IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)
ISSN (P): 2347-4564; ISSN (E): 2321-8878
Vol. 6, Issue 7, Jul 2018, 151-160

INVESTIGATING THE EFFECT OF LEXICAL (NON-) EQUIVALENCE ON THE ACQUISITION OF L2 EMOTION TERMS

Khalid Elasri

Research Scholar, Department of English, Mohammed V University, Rabat, Morocco

Received: 06 Jul 2018 **Accepted: 11 Jul 2018** **Published: 16 Jul 2018**

ABSTRACT

Researchers in the field of vocabulary acquisition have identified several factors that affect L2 vocabulary learning, including word frequency, concreteness, and cognate status. Another factor that can also affect L2 vocabulary learning is related to partial equivalence and non-equivalence between L1 and L2. This factor was neglected by models of L2 lexical representation since they view L2 learning as linking between new forms and pre-existing concepts. This study investigated the effect of word equivalence type on the acquisition of L2 emotion terms by Moroccan learners of English. It was predicted that acquisition of English emotion terms would be facilitated by similarities in equivalence but complicated by differences because learners need to know the range of situations where partially-equivalent or non-equivalent emotion terms apply. This hypothesis was explored through a multiple-choice task, performed by three groups of participants: 44 native speakers, 51 advanced learners, and 51 intermediate learners of English. The results revealed that when there was an equivalence between L1 and L2, learners did not face any problems in using English emotion terms. Nevertheless, L2 emotion terms that have partial or no equivalents in L1 complicated acquisition for learners.

KEYWORDS: *Acquisition, Emotion Terms, Lexical Equivalence*

INTRODUCTION

Cross-linguistic research on emotion shows that there are similarities and differences in the conceptualization of emotions across languages (Wierzbicka, 1999). According to Wierzbicka (1999), "Every language…has lexically encoded some scenarios involving both thoughts and feelings and serving as a reference point for the identification of what speakers of this language see as distinct kinds of feelings" (p. 15). This difference in encoding emotions across languages is the result of distinct cultural norms that shape their expression in different societies. In other words, culture influences different components of emotions, including causal antecedents, appraisals, regulations, and display rules (Mesquita & Frijda, 1992). Hence, in some languages, certain emotions may be more salient, differentiated, and codable than in others. Consequently, emotion terms of a language can have near or no equivalents in other languages, while other emotion terms may have two or three partial equivalents (Pavlenko, 2008a). Differences in the way emotions are conceptualized in English and Moroccan Arabic, thus, would pose problems for Moroccan learners of English because they are required to make finer-grained distinctions in using emotion terms that have only partial equivalents in their L1, and to internalize emotion terms that have no conceptual equivalents in their L1.

METHODS

The Aims of the Study

This study investigates the effect of equivalence type on the acquisition of English emotion terms by Moroccan learners of English. This aim is intended to be achieved through finding answers for the following questions:

- Do similarities in equivalence between L1 and L2 emotion terms facilitate Moroccan learners' acquisition of English emotion terms?
- Do differences in equivalence between L1 and L2 emotion terms hinder Moroccan learners' acquisition of English emotion terms?
- Does English proficiency level have any effect on the acquisition of emotion terms?

Participants and Instrumentation

To obtain data related to the acquisition of L2 emotion terms by Moroccan learners of English, a multiple-choice is used. This test is administered to three groups of participants: 44 native speakers of English, 51 advanced EFL learners, and 51 intermediate EFL learners. The test examines ten English emotion terms. The suggested situations require the use of English emotion terms that have different degrees of equivalence in Moroccan Arabic: (1) four emotion terms that have near equivalents; (2) three emotion terms that have partial equivalents; and (3) three emotion terms that have no equivalents in Moroccan Arabic. The degree of equivalence of these emotion terms is based on a contrastive semantic analysis that involved fifty English emotion concepts and their translational equivalents in Moroccan Arabic. The semantic analysis of these concepts in both varieties is carried out through the natural semantic metalanguage, which is based on empirically established semantic primes (e.g., *feel*, *want*, *say*, *think*, *know*, *good*, *bad*) that are shared by all human languages (Goddard, 2010; Wierzbicka & Goddard, 2014). The use of this metalanguage makes it possible to identify the precise semantic and conceptual differences between emotion concepts in English and Moroccan Arabic.

