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Do top-down and bottom-up agents agree on internationalisation? A mixed methods study of Spanish universities

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ABSTRACT

This paper explores the implementation of internationalisation in the Spanish university system and its effects from a mixed methods approach, combining quantitative corpus linguistics techniques and qualitative interview protocols. Results showed that Spanish universities' written policies align with the national framework and rely on a complementary use of 'abroad' and 'at home' orientations for research and education. The main internationalisation strategies identified are mobility, collaboration, and English-medium instruction. A positive representation of internationalisation is also identified, with both top-down and bottom-up actors stressing its benefits for individuals and society. Yet, some critical voices pointed at mismatches between institutional views and stakeholders' experiences, questioning the sufficient allocation of resources and lack of recognition and incentives. The paper argues that effective comprehensive internationalisation should include written internationalisation plans, communication strategies, and a clearly defined internationalisation models adapted to the universities' particularities.

Keywords: *Internationalisation, Spanish higher education, collocate analysis, document analysis, semi-structured interviews.*

I. INTRODUCTION

In the last decades, globalisation has become one of the main drivers for the modernisation of higher education. As a response to the needs and demands of a global society, universities worldwide have developed internationalisation strategies (Altbach & Knight, 2007; Knight, 2004). Despite the wide range of definitions in the scholarly literature, there is a consensus about internationalisation consisting of at least the introduction of an international, intercultural, or global dimension into the university's functions of research, teaching and administration (de Wit et al., 2015; Knight, 2004).

To illustrate the relevance of internationalisation in the European context, the European Commission has designed several policy documents to provide the member states with a space for cooperation, mobility, and intercultural awareness to "build a competitive and world-class European Higher Education system" (Evans, 2006, p. 41). Many of these European strategies (2013, 2019) address, among other things, the acquisition of transversal competences such as communication skills, global citizenship skills, professional skills, interpersonal and personal skills, and ICT skills, which are crucial for the labour market (Jones, 2013, 2020; Murray, 2016; Spencer-Oatey & Dauber, 2015). More specifically, the European Commission (2013) is focused on developing comprehensive internationalisation, which consists of three main transversal areas: "international student and staff mobility; the internationalisation and improvement of curricula and digital learning; and strategic cooperation, partnerships and capacity building" (p. 4). Hence, these policies stress the relevant role played by internationalised universities, which are essential to thrive in an interconnected and globalised world (European Commission, 2019; Sursock & Smidt 2010).

There is a clear-cut distinction between the strategies focused on 'exporting' and those focused on 'importing' internationalisation. Traditionally, internationalisation tended to understand export-oriented initiatives (internationalisation abroad) as the main indicators of internationalisation such as mobility-related strategies, cross-border

educational programmes, recruitment of international students, international collaboration between researchers and institutions, and the delivery of cross-border education in off-shore campuses or joint degrees (Maringe & Foskett, 2010; de Wit, 2011; de Wit et al., 2015; Sursock & Smidt, 2010; Teichler, 2009). Internationalisation at home (import-oriented), by contrast, pays more attention to language learning, multicultural issues, curriculum development and transversal skills acquisition for those students and staff who stay on the local campus and do not engage in physical mobility. In doing so, these initiatives contribute to the achievement of internationalised learning outcomes, global competence, and cultural diversity in the domestic campus (Beelen & Jones, 2015; Knight, 2012; Yemeni & Sagie, 2016).

Although internationalisation has been thoroughly studied from a variety of perspectives, previous studies in the Spanish context seemed to focus either on the internationalisation of one or few universities (Cardim & Luzón Benedicto, 2008; Rumbley, 2010; Soler-Carbonell & Gallego-Balsà, 2019; UNESCO, 2014) or on specific areas such as the connection between languages and internationalisation or student mobility and internationalisation rather than offering a transversal and comprehensive view of the state of internationalisation in the country (Doiz et al., 2013; Haug & Vilalta, 2011; Lasagabaster et al., 2013; Ramos-García & Pavón Vázquez, 2018).

To fill in this gap, this study aims at shedding light on the understanding of institutional internationalisation during the decade 2010-2020 from a holistic perspective as it comprises data from a representative number of Spanish universities' internationalisation written policies combined with interview data from stakeholders. Due to the mixed methods nature of this study, internationalisation policies are textually analysed to determine their effect on institutional goals, implementation processes, and stakeholders' experiences. In this way, supported by empirical data, it is more likely to identify potential mismatches between policy and the realities on the ground that could hinder internationalisation endeavours. The complementarity of data sources and methods was deemed necessary since, as Fabricius et al. (2017) claim, there seems to be a "significant difference between theory and

internationalisation in practice" (p. 10). This paper addresses the following research questions:

1. What are the main goals and strategies included in Spanish internationalisation written policies?
2. To what extent do bottom-up agents' internationalisation experiences align with institutional policies?

II. THE INTERNATIONALISATION OF SPANISH UNIVERSITIES

II.1. Top-down internationalisation policies

Since internationalisation has evolved from being considered a set of isolated activities to become a transversal goal embedded in the university's mission, ethos, and values (Jones ,2020; Knight, 2004, 2012), the creation of a national strategy is advantageous for institutional policy development. The Spanish government launched the *Strategy for the Internationalisation of Spanish Universities 2015-2020* (MECD, 2014) to provide universities with a general framework to succeed in a globally competitive society and to improve the Spanish university system's quality and efficiency. Aware of the weaknesses of the university system such as the lack of internationalised study programmes, low rate of English competence, difficulties in the recruitment of international staff, or funding limitations, this strategy addresses the following objectives: the internationalisation of the university system, becoming internationally attractive, promoting the international competitive capacity of universities, and increasing cooperation with other countries (Figure 1). Each of the four objectives is complemented with specific actions that include resources, stakeholders, indicators, and timelines. In this way, the national strategy offers a roadmap to institutions that can be adapted to their context, needs and goals.

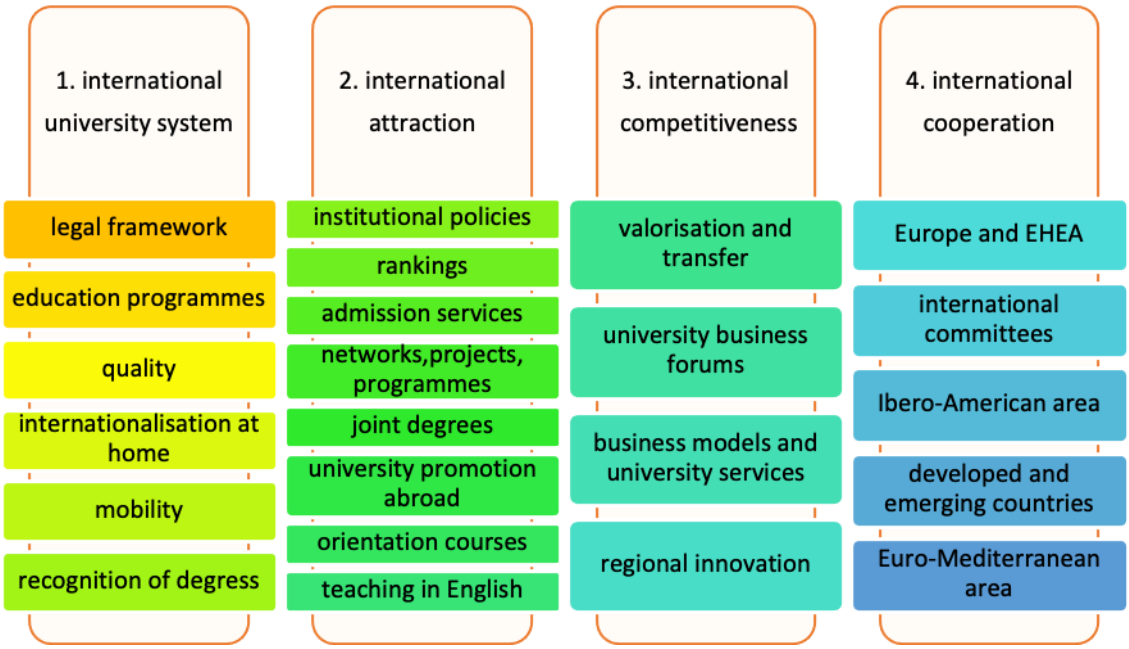

Figure 1. *General overview of the Spanish internationalisation strategy (adapted from MECD 2014)*

Within the second objective, boosting the international attractiveness of universities, it is mentioned the need to update institutional internationalisation policies, which aligns with the literature reporting the relevance of written policies by authors such as Childress (2010), Qiang (2003), Soliman et al. (2019), and Sursock and Smidt (2010). Their findings stress the relevance of written internationalisation plans because they include:

a) well-articulated mission statements,

b) clear and measurable goals,

c) allocation of financial and human resources,

d) stakeholder participation and active discussion of the plan,

e) practical and achievable timelines and targets.

In the same line, Hénard et al. (2012) recommended a series of actions for effective comprehensive internationalisation based on the statement of clear objectives, adaptive strategies to the characteristics of the universities, the engagement of stakeholders along the process, and the introduction of quality assurance indicators.

Thus, written plans are crucial as they become an essential tool for the implementation of internationalisation. In this way, universities show their commitment to internationalisation from a comprehensive point of view and provide guidance to stakeholders during the implementation, monitoring and dissemination of internationalisation endeavours.

II.2. Bottom-up internationalisation realities

Yet, to obtain a holistic view of internationalisation in the Spanish landscape, it should also be investigated from other perspectives to gain insights into the impact of internationalisation policies. In other words, to explore how internationalisation is understood not only from a top-down perspective through institutional documents but also from a bottom-up perspective investigating stakeholders' perceptions towards internationalisation. The interrelation of both perspectives falls into the major strands of research in the internationalisation field identified by Bedenlier et al. (2018), which correspond to the combination of both institutional and bottom-up actors' experiences and perceptions.

In this study, a group of scholars from a medium-sized Spanish university were considered one of the most suitable stakeholder groups because of their two-fold role in internationalisation at home and abroad strategies. Scholars are the intermediates between international students, bilingual education, research outputs, and international publication, which are activities highly valued by institutions to boost the international agenda and international visibility of universities. This stakeholder group, therefore, is deemed crucial for the identification of potential top-down and bottom-up mismatches. Likewise, it is a group highly influenced by institutional policies' contents.

III. METHODOLOGY

Mixed methods research is defined by Dörnyei (2007) as a form of complementing the limitations found in quantitative and qualitative methodological approaches when

used separately. This author further highlights the benefits found in the combination of different methodologies such as the ability to cross-check and gain a better understanding of the target issues, or to reach a broader audience because it compresses multiple approaches. Additionally, this methodology allows the comparison, complementation and verification of results in order to assure quality standards (Creswell, 2013). Thus, a mixed methods study does not only guarantee the reliability and validity of the analysis but adds to the research field of internationalisation new insights based on empirical data.

This section first describes the quantitative corpus linguistics techniques employed during the analysis of the policy document corpus, followed by the description of the qualitative methodology used in the semi-structured interviews. The use of mixed methods regarding data sources (i.e. documents and interviews) as well as methodologies (i.e. collocate analysis and thematic analysis) is believed to assure the validity and representativeness of the study.

III.1. Corpus design and corpus-linguistic analytical techniques

A specialised corpus *ad hoc* was designed and compiled to investigate the nature and contents of the Spanish universities' internationalisation policies. The corpus consisted of 66 internationalisation-related documents from 66 Spanish universities, which represent 79% of the Spanish university system (MECD, 2016, p. 5), bearing in mind issues of size, practicality, and representativeness (O'Keeffe & McCarthy, 2010). The documents were classified into internationalisation plans (n=22, 33%) and university strategic plans (n=44, 67%). When separate internationalisation plans did not exist, the university strategic plans were collected because they often included internationalisation-related information either as a strategic or transversal goal. Documents were downloaded from the universities' websites, particularly from the international-related and transparency portal sections, and then saved in both pdf and plain text formats. Since the corpus compilation was carried out in 2020, the

documents dated from 2012 to 2019, with most of them being published in 2015, probably as a consequence of the national strategy publication one year before.

AntConc v.3.5.7 (Anthony, 2018) was the software used to carry out a corpus linguistics-based study of the documents because it enables large-size corpora analysis to identify representative language use patterns (McEnery & Hardie, 2012; O'Keeffe & McCarthy, 2010). More specifically, a collocate analysis of the node *internationalisation* was carried out to identify the most-frequently associated words co-occurring with that term. The advanced search term '*internationali**' was employed to include all the multilingual occurrences of the term in Spanish, Catalan, Galician, and English. Lastly, a 5-span window (left and right) with a cut-off point of 4 and MI statistical measure were used to retrieve the data.

Once the result lists were gathered, an Excel spreadsheet was created to organise, clean, and analyse the data. Categories such as function words, university names, and proper nouns were deleted. The remaining 76 collocates of the node *internationalisation* were grouped together according to a corpus-driven taxonomy of semantic categories:

- **Strategy** refers to all the initiatives implemented for internationalisation goals in the different areas of university education.
- **Agency** includes all the stakeholders involved in internationalisation.
- **Evaluation** consists of nouns, adjectives and verbs including positive or negative discourse traits, as well as references to the own documents and internationalisation.

Each of these three categories comprises a series of collocates organised into subcategories, as can be seen in Table 1:

Table 1. *Corpus-based categories of internationalisation's collocates*

Category	Subcategory	Collocates
Strategy	research	research, development, innovation, knowledge, transfer
	teaching	programme, undergraduate, offer, teaching, formative, education, studies, PhD, postgraduate
	administration	information, resources, website, support, service
	general	international, home, mobility, cooperation, culture, project, global, excellence, digital, employability, alliance, language, quality
Agency	source	university, vice-rectorate, institution, centres, office
	target	students, administrative staff, community, teaching staff, people, company, society
Evaluation	nouns	activity, objective, action, process, exe, indicator, level, initiatives, line, field, factor, challenge, vision, plan, strategy, policy, document
	adjectives	transversal, key, integral, opportunity, major
	verbs	increase, boost, foster, promote, drive, improve, bet, compromise, achieve, facilitate

During the report of results, the collocates are written in italics because it is translated into English for the sake of grouping all the multilingual occurrences under one term. For example, the collocate *university* includes "u*niversidad"*, "*universitat"*, "*universidade*" and "*university"* and it is followed by its raw frequency in parenthesis e.g. *university* (n=84). Finally, the collocational results were complemented with a concordance analysis to guide the discussion of findings with real examples from the texts although the universities were anonymised. The excerpts employed in the discussion were translated into English for the same reason as the collocates.

III.2. Semi-structured interview and content analysis techniques

As part of a project focused on internationalisation and linguistic diversity in internationally engaged universities (cf. Vázquez et al., 2019), a series of semi-structured interviews were conducted with scholars from a medium-sized Spanish university to enquire about their attitudes and perspectives on internationalisation. Stemming from the question "what is an international campus?", a protocol was designed to prompt answers and guide the follow-up conversation by asking other

questions such as "what should your university do to be more international in research, teaching and management?", "what are the most important actions that should be implemented to make your university more international?", and "what are the main challenges for an international campus?" Also, some keywords were previously identified to assess the familiarity of the scholars with internationalisation such as mobility, exchanges, media, economic life, cultural value, global citizen vs. monolingual national citizen, teaching standards, linguistic landscapes, and second language instruction. The participants were approached following a snowball sampling technique that relies on the own interviewees to suggest potential colleagues for conducting more interviews once they had done it. A total of 26 scholars from the earth sciences (n=16, 62%) and social sciences (n=10, 38%) disciplinary fields were interviewed. The interviews were conducted in Spanish to facilitate comprehension and participation. They were recorded and manually transcribed, totalling 24,789 words.

The interview data were analysed with the software Atlas.ti v.8.4.2 that assisted the qualitative content analysis, which refers to "the systematic description of data through coding" to generate categories and analyse meaning (Schreier, 2014, p. 5). For doing so, an initial close reading of the transcriptions took place to familiarise with the interviews' contents and then a first broad descriptive data-driven coding system was developed. After a second revision, an updated grouping and redefinition of the initial coding system allowed the accurate identification of key themes emerging from the interviews. Codes were grouped into three main themes (see Table 2) and each one included descriptive codes, e.g. specific characteristics of internationalised universities, and evaluative codes, e.g. approach (aspects to change), the importance of languages, or perceived weaknesses. During the qualitative analysis, a similar approach to other studies like Carciu and Muresan (2020) and Lourenco et al. (2020) was implemented.

Table 2. *Main themes and codes emerging from the interviews*

Themes	Collocates
Strategies	mobility, collaboration, exchange, international projects, networks, research stays, teaching quality

Language dimension	English teaching, language courses, language support, website
Critical views	approach, bureaucracy, funding, institutional support, perceived weakness, recognition

IV. RESULTS AND DISCUSSION

IV.1. The main dimensions of internationalisation policies

IV1.1. Strategies

Among the numerous strategies found in the document corpus, the collocates indicating critical areas of action refer to research and teaching, which are considered key areas in the development of an internationalised and competitive university system.

Research (n=55) objectives are related to participation in international *projects* (n=12), *associations* (n=5) and networks that promote the visibility of research results through publications in high-impact journals. In fact, a current concern of universities is the applicability of the science they create; thus, research tends to be connected to *development* (n=15), *innovation* (n=13) *and knowledge transfer* (n=8) to society and companies, as found in institutional policies where research is framed as a crucial aspect of internationalisation. See for instance the following extract that summarises this view:

> Since the beginning, **research** has been an **international activity** where work is carried out and disseminated through global mechanisms (international research projects and teams, exchange of ideas in international forums, publication in international journals, etc.). It implies that **internationalisation is an indispensable requirement for research excellence**. (Text 1, 2015)

The idea of cross-border collaboration for research purposes is shown with both the collocate *international* (n=55), which points to the scope of research, and the collocates *mobility* (n=24) and *cooperation* (n=14) to foster exchanges among different

universities, research institutes, companies, society, and individuals. For instance, in the case of doctoral students, references to international research stays were found in the corpus to highlight the importance of international networking and collaboration from an early career stage.

The collocate *home* (n=24) is part of the phrase 'internationalisation at home' that focuses on the education dimension of universities as well as the allocation of resources to increase the universities' international impact. The internationalisation at home approach focuses on the strategies and actions taking place at the local campus, and it seems that for Spanish policymakers, it takes the form of including an international dimension of teaching by means of using English-medium instruction. Likewise, the collocates in the sub-category *teaching* show that this approach appears in relation to undergraduate and graduate teaching programmes, particularly regarding language-taught courses and mobility programmes. Some of the specific strategies focusing on these two objectives can be summarised in the following extract, where the university designs a series of actions that range from creating international support measures on campus to promoting the university presence abroad with *alliances* (n=5):

> Incentive programmes for **bilingual teaching and international student mentoring**. According to the internationalisation strategy of the [university], the mechanisms that promote the quantity and quality of English-taught courses must be strengthened. […] **Promotion of joint and double degrees**. The creation of international official double degrees and joint degrees within and outside the European Union is a line of action already started by the [university]. They comprise a competitive advantage for the enrolled students and an additional asset to the attraction of new students [...] (Text 3, 2020)

To succeed in the previous strategies, universities must offer their *information* (n=7) in different languages, as observed with the collocates accompanying the node such as the allocation of *resources* (n=7) to translate university *websites* (n=5) and other *digital*-related media (n=5) into English, as well as offering internationally related *support* (n=5) and *service* (n=5). In this way, an international audience may access the institutional information of research, teaching, management, and transference, aspects valued by international rankings and international quality agencies.

IV.1.2. Agency

As far as agency is concerned, the most salient collocate in this section is *university* (n=84). It appears both with a general meaning (*institution,* n=40) referring to the institution itself and with a specific meaning that identifies the different levels of university managers, represented by the collocates *vice-rectorate* (n=47) and *centres* (n=13). This finding is not surprising since the institution is the main responsible for creating these policy documents, so most references to this word refer to the university name as the primary agent promoting the mentioned strategies by means of explaining its objectives and positioning in favour of internationalisation. Their relevance is observed in their responsibility to create internationalisation plans, implement the contents described in those plans, and transform them into concrete actions.

The main proof of institutional commitment is embodied in the creation of written plans, as observed in the collocates *plan* (n=79) and *strategy* (n=75), aligning with Childress' arguments (2010). The high frequency of these words corresponds mostly with self-references to the documents as an intertextuality feature, either as explaining its contents or referring to national and legal documents that shape the internationalisation plans' contents, as seen for instance in:

> The objectives of the **Strategic Plan** are aligned with the rest of strategic objectives of the [university]; therefore, they are integrated in the "University **Strategy** 2015" promoted by the Government of Spain, and they coordinate with the institutional compromise of the "International Excellence Campus" and the "**Strategic document** for the VIII Centenary of the [university]" (Text 6, 2012)

Similarly, collocates such as *activity* (n=42), *objective* (n=37), *action* (n=36), are likely to precede detailed information about specific strategies for teaching and research and are followed by the expression "responsible agent: vice-rectorate of internationalisation/ international relations" once the action is mentioned.

