



UNIVERSITI PUTRA MALAYSIA

***SEMANTIC DIFFICULTIES FACED BY STUDENTS IN CHINA IN
UNDERSTANDING ARABIC ECONOMIC AND BUSINESS TERMS***

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FBMK 2022 11



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By

MA SHUHAN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfilment of the Requirements for the Degree of
Master of Arts**

February 2022

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Arts

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February 2022

Chairman : Professor Mohd Azidan bin Abdul Jabar, PhD
Faculty : Modern Languages and Communication

With the increasing close exchanges between China and the Arab countries in the fields of economy and business, the international markets have shown a desire for compound talents in the Arabic major. Hence, a series of courses on Arabic for business purposes are set for Arabic majors at some universities in China. Meanwhile, Arabic economic and business terms are part of the communications of the economy and world affairs, and they are the smallest unit and the most basic carrier in a series of courses for Arabic business purposes, which transmit more complicated semantic understandings. These are generally difficult for students who majored in Arabic in third grade and do not have knowledge reserves in the economy and business. Lacking correct understandings of Arabic economic and business terms, students cannot proceed to the next step of studying sentences or even the whole applied texts. This study attempts to fill this gap by investigating the kinds of semantic difficulties faced by students in China in understanding Arabic economic and business terms. In this regard, this study aims to achieve the following objectives: (1) to identify the various semantic difficulties faced by students in China when they learn Arabic economic and business terms using the textbook "Arabic Applied Texts in Economy and Business"; (2) to recommend the solutions for students in China in understanding meanings of Arabic economic and business terms. To achieve two objectives, the study has adopted a quantitative method to collect data and used simple mathematical statistics to analyze it. 65 students in third grade Arabic language from 2 universities in northern China as respondents have taken part in the investigation to accomplish a group of tests and questionnaires. Due to COVID-19 and time costs, 35 students from Jilin International Studies University completed the tests and questionnaires after their class online using mobile phones or computers within one week. While at Xibei Minzu University, the researcher personally supervised 30 respondents to complete the closed papers, including the tests and questionnaires, within 50 minutes in the class, as required by the

examination regulations. Due to some uncertainties in the test results caused by external conditions among 35 students at Jilin International Studies University, this study suggests using 30 samples from Xibei Minzu University to obtain the most accurate results. Thus, the study used the integrated semantic theoretical frameworks to analyze students' answers from tests and questionnaires to find specific semantic difficulties. Moreover, based on collecting students' answers and their ideas from questionnaires, as well as the semantic difficulties found, the study has recommended some feasible solutions. The overall results indicated that all respondents had faced general 8 semantic difficulties in understanding Arabic economic and business terms to varying degrees. And the study has given recommendations on 4 levels: monolithic level, professional background, semantic relations, and semantic translation. Finally, the study will draw students' attention to comprehensively studying economic and business terms. Besides, it will encourage instructors in China to optimize relevant courses' education.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sastera

