

Ideology and Cultural Bias in the Representation of Culture-Specific Words in English-Urdu Bilingual Dictionaries

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ABSTRACT: The current study investigates the ways in which culture-specific words have been represented in English-Urdu bilingual dictionaries and how the dictionary entry represents the cultural meaning. Language and culture are interconnected, and a large number of words have meanings that are embedded in social traditions, religious practices and values. These words may present problems of translation since they do not convey their true cultural context. The present study centers on the selected culture specific words extracted from two commonly used bilingual dictionaries, namely (1) Oxford English Urdu Dictionary (2) Rekhta English Urdu Dictionary. The study is a qualitative type of study. Data collection involves semi-structured interviews with students, teachers and bilingual dictionaries users who work with them on a regular basis for learning and translation. The participants' answers are analyzed using thematic analysis to detect themes on cultural representation, translation problems and the effectiveness of the dictionary. In conclusion, the results show that bilingual dictionaries do not adequately explain the cultural background of the words and mostly offer short or literal translations. This consequently leads to a miss-understanding of the emotional, religious and cultural interpretations of culture-specific expressions by users. The study underlines the significance of culturally sensitive lexicographic practices and suggests that the bilingual dictionary should contain context explanations, cultural notes and usage examples. This research will be helpful for translation studies, lexicography and cultural linguistics as it focuses on the role of bilingual dictionaries as linguistic tools and also as a bridge between cultures.

KEYWORDS: Ideology and Cultural Bias, Culture-Specific Words, English-Urdu Bilingual Dictionaries

Introduction

Language serves as a means of communication and it is also a representation of culture, traditions, beliefs and social identity. Each society has some words and phrases which are very close to their cultural and historical context. These are generally known as culture specific words, as the meaning of these words is closely associated with the culture and cannot be understood through direct translation. Such words pose great difficulty in the translation process in bilingual translation particularly in the case of English to Urdu and vice versa as both languages have different

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cultural, religious and social backgrounds. English is largely used in the context of western culture and individualistic social values, while Urdu is used in the context of traditions of South Asia, Islamic values and collective family oriented social values. Because of the differences in culture, there are no exact words that can be translated in the other language. Thus, Urdu terms like Nikah, Roza, Mehndi and Iftar have their profound religious and cultural significance which cannot be captured in one-word English translation. Likewise, the use of English cultural expressions like pub, Halloween or Thanksgiving is difficult to explain accurately in Urdu without the right cultural context. Words can be given a literal meaning that strips them of their emotional, religious and social context. In these cases bilingual dictionaries are very useful. They are not just language learning instruments but also are cultural bridges that equip the user to gain insight into the meaning, background and usage of words that are the property of another culture. Students, teachers, translators and researchers use English-Urdu bilingual dictionaries for academic and communicative purposes in Pakistan. But most dictionaries concentrate on word-to-word translation and lack a good amount of cultural explanation. Therefore, readers may interpret the literal sense of the word but not its cultural connotation. The situation is more critical in our contemporary globalized context where both English and Urdu are now being used side by side in academic institutions, the media, and in the business world and in digital communication. For language learners and translators, the dictionary should not only contain linguistic definitions of words but also provide the necessary information regarding the cultural context. If there is no culture explanation, communication can be incomplete or even misinterpreted. As such, cultural notes, examples and contextual description should be part of bilingual dictionaries so as to make the user understand the language and culture as a whole. This research aims to explore representation of culture specific words in English-Urdu bilingual dictionary. The research is specifically targeted towards the Oxford English Urdu Dictionary and Rekhta English Urdu Dictionary, due to the popularity among the user and accessibility. The purpose of this study is to evaluate the effectiveness of these dictionaries in terms of the cultural meaning of selected words or their literal meaning. The present research adopts a qualitative research approach. The data are gathered from semi-structured interviews with students, teachers and translators who regularly use bilingual dictionaries. Their opinions and experiences indicate problems faced by users and understanding of words used in different cultures. Interview data is analyzed using thematic analysis techniques to identify similarities and differences in the themes related to cultural misunderstanding, translation limitations, and dictionary effectiveness. The value of this study is related to the contribution to translation studies, lexicography and cultural linguistics. The research highlights the importance of the preservation of cultural identity and intercultural understanding in dictionaries, as well as their function of translating vocabulary. In order to identify the gaps in existing bilingual dictionary, the study provides recommendations for the representation of culture-specific words in bilingual dictionaries, in terms of detailed explanations, context information, and culturally appropriate translation strategies. Finally, language and culture go together and bilingual dictionaries serve as important links between different cultures and traditions. Representing culture-specific words appropriately can enhance English and Urdu communication, translation, and culture between the two languages. So, this study aims at emphasizing the need for culturally aware bilingual lexicography and promotes the growth of more accurate and culturally informative dictionaries.