Other identified actors refer to *students* (n=19), *administrative staff* (n=14), *teaching staff* (n=11), and the university *community* (n=9), who are the main targeted groups by internationalisation plans. It is observed that these groups of stakeholders play a two-

fold role in internationalisation. When actors are the 'receivers' of internationalisation strategies, it is observed how students are targeted with the majority of education and mobility strategies. In the case of the teaching staff, they are addressed with research-related strategies, mobility and incentives policies for foreign-language instruction. Lastly, the administrative staff receives language training actions.

On the other hand, when actors are responsible for 'exporting' internationalisation, the teaching staff includes an international dimension to their research activity, the administrative staff offers a quality service to international students and staff, and students can play an essential role as international representatives of their universities, as illustrated in the following extract:

> **Identification and dissemination of internationally prestigious alumni and researchers of the [university].** The university wants to create a network with members who belong or used to belong to the university community and who currently have an international curriculum of excellence. […] **Increase the recruitment capacity of international teaching staff**. […] Develop the actions related to the **international mobility of students, teaching staff, and administrative staff** (mobility, intercultural and language competences). (Text 1, 2015)

IV.1.3. Evaluation

Collocates included in the evaluation category such as the verbs *increase* (n=22)*, boost* (n=18)*, foster* (n=16)*,* or *promote* (n=12) show the desire to spread the internationalisation endeavours all over the university context. Moreover, collocates like *transversal* (n=15), *key* (n=8) and *integral* (n=7) support the comprehensive approach to internationalisation that is embedded in all the university's functions (European Commission, 2013; Knight, 2004, 2012). The occurrence of these collocates seems to confirm one more time the institutional commitment towards internationalisation and agree on the benefits it brings to society and the university community.

The positive representation of internationalisation in the analysed documents shows that in Spanish universities it is considered a strategic and transversal objective in the areas of research, education, and physical mobility. It is regarded as necessary to become internationally competitive and prestigious, aligning with the national and European supranational educational policies, and beneficial for society and the

university community in terms of employment, collaboration, and skills acquisition essential requirements in modern society. The fact that institutional documents agree on the benefits of internationalisation connects with the ideas of Maringe and Foskett (2010), among others, who argue that top-down leadership and institutional support from agents specialised in internationalisation are essential factors for the effectiveness of such policies because a planned strategy provides stakeholders with opportunities to develop an international dimension. The primary tool that shows purposeful institutional commitment is embodied in written plans. They guide and overtly show the planning and implementation process of internationalisation to the university community.

IV.2. Bottom-up stakeholders' perceptions

IV.2.1. Strategies

Mobility and the exchange of people and knowledge between universities were identified as the main aspects of an internationalised campus. Outgoing mobility was considered to be well-established among the university community, yet, the incoming mobility of international staff and students was regarded as a challenge as a consequence of financial and legal restrictions for the recruitment of high-level international staff and recognition of hard work. For instance, the interviewees commented that the mobility programmes they participated in consisted of research stays motivated by their individual interests and the support provided by their research groups. Although they agreed on the high level of collaboration between different universities in international projects, their conceptualisation of a genuinely international university was based on their previous experiences working in Anglophone universities or central/Northern European research centres where multicultural research groups and international students were easily found.

In addition to collaboration for research purposes, exchange for teaching purposes emerged from the interviews. The following interviewee shares some interesting insights that envisioned a departmental exchange of people, materials, and resources

to broaden their current teaching practices, by bringing innovation and quality to the education offered at the university:

> No lo sé, pero a mi me gustaría que eso [internacionalización] fuera algo **con profesores de otros países y que pudieras compartir asignaturas o en un departamento que hubiera gente de otras nacionalidades.** Pero sobre todo que hubiera profesores, alumnos por supuesto, pero profesores también. Es que eso **abriría muchos campos y un poco la mente** de nuestros compañeros. (Translation: I don't know, but I would like it [internationalisation] to be related **to lecturers from other countries, that we could share subjects, or that in a department there were people from different nationalities**. Particularly focusing on lecturers, for students too, but mostly for teachers. It would **bring many possibilities for us, and it would turn some colleagues into more open-minded people**). (Respondent 7_earth sciences)

IV.2.2. Language dimension

Another emerging theme suggests the importance of sharing a lingua franca because it is essential for successful collaboration at different levels. For research purposes, English was identified as the international language of collaboration in international projects and publishing in international journals. The interviewees reflected on the importance of being competent in English since these were requirements for promotion and recruitment too. In the case of teaching and attracting international students, the presence of English-taught courses was considered a crucial initiative, as seen in the extract below:

> **La forma de ser atractivos es ofrecer cursos en inglés,** que es lo que están haciendo la mayoría, que vamos ya retrasaos. Entonces hacer cursos en inglés, y también creo que entrar en contacto con universidades para dar y **ofrecer programas conjuntos en inglés** igual que esta la [universidad] con el MIT ofreciendo el máster. **(**Translation: **The way to be attractive is by offering English-taught courses**, something that most universities are doing, so we are already delayed. So, to offer English courses, but also to establish contacts with other universities to teach and offer **joint degrees in English**, similar to the collaboration between the [university's name] and MIT). (Respondent 20_social sciences)

Alike the corpus findings about language-related strategies, interviewees agreed on the relevance of English not only for teaching and research but also for administrative purposes: a translated version of the website's contents and information for students and researchers in English was essential for promoting the university's international profile.

IV.2.3. Critical views

Lastly, some critical views of the university's internationalisation strategy emerged from the interviews. The first one referred to the weaknesses of the Spanish university system, which consisted of the lack of sufficient funding and the perceived lack of a clear purpose and scope for internationalisation. The participants agreed on the importance of internationalisation strategies and the benefits it brings to them as members of the community, however, they considered that the number of sacrifices they had to do to be part of it was too high because the institution did not grant enough support resources. Thus, scholars understand internationalisation as an enriching element for their careers and self-development, although they acknowledged the presence of potential challenges.

They also agreed on the mismatches between the university managers' words and the current actions to implement the internationalisation plans in terms of restrictions and recruitment:

> Para ser un campus internacional la [universidad] tendría **que abrir su mente y dejar de ponernos limitaciones a los profesores, a los investigadores y proporcionarnos más medios** para poder hacer intercambios y desde luego de alguna manera **reconocer un poquito más el mérito de algunos investigadores** que están haciendo buena investigación con muy pocos recursos y aquí en esta universidad no se les reconoce lo suficiente. (Translation: To be an international campus, the [university] should be **more open-minded, stop putting limitations to lecturers and researchers, and offer more resources** so that we can do exchanges. Also, it should definitely **recognise the researchers' efforts** because they are conducting great research projects with little resources, and the university does not recognise their merit). (Respondent 6_earth sciences)

> Tengo la sensación de que todos los dirigentes de la universidad, y no solo me refiero a los de más alto nivel si no incluso a nivel de centros, todos en sus programas cuando se presentan para dirigir una determinada facultad o instituto de investigación llevan la palabra internacionalización. **Pero la mayor parte de los casos suele estar vacía**. (Translation: I have the feeling that all university managers, from top to faculty management or research institute management, include internationalisation in their programmes. But most of the time **it is just an empty word or catchphrase in most cases)**. (Respondent 21_social sciences)

In other words, bottom-up agents called for a clarification of approaches to become a truly internationalised university, echoing the concerns raised by de Wit (2011) or Fabricius et al. (2017) about internationalisation being a mere buzzword. These

comments lead to further reflection on the type of internationalisation that can and should be implemented at the university, its scope, capacity building, and the increase in the number of support resources offered by institutional agents. Some universities may prioritise specific areas if they have a research-oriented or teaching-oriented profile; if their internationalisation strategy specialises in some academic disciplines due to geographical or cultural characteristics or offers an equal transversal international dimension; if their goals of capacity building, attraction and retention are at the international or regional levels; just to mention a few examples (Bruque, 2020; Haug, 2020, 2021).

The interview data points to the relevant areas for Spanish internationalisation improving the quality standards of education and research, the participation of both academics and students, and the importance of clear institutional guidance that coincided with the key areas in the national strategy (MECD, 2014). These results also echoed the studies of Carciu and Muresan (2020) and Lourenco et al. (2020), whose findings reported that scholars associated internationalisation with the areas of mobility, quality, development of skills, and the use of English for knowledge transfer, research, and education. It is worth noting how the Spanish scholars' perceptions of internationalisation shared similar features with Southern and Eastern European contexts. Despite the literature describing the dynamic nature of internationalisation, this shows how its core features are shared throughout different contexts, leading to comparability and replicability, particularly when the scholars' definition of internationalisation is based on their individual international experiences rather than institutional policies.

The interviewees tended to look up to the Anglophone universities as the ideal models for an internationalised university according to quantitative indicators such as international students and international staff's presence. However, these should not be the only factors considered for an international campus, as recalled by Knight's myths (2011). In her article, Knight warns about the importance of going beyond quantitative indicators to focus on the effectiveness and quality of an internationalisation plan because "quantify outcomes […] do not capture the human

key intangible performances of students, faculty, researchers, and the community that bring significant benefits of internationalisation" (2011, p. 15). Hence, it is necessary to educate stakeholders on the impact of internationalisation through different initiatives in research, education, and service, involving the international and local communities. In-depth reflection points at aspects such as (soft) skills development of academics and students, development of language learning competence, integration of internationalised values and culture in the curriculum, or increasing innovation in teaching and research. These examples are thought to lead to an inclusive internationalisation of campuses from both bottom-up and top-down perspectives. Spreading internationalisation opportunities inside and outside the campus would activate reflection about the so-called internationalisation culture and acute understanding of the different internationalisation dimensions.

V. CONCLUSIONS

The analysis presented in this paper has aimed to compare data from written policies and interviews to study the implementation of internationalisation and identify its impact on Spanish universities' stakeholders. Concerning the main goals and strategies of Spanish universities, there are similarities between the corpus findings and the four strategic objectives outlined in the national framework (MECD, 2014). Regarding the objective of creating an internationalised university system, all the strategies falling into the teaching dimension and mobility support this objective. Increasing the attractiveness of the university for international students and staff relied on language-based strategies, which was also identified as a challenging area for Spanish universities. The objective to become more internationally competitive focused mainly on research-based strategies promoting collaboration, visibility, and prestige. Lastly, cooperation goals were integrated into the previous strategies since many relied on mobility and networking. All in all, these findings show how institutions promote their international profile in research and teaching to increase incoming mobility and

international capacity building, two weaknesses of the Spanish university system identified by the national strategy as well as the interview data.

The analysed strategies align with the comprehensive approach to internationalisation defined by the European Commission (2013) and Wit et al. (2015), where these initiatives are implemented in teaching, research, and management. Compared to the three key objectives outlined by the European Commission (2013), the objectives of mobility and strategic cooperation are thoroughly integrated and promoted in institutional policy. References to the creation of additional services and resources were mentioned in the interviews, which would certainly improve the international experiences of bottom-up stakeholders. In the case of the internationalisation of curricula and digital learning, universities opted for the introduction of English-medium instruction and joint degrees, ignoring other alternatives for the internationalisation of teaching. It could be suggested that policymakers could expand the range of at home strategies where the internationalisation of the curriculum includes a variety of initiatives promoting soft skills, digital competence, and the use of alternative teaching methodologies in addition to language learning and mobility (Beleen & Jones, 2015; Jones, 2013). In this way, internationalisation initiatives may be further elaborated to offer inclusive and integrating opportunities for all students, adapting to the needs of a globalised society (Jones, 2020; Murray, 2016; Spencer-Oatey & Dauber, 2015).

Despite the positive representation of internationalisation, it seems that Spanish universities find themselves at different stages of policy development, as seen during the corpus compilation and the level of familiarity of stakeholders with such policies. For instance, while it was frequent to find intertextual references to a wide range of top-down policies in the document analysis, the references to documents were almost non-existent during the interviews, which suggests mismatches between institutional policies and what information reaches bottom-up agents.

This study's findings confirm that institutional policies go in the right direction in terms of implementation, in fact, many of the internationalisation strategies identified in the corpus align with the stakeholders' perceptions of internationalisation (e.g. mobility,

collaboration). Nevertheless, institutions need to go beyond quantitative indicators to meet bottom-up stakeholders' needs. This is illustrated by the perceptions of some interviewees who concluded that their efforts were substantially more significant than the support and available resources they received from the university for teaching and research purposes. In this sense, efficient management, support services and funding are essential, as argued by Foskett (2010) and Iuspa (2010). Moreover, it is believed that the combination of recognition, incentives, and support plays an essential role in the stakeholders' participation and satisfaction with internationalisation goals. Hence, an effective communication strategy is crucial for the dissemination of internationalisation initiatives among the university community to increase its impact, as suggested by the national strategy (MECD, 2014; see also European Commission, 2013; Hénard et al., 2012).

Another value of this study is observed in the methodological design, which combines both major trends in the field in the decade 2010s (Bedenlier et al., 2018; Yemeni & Sagie, 2016) by offering an in-depth reflection of the state of internationalisation in Spain. Despite the insights gained from this mixed methods analysis, a limitation of the study is the small interview sample. It would be recommended to expand the sample of the semi-structured interviews to other stakeholders in the institution such as students, other staff members, and policymakers; after all, internationalisation affects all the members of the university community. Similarly, another area for further research may focus on the replication of this study's interview protocols in other institutions to get a bigger and richer overview of the Spanish university system and its stakeholders. The interviews were conducted in one university, so by increasing the scope of the interviews to more universities, the study would benefit from the diverse suggestions for policy design at the national level similar to the document analysis.

In the current era, when the local must think international, universities need to find the best solution to be both competitive and collaborative to thrive locally and internationally. Institutional policymakers, in collaboration with other stakeholder

groups, should decide the most suitable model of internationalisation according to the context, strengths and weaknesses for international competition and collaboration to support the necessary measures, established or new, to reach institutional, national, and European objectives. In other words, universities should design strategies that stress the singularities of the Spanish universities, and adapt to their stakeholders' needs to redefine collaboration, knowledge, and internationalisation in the next decade.

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Students' perceptions on learning independence: how self-regulated learning strategy helps?

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ABSTRACT

This study aims to determine the students' perception on Self-regulated learning strategy and how the strategy helps them become independent learners. Literal Reading, as the setting, is an educational course working on literal comprehension and assigned to 2nd semester students. This research was carried out using a self-regulated learning strategy with the phases; (1) Forethought and Planning phase, (2) Performance Monitoring phase, and (3) Self-Reflection phase. 120 students were selected as participants with a case study method. A questionnaire and a deep interview were employed to observe

how students perceived the implementation of the strategy and how it helps them to be independent learners. The findings indicate that most students perceived the self-regulated learning strategy positively by exhibiting some independent characteristics, such as the ability to make learning plans, complete learning journal, track strengths and weaknesses, and evaluate their learning progress. Self-regulated learning strategy helps them become less dependent on the lecturer, more organized, and acknowledge themselves better.

Keywords: *EFL; higher education, independent learning skill; reading comprehension; self-regulated strategy*

I. INTRODUCTION

Independent learning skill is specifically possessed by most university students. This was in line with Sam et al. (2012) where these students were expected to activate learning independence, self-reliance, and autonomy. The educational independence involves positive students' participation to meet individual needs and goals through different real-time considerations (Broad, 2006). This leads to the importance of inserting learning independence goals into the academic processes of most universities.

Several previous studies have also been conducted to support this independence process for university students. For example, Pejuan and Antonijuan (2019) implemented remedial actions to foster students' independent learning skills. These actions were applied to first-year engineering students, with positive perceptions obtained towards learning independence. Meeus et al. (2009, p.480) also employed a portfolio to stimulate this learning process. Using a quasi-experimental method, the improvement of students' metacognitive knowledge was also observed through a quasi-experimental method, although comprehensive and influential utilization patterns were not stated. In this case, students' independence was also developed through the provision of opportunities.

A self-regulated learning strategy is one of the processes supporting independent learning. This goes along with Field et al. (2014, p.2), where the phases of the strategy enabled students to set learning goals, plan learning activities, work with peers, and evaluate performances. El-Koumy (2019, p.217-218), citing Mynard and Sorflaten (2003, p.35), also stated that independent students were characterized by self-reliance, as well as strength and weakness awareness. Furthermore, Yabukoshi (2020, p.769) proved that a self-regulated learning strategy was similar to the involvement of students in external activities, including home assignments. These previous reviews indicated the patterns by which self-regulated learning positively supported the process of independent learning through appropriate activities.

Reading skill needs to be mastered by students due to being considered one of the required English attributes. At the higher education level, this emphasizes comprehension skill, which is divided into 4 phases, namely literal, interpretive, critical, and creative (Sari, 2015).

In teaching reading comprehension, the use of a self-regulated learning strategy has been implemented in numerous reports. Jafarigohar and Morshedian (2014, p.277) applied the strategy to teach the development of in-text inferences, by guiding students with the instructions established from the principle of Zimmerman's model (2000), regarding self-regulated learning techniques. Based on the results, this strategy proved to be very effective, although the patterns by which students perceived its influences on independent learning were not comprehensively described. According to Hemmati et al. (2018, p.133), students' perception regarding motivation was observed through Zimmerman's model of Self-regulated learning strategy. This indicated that the strategy boosted students' reading motivation, although their academic achievements in reading skills were not significantly affected. Besides working with students' motivation, this learning strategy also evaluated and reflected learning processes, which should have been observed. For Nejabati (2015, p.1347), a self-regulated learning strategy was subsequently used to teach the reading comprehension presented in TOEFL. Besides being effective to improve students' abilities, the strategy is also considered prominent to explore its influential patterns on students' learning independence, due to emphasizing educational autonomy.

Literal Reading course as the setting of this research was opted because it involved beginner level of students in 2nd semester. It is considered important to build the independence since students in early year of college. Reading is viewed as a skill that can be integrated well with students' independence since it requires various learning activities that should be done even when students are at home.

Therefore, this study aims to describe the students' perceptions on implementing Self-regulated learning strategy on students' and how the strategy helps them to be independent in learning. The proposed study questions are as follows:

1. What is students' perception on self-regulated learning strategy?
2. How does this strategy help them become independent in learning?

II. LITERATURE REVIEW

II. 1. Zimmerman's model of self-regulated learning strategy

According to Zimmerman (2000, p.86), a self-regulated learning strategy provided assistance to students, to accommodate their individual academic needs. This was conducted by defining the important qualities of the academic field and embedding the strategy as a whole analytical process, compared to skill mastery.

In the developed model, this strategy emphasizes the three enhancement phases used to self-monitor, self-review, and self-evaluate. Panadero and Alonso-Tapia (2014, p.452) also summarized Zimmerman's model of self-regulated learning strategy as follows:

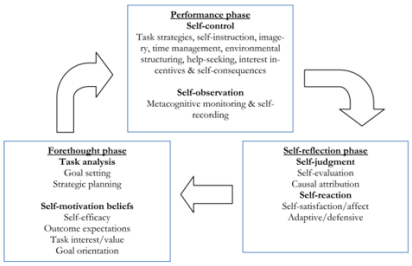

Figure 1. *Self-regulated learning strategy phases*

Based on Figure 1, the Forethought and planning phase prioritizes the development of students' self-efficacy. This included the activities of setting goals and planning learning strategies. According to Bloom (2013, p.50), goal-setting positively affected students, regarding higher grades, self-confidence, and self-autonomy orientation.

The Performance phase shows the ability to monitor learning processes through self-management consideration, help-seeking, and self-instructions. Since students are required to always track their learning progress according to the set plans and goals, the implementation of this phase is likely to be time-consuming. This was in line with

Bloom (2013, p.48), where learning progress monitoring enhanced the educational processes. In classroom activities, it is also important for lecturers to ensure students' self-monitoring performances. The role of lecturers as classroom assistant is subsequently reflected by providing feedback and assistance when needed. This supports Gonida et al.'s study (2019, p.159), where help-seeking from lecturers was a strategy to achieve educational goals, regarding the implementation of self-regulated learning techniques.

The Self-reflection phase also emphasizes the self-satisfaction of students' achievements, indicating the patterns by which they evaluate learning processes. According to Paris and Paris (2010, p.98), self-evaluation prioritized positive students' characteristics regarding the following, (1) Attitude toward learning, (2) Learning interests, and (3) Educational enjoyment feelings.

II.2. Independent learning skill

Learning independence is characterized by several specific behaviors, such as the ability to determine the methods and patterns by which a learning process should be completed. According to Mckendry and Boyd (2012, p.211), independent learning needs to be reviewed as a process beyond andragogical learning processes, where students are expected to adopt a holistic approach while emphasizing capability.

In a study presented by Field et al. (2014, p.2), it was shown that independent learners were characterized by their responsibilities in managing studies, time, and themselves. They were also able to immediately learn and complete tasks, plan workloads, meet deadlines, and organize time. Based on these results, independent students prioritized the development of self-management responsibilities, according to the set goals and plans. The level of comprehension ability also varied from one student to another, leading to a challenge for lecturers to maximize each independence status.