**KESUKARAN SEMANTIK YANG DIHADAPI OLEH PELAJAR DI CHINA
DALAM MEMAHAMI ISTILAH EKONOMI DAN PERNIAGAAN ARAB**

Oleh

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Menerusi peningkatan pertukaran aktiviti yang erat di antara China dengan negara-negara Arab dalam bidang ekonomi dan perniagaan, pasaran antarabangsa memerlukan bakat dan kepakaran dalam bidang bahasa Arab. Oleh itu, beberapa siri kursus bahasa Arab untuk tujuan perniagaan telah dimasukkan ke dalam pengkhususan bahasa Arab di beberapa universiti di China. Dalam masa yang sama, istilah ekonomi dan perniagaan Arab menjadi sebahagian daripada keperluan komunikasi yang berkaitan dengan ekonomi dan hal ehwal semasa dunia, dan ini menjadikannya sebagai perkara asas yang perlu dimasukkan ke dalam siri kursus bahasa Arab untuk tujuan perniagaan yang sudah tentunya memerlukan kefahaman semantik yang lebih sukar. Ini secara amnya menyebabkan kesukaran terhadap pelajar yang mengambil jurusan Bahasa Arab pada gred tiga yang tidak mempunyai pengetahuan yang diperlukan dalam bidang ekonomi dan perniagaan. Kurangnya kefahaman yang betul terhadap istilah ekonomi dan perniagaan Arab akan menyebabkan pelajar tidak dapat meneruskan pembelajaran ke peringkat yang seterusnya atau tidak dapat mempelajari keseluruhan pelajaran yang terkandung dalam buku teks. Kajian ini cuba memenuhi jurang kajian dengan mengkaji jenis kesukaran semantik yang dihadapi oleh pelajar di China dalam memahami istilah ekonomi dan perniagaan Arab. Sehubungan itu, kajian ini bertujuan untuk mencapai objektif yang berikut: (1) mengenal pasti pelbagai kesukaran semantik yang dihadapi oleh pelajar di China apabila mereka mempelajari istilah ekonomi dan perniagaan Arab menggunakan buku teks bertajuk "Teks Gunaan Bahasa Arab dalam Ekonomi dan Perniagaan"; (2) untuk mengesyorkan penyelesaian kepada pelajar di China dalam memahami maksud istilah ekonomi dan perniagaan Arab. Untuk mencapai kedua-dua objektif tersebut, kajian ini menggunakan kaedah kuantitatif dalam pengumpulan data serta menggunakan statistik matematik yang asas dalam penganalisan data. Seramai 65 orang pelajar yang berada dalam gred tiga bahasa Arab dari 2 buah universiti di utara China telah menjadi responden yang mengambil bahagian dalam ujian dan soal

selidik yang dijalankan. Disebabkan oleh pandemic COVID-19 dan faktor masa, maka seramai 35 orang pelajar dari Jilin International Studies University menjalani ujian dan soal selidik selepas kelas maya mereka dengan menggunakan telefon mudah alih atau komputer mereka yang mengambil masa selama satu minggu. Manakala di Xibei Minzu University, pengkaji secara peribadi telah menyelia 30 orang responden bagi menjawab ujian dan soal-selidik dalam tempoh masa 50 minit di dalam kelas seperti mana yang dikehendaki oleh peraturan peperiksaan. Disebabkan oleh beberapa permasalahan dan ketidakpastian dalam keputusan ujian akibat daripada faktor luar jangka yang berlaku terhadap 35 orang pelajar dari Jilin International Studies University, maka kajian ini hanya menggunakan 30 sampel sahaja iaitu dari Xibei Minzu University bagi mendapatkan keputusan yang paling tepat. Oleh itu, kajian ini menggunakan kerangka teori semantik bersepadu untuk menganalisis jawapan pelajar dalam ujian dan soal-selidik bagi mengenal pasti kesukaran semantik tertentu yang dihadapi oleh mereka. Berdasarkan hasil jawapan pelajar serta idea yang dikemukakan oleh mereka dalam soal-selidik, juga menerusi kesukaran semantik yang dapat dikenal pasti, maka kajian ini mencadangkan beberapa penyelesaian. Hasil kajian menunjukkan bahawa semua responden telah menghadapi kesukaran pada tahap yang berbeza-beza dalam 8 aspek umum semantik dalam memahami istilah ekonomi dan perniagaan Arab. Kajian ini mengesyorkan penyelesaian pada 4 peringkat iaitu tahap monolitik, latar belakang profesional, hubungan semantik, dan terjemahan semantik. Akhir sekali, kajian ini boleh menarik perhatian dan minat pelajar untuk mengkaji istilah ekonomi dan perniagaan secara komprehensif. Selain itu, ianya akan menggalakkan pengajar di China untuk mengoptimumkan pengajaran dalam kursus yang berkaitan.

ACKNOWLEDGEMENTS

Firstly, I would like to express my sincere gratitude to my Supervisory Committee, Professor Dr. Mohd Azidan Abdul Jabar and Dr. Ng Chwee Fang. For their intellectual guidance, invaluable instructions, and comments on my thesis, I have finally accomplished it. My deepest appreciation goes to my Committee Chairman, Professor Dr. Azidan, whose work ethics have shown me that humility and hard work are essential qualities on our way to success. I still remember in his first-class that I attended, he said: "Everyone can be a teacher, we can learn from each other". And I thank him very much that he can initiatively choose me to be his student, which will be the honor of my life. On my master's journey, I learned from him more and more in every aspect. Furthermore, I would also like to express my gratitude to the member of my Master Supervisory Committee, Dr. Chwee Fang. With her close reading of my work, her constructive comments, never-ending support, and guidance, my postgraduate path can be unimpeded. During my master's studies, she always encouraged me and gave me unlimited blessings, which made me feel warm during my time in a foreign country. For my next life stage, I will apply what I have learned from both and try my best to do everything.

