EFFECTIVENESS OF CONDITIONED EMOTIONAL RESPONSE INTERVENTION ON ENGLISH TRANSLATION ABILITY OF COLLEGE STUDENTS

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Abstract

English translation is an important skill of English learners. However, many college students in China have difficulties in translating Chinese text into English. This paper aims to explore the effectiveness of conditional emotional response intervention on English translation ability of college students. A total of 80 subjects were selected by the random number table method, and evenly divided into two groups. One of the groups received conditional emotional response intervention in the teaching of English translation. All the subjects were evaluated by the English learning psychological factor scale, the English learning anxiety scale, and a test paper on the general self-efficacy and translation ability. After the experiments, the subjects were subjected to a telephone interview. The experimental data were analysed using SPSS 22.0. The results show that the subjects receiving conditional emotional response intervention successfully passed the English translation test; the intervention effect lasted for a long time and significantly improved the learning efficiency. The research findings shed new light on the application of psychological techniques in English learning at colleges.

Key words: Conditional Emotional Response Intervention, College English Translation, Effectiveness of Translation Skills.

INTRODUCTION

After the implementation of reform and opening up in China, the process of internationalization has obviously accelerated, and contacts with people from all over the world have become more and more frequent. At present, Chinese and foreign exchanges are in the most frequent and close period in history. In foreign exchanges, accurate and appropriate translation is indispensable and extremely important. English translation can be said to be a combination of two languages (Chinese and English). The level of English translation ability of college students is an important criterion for measuring the level of English (McMaster, van den Broek, Espin et al., 2015). A student with a high level of English translation needs to master scientific translation skills so that the beautiful and vivid English language can be used more accurately, thus ensuring the quality of translation. In the reform of college English teaching in recent years, due to the excessive admiration of the ability of listening and speaking, the translation as one of the language application skills has been left out. Translation is one of the ultimate goals of learning a language, so it is especially important to improve the translation ability of contemporary college students.

However, in the process of English translation of college students, various emotional reactions may occur, resulting in psychological changes, which in turn affect students’ translation ability. Studies have
shown that the typical external response of English translation learning can be the general symptoms of anxiety, such as palm sweating, heartbeat acceleration, or voice tone, which can’t normally pronounce the language’s voice and rhythm. For example, when students stand up to answer questions, they have the feeling of “frozenness”. The words they learn are difficult to recall, and they can’t even speak at all. They just keep silent and other special behavioural reactions. Conditional emotional intervention, also known as metacognitive intervention, is a new generation of psychology clinical application technology independently developed by Chinese psychologists (Moritz & Woodward, 2007). It is known for treating mood disorders, especially for obsessive-compulsive disorder, depression, and anxiety. Research practice shows that the performance of the experimenter can be quickly controlled by the conditional emotional response intervention. In the case of irritation, the experimenter can relax with simple muscle tension and deep breathing, and perform self-conditional emotional response intervention with less recurrence;

In order to explore the effectiveness of conditional emotional response intervention on college students’ English reading ability, develop a set of effective psychological intervention methods and procedures, and then to provide a large area of help and guidance for college students with English learning difficulties, this study used a comparative experiment method to interpret the conditional emotional response of 80 college students’ English translation ability. This study is devoted to the use of conditional emotional response intervention to effectively solve the psychological barriers in the English translation process, so that students can form the ability to effectively self-aware, reflect, supervise and regulate English translation.

OVERIEWS OF RELATED RESEARCH

**Conditional emotional intervention**

Conditional emotional intervention, also known as metacognitive intervention, is a new generation of psychology clinical application technology independently developed by Chinese psychologists. It is formed on the basis of inheritance and development of "psychology, behaviourism, cognitive psychology, the theoretical essence of hypnotherapy and operational technology", gradually deepening, enriching and perfecting. The technology passed the review of the professional committee in May 2007, and it highly praised and affirmed its scientificity, effectiveness and innovation. Conditional emotional intervention refers to people with the help of psychological professionals, on the basis of effectively sensing, understanding and monitoring their own psychological problems, by acquiring and applying more effective skills to solve own psychological problems, and achieve psychotherapy or a more fully developed clinical psychology (Brownlie, 2014). The conditional emotional intervention method provides an efficient and scientific explanation of the human sub-consciousness, which can be summarized into two points: First, psychological activities that people are unaware of; Second, people can realize, but can’t control the psychological activities.