II.3. Literal reading

Reading comprehension as a skill is commonly divided into several levels, namely literal, interpretive, critical, and creative. According to Sari (2015, p.5), students need

to obtain the materials developed based on their comprehension levels. In this context, literal comprehension adequately restates text facts, including word interpretation understanding, presented idea memorization, and event sequence recognition.

As a low level of comprehension, literal reading includes important educational activities, regarding the development of knowledge at a higher level. For Saadatnia et al. (2017, p.1091), this comprehension required the extraction of explicit information from a passage. This involved the ability to process words and identify individual interpretative elements from a long string compilation, including propositions and sentences. Based on these descriptions, literal reading comprehension should include the contexts, facts, and sequences existing in a text. Context is defined as the overall image from the correlation of facts, which are the information placed in a text. Meanwhile, sequences emphasize the patterns by which the information is chronologically arranged for specific events. This level of comprehension subsequently emphasizes the identification of appropriate and accurate word or vocabulary interpretations, to obtain reading information and other paraphrase passage inventories.

III. Method

III.1. Participants

A total number of 120 students of an English Literature Study Program took part in this research. More specifically, it consisted of 58 male students and 62 female students enrolled in a Literal Reading course delivered during the second semester at a State University in Semarang, Indonesia. The main reason for this choice is that it may be considered as an opportunity to develop independent learning habit given that reading activities can be done outside the classroom setting.

Those 120 students were involved in the learning activities with a self-regulated learning strategy and responded to the questionnaire distributed in this research, which will be described in the section below. Out of the 120 participants, only 40 – 17

males and 23 females – were selected to be the respondents of a deep-interview meant to justify how the strategy has helped them to become independent learners. Those 40 were selected using purposive sampling based on the responses they gave in the questionnaire.

III.2. Research instruments

A case study design was used to determine the students' perception towards their independence in learning and how Self-regulated learning strategy helps them on the educational activities of Literal Reading Course. In this context, an experimental journal was adopted in acquiring the required data. According to Annink (2017, p.5), this journal was an effective instrument for data collection in qualitative study. Altrichter and Holly (2005, p.25) as in Somekh and Lewin (2005) also stated that the experimental journal was used to present all types of data through observation, interviews, and informal conversations. This was due to containing contextual information about the collection patterns of the required data.

In this research, a questionnaire was distributed to each student at the end of the English course, especially during the 16th meeting. The instrument, consisting of 16 items, was adopted from the model used by Sam et al. (2012, p.42), dealing with students' perceptions toward learning management (See Table 1), self-learning reflection (See Table 2), academic problem solutions (See Table 3), and dependent learning behaviors (See Table 4). Such perceptions were analyzed by using a 5-point rating scale, i.e., SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree), and SA (Strongly Agree). In addition, the quantitative data obtained were analyzed by Statistical Package for Social Sciences (SPSS) Version 25.0. to test the validity and the reliability of the data gathered from the questionnaire. The questionnaire is presented below:

Table 1. *Students' perception toward their self-learning management*

No.	Students' perception toward their learning management	SD	D	N	A	SA
1	I made a study plan for myself.					

2	I try to complete the majority of my goals, if not all of them.					
3	I require instructions on how to learn.					
4	I use learning strategies recommended by my professors.					

Table 2. *Students' perception toward their self-monitoring*

No.	Student's perception toward their self-monitoring	SD	D	N	A	SA
5	I use my knowledge in exam					
6	I can assess my learning progress					
7	I work hard to overcome my learning problems					
8	I can identify my strengths in learning					

Table 3. *Students' perception of solutions to academic issues*

No.	Student's perspective on how to deal with academic issues	SD	D	N	A	SA
9	I consult with my lecturer when I find difficulties					
10	I try to solve my learning problems by myself					
11	I explore other materials when I find difficulties in learning					
12	I ask for some advice from my lecturer if I cannot find the materials that I need					

Table 4. *Students' independent learning behavior*

No.	Student's perspective of their own learning styles	SD	D	N	A	SA
13	I always ask my teachers for further explanations when I do not understand my lesson.					
14	I only learn when rewards or qualifications are offered					
15	I rely only on my lecturer's explanations					
16	I have to review the lesson with the teacher					

A deep-interview with 15 questions was conducted to observe how the strategy helps students in terms of being independent learners (see Table 6). The questions of the interview were formed from the perceptions based on the purposes of a self-regulated

learning strategy. They are validated through a triangulation process with 3 experts of ELT research. The responses gathered from the interview were then analyzed by thematic analysis by familiarizing the data, getting initial codes, searching for themes, and reviewing the themes. The questions are listed below:

Table 5. *Interview Questions*

No.	Questions of Interview
1	How do you set your learning plan?
2	How does your learning plan help you study?
3	What types of instructions do you need from the lecturer?
4	How does the advice from the lecturer help you?
5	How does your learning journal help you study?
6	How do you identify your strengths and weaknesses in learning?
7	How do you maintain your strengths in learning?
8	How do you overcome your weaknesses?
9	How do you see your weaknesses?
10	How do you get your materials for study?
11	When do you feel you need to ask your lecturer?
12	How do you explain the roles of the lecturer in the learning process?
13	How do you explain your roles in the learning process?
14	How does Self-regulated learning strategy help you in learning?
15	How do you feel when working with Self-regulated learning strategy?

III.3. Procedure

First, the consent from the teacher to observe the learning activities was obtained. Next, the learning activities in the classroom were observed including the home-tasks given to the students. The observation was conducted during 14 meetings of the course. Based on the research diary, the implementation of a self-regulated learning strategy was observed in various learning activities as follows:

Table 6. *Research Diary*

Forethought and Planning Phase	Monitoring Performance Phase	Reflection on Performance Phase
• Exploring learning objectives with lecturers	• Developing learning journal	• Reviewing lecturer feedback
• Observing	• Filling in a learning journal	• Planning next cycles

models/examples provided by lecturers		
• Setting learning goals guided by lecturers	• Reporting learning journal	
• Plan learning cycles guided by lecturers	• Working with peers	
	• Discussing learning progress with lecturers	
	• Obtaining feedback from lecturers	
	• Reviewing utilized learning strategies	

Based on Table 6, the activities conducted in the Forethought and Planning Phase included the following, (1) Exploring learning objectives, (2) Observing models/examples, (3) Setting learning goals, and (4) Planning learning cycles. In this phase, the learning objectives were explained by lecturers as the competencies that needs to be mastered by students. By acknowledging the objectives, students were also expected to have insights into their potential performances and achievements during the lecture. Moreover, lecturers showed examples or models to students, which are expected to become guidance. Through this pattern, students are expected to possess a vivid perception of the type of performances needed for display. For students, the setting of learning goals emphasizes the educational objectives and examples displayed by lecturers. This indicated the freedom to set goals below, moderately, and beyond the standards of the example. In this case, lecturers determine students need more motivation to perform and complete the task. Lecturers also perceive information on those encountering difficulties toward task completion. Based on the planning learning cycles, students were assigned to develop plans for their educational activities. These plans included the list of activities performed in the classroom or at home. The activities were also chronologically presented to show students' performance patterns toward task completion. In addition, students were instructed to include the learning strategies employed in the completion of the task. This means that all the information should be presented as a learning journal, for subsequent inclusion in the Performance Monitoring phase.

According to Table 6, the Performance Monitoring Phase emphasized the development of student's abilities toward being responsible for their learning processes and evaluations. In this case, the initially assigned activity prioritized the development of a learning journal, to record students' educational processes. Furthermore, students were required to fill the journal with their learning plans, planned activities, as well as classroom and home-executed tasks. This included the description of their strengths and weaknesses, based on the difficulties encountered during educational activities, as well as the problem-solving patterns regarding understanding, knowledge, and ability. The next activity focused on reporting the journal to lecturers, to monitor the progress of students and provide help when needed. This proved that lecturers need to provide opportunities for students, problem evaluation, and acquisition of feedback toward subsequent improvements. To improve collaborative learning skills, group activities were often provided to the students.

Based on the Reflection on Performance Phase, lecturers evaluated students' abilities by reviewing their learning journals and feedback. This phase aimed to build students' ability toward setting better plans and management on the next tasks or activities provided by lecturers. Therefore, students were expected to understand and acknowledge their progress, strengths, and weaknesses.

In the end of the course, specifically in the 16th week, a questionnaire was distributed to the students to assess their learning independence. The next step was analyzing the responses of the questionnaire. A week later, a deep-interview was conducted to view students' perspectives on how the strategy helps them. The next step was doing thematic analysis on the responses.

IV. RESULTS AND DISCUSSION

IV.1. Students' perceptions on learning independence

Within this section, the way students perceive their learning independence is described in detail. Thus, the findings are examined in terms of learning management, self-learning, solutions to academic issues, and independent learning behavior.

Based on Table 7, 57 participants prioritized the self-development of their study plans. This was in line with the forethought and planning phase, regarding independence in preparing for the learning process. The second perception was also related to the first strategical phase, concerning the development of task completion responsibility. Moreover, 57 students strongly agreed that more efforts were exerted in completing most of their tasks. This was essentially due to the high motivation possessed towards task completions. The third perception subsequently emphasized students' ability to maintain the learning process similar to the performance monitoring phase. This proved that 52 students agreed regarding the need for lecturers' instructions when encountering difficulties. The fourth perception also focused on students' abilities to work with lecturers' feedback. This was because the strategies or feedback suggested by lecturers worked better in solving learning difficulties or problems. In this case, a total of 57 students implemented the feedback process. This was in line with the third phase of Self-reflection, where the abilities of students to reflect on their studies were carried out by reviewing lecturers' feedback.

Table 7. *Results of Students' perception toward their learning management (students)*

No	Students' perception toward their learning management	SD	D	N	A	SA
1	I made a study plan for myself.	0	0	18	45	57
2	I try to complete the majority of my goals, if not all of them.	0	0	6	57	57
3	I require instructions on how to learn.	0	0	29	52	39
4	I use learning strategies recommended by my professors.	0	0	6	57	57

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Table 8 that follows describes the patterns by which students perceived their learning progress, with all the items reflecting the principle of the Performance Monitoring Phase. In item 5, 88 of 120 participants agreed that they attempted to implement their knowledge on the provided test. This proved that students always performed their best by applying the knowledge gained during the process of learning. Related to the monitoring of the learning process in item 6, 53 participants stated that they often assessed their academic progress, which is one of the advantages of regularly completing learning journals as assigned by lecturers. This journal helped in tracking learning activities and the levels to which goals and plans have been completed. This was in line with item 7, where additional efforts were applied to overcoming learning difficulties. 66 participants strongly agreed to these processes, indicating that students felt the urge of overcoming their problem in learning. Based on the acknowledgement of strengths, students were expected to maintain their learning achievement. This indicated that 62 students regularly identified their learning progress strengths, as reported in item 8.

Table 8. *Results of Students' perception toward their self-learning (students)*

No.	Student's perception toward their self-learning reflection	SD	D	N	A	SA
5	I use my knowledge in exam	0	0	6	88	26
6	I can assess my learning progress	0	0	15	53	52
7	I work hard to overcome my learning problems	0	0	8	46	66
8	I can identify my strengths in learning	0	0	15	43	62

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Table 9 emphasizes the patterns by which students solved their academic difficulties. This was in line with the Performance Monitoring Phase, where the role of lecturers was more likely to be an assistant, regarding the provision of problem-solving advice to students. In item 9, 74 students strongly affirmed sharing their academic issues with lecturers. This confirmed the aim of the phase regarding the presentation of lecturers as assistant. For item 10, 46 students were neutrally categorized, indicating that they either solved academic difficulties by themselves or consulted to their lecturers. Compared to the ability to overcome these difficulties, those students also stated they

always attempted to explore various resources or documents. This implied their independence in solving the problems before consulting lecturers for help. 56 students strongly agreed that they were able to explore the materials to support the learning process by themselves, as can be observed in item 11. It reflects their ability to do help-seeking by exploring the materials by themselves before they see their lecturer. As implied in item 12, the inability of students to solve problems through the exploration of other sources was accompanied by the efforts to consult to their lecturers. In this case, 73 students strongly agreed that lecturers' consultation is one of the methods of solving academic difficulties.

Table 9. *Results of Students' perception of solutions to academic issues (students)*

No.	Student's perspective on how to deal with academic issues	SD	D	N	A	SA
9	I consult with my lecturer when I find difficulties	0	0	8	74	38
10	I try to solve my learning problems by myself	0	0	39	46	35
11	I explore other materials when I find difficulties in learning	0	0	9	55	56
12	I ask for some advice from my lecturer if I cannot find the materials that I need	0	0	6	73	41

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

According to Table 10, students' behaviors were observed regarding the identification of the self-regulated strategy effects on their independent learning skills. In this case, 61 participants agreed that they prefer going back to their lecturer for more explanations on their difficulties. This proved that they were able to acquire assistance from other sources. As to item 14, a total of 64 students also disagreed with the statement that learning was only performed with the provision of rewards. This showed that they had developed the concept of being responsible in the process of learning. Instead of expecting rewards after learning, these students perceived education as part of their knowledge and comprehension development.

Table 10. *Results of Students' independent learning behavior (students)*

No.	Student's perspective of their own learning styles	SD	D	N	A	SA
13	I always ask my teachers for further explanations when I do not understand my lesson.	0	0	9	61	50
14	I only learn when rewards or qualifications are offered	53	64	3	0	0
15	I rely only on my lecturer's explanations	44	66	10	0	0
16	I have to review the lesson with the teacher	0	1	37	32	50

Notes: SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

When it comes to item 15, 66 students disagreed that they relied on lecturers' explanation. This implied that they were able to determine explanations from other sources before consulting lecturers for help. As for item 16, a total of 50 students also agreed that they needed to review the lesson with lecturers. This was in line with the role of lecturers as guides or assistants in Self-regulated learning strategy. It is also important for lecturers to review the progress of each student to ensure appropriate academic development.

IV.2. Students' perception on how self-regulated strategy helps

Table 11 summarises the data gathered from interview responses. The themes are the words or terms mostly found in the students' responses.

Table 11. *Themes analysis of students' responses*

No.	Questions of Interview	Themes
1	How do you set your learning plan?	Deadline, difficulties
2	How does your learning plan help you study?	Reminder, difficulties
3	What types of instructions do you need from the lecturer?	Direct, clear
4	How does the advice from the lecturer help you?	Keep on track, solve problems
5	How does your learning journal help you study?	Track progress, track difficulties
6	How do you identify your strengths and weaknesses in learning?	Look at score, time spent
7	How do you maintain your strengths in learning?	Use the strategy, look at journal
8	How do you overcome your weaknesses?	Keep learning, spend more time

9	How do you see your weaknesses?	Challenge, motivation
10	How do you get your materials for study?	internet, lecturers, friends
11	When do you feel you need to ask your lecturer?	Cannot find in the internet, cannot get answer from friends
12	How do you explain the roles of the lecturer in the learning process?	Helping, giving explanation when needed, give instructions, give models
13	How do you explain your roles in the learning process?	Motivator/ motivating, manager/ managing, tracking, evaluating
14	How does Self-regulated learning strategy help you in learning?	More organize, more independent, not depend on the lecturer, have more self-acknowledgement.
15	How do you feel when working with Self-regulated learning strategy?	Secure, enjoy, happy

From the table, it can be seen that students set their learning plan by considering the deadline as the priority. It helped to remind them which tasks should have been completed first so they did not miss any deadlines from the lecturer. The second answer giving by students was "difficulties" which means they put their thoughts on their difficulties in setting their learning plans. By this, they prioritized studying the aspects or materials which caused difficulties for them. The more difficult they felt about an aspect or materials, the more time they would spend to study on it.

Considering these responses, it shows that the students perceived the activities of making learning plan as the ways of managing their learning activities. They could determine which to be completed first and which to get more attention when studying. This reflects the principle of goal-setting abilities that included in Zimmerman's model of Self-regulated learning strategy. It meets the indicator of independent learners mentioned before that students are required to be able to show the attitude of performing self-management in learning.

When it comes to the second phase of Self-regulated learning strategy; Performance Monitoring Phase; instructions and advice from lecturer are presented as the form of assistance for students. Regarding to the responses from the students, the form of instructions should be direct and clear. Direct instructions given by the lecturer was mentioned to be helpful and easy to understand. The advice suggested by the lecturer helped students to keep them on track so they kept focus on studying aspects or

materials they have not understood yet or completing tasks considered difficult for them. The responses showed that students dd not depend completely on the lecturer for the whole process of learning. They were able to work independently based on the instructions and made use of the lecturer as an assistant providing help when needed.

Self-monitoring is also presented in the form of making learning journal. This journal helps students build their independence by providing chances to know their competencies well. By always tracking their reading activities, taking notes about their difficulties they found during the process, and identifying their strengths from the notes. They identifying their strengths in literal reading skill by looking at the time they spent in a text and the score they got in tasks or formative tests. The ability to track and monitor their performance in learning, identifying strengths and weaknesses are categorized to the indicators of independent learners.

Students' ability to explore learning materials from various sources is also considered to be an indicator of independent learners where lecturer is not the only source of materials for students. In this digital era, it is easy for students to search materials they feel they need. Students' willingness to explore the materials by themselves from other sources as shown in the responses of the interview reflects their motivation to be independent. Learning from peers can be an alternative of building independence in learning. In this study, students even put their lecturer as the last option which means they came to the lecturer when they could not find the materials in the internet nor from their friends.

After experiencing learning activities with Self-regulated learning strategy, students found that the roles of their lecturer were not the one who conducted all learning progress. They admitted that their lecturer presented himself as assistant, consultant when they need deeper explanation, guidance who provided instructions and examples. Considering these responses, it can be concluded that students realized themselves as the ones who are responsible for their learning progress.

This is supported by the responses occurred when they were asked about their roles in the learning process. They felt that they are the motivator for themselves. They felt

motivated when they track their learning journal and matched it with the learning plan they have made. They also felt they could manage their learning progress by always recording it in their journal and reviewing the process from time to time. By acknowledging their strengths and weaknesses, they were able to evaluate which methods or techniques work best on them.

Students also showed positive feelings when they implemented Self-regulated learning strategy. They stated that the strategy gave them secure or safe feelings because they knew they would not miss any tasks and they could see how they improve in the process of learning. They also felt enjoy and happy in doing all the activities related to the strategy especially when completing the journal.

Overall, Self-regulated learning strategy is mentioned to help students become independent learners. According to their perceptions, the strategy grew the sense of responsibility by organizing their own learning plans, being more independent by not relying only on their lecturer, and being able to identify their strengths and weaknesses in learning. These criteria mentioned by students are considered fulfilling the indicators of independent learners.

IV.3. Discussion

The implementation of a self-regulated strategy in learning activities reportedly supported the development of educational processes. This indicated that the activities of exploring learning objectives, observing models, independently setting goals, and planning academic cycles emphasized the principles of the Forethought and Planning Phase. The involvement of students in this phase enabled the self-evaluation of their academic standards and needs. This was in line with Broad (2006, p.121), where students study and learn better when they work with their needs or difficulties. Based on lecturers' learning objectives, the independent setting of academic goals was also considered a motivation for better academic performance. The second phase of the Self-regulated learning strategy subsequently developed students' habits in performance monitoring. This included their learning progress trackability, strength and weakness awareness, academic problem solutions, and working with peers. The

participation of students in learning journal activities was also believed to improve continuous academic habits. This goes along with Meeus et al. (2009, p.480), where the documentation of learning activities helped students become more organized and comprehensive during the assessment of their competencies. By reviewing the learning journal, they also evaluated the improvement or difficulties incurred during the educational progress. This indicated that learning processes need to be defined as the continuous activities to be completed by students in the classroom and at home. These support Yabukoshi (2020, p.769), where the importance of conducting learning activities outside the classroom was highlighted. The provision of home assignments and independent learning opportunities was also considered a source of academic motivation since students know they do not need to adjust educational activities with their peers. In addition, the role of lecturers as assistant was prioritized in the second strategic phase. This indicated that students have the opportunity to seek academic assistance from lecturers. The group activities provided by lecturers also emphasized the stimulation of students' ability to work with peers where collaboration improved students' self-regulation skills, which was part of the criteria for independent students (Field et al., 2014, p.2).

Based on the third phase of the Self-regulated learning strategy, students were instructed to review lecturers' feedback before setting their plans for the upcoming tasks. This supported the expectation of developing independent students with strength and weakness awareness, specifically in the academic process (El-Koumy, 2019, p.217-218). By reviewing the feedback, students were expected to develop better learning plans to accommodate their individual needs. Regarding students' perceptions, positive impressions were educationally observed in the implementation of the self-regulated learning strategy. For learning management, this strategy helped in planning academic cycles and developing task completion responsibilities as sources of educational motivation Hemmati et al. (2018, p.133). In this context, motivation was observed as an important aspect of building learning habits. The development of this phenomenon was initiated by students, through the provision of opportunities to determine self-learning plans. In this process, guidance as instructions was required

from lecturers, although these students were most liable to work independently. This affirmed Jafarigohar & Morshedian (2014, p.277), where the instructions for implementing a self-regulated learning strategy were relevant. Proper instructions were also required to keep students' work on track, with the advice provided by lecturers displaying an assistant role, compared to the controller of the learning process.