I would like to dedicate a special appreciation to my alma mater, XiBei Minzu University. There are no words to describe the depth of my gratitude and appreciation to my instructors, Wang Jue, Dong Yan, and Ma Juxiang. They helped me organize the investigation of the study. Besides, I also thanked another university, Jilin International Studies University, and the instructor named Han Jiasheng, who organized student participation surveys. Plus, I thank students from these two universities for cooperating with us in surveys.

Furthermore, my love goes to my father and mother. Their love, care, and support have inspired me to work hard and be determined throughout my studies and research. They have inspired me to complete this research work with great courage. Especially during COVID-19, they have given me more support in every aspect.

Thank you!

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Arts. The members of the Supervisory Committee were as follows:

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TABLE OF CONTENTS

		Page
ABSTRACT		i
ABSTRAK		iii
ACKNOWLEDGEMENTS		v
APPROVAL		vi
DECLARATION		viii
LIST OF TABLES		xiii
LIST OF FIGURES		xiv
LIST OF ABBREVIATIONS		xv
CHAPTER		
1	INTRODUCTION	1
1.1	Background of the Study	1
1.2	Statement of the Problem	4
1.3	Objectives of the Study	6
1.4	Research Questions	6
1.5	Scope of the Study	7
1.6	Significance of the Study	8
1.7	Definitions of Key Terms	8
1.8	Conclusion	9
2	LITERATURE REVIEW	10
2.1	Semantics in Linguistics	10
2.2	Theories of Lexical Semantics	11
2.3	Previous Studies Combination of Lexical Semantics and Foreign Language	13
2.3.1	Lexical Semantic Relations and Its Acquisition	13
2.3.2	Semantic Field and Its Acquisition	15
2.3.3	Componential Analysis and Its Acquisition	16
2.3.4	Frame semantics and Its Acquisition	17
2.4	Arabic Economic and Business Terms	18
2.4.1	The Definition of Terms (Terminology)	19
2.4.2	The Definition of Arabic Economic and Business Terms	20
2.4.3	The Characteristics of Arabic Economic and Business Term	21
2.4.4	The Sources of Arabic Economic and Business Terms	22
2.5	Issues from Earlier Studies of Economic and Business Terms	23
2.5.1	Discussion on Monosemous Terms	24
2.5.2	Issues in Terminological Translation	24
2.6	Research Status of Terminological Semantics	25

2.6.1	Lexical Semantic Approaches for Terminology	25
2.6.2	The Theoretical Foundations of Terminological Semantics by Wang and Zhang in 2009	27
2.7	Research Gap and Conclusion	32
3	METHODOLOGY	33
3.1	Research Design	33
3.2	Research Population and Procedures	34
3.2.1	Research Population	34
3.2.2	Research Procedures	34
3.3	Selection of Test Data	35
3.3.1	Verification of Arabic Economic and Business Terms	36
3.3.2	Test Data Selection	36
3.4	Data Collection Instruments	36
3.4.1	The Semantic Test on Arabic Economic and Business Terms	37
3.4.2	The Questionnaire on Semantic Comprehensions	37
3.5	Data Analysis	38
3.5.1	The Methods for Figuring out Semantic Difficulties	38
3.5.2	The Solutions for Semantic Difficulties	40
3.6	Conclusion	40
4	RESULTS AND DISCUSSIONS	41
4.1	The Results and Discussions of the Semantic Test	41
4.1.1	The Results and Discussions of Question 1	41
4.1.2	The Results and Discussions of Question 2	46
4.1.3	The Results and Discussions of Question 3	50
4.1.4	The Results and Discussions of Question 4	51
4.1.5	The Results and Discussions of Question 5	51
4.1.6	The Results and Discussions of Question 6	53
4.2	The Results and Discussions in the Questionnaire on Semantic Comprehensions	55
4.2.1	The Results and Discussions of T1	55
4.2.2	The Results and Discussions of T2	57
4.2.3	The Results and Discussions of T2	59
4.2.4	The Results and Discussions of T4	62
4.3	Suggestions in Solving Semantic Difficulties Based upon The Investigations	62
4.4	Conclusion	64
5	CONCLUSIONS AND RECOMMENDATIONS	65
5.1	Conclusions of the Study	65
5.2	Major Findings of the Study	65
5.3	Contributions of the Study	68
5.4	Limitations of the Study	68