Data Analysis

The procedures of data analysis are as follows: the responses are coded in SPSS and they are analyzed qualitatively. The Chi-square test is used to identify significant differences between words chosen by participants in each group. Then, a pairwise comparison test (Bonferroni method used for pairwise comparisons of column proportions) is performed to see whether there is any difference between the three groups in their choice of the suggested lexical items. In other words, the responses of each group are compared to the two other groups. Instances where L2 learners systematically select emotion terms with some significant percentage as native speakers of the target language are considered as evidence of successful acquisition. Instances where emotion terms chosen by intermediate learners or advanced learners with lower percentages compared with the same ones chosen by native speakers are taken as evidence of acquisition difficulties.

RESULTS

Results of the Receptive Use of Near Equivalent Terms

Near equivalence represents the first possible relationships between concepts encoded in languages A and B. This type of equivalence includes terms which have complete or almost complete overlap between two concepts related to

different varieties, and it is the most advantageous for L2 learners since equivalent concepts are likely to facilitate acquisition through positive transfer (Pavlenko, 2005b). Based on a contrastive analysis between English and MA emotion terms, among the English emotion terms that have near equivalents in MA are a disappointment (xaybat amal), pride (faxr), worry (qalaq); (,) and relief (irtiaħ). The acquisition of these emotion terms will be investigated through situations involving scripts that are likely to give rise to the intended emotions.

Through the first situation, we attempt to examine the learners' acquisition of the word 'disappointed'. In addition to this word, three other emotion words, including sad, angry, and frustrated are suggested as choices that can be used by participants in the given contexts. The results which are displayed in Table 1 below indicate that the word that receives the highest frequencies of all the suggested lexical choices is 'disappointed'. It is chosen by 33 out of 44 NSs, 39 out of 51 ALs, and 30 out of 51 ILs. Although just 30 ILs manage to choose the target term, the pairwise comparison test (Bonferroni method used for pairwise comparisons) indicates that there is no significant difference between the three groups in their choice of the target term (the difference is indicated by the small subscript letters a, b, and c).

Table 1: Results of the First Situation Eliciting 'Disappointed'

Situation 1	Emotion Words	Interm.		Advan.		Nati. sp.		Total	
		n	%	N	%	n	%	n	%
John felt…… when he got a bad mark in chemistry. He had studied hard for the test and expected to get a good mark.	Sad	11_a	21,6	1_b	2.0	2_b	4,5	14	9.6
	Disappointed	**30a**	**58,8**	**39a**	**76,5**	**33a**	**75**	102	69,9
	Angry	3a	5,9	0a	0	0a	0	3	2.1
	Frustrated	7	13,7	11	21,6	9	20,5	27	18,5
	Total	51	100	51	100	44	100	146	100
	X^2 value : 19,8 ; df : 6 ; Sig. : **0,003****								

The second target term within this type of equivalence is the word 'proud'. The situation eliciting this emotion is presented with three other terms, namely admired, joyful, and pleased. As Table 2 below shows, the Chi-square test indicates no significant difference ($p<0.227$) between the three groups regarding the use of all the given terms. Additionally, the pairwise comparison test shows no significant difference between the three groups in their use of 'proud', which is the most chosen term by the subjects: 36 out of 51 ILs, 45 out of 51 ALs and 38 out of 44 NSs. other lexical terms are selected by very few participants in each of the three groups. Hence the learners in both groups do not seem to encounter any problem in the use of the target term, which is possibly facilitated through positive L1 transfer.