According to Gonida et al. (2019, p.159), lecturers' feedbacks emphasized the willingness of students in seeking academic assistances. This supported the patterns by which they perceived their abilities in overcoming learning problems, specifically through the exploration of various sources of educational materials. Students' perceptions of self-learning ability generally indicated positive perspectives, due to being responsible for their learning processes through the following patterns, (1) Completing tasks, (2) Implementing knowledge, (3) Evaluating strengths and weaknesses, and (4) Regularly improving abilities to learn independently. This perception mostly represented self-evaluation performances, according to Paris & Paris (2010, p.98). In this phase, students monitored their learning progress and assessed whether they have completed the required tasks according to their plans. The feelings of enjoyment in learning as revealed from the interview session also revealed that Self-regulated learning strategy helps students enjoy the process of learning by giving them secure feelings in terms of keeping their studies on track. They also evaluated the parts preventing them from abiding with the set plans. The finding supports Bloom (2013, p.48), where the monitoring process enhanced the learning progress of students. From students' perceptions, a self-regulated learning strategy helped in the development of independent learning behavior, regarding the non-reliance on lecturers as the only source of information. In this case, learning activities were observed as processes that should be compulsorily completed without the motivation from lecturers' rewards or gifts. This was in line with Mckendry & Boyd (2012, p.211), where learning independence emphasized andragogical educational system. Therefore, this present study is considered a completion of Nejabati (2015,

p.1347), by emphasizing how Zimmerman's Self-regulated learning works on students' learning independence.

V. CONCLUSIONS

Based on the results, the activities conducted should emphasize the principle of each strategic phase. This indicated that the Forethought and Planning Phase recommended and prioritized the following activities to develop independent learning skills, (1) Exploring learning objectives, (2) Observing models, (3) Setting learning goals and (4) Planning learning cycles. The Performance Monitoring Phase was also realized through the following activities, (1) Developing and completing a learning journal, (2) Working in groups with peers, (3) Consulting lecturers and obtaining feedback, (4) Reviewing the journal, and (5) Exploring learning materials. Meanwhile, the Self-reflection Phase emphasized lecturers' feedback review before setting the next cycles.

Based on the questionnaire analysis, students provided positive perceptions regarding the support for the criteria of being independent students. This included the following, (1) Self-reliance, (2) Learning activity responsibilities, (3) Goal setting abilities, (4) Learning progress monitoring, and (5) Academic process evaluation.

Students also agreed that they no longer rely on lecturers as the only source of learning materials, by exploring various educational sources to overcome academic issues. This indicated that beginner-level students were able to learn independently by means of the Self-regulated learning strategy. Practically, lecturers are expected to focus on the characters of independent learners by providing learning activities supporting students to integrate the characters in their learning behaviors. Providing various activities is considered prominent to avoid students from boredom as well.

Some limitations were also observed regarding the number of participants and the variety of learning activities implemented in the classroom and at home. Therefore, further research could explore participants' differences in terms of gender and their impact on learners' autonomy. Studies related to how the strategy is implemented in

the teaching and learning of other language skills could also shed some light to scholars and linguists interested in this area.

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Dubbing Television Advertisements across Cultures and Languages: A Case Study of English and Arabic

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ABSTRACT

The differences between Arab and English cultures make the process of Translating English advertisements into Arabic challenging. This study investigates the strategies used by translators to dub English advertisements into Arabic. Six English advertisements belonging to different domains, namely, cars, chocolate and sweets, cosmetics and skincare, and detergents, and their Arabic translation, were compiled from YouTube. The contents, brand names, and catchphrases of the two versions were compared. The findings showed that the translators opted for using various translation strategies such as cultural adaptation, substitution, loan, transliteration, explicitation, addition, omission, and paraphrasing. The analysis also revealed that translators sometimes use direct translation to preserve the foreignness spirit and stay faithful to the original message. Future studies should focus on examining a larger number of advertisements in different domains, such as beverages, fast food, electronics, sports, medicines, and furniture. The study also recommends that further studies be conducted on how the Arab audience reacted to the dubbed advertisements.

Keywords: *audiovisual translation; advertisement; translation; dubbing; strategies; Arabic; English*

I. INTRODUCTION

Audiovisual translation (AVT) is the transference of verbal and non-verbal elements of audiovisual products into the target language (Chaume, 2013). It is a relatively new discipline with unique characteristics that distinguish it from other forms of translation (Chaume, 2018). There are various modes of AVT, namely, dubbing, subtitling, voice-over, free commentary, and audio description, to mention a few. However, subtitling and dubbing are the most commonly used types of AVT. Subtitling is defined as rendering the oral code from the source language into a written code that usually appears at the bottom of the screen (Díaz-Cintas, 2013). Dubbing, as opposed to subtitling, is defined as replacing the original soundtrack with another soundtrack in the target language. At the same time, elements such as music, images, and special effects are kept inviolable (Chaume, 2020).

This study investigates the role of culture in reformulating some English advertisements dubbed into Arabic. Translating English advertisements into Arabic is a challenging activity that is relatively different from translating or conveying other materials. The aim of translating operative text, including ads, is to convince text receivers to act in a particular way, for example, to buy a specific product. In addition, English and Arab cultures are relatively incongruent, so translators need to be aware of such differences to overcome any cultural differences that may hinder the primary purpose of the translated text (Saideen, Haider, & Al-Abbas, 2022).

Different scholars have examined the challenges that audiovisual translators face when rendering audiovisual (AV) materials, including movies, documentaries, and series (Al-Zgoul & Al-Salman, 2022; Debbas & Haider, 2020; Haider, Al-Saideen, & Hussein, in press; Haider & Hussein, 2022). To the best of the researchers' knowledge, no studies have investigated the strategies used in dubbing English advertisements belonging to different domains, such as cars, chocolate& sweets, cosmetics& skincare, and detergents into Arabic. This is a gap that this study aims to bridge. The current study also focuses on the cultural differences in the Arabic versions of the advertisements compared to their English counterparts. It addresses the following question:

1. What are the main dubbing strategies used to render English advertisements into Arabic?

II. LITERATURE REVIEW

This section reviews the theoretical background relevant to dubbing and translating advertisements in particular. The second part discusses some empirical studies related to translation problems and strategies, particularly dubbing advertisements.

II.1. Translation and culture

Culture is a style of life that includes different values, conventions, ideologies, beliefs, and traditions that regulate societies. Like capsules and their contents, language and culture are essential elements in the communication process in general and in translation in particular. In this respect, the translator's main task as a mediator is to pay attention to both language and culture to bridge the gap between different languages and societies (Al-Khalafat & Haider, 2022; Farghal & Bazzi, 2017; Rababah & Al-Abbas, 2022). The cultural elements identify the failure and the success of the dubbing process. According to Maluf (2005), the cultural reasons are behind the success of the Mexican soap and the failure of the popular Police Academy film series to attract a broad audience in Arabic. The plots and dialogues of the former were culturally acceptable to Arab audiences, while the latter was seen as a contrived translation of plots and dialogues that had no bearing on Arab reality. Similarly, Yahiaoui and Al-Adwan (2020) maintained that the translator's role is to possess sufficient knowledge of both the source and target language and culture, have the element of creativity, and adapt the globally common elements into Arabic.

Audiovisual translation is a process shaped by a set of constraints. Dubbing is a mode of translation with a complex nature; it removes the original soundtrack and replaces it with the target one. It is a process that can be designed based on several cultural, aesthetic, and technical constraints. In dubbing, the audience listen to impersonating characters speaking dialogue in the source language that does not belong to their

culture. The unique nature of dubbing helps in creating a significant interaction between the target viewers and the impersonating voices. Dubbing in the Arab world achieved resounding success (Di Giovanni, 2017). This unleashed a tsunami of dubbing various types of audiovisual materials in different genres. Most of these materials were dubbed using vernacular dialects or Modern Standard Arabic (MSA). For example, non-Arabic products about love, hatred, and envy are usually dubbed in vernaculars, while documentaries are normally dubbed in MSA.

In translating audiovisual materials, a range of strategies can be employed. These, according to Díaz-Cintas and Remael (2014), include:

- **Loan translation (direct transfer):** involves transferring the source language (SL) element directly into the target language (TL) without any changes.
- **Calque:** is also known as a literal translation. It can be considered word-for-word translation.
- **Explicitation:** involves making the implicit meaning of the SL element more explicit in the TL.
- **Substitution:** changing the meaning of the SL elements to be more acceptable in the TL.
- **Transposition:** is also known as cultural adaptation, replacing the cultural concept of the SL element with a cultural concept in the TL that conveys the same meaning and connotation.
- **Lexical creation:** coining or creating a new lexical element in the TL to stand for SL cultural reference.
- **Compensation:** describes the SL elements using a TL element that might be longer than the original one.
- **Omission:** deleting the SL elements and leaving them without meaning.
- **Generalization:** giving the general meaning or making the original look neutral.

II.2. Empirical studies

Translating audiovisual materials has attracted the attention of several researchers. For example, Al Agha (2006) investigated the translation strategies used in rendering culture-specific concepts, phrases, logos, and terms in English fast-food advertisements into Arabic. In this study, two methods were used: questionnaires and textual analysis. The questionnaire highlighted the participants' observations on the translation strategies used to translate the ads under investigation and their perspectives on having a preferable translation that suits the Arab culture. The findings showed that loan words and transliteration were the most common strategies used to translate fast-food advertising into Arabic. In the same vein, Abu Shehab (2011) conducted a corpus-assisted study to examine the issues related to translation strategies and linguistic inaccuracies in rendering personal care advertising brochures from English into Arabic. The researcher also conducted 18 personal interviews with professionals and workers in the personal care market. The results showed that translators sometimes have to manipulate and reproduce the source text to make the product more acceptable for the target consumers by adopting various strategies. The researcher recommended future researchers to enhance and ease the task of translators in rendering advertisements.

Similarly, Haddad (2015) analyzed the translation of three print English advertisements into Arabic by focusing on linguistic and cultural differences. The study highlighted the essential role of Skopos theory as an effective guide in achieving a successful translation. The study also showed a range of micro and macro translation strategies used by the translators in the target market to convey the source text message. Likewise, Eshreteh (2016) examined the translation of English brand names of cosmetics into Arabic. The data consisted of 20 audiovisual advertisements, 10 English advertisements, and their Arabic-translated counterparts. The results showed that translators rendered the English brand names into Arabic through domestication to create a similar effect to the original advertisements on the target consumers, which would better promote the products.

Likewise, Bouziane (2016) investigated the role of Skopos theory in translating textual and visual elements of 40 English online advertisements into Arabic. The results showed that translators added, replaced, explained, and sometimes omitted the original linguistic and visual elements based on the target culture requirements to achieve functional equivalence. Similarly, Fan (2017) investigated the translation of English advertisements into Chinese by focusing on linguistic, cultural, geographical, and environmental differences. The researcher highlighted the role of the characteristics of the advertisement itself in determining the appropriate translation strategy. The researcher found that translators and copywriters should hone their skills and enrich their knowledge of culture to convey the meaning and spirit of the source advertisement in line with the culture and ideology of the target society. Likewise, Al-Haroon and Yahiaoui (2017) investigated strategies of dubbing chocolate advertisements from English into vernacular and standard Arabic and found that the micro-translation strategies are not limited to language variants but could also be used via cultural sub-themes. The researchers found that the use of cultural elements makes the process of dubbing flexible and convenient.

In the same vein, Obeidat and Abu-Melhim (2017) examined the translation strategies used in rendering 10 English baby formula labels into Arabic based on Venutie's foreignization and domestication theory. A comparative quantitative analysis was conducted to investigate the data. The study revealed that foreignization theory has superiority over domestication in translating baby formula labels. In the foreignization approach, a set of translation strategies are used, namely literal translation, transliteration, borrowing, and transference. On the other hand, in the domestication approach, the most common strategies used were transposition, omission, addition, and adaptation.

Although several studies examined the translation strategies used in translating advertisements across languages, including Arabic and English, little attention has been paid to similar studies in the context of dubbing advertisements belonging to different domains. Therefore, this study fills this gap by examining the dubbing

strategies of six advertisements of cars, chocolate and sweets, cosmetics and skincare, and detergents into Arabic.

III. METHODS AND PROCEDURES LITERATURE REVIEW

The advertisements were compiled from YouTube. The researchers selected six popular advertisements that belong to different domains and are available in English and Arabic. The two versions of the advertisement (i.e., English and Arabic) should be identical and of limited duration. It is worth noting that the researchers first compiled thirty advertisements belonging to seven domains, but due to space constraints, only six advertisements were selected to be further investigated in this study, as Table 1 shows.

Table 1. *Types and number of advertisements*

	Product	Links
1	Mercedes Loch Ness	English version: https://www.youtube.com/watch?v=yWvTXSfNrO4 Arabic version: https://www.youtube.com/watch?v=tiQWwKCPhq4
2	Mercedes Benz (GLE 2020)	English version: https://www.youtube.com/watch?v=w8Psw1wfwbk Arabic version: https://www.youtube.com/watch?v=y0nStPgOIKc
3	OREO (biscuit)	English version: https://www.youtube.com/watch?v=F_aTvRf_7xM Arabic version: https://www.youtube.com/watch?v=cAKivSF1_Po
4	Johnson	English version: https://www.youtube.com/watch?v=RIdBTMmXNuo Arabic version: https://www.youtube.com/watch?v=oP2FOSdV8jg
5	Comfort stitchers	English version: https://www.youtube.com/watch?v=AvzNcK9ZJ_M Arabic version:

		https://www.youtube.com/watch?v=38MitUsfEoc
6	Finish	English version: https://www.youtube.com/watch?v=m6qseTcbExc Arabic version: https://www.youtube.com/watch?v=l9pmFeEcs5U

As Table 1 shows, the researchers selected six advertisements belonging to different domains, namely, cars, chocolate and sweets, cosmetics and skincare, and detergents. The researchers first watched the advertisements in English with their Arabic translation and then transcribed and wrote them down. Finally, culture-bound expressions and translation incidents were analyzed to identify how these expressions were rendered.

IV. RESULTS AND DISCUSSION

In this section, the researchers examine the Arabic and English versions of the chosen advertisements. The selected advertisements were dubbed into Arabic using MSA or some Arabic vernaculars such as Khaliji and Lebanese. The strategies used by the translator are examined.

IV. 1. Mercedes Benz (GLE 2020)

The advertisement for *New GLE* in English and the Arabic version is discussed in Table 2. The duration of the English and Arabic advertisements is 30 seconds each. The source advertisement used the British English accent, while the 'khaliji' Arabic was used in dubbing the Arabic version.

Table 2. *The Mercedes Loch Ness advertisement, along with its Dubbed Arabic version*

No.	English version	Dubbed Arabic version
1	The New GLE	GLEالجديد GLE Aljadīd
2	For the 'stop fighting in the back' trips	لحكايات '' وقفوا شجارانت وياه' liḥikāyāt 'waqfū shijār Ant wa yāh'

3	The 'Mummy I need to pee' trips	لحكايات'ماما خذيني للحمام' liḥikāyāt 'māmā khudhīnī lalḥammām'
4	The 'where are babies come from' trips	لحكايات 'لازم تزوربيت جدتك' ḥikāyāt 'lāzim tzūr bīt jiditak'
5	Finally, some peace and quiet trips.	للحكايات واخيرا هدوء وسلام lilḥikāyāt wa Aakhīraⁿ hudū' wa salām
6	Hi Mercedes! change the light to soft blue	هاي مرسيدس! غيري لون الإضاءة الى ازرق فاتح hāy marsīdis! ghayrī lawn Ali'ḍā'a ilá A'zraq fātiḥ
7	The 2020 GLE	GLE 2020
8	With everything for every day.	لكل حكايه كل يوم likull ḥikāyah kull yawm
9	It is a Mercedes Benz for real families.	مرسيدس بنزحكايات تروى عن العائله Marsīdis binz hikāyāt turwa 'an al'āi'lah

Notes: English version: https://www.youtube.com/watch?v=w8Psw1wfwbk

Arabic version: https://www.youtube.com/watch?v=y0nStPgOIKc

Through analyzing the Arabic version of the advertisement, it can be noticed that the translator used the *loan strategy* in rendering the vehicle's name *GLE*. The translator used the *strategy of substitution* to render the word 'trips' as **حكايا** ḥakāyā (lit. 'tales'). Tales and stories have symbolism in the Arab culture. Utterances 3, 4, and 5 describe the trips by referring to some events that usually occur while kids are on board. The *euphemism strategy* is used to render the expression 'to pee' as **ماماخذيني للحمام** māmā khudhīnī lalḥammām (lit. 'to be taken to the bathroom'). Translating this phrase literally may have a negative impact as it lacks the required civility, which is one of the essential features of conservative Arab societies.

In utterance (4), the question of 'where are babies come from?' is asked by children spontaneously in different societies, but it is not desirable for kids to raise such questions in the Arab culture. So, the translator used the *strategy of omission* as it was deleted in the target text and *substituted* with another expression that is more related to the Arab culture, namely لحكايات لازم تزوربيت جدتك ḥikāyāt lāzim tzūr bīt jiditak (lit. 'for tales; you must visit the grandmother's house'). The utterance 'and finally quiet and peace' was translated following the *literal approach* of translation واخيرا هدوء وسلام wa Aakhīraⁿ hudū' wa salām.

In the translation of the product slogan, it can be noted that the translator used the *loan strategy* by presenting the tagline/slogan as is. The sentence 'Mercedes-Benz for the real families' might be confusing for the target viewers, and so was rendered as **مرسيدس بنزحكايات تروى عن العائله** Marsīdis binz hikāyāt turwa 'an al'āi'lah (lit. 'Mercedes-Benz: Family Tales').

As the above analysis shows, the translator linked the target culture with the English advertisement to reduce the ambiguity caused by cultural differences by using different translation strategies. Since the translated advertisement is intended for the target audience, applying their values, morals, ethics, and customs is the first step to achieving the purpose of the advertisement by persuading new customers to buy it. In the catchphrase context, the translator decided to adapt it to the target culture and rewrite it to ease the viewers' comprehension. Dynamic translation has a vital role in achieving the purpose of the original slogan and, at the same time, making it more communicative and closer to the target audience (Li, 2021).

IV.2. Mercedes Loch Ness

Auto giant Mercedes-Benz advertisement, shown in Table 3, was designed to present its masterpiece of intelligence, Mercedes Loch Ness New E Class. The duration of the English advertisement and its Arabic counterpart is 30 seconds each. The source advertisement used the British English accent, while the target advertisement used MSA.

Table 3. *The New GLE advertisement in English, along with its Arabic version*

No.	English version	Dubbed Arabic version
1	Loch Ness	بانتظار وحش بحيرة لوخ نيس bintiẓār waḥsh buḥayrat lūkh nis
2	Well, is anything going to happen here or not?	ترى هل سيحدث شي ما هنا ام لا turá hal sayaḥduth shay' mā hunā am lā
3	There is a car that will know first. It observes what surrounds it sensitively and reacts before anything happens.	هناك سياره ستكون اول من يعرف وهي تراقب محيطها بحذر وتستجيب فورا قبل ان يحدث شيء Hunāka sayyārah satakūn awwal man ya'rif wa hiya turāqib muḥīṭahā biḥadhar
4	An example, the dam of an accident will	مثال :دوي الاصطدام ممكن ان يؤذي السمع

	damage your hearing.	Mithāl: dawiyy alişţidām mumkin an yu'dhī assam‘
5	The solution, just before! Impact a signal! can trigger the natural safety mechanism in the ear.	لذلك قبل الاصطدام بلحظات تنبعث اشاره ضوئيه لتفعيل اليه الدفاع الطبيعيه في الاذن lidhālik qabl alişţidām bilaḥaẓāt tanba‘ithu ishārah ḍaw'iya litaf‘īl āliyat addifā‘ aţţabī‘ fī al'udhn
6	But ideally, nothing is going to happen at all	----------
7	The only E class with intelligence reacts before anything happens	الفئه الجديده مع نظام القياده الذكي Alfi'ah aljadīah ma‘ niẓām alqiyādah adhdhakiyy
8	and only the Mercedes Benz, the best or nothing!	عبقريه الابداع ‘abqariyyat ali'bdā‘

Notes: English version: https://www.youtube.com/watch?v=yWvTXSfNrO4

Arabic version: https://www.youtube.com/watch?v=tiQWwKCPhq4

In the English version, the presence of the heritage of Scottish culture 'Loch Ness' can be noted in utterance 1. At the heart of the advertisement, a father and a son can be seen in the new E-class on the shores of Loch Ness in Scotland, waiting for the legendary Monster Nessie. To make the cultural features clear to the audience, the translator used the *explicitation strategy*, where 'Loch Ness' was translated as **بانتظار وحش بحيرة لوخ نيس** bintiẓār waḥsh buḥayrat lūkh nis (lit. 'waiting for the Loch Ness Monster'). Such translation makes the source text clear and free of ambiguity for the target viewers. In this case, the translator made explicit the implicit meaning.