5.5	Recommendations for Future Study	68
5.6	Conclusion	69

REFERENCES	70
APPENDICES	81
BIODATA OF STUDENT	86
PUBLICATION	87



LIST OF TABLES

Table		Page
1	Semantic theories at work in data analysis	39
2	Participants' total marks in Q1	42
3	The frequency of errors in each sub-question	42
4	Participants' total marks in Q2	46
5	The frequency of errors for each sub-question	47
6	Participants' total marks in Q3	50
7	The overall situations in answering Q4	51
8	The overall situations in answering Q5	52
9	The frequency of each option selected	54
10	The frequency of each option in T2	57

LIST OF FIGURES

Figure		Page
1	Model Diagram of SST	28
2	Example diagram based the features of BSWKO	30
3	The procedure of data collection and analysis	38
4	The percentages of each option selected in T1	55
5	The percentages of each option selected in T3	59

LIST OF ABBREVIATIONS

The textbook	Arabic Applied Texts in Economy and Business
AEBT(s)	Arabic Economic and Business Terminology (Terms)
ABP	Arabic for Business Purposes
LSP	Language for Special Purposes
EBT(s)	Economic and Business Terminology (Terms)
FOB	Free on Board
CIF	Cost, Insurance and Freight
Incoterms	International Commercial Term
ST	Source Text
TT	Target Text
KP/KPs	Knowledge Pattern(s)
%	Percent/ Percentage
SST	Specific Semantic Triangle
BSWKO	Based on the Semantic Web of Knowledge Ontology
M-TSS	Micro-Terminology Semantic Structures
EXW	Ex works
QL	Quantitative Linguistics
Q	Question in The Test
T	Question in The Questionnaire
Sq	Sub-question
No. Sq	Sub-questions' Numbers
L/C	Letter of Credit
sight LCs	Sight Letter of Credit
GNP	Gross National Product

GWP	Gross World Product
GDP	Gross Domestic Product
PLLC	Professional Limited Liability Company
LLP	Limited Liability Partnership
CAP	Customer-arranged Pickup
L.L.C./LLC	Limited Liability Company
RQ	Research Question



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CHAPTER 1

INTRODUCTION

This chapter presents the fundamental aspects of the study. It discusses the background and the statement of the problem. The objectives and research questions of the study are then specified, followed by the scope and significance of the study. Further, it provides the definition of terms as used in the study. The last section concerns the structure of the thesis.

1.1 Background of the Study

The Arabic language in universities in China has gone through nearly 70 years of development since Peking University opened the Arabic language major in 1946 (Huang, 2015). Through establishing a series of academic qualifications in universities, such as bachelor, master, and doctoral degrees, the program of training talents in Arabic majors has been formed a relatively complete cultivating system and mechanism in China. Students who would like to study Arabic language need to select a university offered an Arabic major, after he or she has passed the Chinese College Entrance Examination.

Today, diplomatic activities between China and Arab countries are primarily concentrated in the economic field. Especially, the Chinese government has proposed the initiative to build “the Silk Road Economic Belt” in 2013. In this light, the Arabic major is based on Peking University as the core to spread out to establish, the number of Arabic majors from fewer than 10 universities to more than 40 universities. Simultaneously, the number of graduates from the Arabic major is increasing year by year. Despite this, most employers still express their worries that there is a shortage of Arabic talent so that it does not meet the hiring needs of employers, particularly in the case of interdisciplinary talents. Wang & Fan (2016) state that more than 90% of the Arabic language graduates have to learn relevant professional knowledge by themselves in the process of engaging in the specific work, due to their limited university time and curriculums that favours basic language learning. Therefore, it is urgent for Arabic majors to introduce interdisciplinary courses, especially for combinations of Arabic and economy.