Research Questions

1. How are culture specific words represented in English Urdu bilingual dictionaries?
2. To what extent do English Urdu bilingual dictionaries explain the cultural meanings and context of culture specific words?

Significance

The importance of this study lies in the fact that it draws attention towards the representation of culture-specific words appropriately in bilingual dictionary. There is a strong link between language and culture, and the meanings of many words are religious, social, and cultural and can't be found in the dictionary. The research will help the dictionary writers about the necessity of adding the cultural explanations, contextual meanings and examples of usage in bilingual dictionary. It will also serve the students, teachers, translators and language learners who use the dictionary for understanding English and Urdu words. In this study, users will gain a better understanding about how cultural meanings will affect translation and communication. The research also helps in the areas of translation studies, lexicography and cultural linguistics, which focus on the fact that dictionaries are not mere translation devices but rather cultural bridges. Moreover, this study will promote the creation of culturally-bilingual dictionaries that will enhance intercultural understanding and preserve the original meaning of culture-specific expressions.

Literature Review

Language is closely linked to culture, with language reflecting beliefs, traditions, values and social practices in a community. People also express their culture, including their language in communication. Thus, one should know the language one is studying with a knowledge of its cultural context. In bilingual lexicography, this relationship is relevant since many words have meanings which are closely related to a specific culture and cannot be translated word for word. Dictionaries are not only a source of word meanings, but also valuable tools for the transfer of cultural knowledge, as stated by Landau (2001).

According to Landau (2001), a good bilingual dictionary should offer a word's definition, contextual explanation, and examples to help users comprehend the linguistic and cultural meanings of a word. Landau (2001) also believes that dictionary users require more than translation equivalents, as many words are used in a way that is influenced by the social and cultural context they are used in. Thus, Landau (2001) thinks that dictionaries should be used as a cultural guide in addition to a language tool.

Likewise, Atkins and Rundell (2008) report that modern bilingual dictionaries should be produced according to the needs of their users. Atkins and Rundell (2008) recommend that, in addition to providing a direct translation, examples, notes on usage, and context be provided in dictionary entries. Descriptive information is used to give an idea of the way words are actually used in day-to-day communication (Atkins & Rundell, 2008). This method enriches the bilingual dictionary and makes the dictionary more useful for students, teachers, translators, and language learners.

Baker (2018) notes that there are words that have cultural connotations that can not be accurately captured in a literal translation. Before translators can translate culture-specific expressions, they must have an understanding of both the source and target cultures, as proposed by Baker (2018). Baker (2018) states that translation is not only the transfer of words but the transfer of meaning, culture, and communication. Thus, bilingual dictionaries should include explanations which facilitate the comprehension of the cultural background of words.

According to Sher and Bukhari (2022), bilingual lexicography should emphasize not only linguistic correctness but also the representation of the culture. Sher & Bukhari (2022) argue that bilingual dictionaries should provide more than just direct translation equivalents: they should provide examples, descriptive meanings, and contextual information. They also state that dictionaries are more effective if they explain the use of words in various cultural contexts. According to Aslam et al. (2019), many bilingual dictionaries available in Pakistan do not give the cultural meanings of the words they translate; they just give lexical meanings. In the context of developing an English-Urdu bilingual dictionary, Aslam et al. (2019) state that descriptive definitions, contextual examples, and cultural notes

are required in the dictionary to enhance the quality of the bilingual dictionary. Aslam et al. (2019) claim that these enhancements enable pupils to comprehend language and culture better. As it is demonstrated in the studies above, bilingual dictionaries should not only offer equivalents in the target language; they should also contain the cultural meanings of the target language words. The reviewed studies indicate that the inclusion of descriptive definitions, contextual examples, and cultural explanations has advantages in terms of understanding and limiting misunderstandings among dictionary users. Language is closely linked to culture, with language reflecting beliefs, traditions, values, and social practices in a community. People also express their culture, including their language, in communication. Recent studies show that bilingual dictionaries should do more than give the meaning of words. They should also provide background information on the culture of words.

