



WEARING YOUR HEART ON YOUR TRANSLATION: THE ROLE OF AFFECTIVE STATES WITHIN THE TRANSLATING TASK FOR NON-EXPERT STUDENTS

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ABSTRACT. This study explores the role of affects in translation from a multidisciplinary perspective. Process-oriented translation studies have traditionally focused on cognition, paying limited attention to affective dimensions and to the potential benefits of positive affects. Targeting non-expert students, this research applies experimental methods and statistical analyses drawn from psychology to examine affective processes during translation. Grounded in positive psychology and translation studies, it investigates relationships between affective state, text type (literary vs. technical), and level of expertise. One hundred psychology postgraduate students translated either a technical text or a poem from English into French. Texts were pre-tested by expert translators to ensure equivalent difficulty and emotional neutrality. Participants completed affective state measures before and after the task. Results show that although both texts were perceived as equally difficult, the literary text was judged significantly less neutral. Translation was perceived as tedious, particularly for technical texts. Literary translation elicited more negative affects, while greater experience in English was associated with fewer negative affects regardless of text type.

Keywords: translation studies, languages, positive psychology, affects, motivation, translation didactics.

LLEVAR EL CORAZÓN A LA TRADUCCIÓN: EL PAPEL DE LOS ESTADOS AFECTIVOS EN LA TAREA DE TRADUCCIÓN EN ESTUDIANTES NO EXPERTOS

RESUMEN. Este estudio examina el papel de los afectos en la traducción desde una perspectiva multidisciplinar. Los estudios de traducción orientados al proceso se han centrado tradicionalmente en la cognición, prestando una atención limitada a las dimensiones afectivas y a los posibles beneficios de los afectos positivos. Dirigida a estudiantes no expertos, esta investigación aplica métodos experimentales y análisis estadísticos procedentes de la psicología para analizar los procesos afectivos que intervienen durante la actividad traductora. Enmarcado en la psicología positiva y en los estudios de traducción, el estudio explora las relaciones entre el estado afectivo, el tipo de texto (literario frente a técnico) y el nivel de experiencia. Cien estudiantes de posgrado en psicología tradujeron del inglés al francés un texto técnico o un poema. Los textos fueron previamente evaluados por traductores expertos con el fin de garantizar una dificultad equivalente y una neutralidad emocional comparable. Los participantes completaron medidas de estado afectivo antes y después de la tarea. Los resultados muestran que, aunque ambos textos fueron percibidos como igualmente difíciles, el texto literario fue considerado significativamente menos neutral. La tarea de traducción fue percibida como tediosa, especialmente en el caso de los textos técnicos. La traducción literaria suscitó más afectos negativos, mientras que un mayor grado de experiencia en inglés se asoció con una menor presencia de afectos negativos, independientemente del tipo de texto.

Palabras clave: estudios de traducción, lenguas, psicología positiva, afectos, motivación, didáctica de la traducción.

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1. INTRODUCTION

The originality of this research lies in the combination of positive psychology and translation studies. It investigates the articulation between the notion of affective state like pleasure one might feel in a translating task and the type of text they translate (literary or technical). This question is very much rooted in the field of process-oriented translation studies, defined by Séverine Hubscher-Davidson (1) as follows:

The mental process of the translator/interpreter have been the subject of a growing field of study in Translation Studies, beginning in the 1980' and experiencing a strong development in the last 15 years [...]. This field, often called process-oriented translation studies or translation study process or translation process research, has been characterized from the start by a strong empirical orientation, thus inscribing itself in the paradigm of Descriptive Translation Studies. Another characteristic feature has been interdisciplinarity, as seen in the application of theories and methods from disciplines such as cognitive psychology, cognitive linguistics, and psycholinguistics.

In the field of process-oriented translation studies, the question of affect has gone mainly in one direction: how do affects affect translation? In an extended work, Séverine Hubscher-Davidson (2017) has focused on how the translator's personality and emotions impact their practice of translation. The term *emotion* is used in language to describe all affective and emotional experiences. The International Society for Research on Emotion proposes using the term *emotion* to refer only to the so-called *basal* or *primary* emotions and their derivatives *mixed emotions* (resulting from mixtures of the basal emotions). In this context, emotions are seen as a highly transient state that appears and disappears according to circumstances (Luminet 2002). We therefore tend to call the cognitive and experiential experience of emotion *affects*, in other words, the person's interpretation of the physiological feeling of the emotion and its translation into words. Affect would be the cognitive-experiential component of emotion, the cognitive repercussions that are contrasted with the physiological component. According to Västfjäll et al. (2022), the central elements making up affect are moods, the emotional reaction, and the anticipation of the emotional reaction, which are cognitively accessible. The constructs studied in this article will be referred to as *affects*, which in contemporary literature is the broadest term to describe the cognitive and experiential component of emotion that is perceptible by the individual and that can be recalled minutes or hours after the emotional episode.