النصوص التطبيقية العربية في مجال (الاقتصاد والتجارة) (hereinafter referred to as “the textbook”) written by Yang Jianrong in 2014 is the most common textbook used in one of the courses Arabic for business purposes in third grades. In the preface of the textbook mentions the edition that it was based on the author’s work experience in Arab countries, as well as existing economic and trade application documents in his hands. At

the same time, the purpose of editing such a textbook catered to the vacancies of Arabic compound talents in the China-Arab economic and business exchanges. Furthermore, Arabic economic and business terms are the basis to compose the textbook, which is the worthiest of attention by students (Yang, 2014).

Liliya and Elina (2018) note that the main lexical unit of language for special purposes (LSP) is the professional term. Terms are central to the professional language vocabulary and convey the basic content information. While Economic and business term formation is influenced by the subject field in which it is carried out, by the nature of persons involved in the process of designation, by the stimulus at the origin of the formation of the term and by the phonological, morpho syntactical and lexical structures of the language in which the new concept finds its linguistic expression (G.Vasuchenko, 2011).

Arabic economic and business terms (hereinafter referred to as "AEBT") are compound words as well as multi-word expressions. AEBT is given specific concepts based on the Arabic language in economic and business contexts. More specifically, AEBT involves various topics, like economy, business international trade, finance, marketing, and accounting, etc., on the one hand (Yang, 2014). On the other hand, economic and business terms have three features: strong professional, accuracy and rigor, as well as interdisciplinary; four main sources: semi-professional vocabularies, polysemy, abbreviations, and loanwords (Dou, 2011).

Semantics studies meaning in linguistics. Paul (2018) states that semantics may deal with meaning at different levels of words, phrases, sentences, or larger units of discourse. And he also says that the relationship between form and meaning is one of the critical issues, which unites different approaches to linguistic semantics. Theories in linguistic semantics include formal semantics, conceptual semantics, cognitive semantics, lexical semantics, cross-cultural semantics and computational semantics.

In general, foreign language learning requires students to develop the fundamental skills: listening, speaking, reading, and writing, and translating (Rao, 2017), while these basic skills will inevitably involve the understanding of meaning. What means "meaning" in linguistics? The "meaning" is the message conveyed by words, sentences, and symbols in a context (Nordquist, 2018).

Semantics studied by foreign language scholars is combined with foreign language learning or teaching. Because a strong understanding of words helps foreign language learners and teachers in expressing ideas and understanding messages more clearly and fluently (Teaching Semantics to English Language Learners, 2021). Moreover, a series of marginal and interdisciplinary subjects

have emerged in semantics, like phonetic semantics, sentence semantics, text semantics, cognitive semantics, and cross-cultural semantics, etc. (Yu, 2008). Hence, semantics combined with different learning directions would influence the degree of comprehensions for students in the Arabic majors.

In this respect, the learning of the textbook for students will be confronted with semantic difficulties in various aspects, due to the glossary, texts, and translations involved in the textbook (Yang, 2014). The first issue faced by students is lexical and terminological semantic comprehensions in the glossary. Specifically, those vocabularies expand general Arabic vocabularies in the glossary, and increase the professional economic and business terms.

In lexical semantics, the units of analysis are lexical units which include not only words but also sub-words or sub-units such as affixes and even compound words and phrases. Lexical units involve the catalogue of words in a language, the lexicon. Lexical semantics examines how the meaning of the lexical units correlates with the structure of the language or syntax (Pustejovsky, 1995). In this respect, lexical semantics is a basis for students to learn terminology in the glossary and the whole texts.

A term shows the semantic feature that is as a special word having substantial and functional inner nature (G.Vasuchenko, 2011). Thus, the characteristics of terminological semantics are scientific, professional and interdisciplinary, so that deciding on terminological semantics is not only a branch of terminology, but also a branch of semantics. Wang and Zhang (2009) propose three theoretical foundations for terminological semantics, including Specific Semantic Triangle (SST), classifications of terminological semantics in Based on the Semantic Web of Knowledge Ontology (BSWKO), and Micro-Terminology Semantic Structures (M-TSS). In this perspective, the semantic question caused by terms conveying specific concepts, which oblige students to master the register of economic and business spheres.

