

The Emotional Expressions in Language and Translation

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Abstract

Introduction: The study presents a confirmatory research on the linkage between expression of emotions and language and translation. Therefore, the relationship of the mentioned facets has been presented in the study. Different literatures have proved that positive emotions whenever expressed impact significantly on the proficiency of the EFL learners in terms of language and translation.

Method: A quasi experimental design was sought in the study with the participants invited to participate in the longitudinal survey. The questionnaire was uploaded in the Qualtrics platform for the access of the participants. SPSS program was used to generate statistics and testing of the hypotheses.

Results/Discussions: A significant relationship between expression of emotion and language and translation was confirmed. Positive and negative emotions impact positively on language and translation capacities of the EFL learners. However, the relationship was termed non-absolute meaning not all aspects of the expression of emotion enhance language and translation proficiencies.

Conclusion: Overall, the research supports the need for EFL learners to be subjected to a supportive learning environment to boost their emotions. The situation would enhance their proficiencies in language and translation capacities.

Keywords: Emotion Expression, Language Mastery, Translation Capacities, ANOVA, MANOVA

1.0 Introduction

The study seeks to analyze the expression of emotion in language and in translation and with much context of foreign language learners. As held by Majid (2015a) the rise of the study related to emotion has been rising in a tremendous manner over the years with interests evident for anthropologists and psychologists. However, the emotion has not been adequately explored when it comes to the mainstream linguistics as well as translation studies. For instance, in this research the focus is to make a review of foreign text translation activities among university foreign language learners to accord more attention to the component of emotion linking to language effectiveness and translation capacities. Moreover, the researcher in reviewing the study seeks to illustrate the interaction between expressed emotion and communication; and then how this narrows down to pedagogical processes for foreign language. As held by Majid (2015d) due to the inevitable reality of emotion expression when it comes to communication, linguistics and translators have awareness of its role. The limitation is that despite the attention there is no significant and exhaustive review of its meaning in translation activities and language use. According to Fredrickson (2003) the development of foreign language consists of a multifaceted process that links to both positive and negative emotions. Overall, the findings above are indicating that in the domain of language and translation the intervening effects of emotion have not been properly addressed or investigated. However, there are overly concerns that emotions as expressed play a significant in communication itself which is the defining factor for translation and language.

1.2 Theoretical Framework

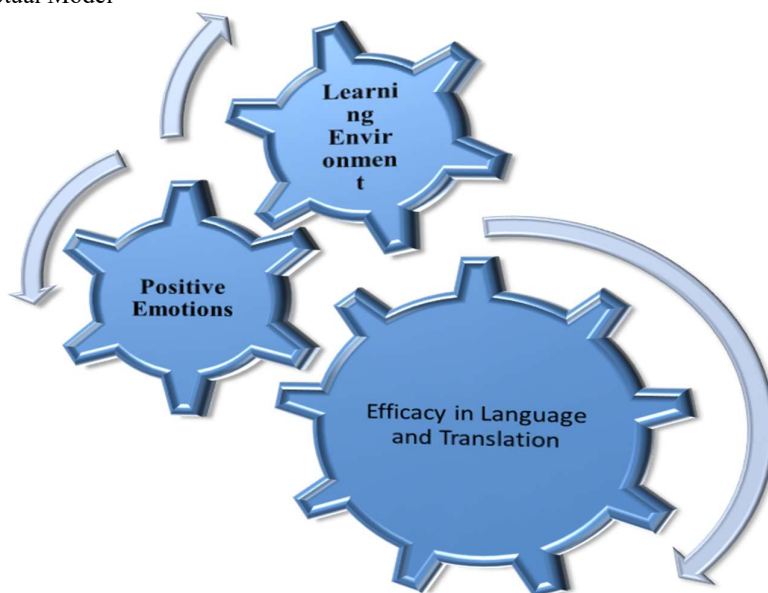
The study's theoretical framework is going to be based on Broaden-and-Build Theory which affirms that positive emotions enhance individual's vision including building strengths not to mention that they assist to undo the adverse effects linked to negative emotions (Fredrickson, 2003). Moreover, Fredrickson (2003) stated that positive emotions consist of the initiatives aimed to enhance learning, for example: interest, hope, enjoyment, and confidence. On the other hand, negative emotions consist of the initiatives that impede or suppress learning such as: fear, depression, anxiety, anger, boredom, and frustration. Congruent to the assertions above Plonsky (2017) held that negative emotions isolate, capture, and combat irritants from external realm at the detriment of the development and edification on capacities. In a different context MacIntyre & Gregersen (2020) held that positive emotions widen individuals' thinking as well as vision at the same time assisting to overcome the enduring effects linked to negative arousal of emotions. Thus, positive emotions lead to the enhancement of individual resources spurring productive reactions to stressful outcomes. The presuppositions above based on the theory are a precursor

to the role of emotions in language and translation in that they have two-fold effects i.e. achievement in language and translation among FL learners or failure on the same. The other understanding that can be based on the suggested theory is that too much negative emotions will suppress capacities for language and translation enhancement among FL students. In this regard, it would be worthwhile to focus on the fundamental role of positive emotions since they would provide synergy to generate success in language and translation capacities of the learners.