Few studies tackle the question of how the practice of translation impacts our affects. This imbalance can potentially be explained by the fact that studying the impact of affect on translation involves studying translation-processes and produced translations, a delicate task that has been made possible by a whole number of technological advances such as eye-tracking, to cite only one. On the other hand, trying to explore the impact of translation on affect implies focusing on the translator's state of mind and it is quite difficult to determine which changes the practice of translation may have produced. Our experiment is an attempt to rethink the importance of pleasure within a task of translation. It therefore comes within the scope of agent-oriented translation studies, as well as translation didactics. In connecting these two fields, we would like to refocus pleasure at the heart of the practice of translation, and allow non-experts to be initiated into translation under favorable auspices. Aside from an experiment comparing self-revisions in a translating task between a group of non-experts and professional interpreters (Pavlović and Antunović 2015), no experiment has been conducted regarding translation for non-experts. In addition, the correlation between affects aroused and the type of text translated, whether literary or technical, has been scarcely studied. This is why we choose to focus specifically on a non-expert public. How can we link translation didactics to agent-oriented research in order to think deeper about the experience of translation we can offer, rethink the corpus as well as the mediation we propose, and therefore make the practice of translation more accessible? To encourage a reflexive position that can be relevant to a non-expert public as well as to training translators and fully-trained translators, we would like to use positive psychology and differential psychology to shed light on the practice of translation.

In the field of positive psychology, the role of positive affects in people's motivation has come forth insofar as they guide perception, thinking, and action (Scherer and Zentner 2001). In the broaden-and-build theory of positive affects by Fredrickson (2001), positive affects facilitate thinking-flexibility, problem-solving (Fredrickson and Branigan, 2005; Isen et al. 1987), action oriented towards problem-solving (Scherer and Zentner 2001) as well as a wider gateway to the multiple behavior repertoires (Ryff and Singer 1998; Staudinger et al. 1995) favoring goal-orientation and pleasure within the performed task. Positive affects therefore allow greater motivation and openness to multiple possible ranges. They improve the ability to consider a situation from different angles and thus to re-evaluate it, and facilitate the use of resources to solve the task more easily. Thus, according to Isen (2002), positive affects will allow complex cognitive processing whereas negative affects will impair the cognitive processes involved in problem-solving tasks (Blanchette 2006; Gotoh 2008) such as translation. Negative affects have an impact on task perception. The task will indeed be perceived as more difficult and threatening, with a reaction marked by anxiety that is sometimes disproportionately intense in relation to the objectives. They lead to negative thoughts (Gross 1998), rumination on negative events, and difficulty in relativizing their magnitude, combined with a devaluation of oneself characterized by a feeling of incompetence and mediocrity. A negative affect disturbs or interferes with participants' attentional resources and leads to the emergence of extraneous thoughts unrelated to the task (Fartoukh et al. 2014), therefore making problem-solving difficult. If we consider the practice of translation, the ability to choose a task that encourages the experience of positive affects would therefore be beneficial to the cognitive processes involved and to the translation task. But does the type of text translated have an impact on positive and negative affects in a translating task?

Today, the challenge for translation pedagogy is to capture and maintain the students' attention on the task in hand. Affects play an important role in the students' ability to concentrate and is at the heart of the motivation that fosters task-oriented cognition and behavior (Du Boulay et al. 2010). Affects are linked to success in learning, to a taste for learning and to motivation to learn. Interest in the task, joy, and pleasure have a positive impact on performance, whereas boredom, fear, or apprehension have a more negative impact on academic performance, especially in the long term. In positive psychology, the Flow Theory (Csikszentmihalyi 2006) stipulates that the state of flow is experienced when a delicate balance is reached between the complexity of a task and an individual's skills (Nakamura and Csikszentmihalyi 2014). Regarding translation, personal preferences and an appropriate level of difficulty are likely to impact the affects felt during the performed task: for an expert, here a translator or translator-to-be, it might be easier to be happy and satisfied when performing a task that fits their skills, no matter how cognitively intense it is (Rodríguez-Castro 2016). On the other hand, it would not be so stimulating for the same expert to translate a text perceived as tedious and/or too easy.

Regarding the connection between affects and the type of text translated, it is true of course that literary translation is based on subjectivity and creativity, and is

therefore quite relevant if one tries to understand the role of affects within the practice of translation, as Hubscher-Davidson (35) reminds us:

One area where the interference of emotions has perhaps been more obvious is within the field of literary translation, which has generated a number of interesting writings on the role and impact of *affect* on the translation process.[...] Associations such as the American Literary Translators Association have highlighted the affective dimension of the literary translation profession in particular, by observing that literary translation bridges the delicate emotional connections between cultures and languages. Anderson also argued that personal readings and personal decisions happen with greater frequency in literary translation than in technical translation due to the subjective nature of literary work. Recent accounts by professional literary translators have provided very useful insights on translation as an emotional phenomenon.

In our experiment, we precisely consider translation more as a complex emotional phenomenon than a purely academic task. The richness of literary translation implies that it is usually considered to be a more rewarding translation task than technical translation and would therefore arouse more pleasure (Dussart 1999; Landers 2001). Nonetheless, technical translation may not be as cut from affects as it is often perceived.