The second issue that troubled students in the textbook is the comprehension of long and difficult sentences and the entire text. Yu (2008) states that the study of the sentences semantics is as important as the study of the lexical semantics because the functions of thought and communication of language are carried out through sentences. Similar to lexical semantics, sentence semantics also presented several levels, with intra-linguistic and extra-linguistic meanings. Yu (2008) says that the problem of collocation of the vocabulary implies studies of lexical semantics and sentence semantics, because the collocation of the vocabulary is achieved on the surface of the sentence. More precisely, sentences in the textbook have not only the grammatical features of the construction of the ordinary Arabic sentence, but also the professional features of an applied text. Furthermore, semantic experts believe that a text is a complex semantic structure. The most essential feature of a text is its structural and

semantic integrity and coherence (Yu, 2008). Thus, the semantic factors of the sentences and texts in the textbook combined with economic and business elements should be considered, like practicality, timely, profession, and normative (Hai, 2015).

The third issue is due to the influences of the context of the applied text, expressions synonymous with sentences (Yu, 2008). Because of the different cultures in the sphere of economy and business between China and Arabs, the negotiation style and language expression of all parties would be affected in the progress of business activities. From this perspective, subjects involved in commercial activities will inevitably lead to enormous differences in values, modes of thought, commercial customs, etc. (Lao, 2019).

The last issue appears in the translation of the whole textbook, in particular for semantic translation, which includes the glossary, sentences, and applied texts. The goal of translation of the applied text is to achieve semantic equivalence between the source language and target language (Luo C. , 2020). Generally, a semantic translation is drafted at the language level of the author, communicating to readers. Semantic translation is used for “expressive” texts, communicative for “informative” and “vocative” texts (Liu , 2017). Moreover, semantic translation emphasizes loyalty to the original text (Newmark, 1991, p. 10). Additionally, Semantic translation tends to be more complex, detailed, and concentrated and focuses on the thought-processes of the translator rather than the students’ intention (Hamood, 2019). Therefore, in order to take account of the business and economic characteristics, it is essential to translate the contents in the textbook which should first ensure semantic accuracy.

Therefore, in the light of aforementioned the situation of Arabic learning in China, business and economic components in the textbook, syllabus used in Arabic learning in China, and semantic difficulties faced by students in China learning the textbook, the current research focuses on the semantic difficulties faced by students in China in understanding AEBT

1.2 Statement of the Problem

The difficulty of understanding terms and the significance of terms in the global economy and trade put the terms in the limelight in the academic scope (Luo, 2020, p. 6)The AEBT is part of the communications of economy and world affairs, which are applied from multiple angles. In particular, AEBT transmits more complicated semantic understandings that are generally difficult for students in the third grade of Arabic major without knowledge reserves of the economy and business in China. In most cases, students memorize terms mechanically with no semantic comprehension. In this regard, it is impossible for them to properly understand the whole passage or even the terminology of the application in the proper position. The problems a student faces when understanding such terms

in semantics can be better tackled if the student is semantically proficient in ABP courses.

In this relation, first clear phenomenon that caused by semantic difficulties is the diversity and complexity of the terminology itself. On the one hand, diversity of terminology is reflected in its nature and forms. More precisely, one of the meaningful natures of terminology is professional in any specific sphere. Moreover, the professional term is considered to be the primary lexical unit of the LSP. Liliya and Elina (2018) think the terms are the nucleus of professional linguistic vocabulary and transmit the basic information of the content. For example, *ضريبة العمل* (营业税); *ضريبة استيراد* (进口税); *ضريبة تصدير* (出口税); (海关关税) *الرسوم الجمركية* (Yang, 2014). and so on, a series of these terms are relevant to taxation, which are more comparatively professional for students with no reserve of related knowledge.

On the other hand, the complexity of terminology may work in a variety of term classifications. Usually in semantics, terminology implies monosemous terms, synonymous terms and polysemous terms (Feng, 2007). Representatively, the polysemous terms are considered as a form of word and phrase, so a sense of terminology also follows the generation of the meaning of the word and phrase, and accepts its general rules and regular models (Qiu, 2018). For instance, in economic and business terms, *إقرار كتابي بالاستلام* (收据=receipt): *وَصَلَ* (连接, 联系, 关联) *ربط أو الحاق* (Yang, 2014; -, 2008). In this perspective, Song (2011) believes that the explanations of some common words or phrases in the economic and commercial domains are quite different from the general meaning, to make it difficult for students to find the correct answers in the general language dictionary. In particular, there is no professional Arabic business dictionary for students in China.