Ali (2022) says that many English–Urdu and Urdu–English bilingual dictionaries provide direct translations, but these translations are inadequate to explain culture-specific and religious words. He says there have to be cultural explanations in the dictionary for these words so people can get the true meaning of the word.

According to Li and Tarp (2022), there is no need to provide the same information to all users of modern dictionaries. As different users have different needs, different dictionaries provide cultural explanations, examples, and notes, depending on the purpose of the user. They claim that by presenting more detailed information than printed dictionaries, digital dictionaries can aid readers in grasping the meaning of the culture-specific words more accurately. They conclude that modern lexicography should take into account users' needs and enrich bilingual dictionaries with cultural items. The use of dictionaries is being transformed by AI and machine translation, as explained by Lew (2024). But he says that dictionaries are still needed as reliable lexical and cultural information that AI systems might not necessarily describe accurately, especially for less-documented languages. Lew (2024) also proposes to merge classical lexicography with contemporary digital technologies for better language learning and translation in future dictionaries.

Likewise, Aslam et al. (2019) describe that modern bilingual dictionary should minimize cultural and linguistic differences between English and Urdu. They believe that dictionaries are to have explanations, notes on the culture, and examples which go beyond word-for-word translation. They believe that bilingual dictionaries should contribute to the understanding of language and culture. Similarly, Ahmad and Khan (2024) state that language and culture are interlinked. They found that there are a lot of words in English which have cultural connotations in Urdu that are beyond simple translation. They recommend that dictionaries should give contextual explanations on how the word is used and understood by the reader. Recent research also indicates that students, teachers, translators and language learners require more than just the meaning of words. They require models, cultural information and explanation in their use of words in the real world. These features will equip the reader to comprehend the language and the culture of the words. Though there has been considerable research recently to enhance the area of bilingual lexicography, very little work has been done that concentrates on the representation of culture-specific words in bilingual dictionaries of English and Urdu. While the majority of studies refer to the difficulties experienced by the translator, little research has been carried out to study the cultural meaning that is understood by the dictionary users. Further studies are thus required to enhance bilingual dictionaries in terms of providing cultural explanations, contextual examples, and descriptive dictionary definitions.

Based on their research, bilingual dictionaries need to provide context, examples, and explanations for the learner to grasp the meaning of words within real communication. Another significant contribution is made by Aslam et al. (2019) who state that a bilingual dictionary should minimize the semantic and cultural discrepancies between languages. They say that describing meanings and even cultural information in a dictionary entry is necessary because sometimes, a simple translation does not convey the meaning. They found that contextual meanings support word

interpretation more accurately and enhance intercultural communication. Recent studies also stress the role of easy-to-use dictionaries. Today's dictionary users want more than definitions. They require examples, usage information and cultural explanations to grasp the use of words in various contexts. Bilingual dictionaries are recommended to aid students, teachers, translators and language learners by giving full details of the meanings of words in both the culture and language of the two communities.

Ahmad and Khan (2024) have recently written about the linkage between English and Urdu vocabulary. Though the study is concerned with English loanwords in Urdu, it makes it clear that the words have cultural and historical connotation which should not be neglected. The authors propose that knowledge of the cultural context of vocabulary aids language learners in comprehending the words more accurately. In general, recent research has indicated that bilingual dictionaries should not be restricted to word-for-word translation. Rather, they should provide context, description, definition, and example of use, along with cultural remarks. All this features enhance language learning, diminish misunderstanding, and aid the person in understanding the cultural significance of words. Though research in bilingual lexicography has grown in recent times, few studies have focused on the representation of culture specific words in English–Urdu bilingual dictionary. The present study has a strong justification due to this gap.

In the same way, Nied Curcio (2023) affirms that numerous bilingual dictionaries do not sufficiently account for the meanings of culture-bound terms. She says that dictionary definitions will usually give the equivalent of words in different languages but will not include information on their use or social meaning, nor include any examples of their use. She proposes that lexicographers should assume the role of cultural mediators and include cultural notes in the dictionary and provide a contextual explanation to help users grasp the actual meaning of words that may be culture-specific.

New studies also indicate that the effectiveness of a bilingual dictionary is related to its users' needs. Pupils, teachers, translators and language learners require more than just meaning of words. They also require examples, explanations from a cultural perspective and notes about their use. All of these features enhance the language learning experience, minimize misunderstandings and facilitate intercultural communication.