Analysis of the reasons for the low English translation ability of college students, the evaluation method of translation ability and the countermeasures to improve college students' English translation ability

At present, college students have low ability to translate Chinese into English, lack of understanding ability and lack of translation skills. Take English majors as an example, they are very comfortable with some common simple translation applications. However, when it comes to difficult translations, especially those involving background culture, there will be various problems and fallacies in translation. Many students frequently use a certain number of fixed collocations in English translation, so that the language loses its charm and charm and is uninteresting.

Teachers, as the guides of student learning, should give full play to their guiding role, stimulate students’ interest in learning English and courage to overcome the difficulties and setbacks encountered in the learning process, and help college students build confidence in learning English. Teachers should teach students to understand and master the basic knowledge and skills of English translation in the process of self-exploration and research (Wagner, Horn, & Maercker, 2014). Therefore, teachers should innovate teaching methods to guide students to determine appropriate learning methods, and fully mobilize the subjective initiative of students to learn and correct attitudes.

The consensus on the evaluation and analysis of college students’ translation ability in the field of translation research. In the 21st century, Albert Neubert proposed five parameters that constitute translation: language ability, text ability, subject ability, literary ability and transformation ability.
Because these several kinds of capabilities work together to make translation activities different from other areas of communication activities, translation research is different from other communication fields. The Process in the Acquisition of Translation Competence and Evaluation (PACTE) also proposed a research on translation capabilities. The translation ability model consists of six components: bilingual ability, non-verbal ability, translation professional knowledge, professional operation ability, strategic ability and psychophysiological factors (Al-Tamimi & Attamimi, 2014);

Through the research on the reasons of the current low English translation ability of college students and the countermeasures to improve the English translation ability of college students, as well as the evaluation and analysis methods of college students’ translation ability, the current English translation ability of college students needs to develop towards four goals. Scientific evaluation of college students’ English translation ability, find out the reasons for the current low English translation ability of college students, and improve the four goals of college students’ English translation ability as the development direction, it analyses the countermeasures to improve college students’ English translation ability, and then helps college students improve their English translation ability (Gudenkauf, Antoni, Stagl et al., 2015). The relationship between them is shown in Figure 1.

The relationship between psychological state and conditional emotional response in college students' English translation process

Human emotions are gradually formed through the action of conditions, and the emotional response formed by the conditional action has the function of diffusion or migration. Bad conditional emotional reactions can be eliminated by conditional methods such as re-conditioning or de-conditioning. In many years of observation, the researchers found that students may have a horrible conditional response as follows: The results of the English translation have had several major declines, and the psychological endurance of the students has been washed away. As a result, students develop negative emotions such as anxiety and pessimism, and seriously damage self-esteem and inhibit learning motivation; Due to the pessimism and anxiety, the students’ original knowledge level and ability level cannot be played normally. Therefore, the translation ability of college students is seriously affected, so a vicious circle, and finally developed into fear. To change the unconditional emotional response in the process of English translation, the key condition is to control negative emotions and engage in conditional emotional response intervention (Michel, Bosch, & Rexroth, 2014).

Figure 1. Analysis of the reasons for the low English translation ability of college students, the evaluation method of translation ability and the countermeasures to improve college students’ English translation ability
EXPERIMENTAL DESIGN

Propose hypothesis
Conditional emotional response intervention can effectively reduce the learning anxiety of college students in the process of English translation, and improve the habits, motivation, self-efficacy and other emotional factors that affect English translation ability.

Experimental objects
The research object of this study is a sophomore in a college, voluntarily enrolled in conditional emotional response intervention. The 80 subjects selected by the random number table method were randomly divided into two groups by independent assessors. The counselor and the experimental group were individually contacted to determine when to accept the intervention. The telephone notification control group was waiting for 2 weeks.