Secondly, the semantic difficulties of AEBT are presented by the students themselves. For one thing, it is related to the conventional ideas of foreign language vocabulary teaching in China. It means that learning vocabulary is a very straightforward thing in foreign languages in students' minds. As a consequence, an intelligent method would be neglected in learning and understanding terms (Fan X. , 2017). Another reason is that students' abilities in third grade are not enough to handle AEBT conveying interdisciplinary factors such as Arabic grammatical structures and knowledge of the economy and business. For example, students have a "Test for Arabic Majors-4" at the end of the second semester of their sophomore year, which assesses students' ability to use various basic skills and their mastery of grammatical structures and word usage (A'La Boyu Zhuanye Siji Kaoshi Dagang (Cao'an), 2014). In this light, students are not proficient in dealing with the portion beyond their knowledge reserve, the knowledge of the economy and business, which inevitably causes semantic difficulties in learning AEBT.

“A secondary source contains commentary on or discussion about a primary source. The most important feature of secondary sources is that they offer an interpretation of information gathered from primary sources” (Primary and Secondary Sources in the Humanities and Social Sciences, n.d.). Zheng (2004) assumes the classification of secondary sources that are not original, including popular scientific books, policy commentaries, literary and artistic works, technical documents, synopsis, monographs written about the topic, etc. Whereas the textbook is not an original written by Yang, it has gathered applied texts from primary sources like governmental documents. Thus, we suppose this textbook is a secondary source material for students. Moreover, the terminology used and expressed, which is considered to have prior knowledge and some concepts for readers (Zheng, 2004). In this way, it seems that AEBT in the textbook may be considered by Yang to be concepts known in advance for students. As a result, the students' backgrounds are overlooked since particular explanations or concepts do not exist in the textbook, which solely provides Arabic-Chinese translations.

In light of this study, there is a gap between AEBT and semantic understandings, particularly for students in Arabic majors without pertinent knowledge in the areas of economy and business. Therefore, the present study attempts to fill the gap in the sphere of ABP by carrying out terminological semantics-based analytical studies to identify the various semantic difficulties in terms faced by students.

1.3 Objectives of the Study

Accordingly, the specific objectives of the research are:

- 1) To identify the various semantic difficulties faced by students in China when they learn Arabic economic and business terms using the textbook “Arabic Applied Texts in Economy and Business”;
- 2) To recommend the solutions for students in China in understanding meanings of Arabic economic and business terms.

1.4 Research Questions

Based upon the objectives of the study, the following research questions are formulated:

- 1) What kinds of semantic difficulties faced by students in China when they learn Arabic economic and business terms using the textbook “Arabic Applied Texts in Economy and Business”;
- 2) What solutions can be recommended for students in China to understand meanings of Arabic economic and business terms.

1.5 Scope of the Study

Firstly, we select AEBTs that are from the most common teaching material for students in Arabic majors in China, named "Arabic Applied Texts in Economy and Business", composed by Jianrong Yang. In the publication notes, University of International Business and Economics Press states that the press has compiled a set of applied texts in foreign languages in conjunction with advanced lecturers from some key universities in order to meet the needs of undergraduate students majoring in foreign languages in colleges and universities in China. The press thinks this series of textbooks that have high-quality content to help students learn applied texts. Because the editors not only have rich experience in language teaching, but also have practical experience in business activities (Yang, 2014).

In the preface of the textbook, Yang mentions the edition is based on the author's work experience in Arab countries, as well as existing economic and trade application documents in his hands. At the same time, the purpose of editing such a textbook is catered to the vacancies of Arabic compound talents in the China-Arab economic and business exchanges. In this light, the textbook is written from the following topics: intergovernmental instruments; international trade text between companies; inter-enterprise economic cooperation and labor contracting agreements; official note and invitation; speech manuscripts in the fields of economy and trade; trade practical letters; official documents in the fields of economy and business; introduction of the types of company, and business advertisements. While from the formats of the textbook, the textbook involves additional reading material, text translation, and glossary (including general vocabularies, AEBTs, other fields terms and so on) (Yang, 2014).

