that include APPROVING, DISAPPROVING, FORMAL, INFORMAL, OLD USE, and SLANG.

One label that distinguishes *CALD* and makes it useful for learners is the label of "frequency," where many words appear in blue and have the labels: "E" for essential, "I" for improver, or "A" for advanced. It is not only words that are marked by these labels, but also meanings and individual phrases. They are arranged according to the importance of learning them. For example, the label "E" indicates that everyone needs to know the word, while the "A" label

means that advanced learners should aim to learn them. "I" means that a learner should learn the word to improve their English.

Marking words with these labels is a practice based in the *Cambridge International Corpus*. The dictionary states that this corpus is a collection of more than a billion words of written and spoken language from different sources. According to the Cambridge University Press website, this corpus includes the *Cambridge Learner Corpus*, which is a bank of exam candidate papers. The authors of the dictionary examine the corpus to obtain a better understanding of how native speakers actually employ their language. In this way, they can better identify the mistakes non-native speakers tend to make.

Ways of Organizing Meaning
The manner of arranging sense and meaning seems to be shared by the two dictionaries. Definitions in both dictionaries are presented according to their frequency. In *AHCD*, definitions associated with the entry word are arranged "with [the] central and often the most commonly sought meaning" indicated first. In some entries, subsenses are indicated with boldfaced number/letter combinations to show that the definitions are related. Consider the following example:

> **bight** (bīt) *n*.
> **1a**. A loop in a rope. **b**. The middle or slack part of an extended rope.
> **2a**. A bend or curve, esp. in a shoreline. **b.** A wide bay formed by such a bend or curve. (AHCD, 1997, p. 136)

The same is true with *CALD*, where each meaning of a guide word is preceded by a number in boldface type and the various meanings are ordered from the most frequently used to the least frequently used meaning.

Connotational Meanings
The two volumes differ in how they present connotations. Specifically, they are just presented in the Usage Notes in the *AHCD*. For example, in the *AHCD* usage note for the entry *lady,* this statement is made: "The use of *lady* as an attributive with an occupational title, as in *lady doctor*, is widely condescending and inappropriate. When the sex of a person is relevant, both *woman* and *female* are acceptable" (AHCD, 1997, p. 758). In CALD, negative, positive, or neutral senses of words are given in the definitions of headwords and are ordered by the frequency of the first meaning in the group. If the meaning is not an idiom but is always used in a specific phrase, the phrase is given at the beginning of the meaning of the headword. Again, using the example of *lady*, in CALD it is defined in the following way:

> **Lady** /ˈleɪ.di/ *noun* **1**...a polite or old fashioned way of referring to or talking to a woman... **2**. OLD-FASHIONED a woman who behaves in a certain way that is traditional considered to be suitable for a woman...**3**. OLD-FASHIONED sometimes used before a job done by woman: *a lady doctor* **4**. [AS FORM OF ADDRESS] US used to talk to a woman in a way that is not polite and is considered offensive by many women ..... (CALD, 2008, p. 801)

Usage labels are also given to denote whether a way of using the word is "approving" or "disapproving." For example, the phrase *Lady Bountiful* is labeled as DISAPPROVING.

Collocational Information

Both dictionaries emphasize the importance of collocations, but present them differently. Collocations in *AHCD* are shown in separate entries. For example, *student, student union,* and *student teacher* are all separate entries. On the other hand, collocations in the *CALD* are called "word partners," and in this work are presented in "Word partner" boxes, which show the relevant and/or common partners for a given word. Words that collocate with the headword are shown in boldface type, while the headword is not bolded. For example, after the word *heat,* a box is presented containing the following: "**Word partners** for *heat*: **feel/ generate/ give out/ withstand** heat • **great/intense searing** heat • a **high/low** heat" (CALD, 2008, p. 668). Because the *CALD* is a dictionary for learners, the value of putting collocations in a special box is clear, as this makes them easily accessible to the reader so as to avoid the risk of learners collocating words incorrectly. Furthermore, providing such collocations and word partners is beneficial, not just to learners, but for native speakers as well. However, possibly because the editors predict that users of the dictionary have a greater grasp of English, *AHCD* presents collocations in separate entries.