1.3 Conceptual Framework

The conceptual framework is based on the Broaden-and-Build Theory where the role of positive and negative emotions is projected to influence the outcomes in language and translation. Therefore, the model to be tested in the study is as shown below in Figure 1.

Figure 1: Conceptual Model



Source: (Author, 2023)

The model illustrated in Figure 1 above reveals that the learning environment is the primary definer of the affective sphere of the learner in the sense in which it dictates the emotions. For instance, a supporting learning environment would mean confidence, interest, hope, and enjoyment of the FL students and this would actuate the potential and efficacy towards language and translation. Thus, the more there is reinforcement of positive emotion within the FL learning environment the more the efficacy and proficiency in language and translation. The study's hypotheses include the following:

Ha: There is significant relationship between expressed emotions and efficacy in language and translation among EFL Learners

Ho: There lacks a significant relationship between positive emotions and efficacy in language and translation among EFL Learners

1.4 Empirical Analysis

The study by Alrabai (2022) evaluated the effects drawing from mixed emotions in the learning of language based on a quasi-experimental design. Moreover, the study sought to include the intervention of pedagogical positive psychology with the focus to establish the far reaching effects of positive and negative expression of emotions in the learning of English among EFL students. The study noted that the process of learning and teaching impacts on the motivation of the learner language, which is considered as a positive affective indicator while anxiety is termed as a negative emotion. Furthermore, EFL achievement is evaluated as an outcome of learning. Alrabai (2022) applied sampled EFL educators and 209 EFL learners using a three emotion-regulation survey for a period of 12 weeks. The findings of the study depicted that the integration of positive as well as negative emotions in the process of learning language amounted to the highest degree of learner motivation, anxiety, and achievement in language. In line with the assertions above Dewaele et al. (2018) held that that emotion studies have been gaining a vibrant momentum in the understanding of second language acquisition. Similarly, MacIntyre, Gregersen, & Mercer (2016) asserted that positive emotions enhance the awareness of the learners in relation to language input and as such facilitate the acquisition of foreign language, improvement of the resilience, and the capacity to persevere when faced with language difficulties. In agreement, MacIntyre, Ross, & Clément (2014) in conjunction with Dewaele et al. (2017) stated that positive emotions intrinsically boost the morale for second language acquisition. On the contrary, though, Saito et al. (2018) stated that negative emotions suppress language learning at the same time interferes with the development of

second/foreign language. Echoing the above, Gregersen (2016) argues that negative emotions increase the affective filter of the learners hence lowering their comprehension and language process input. As a result, negative emotions propel the individuals to indulge in avoidance behavior such as when anxious moments lead the learners to shun the use of target language in particular situations. The assertions above confirm the projected presuppositions in the study's conceptual framework on the dualistic effects of positive and negative emotions over efficacy in language and translation skills of the FL learners. As such, different studies as examined above depict that at all times the learning of language and its translation to that effect is characterized by emotions triggers which can be both negative and positive. Therefore, it is important to come up with ways to help the FL learners to attain emotional intelligence that can be used to inherently overcome the barriers that may be triggered by the negative emotions in succeeding in tasks of language learning and translation capacities.

The above views on the duality nature of negative and positive emotions are supported by Hall et al. (2016). The study asserted that positive and negative emotions remain inseparable despite the contradicting functions. Thus, the two can be considered as "two sides of the same coin" in the sense in which there will always be positive and negative emotions. In line with this Dewaele et al. (2018) in conjunction with MacIntyre et al. (2019) propagated more on the formulation of a much holistic position of language learners' emotions through the integration of negative and positive emotions within FL learning, teaching, and translation. Aligned to the above views, Dewaele & Alfawzan (2018) expressed the need for a collective understanding of the positive and negative experiences of the FL learners and implications to the processes of language learning. However, Khajavy, MacIntyre, and Barabadi (2018) asserted that despite the efforts to verify the combined impact drawing from negative and positive emotions in language learning and translation the evaluations have majorly been correlational as opposed to experimental process. Moreover, the same studies were said to rely on the cross-sectional reviews in understanding the combined impact of negative and positive emotions on language learning and translation initiatives or capacities. Congruent to the assertions above, MacIntyre, Gregersen, & Mercer (2019) advocated for the role of longitudinal approach in second language acquisition for the reason that the approach permeates researchers to make a description of the changes in the emotions of the learners and proceed to causal judgment. On basis of the observations above, the present study seeks to examine the role of emotions in language and translation capacity building or rather efficacy by adopting experimental as well as longitudinal research. In similar respect, the current study seeks to examine the role of PP interventions in relation to language learning in the sense in which it interrogates the effects of negative and positive emotions in language learning and translation and the joint implications to EFL achievement.