We are fully aware of the limits of the distinction between literary texts and technical texts. This terminology has been rightly challenged in the past and is seldom used by specialists nowadays. By *technical text*, we are referring to texts that are not literary. We refer here to a descriptive, objective, scientific type of text, bearing in mind that the boundaries between literary texts and technical texts can certainly be blurry: certain technical texts show subjective stylistic traits and therefore do not fit the neutral and objective category of technical/scientific texts. We may add that this generic category encompasses a variety of types of translation, such as tourism translation, law translation, medical translation, commercial translation, and so on. For the sake of our experiment, we believe the mere distinction between literary and technical texts is sufficient because this distinction is simply a starting point. We use the usually perceived gap between these two types of translation to show that it is not the type of translation that conditions the pleasure we may take in the translating task. The point of view according to which literary translation is more worthy than technical translation is of course to be discussed, yet it still persists and can be used as an interesting starting point for our experiment.

Considering all the elements mentioned previously, our hypothesis for this study is that the affective state one may experience in a translating task depends on a) the type of text translated and b) the level of expertise of the translating subject. We expect that the translation of literary texts will trigger more positive affects than the translation of technical texts. This study aims at examining two comparable texts both from the point of view of their level of difficulty and their degree of neutrality in order to avoid any interference in the results obtained in relation to affective states. The present study therefore looks into how the translating task can be analyzed thanks to the role of affect.

2. METHODS

2.1. Procedure

The data collection was carried out during class. It took place in one testing session per class, during the English course planned in the students' timetable. The English teachers had previously provided their agreement so that the experiment could be carried out during their teaching time. Each participant used their own computer equipment (computer, telephone) to respond to the online questionnaires. An anonymity number was requested from everyone on the platform. Participants were asked to write this anonymity number on their final production, in order to be able to make a comparison if necessary. The data were collected during two measurement times, namely before and after the translation task.

2.2. Population

The sample for this study is made up of 74 first-year Psychology Master's students at university in France. Participants included 61 women (i.e., 82.4% of the overall sample size) and 13 men (i.e., 17.6% of the overall sample size), whose ages ranged between 20 and 56 ($M = 25.027$). It is to be noted that 92.5% of individuals in the sample are between 20 and 35 years old. The participants' practice of English is rated between 5 (5 years of practice) and 30 (30 years of practice) ($M = 13.7$). A minority of them have already practiced translation from English to French outside of the school system ($n = 23$, or 28.4% of the overall sample size). Half of the participants have had the opportunity to travel abroad in the past ($n = 41$). Among them, 31 people stayed in an English-speaking country (i.e. 38.3% of the overall sample size). Finally, half of the sample ($n = 37$) translated a literary text and the other half ($n = 37$) translated a technical text. Eight participants did not complete the whole translation task. They were removed from the sample.

2.3. Material

2.3.1. Pre-questionnaire

First of all, participants were asked to respond to a short online questionnaire available on the *Lime Survey* platform. This pre-questionnaire aimed to assess the feelings of individuals before carrying out the translation task. It also made it possible to collect information relating to each person's experience with the practice of English and translation, as well as some personal data (age, gender, etc.).

Affects were assessed using the Measurement of Affectivity: Valence/Activation scale (Congard et al. 2011), which applies a circumplex approach (Posner et al. 2005). Our choice is also based on the circumplex approach, which makes a major contribution to work on the structure of affects (Watson et al. 1999). It offers the possibility of representing emotional experience as a whole (Feldman Barrett and Russel 1998). Indeed, we proposed to apply a circumplex structure to the two axes

or dimensions classically defined in the literature: pleasure/displeasure and arousal or arousal, which some authors have called 'valence' and 'activation' respectively (Russel and Feldman Barret 1999). In a circumplex representation, each affect is organized around a circle with regard to their disposition in relation to these two bipolar dimensions.

Each item takes the form of a noun describing an affective state with a positive or negative valence and a high or low activation level. Four categories of affects are considered here: inactivated positive affects (IPA: tranquility, serenity), activated positive affects (APA: surprise, excitement), inactivated negative affects (INA: weariness, gloom) and activated negative affects (ANA: anger, nervousness). Respondents rate their experience of each affective state on a visual analogue scale ranging from 1 (Not felt) to 100 (Extremely felt). Our participants were asked to read each item carefully and then to indicate the degree to which they had experienced the feeling or emotion since the last assessment. This representation gives a more precise meaning to the different affects on the two consensual axes: valence (pleasure-displeasure) and arousal (activation) and thus more precision in the results that can emerge from this work. The duration of the pre-questionnaire was approximately 5 minutes. Details of the dimensions assessed are available in Appendix 1.

2.3.2. Translation task

Participants carried out a task which involved translating an English text into French. Half of them translated a technical text and the other half translated a literary text. The selected texts were previously submitted to the expertise of professional translators. The latter carried out two judgment tasks concerning an initial corpus composed of eight texts. First, they assessed the neutrality of each of the texts. By neutrality, we mean that the text probably evokes little or no emotion in its form or in its content. The objective here was to do our best to ensure that both categories of texts would have the same level of difficulty and the same degree of neutrality. In order to guarantee this equivalence of difficulty and neutrality between the texts, a comparison of averages was carried out in order to compare the participants' perception between the technical text and the literary text (cf. Table 1 in the results section).