The *literal translation approach* was observed in utterances (2), (3), (4), and (5). The point behind using direct translation in rendering the characteristics of the new car is to persuade the potential customers to buy it, especially that no cultural features need to be adopted. In utterance (6), the translator opted for the strategy of omission, where the entire utterance is deleted in the Arabic version. In utterance (7), however, the translator preferred to use the *paraphrase strategy* to highlight the feature of intelligent technology in E-class. Dynamic rather than formal equivalence is adapted to convey the meaning of this advertisement. The core notion of Nida's theory of dynamic equivalence is that the translator needs to convey the meaning and spirit of the original in an accurate way than conveying the original structure (Li, 2021).

IV.3. OREO

The English advertisement for *Oreo biscuit*, along with its Arabic translation, is discussed in Table 4. The advertisement was one of Oreo's 'wonder-filled' campaigns and expressed the vital message of Oreo, which is sharing happiness with people around. The main theme of the advertisement was about sharing Oreo with friends. The duration of each of the two advertisements is 30 seconds. The English version was in the American English accent, while the dubbed version was in the Lebanese vernacular.

Table 4. *The Oreo advertisement, along with its Lebanese version*

No.	English version	Dubbed Arabic version
1	I wonder if I gave an Oreo to all the people in the high school I go to.	ياترى لو اعطيت اصحابي اوري ولو كل اولاد المدرسه اخدوا اوريو Yā turá law a'ţīt aṣḥābī ūryū wa law kul awlād almadrasah akhadhū ūryū
2	If I give it to my friend, Hallway.	لو اعطيت وحده اوريو لرفيقي عبود law a'ţīt waḥdah ūryū lirafīqī 'abbūd
3	Would he keep an optimistic outlook all day?	رح يفرح يتفائل ويعدل الموود Raḥ yifraḥ yitfā'l wa y'addil almūd
4	If I give an Oreo to the DJ?	لو اعطينا وحده اوريو للDJ Law a'ţaynā waḥdih ūryū lal (DJ)
5	Will he take my favourite record and play all the day?	قولك بسمعني غنيتيRight away qawlak biysammi'nī guniytī (Right away)
6	Because the cream is a wonderful thing when it comes to wondering filling, yeah, you know, is the king.	لانه حشوة الكريما يا حبيب تعمل حركات هيك شي سوبر رهيب La'nnuh ḥashwit alkrīmā yā ḥabīb ti'mal ḥarakāt hīk shī sūpar rahīb
7	You can twist it, lick it and dunk it in the milk.	بتفكها تذوقها غمسها بالحليب Bitfukhā tdhūqhā ghammishā bilḥalīb
8	Little sandwich cookie and a wonderful field.	اوريو صغيرة ومليانى شي عجيب Ūryū ṣaghīrah wa malyānī shī 'ajīb

Notes: English version: https://www.youtube.com/watch?v=F_aTvRf_7xM

Arabic version: https://www.youtube.com/watch?v=cAKivSF1_Po

The advertisement content was translated using the same music, style, and rhyming to grab the audience's attention and convey the message. The Lebanese dialect might be appropriate for the rap style used in the original version. According to Kashoob (1995),

advertisement songs have a vital role in achieving the interaction between the consumer and the product because they can be remembered easily.

Utterance (1) in the English version is translated into Arabic *literally*. Since the advertisement is directed to children and youth, 'all the people in the high school' was translated into كل ولاد المدرسه kul awlād almadrasah (lit. 'all school children'). The translator chose to apply the terms that corresponded with the theme of the advertisement. Utterance (2), 'if I give it to my friend Hallway' was translated into لو اعطيت وحده اوريو لرفيقي عبود a'ţīt waḥdah ūryū lirafīqī 'abbūd (lit. 'I give it to my friend Abood') following the *cultural substitution* strategy where the name *Hallway* was *substituted* with the Arabic name *Abood* in order to give the same impact as the original. Similarly, the translator successfully rendered the original version through the *adaptation strategy* by stressing the importance of sharing. The *cultural adaptation strategy* gives the advertisement credibility and recreates the effect of the source text (ST).

In utterance (3), the translator rendered 'would he keep an optimistic outlook all day' as رح يفرح يتفائل ويعدل الموود Raḥ yifraḥ yitfā'l wa y'addil almūd (lit. 'he would be happy and feel optimistic'), using direct translation to make the source text (ST) clearer for the target audience, before adding the phrase, يعدل الموود y'addil almūd .(lit. 'boost the mood'). Also, the *strategy of loan* is evident in the use of '*mood*' in the Arabic advertisement. In this part, the translator used the English word 'mood' to have a similar rhyme with the last word in utterance (2), namely "*Abood*." The same technique was used in the English source text, i.e., 'Hallway' in utterance (2) and "*all day*" in utterance (3).

The *loan strategy* for the word *DJ* was used to keep the song's rhyme. Similarly, the expression '*right away*' was inserted in the Arabic version, constituting an example of code-switching to English. These terms are frequently used among the youth community. Similarly, in the following lines, *rhyme* was maintained in the English version using the words' filling, king, and milk.' In the Arabic version, the translator used words like رهيب rahīb, حليب ḥalīb, andعجيب 'ajīb to keep the same rhyming feature

in the translated text. The cultural address term يا حبيب yā ḥabīb (lit. 'Oh you my dear') was used in the Arabic advertisement in a way that attracts the target audience. In utterance (6), the English loan word '*super*' was used in the Arabic ad to give a sense of foreignization since this expression is frequently used by youth in Arab countries.

The product slogan reminded the reviewers of the Oreo message, 'Twist, lick, and dunk.' This slogan which appears in Oreo's advertisement was translated literally except for the expression (*lick it*), which was translated following *the strategy of substitution* as تذوقها tdhūqhā *taste it* to become more acceptable in the Arab culture. Moreover, the last utterance, 'little sandwich cookie,' was translated as اوريو الصغيرة Ūryū aṣṣaghīrah (lit. 'little Oreo') to *naturalize* the product. Moreover, the English version advertisement's graphics, backgrounds, and colors were preserved in the translated advertisement. These elements were maintained in the translated Arabic version to reach the target audience of children and youth.

The *domestication theory* has a significant role in translating the advertisement with its cultural elements to achieve cross-cultural communication and reduce the burden on the target viewer to understand foreign elements (Mansour, 2014). Thus, seeking to achieve the maximum sales promotion in the target market. The translator conveyed the original advertisement to Arabic by modifying the English cultural elements to suit their counterparts in the target Arabic language, alongside the motion graphic, lyrics, and beats that get the audience's attention. It is worth noting that using these elements in commercial advertisements has a promotional and persuasive function in capturing the audience's attention. Similarly, translators need to be aware of the cultural stereotypes and clichés and their equivalent counterparts in the target culture. Baider (2013) states that using cultural stereotypes and linguistic clichés correctly has a pivotal role in triggering recognition and acceptance within the target culture.

IV.4. Johnson

Johnson & Johnson's global Brand in skincare products launched its iconic new Johnson's Vita Rich body lotion with nourishing cocoa butter (see Table 5). The duration of the English and Arabic advertisements is 30 seconds each. The source

advertisement used American English, while the dubbed version was rendered in the Lebanese vernacular.

Table 5. *Johnson advertisement, along with its Dubbed Arabic version*

No.	English version	Dubbed Arabic version
1	Pooja uses Johnson's vita-rich	ساره بتستعمل جونسون Sārah btista'mil jūnsūn
2	Tanya doesn't	بس نورا لا Bas nūrā lā
3	So, where is forced to the harsh environment	مشان هيك بالطقس القاسي Mishān hīk biṭṭaqs alqāsī
4	Pooja skin stays rating and how they are looking	بشرة ساره بتضل مشرقه وصحيه Basharat sārah biṭḍḍal mushriqah wa ṣiḥḥiyyah
5	But Tanya doesn't	بس بشرة نورا لا Bas Basharat nūrā lā
6	New Johnson vita –rich with nourishing cocoa butter	جديد جونسون فايتاريتش مع زبده الكاكاو jadīd jūnsūn vāytāritsh ma ma' zibdat AlkAkAw
7	Gently moistures and protects	برطب وبيحمي بشرتك بفعاليه Biraṭṭib wa byiḥmī bashartik bfa'āliyyah
8	While leaving skin soft and healthy-looking all-day	تايخليها ناعمه وصحيه طول اليوم
9	That the gentle power of Johnson	جونسون قوة للطافه بين ايديكي jūnsūn quwwat allaṭāfah bayn Īdaykī
10	Johnson vita – rich, restore what nature takes	مجموعه جونسون–vita rich *majm*ū'at jūnsūn – *(vita rich)*

Notes: English version: https://www.youtube.com/watch?v=RIdBTMmXNuo

Arabic version: https://www.youtube.com/watch?v=oP2FOSdV8jg

It can be noted that the translator rendered utterance (1), 'Pooja uses Johnson's vita-rich' intoساره بتستعمل جونسون Sārah btista'mil jūnsūn (lit. 'Sarah uses Johnson'). The translator successfully rendered the original version with the use of *cultural adaptation.* Similarly, the name *Tanya* was translated into نورا nūrā *Noura*. In utterance (3), the conjunction 'so' was localized into the spoken formمشان هيك Mishān hīk (lit. 'for this purpose'). The word *environment* in utterance (3) was translated following the *substitution strategy* as الطقس iṭṭaqs (lit. 'weather'). The translator opted for using the *strategy of explicitation* in rendering utterance (4) 'Pooja skin stays rating and how they are looking' asبشره ساره مشرقه وصحيه Basharat sārah biṭḍḍal mushriqah wa

şiḥḥiyyah (lit. 'Sara's skin is shiny and healthy'). This strategy helps the target audience to understand the message better. The *literal approach of translation* was used in rendering utterances (5-9). The translator opted for the use of *loan* and *omission* strategies in rendering the catchphrase, 'Johnson vita – rich, restore what nature takes' was translated as مجموعه جونسون –vita rich, *majmūʻat jūnsūn – (vita rich)* lit. 'Johnson Group- vita rich'), where the last part is omitted. Based on the analysis above, the translator attempted to promote a new product to a new target market audience by using cultural adaptation

IV.5. Comfort Stitchers

The English advertisement for "Comfort" fabric softener and its Arabic translation are discussed in Table 6. This advertisement is one of Comfort's campaigns titled 'Clothes World.' The duration of each of the two advertisements is 30 seconds. The English version was delivered in the British English accent, while the dubbed version was in "Egyptian" vernacular.

Table 6. *Comfort stitchers advertisement along with its dubbed Arabic version*

No.	English version	Dubbed Arabic version
1	Oh, Darrin needs Comfort; it smells even fresher	الله ياعلي ريحه كمفورت المنعشه حقيقي مدهشه Allāh yā ʻalī ʻalá rīḥat alkumfūrt almunʻishah ḥaqīqī mudhishah
2	Oh, no, it is a Stitcher	اي ياساتر ما تجيش غير فيك يا دبوس Aī yā sātir mā tijīsh ghīr fīk yā dabbūs
3	He is getting another stuffing out of you, Darrin	حينسلك خيط خيط يا علي ḥaynasillak khīṭ khīṭ yā ʻalī
4	Look, stitcher, I' am really sorry	معلش يا دبوس سامحني المرة دي maʻlish yā dabbūs sāmiḥnī almarrah dī
5	Oh! stitcher was gone! all soft!	معقوله دبوس يتقلب حاله ويبقى ناعم كده maʻqūlah dabbūs yitqalib ḥāluh wa yibqā nāʻim kidah
6	Soften things up with fresh new Comfort	كمفورت الجديد انتعاش ينعم كل خشن Kumfūrt aljadīd intiʻāsh yunaʻʻim kull khishn

Notes: English version: https://www.youtube.com/watch?v=AvzNcK9ZJ_M

Arabic version: https://www.youtube.com/watch?v=38MitUsfEoc

Utterance (1) 'Oh, Darrin needs comfort; it smells even fresher' was translated into يا الله علي ريحه كمفورت المنعشه حقيقي مدهشه, Allāh yā ‘alī ‘alá rīḥat alkumfūrt almun‘ishah ḥaqīqī mudhishah (lit. ‘oh Ali, comforts' smell is fresh and fantastic’). The translator opted for a *cultural adaptation strategy* by replacing the English proper name 'Darrin' with the Arabic common name *Ali*. Another example of *cultural adaptation* was observed in translating the English cultural expression 'oh' into one of the most common Arabic expressions, الله Allāh (lit. 'Oh my God'), to express surprise. This translation enhances the credibility of the advertisement and gives the target viewers the feeling of watching an original rather than a dubbed advertisement. In utterance (2), the *cultural adaptation strategy* was used again, where 'Oh no' was translated into يا ساتر which expresses fear and surprise in the Arab culture. In utterance (3), the English idiom 'He is getting another stuffing out of you,' which means to assault someone violently, was translated into a semantically equivalent idiom in Arabic حينسلك خيط خيط ياعلي ḥaynasillak khīṭ khīṭ yā ‘alī (lit. 'He will undo the threads of you one by one'). Such rendition grabs the target audience's attention and attracts them to watch the advertisement. Utterances (4) and (5) were translated literally. The product's slogan in utterance (6), 'Soften things up with fresh new comfort,' was translated into Arabic by using the paraphrase strategy into كمفورت الجديد انتعاش بنعم كل خشن Kumfūrt aljadīd inti‘āsh yuna‘‘im kull khishn (lit. 'New comfort, freshness that softens all rough'). This translation successfully transferred the meaning of the original text by focusing on the product's features to attract the target audience attention and persuade them to buy the product.

Based on the analysis above, it is clear that persuasion is the key player in the world of advertising, and the role of translators is to apply the persuasive elements within the advertisement to reach the target audience. For example, in this advertisement, the translator seems to achieve the purpose of the advertisement by domesticating the English cultural expression into some well-known Arabic equivalents and expressions.

IV.6. Finish

The English dishwasher detergent advertisement for *Finish* and its Arabic translation are shown in Table 7. The duration of the English and Arabic advertisements is 30 seconds each. The source advertisement used the American English accent, while the translated version used the 'Khaliji' Arabic.

Table 7. *Finish advertisement along with its Dubbed Arabic version*

No.	English version	Dubbed Arabic version
1	Finish, Bye Bye Germs	Finishباي باي جراثيم (Finish) , bāy bāy jarathīm
2	And the story begins of Toto and his cutie little things	وبدات الحدوته مع توتو وتوته واغراضهم الكيوته Wa bada't alḥaddūtah ma' tūtū wa tūtah w aghrūḍhum alkyūtah
3	Is he hungry, or is he thirsty?	شويه همهم وشويه نمنم Shwayyah hamham wa shwayyah namnam
4	Does he want ducky or Mr. Chewy?	بطبوطه ولا فتفوته Baṭbūṭah wellā fatfūtah
5	You can't always know what they want	مو دايما نعرف ايش طلبهم Mū dāyman ni'raf īsh ṭalabhum
6	But you should know that germs can be removed at high temperatures that your hands can't handle	بس لازم نعرف انه ازاله الجراثيم يبغالها حراره ما تتحملها اليد Bas lāzim ni'raf annuh izālat aljarāthīm yibghālhā ḥarārah mā titḥamlhā alyad
7	But the dishwasher easily can	وتقدر عليها غساله الصحون Wa tiqdar 'alyhā ghassālat aṣṣuḥūn
8	So, dish wash your baby dishes and protect their giggles	يلا نغسل صحونهم ونحمي ضحكاتهم Yallā naghsil ṣuḥūnahum wa naḥmī ḍiḥkātahum
9	Finish for sparkling clean dishes	Finishلصحون نظيفه ولامعه (Finish) liṣuḥūn naẓīfah wa lāmi'ah

Notes: English version: https://www.youtube.com/watch?v=m6qseTcbExc

Arabic version: https://www.youtube.com/watch?v=l9pmFeEcs5U

It is noticed that the translator preferred to adjust the English version by *naturalizing* its features to reach the target consumers. Utterance (1)'Finish, Bye Bye Germs' was translated using the *strategy of loan* to draw the viewers' attention where the word *finish* was written as is, i.e., in English letters in the dubbed version. Similarly, 'Bye Bye' was borrowed and *transliterated* in the Arabic version as *باي باي*. Utterance (2) 'and the

story begins of Toto and his cute little things,' was rendered as وبدات الحدوته مع توتو Wa bada't alḥaddūtah ma' tūtū wa tūtah w aghrūḍhum alkyūtah وتوته واغراضهم الكيوته (lit. 'And the story begins of Toto and Tota and their cute little things'). *Cultural adaptation* was used in rendering '*Tota'* as tūtū wa tūtah توتو وتوته toto and tota as these are popular expressions in tale-telling in Arabic. *Loan strategy* was also used where the English word cute was rendered as كيوته kyūtah (Lit. *cutie*). This is a dynamic choice to echo the original text's tone. *Cultural adaptation strategy* was also used in rendering utterance (3) 'Is he hungry or is he thirsty' as شويه نمنم شويه همهم Shwayyah namnam wa shwayyah hamham where the words *namnam* نمنم and همهم *hamham* are rhymed and used to convince little kids to eat.

Utterance (4), 'Does he want ducky or Mr. Chewy,' was translated using the *Cultural adaptation strategy* into Baţbūţah wellā fatfūtah بطبوطه ولا تبي فتفوته." The translator maintained the funny tone and rhyme of the original and innovatively adapted two Arabic toy names. Furthermore, the rhetorical question in the Arabic translation might be more explicit and suitable for the target customers. The literal approach was observed in rendering utterances (5), (6), (7), and (8). Utterance (9) 'Finish for sparkling clean dishes' was translated *literally*. Once again, the brand's name *Finish* was rendered as is in the Arabic dubbed advertisement. To sum up, the English terms in the Arabic version and the localization of the western cultural features relate to the *domestication strategy* and its vital role in bridging the cultural gap and getting the audience's attention to the product.

Translation, a vital annex to globalization, has enriched the fields of knowledge as a necessary means of achieving communication across borders. Audiovisual translation in its different modes is seen as a manifestation of translation activities worldwide. Advertising translation is an effective tool that companies adopt within their marketing strategies to reach more global levels. Thus, as cultural agents, translators need to possess qualifications, skills, knowledge, and creativity to deal with the process of translation professionally and create a connection between the source and the target languages and cultures. Therefore, they are key players in identifying the message of the source advertisement, studying the target market characteristics, and adopting the

appropriate strategies to render the main functions of the original advertisements to reach the target customers in their native language. Thus, grabbing their attention effectively and helping promote the commercialized products.

Translating English advertisements into Arabic seems challenging for translators in conservative communities, where bridging the cultural gap by considering the target culture and ideology and reaching a high percentage of the target consumers is essential. The translation process is based on rendering the form and meaning from one language into another. Therefore, translators should consider the different translation theories and strategies to create a sound and acceptable translation.

Advertisement translators in the Arab world may modify, add, omit, and sometimes recreate the advertisement's text to be more intelligible to the Arab audience. Therefore, dynamic equivalence is recommended as it seeks to fit the advertisement to the target audience's culture. In essence, dynamic equivalence is geared toward adopting the receptor-oriented approach, bearing in mind the linguistic and cultural characteristics of the target language and culture. Based on Nida's naturalness notion, the motivation of translation is to create the same effect of the source text on the target audience. To sum up, the success in achieving the original script's same effect on the target audience or readers is one of the four translation requirements that Nida (1964) highlighted. These are making sense, reflexing the spirit of the original, achieving naturalness by using natural expressions, and achieving the same effect as the original.

Due to the openness of communication across borders, the growing interest in advertising as a medium of communication enhanced the role of Skopos theory. Each action must have a purpose or an aim, and according to the Skopos theory, translation is considered an action that must have a purpose. Therefore, Skopos theory should be considered in translating advertisements, as the target text must be compatible with the aim of the main message in the source text.

Undoubtedly, globalization significantly affects the growing need for translation business. The translators' major task is to break several barriers and constraints of

communication and build a communication bridge between different cultures. In this perspective, Skopos theory has a paramount role in the translation of advertisements by paving the path before business translators to develop the translation strategies to achieve equivalence, reflect the spirit of the original advert, and cater to the requirements and needs of their customers in reaching the target audience via translation (Zhang, 2016).

V. CONCLUSIONS

This study examined the translation strategies used in dubbing English advertisements into Arabic. The selected advertisements were dubbed into Arabic using MSA or vernaculars, and the original advertisements were compared to their dubbed counterparts. This study has focused on the strategies adopted by translators in dubbing English advertisements into Arabic across various domains, namely cars, chocolate and sweets, cosmetics and skincare, and detergents.

The researchers have focused on the content of the advertisement, the brand's name, and the catchphrase. The analysis of the investigated dubbed advertisements showed that translators used various translation strategies. They sought to identify the message of the original advertisement, study the target culture characteristics, and shed light on the persuasive elements of the source advertisement and how to convey it to the Arab audience to capture their attention and urge them to buy the product. The analysis of the advertisements showed that translators, as cultural agents, attempted to convey the message correctly. Advertisement is an instrument that urges the customers not only to buy the commercialized product but also to adopt its ideas, norms, values, and ideologies. Therefore, the translator's challenging mission is to enforce the persuasive function of the original advertisement by making remarked amendments and following various translation strategies, including cultural adaptation, loan, substitution, transliteration, explicitation, addition, omission, and paraphrasing. The literal, as well as free approaches of translations, were used.