Experimental design and procedures
The experiment was conducted by randomly grouping the experimental group and the control group before and after the test. The independent variable is the conditional emotional response intervention method, and the dependent variable is the score of the college students’ English learning psychological factor scale, the English learning anxiety scale, the general self-efficacy sense and the translation simulation paper. The experiment lasted for eight weeks and the translation was taught once a week for 90 minutes. From the first week to the fourth week, teachers teach the basic rules and techniques of English translation. Among them, the experimental group underwent conditional emotional intervention for 40 days, and multiple baseline experiments were used. The experimental intervention process includes cognitive adjustment, emotional and emotional intervention, and the following three parts, as follows:

(1) Cognitive adjustment stage
The cognitive adjustment stage collects data such as performance and cognitive patterns in the English translation process of the experimenter. For example, the translation problem of the sentence structure faced by the experimenter 1 and the word pairing faced by the experimenter 2 are. Also look for conditional emotional reactions when they have translation problems. And explain to the experimenter the psychological reasons for the formation of these problems and the basic principles of conditional emotional response and the operation process of the conditional emotional response intervention method, so that the experimenters form a reasonable understanding of the intervention process. At this stage, the experimenter is first required to clarify the reasons for the formation of conditional emotional reactions in English translation.

(2) Emotional intervention stage
The imaginary situation was agreed with two experimenters before the intervention. Through the asymptotic muscle relaxation during the intervention, the experimenter is given a positive psychological state of relaxation and comfort. At this point, guide the experimenter to imagine the beautiful scenery and establish positive emotions; imagine entering pre-selected characters and shaping positive emotions; imagine stimulating the situation, and then establish a positive conditional emotional response, thereby eliminating the conditional emotional response of the experimenter to the anxiety of the stimulating situation, promoting cognitive, emotional and behaviour changes, and eliminating problems in the process of English translation. Intervene emotional emotions and use the positive emotions generated during the relaxation process to replace the negative emotions of a certain stimulation point in the English translation process (Figure 2) (Juul, Battersby, Christensen et al., 2015; Wang & Treffers-Daller, 2017).

Figure 2. The psychological mechanism and conditional emotional response of the experimenter in the process of English translation

(3) The later stage of maintenance
At this stage, the experimenter is required to perform aerobic exercise and deep breathing exercises every day. Aerobic exercise and deep breathing can reduce the secretion of cortisol in the body and increase the secretion of endorphins in the body, thereby further reducing the tension and anxiety. At this stage, the experimenter is also required to write a consultation diary, record his
own emotional changes, and enhance his ability to reflect on negative cognition, thinking patterns and his or her own emotions. At the same time, this study trains and teaches experimenters to learn to self-intervene through partial relaxation and relaxation of part of the muscles in response to unsuccessful or newly generated negative conditional emotional responses. Symptoms, the purpose of maintaining efficacy. At this stage, the experimenter is required to conduct self-intervention, including the immediate stimulation of conditional emotional reactions (Bröcker, Bayer, Stuke et al., 2017). It is necessary to control deep breathing and large muscles to tighten and relax after the symptoms are generated, thereby effectively preventing recurrence. The intervention time was 2 weeks. After the intervention, the results of each scale and the test paper I, test paper II scores were collected as post-test data.

Effectiveness detection methods
The detection methods of experimental subjects are divided into English translation ability test and metacognitive intervention activity detection. The English translation ability test was conducted in a multimedia classroom in the form of Chinese to English. The number of short texts tested was 541. The topic involved education. In order to ensure the validity of the English translation ability test, the translation of 80 testers was carried out simultaneously. The detection of conditional emotional intervention activities is mainly to read the learner’s reflective diary and the accuracy of information translation.

Analysis and processing of data
All data in this study were analysed using SPSS 22.0.