The aim was to verify that the texts were suitable for students in a Psychology Master's program who are not specialists in languages, translation, and/or linguistics. Finally, the most neutral texts whose degree of difficulty was deemed most suitable for the population were chosen.

A technical text and a literary text were thus administered to the participants. The technical text consisted of a definition of the term 'eel' taken from the Merriam-Webster Dictionary. It was called "Definition of an eel" (see <https://www.merriam-webster.com/dictionary/eel>). The entire text is presented in Appendix 2. The literary text chosen was a poem by Arthur Franklin Fuller, entitled "By the Fireplace",

published in 1913 in the collection *A Book of Few Poems*. It is available in Appendix 3. The use of an online-only dictionary such as WordReference (see <https://www.wordreference.com>) was allowed.

The duration of the translation task was 20 minutes.

2.3.3. Post-questionnaire

Finally, participants were asked to respond to a second short online questionnaire available on the Lime Survey platform. This post-questionnaire aimed to assess the individuals' feelings after carrying out the translation task. The post-questionnaire also made it possible to collect information related to each person's experience with the translation they had just carried out. In particular, participants were asked to evaluate the level of difficulty and the degree of neutrality of the text they translated.

The duration of the post-questionnaire was approximately 5 minutes. Details of the dimensions assessed are available in Appendix 4.

3. RESULTS

3.1. *Difficulty and neutrality levels: different perceptions depending on the type of text*

The results obtained are recorded in Table 1.

The statistical tests carried out show that the two texts are perceived as having an equivalent level of difficulty ($t = -0.66$, $p = 0.513$). On the other hand, the literary text is judged as significantly less neutral by the participants than the technical text ($t = -6.16$, $p < .001$). Figure 1 highlights this latter result.

Table 1. Difficulty and neutrality levels: different perceptions depending on the type of text.

	Group	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	Cohen's <i>d</i>
Perceived difficulty of the translation task	Literary Text	49.95	21.20	-0.66	72	0.51	-0.15
	Technical Text	53.16	20.84				
Perceived neutrality of the translated text	Literary Text	29.89	23.65	-6.16	72	<.001	-1.43
	Technical Text	70.78	32.75				

Note. *M* = Mean, *SD* = Standard Deviation, *t* = Student T, *p* = *p* value, *d* = Cohen's *d*

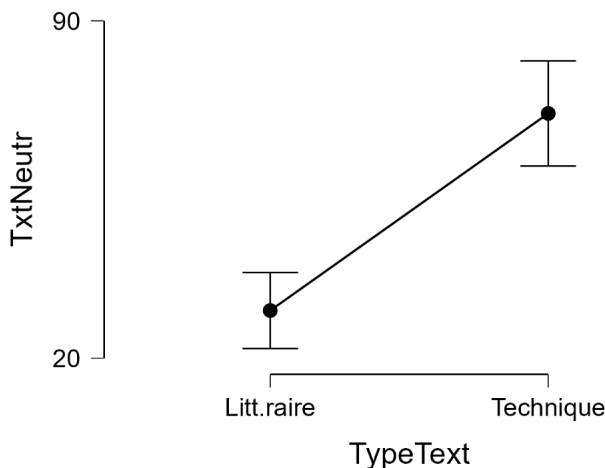


Figure 1. Perceived neutrality depending on the type of translated text.

3.2. Perception of the translation task

We also examined the difference in the participants' perception of the translation task (tedious, tedious, neutral, creative, stimulating) depending on the type of text translated (technical text or literary text).

The statistical tests carried out show that the translation task is not perceived as being significantly stimulating, creative, tedious, or neutral by the participants, regardless of the type of text translated. However, the results highlight that the translation task is perceived as significantly tedious by the participants, and this is even more so when the participants have translated a technical text ($t = -2.05$, $p = 0.04$).

3.3. Affective state descriptive statistics

In order to study the effect of the translation task on the affective state, we first examined the participants' affects score distribution before and after the translation task. The results obtained are recorded in Table 2.

The Cronbach α coefficients obtained highlight relatively low reliability for all variables, with the exception of positive affects inactivated before translation ($\alpha = 0.90$) and positive affects inactivated after translation ($\alpha = 0.87$). These results are consistent with the low number of items submitted in the questionnaire. The analysis of McDonald's ω coefficients, particularly recommended by recent research in psychometrics in the context of work in psychology (Dunn et al., 2014), also goes in this direction.

Table 2. Descriptive statistics of affective state and reliability.

		Mean	Std. Deviation	Skewness	Kurtosis	Cronbach's α	McDonald's ω
Before translation	Negative affects	72.76	59.22	1.11	0.10	0.65	0.69
	Positive affects	131.76	64.09	0.37	-0.72	0.66	0.70
	Inactivated positive affects	101.61	48.54	0.27	-0.94	0.90	0.90
	Activated positive affects	30.15	32.08	1.22	1.12	0.43	0.45
	Inactivated negative affects	31.60	34.35	1.18	0.61	0.56	0.56
	Activated negative affects	41.16	36.70	1.33	2.27	0.52	0.57
	After translation	Negative affects	70.270	58.98	1.19	1.49	0.70
Positive affects		106.203	61.46	0.18	-1.01	0.59	0.65
Inactivated positive affects		85.703	53.08	0.34	-0.83	0.87	0.87
Activated positive affects		20.500	26.83	1.85	3.54	0.45	0.46
Inactivated negative affects		33.473	37.46	1.34	1.09	0.64	0.66
Activated negative affects		36.797	30.33	1.05	1.14	0.44	0.48

3.4. Comparison of affective state depending on the type of text after translation

Finally, we compared the emotional experience of participants who translated a literary text with that of participants who translated a technical text, once the translation task was completed.