Translation is a decision-making process that depends on various factors, such as the target audience's promoted product, cultural features, and ideology. The analysis also revealed that translators sometimes use the literal translation approach to preserve the foreignness spirit and stay faithful to the original message. Other times, they used the cultural adaptation of norms and references to achieve persuasion and attract the target audience. Transcreation merges translation and copywriting techniques by creating a new version that can transfer the intended meaning of the original text and create an inevitable connection between the original advertisement, the new one, and the target audience.

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A multidimensional analysis of two registers of English for Navy submariners

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ABSTRACT

This research explores the differences and the similarities found in two corpora representative of two registers of relevance for Navy submariners in the Spanish Navy Submarine Warfare School. It shows cases in a range of analyses based on multi-dimensional analysis, characterizing these two submariner registers relative to Biber's 1988 dimensions of register variation. The findings can potentially inform professional language teaching in such contexts. It is argued that linguistic that can inform professional language teaching in such contexts. It is argued that linguistic variation among the texts affords the identification of both converging and diverging patterns of variation across dimensions of use.

Keywords: *Corpus linguistics; multidimensional analysis; linguistic variation; professional languages; English for the Military*

I. INTRODUCTION

Text-linguistic register analyses examine "the lexico-grammatical features that are frequent and pervasive in […] texts that all share the same situational characteristics, and thus, all represent the same register" (Biber, 2019b, pp. 46-7). An instance of such analysis is multi-dimensional analysis (MD analysis), which has been widely used in the exploration of a range of professional and academic registers leading to an increased understanding of how the frequency and distribution of linguistic features contributes to variation.

Although pedagogical applications such as the development of educational materials have been suggested (Biber, 1998; p.236), there is a lack of research that has explored how MD analysis can potentially inform language teaching in professional, non-academic contexts (Friginal & Roberts, 2020). Our research examines how MD analysis can potentially inform applied linguists and language teachers' choices of texts across discourse domains (Biber, 2019) when designing curricula for specialized languages. This study sets out to analyse a type of English for the Military known as Submarine English (SE) used by Navy submariners. This article uses MD analysis to reveal aspects of variation in two corpora representative of SE: (1) a corpus of professional magazines and (2) a corpus of manuals for maritime salvage and rescue of submarines. Thus, this research sets out to explore the linguistic characteristics of these two submariner registers relative to Biber's 1988 dimensions of register variation. In doing so, this study discusses the potential contribution of quantitative text-linguistic studies of register variation (Biber, 2019a) to corpus-informed pedagogy of non-academic, professional languages.

This paper is structured as follows. Section II revises the contributions of MD analysis to the study of registers. Section II.2 describes the research methodology, while section III examines the results and discussion of our analysis. In Sections IV we provide some conclusions and offer some insights into the contribution of variation analysis to the pedagogy of specialized and professional registers.

II. LITERATURE REVIEW

II.1. Multidimensional analysis and the study of variation across registers

MD analysis seeks to interpret linguistic data in the light of language variation across registers. In the MD analysis tradition, a register is a variety of language associated with a particular situation of use that displays specific communicative purposes (Biber and Conrad, 2009, p. 6). Register analysis explores the link between use and a social situation with a view towards explanation. While register analysis looks at lexical phraseology, as well as grammatical and lexico-grammatical features of a text, the situational analysis comprises characteristics of texts such as the communicative purpose, mode, setting and participants.

MD analysis (Biber, 1988; Biber & Conrad, 2009; Biber, 2019a) identifies systematic patterns of variation across registers. Co-occurrence patterns are interpreted as dimensions of variation based on the shared communicative functions of the co-occurring features. Each dimension is associated with a set of linguistic features which tend to occur in texts. In the analysis of each dimension, we obtain sets of features, both positive and negative, that are in complementary distribution. If, for instance, a set of texts shows a high frequency of common nouns, it will also tend to have a high frequency of adjectives (Biber & Gray, 2013).

Biber's (1988) study identified five main linguistic dimensions of language use that have been widely used by researchers to identify variation in most types of texts. MD analysis enables a discourse domain to be described quantitatively and functionally (see section III). From a quantitative perspective, dimensions scores quantify the extent to which they use features associated with the dimension and at the same time it is based on frequencies of the co-occurring features. Functionally, dimensions are interpreted based on the analysis of shared functions of features, analysis of text excerpts and register distributions. In the following sections, we provide a breakdown of how MD analysis has been used to study register variation.

II.1.1. Strategies

ESP (English for Specific Purposes), and by extension languages for specific purposes (LSP), is an area of inquiry and practice either in workplaces (Hutchison and Waters, 1987) or in academia such as English for biology (Gray, 2013). Despite the underlying motivation to improve curricula and classroom practice, pedagogical applications of MD analysis have not received as much attention as the linguistic description of specialized corpora. Some domains have received, however, some substantial attention. Crosthwaite et al (2019) collected a corpus of dental public health papers which includes experimental research papers, Dentistry professional research reports and Dentistry case studies. Their MD analysis explored the linguistic features employed by Dentistry professionals and undergraduate students' writings. The analyses revealed the extensive use of the passive voice in professional writing as well as two dimensions of use involving a pervasive style (D4) and a more informative approach (D2).

Global aviation has similarly received some attention. Friginal and Roberts (2020) compared the functional features of linguistic dimensions in six spoken corpora: call centers, exploration aviation, maritime English, home calls, switchboard and general American conversations. They used the linguistic dimensions in Friginal (2009): Dimension 1 (Polite and elaborated information vs simplified narrative), Dimension 2 (Planned talk) and Dimension 3 (Managed Information flow). In Dimension 1, Call Centre language showed the highest scores due to the number of polite markers (e.g., please, thank you) whereas Aviation language showed the lowest score. Exploration Aviation and Maritime English corpora yielded very similar scores in Dimension 2 (Planned talk), which highlights the fact that procedural and instructional instances are common in both registers.

The analysis of linguistic variation using MD analysis has gained some traction (Friginal & Roberts, 2020; Ren & Lu, 2021). However, little is known about the adaptation of such findings to the teaching of professional and specialized languages, particularly in non-university contexts. Due to the dearth of teaching materials for the military (Noguera-Díaz, 2019), the present study examines a corpus of submarine English (SE) applying text linguistic register analysis that goes beyond previous efforts focused on

the examination of discrete features such as noun phrase complexity (Author, 2020). This paper examines two registers of relevance to the students in the Navy school: professional submarine magazines and salvage and rescue manuals and technical reports. This research addresses the following research question:

1. What are the linguistic characteristics of the two submariner registers analysed relative to Biber's 1988 dimensions of register variation?

III. METHODOLOGY

In this section, we discuss the corpora investigated, the methods that were adopted in the MD analysis as well as the statistical test used.

III. 1. Corpora

As Noguera-Díaz (2019, 2020) noted, access to classified texts for instructional purposes is restricted to the military on-site and the analysis of classified sources is not possible. Accordingly, the choice of the texts for the subject English for Navy Submariners was determined by the management of the Navy Submarine Warfare School (NSWS). Our research examines (1) a corpus of professional military submarine magazines (CMSC) and (2) a corpus of manuals used in submarine search and rescue (SAR). CMSC and SAR represent two registers (professional magazines and manuals) that are relevant for the training and language learning of the Navy submariners at the NSWS.

CMSC (Noguera-Díaz, 2019) is a corpus of US military magazine articles curated by the Spanish Ministry of Defence and distributed in printed form. Each issue is made up of selected articles from a pool of fourteen specialized magazines. The CMSC is made up of 822,755 words and comprises 12 years of curated texts published across a wide range of different professional magazines regularly read by trainees and used by language instructors for language learning purposes. It contains a total of 952 different

texts. For the sake of our analysis, each year issue (n=36) has been computed and analysed separately. The SAR corpus is a collection of 16 non-classified manuals and reports recommended by the NSWS. They are used as references for a compulsory subject on maritime search and rescue. These texts have been selected and read by professional trainees and used by tactical and language instructors. The SAR corpus is made up of 717446 words and comprises texts published by either professional associations such as the NATO Standardization Agency (NSA) or publishers such as Defence Research and Development Department, Canada. Some of the manuals are published by organizations based on countries where English is not an L1 language. Each manual (n=16) has been computed and analysed separately. Further details about the CMSC and the SAR corpora can be found online in Appendix 1 (https://www.researchgate.net/publication/365835753_CMSC_AND_SARdocx).

III. 2. Corpus analysis: multidimensional analysis

The two corpora were POS tagged and analysed using MD analysis (Biber, 1988; Biber, 2019a). MD analysis "empirically analyses the ways in which linguistic features co-occur in texts and the ways in which registers vary with respect to those co-occurrence patterns" (Biber, 2019b, p. 49). The five dimensions of language use in Biber (1988) were computed and a factor score was calculated for each of them using the multi-Dimensional tagger (MAT) (Nini, 2019). This has been described as the 1988 model of variation (Biber, 2019b). Each dimension of use has distinct functional underpinnings. All frequencies of the linguistics features analysed are standardized to a mean of 0.0 and a standard deviation of 1.0 before the computation of the factor score. A factor score is a numerical value that indicates a text relative standing on a latent factor in factor analysis. According to Nini (2019, pp. 9-17), the dimension scores produced by MAT are reliable as shown by the replication of Biber´s (1988) analysis of English language corpora.

II.2.1. Hypothesis testing

We used the Kruskal-Wallis H test to determine statistically significant differences between two or more groups of a dependent variable, in our case the five dimensions. The Kruskal-Wallis H test is a rank-based nonparametric test that can be used to test whether Dimension scores are different between CMSC, and SAR corpora based on the use of mean ranks. To know where any differences lie, post hoc tests were run.

IV. RESULTS

The following sections show the overall dimension scores for each of the two corpora (IV.1) and a discussion (IV.2) of the main dimensions of variation following Biber (1988). We will pay special attention to the dimensions showing statistically significant differences and will showcase excerpts where some of the most relevant linguistic features are found in the two corpora analysed. The samples used below showcase texts that offer high degrees of either inter-corpus or intra-corpus linguistic variation. Readers are invited to interpret individual text scores, provided in brackets, against the backdrop of the corpora Dimension scores. Section IV.II offers a summary of the results.

IV. 1. Corpus dimension scores

Table 1 shows the mean scores of the CMSC and the SAR corpora for Biber's (1988) dimensions 1-5.

Table 1. *Dimension scores of the CMSC and the SAR corpora*

Dimension	Dimension interpretation (Biber, 1998)	CMSC	SAR	Statistically significant differences?
		Mean score	Mean score	
1	Involved vs informational production	-19.95	-19.56	No
2	Narrative vs non-narrative concerns	-2.9	-4.59	Yes
3	Explicit vs situation dependent reference	5.77	8.12	Yes
4	Overt expression of persuasion	-1.27	0.95	Yes

5	Abstract vs non-abstract information	2.47	1.64	No

Statistically significant differences between the two corpora were found for Dimensions 2, 3 and 4. In the following paragraphs, results of the MD analysis of every component of the two corpora are provided. Results for the individual components of the corpora are shown chronologically (i.e., 2000 to 2012) in the following figures.

IV.1.1. Dimension 1: Information production orientation

As shown in Figure 1, both corpora show a similar Dimension 1 (D1) score. The score range fluctuates between CMSC3 (-15.18) and CMSC34 (-24.23), and between SAR10 (-15.68) and SAR7 (-28.73). Both corpora show a marked information orientation with a low impact of interpersonal features. Figure 1 shows D1 scores of the corpora analysed.

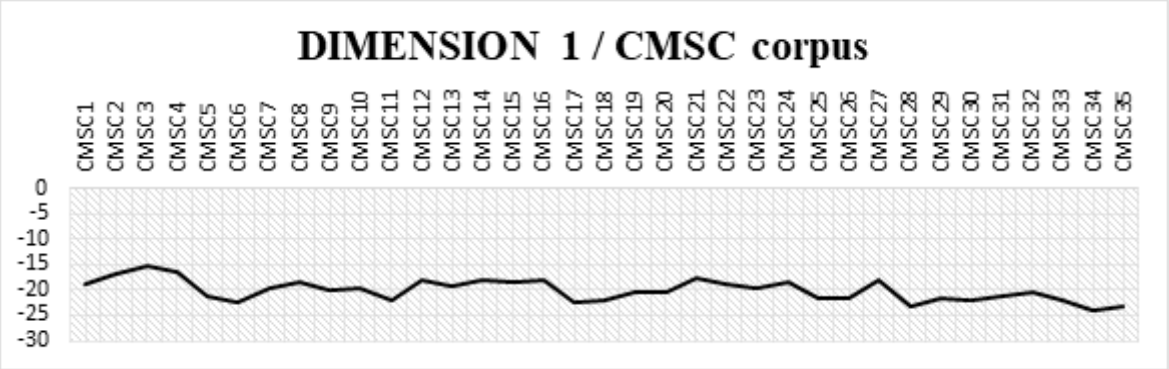

Figure 1. Dimension 1 scores for the CMSC and SAR corpora

Professional magazines (CMSC) and manuals and reports (SAR) show scores below the means for academic prose (-15) and official documents (-18) in Biber (1988). The distribution of D1 scores was similar for the two corpora, as assessed by visual inspection of a boxplot. A Kruskal-Wallis test was conducted to determine if there were differences between the two corpora. D1 scores were not significantly different between the two corpora, H (3) = 1.076, p = .201.

Both corpora display a high frequency of features associated with informational production, such as nouns, attributive adjectives, long words, prepositions, type/token ratio, agentless passives, place adverbials and past participle postnominal clauses (Biber, 1988). SAR texts, however, show a higher mean score for nouns (34.8), nominalizations (5.2) and agentless passives (1.5) than CMSC texts. These features suggest that the texts in the SAR may show a marked ¨informational focus and a careful integration of information in a text¨ (Conrad and Biber, 2001:24). It is important to bear in mind that nouns are the principal way employed by writers to refer to concepts or entities (Conrad, 2001) and are essential to display dense information packaging (Biber et al., 1999).

Sample 1 includes CMSC3 and CMSC34 texts. CMSC3 includes the article *Dog fighting submarines* which was written by a North American Captain for the *Submarine Review Journal*. He writes about his past experiences as a submariner and as an expertise on nuclear submarines and technical innovations. CMSC34 includes the article *Canadian sub overhaul begins with Chicoutimi* was published in *Jane´s Defence Weekly*. Here the journalist discusses submarine in-service contracts and capabilities.

Sample 1: CMSC CORPUS

Nouns in bold and attributive adjectives underlined

CMSC3 (2000.3) = (-15.18)

With a powerful new passive ***sonar*** *and enormous* ***mobility****.*

CMSC34 (2011.3&4) = (-24.23)

The diesel-electric ***boat*** *is being overhauled at Victoria* ***Shipyard****'s covered* ***facility*** *in British Columbia…*

Sample 2 includes SAR7 and SAR10 texts. SAR7, *An Assessment of the CF Submarine watch schedule variants for impact on modelled crew performance,* was published by the *Canadian Defence Department*. This technical report was produced after a fire on board of a Canadian submarine. SAR10, ATP-57_B, is a NATO non-confidential Allied Tactical Procedures publication which describes some basic concepts related to

Command, control and communications during the rescue operations, mainly how Submarine Rescue Operations or exercises should be conducted. SAR07 and SAR10 contain the highest mean scores for nouns in both corpora.

SAMPLE 2: SAR CORPUS

SAR7 (2009): (-28.73)

Nouns in bold and attributive adjectives underlined.

*The primary **objective** of this field **study** was to evaluate whether enhanced white **light** would promote circadian **entrainment**.*

SAR10 (2011) = (-15.68)

*SMERAT **personnel** require to know what the **capabilities** of individual SPAG **teams** are and how to interact with them. There is inter-country **variability** between the SPAG **teams**.*

IV.1.2. Dimension 2: non-narrative orientation

While professional magazines (CMSC) and manuals and reports (SAR) share a non-narrative orientation, both corpora show different dimension scores (see Table 1). Dimension 2 (D2) score range varies between CMSC21 (-0.1) and CMSC23 (-3.98), and between SAR7 (0.22) and SAR16 (-5.8), respectively. Figures 2 and 3 show D2 mean scores of the corpora analysed.

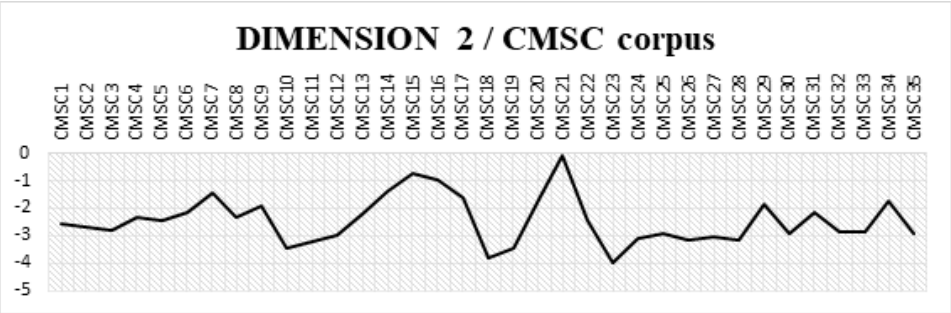

Figure 2. *Dimension 2 scores for the CMSC corpus*

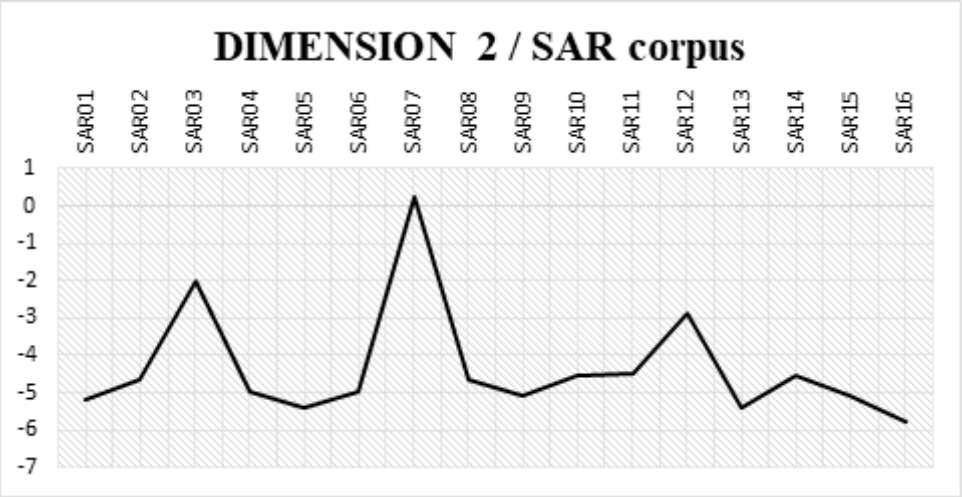

Figure 3. *Dimension 2 scores for the SAR corpus*

CMSC scores are relatively closer to narrative concerns (-2.9) in contrast to SAR texts (-4.59). Pairwise comparisons were performed using Dunn's (1964) procedure with a Bonferroni correction for multiple comparisons revealed statistically significant differences in D2 scores between the CMSC and SAR corpora $H(2) = -3.991$, $p = .0005$. While the CMSC corpus shows a mean score (-2.9) like that of hobbies and broadcasts texts (-3), the SAR corpus displays a mean score (-4.59) well below these two registers according to Biber (1988).

Registers with high negative D2 scores include professional letters, academic writing, and official documents. The CMSC corpus shows a mean frequency of 8.56 attributive adjectives per 1,000 words whereas the SAR texts show a lower mean (6.2). In addition, present tense verbs display a higher mean in the CMSC corpus (4.37) versus the SAR corpus (3.12).

Biber's (1988) original MD analysis shows that the features with positive weights in D2 are past tenses, third person pronouns, perfect aspect, public verbs, synthetic negation, and present participial clauses. The features with negative weights are present tense verbs, attributive adjectives, and past participles with deletion. CMSC texts show a higher mean for past tenses (1.79), third person pronouns (0.53) and perfect aspect tenses (0.55) whereas the mean of the SAR texts is (0.59) for past

tenses, (0.32) for third person pronoun and (0.18) for perfect aspect tenses. The excerpts below illustrate the range of variation found across the two corpora. Let us take CMSC21 (-0.1) and CMSC23 (-3.98), and SAR07 (0.22) and SAR16 (-5.8) as instances of extreme variation in the data.

Sample 3 includes CMSC21 and CMSC23 texts. CMSC21 (2006.4) includes *The value of Submarines* published in the Military Technology journal the last term of 2006. This article discusses the economic benefits for Texas provided by the submarine industry. CMSC23 (2007.3) includes *the Modernization of Chilean Navy*, published in Naval Forces. The article discusses the increment of the Chilean military budget.

Sample 3: CMSC CORPUS

CMSC21 (2006.4) = (-0.1)

Perfect verb tenses are underlined and **public verbs** in bold.