EXPERIMENTAL RESULTS
Evaluation of English translation ability of the control group
In this study, the experimental translator’s English translation ability was evaluated throughout the experiment. The main evaluation aspects were bilingual ability, translation professional ability and psychophysiological factors. After the intervention, the scores of the three indicators of the experimenters were all stable at a low value, that is, the translation ability in the experiment was well controlled. The bilingual ability, translation professional ability and psychophysiological factors of the experimenters before and after the conditional emotional response intervention are shown in Figure 3.

Figure 2. Changes in the English translation indicators of the experimental group at various stages

Comparison of the results of the experimenter’s English translation simulation papers
The data in Table 1 showed that the difference between the experimental group and the control group in the independent test before the simulated test paper is not significant, p>0.05; The independent sample T test was performed after the experiment, and the difference was significant, p<0.05. The experimental group simulated test paper scores in the paired sample T test after the experimental interference pre-test and the post-interference test, the difference reached a significant level, p<0.5; The scores of the control group simulated test papers were not significantly different between the pre-test and post-test paired sample T tests, p>0.05.

Table 1. Test results of the English translation simulation test papers of the experimental group and the control group before and after the experiment

| Measure time   | Experimental group (n=40) | Control group (n=40) | t Value |
|----------------|--------------------------|---------------------|---------|
| Before interference | 76.51±5.14              | 79.08±4.97          | 0.51    |
| After interference | 91.16±6.09              | 75.16±7.61          | -5.16*  |
| t Value         | -7.19*                   | -1.11               | /       |

Note: * Refers to significant difference between experimental group and control group
Accuracy analysis of English translation information

The translation test performed on the experimenter in this study mainly detects the achievement rate of information points and information structures. The test essay has a total of 14 information points and 8 information structures. The calculation of the information points and the structural realization rate of each learner’s test result is obtained by the percentage of information points and information structures completed by 14 and 8 respectively. The comparison of the results of the implementation of each information point of the experimental group and the control group is the ratio of the experimental group and the control group to complete the interpretation of each information point (Figure 4).

Figure 4. Accuracy analysis of English translation information in experimental combined control group

The results in Figure 4 show that the experimental group after conditional emotional intervention has a significantly higher success rate of translation information and translation ability of information structure than the control group that did not receive intervention. The experimental data showed that the experimental group had a significant improvement in the details and integrity of the information than the control group. For example, at information point 2 (“The problem that rural girls cannot be educated”), the students in the control group interpret “Rural Girls” as “Girls/Children in Guangdong province” without exception, and ignore the important details – “Rural” (Rural areas in Guangdong), this modifies the source language information and causes ambiguity.

Feedback from the experimental group on English translation after interference experiment

Most students feel that after comparing the translation with the original text, there are many new gains. They not only understand the original legal person more thoroughly, but also stimulate the creative desire and effectively improve the English output ability. From the feedback of students, it is the contrast between the translation and the original text that plays a decisive role. In this process, the teacher’s explanation intervention plays a very important role, as shown in Table 2.

Study on the effectiveness of conditional emotional response intervention on college students’ English translation

This study showed that the experimental group and the control group were homogeneous in the simulated test papers, the college students’ English learning psychological factors scale, the English language learning strategies, the English learning anxiety, and the general self-efficacy. After the intervention of the conditional emotional response intervention method in the experimental group, the scores of the subjects were significantly improved and the anxiety level was significantly reduced. Under the condition that the environment is basically unchanged, due to the intervention of conditional emotional response intervention, the habits, motivations, learning strategies and self-efficacy of the subjects have all improved (Bozorgian & Alamdari, 2018). This result is completely consistent with the hypothesis.