Table 2: Results of the Second Situation Eliciting 'Pride'

Situation 2	Emotion Words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
Lucy got the first mark in school and received a prize from her teachers. How did her parents feel? ……..	Admired	9_a	**17,6**	2_a	**3,9**	3_a	**6,8**	14	9,6
	Joyful	3a	5,9	3a	5,9	2a	4,5	8	5,5
	Pleased	3a	5,9	1a	2,0	1a	2,3	5	3,4
	Proud	**36a**	**70,6**	**45a**	**88,2**	**38a**	**86,4**	119	81,5
	Total	51	100	51	100	44	100	146	100
	X^2 value : 8,16 ; df : 6 ; Sig. : **0,227****								

The third situation examines learners' acquisition of the word 'relieved'. This term is listed with three other words: excited, happy, and pleased, as choices for the given context. The results, as indicated in the Table 3 below, show that all NSs and most ALs and ILs choose the word 'relieved'. To check whether the differences between the three groups are significant or not, the pairwise comparison test is used. This latter indicates that there is no significant

difference between ALs (48 out of 51) and NSs (44 out of 44), as they have the same value represented by the subscript letter (b), while the subscript letter (a) assigned to ILs (38 out of 51) indicates that this group differs from the other two groups in the frequencies related to the target term. Hence, (the) acquisition of near-equivalent terms may not be facilitated by just equivalence in L1; for language proficiency also plays a role in facilitating acquisition since ALs manage to perform as NSs, while ILs do not.

Table 3: Results of the Third Situation Eliciting 'Relieved'

Situation 3	Emotion Words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
Mr. & Mrs. Browns felt…….. when their daughter phoned and said she was OK. She had been away from home for about three hours.	excited	5_a	**9,8**	1_a	**2.0**	0_a	**0,0**	6	4,1
	Happy	3a	5,9	2a	3,9	0a	0,0	5	3,4
	pleased	5a	9,8	0a	0,0	0a	0,0	5	3,4
	relieved	**38a**	**74,5**	**48 $_b$**	**94,1**	**44_b**	**100**	130	89
	Total	51	100	51	100	44	100	146	100
	X^2 value : 20,1 ; df : 6 ; Sig. : **0,003****								

The fourth situation is meant to test L2 learners' knowledge of the term 'worried' which has an equivalent in MA termed 'qaaleq' (mqallaq). Besides the target term, three other adjectives, including afraid, sad, and nervous are presented to the participants to describe a woman's feeling about her health. Table 4 below reveals that most of the L2 learners in this study and all native speakers choose 'worried' (45 out of 51 ILs, 50 out of 51 ALs, and 44 out of 44 NSs). The pairwise comparison test confirms these results as the subscript letter (a) is similar across the three groups. Thus, L2 learners in this study do not face any problems in their acquisition of the target term 'worried'.

Table 4: Results of the Fourth Situation Eliciting 'Worried'

Situation 4	Emotion words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
Mrs. Dowson notices that she is getting fatter and fatter. She thinks that this might lead to serious health problems. Mrs. Dowson is…… about her health.	afraid	3a	**5,9**	0a	**0**	0a	**0**	3	2,1
	sad	3a	5,9	1a	2	0a	0	4	2,7
	worried	**45a**	**88,2**	**50a**	**98**	**44a**	**100**	**139**	2.1
	nervous	0a	0	0a	0	0a	0	0	0
	Total	51	100	51	100	44	100	146	100
	X^2 value : 9,15 ; df : 6 ; Sig. : **0,057****								

Results of the Receptive Use of Partially Equivalent Terms

The case of partial conceptual equivalence involves different semantic overlaps between the two languages. This overlap may take several different forms such as *nesting*, *split* and *differentiation* (Pavlenko, 2008b). In the nesting relationship, one concept represents a subpart of another. This relationship is found between the English concept of 'jealousy' and its MA equivalent 'ġayra'. According to Stepanova Sachs and Coley (2006), 'jealousy' in English can be used to express feelings related to intimate relationships, sibling rivalry, and others' fortune. The MA term, however, refers only to jealousy in intimate relationships and sibling rivalry. Jealousy of others' fortune in MA is exclusively expressed by the word 'ħsed' (envy). Thus, 'jealousy' is a more inclusive conceptual category than 'ġayra'. On the other hand, feeling related to sibling rivalry can be expressed in MA by both 'ġayra' (jealousy) and 'ħsed' (envy), while such feelings are expressed by only the word 'jealousy' in English.