Further empirical analysis by Teimouri et al. (2019) asserted that past research on emotions and effects on language learning was majorly concerned about anxiety being the emotion that was exclusively evaluated. Similar assertions are presented by MacIntyre (2017) in that anxiety has been accorded exclusive attention by past scholars as the emotion having impact on second language acquisition initiatives. Nonetheless, the emergence of positive psychology (PP) emerged with a concern on the value impact of positive emotions on language learning. For instance, studies by Dewaele and MacIntyre (2016) and MacIntyre and Gregersen (2015) posited that positive emotions strengthen language learners in respect to widening their cognition, enhanced resilience, and efficacy. In addition, Dewaele and MacIntyre (2016) examined the impact of enjoyment as one of the emotions among foreign language learners across the world. As per the results, it was seen that the cohort recorded increased levels in terms of foreign language acquisition and that the same outcomes linked to the social-demographic factors of the participants. In support of the findings MacIntyre and Gregersen (2015) asserted that the professional as well as emotional skills of the teachers including support from the peers were important facets that influenced foreign language efficacy of the learners. In another study by Saito et al. (2018) it was evaluated the manner in which the emotions of language learners influenced their oral proficiency. As per the results, it was demonstrated that enjoyment of the learners effectively enhanced underlying oral proficiency for the language learners but then negating the case of anxiety. For the latter it was demonstrated that anxiety of the language learners and oral proficiency did not have positive relationship towards the study, practice, and use of the target language throughout the language learning experience. In tandem with the above findings, Jin and Zhang (2018) applied their study on a cohort of language learners and established that enjoyment of the learners over the support accorded by the teacher, student support, and that of FL learning strongly impacted on language scores. In other words, the study supported the positive role of enjoyment among the learners in various levels to influence positively their language proficiencies. Overall, the reviewed studies above present evidence on the vitality of positive emotions towards the enhancement of language and indeed translation proficiency since the latter is encapsulated on the learners performance scores. The studies have depicted that with enjoyment the learners overcome language anxiety although one would observe that there has been exclusive attention on only one kind of positive emotion namely: enjoyment. In this study, it would be worthwhile to include more positive emotions such as pride, hope, gratitude, contentment, as well as admiration which would equally impact positively on language learners. For instance, it would enhance language learners in respect to their interest, performance, motivation, and creativity. Persuaded by Shao et al. (2019, 2020) the present study sees to build a wider construct by probing achievement emotions e.g. pride, hope, and enjoyment that can be supported in educational psychology

and the subsequent effects on FL learners, for example. In due course of the study, more empirical research has been presented and validated.

Several studies sought to develop more balanced criteria to the review on emotions and second language acquisition. For instance, Snyder et al. (2015) advocated for the need to synchronize the experiences of negative and positive experiences of language learners hence overcoming the perception of each been good or bad. In agreement, Prior (2019) held that any type of emotion can have restrictive effects or facilitative effects, demotivation or motivation, maladaptive or adaptive. Therefore, the studies mentioned asserted that a proper interrogation of the matter of emotion when it comes to language research should be integral as learners should be in a position to accommodate both pain and joy yet achieve the most optimum performance. In the same respect, Prior (2019) and Snyder et al. (2015) represent studies that advocate for a symmetrical meta-theoretical perspective over the effects of negative emotions towards the process of language learning instead or rather as opposed to perceiving the same as exclusively maladaptive. Supporting the above, Swain's (2016) established that there is positive powers drawing from negative emotions that can enable learners attain proficiency in target languages. Moreover, Swain's (2016) held that embarrassment can serve as an impetus for the L2 to overcome such feelings amidst their peers; while feeling of anger can propel students to have a good mastery of the second language as a course for revenge towards alleged unfair treatment. In similar context, López and Cárdenas (2016) evaluated the implications of negative emotions on FL learners and found that frustration, fear, and anger were transformed into proficiencies in translation of written language. The same yielded positive energy in the students to perfect and master skills in target language. In conclusion, the findings above reveal yet another aspect of how negative emotions can be transformed into positive energy that would render FL learners to attain best performance in language acquisition and translation.