Table 2. Feedback from the experimental group on English translation after interference experiment

| Temporal voice | Subject-predicate | Word matching | Sentence structure | Understand the original | Article contents | Article structure |
|----------------|------------------|--------------|--------------------|------------------------|-----------------|------------------|
| Very well      | 88%              | 91%          | 19%                | 61%                    | 10%             | 3%               | 40%              |
| Well           | 9%               | 5%           | 22%                | 11%                    | 67%             | 72%              | 16%              |
| General        | 5%               | 3%           | 51%                | 5%                     | 8%              | 21%              | 28%              |
| Rarely         | 5%               | 2%           | 8%                 | 21%                    | 15%             | 4%               | 14%              |
| No             | 1%               | 0            | 0                  | 2%                     | 0               | 0                | 2%               |
Conditional emotional response intervention can effectively reduce the anxiety level of college students with English learning anxiety, and effectively improve the emotional factors such as habit, motivation and self-efficacy. Because the conditional emotional response intervention method analyses the emotional reasons of the subjects in the cognitive adjustment stage, it also gives the participants a large number of learning strategies. Through the implicit training, the implicit learning process, the positive emotions and learning strategies are effectively solidified into the brain. The subjects quickly saw the effect, and the motivation and self-efficacy increased rapidly. After 40 days of conditional emotional response intervention, new study habits were formed. In addition to reducing anxiety, the conditional emotional response intervention also improved the psychological factors of English translation ability, such as motivation and self-efficacy. Analysis of variance found that participants’ personality, personality and gender interactions or individual gender had an impact on the subjects’ habits, grades, and cognitive decisions before receiving the intervention. However, after the intervention, the habits, grades, and cognitive decisions of the subjects were not affected by these factors (Chen, 2019).

Case analysis of the effectiveness of conditional emotional response intervention

The subjects of the experimental group have detailed explanations and analysis of common mistakes after each intervention exercise. For example, the Chinese grammar is implicit, the syntax is heavy, and the short sentences, and the short sentences often rely on the meaning of the connection, omitting the form of adhesion; English is an explicit grammar, and the syntax is reshaped. Sentences are often wrapped in layers, requiring formal connections. The specific examples are given to give students a deep understanding of the differences between Chinese and English language forms. After repeated several times, it is obvious that students have a more intuitive understanding of the differences between Chinese and English expressions (See Table 3).

Return visits

One month after the end of the experimental intervention, the telephone interview was conducted. The experimenters of the experimental group successfully passed the English translation test. After the intervention, the intervention effect was maintained and the learning efficiency was significantly improved.

CONCLUSIONS

Contemporary college students’ English translation ability is weak overall, which has a certain relationship with students themselves, education model, exam questions, cultural differences and social atmosphere. Based on the analysis of previous trial results, we believe that conditional emotional response interventions generally help to improve learners’ English translation skills. First, conditional emotional response interventions can help improve learners’ ability to solve problems. The performance of the experimental group at the information point and information structure point shows that the conditional emotional response intervention helps the learner to identify the key and difficult points of English translation and analyse the causes of the difficulty. Let learners find ways to solve problems, aim at them, carry out targeted training, and improve the quality of interpretation. Secondly, conditional emotional response intervention helps learners become active learners, reflect on the

Table 3. Case analysis of the effectiveness of conditional emotional response intervention

| Before interference | After interference | Problem analysis |
|---------------------|--------------------|-----------------|
| When you are young, maybe you care a lot about your appearance | When young, you are apt to be obsessed with your appearance | After the interference training, the content translated by the students becomes diversified |
| When my brother Dave and I were tees, we work hard to show our appearance | When my brother Dave and I were teens, we worked feverishly to perfect the bodies we had | Temporal inconsistency is common |
| However, now Dave and I have left away from the hard time | Now, However, Dave and I are beyond such adolescent agonies | There is a mistake in the collocation of words |
| If I am in the mood, I don’t mind any kind of jokes | My rounded figure seems fine, and I don’t deny myself a slice of pecan pie if I feel in the mood | Incorrect understanding, do not understand the meaning of "deny oneself sth." |
learning process, think about learning outcomes, and improve learning ability. Conditional emotional reaction intervention can help learners to regard English translation as part of their cognitive knowledge. In the process of establishing translation, it is not only imitating other people’s note mode, but passive learners become active learners, which is conducive to understanding. And learn English translation learning. The experimental group tried to establish its own translation system based on the existing English translation system. At the same time, the experimental group actively integrated these two kinds of knowledge, applied the integrated knowledge to practice, and analysed and thought about the process of knowledge application, and the learning effect was good.

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