Furthermore, due to COVID-19 and time costs, we can only choose two different universities in northern China (Xibei Minzu University and Jilin International Studies University) to complete our studies. The reason for choosing both universities is that both of them have set the courses for Arabic business purposes for students in the third grade, using the textbook named "Arabic Applied Texts in Economy and Business". Moreover, we ask the whole grade to take part in our research, so we have 30 respondents from Xibei Minzu University and 35 respondents from Jilin International Studies University. However, our final result only selects 30 students at Xibei Minzu University as respondents. Because the researcher has a chance to personally supervise students, and ask them to follow examination rules to accomplish the investigation in their class time at Xibei Minzu University. While 35 students from Jilin International Studies University participate in our research online after their class. As a result, the internet's capabilities may cause 35 students to seek knowledge online, thereby invalidating the statistical results. Arabic-Chinese translations.

1.6 Significance of the Study

The contribution of my research would probably be, firstly, the effects of this research which would facilitate semantic understanding on AEFT for students who specialize in Arabic without economic and business knowledge; and alert students to knowledge relevant to their studies. In addition, turning knowledge into professional skills may increase students' interest in learning and motivate them to learn (Song, 2011). Moreover, this study is also considered to be capable of making a contribution to students' future works when correctly using Arabic economic and business terms in suitable occasions (Luo, 2020).

In addition, the results of this research would provide a benchmark for ABP, whether for student learning or teacher education. Owing to Huang (2015) claims that the ABP's academic research was still in its infancy in China. Addressing semantic issues may prevent the misuse of AEFT in the ABP course. To some extent, it can provide an example for learning and teaching other contents in ABP, such as understanding the semantic of the sentence.

Furthermore, this research can afford new ideas for the field of terminological semantics, particularly to understand the semantics of Arabic economic and commercial terms. The research on terminological semantics in academia is still exploring, since some research methods of terminology are borrowed from other disciplines such as philosophy and semiotics, and the theoretical basis of terminological semantics urgently need to build its own system (Zheng, 2004; Wang & Zhang, 2009). The results of this research can be used as a reference for future researchers when searching for terminology semantics in LSP, such as the semantics of legal terms in other languages. sentence.

1.7 Definitions of Key Terms

In the following the definitions of terms related to the topic of this study is provided:

- 1) Arabic economic and business terms are compound words as well as multi-word expressions (Dictionary by Merriam-Webster, n.d.) that in economic and business contexts are given specific meanings based on the Arabic language. And in my study, all terms are from the textbook, involving topics in economy, business international trade, finance, marketing, accounting, etc. (Yang, 2014).
- 2) Semantic difficulties point to understand meanings of Arabic economic and business terms faced by students in this thesis. In this regard, terminological semantics is rooted in the encyclopedic knowledge system of language users and recipients (Wang & Zhang, 2009). When economic and business terms go beyond the scope of students' Arabic

language skills, they will inevitably cause semantic difficulties for students in China.

1.8 Conclusion

This chapter presents one background about situation of Arabic learning in China, the curriculum of Arabic for business purposes, business and economic components in the textbook, the definition of semantics, and semantic difficulties faced by students in China. A cursory glance at previous studies reveals that semantic understandings in Arabic economic and business terms have been neglected, and that this is a gap that must be bridged.

The present study is designed to examine how Arabic economic and business terms are understood by students in, and to help them understand with accuracy. In particular, the concern of this study is the question of how difficult and complex semantic comprehensions faced by students in China when learning Arabic economic and business terms of the textbook. courses.

To facilitate the entire conduct of this work, the scope of the study has also been defined and there are justifiable reasons to draw the above limitations to the scope of the study. The researcher has also rationalized the possible important contribution that could be made to the benefits of the current study for students, such as the curriculum in ABP and related subjects, and the definition of related terms. courses.

The following chapter discusses the literature review of the study and presents a detailed review of various topics pertinent to this study. Chapter Three outlines the design and the methodology used to analyze the data. It also details how the data are collected and sampled and how they are analyzed. Results and discussion of the analysis of the data are then presented in Chapter Four. Finally, Chapter five outlines an overall discussion of the findings of the study and gives conclusions and implications drawn from the findings. The chapter concludes with a set of recommendations and suggestions that may help further to address the semantic problems with interdisciplinary.

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