1.5 Research Question

For the study, the research question to be addressed is as follows:

RQ1: Does the expression of emotion enhance language and translation skills/proficiencies?

RQ2: Is there relationship between expression of emotion viz a viz language and translation efficacy of the learners?

1.6 Research Objectives

Foremost, the study seeks to establish whether the expression of emotion among the foreign language learners has significant interventions on language and translation efficacy of the subjects. To achieve this aim, the following objectives are going to be sought:

- a) To examine the role of the expression of emotion on language and translation effectiveness of the foreign language learners.
- b) To test whether expression of emotion has meaningful effects on language and translation capacities of the foreign language learners.
- c) To formulate a strategic model in which development of emotions in the foreign language learners can be useful to increase their skills and success in language mastery and accuracy in translation.

1.7 Study's Significance

The understanding around the tripartite relationship among emotion expression, language, and translation is going to inform the development of foreign language learners in acquiring the appropriate skills and mastery in the training. In addition, the study shall vividly illustrate the manner in which the mentioned dimensions can become a synergy for the learners to attain success as foreign language learners in terms of language mastery and translation capacities. In this regard, the confirmatory nature of the study within quasi-experimental settings is going to enrich existing literature on expression of emotion in language and in translation.

2.0 Method

In context of the literature and theoretical and conceptual model the key variables have been presented which mainly include: negative and positive emotions, learner's environment, and efficacy in language and translation. However, language proficiency or progressive achievement is considered as the latent predicted variable that encompasses both language proficiency and translation skills. Emotions i.e. positive or negative unlike the expressed position in the conceptual framework of the study denote the predictor variables of the study that potentially may enhance language and translation skills of the learners.

2.1 Participants

The study consisted for 45 FL learners in Tashkent University of Information Technology named after Muhammad al-Khwarizmi that participated in a longitudinal survey that lasted two weeks. The participants were required to respond to the survey with direct inducement of positive and negative emotions to evaluate the effects on language and translation skills. The process was volitional hence the participants were informed of their right to withdraw from the study without seeking permission or consent. Moreover, all private information such as names, class, or contacts of the participants remained private and confidential throughout the survey. Convenient sampling was considered suitable in the selection of the participants hence only those accessible were contacted and invited to login to Qualtrics and undertake remote-based surveys. The sampled participants was in EFL students i.e. English language learners hence probed on the role of emotion expression on their achievement.

2.3 Procedures

The study relied on a questionnaire that was designed to measure the main variables of the study and uploaded in the Qualtrics platform for the accessibility by the participants. The survey aimed to analyze the effects of the changing or rather expressed emotions of the students and impact on language and translation proficiencies. Thus, due to the longitudinal nature of the survey pretest scores and posttest outcomes were recorded and analyzed.

2.4 Instrument/Materials

The study relied on pre-defined measuring constructs to develop the survey on emotion expression namely three emotion-regulation construct that has been employed in EFL studies. Moreover, the learners were subjected to anxiety-regulating environment and further observations made at the classroom level and posttests recordings were made. As held by Gross and John (2003) Emotional Regulation Questionnaire is developed to evaluate the individual differences in terms of the regular usage of two strategies of emotion regulation i.e. expressive suppression and cognitive re-appraisal. Appendix A presents the questionnaire template for the Emotion Regulation Survey. The other measuring construct was on EFL language achievement developed by Barr (2016) sought to capture the perceived success by the learners upon the use of TMM program. The survey was used to estimate the holistic achievement of the EFL learners in their involvement in TMM sessions based on a 5-point Likert scale. The expressed surveys detected achievements in language mastery and translation skills of the learners. Appendix B captures the survey based on TMM learning program.

3.0 Results

The results of the study have been reported in this section to examine the trends in expressed emotions of the participants and the far reaching effects on language and translation proficiency.

3.1 Descriptive statistics on language and translation proficiency

The descriptive statistics for language and translation proficiency are presented in Table 1 below.

Table 1: Summary statistics on language and translation proficiency

Expressed Emotions	Min	Max	Mean	Std. Deviation
I have improved my listening skills	1.00	5.00	3.3556	1.53971
I have improved my speaking and pronunciation skills	1.00	5.00	3.5111	1.45574
I have improved my reading skills	1.00	5.00	3.0000	1.26131
I have improved my writing skills	1.00	5.00	3.2222	1.20395
I have improved my grammar knowledge	1.00	4.00	2.7111	1.12052
I have improved English language proficiency	1.00	5.00	3.2444	1.58337
Valid N (listwise)				

The results presented in Table 1 above showcase that the trend for language and translation proficiency of the ELF learners is consistent and stable given that the optimistic perceptions of the cohort are not deviating from the mean. Therefore, the results indicate that the attained proficiency in language and translation reflect a collective outcome whereby the participants on average remain neutral regarding the each of the matters. Moreover, the maximum and minimum values also indicate that there are both cases where the EFL learners strongly disagree and strongly agree with the issues at hand. For that reason, the attainment of language and translation proficiency by the learners is not an absolute optimism since there are still outcomes that prove otherwise. For instance, the admittance that the EFL learners have improved their grammar knowledge has a lower mean score since the cohort disagree with the scenario.