Table 5 below displays a situation eliciting 'envy'. The target term is introduced with three others, including jealous, sad and angry. The results show that there is a significant difference between the three groups in using the suggested lexical choices (all p <.000). This difference is due to the choices made by the participants in each group. To start with the target term, only 11 out of 51 ILs choose 'envious', while 30 ILs choose 'jealous'. This indicates that ILs are still unfamiliar with the use of 'envious' and, therefore, most of them prefer a common word with a closer meaning to the target term. On the other hand, ALs and NSs do not differ much as 37 out of 51 ALs and 32 out of 44 NSs choose 'jealous'. Hence, these results show that language proficiency is a decisive factor together with the equivalence type in the acquisition of L2 emotion terms. Nevertheless, our results seem to be surprising concerning the use of 'envious' and 'jealous' by NSs, because several researchers (e.g., Stepanova, Sachs and Coley, 2006; Pavlenko, 2008a) claim that 'jealous' can be used interchangeably with 'envy' in envy-arousing situations. Our results disconfirm this hypothesis as the situation involving jealousy of others' fortune is described with the word 'envious' by most of NSs in this study.

Table 4: Results of the Fifth Situation Eliciting 'Envious'

Situation 5	Emotion Words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	N	%	n	%
Some people feel when they see others having lots of money, but they don't realize how hard these rich people have worked for it.	Envious	16_{a}	**31,4**	37_{b}	**72,5**	32_{b}	**72,7**	85	58,2
	Jealous	34a	66,7	14_{b}	27,5	12_{b}	27,3	60	41,1
	Angry	1a	2	0a	0	0a	0	1	0,7
	Sad	0_{a}	0	0_{a}	0	0_{a}	0	0	0
	Total	51	100	51	100	44	100	146	100
	X^2 value : 24,03 ; df : 6 ; Sig. : **0,000****								

The other case of partial equivalence involves a split relationship, which arises when a lexical term of a language is split into two or three terms in another language. The L2 emotion terms that represent this type of equivalence are 'horrified' and 'terrified', which are subsumed into one word in MA, 'mexluʔ'. 'Terrified' is felt because of "something very bad happening to the experiencer", while 'horrified' refers to "something very bad that is happening to others" (Wierzbicka, 1999). The context displayed in Table 5 below shows that something very bad is happening to some people. The participants are provided with the words 'afraid, horrified, terrified, and worried' to choose the term that is appropriate for the given context. The results of the Chi-square test show that there is a highly significant difference between the three groups concerning the use of these terms, because 35 out of 44 NSs choose the target term and only 7 choose 'afraid', while 27 out of 51 ALs and 31 out of 51 ILs choose 'terrified', which is the target term. A number of participants in the two groups of learners also choose the term 'horrified' (11 out of 51 ILs and 19 out of 51 ALs). Hence, the results of the pairwise comparison test indicate that there is a significant difference between NSs and the other groups in their use of the target term. This difference is marked by the subscript letters (*a* for ALs, *a*,*b* for ILS and *b* for NSs.). Thus, L2 learners' primary choice for the suggested situation is 'terrified' as NSs, but their choice of 'horrified' makes it statistically different from NSs. The results, therefore, indicate that the use of partially equivalent terms can pose problems for L2 learners.

Table 6: Results of the Sixth Situations Eliciting 'Terrified'

Situation 6	Emotion words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
All the people in the bank felt……. When four masked men broke into the bank with guns and rifles.	afraid	6_a	11,8	4_a	7,8	7_a	**15,9**	17	11,6
	horrified	**11_a**	**21,6**	**19_a**	**37,3**	2_b	4,5	32	21,9
	terrified	$31_{a,b}$	60,8	27_b	52,9	**35_a**	**79,5**	93	63,7
	worried	3_a	5,9	1_a	2	0_a	0	4	2,7
	Total	51	100	51	100	44	100	146	100
	χ**2** value : 18,74; df : 6 ; Sig. : **0,005****								