The region has supported these activities reflexively and often half-heartedly.

*The Navy **claims** to need at the present rate of building one submarine a year.*

CMSC 23-(2007.3) = (-3.98)

Attributive adjectives in bold.

*The country is situated on the most **peaceful** continents in the world, and enjoys fairly **good** relations with all nations of the region.*

CMSC 21 displays the highest positive scores in perfect aspect tenses (0.56) and public verbs (1.39), illustrated in the sample above, which explains why the mean score of this text on D2 (-0.1) is close to a narrative register. On the contrary, CMSC23, shows the highest score of attributive verbs (9.63), together with a range of past participles with deletion (0.38), which exhibits the high negative score for D2.

Sample 4 includes SAR7 and SAR16 texts. SAR7 was discussed previously. SAR16 is a volume entitled CORPAS-SARSAT: *Search and Rescue Satellite Aided Tracking*. It was written by a steering Corpas-Sarsat committee and published in 2019.

Sample 4: SAR CORPUS

SAR7 (2009) = (0.22)

Past tenses are underlined and **public verbs** in bold.

*The entire subject population **reported** sleepiness in the middle of the scale thus confirming that they were quite sleepy.*

SAR16 (2019) = (-5.8)

Present simple verbs underlined and **past participles** with deletion of relative in bold.

This document contains the minimum requirements that apply to Cospas-Sarsat distress beacons.

*Beacons type **approved** by Cospas-Sarsat for operation at 406.025 MHz*

SAR corpus shows that highest scores within this dimension (SAR7, 0.22) as well as the lowest negative score of this corpus (SAR16, -5.8) for Dimension 2. SAR7 shows a higher positive score for verbs in past simple (3.56) and public verbs (0.50) as seen above. While SAR7 shows some narrative orientation, SAR 16 shows the minimum score mean of both corpora in D2.

IV.1.3. Dimension 3: textual elaboration

In Dimension 3, professional magazines (CMSC) and manuals and reports (SAR) texts show very different mean scores: 5.77 and 8.12, respectively (Table 1). However, both CMSC and SAR share a clear orientation towards context independence and textual elaboration (Biber, 1988). Dimension 3 (D3) score range varies between CMSC19 (7.08) and CMSC21 (-3.69), and between SAR05 (15.59) and SAR15 (4.28). Figures 4 and 5 show D3 mean scores of the corpora analysed.

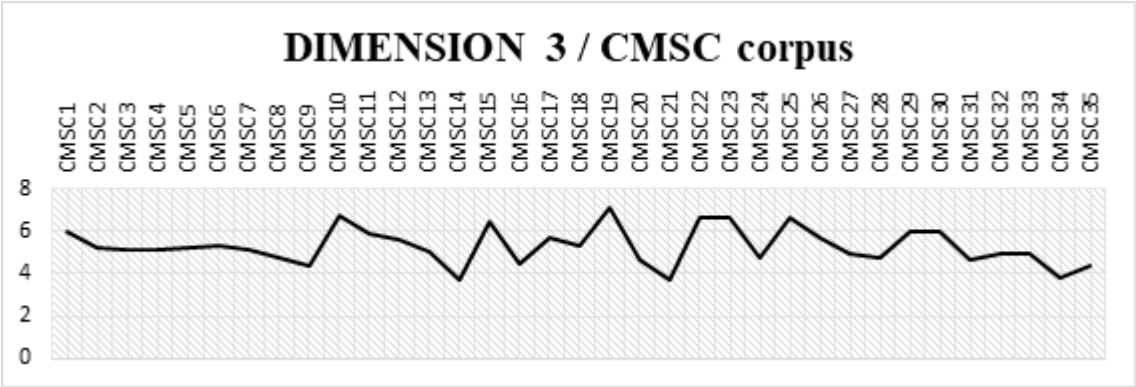

Figure 4. *Dimension 3 scores for the CMSC corpus*

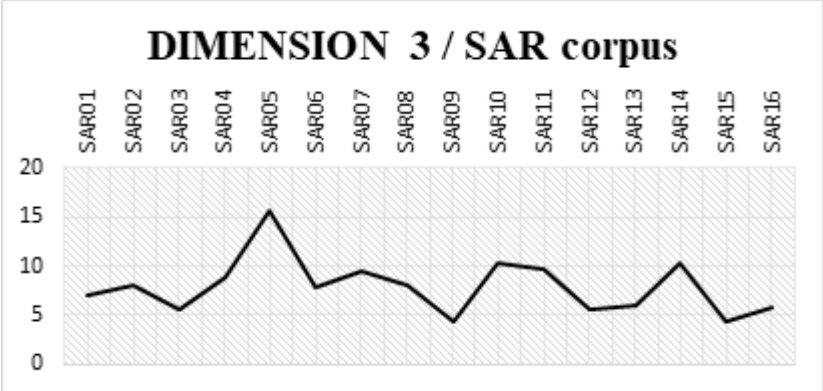

Figure 5. *Dimension 3 scores for the SAR corpus*

CMSC shows a mean score (5.77) above that of academic texts (4.2) in Biber (1988), while the SAR corpus shows a mean score (8.12) above official documents (7.3). Pairwise comparisons revealed statistically significant differences in dimension 3 scores $H(2) = 2.829$, $p = .005$. High positive scores in this dimension show independence from context, whereas low scores display dependence on the context. Linguistic features with a positive weight in D3 include wh-relative clauses in object position, pied-piping relatives (preposition + a relativizer), wh-relative clauses in subject position, phrasal coordination and nominalization (Biber, 1988). Linguistic features with negative weights on D3 include time and place adverbials.

The SAR corpus in D3 shows a higher means score for nominalizations (5.25) than CMSC texts (3.61). However, the mean frequency for phrasal coordination (1.17) is

identical in both corpora, as well as the wh-object relative clauses on object position (0.01). Relative clauses are relatively infrequent in the two corpora. Time and place adverbials are more frequent in CMSC texts 0.36 and 0.31 versus 0.14 and 0.21 in SAR texts, respectively.

Sample 5 includes CMSC21 and CMSC19 texts. CMSC21 (2006.4) includes *Warfare*: *capabilities and assets required;* an article published in 2006 in the Naval Forces magazine. CMSC19 includes *Iran tests high-speed,* originally published in 2006 in Undersea Enterprise News.

Sample 5: CMSC CORPUS

CMSC21(2006.4) = (-3,69)

Place and time adverbials in **bold**.

Spending 49 days ***at sea*** *the boat arrived* ***in Simon's Town, some 45 kilometers southeast of Cape Town after a voyage of 6,600 nautical miles****.*

CMSC19 (2006.2) = (7.09)

Underlined phrasal coordination

The United States and its Western allies have been watching Iran´s progress in missile capabilities with concern.

CMSC19 texts have the highest positive mean value (7.09) in the corpus, with higher scores in phrasal coordination (1.30) and nominalization (4.09). CMSC21 has the lowest mean value in D3 (-3.69), and the highest scores for time adverbials (0.40) and place adverbials (0.42).

Sample 6 includes SAR15 and SAR5. SAR15, *Specifications for CORPAS and SARSAT*, is a technical document that explains the requirements for the development of 406 MHz maritime distress beacons, Emergency Position-Indicating Radio Beacons (EPIRBs) and Personal Locator Beacons (PLBs) for personal use. SAR 5, IAMSAR V.1, stands for *International aeronautical and maritime search and rescue manual* discusses common aviation and maritime procedures to provide Salvage and Rescue Services following

the International Convention for the Safety of Life at Sea (SOLAS). It was published jointly by the International Maritime Organization (IMO) and the International Civil Aviation Organization (ICAO).

Sample 6: SAR CORPUS

SAR 15 (2019) = (4.28)

Nominalizations in bold.

*The beacon shall commence **transmissions** upon **activation** even if no valid position data are available.*

SAR 5 (2005) = (15.59)

Nominalizations in bold and wh relative clauses on subject position underlined.

*The reporting of a distress incident to a unit which can provide or co-ordinate **assistance.***

SAR15 displays a D3 score (4.28) similar to Technology/Engineering Academic Prose (4.7) in Biber (1988). The text examines the rescue coordination processes between a distressed submarine and satellite devices (pre, while and post sequence of events).

In D3, pied piping relative clauses constructions are important positive features within the three different forms of relative clauses of this dimension, and in SAR5 wh-relative clauses in object position (0.02), together with pied-ping (0.08) show, despite the low frequency, higher scores than in SAR15, with (0 and 0.04 respectively). SAR15 and SAR05 show the highest means for wh relative clauses in subject position, 0.12 and 0.15, respectively, whereas the means for CMSC19 and CMSC21 are lower, 0.08 and 0.01, respectively. Despite the identical overall frequency mean for phrasal coordination in both corpora, the two SAR texts (SAR05 1.19 and SAR15 1.70) show higher means than the CMSC texts.

IV.1.4. Dimension 4: argumentative orientation

CMSC and SAR corpora share a moderate orientation towards overtly argumentation and a prominent use of modality devices, with Dimension 4 mean scores of -1.27 and

0.95, respectively (Table 1). The score range varies between CMSC18 (-3.61) and CMSC17 (0.52), and between SAR07 (-7.8) and SAR06 (4.64). Figure 6 shows Dimension 4 (D4) mean scores of the corpora analysed.

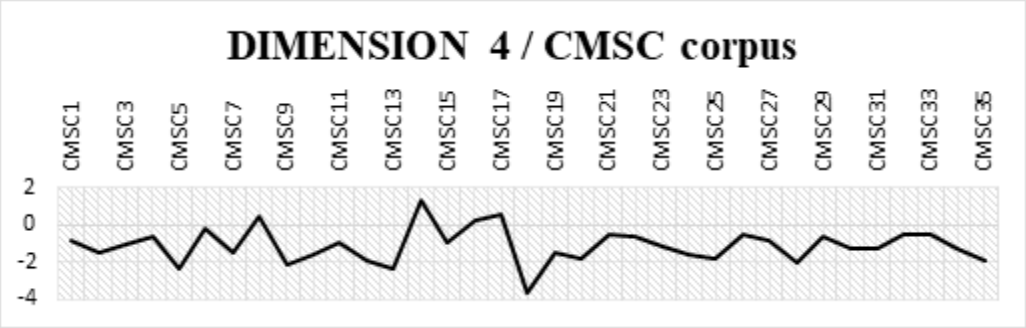

Figure 6. *Dimension 4 scores for the CMSC and SAR corpora*

While professional magazines (CMSC) show a mean score above that of press review texts (-2.8) in Biber (1988), manuals and reports (SAR) show a mean score slightly above phone conversations (0.6). Pairwise comparisons revealed statistically significant differences in D4 scores between the CMSC and SAR corpora H (2) = 2.863, p = .004.

The defining linguistic features in D4 only display positive weights. They include infinitives, prediction modals (will, would, shall), suasive verbs (agree, ask), conditional subordination, necessity modals (ought to, should, must), split auxiliaries and possibility modals (can, might, may, could) (Biber, 1988). The highest frequency means are observed in conditional subordination in SAR (0.31) versus CMSC texts (0.08), and in the necessity modals in SAR (0.56) versus CMSC texts (0.1). Sample 7 includes CMSC17 and CMSC18 texts. CMSC18 D4 score (-3.61) contributed to the negative overall mean score for the CMSC corpus (-1.27). CMSC18 (2006.1) includes the heavyweight contenders: torpedoes, a text that examines torpedoes as the main hard-kill submarine weapon in the international export markets. It was published in Jane´s International Defence Review. CMSC17 (2005.4) The Priz drama describes the Russian mini-sub Priz and her rescue operations with foreign assistance.

Sample 7: CMSC CORPUS

CMSC17 (2005.4) = (0.52)

Infinitives in **bold.**

They expect the boat s ***to grow*** *slightly* ***to improve*** *the relatively cramped conditions in the existing boats.*

CMSC18 (2006.1) = (-3.61)

Possibility modals and prediction modals underlined.

Its weapon can be installed without integration issues on the Hellenic Navy´s new type 214 and upgraded type 209 submarines.

CMSC17 shows higher scores than CMSC18 in most of the relevant linguistic features in D4, which explains its mean score (0.52) and the negative mean score of CMSC18 (-3.61). The linguistic features range from higher values of CMSC17 for infinitives (1.76) vs. CMSC18 (1.40), prediction modals CMSC17 (0.72) vs CMSC18 (0.51) to suasive verbs CMSC17 (0.49) vs CMSC18(0.21) or split auxiliaries in CMSC17 (0.66) vs CMSC18 (0.27). Sample 8 includes SAR6 and SAR7 texts. SAR 6 is entitled *ATP-18_F*: *Allied manual of Submarine Operations.* This is a 2006 Allied Technical Procedures NATO manual that specifies responsibilities at various levels of command for submarine operations. SAR 7 was introduced in Sample 4.

Sample 8: SAR CORPUS

SAR6 (2006) = (4.64)

Prediction modals underlined.

The submarine will have been instrumental in establishing the maritime superiority in the UWB that will allow the MIO to proceed.

SAR7 (2009) = (-7.8)

Infinitives with to underlined.

The least significant difference test was used for post hoc analysis of the main effect of days at sea to assess day to day changes in alertness.

SAR07 (-7.8) shows general low positive scores. Only infinitives with to (0.72) and suasive verbs (0.35) are higher than those in SAR6, (0.62) and 0.22, respectively. The use of suasive verbs provides intentions to certain actions. These verbs intend to effect a change of some sort (e.g suggest, recommend). Suasive verbs can be followed by a that-clause either with putative should or with a mandative subjunctive. In Sample 8, prediction and possibility modal verbs are frequent. Modality may be defined as the way the meaning of a clause is qualified so as to respect the speaker´s judgement of the likelihood of the proposition it expresses being true. Prediction modals (e.g would) are used to discuss hypothetical situations whereas necessity modals (i.e., may) express a plan or intention for certain events.

IV.1.5. Dimension 5: abstract orientation

Both corpora show different Dimension 5 (D5) scores. However, they share an orientation towards abstraction. The score range varies between CMSC20 (1.01) and CMSC31 (3.27), and between SAR07 (-2.2) and SAR14 (3.56). Figures 7 and 8 show D5 mean scores of the corpora analysed.

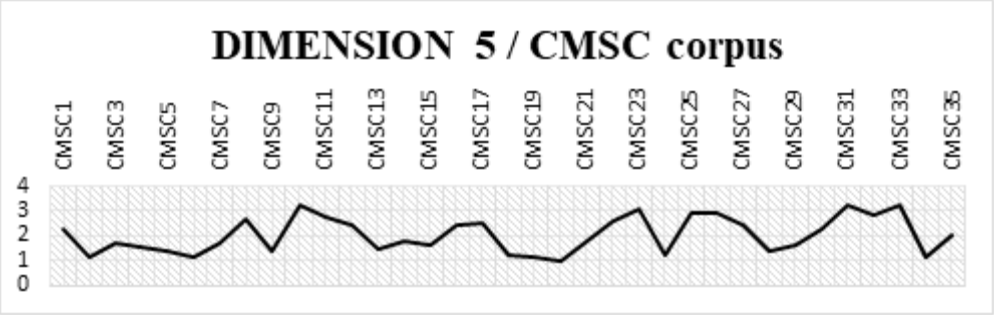

Figure 7. *Dimension 5 scores for the CMSC corpus*

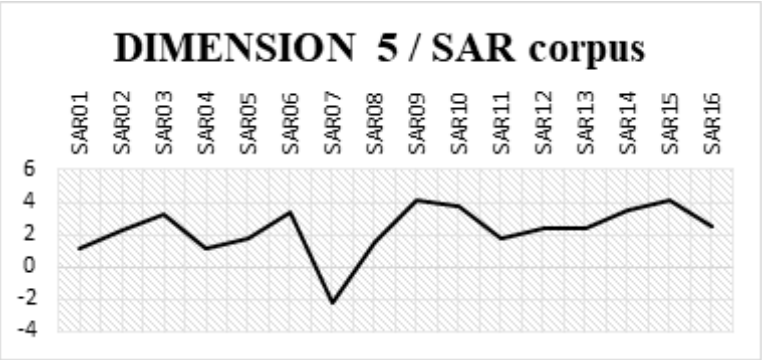

Figure 8. *Dimension 5 scores for the SAR corpus*

While manuals and reports (SAR) show a mean score of 1.64, professional magazines (CMSC) show a mean score (2.47) above that of press review or hobbies texts (1.2) in Biber (1988). Pairwise comparisons did not show statistically significant differences in D5 scores between the CMSC and SAR corpora $H(2) = 1.076$, $p = .282$.

The CMSC corpus shows a slightly higher degree of abstractness. Linguistic features that are relevant in D5 include conjuncts (alternatively, altogether, else, etc), agentless passives, adverbial past participial clauses, by-passives and predicative adjectives. The use of agentless passives is the feature that possibly most distinguishes these two corpora: CMSC (1.34) vs. SAR (1.51). The use of the passive voice with agentless passives displays high scores in CMSC. In sample 9 we find CMSC20 and CMSC31 texts. CMSC20 (2006.3) includes *Germany´s type 212 A rewards faith in AIP* published in Jane´s Navy International. It is a description of a new generation type of German subs which are ready to enter operational service. CMSC31(2010.1&2) is a briefing published in Jane´s Defense Weekly journal entitled *Nuclear Deterrent options.*

Sample 9: CMSC CORPUS

CMSC20 (2006.3) = (1.01)

Underlined agentless passive, **conjuncts** in bold.

…which is stored at 180 in tanks under the boat outer skin, but pressure hull, ***hence*** *the submarines increase in size.*

CMSC31(2010.1&2) = (3.27)

Underlined agentless passive, **conjuncts** in bold.

***Also**, while acknowledging that such a capability is not intended to deter terrorist groups.*

CMSC31(3.27) shows higher positive weights in all the linguistic features except for adjectives, where is lower in CMSC31(0.50) than in CMSC20 (0.63). Some examples of these higher positive scores can be observed in conjuncts (0.31) vs. CMSC20 (0.20), or agentless passive (1.49) in CMSC31 vs 0.84 in CMSC20. Similarly, past participial clauses have a value of 0.18 in CMSC31 and 0.07 in CMSC20.

Sample 10 includes SAR7 and SAR14 texts. SAR7 can also be found in Sample 8. SAR14 includes *ATP-57.2_EDA_v3: Standards related document. The submarine search and rescue manual.* It is an Allied Tactical Procedures manual published by NATO. In D5, the SAR minimum value is SAR7 (-2.2).

Sample 10: SAR CORPUS

SAR7 (2009) = (-2.2)

Underlined agentless passive, in bold **past participles with deletion.**

*The expected level of performance effectiveness is based upon the detailed analysis of data from participants engaged in the performance of cognitive tasks during several sleep deprivation studies **conducted** by the Army, Air Force and Canadian researches.*

SAR14 (2017) = (3.56)

Underlined agentless passive.

Four pairs of salvage air fittings are located along the top surface of the submarine hull.

IV.1.6. Summary of findings

Table 2 shows the main findings for each of the five Dimensions after the MD analysis of both corpora in this study.

Table 2. *Summary of findings*

Dimensions	Main finding	Interpretation
Dimension 1 (CMSC –19.25/ SAR –19.56)	Similar negative mean scores in professional magazines and manuals and reports.	Manuals and reports (SAR) show higher scores in nominalizations, nouns, plain adverbials, agentless passive, and present participles with deletion. It is in nominalizations and nouns where the highest scores are found, which indicates a tendency towards condensed information that contributes to the expression of highly specialised and informational context. Professional magazines (CMSC) show the highest score in type/token ratio, which reflects, according to Biber (1988), a larger diversity of lexical items. Despite the lower mean score in nouns, CMSC texts show the highest score in attributive adjectives.
Dimension 2 (CMSC –2.9/ SAR –4.59	CMSC shows a more narrative orientation.	Manuals and reports (SAR) score suggest a more expository style than CMSC texts, linked to attributive nominal elaboration and immediate time (Biber, 1988). The frequency and distribution of past tenses, third person pronouns, perfect aspect and public verbs in the CMSC is associated with a stronger narrative tendency.
Dimension 3 (CMSC 5.77/SAR 8.12)	SAR texts tend to be more informational	Manuals and reports (SAR) show the highest mean score for nominalization. Professional magazines (CMSC) display lower mean scores (5.7 versus 8.1 in SAR). Time and place adverbials show the lowest scores.
Dimension 4 (CMSC –1.27/ SAR 0.95)	SAR texts are more persuasive	Manuals and reports (SAR) show the highest scores in conditional subordination, necessity modals and possibility modals. These modals are associated with the ability or necessity for certain events to occur (Biber, 1988). Manual and reports make use of linguistic features that seek to guide the readers.
Dimension 5 (CMSC 2.47/ SAR 1.64)	Scores are not significantly different	Professional magazines (CMSC) and Manuals and reports (SAR) show similar levels of linguistic abstraction. The frequency and distribution of linguistic features in CMSC texts are similar to official documents in Biber (1988). Agentless passives are more frequent in CMSC, though.