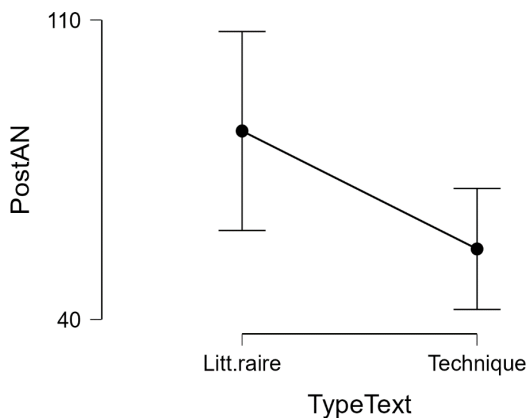
The results obtained are recorded in Table 3.

The statistical tests carried out show that there is a statistically significant impact of the translation task only on the negative affects of the participants ($t = 2.054$, $p = 0.04$). However, the effect size here remains relatively low ($d = 0.48$). The results also indicate that participants who translated a literary text ($M = 84.05$) experienced more negative affect than participants who translated a technical text ($M = 56.47$).

Figure 2 highlights this latter result.

Table 3. Comparison of affective experience depending on the type of text after translation.

	Group	N	Mean	Std. Deviation	Student's T	df	p
Negative affects after translation	Literary Text	37	84.05	69.74	2.05	72	0.04
	Technical Text	37	56.49	42.43			
Positive affects after translation	Literary Text	37	97.24	64.17	-1.26	72	0.21
	Technical Text	37	115.16	58.11			
Inactivated positive affects after translation	Literary Text	37	77.57	52.92	-1.33	72	0.19
	Technical Text	37	93.84	52.69			
Activated positive affects after translation	Literary Text	37	19.68	24.24	-0.26	72	0.80
	Technical Text	37	21.32	29.51			
Inactivated negative affects after translation	Literary Text	37	41.08	43.12	1.77	72	0.08
	Technical Text	37	25.87	29.44			
Activated negative affects after translation	Literary Text	37	42.97	35.09	1.78	72	0.08
	Technical Text	37	30.62	23.58			



Note: POSTAN: assessment of negative affects after translation.

Figure 2. Comparison of emotional experience depending on the type of text after translation.

3.5. Comparison of emotional experience depending on the English practice time in addition to type of text

To complete these analyses on negative affects (INA, ANA), an analysis based on mixed models made it possible to compare the emotional experience depending on the type of text, before and after translation, while studying the combined effect of English practice time. In these analyses, the NAs are slightly skewed and were transformed using the natural logarithm in order to find a Gaussian distribution and perform the mixed model analyses. The independent variables are Negative Affects (NA), Inactivated Negative Affects (INA), and Activated Negative Affects (ANA), while the dependent variables are text type, temporality (identifying the moment before or after translation), as well as time to practice English. Interaction effects between variables were tested and are presented in Table 4.

Table 4. Mixed model for predict emotional feeling, analyzing the interaction effect of practice time.

	NA				INA				ANA			
	F	Num df	Den df	P	F	Num df	Den df	P	F	Num df	Den df	P
Type of text	3.96	1	61.1	0.05	1.41	1	58.2	0.24	1.95	1	59.8	0.17
Temporality before/after translation	0.78	1	60.3	0.38	0.37	1	54.8	0.54	0.27	1	57.3	0.60
NbAnPrat	1.41	1	60.3	0.24	0.35	1	60.9	0.56	0.36	1	57.9	0.55
TypeText * Tps	0.27	1	60.2	0.60	0.19	1	54.4	0.67	0.01	1	57.4	0.92
TypeText * NbAnPrat	0.001	1	60.3	0.97	3.77	1	61.1	0.06	0.24	1	57.9	0.63
Tps * NbAnPrat	4.01	1	58.8	0.05	3.61	1	56.6	0.05	0.34	1	57.0	0.57