3.2 Descriptive statistics on expressed emotions by EFL learners

The results presenting the outcomes on expressed emotions by EFL learners are reported in Table 2 below.

Table 2: Summary statistics on expressed emotions by EFL learners

Language and Translation Proficiency	Min	Max	Mean	Std. Deviation
I alter my thoughts when I want to experience more pleasant emotions (like pleasure or amusement).	1.00	7.00	3.8667	2.00681
My feelings are private to me.	1.00	7.00	4.2444	1.86054
I alter my thoughts in order to experience less unpleasant emotions (like sadness or anger).	1.00	7.00	4.1778	1.77468
I take caution not to express my happy feelings when they are present.	1.00	7.00	5.0444	2.01083
In order to keep myself calm when I'm in a stressful situation, I force myself to think about it in a certain manner.	1.00	7.00	3.5111	1.87837
I keep my feelings under wraps so I can control them.	1.00	7.00	4.5333	2.33160
I alter my perspective on a situation in order to experience more positive emotions.	1.00	7.00	4.2222	1.70412
I manage my feelings by altering how I perceive the circumstances.	2.00	7.00	5.0222	1.67181
I am careful not to express my negative feelings when they are present.	1.00	7.00	4.1556	1.70501
I alter my perspective on events when I want to experience less negative feeling.	1.00	7.00	4.3111	1.94027
Valid N (listwise)				

Table 2 presents results on the expressed emotions by EFL learners and the construct used consisted of both positive and negative emotions. Therefore, the outcomes foremost indicated that there was optimism in the sense in which the respondents agreed with the matters at hand since the mean scores are above 4.0000 while the standard deviation ranks lower at all entries. In that regard, the expressed views by the EFL learners prove that to some commendable extent the subjects have attained emotional intelligence i.e. the capacity to sustain positive energy while overcoming negative energy drawing from the emotions. The minimum and maximum values further indicate that there are scores at 1.0000 and 7.0000 meaning across the range the participants strongly agreed with the issues at hand regarding their expressed emotions.

3.3 Factors Analysis

Factor analysis has been applied to examine the validity of the key constructs used to address expressed emotions by EFL learners and language and translation proficiency as reported in Table 3 and 4 below.

Table 3: Factor analysis on expressed emotions by EFL Learners

Expressed Emotions by EFL Learners	Initial	Extraction
I alter my thoughts when I want to experience more pleasant emotions (like pleasure or amusement).	1.000	.900
My feelings are private to me.	1.000	.660
I alter my thoughts in order to experience less unpleasant emotions (like sadness or anger).	1.000	.822
I take caution not to express my happy feelings when they are present.	1.000	.601
In order to keep myself calm when I'm in a stressful situation, I force myself to think about it in a certain manner.	1.000	.855

I keep my feelings under wraps so I can control them.	1.000	.948
I alter my perspective on a situation in order to experience more positive emotions.	1.000	.789
I manage my feelings by altering how I perceive the circumstances.	1.000	.659
I am careful not to express my negative feelings when they are present.	1.000	.847
I alter my perspective on events when I want to experience less negative feeling.	1.000	.863

Extraction Method: Principal Component Analysis.

The results presented in Table 3 above portray the factor analysis on expressed emotions by the EFL learners and the loadings prove that there is validity in each of the matters. For that reason, it can be stated that there is capacity of the constructs used to address expressed emotions of the EFL learners to measures what they were intended to measure. In addition, the validity in each of the extraction loadings mean that all the issues presented to the participants are important to them as EFL learners. Therefore, it would be expected that they also have an impact to their language and translation proficiency as explicated in due course of the study. Table 4: Factor analysis on language and translation proficiency

Communalities

Language and Translation Proficiency	Initial	Extraction
I have improved my listening skills	1.000	.762
I have improved my speaking and pronunciation skills	1.000	.918
I have improved my reading skills	1.000	.690
I have improved my writing skills	1.000	.800
I have improved my grammar knowledge	1.000	.857
I have improved English language proficiency	1.000	.877

Extraction Method: Principal Component Analysis.