Expressions Related to the Headword and Fixed Expressions

In the *AHCD*, derived words are presented as run-ons at the end of headwords if they have meanings directly inferable from the meaning of the headword and its forms. An example of this would be how *descriptiveness* and *descriptively* are presented as run-ons of *descriptive*. If the meanings of run-ons are not directly predictable from the meaning of the headword, they are presented in separate entries. In the *CALD*, derived words have their own entries without reference to their roots if they have different meanings from the headword.

In both dictionaries, compound words have separate entries. After some definitions, phrasal verbs are set in boldface type and introduced by the heading *phrasal verb*; these precede idioms if they are included. Some idioms are presented without phrasal verbs and they are introduced in the same way. An example from *AHCD* of an entry that has phrase verbs and idioms is, "**feel** (fĕl) *v....* *phrasal verbs:* **feel out** To try cautiously or indirectly to ascertain the view point or nature of. **Feel up… *idioms:* feel in (one's) bones** To desire. **feel like** (oneself)…." (AHCD, 1997, p. 500). In both dictionaries, fixed expressions longer than a single word are provided and usually labeled as idioms. An example from *CALD* is, "**sudden / ˈsʌd. ̊n/ *adjective.*** …… **idiom** *all of a sudden*" (CALD, 2008, p. 1456).

Synonyms in *AHCD* are presented in paragraphs that are introduced by the heading "**SYNONYMS**" and antonyms appear at the end of these paragraphs. Since homographs have unrelated meaning, they are introduced in separate entries in *AHCD*, where they are distinguished by superscript numerals, such as:

Bank [1] ……1. A piled up mass, as of snow or clouds.
Bank[2] …… 1. A business establishment ……
Bank[3] …….1. A set of similar things………. (AHCD, 1997, p. 111)

In *CALD*, synonyms are presented in special boxes labeled "Other ways to say…," with the synonyms in italics immediately after. The exact meanings of each synonym are then introduced in these boxes with some examples. Homographs that have one pronunciation have one headword. The previous example of *bank* is shown in the *CALD* as:

> **Bank** /bæ̃ŋk/ ►*noun*…..**MONEY** 1. An organization where people and
> business…..**RIVER** 3. Slopping raised land….. ► *verb* **MONEY** 1. To keep your
> money… (CALD, 2008, p. 104)

If homographs have distinct pronunciations, they are introduced in *CALD* in a way similar to that employed in the *AHCD*, by being given separate entries and being distinguished by superscript numerals.

To save space and time and to avoid the repetition of information, both dictionaries provide cross-references to indicate that additional information about one entry can be found at another entry. The entry that is referred to is shown in boldface. An example of this from *AHCD* is: "**Aalborg** (ôl′bôrg´) See **Ålborg**" (AHCD, 1997, p. 1).

Controversial Usage Issues

The area of controversial usage is another point where the two volumes diverge. For example, while *AHCD* employs a variety of notes, such comments on controversial usage are absent from the *CALD*. This omission in *CALD* might prevent learners who are only using this dictionary from becoming familiar with controversial usage issues. Conversely, *AHCD* provides the usage notes, which are critical, paragraph-length notes that describe controversial words, as well as points of diction and grammar that are controversial. This includes the qualification of absolute terms such as *unique* and the meaning of *disinterested*. In the usage note of the word *disinterested*, it is mentioned that there was agreement among most of the members of the Usage Panel that this word means "having no stake in an outcome or issue." To clarify the meaning, an example is given: "Since the judge stands to profit from the sale of the company, she cannot be considered a disinterested party in the dispute" (AHCD, 1997, p. 145).

Then, the *AHCD* proceeds to show that the Usage Panel favors this position and rejects the use of *disinterested* to mean "uninterested." This is followed by a short historical background of surveys on this perception of the word, which showed that those rejecting "uninterested" as a sense of *disinterested* had the following percentages over the years: (a) 89% disapproved in a 1988 survey; and, (b) 93% disapproved in a 1980 survey. So, these notes are helpful in clarifying some controversial issues and enable the user of *AHCD* to understand and evaluate how such perceptions evolve over time. *AHCD* usage notes include: information about the use, summaries and analysis of the arguments, and observations about the opinions of writers and critics. Thus, these notes show the historical continuity of some controversial issues. Furthermore, they also provide dictionary readers with useful points of reference and show the change in opinion over time, this allows these readers to better understand that while a usage might be acceptable, it might be necessary to take care in certain situations.

