



The Expression of Terms in Language and in Translation

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<i>Article History</i>	<i>Abstract</i>
Received: 08 June 2023 Revised: 21 Sept 2023 Accepted: 08 Dec 2023	<p>Introduction: The study presents confirmatory research on the linkage between expression of terms and language and translation. Therefore, the relationship of the mentioned facets has been presented in the study. Different literatures have proved that terms 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 terms and language and translation was confirmed. Terms 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 terms 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.</p>
CC License CC-BY-NC-SA 4.0	Keywords: Terminology, Terms Expression, Language Mastery, Translation Capacities

1. Introduction

The study seeks to analyze the expression of terms 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 terms 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 terms 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 terms 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 terms have not been properly addressed or investigated. However, there are overly concerns that terms as expressed play a significant in communication itself which is the defining factor for translation and language.

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.

Conceptual Framework

The conceptual framework is based on the Broaden-and-Build Theory where the role of terms 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.

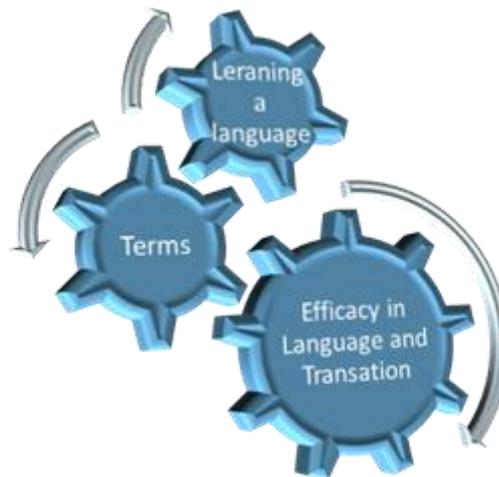


Figure 1: Conceptual Model

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 terms and efficacy in language and translation among EFL Learners

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

Empirical Analysis

The study by Alrabai (2022) evaluated the effects drawing from terms 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 terms 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 terms 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 terms study has been gaining a vibrant momentum in the understanding of second language acquisition. Similarly, MacIntyre, Gregersen, & Mercer (2016) asserted that terms 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 terms intrinsically boost the morale for second language acquisition. On the contrary, though, Saito et al. (2018) stated that terms suppress language learning at the same time interferes with the development of second/foreign language. Echoing the above, Gregersen (2016) argues that terms increase the affective filter of the learners hence lowering their comprehension and language process input. As a result, terms 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 terms 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 terms. 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 terms in succeeding in tasks of language learning and translation capacities.

Research Question

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

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

RQ2: Is there relationship between expression of terms language and translation efficacy of the learners?

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

Study's Significance

The understanding around the tripartite relationship among terms 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 terms in language and in translation.

2. Materials And Methods

In context of the literature and theoretical and conceptual model the key variables have been presented which mainly include: terms, 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, terms 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.

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 s 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 terms expression on their achievement.

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 s 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.

Instrument/Materials

The study relied on pre-defined measuring constructs to develop the survey on terms expression namely three -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) al Regulation Questionnaire is developed to evaluate the individual differences in terms of the regular usage of two strategies of terms regulation i.e. expressive suppression and cognitive re-appraisal. Appendix A presents the questionnaire template for the terms 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. Results and Discussion

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

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 terms	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.

The results presented portray the factor analysis on terms 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 terms 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 2: 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 2 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.

The next analysis examines the significant effects of terms 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 3: Significant effects of terms 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	263.916	1	263.916	495.087	.001
	Error	1.233	2.313	.533 ^a		
Expressed s	Hypothesis	1.527	8	.191	1.433	.015
	Error	1.029	7.719	.133 ^b		
Anxiety-Regulation	Hypothesis	1.094	2	.547	2.429	.006
	Error	6.359	28.226	.225 ^c		
Anxiety-Regulation * Terms	Hypothesis	1.459	10	.146	.295	.006
	Error	11.867	24	.494 ^d		

The results captured in Table 3 above portray that there exists statistical relationship between the 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 terms 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 terms 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 terms and efficacy in language and translation among EFL Learners.

Discussion

The study has examined the relationship between terms and language and translation proficiency of EFL learners including the controlled effects of anxiety-regulation. The findings have indicated that terms 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 terms 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 terms influence positively language proficiencies of the learners. Nonetheless, the studies mentioned did not articulate in a direct manner the case of translation proficiency as terms 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 terms

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 terms 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 terms 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 terms 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 terms 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 terms 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 terms by the FL learners enhances their potential for language development. Although in the findings it was discovered that the attempts to suppress terms even where it is deserved did not have significant effects on language and translation proficiencies of the EFL learners. The fact of terms 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 s 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 terms 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 terms as noted above. In this regard, suppressed terms 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 terms was established to have significant influence on language development of the subjects. The strong outcomes revealing the significant role of expressed term s 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 terms in overcoming the 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 terms enhance the efficacy of the subjects towards task-performance.

4. Conclusion

The study presents substantive findings on the interaction between expression of terms and language and translation. As such it has been proven that a learning environment that supports the learners' terms 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 terms 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 terms 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 terms 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 terms, 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 terms 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 terms of the learners. For instance, anxiety-regulation should be duly sought as an intervention to ensure the terms by the EFL learners become synergies to achieve language and translation proficiency. The other recommendation is the need to include all intelligence programs in the foreign language department to support the subjects in been able to remain positive and learn terms and control them. Thus, build a prompt and conscious al 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 terms 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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