V. DISCUSSION

This research examines two corpora (see Section III) that represent two different registers of interest to Navy submariners: professional submarine magazines and salvage and rescue manuals and reports. Although their situational characteristics are diverging in terms of participants and communicative functions, their channel, production circumstances and general topic domain are similar. Given the lack of research in Submarine English, applied linguists and language instructors, however, may be unfamiliar with the linguistic nature of relevant texts when they are appointed to teach such courses.

CMSC was originally compiled and analysed as a response to the lack of research and teaching materials for Navy submariners. In a previous study, Author (2019) used corpus-based analyses of CMSC to shed some light on the complexity of the noun phrase in the corpus and thus inform the selection of vocabulary to be included in the lessons of the subject English for Navy Submariners. Author (2020) went a step forward and used the SAR to devise DDL activities for the teaching of acronyms. Despite these efforts, using a narrow set of linguistics features can only provide limited insight into the complexities of professional communication (Ford et al., 2021). An MD analysis informs both linguistic insights into the functional underpinning of the registers analysed as well as specialized language teaching, offering quantitative data about linguistic variation in any given domain.

Section IV offered an account of the variation that was found in the two corpora analysed across five dimensions of use. The differences were statistically significant in Dimensions 2, 3 and 4, which suggests that the frequency and distribution of some defining linguistic features behaved differently in professional magazines and in manuals and reports. We argue that an understanding of variation continua can only be achieved by attending to what we describe in this paper as converging and diverging patterns of variation in the two corpora analysed across both individual texts and corpora.

Converging patterns of variation show corpora and texts that behave similarly on a given dimension of use. On the contrary, diverging patterns of variation show how the corpora analysed display frequencies and distributions of linguistic features that facilitate distinct functional interpretations on a given Dimension. While research has tended to focus on the differences (Biber, 2019b), and hence on diverging patterns of variation, we note that, in professional and specialized language analysis, the study of converging patterns of variation can impact on the evaluation of the texts that can inform pedagogy a corpus-pedagogy approach.

In the following paragraphs, we will discuss the linguistic characteristics of the two submariner registers relative to Biber's 1988 dimensions of register variation. These characteristics can potentially inform the design of the curriculum and materials (Crosthwaite & Cheung, 2019) for the aforementioned subject. In IV.1, we discuss the Dimensions where differences between the registers were not found. Section IV.2 explores the linguistic differences found across the Dimensions and their potential impact on language teaching.

V.1. Converging orientation in the corpus analysed

Two corpora show a converging orientation when they display no significant differences in the score of a Dimension in the MD analysis. Professional magazines and manuals and reports make use of linguistic features similarly when fulfilling the underlying communicative functions in D1 and D5 (see Tables 1 and 2). However, their participants and specific topics vary (Biber & Conrad, 2009). As Biber (2019b, p.72) put it "the registers themselves have traditionally been treated as discrete categories. Most corpora are organized [into] non-overlapping categories (e.g., fiction, academic prose […] with individual texts placed into a single category". In other words, both registers and texts could be analysed in a quantitative, continuous situational space "with individual texts being central or peripheral to the situational characteristics of the register" (Biber, 2019b, p. 72).

CMSC and SAR corpora do not display significant differences in the frequency and distribution of features that construct dense information packaging (D1) or the

tendency towards abstraction (D5). While most register analyses have examined differences between corpora, similarities are equally interesting for language instructors and curriculum designers that may need a closer look at the main characteristics of a register. As Hyland (2007, p.162) suggested, grounding curricula and language teaching in the texts that students will have to interact with can only increase the students' "understanding of the ways language is used to create meanings [and] empowers teachers by offering them ways to analyse texts and reflect on the workings of language". In D1, a high similar negative score for nouns in both corpora suggests the presence of very high density of information. Some components of the two corpora yield almost identical mean scores. For example, SAR5 mean noun score is 30.87, while CMSC32 score is 30.89. In D5, the similar mean scores in both corpora are best exemplified in features such as agentless passives, with similar mean scores in both corpora. Agentless passives are usually associated with an abstract style (Conrad and Biber, 2001), so it may be interesting to observe that texts such as CMSC14 (1.47) and SAR2 (1.43) show almost identical mean scores for this feature. Thus, discovering converging patterns of variation across the two registers analysed (see Figure 9) can inform language teachers about how concrete texts behave in the context of a broader corpus.

Manuals and reports (SAR) display higher means of nominalization and nouns. However, some magazine texts similarly show similar high frequencies. By obtaining the mean scores for each of these linguistic features for each of the texts, language instructors will be able to focus on the situational characteristics (Biber & Conrad, 2009; Biber, 2019b) of the different registers, and thus help learners to contextualise the frequency and adequacy of linguistic features across different registers. Consider samples 1 and 2. Despite the similar mean dimension scores of both corpora, the texts in SAR7 (-28.73) and CMSC34 (-24.23) behave in a more similar way in terms of frequency and distribution of nouns and nominalizations than SAR11 (-15.68) and CMSC3 (-15.18). While the differences of the two corpora are not significant, ifferences across individual texts as shown in samples 1 and 2 can be useful to illustrate specific situational characteristics and understand variation as a continuum rather than an

absolute measure. Some of the target features that could be exploited in the language classroom are found in Figure 9.

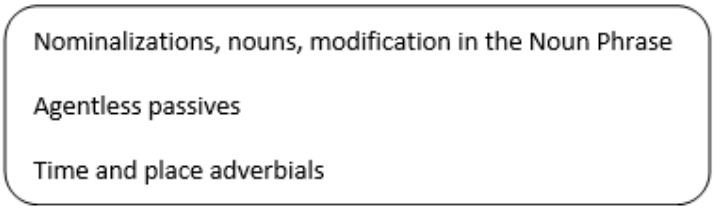

Figure 9. *Target linguistic features with similar frequencies and distribution in D1 and D2*

V.2. Diverging orientation in the corpus analysed

Two registers show a diverging orientation when they display significant differences in the score of a Dimension in the MD analysis. In this research, significant differences were found on Dimensions 2, 3 and 4 (Tables 1 and 2).

D2 is a good linguistic predictor of register differences (Biber, 2019a) between our two corpora. D2 in the SAR corpus shows the highest negative score (-4.59) versus CMSC (-2.9). Manuals and reports are, expectedly, less narrative than CMSC texts and we can anticipate a lower frequency of features associated with a narrative orientation such as past tenses, third person pronouns or the use of the perfect aspect. More broadly, language instructors could use scores on Dimensions 2, 3 and 4 to select textual evidence of frequency of a given set of linguistic features such as past tenses (D2), time and place adverbials (D3) or modal verbs (D4) that can inform situated uses of linguistic features.

However, it is essential to appreciate that variation across corpora needs to be framed in the context of further variation in individual texts. In other words, it would be wrong to assume that linguistics variation is equally distributed across the corpus components/texts and to approach variation just attending to the general tendency and means in a given corpus. For example, it is counterintuitive to see that in the SAR corpus we find that while SAR1 offers a past tense mean frequency score of 0.34, SAR14 yields a 4.19 mean score, which brings this text closer to the behaviour of past

tenses in professional magazines. Within-corpus variation can thus useful when illustrating central tendencies, i.e., low frequency of simple past tenses, and uses that diverge from such tendencies. On the other hand, using corpus means can facilitate comparison with other registers and semiotic resources used in different texts. Our MD analysis, for example, confirms that SAR texts tend to behave in a similar way as engineering academic prose, which shows the highest negative score of any register (-4.1) in D2 in (Biber, 1988).

D3 is a good linguistic predictor of register differences in textual elaboration between the two corpora. Textual elaboration is apparent in the SAR corpus. D3 shows explicit textual elaboration through linguistic features with a positive weight such as wh-relative clauses in object position, wh-relative clauses in subject position, nominalization and phrasal coordination. There are also differences for nominalization in inter-corpus and intra-corpus textual analysis (see samples 5 and 6). D4 is also a good linguistic predictor of register differences.

In D4, manuals and reports show a moderate orientation towards argumentation. In D4 infinitives, prediction modals (will, would, shall), suasive verbs (agree, ask), conditional subordinators, necessity modals and possibility modals (can, may, might, could) are relevant linguistic features that can inform corpus-based language teaching and the use of conventional grammatical units of analysis, but again it is essential to bear in mind that features such as necessity modals display diverging frequencies in intra-corpus texts. For example, SAR06 (0.19) and SAR04 (0.71) offer different profiles and different opportunities to examine the occurrence of necessity modals. In sample 8, D4 scores are so diverging that the gap calls for a closer examination of the texts involved. Some of the target features that could be exploited in a corpus-informed curriculum (Hyland, 2007) are found in Figure 10.

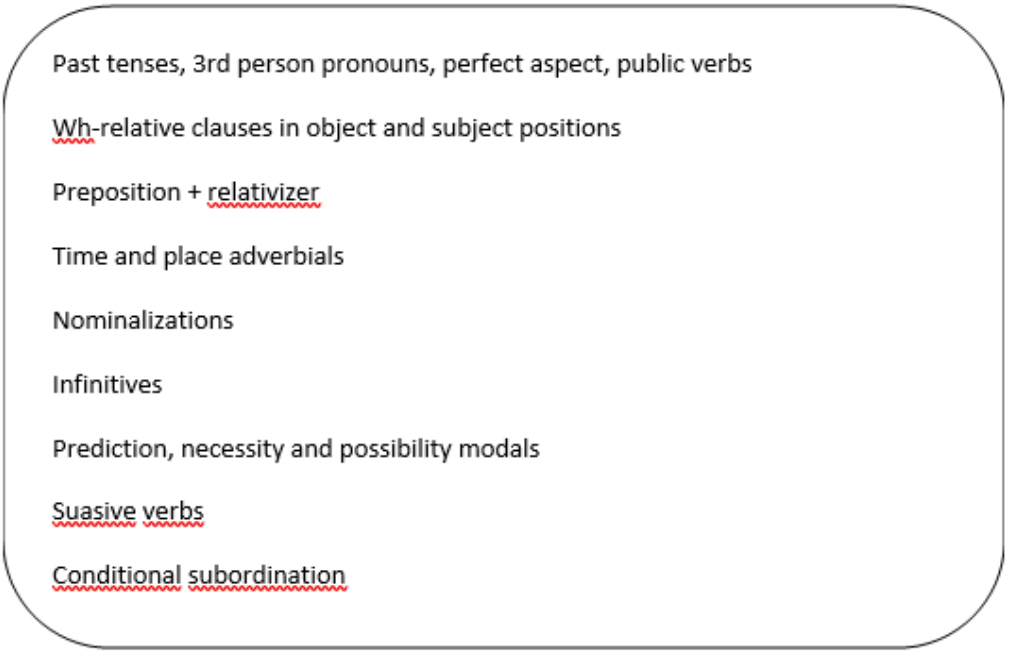

Figure 10. *Target linguistic features with diverging frequencies and distribution in D2 -D4*

VI. CONCLUSIONS

In this paper, we have operationalized the notion of variation in the context of a MD analysis of two corpora

In this paper, we have operationalized the notion of variation in the context of a MD analysis of two corpora relevant to linguists interested in English for the Military as well as to instructors and students of the subject English for Navy Submariners in the Spanish Navy Submarine Warfare School. We have shown that the analysis of variation can not only inform about the differences between corpora, the default approach according to Biber (2019a), but they can also reveal aspects where corpora show similar patterns of variation. Diverging and converging patterns of variation can therefore provide a fuller linguistic picture of the actual texts used by professionals (Hyland, 2007) and offer instructors the opportunity to use their own data in corpus-based pedagogy (Anthony, 2019).

Similarly, we have provided evidence that intra-corpus variation is equally relevant and needs further attention in LSP pedagogy. Following Biber's (2019b) suggestion, if texts

in a text linguistic register analysis are treated as observations for which rates of occurrence for each linguistic feature are computed, this data can inform about where within-corpus variation can be found, providing valuable information about discursive practices. Understanding how the texts in our data behave on a given Dimension can only provide us with more opportunities to understand how variation works across texts and their situational characteristics.

As Bhatia (2019, p. 47) put it, professional communication needs to be "more efficient in bridging the gap between the academy and the profession, which certainly requires more understanding of and sensitivity to discursive as well as professional practice". Looking at variation, we note, could inform these much-needed practices, and contribute to bring together corpus-based methods and LSP theory and practice.

Some of the limitations of this study include the use of Biber's (1988) classic MD analysis framework and the restrictions in place by the Military to access other texts. A new MD analysis of the two corpora may reveal new dimensions of use that are not necessarily identified in this study. Access to classified materials is not, at the time of writing, an option. Further work should examine the use of corpus-based materials that explore the notion of variation and its uptake in a classroom context.

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Book Review

Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms: Approaches and Conceptualisations.
DeBoer, M. & Leontjev, D. (Eds.)
Springer Cham, 2021. 263 pages
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It is not surprising that as we come upon the thirtieth anniversary of the birth of Content and Language Integrated Learning (CLIL), this young pedagogical approach is still a complicated phenomenon, with a wide variety of issues in every aspect of education remaining to be addressed. CLIL assessment is one of them. Although over a decade has passed since Coyle et al. (2010) necessitated an explicit understanding of the assessment process in CLIL, "the variety and depth of issues that remain on the CLIL agenda suggest more research on CLIL assessment is indeed needed before future research can offer clear and workable solutions for both teachers and students" (De Angelis, 2021, p. 32). To this end, the book entitled *Assessment and Learning in Content and Language Integrated Learning (CLIL) Classrooms: Approaches and Conceptualisations* is a timely response, both in scope and usefulness. It is a successful compilation of papers, which link various theoretical perspectives with different research paradigms and feature the discussion of classroom assessment aimed at improving the quality standard of education. The value of this volume is undeniable,

and both researchers and educators can benefit from it, with a dialectical relationship established between research and classroom practices.

The book has been edited by Mark deBoer and Dmitri Leontjev, who have extensive expertise in language education. This command is manifest in the first chapter jointly constructed by them, Conceptualising Assessment *and Learning in the CLIL Context. An Introduction*, which establishes a theoretical foundation for the entire volume through a detailed review of CLIL-related conceptions. More importantly, it elaborates the organisation of the following chapters based on Leung and Morton's (2016) integration matrix of CLIL contexts, with Chapters 2-5 emphasising subject-literacies, Chapter 6 as well as Chapter 9 characterised by using the target language as a tool for participation in content tasks, Chapters 7-8 focusing on explicit language knowledge, and Chapters 9-10 featuring the contingency of and dialogical interaction in learning.

Chapter 2, *Achieving in Content Through Language: Towards a CEFR Descriptor Scale for Academic Language Proficiency* by Stuart D. Shaw, presents and justifies an academic proficiency scale designed based on the Common European Framework of Reference (CEFR) and exemplifies how it can be used formatively in classrooms by discussing the assessment issues in a CLIL history class. Although the author admits future work is needed to refine this assessment scale, its preliminary design and application have offered the implications about prioritising professional development of CLIL skills and increasing language awareness in assessment.

Chapter 3, *Academic Culture as Content: Self-Assessment in the CLIL Classroom in the International Liberal Arts University* by Alexander Nanni and Chris Carl Hale, investigates how self-assessment in CLIL can contribute to effective assessment practices and the realisation of learning goals. The positive assessment outcomes further highlight that self-assessment is consistent with assessment *for* learning (A*f*L), whose nature is to integrate assessment into the learning process rather than the summative end.

Chapter 4, *CEFR, CLIL, LOA, and TBLT – Synergising Goals, Methods and Assessment to Optimise Active Student* by Claudia Kunschak, presents the development of an

assessment framework on the basis of CEFR, task-based learning and learning-oriented assessment (LOA) theories. The author further highlights LOA, whose goal is to promote learning, and advocates taking it as an indispensable and flexible part of CLIL assessment.

Chapter 5, *Assessment for Learning in Bilingual Education/CLIL: A Learning-Oriented Approach to Assessing English Language Skills and Curriculum Content in Portuguese Primary Schools* by Ana Xavier, presents a supportive assessment framework developed based on LOA. The author not only rationalises this framework by elaborating a range of supporting theories but also specifies how it can be used in primary-level CLIL classrooms to facilitate learning.

Following this, Chapter 6, *Assessment of Young Learners' English Proficiency in Bilingual Content Instruction (CLIL) in Finland: Practices, Challenges, and Points for Development* by Taina Wewer, reports a study conducted in the context of Finnish primary education about the classroom assessment of English language proficiency. Based on the assessment methods and challenges confronting CLIL teachers, the researcher submits a set of assessment recommendations. This chapter is positioned in this section of the volume, as it differs from the previous chapters in that it prioritises content learning of CLIL.

Chapter 7, *Gearing Teaching and Assessment Towards CLIL: Theorizing Assessment for Learning in the Junior High School Soft CLIL Classrooms in Japan* by Hidetoshi Saito, presents a range of unreported, planned and unplanned A*f*L practices in cases of soft CLIL classes. The author establishes an A*f*L-oriented framework of CLIL assessment, centring around that the responsibility for assessment should be shared amongst classroom stakeholders, such as students and teachers.

Chapter 8, *Does AfL Promote Discussion in CLIL Classrooms? Exploring AfL Techniques and Their Effect on Classroom Communication* by Rachel Basse and Irene Pascual Peña, foregrounds the shift from teacher-centred education to a student-teacher co-construction process of learning with the application of concrete A*f*L techniques. Despite the positive outcome that CLIL learners are more engaged in learning, the

authors also link the discussion with the other chapters to highlight the potential of A*f*L as a meaningful tool to promote classroom interaction and help achieve the language and content learning aims.

Chapter 9, *Assessing (for) Understanding in the CLIL Classroom* by Dmitri Leontjev, Teppo Jakonen and Kristiina Skinnari, is themed as CLIL assessment from teachers' perspective, underlining the analysis of the interaction between a teacher and a student. Amongst different findings, the researchers spotlight the purpose of the studied assessment practices, which is to understand learners and foster their understanding, coins a term (i.e. assessment *for* understanding) as an essential part of A*f*L to raise teachers' awareness of making efficient use of assessment for learning purposes.

Chapter 10, *Teacher-based Assessment of Learner-led Interactions in CLIL: The Power of Cognitive Discourse Functions* by Mark deBoer, analyses the interaction among learners in online forums and dwells on how they mediate each other in the process of knowledge construction. The researcher draws implications from the findings for teachers to improve classroom assessment for learning purposes and highlights the insight that content learning and language learning supplement one another.

Chapter 11, *Conclusion: Dialectics in CLIL Classrooms*, is the summary of this book from the editors, who, based on the discussion and research findings of the previous chapters, underline the combination of Davison's (2008) Classroom-based Assessment Cycle of teaching, learning and assessment with Leung and Morton's (2016) integration matrix for systematic A*f*L and LOA practices. Moving beyond CLIL, the editors draw insight from CLIL assessment for other educational contexts and raise the expectations that researchers should probe into assessment issues from the perspectives of curriculum planning, participant perceptions and classroom practices in a dialectical research-practice way and that educators should embrace professional collaboration not only in local institutions but also in a wider international context.

As my words have suggested at the beginning of this review, the edited book is a praiseworthy one, which has exemplified different CLIL assessment practices in various

educational contexts and specified how CLIL learners and teachers can engage in more efficient assessment activities for formative, learning purposes. The exceptional merit of this volume first lies in that it offers a sophisticated understanding of CLIL assessment through innovative educational practices and frameworks, providing insights into several issues that educators may find challenging when implementing CLIL, such as which language should be used in assessment, who should administer it and how students' learning progress can be measured (De Angelis, 2021). The book is particularly embedded in the concept of A*f*L, which also clarifies the confusing relationship between assessment of content and assessment of language in integrated classes (Llosa, 2020) by allowing of more flexibility for learners and teachers to decide on what to assess as per the changing learning needs. The other strength of this book is that it positions education in a multilingual and multicultural arena, presenting not only those European countries (e.g. Portugal, Finland, Spain) which have witnessed the boom of CLIL but also some Asian ones (e.g. Japan, Thailand) that are pursuing the educational trend created by CLIL. Against the backdrop that CLIL is still relatively under-researched outside Europe and that the development of CLIL practices can be "rather diverse due to the various sociocultural and education contexts among and within" Asian countries (Copland & Ni, 2018, p. 141), this book informs the academia of some invaluable experience in Asia's educational context and presents an encouraging phenomenon that the development of CLIL in Asia is grounded on the experience from Europe and deepened through the continuous localisation of educational reforms and policies.

Undeniably, both language researchers and CLIL educators, the target audience, will find this book engaging because of the rich account of innovative educational experience and how the chapters are positioned as per the contexts they belong to. A final comment, almost as a footnote, for not only this book but also the broader CLIL research agenda is that researchers and educators should establish a link between language education theories with general education ones and take into consideration the universal principles of assessment reliability, validity, flexibility, fairness, transparency, manageability, engagement, authenticity and appropriateness. This

opinion, though personal, is rationalised by that these principles penetrate through summative, formative and diagnostic assessment across learning of different sorts, in a range of contexts and for learners of all ages, the adherence of which is a promise of accurate understanding about student learning (Cranley et al., 2021).

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