AIC = 350.28 et BIC 399.86

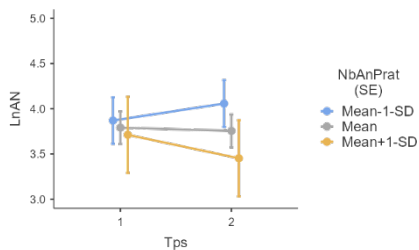
AIC = 288.44 et BIC 338.17

AIC = 323.82 et BIC 372.88

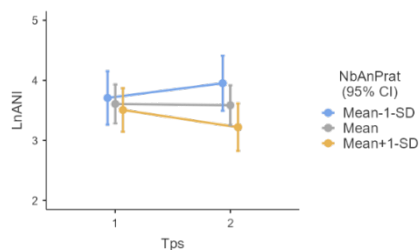
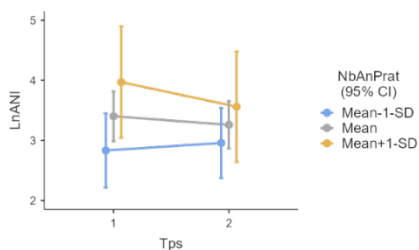
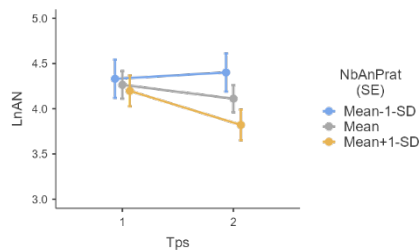
Note. NA: Negative Affects, INA: Inactivated Negative Affects, ANA: Active Negative Affects, NbANPart: number of years of speaking English.

Table 3 shows that, depending on the time spent practicing English, the affective experience evolves differently. Figure 3 presents these results: three groups were divided according to the time spent practicing English using the Z score (at least 1 Standard Deviation (SD) from the mean: the blue line shows the participants with limited experience in English, the gray line shows the participants with average experience in English, the orange line shows the participants with a more important experience in English). For both types of texts, experienced people felt a reduction in negative affect after translating the texts and felt less gloomy after the task, while the opposite was observed in people with less English practice, as shown in Figure 3.

Technical



Literary



Note: LnAN: natural logarithm transformation of negative affects, LNANI: natural logarithm transformation of inactivated negative affects, NbANPart: number of years of speaking English.

Figure 3. Comparison of negative emotional experience depending on the type of text and English practice time.

Figure 3 shows that the emotional experience of the group represented by the orange curve (which represents the group of people who have more English practice time plus one SD from the mean) does improve (fall in negative affects) compared to the group represented by the blue curve, whose negative affects increase. Furthermore, at the INA level, the group of people who have had more time practicing English feel much less boredom or weariness compared to less experienced students who see these types of affects increase and regardless of the type of text.

4. DISCUSSION

Our study aimed at tackling the task of translation from the perception of the translating subject.

Our hypothesis was that the affective state one may experience in a translating task depends on a) the type of text translated and b) the level of expertise of the translating subject. We thought that the students who translated the literary text would feel more positive affects compared to the students who dealt with the technical text. As literary translation generally is more praised than technical translation, we could expect the former to arouse more positive affects than technical

translation would. The present study therefore looked into how the translating task can be analyzed thanks to the role of emotion.

Regarding the perceived difficulty and the neutrality levels, we tried to control the different perceptions depending on the type of text. Although we used a literary and a technical text which went under scrutiny in order to be relatively equal in terms of neutrality and difficulty, we expected the literary texts to be perceived as less neutral than the technical texts. Indeed, the literary text was judged to be significantly less neutral than the technical text by the participants. Although the close examination of professional translators allowed us to select the texts carefully in order to obtain a corpus that would be as homogenous as possible, a gap still remains. The students' perception echoes the slight tendency according to which a literary text will be judged as less neutral than a technical text. We discussed this point above.

We expected the literary text to be perceived as more difficult to translate, but according to the results of the present study, it seems that the literary text was not judged to be more difficult to translate than the technical text. This perception is not so surprising if we remember that the professional translators evaluated the level of difficulty regarding the translation of the texts and judged the literary text as more difficult to translate than the technical texts. It is likely that the students, since they are not experts in translation, underestimated this difficulty as they translated the text.

If we look further at the perception of the translation task from the emotion perspective, we can see that the translation task was not perceived as being significantly stimulating, creative, or tedious by the non-expert students, regardless of the type of translated text. Although we expected literary translation to be perceived as more creative and stimulating than the technical text, these results show us that the nature of the text is not enough to orientate positive affects: more factors need to be considered, such as the relationship between the translating subjects and the text for instance. Such results can be better understood in light of the participants' level of expertise. Very few of them had practiced translation before. Being non-experts in translation, the students may have not only underestimated the difficulty of the text, but also may have been unable to appreciate the language itself. They are not familiar with all the elements that constitute the complexity of translation. We can therefore suppose that the task triggered extrinsic motivation among the students. Firstly, extrinsic motivation is known to be less powerful than intrinsic motivation (Deci et al. 1991). Secondly, the task we administered to the students sometimes took place on a Monday at 8AM. The context was not always ideal for the students and could explain a lack of implication that may have made it difficult to judge the task as stimulating or creative. It is therefore not so surprising that the analyses highlight that the translation task is perceived as tedious to a significant extent by the participants, and even more so when the participants have translated a technical text. These results justify the importance of a form of mediation if one hopes to bring the practice of translation to a non-expert public.