A more complicated case of a split, also referred to as differentiation, is found in cases where a concept in one language shares aspects (antecedents, consequences, etc.) with several concepts in the other language, while also retaining some language- and culture-specific properties (Pavlenko, 2008a). Examples of such concepts are found in the English words 'compassion' and 'sympathy'. Analysis of 'compassion' shows that it shares some but not all elements with these MA concepts: "taʕaṭuf'", "mħenna", and "taḍamun". Moreover, the analysis of 'sympathy' reveals that this concept shares some elements with 'muwasat' and 'taʕaṭuf'. The acquisition of these English terms, then, requires L2 learners to make fine-grained distinctions. For this purpose, an emotional situation is advanced where the target English terms 'sympathy' and 'compassion' are expressed by one word in MA (taʕaṭuf). The emotional situation displayed in table 6 indicates an active response to others' suffering; hence the word 'compassion' is likely to be elicited from this situation. The objective, as is obvious, is to see whether L2 learners could differentiate between these L2 concepts.

The Chi-square test results exhibited in table 7 below reveal that, for all the three groups, the difference in frequency of use of the suggested choices, namely pity, sympathy, compassion, and love, is highly significant (χ^2 = 60,87, df = 4, p <0,000). This is due to the different lexical choices made by participants in each group: 32 out of 44 NSs choose 'compassion', while 25 out of 51 ILs choose (choose) 'pity' and 34 out of 51 ALs choose 'sympathy'. Only 11 out of 51 ALs and 18 out of 51 ILs manage to choose the target term. This difference in interpreting the given situation by each group can be due to the fact that ILs resort to a more common term, *pity*, that describes one's feelings towards others' suffering, while most ALs choose 'sympathy', which has the same translational equivalent with 'compassion' in MA.

Table 6: Results of the Seventh Situations Eliciting 'Compassion'

Situation 7	Emotion Words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
Mr. Smith feels**…….** Towards homeless people. He often Gives them food and some money.	Compassion	18_a	35,3	11_a	**21,6**	32_b	**72,7**	61	41,8
	Pity	25_a	**49**	6_b	11,8	3_b	6,8	8	23,3
	Sympathy	8_a	15,7	34_b	**66,**7	9_a	20,5	51	34,9
	Love	0_a	0	0_a	0	0_a	0	0	0
	Total	51	100	51	100	44	100	146	100
	X^2 value : 60,87 ; df : 4 ; Sig. : **0,000****								

Results of the receptive use of non-equivalent terms

The words *nervous, anxious, excited, outraged,* and *contented* are among the English emotion terms that do not have translational equivalents in MA. To start with'excitement'. The situation eliciting this emotion is presented with three other terms namely, enthusiastic, happy, and pleased in table 8 below. The results show that the target term is chosen by most of the participants in the three groups: 44 out of 44 NSs, 43 out of 51 ALs and 38 out of 51 ILs. Hence, the results indicate that the use of emotion terms which do not have equivalents in MA may not be problematic for Moroccan EFL learners.

Table 8: Results of the Eighth Situations Eliciting 'Excited'

Situation 6	Emotion words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
When Mr. Johnson told his children that he would take them to the swimming pool, they started jumping and said: "Wow! It's going to be fun dad!" How did the children feel? …….	enthusiastic	$3_{a,b}$	5,9	8_{b}	15,7	0_{a}	0	11	7,5
	excited	**38a**	**74,5**	**43a**	**84,3**	**44_{b}**	**100**	125	85,6
	happy	5a	9,8	0a	0	0a	0	5	3,4
	pleased	5a	9,8	0a	0	0a	0	5	3,4
	Total	51	100	51	100	44	100	146	100
	X^2 value : 28,43; df : 6 ; Sig. : **0,000****								