Table 4 above illustrates the factor analysis on the outcomes for language and translation proficiency of the EFL learners whereby there is validity in each of the constructs. The same outcome means that each of the language proficiencies is of great importance to the cohort as proven by the extraction values that are above 40% metric. For instance, the improvement in English speaking and pronunciation skills (.918) seems to be the most felt aspect of language and translation proficiency while improvement in reading skills (.690) being significant but ranking the lowest.

3.4 Normality distribution of measures for expressed emotions

The normality distribution of the measures used for emotional regulation of the EFL students is as presented in Table 5 below.

Table 5: Normality test results on emotional regulation

Tests of Normality

Emotional Regulation Measures	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
I alter my thoughts when I want to experience more pleasant emotions (like pleasure or amusement).	.200	45	.000	.892	45	.001
My feelings are private to me.	.147	45	.017	.928	45	.008
I alter my thoughts in order to experience less unpleasant emotions (like sadness or anger).	.256	45	.000	.900	45	.001
I take caution not to express my happy feelings when they are present.	.216	45	.000	.842	45	.000
In order to keep myself calm when I'm in a stressful situation, I force myself to think about it in a certain manner.	.131	45	.052	.922	45	.005
I keep my feelings under wraps so I can control them.	.188	45	.000	.842	45	.000
I alter my perspective on a situation in order to experience more positive emotions.	.181	45	.001	.936	45	.015

I manage my feelings by altering how I perceive the circumstances.	.254	45	.000	.869	45	.000
I am careful not to express my negative feelings when they are present.	.223	45	.000	.889	45	.000
I alter my perspective on events when I want to experience less negative feeling.	.164	45	.004	.912	45	.002

a. Lilliefors Significance Correction

The results captured in Table 5 above reveal that all the cases for expressed emotion do not follow a normal distribution since the p-values are below the 5% margin of error. In that regard, there are variations in the expressed opinion of the participants regarding expressed of emotions. In other words, the results signify that the expressed emotions by the EFL learners are individualized and authentic since there are no shared experiences among others.

3.4 Test of Significance

The effects of anxiety-regulation on emotion expression of EFL learners are as reported in Table 6 below using One-Way Anova.

Table 6: Effects of anxiety-regulation on emotional regulation of EFL learners

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
I alter my thoughts when I want to experience more pleasant emotions (like pleasure or amusement).	Between Groups	18.200	8	2.275	.515	.837
	Within Groups	159.000	36	4.417		
	Total	177.200	44			
My feelings are private to me.	Between Groups	12.603	8	1.575	.406	.010
	Within Groups	139.708	36	3.881		
	Total	152.311	44			
I alter my thoughts in order to experience less unpleasant emotions (like sadness or anger).	Between Groups	19.786	8	2.473	.750	.048
	Within Groups	118.792	36	3.300		
	Total	138.578	44			
I take caution not to express my happy feelings when they are present.	Between Groups	19.578	8	2.447	.556	.006
	Within Groups	158.333	36	4.398		
	Total	177.911	44			
In order to keep myself calm when I'm in a stressful situation, I force myself to think about it in a certain manner.	Between Groups	12.078	8	1.510	.380	.024
	Within Groups	143.167	36	3.977		
	Total	155.244	44			
I keep my feelings under wraps so I can control them.	Between Groups	24.742	8	3.093	.519	.034
	Within Groups	214.458	36	5.957		
	Total	239.200	44			
I alter my perspective on a situation in order to experience more positive emotions.	Between Groups	7.736	8	.967	.290	.965
	Within Groups	120.042	36	3.334		
	Total	127.778	44			
I manage my feelings by altering how I perceive the circumstances.	Between Groups	15.269	8	1.909	.638	.041
	Within Groups	107.708	36	2.992		
	Total	122.978	44			
I am careful not to express my negative feelings when they are present.	Between Groups	3.703	8	.463	.134	.997
	Within Groups	124.208	36	3.450		
	Total	127.911	44			
I alter my perspective on events when I want to	Between Groups	34.436	8	4.305	1.181	.037
	Within Groups	131.208	36	3.645		

experience less negative Total feeling.	165.644	44			
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Table 6 above captures the statistical relationship between anxiety regulation and emotion expression of EFL learners which reflect the posttest results. In recall, the participants were subjected to a re-take of the survey in an anxiety regulated environment to assess the changes in the expression emotions. The results depict that anxiety regulation proved to have significant effects at 95% confidence interval on different expression emotions' However, there were other scenarios of the expressed emotions that did not prove to have significance at below 5% margin of error. Nonetheless, it can be confirmed with confidence that anxiety regulation has important effects on the expressed emotion and that it can be an important strategy for the EFL learning environment to be provided with the same resource for language and translation proficiency as prove shortly in the study.

Further Table 7 below presents the significant effects of expressed emotion on language and translation proficiency of the EFL learners with anxiety-regulation as a baseline.