In his book, Reichmann (2023) states that there is a relationship between vocabulary and culture because the meanings of the words evolve in a cultural community. He believes that dictionaries should provide linguistic as well as the cultural information attached to words. This assists the users to understand the association of language and culture. For bilingual dictionaries, Zhao (2024) proposes that they should provide not only a description of the meaning of the word, but also an explanation of cultural significance. The study shows that cultural notes and background information can facilitate learners' understanding of the culture-specific words and enhance intercultural communication.

Wan (2021) investigates the treatment of culture-bound lexical items in a Chinese–English Dictionary Unabridged (CEDU). In the study, the authors state that single dictionary equivalents are not adequate to translate culture-specific words successfully. Lexicographers should leave aside some explanation notes, examples, and foreignisation and domestication strategies to maintain the cultural meaning of the words, as suggested by Wan (2021). The study shows that bilingual dictionaries should express cultural information in a clearer way to enhance the understanding of the users.

Zhao (2024) says that bilingual dictionaries should provide meaning of culture-specific terms and description of the culture they come from. In this study, emphasis is placed on cultural notes to explain why the word is significant in the specific culture. This enhances cross-cultural communication and makes bilingual dictionaries more effective in the learning and translation of languages, according to Zhao (2024).

Prószék et al. (2023) claim that contemporary bilingual dictionaries should be created around the purpose and needs of their users. In general, the recent studies support the view that future bilingual English–Urdu dictionaries should be bilingual, and not word-for-word translations. They should contain descriptions of definitions, real-life examples and notes on culture so that culture-specific words will be interpreted correctly. These enhancements can have a positive impact on the usefulness of bilingual dictionaries for students, teachers, translators, and researchers, as well as on the communication between different languages and cultures.

Another recent research by Hall and Louw (2022) indicates that the availability of bilingual learner's dictionaries with well-explained and practical examples is beneficial for language learning. The results indicated that learners' knowledge and confidence in language use were improved as a result of using a dictionary with good contextual information. Studies on bilingual dictionaries have also found that there is often no full equivalence between two languages. As many headwords have partial equivalence between languages, meanings are shaped by culture and language, as described in a study published in *Lingua* (Liu, 2018). The study suggests that descriptive explanations and other lexicographical techniques should be considered to minimize misunderstandings and enhance bilingual dictionaries. Modern bilingual dictionaries should not be based exclusively on literal translation, as shown in these studies. Rather they should provide explanations in context, cultural notes, descriptive definitions, and authentic examples. These features make it easier to represent culture-specific words and to comprehend linguistic and cultural meanings. Recent research indicates that bilingual dictionaries ought to contain more than translation equivalents. They should also incorporate cultural content so that users will receive a better understanding of the true definition of culture-specific vocabulary.

Nied (2023) states that most bilingual dictionaries fall short in providing information about culture bound words. Therefore, the users may have a basic understanding of the meaning of the word, but not of the cultural context. Nied (2023) suggests that dictionary authors should provide cultural contexts and usage notes together with examples to foster understanding across cultures.

Likewise, Li and Xia (2020) investigated the treatment of the culture-specific words in Chinese – English dictionaries. They discovered that dictionaries containing notes of explanation and cultural context were the most effective for the comprehension of culturally-specific vocabulary. In addition, learner dictionaries typically offer more cultural explanations as the language learner requires extra information to gain an understanding of the cultural significance of words (Li & Xia, 2020).

Research Methodology

This research employs a qualitative research design to investigate how culture-specific words are represented in English-Urdu bilingual dictionaries. A qualitative approach is appropriate because the aim of this research is to understand meanings, interpretations, experiences, and issues and not numerical measurement. This study focuses on cultural meanings in bilingual dictionaries and in the use of these meanings in actual language use. The research is based on interpretivist philosophies, which focus on understanding human experiences and social realities in terms of language and meaning. This is because it provides a way to examine the culture in depth and how it is reflected in the language of dictionaries.

Data Collection Method

This study uses semi structured interviews to gather data. The participants of the study are the university students, teachers, and translators who are regular users of English-Urdu bilingual dictionaries for their academic and professional purposes. The sampling technique used to select the participants is purposive sampling because the

participants are those who have experiences in using a dictionary, which is relevant to the study. Interview questions are used to investigate the users' knowledge of the words in the cultural context, problems they encounter when using bilingual dictionaries and their attitudes toward the clarity of the cultural meanings as illustrated in bilingual dictionaries. Selected culture-specific words are read and analyzed from two major dictionaries: Oxford English Urdu Dictionary and Rekhta Dictionary, besides interviews. The combination assists both to grasp the user and the content of the dictionary.