The next situation is used to elicit the term 'contented', which is used with 'delighted', 'happy' and 'pleased' as lexical choices suggested for the participants in order to choose one term that describes the best feeling of a person in the given context. Results of the Chi-square test, as shown in table 8 below, reveal a significant difference between the three groups in their choice of these terms. Concerning the target term, 'contented', it is chosen by 12 out of 51 ILs, 28 out of 51 ALs, and 36 out of 44 NSs. The word 'happy' is the second chosen term for the participants, especially ILs (28 out of 51) and ALs (12 out of 51), while only 9 out of 44 NSs choose this term. Hence, non-recognition of the target emotion adjective induces many ILs and some ALs to choose a more general word (happy) for the given context. Consequently, each group is different from the other two as indicated by the pairwise comparison test through the subscript letters (*a* for ILs; *b* for ALs; and *c* for NSs).

Table 9: Results of the Ninth Situations Eliciting 'Contented'

Situation 9	Emotion Words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
Linda feels **……..** In her life. She has a caring and good husband, and two lovely children. She doesn't want anything else.	contented	12_{a}	23,5	28_{b}	54,9	36_{c}	81,8	76	52,1
	delighted	5a	9,8	2a	3,9	0_{a}	0	7	4,8
	happy	23a	45,1	$12_{a,b}$	23,5	7_{b}	15,9	42	28,8
	pleased	11a	21,6	9a	17,6	1_{b}	2,3	21	14,4
	Total	51	100	51	100	44	100	146	100
	X^2 value : 34,83; df : 6 ; Sig. : **0,000****								

The last emotion term to be investigated within this category of non-equivalent English emotion terms in MA is 'anxiety'. The situation displayed in table 10 below is presented with the target term 'anxious', as well as three other terms: afraid, nervous, and worried, that are likely to be used by the participants in describing feelings of a person waiting for exam results. As the results of the Chi-square test show, there is a highly significant difference between the three groups in the frequency of use of each suggested emotion word, especially the terms 'nervous' and 'anxious', which are the most highly chosen terms by the three groups. The word 'anxious' is chosen by 18 out of 51 ILs, 33 out of 51 ALs, and 31 out of 44 NSs. The word 'nervous' is also frequently chosen by 13 ALs, 10 NSs, and 17 ILs. But the pairwise comparison test

shows that ILs do not manage to choose the word 'anxious' as frequently as ALs or NSs. Thus, since ALs manages to perform as native speakers in choosing the target term, ILs' inability to perform as the two other groups must be due to language proficiency.

Table 10: Results of the Tenth Situation Eliciting 'Anxious'

Situation 10	Emotion Words	Interm.		Advan.		Nati. sp.		Total	
		n	%	n	%	n	%	n	%
Mark is waiting for the results of his Examinations. He says to himself: "I don't know what will happen. I feel so……..…… I can't stand to wait any longer for my results".	afraid	6_a	**11,8**	2_a	**3,9**	1_a	**2,3**	9	6,2
	anxious	18_a	35,3	33_b	64,7	31_b	70,5	82	56,2
	nervous	17_a	33,3	13a	25,5	10a	22,7	1	27,4
	worried	10_a	19,6	3_a	5,9	2_a	4,5	15	10,3
	Total	51	100	51	100	44	100	146	100
	χ^2 value : 18,07 ; df : 6 ; Sig. : **0,006****								

DISCUSSIONS

The acquisition of L2 emotion terms is investigated through a multiple-choice test, used as an instrument for answering the first two questions, which are formulated as whether the similarities between L1 and L2 would facilitate the receptive use of L2 emotion terms; and whether the differences between L1 and L2 would hinder the receptive use of L2 emotion terms. The first question is investigated through four situations intended for eliciting four emotion terms that have near equivalents in MA. As indicated by the results, almost all ALs and nearly most ILs perform similarly as NSs in their choice of the emotion terms that are intended for the given situations. Thus, the results indicate that L2 learners who participate in the study do not encounter much difficulty in choosing the same emotion terms as NSs. The use of these terms is rather facilitated through positive L1 transfer, as all L2 learners need to do is to link the L2 concepts to already existing linguistic categories in L1.