Table 7: Confounding effects of expressed emotion on language and translation proficiency of EFL learners

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
I have improved my listening skills	Between Groups Within Groups Total	8 36 44	1.435 2.579	.556	.006
I have improved my speaking and pronunciation skills	Between Groups Within Groups Total	8 36 44	.473 2.485	.190	.991
I have improved my reading skills	Between Groups Within Groups Total	8 36 44	1.646 1.579	1.043	.024
I have improved my writing skills	Between Groups Within Groups Total	8 36 44	1.201 1.505	.798	.008
I have improved my grammar knowledge	Between Groups Within Groups Total	8 36 44	.567 1.409	.403	.012
I have improved English language proficiency	Between Groups Within Groups Total	8 36 44	.466 2.961	.157	.995

The outcomes in Table 7 above reveal that there are statistically significant results at 95% confidence interval in terms of the trends in language and translation proficiency of EFL learners with the confounding effects of expressed emotion as a baseline. The test was performed on pretest scenario of the quasi-experimental research. The argument is that a majority of the aspects of language and translation proficiency prove to yield significant results confirming that the EFL learners would change amidst the expressed emotions even without further interventions of anxiety regulation.

The next analysis examines the significant effects of expressed emotion on language and translation proficiency of the EFL learners with the intervention of anxiety-regulation inducement. The results are as shown in Table 8 below.

Table 8: Significant effects of expressed emotion on language and translation proficiency moderated by anxiety-level

Tests of Between-Subjects Effects

Dependent Variable: Language Achievement Perception

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Language and Translation Proficiency	Hypothesis Error	1 2.313	263.916 .533 ^a	495.087	.001
Expressed Emotions	Hypothesis Error	8 7.719	.191 .133 ^b	1.433	.015
Anxiety-Regulation	Hypothesis Error	2 28.226	.547 .225 ^c	2.429	.006
Anxiety-Regulation * Expressed Emotions	Hypothesis Error	10 24	.146 .494 ^d	.295	.006

The results captured in Table 8 above portray that there exists statistical relationship between the expressed emotions *viz a viz* language and translation proficiency given the significance at 95% confidence interval. The results reflect the outcomes conducted posttests with the intervention of anxiety regulation. Therefore, the results confirm that expressed emotions would significantly influence language and translation proficiency of the EFL learners. Similarly, anxiety regulation would also have significant effects on language and translation proficiency. Moreover, anxiety-regulation moderating expressed emotions of the EFL learners proved to have significant effects on language and translation proficiency of the cohort. Overall, the results mean that *Ha* is to be upheld and the null *Ho* rejected. Thus: There is significant relationship between expressed emotions and efficacy in language and translation among EFL Learners.

4.0 Discussion

The study has examined the relationship between expressed emotions both negative and positive and language and translation proficiency of EFL learners including the controlled effects of anxiety-regulation. The findings have indicated that expressed emotions either negative or positive have meaningful effects on language and translation proficiency of the EFL learners. The significant relationship is duly supported in the empirical findings both in the pretest and posttest case scenarios. The significant relationship between expressed emotions and language and translation proficiency of the learners is corroborated in the literature by MacIntyre and Gregersen (2015) and Dewaele and MacIntyre (2016) in the sense in which the studies approved that positive emotions influence positively language proficiencies of the learners. Nonetheless, the studies mentioned did not articulate in a direct manner the case of translation proficiency as an expressed variable. However, throughout the review of literature it was evident that language development for a majority of scholars seemed to consider mastery of skills in reading and writing or even listening and verbal skills to encapsulate the fact of translation capability of the learners. For that reason, the researcher believes that by default the relationship between expressed emotions and language enhancement by default included translation capacities. Other studies that support the findings include Saito et al. (2018), MacIntyre et al. (2014), and Gregersen (2016) considering that a significant role of positive emotions among the FL learners was reported to enhance their skills in language both written and spoken. Moreover, the research by Dewaele et al. (2018), MacIntyre et al. (2016), and Alrabai (2022) depicted that with positive emotions language learners develop motivation that increase their performance scores in language tasks. On the other hand, the results of the study still indicated that the effects of expressed emotions on language and translation are not an absolute outcome since there were incidences whereby the significance was not confirmed. For instance, the efforts by the EFL learners to alter their negative emotions to experience or rather are more positive with their learning experience did not prove to have significant effects on language and translation proficiency. The results failed to align to the research by Hall et al. (2016), Khajavy et al., (2018), and MacIntyre et al. (2019) in that the reverse of negative emotions to build positive energy aimed to boost confidence of the learners was proven to impact significantly on language capacities of the subject. Similar studies that have been disproved by the findings include Teimouri et al. (2019), Jin and Zhang (2018), and Sao et al. (2020) where it was purported that initiatives to optimize negative emotions by the FL learners enhances their potential for language development. Although in the findings it was discovered that the attempts to suppress emotions such as happiness even where it is deserved did not have significant effects on language and translation proficiencies of the EFL learners. The fact of positive emotion suppression having significant effects on language and translation is aligned to the literature by Prior (2019), Snyder et al. (2015), and Swain's (2016) considering the studies illustrated that suppressed emotions limits the efficacy of the language learners in terms of the development of skills in target language and its communication. In addition, the study evaluated the fact of suppressed negative emotion and it did not prove to have significant or meaningful effects on language and translation proficiency of the EFL learners. The results are contrary to the suppressed positive emotions as noted above. In this regard, suppressed negative emotions as expressed by the EFL learners did not meaningfully alter the outcome for language and translation proficiency. The results failed to support the establishment in the research by López and Cárdenas (2016) and Prior (2019) whereby authentic expression of negative emotions was established to have significant influence on language development of the subjects. The strong outcomes revealing the significant role of expressed negative and positive emotions towards language and translation proficiency proves to validate the Broaden-and-Build Theory promoted by Fredrickson (2003). The theory was documented as one that believes on the role of positive emotions in overcoming the negative emotions and ultimately achieving optimum results on a specific task. The same assertions are supported by Plonsky (2017) under the Broaden-and-Build Theory on the fact that positive emotion enhances the efficacy of the subjects towards task-performance.