Although *CALD* does not provide any explanation regarding controversial usage issues, it does sometimes refer to these through cross-references, such as "**Disinterested** ……… Compare

to *uninterested*" (CALD, 2008, p. 404) Cross-references refer users to words connected with the word they are looking for. In some cases, these provide conventional meanings for some examples without explaining that they are controversial, such as "**Hopefully** ……1. used, often at the start of a sentence, to express what you would like to happen: *Hopefully it won't rain…*" where it means "it is hoped" not "in a hopeful manner" (CALD, 2008, p. 695).

Target Groups of the Dictionaries

When we review and compare entries in these two dictionaries, we find they both provide information on pronunciation, parts of speech, different meanings, collocations, fixed expressions, and irregular forms. However, after looking at the detailed information provided, it is clear these two dictionaries are not designed for beginning language learners. The publishers of each do specify their target user. *AHCD* is for native speakers of English, primarily American English, while *CALD* is designed for advanced English learners. Although the target groups are different, since both volumes require that the user have some degree of mastery of English, both represent good references for use by semantics and pragmatics students who are in the beginning levels of linguistics. In fact, this author would assert that these two dictionaries are among the best reference works available for students in lower level semantics and pragmatics courses. *CALD* is particularly helpful in terms of its idiom finder, which enables the user to use keywords to look for longer idioms. Similarly, *AHCD* is very useful due to its unique usage notes that aid students in answering different questions they might have about words. Students taking the types of courses described can rely on the *AHCD* as almost a mini-encyclopedia due to its: , given its usage notes; synonym entries; paragraphs on word histories; provision of regional American English terms; and notes on "Our Living Language," that contain background information on how certain factors influence the way speakers use certain words.

Corpora of the Dictionaries

Although the corpora used by *AHCD* is not directly referenced, according to the dictionary's website, the usage panel for this volume is a group of "prominent scholars, creative writers, journalists, diplomats, and others in occupations requiring mastery of language. The Panelists are surveyed annually to gauge the acceptability of particular usages and grammatical constructions" (The American Heritage Dictionary of the English Language, 2020, p. 1). The contributions of these panelists are considered both critical and meaningful, as one editor described the contributions to the dictionary of one panelist (Edwin Newman) after his passing, these individuals imbue the work with, "accuracy, precision, concision, coherence and grace in written and oral use of our language" (Soukhanov, as cited in Zimmer, 2010, para. 4).

The *CALD* is based on the *Cambridge International Corpus* and the *Cambridge Learner Corpus*. According to the Cambridge University Press website, the Cambridge International Corpus is a multi-billion word corpus of the English language, containing both text corpus and spoken corpus data for British and American English. The *Cambridge Learner Corpus* contains 40 million words taken from English exam responses written by English language learners. This makes the dictionary more valuable to such English learners because, according to the Cambridge University Press (n.d.), it helps them find authentic, real-life examples that enables learners to understand English in appropriate environments.

Conclusion

Choosing the most appropriate dictionary can be a daunting task for the student just beginning their studies in English linguistics. Moreover, it is often complicated to relate one's unique needs for a dictionary to a native English-speaking instructor when trying to obtain the data to make an appropriate decision. There are a number of exceptional volumes available to EFL students. However, in this researcher's experience - as both a student who studied in the United States and as a professor of linguistics in Saudi Arabia - these two works are the most comprehensive for meeting the needs of Arabic-speaking students enrolled in English language semantics and pragmatics courses. Both *AHCD* and *CALD* present a vast range and depth of information on the English language that would support any student of linguistics, but particularly those for whom English is a second language. In addition, the CD-ROM that accompanies the *CALD* is very useful to the modern student. Therefore, this author and professor of linguistics feels very confident in recommending that students studying semantics and pragmatics acquire both of these dictionaries.

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