On the other hand, MA emotion terms that have partial equivalents in English, as well as English emotion terms that lack lexical equivalents in MA represent the differences which can be challenging for MA learners of English. The results related to the six situations involving the use of partially equivalent terms and non-equivalent terms in L1 reveal that the lexical choices made by ILs and ALs differ from NSs in most of the given situations. Beginning with the use of partially-equivalent terms, ILs fail to perform as NSs in choosing the target terms for all the given situations, and ALs manage to perform as NSs in the use of just one emotion term, *envious*. Hence, advanced learners face difficulties in the use of two emotion terms that partially overlap with terms in their L1. For instance, whereas most NSs choose the term 'compassion' to describe active response to others' sufferings, most ALs select 'sympathy' and most ILs choose 'pity'. Thus, ALs' responses are influenced by their L1, since both 'compassion" and 'sympathy' in English are subsumed into one term in MA (taʕaaṭuf), while ILs resort to a word that is more common than the suggested emotion terms due to their lower level in the target language.

Thus, it is clearly shown that the degree of equivalence between L1 and L2 terms affects acquisition of L2 emotion terms. The first relationship which involves the use of equivalent or near equivalent terms appears to facilitate the acquisition, possibly through positive L1 transfer, the target L2 concepts (disappointed, pride, worry, and relieved) can be linked to already existing linguistic categories in L1 (xayba, faxr, qalaq and ʔirtiaħ). Partially-equivalent terms and non-equivalent terms, on the other hand, seem to complicate acquisition of English emotion terms for ILs and to a lesser extent for ALs, since participants in both groups are unable to perform as native speakers in choosing target terms for most of the suggested situations.

CONCLUSIONS

The results reveal that the acquisition of L2 emotion terms is affected by two variables, namely language proficiency level as advanced learners outperformed intermediate learners in approximating native speakers' lexical selections more than intermediate learners, and degree of equivalence. English emotion terms that have equivalents in L1 did not pose any acquisitional problems for advanced learners. Their choice of the emotion terms mirrored those of native speakers. Emotion terms with partial or no equivalents, on the other hand, quite complicated acquisition for them. These findings can have practical implications for teachers and curriculum designers. Emotions are introduced to Moroccan EFL learners in just two textbooks of English (*Gateway to English 1* and *ticket to English 1*) out of seven books designed for teaching English in Morocco. Hence, emotion terms are poorly represented in the curriculum. This might hinder the development of lexical fluency in L2. Therefore, to help Moroccan learners of English express emotions comfortably in the target language, emotion vocabulary should be taught in language programs. Findings of this study can give teachers an idea concerning cross-linguistic differences in emotion meanings and the influence of L1 on L2 in the acquisition of English emotion terms by Moroccan learners of English. Thus, they will take into consideration the possible problems to happen due to L1 when preparing their lesson plans and designing class exercises and activities.

REFERENCES

1. *Kroll, J. F., & Stewart, E. (1994). Category interference in translation and picture naming: Evidence for asymmetric connections between bilingual memory representations. Journal of Memory and Language, 33, 149-174.*
2. *Wierzbicka, A. (1999) Emotions across languages and cultures: Diversity and universals. Cambridge: Cambridge University Press.*
3. *Mesquita, B., & Frijda, N. H. (1992). Cultural variations in emotions: A review. Psychological Bulletin, 112(2), 179-204. http://dx.doi.org/10.1037/0033-2909.112.2.179*
4. *Rasool Hajizadeh, Rahman Sahragard & Alireza Ahmadi, How Can EFL Teachers Use Lexical Bundles to Promote English L2?, IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL), Volume 6, Issue 5, May 2018, pp.279-294*
5. *Pavlenko, A. (2008a) Structural and conceptual equivalence in the acquisition and use of emotion words in a second language. The Mental Lexicon 3 (1), 91_120.*

6. *Stepanova Sachs, O. & Coley, J. (2006) Envy and jealousy in Russian and English: Labeling and conceptualization of emotions by monolinguals and bilinguals. In A. Pavlenko (ed.) Bilingual Minds: Emotional Experience, Expression, and Representation (pp. 208–231). Clevedon: Multilingual Matters.*