Data Analysis

Thematic analysis is used for the collected data. This method is appropriate for qualitative research as it helps in identifying, analyzing, and reporting patterns or themes within the data. First, the interview responses are transcribed and read through to become familiar with the data. Then, statements about words and dictionary usage with a cultural context are coded. Once coded, similar codes are clustered around more general themes, including lack of cultural explanation, challenges to literal translation and the need for contextually-defined meanings. These themes are then explained in the context of the research questions and theory of the research. The analysis also involves the comparison of dictionary entries to user perceptions in order to check the gaps in the representation of culture. Finally, conclusions are stated based on recurrent patterns which give clear information about the representation of culture-specific words in the bilingual dictionaries of English-Urdu.

Themes

The themes used as basis for the items of the list of questions were the following:

- ▶ Literal translation and loss of cultural meaning.
- ▶ The problem of underrepresentation of culture in dictionaries.
- ▶ The problem of translation of culture-specific words (CSWs)
- ▶ Need for Contextual and Descriptive Dictionary Entries
- ▶ The role of Bilingual Dictionaries as Cultural Bridges Discussion

Literal Translation and Loss of Cultural Meaning

The conflict between literal translation and loss of meaning in the translation of culture has been one of the major issues presented in the literature on bilingual lexicography. Literal translation is a word-for-word translation from the source language to the target language without being aware of the cultural, social, or contextual meaning. This can produce an accurate-sounding language on the surface, but it will not necessarily convey a more nuanced meaning that might be intrinsic to many of the expressions used in the language. In so doing, it is not uncommon for culture-specific words to be lost in translation and to have their original meaning lost. This is especially noticeable in English-Urdu bilingual dictionaries. In most cases, Urdu cultural and religious words like roza, nikah, mehndi, etc. are translated into their English equivalents, which fail to capture the cultural meaning.

Poor Dictionary Representation of Culture

The main issue in bilingual dictionaries is that of the inadequate coverage of culture-specific words. Multiple bilingual dictionaries from English to Urdu provide only direct or literal translation and do not provide explanations of the meaning of the words in Urdu and culture in English. This can result in an understanding of the basic meaning of a word but not its cultural, religious or social significance. Many bilingual dictionaries in Pakistan have merely dictionary definitions of words in Urdu without providing their cultural, religious or traditional meanings. Likewise, Saleem (2007) reported that the meanings of the culture are seldom included in dictionary definition. This leads

students, translators and language learners to misunderstand the true meaning of culture-specific words. In addition, words like roza, nikah and mehndi have deep cultural and religious significance which cannot be translated directly (Saleem 2007). Similarly, Bhatti et al. (2022) state that many bilingual dictionaries have been prepared following the western way of lexicography and are not completely representative of Pakistani culture. This causes issues in communication and translation, asserts Bhatti et al. (2022). Bhatti et al. (2022) thus recommend that the cultural notes, clear explanations and examples of usage be provided in bilingual dictionaries. These features can help users comprehend the meaning of words as well as their culture.

Translation Difficulties of Culture-specific Words (CSWs)

Culture-Specific Words (CSWs) are those words that are unique to certain cultural, religious and social groups and pose difficulties in translation. Because these words do not always have a literal equivalent in the target language, it can be difficult and problematic to translate them accurately. CSWs are more complex in bilingual settings like English-Urdu translative context as there are numerous cultural differences between western and South Asian societies. The problem with the conversion of CSWs is that the cultural meaning is lost. Literal translation sometimes does not convey the emotional, historical, and religious meaning of the word, which leads to an incomplete or inaccurate translation. For example, Islam-related terms or terms used for South Asian traditions may have multiple meanings, and there are no simple English equivalents. One of the difficulties is the choice of suitable translation strategies. It is up to the translator whether to do domestication, to make meaning easier for the target reader, or foreignization, to preserve cultural identity, which is more likely to make meaning harder. In addition, the lack of cultural knowledge by the translators and the limitations of the dictionary also affect the inaccuracy of CSW rendering. Thus, knowledge of the target culture is as crucial as knowledge of the source culture when translating CSWs in order to preserve their meaning and cultural nuances. The need for Contextual and Descriptive Dictionary Entries. When determining the problem of bilingual lexicography, one of the most important problems found is the lack of contextual and descriptive information in the bilingual dictionary entries, particularly in the culture-specific words. Traditional English-Urdu bilingual dictionaries usually offer only one or literal translations of words, which does not reflect the deeper cultural, religious and social meanings of words.