5.0 Conclusion, Limitations, and Future Research

The study presents substantive findings on the interaction between expression of emotions and language and translation. As such it has been proven that a learning environment that supports the learners' positive emotions enhances their efficacy in language and translation as described in the conceptual framework of the study. The assertion is that there should be more efforts to promote the positive emotions of the EFL learners as that orients them to strive for better results in different tasks allocated to them especially in the mastery skills of the target language. The study through the findings indicated that there exists significant relationship between

expressed emotions and efficacy in language and translation among EFL Learners. In addition, the research questions of the study were duly addressed in the sense that expression of emotion strengthens language as well as translation proficiencies of the learners. The assertion was supported by the pretests and posttests conducted in the research with the intervention of anxiety-regulation. Moreover, the statistical findings drawn from the quasi experimental research guided by the longitudinal survey depicted that a meaningful relationship is present between expression of emotion viz a viz language and translation efficacy of the learners. However, the relationship as established above was considered not to be absolute in the sense that there were aspects of expression of positive and negative emotions that did not prove to have significant effects on language and translation proficiencies of the EFL learners.

Albeit the mixed reactions in the findings the recommendation is that EFL learning environment should be reinforced by deliberate efforts to support the positive emotions of the learners. For instance, anxiety-regulation should be duly sought as an intervention to ensure the expressed emotions by the EFL learners become synergies to achieve language and translation proficiency. The other recommendation is the need to include emotional intelligence programs in the foreign language department to support the subjects in been able to remain positive and learn their emotions and control them. Thus, build a prompt and conscious emotional intelligence drive that will constantly enable the EFL learners to attain optimum results in language and translation proficiency.

The study was limited by the fact that no follow-ups could be made with the participants to elaborate more on how their emotions as expressed could be optimized to enhance their language and translation skills. In this regard, a future improvement of the study based on qualitative explorations can be a way to strengthen the findings of this study.

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APPENDIX A: EMOTIONAL REGULATION QUESTION

Instructions and Items

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

- | | | | | | | |
|-----------------|---|---|----------------|---|---|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| strongly | | | neutral | | | strongly |
| disagree | | | | | | agree |
-
1. ____ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I'm thinking about*.
 2. ____ I keep my emotions to myself.
 3. ____ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I'm thinking about*.
 4. ____ When I am feeling *positive* emotions, I am careful not to express them.
 5. ____ When I'm faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.
 6. ____ I control my emotions by *not expressing them*.
 7. ____ When I want to feel more *positive* emotion, I *change the way I'm thinking about* the situation.
 8. ____ I control my emotions by *changing the way I think about* the situation I'm in.
 9. ____ When I am feeling *negative* emotions, I make sure not to express them.
 10. ____ When I want to feel less *negative* emotion, I *change the way I'm thinking about* the situation.

APPENDIX B: TELL ME MORE (TMM) SURVEY

Achievement Perceptions on TMM	Disagree	Agree	Neutral	Agree	Strongly Agree
I have improved my listening skills					
I have improved my speaking and pronunciation skills					
I have improved my reading skills					
I have improved my writing skills					
I have improved my grammar knowledge					
I have improved English language proficiency					