The comparison of the different emotional experiences, depending on the type of text translated, also gives us information about the link between the given task and the affects that may ensue from it. Our results show that the translation task significantly and negatively impacts participants' negative affects. The latter are all the more important when the participants have translated a literary text. It is very interesting to note that, although the literary text was not perceived as more difficult to translate, it must have triggered a certain discomfort. Although the participants did not rate it as more difficult to translate, the fact that the task negatively impacted their negative affects means that, on some level, the participants may have associated the task with a form of failure. Such perception is rather significant given that the association between speaking a foreign language and anxiety has been under close scrutiny for some time now. Since the 80s, research on foreign language anxiety has been growing, exploring a specific type of anxiety related to learning a foreign language (Horwitz et al. 1986). These researches encourage foreign language learners as well as educators to reflect on the importance of a positive environment, intrinsic motivation, and positive affects in order to lower a common apprehension and facilitate comprehension and expression in a foreign language (Alamer and Almulhim 2021). Our experiment attempts to rethink translation in light of positive psychology and encourages further reflection so that the practice of translation can foster positive affects.

Lastly, we can compare the emotional experience after the translation task with the level of experience in English. People who have had more practice time in English have a less negative experience with the translation task, regardless of the type of text. More specifically, people with more English practice feel much less boredom or weariness, while those with less experience see these affects increase, regardless of the type of text.

If we consider that emotional experience is a core question, bringing more positive affects into the translation task is essential to encourage learners to engage in this activity. For inexperienced learners, this translation task is often considered unattractive, no matter how much effort they put into choosing the text. On the other hand, this is not the case for more experienced students, who enjoy the activity more (Rodríguez-Castro 2016). It is important that we continue to look for texts that are stimulating for our student audience, enabling them to fully express their potential through a positive emotional experience.

5. LIMITATIONS OF THE STUDY

The fact that we asked students to participate during their English class meant adapting to the groups' timetables. For some of them, it meant performing the task sometimes in a stressful condition if they had an exam later on the same day. A week before each experiment, the students had been told about the experiment they would take part in, but they were not otherwise prepared for the task they performed. Nonetheless, the classroom setting was still an ideal environment for different reasons. It allowed us to control the conditions of the experiment and

facilitate the achievement of the translation task. It was useful for us to see the students' reactions and being present allowed us to answer their questions when they arose. If the students had completed the translation task online, we would not have been able to make sure the students used around the same amount of time, nor confirm whether they had completed the task thoroughly.

The fact that participation was carried out during class made it possible to collect a substantial sample but one which was not very diverse in terms of profile. To reach out to all the Master's students meant the sample was as diverse as it could get, whereas a call for participation would probably have resulted in the participation of students particularly interested in English and therefore with a good level. Our sample includes people who were slightly different in terms of their English skills but it would be very interesting to turn to translation specialists to enrich the analysis of the impact of time spent practicing this language on the emotional experience.

The other limitation of this study is of course the difficulty of taking on a scientific perspective on literary and technical texts. The subjectivity of literary texts means that estimating their level of difficulty in terms of translation as well as a level of neutrality is necessarily a very delicate initiative. Nonetheless, this impediment does not invalidate our study: we showed that the translation task was generally perceived as a tedious task for a non-expert public if there was no relationship/fitting between the translating subject and the text. The perception of the translation task could be truly interesting as one would focus not only on the type of text translated but on the link between the text and the translating subject. Such focus can never be superfluous for professional and future translators, and will help to shape a positive approach to translation for a non-expert public.

6. CONCLUSION

These results prove that the nature of the text is not what makes the text interesting or not to translate. Instead, more focus should be put on the relationship between the translating subject and the translation task given. The bare task of translation, in the absence of an intermediary, whether it concerns literary or technical texts, can hardly give pleasure to someone, especially if their level of expertise in the concerned language is too weak. Indeed, students with a poorer grasp of the English language displayed a less positive attitude towards translating both literary and technical texts.

Several aspects could be considered in order to carry on with this research. Firstly, it would be interesting to obtain a more precise understanding of the students' level in English, by giving them a language level test beforehand. We tried to measure their language skills by asking them how many years they had practiced English but the results may still be ambiguous: their experience with the target language may vary even if they have had the same number of years' experience, depending on how many hours they have studied the language and how they have used it.

Secondly, the participation of a more diverse public in terms of language skills could be useful. For instance, we could use groups with different language levels and translation expertise to determine whether the effect is related to level and degree of experience in translation. To target a more diverse public means we could also study students' motivation more carefully, especially intrinsic motivation, as well as the performance in the translation task. This would allow us to examine how an affective task impacts pleasure, but also its effect on commitment to the task.

Regarding the setting, the possibility of carrying out the experiment in a more relaxed learning environment would be welcome, as well as a more flexible schedule instead of conducting the experiment during an English class.

Finally, more varied texts would allow us to detail our results more precisely. For instance, we could think of texts that do not strictly belong to literary or technical categories. This would allow us to explore the complexity of the affective relationship between the translating subject and different types of texts (articles, museum cartels, drama, etc.). We could also try to give both literary and technical genres to the same group in order to compare the perception of the translation task.

From this experiment, we can draw an important conclusion concerning how to adopt a subtler pedagogy regarding learning subjects, whether they are specialists in translation or not. These results echo the Flow Theory (Csikszentmihalyi 2006). In positive psychology, it has been proven that the association between a task and positive emotions is beneficial in every way and applies to the practice of translation as well. As one introduces translation among learning subjects, one might want to keep in mind the psychological dimension contained within the translation task. If the level of difficulty is not adequate, can the gap be filled somehow? How can we help to connect the subject with the translated text? How motivation fuels a positive perception of a translation task and helps positive affects lifting off should be a priority, especially as it comes to an activity such as translation, whose rich potential often gets lost along the way when it is brought to learning subjects who are not specialists in translation.