Need for Contextual and Descriptive Dictionary Entries

Landau (2001) notes that students might have a simple definition of the word, but lack an understanding of its use in a specific culture. He believes that dictionaries need to provide more than just translations since many words have cultural significance. According to Saleem (2007), culture-specific words like roza, nikah, and mehndi are words that have religious and cultural significance. He states that there are meanings that one can only see in the original text using a literal translation, not a one-word translation. Due to this, learners can misinterpret such words. Likewise, Lew and Szarowska (2015) claim that cultural notes and clear explanations are to be included in bilingual dictionaries. They describe how if not provided, learners could have a misunderstanding of what the word actually means or apply it incorrectly to other contexts. Lew and Szarowska (2015) also states that users preferred dictionary providing examples, simple explanations, and cultural notes. They also states that these characteristics enable learning to be easier and the understanding of words. In the end, Venuti (1995) argues for not relying exclusively on direct translation in modern bilingual dictionaries. He thinks that dictionaries should contain explanations in context and cultural context. This enables users to know the actual meaning of words and enhance language learning.

The Role of Bilingual Dictionaries as Cultural Bridges

Bilingual dictionaries serve as important media of culture and communication between two languages and two cultures. They are not only means of word-to-word translation between languages, but they are also a means of transferring cultural information, cultural values, and social meanings. This role is even more significant in the case of English-Urdu bilingual dictionaries as both are of different cultural and historical backgrounds. English is very much allied to Western culture, and Urdu is very much allied to South Asian, Islamic, and local culture. People use bilingual dictionaries not just to determine the meaning of words but to comprehend their cultural meaning also. Landau (2001) discusses the need for a dictionary to be more than a list of words. They also should discuss the social and cultural context of words, he says. Likewise, Venuti (1995) states that translation can alter the word to suit the target culture or can preserve it in its original cultural context. The translation of a word influences the perception of its cultural meaning, Venuti (1995) said. Saleem (2007) says that many bilingual dictionaries of English and Urdu provide only simple or direct meanings of words. They describe that these dictionaries sometimes do not contain the cultural meaning of words, and therefore can lead to misunderstandings. Hence, it is desirable that bilingual dictionaries have cultural notes, simple explanations, and examples. These features assist students, teachers, and translators to comprehend the meaning of the words in a true sense. Hence, bilingual dictionaries act as a bridge between the two languages and two cultures.

Conclusion

This study explored the presence of culture-specific words in English-Urdu bilingual dictionaries and the manner in which the culture-specific meanings are used in the dictionary entries. The results of this research reveal that language is more than a set of words; it is an expression of cultural identity, traditions, and social practices. Words in a foreign culture may have strong religious, social, and emotional connotations that may not be readily understood from a literal translation. The analysis showed that bilingual dictionaries like Oxford English Urdu Dictionary and Rekhta Dictionary use direct or simplified translations and do not always reflect the cultural richness of the source language. This can lead to users being able to know the meaning of a word when used in isolation but not when it is used within its context. The study also reveals that the users of the dictionary, whether it may be a student or translators, have problems understanding the expressions in the dictionary because there are no explanatory notes and there is no contextual information. This difference implies that more descriptive and culturally sensitive lexicographic practices are needed. The conclusions of this research are that the bilingual dictionary should not only translate a word from one language to another but also provide cultural explanations, usage examples, and contextual notes. These improvements will have a positive impact on cross-cultural understanding and the effectiveness of dictionaries as both linguistic and cultural aids. In general, the present study makes a significant contribution to the field of translation studies and lexicography, since it highlights the culture represented in bilingual dictionaries.

Limitation and Further Research Directions

There are some limitations of this study that should be noted. First of all, it considers only two bilingual dictionaries, English-Urdu, and therefore, the results are not generalizable to other bilingual dictionaries. Secondly, the study is limited in the number of culture-specific words included, so it doesn't cover all cultural vocabulary. Thirdly, the number of participants (students, teachers, and translators) is limited in size, resulting from the time limit and limited resources. The study, however, gives valuable insights into cultural representation in bilingual dictionaries, even though it has its drawbacks. More dictionaries, more data and comparative studies with other language pairs could be part of future research for more reliable and generalizable results.

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