These conclusions may therefore improve the quality of mediation in order to bring a positive experience of translation to a non-expert public. Our reflection directly concerns language didactics in questioning the relationship to language and its psychological complexity. The present research contributes to supporting potential pedagogical applications, quite visible in the emergence of translation workshops for non-expert audiences (ATLAS 2023). By not relying solely on the quality or complexity of a text but by including psychological factors such as motivation and positive affects, one may have a better chance of fostering pleasure and therefore allowing every learning subject to discover and enjoy the wonderful depths of translation.

To conclude, this article emphasizes the major interest of a transdisciplinary approach between translation studies, didactics, and psychology. Moreover, it puts forward the importance of taking into account affects in pedagogy and more

specifically in the translation task. Finally, it brings under the spotlight the pertinence of fitting the profile of the translating subject and the performed task.

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APPENDICES

Appendix 1. Pre-questionnaire, Lime Survey

We are interested in the emotional mechanisms involved in the practice of translation. This is why we ask you about your feelings before and after a translation exercise. All responses are anonymous.

Gender

Do you define yourself as:

(Please select an answer below)

- Female
- Male
- Non-binary

Age

How old are you?

English practice

How long have you been speaking English?

Has your English practice been modified by travelling experiences?

In which foreign countries did you have the opportunity to speak English? How long did you stay there?

Translation experience

Have you ever experienced translation outside of school?

Can you tell us where/when?

How you are feeling right now

The following list includes a number of words that describe different affects. Read each word carefully and say how deep in that type of emotion you are right now. The point is to respond as sincerely as possible, without skipping a word. Indicate:

0% if you do not feel this emotion and 100% if you feel this emotion extremely strongly at the time you respond.

Only numbers are accepted. Each entry must be between 0 and 100.

- Tranquility (0-100)
- Nervousness (0-100)
- Gloom (0-100)
- Surprise (0-100)
- Serenity (0-100)
- Anger (0-100)
- Weariness (0-100)
- Excitement (0-100)

Appendix 2. 'Definition of an eel', Merriam-Webster Dictionary

'Definition of an eel', Merriam-Webster Dictionary

a. Eels are a long, voracious, thin, snake like fish with with smooth slimy usually scaleless skin, a poorly developed, continuous vertical fin and a slender elongated body. They live in fresh water as adults but return to sea spawn. Some kinds of eel are eaten for their fatty flesh.

They are sold on the market both fresh, smoked, or pickled. They usually dwell in Europe and America. There are more than 500 fish species known as eels. Eels are also proverbial for their slipperiness.

b. An eel can also refer to an evasive or untrustworthy person.

Appendix 3. 'By The Fire Place', A. F. Fuller

'By the Fire-Place', Arthur Franklin Fuller

When the days are getting shorter,
When the nights are long and chill,
With my cares and work forgotten,
And the whole world hushed and still—
Then I love to make a fire,
Watch the flamelets dance and race,
For things are mighty cozy,
By the fire-place.

I love to have a friend or two
To make the deal complete—
Shoes off, cocked on an extra chair,
We toast our weary feet;
A bowl of pop-corn sittin' near,
While time slips by apace,
Why folks, it's awful cozy,
By the fire-place.

Appendix 4. Post-questionnaire, Lime Survey

Post-questionnaire, Lime Survey

We are coming back to you to see how you feel after this exercise. Your responses remain anonymous.

The way you feel about the translation task

The following list includes a number of words that describe different affects. Read each word carefully and say how deep in that type of emotion you are right now. The point is to respond as sincerely as possible, without skipping a word. Indicate: 0% if you do not feel this emotion and 100% if you feel this emotion extremely strongly at the time you respond.

Only numbers are accepted. Each entry must be between 0 and 100.

- Tranquility (0-100)
- Nervousness (0-100)
- Gloom (0-100)
- Surprise (0-100)
- Serenity (0-100)
- Anger (0-100)
- Weariness (0-100)
- Excitement (0-100)

Evaluation of the translation task

How did you find the translation task? (*Many possible responses*)

- Stimulating
- Creative
- Neutral
- Annoying
- Tedious
- Other

Difficulty level

On a scale of 0 to 100, how difficult did you find the translation task? (0 = very easy, 100 = very difficult) Only numbers are accepted. Each entry must be between 0 and 100.

Neutrality of the text

In your opinion, to what extent is the text that you have translated neutral? Rate it on a scale of 0 (not at all neutral) to 100 (completely neutral).

Only numbers are accepted. Each entry must be between 0 and 100.

By neutrality, we mean the fact that, presumably, the text evokes little or no emotion in its form or in its content.

Translated text

You translated:

Please select an answer below

- 'By the Fire Place', Arthur Franklin Fuller
- 'Description of an eel'

Interest showed to the text

On a scale of 0 to 10, did the subject of the translated text interest you personally? (0 = I was not interested at all in the subject 10 = I was very interested in the subject)

Only numbers are accepted. Each entry must be between 0 and 10.