| **RESEARCH ARTICLE**

The Emotional Impact of L1 Learning Confidence on L2 Learning: A Case of a Study of Translation Majors in Guangxi Universities

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| **ABSTRACT**

This study aims to explore the emotional impact of the confidence developed in Chinese learning on the foreign language learning state of translation major students in universities across Guangxi. A questionnaire survey was conducted with 132 translation major students from various universities in the Guangxi Zhuang Autonomous Region. The study found that the confidence developed during Chinese learning positively influences the learners' language learning, helping them view language learning more positively, fostering other positive emotions in the learning process, and encouraging more active engagement in bilingual interactive learning. This research fills a gap in the study of positive emotions in language learning, expands new perspectives for this research direction, and provides practical references for future studies.

1. Introduction

In light of the growing prominence of multilingualism and the field of second language instruction, there has been a notable shift in focus towards the advancement of learners' linguistic abilities. Meanwhile, it has been demonstrated that a high level of emotional intelligence facilitates a more positive outlook on language learning and the mobilisation of positive emotions throughout the learning process (Wei et al., 2021). Consequently, the role of positive emotion in L2 learning represents a significant area of interest within the broader field of emotion research in L2 learning. Among these factors, the self-confidence of Chinese students in learning Chinese due to their ability, interest, and cultural self-confidence interacts with and influences their learning of English, which is a different language but a subject that shares many similarities. The impact of self-confidence on the quality and outcomes of learning is both subtle and significant (Cui, 2024). A search of the keywords "self-confidence," "bilingual learning," and "L2 learning" on CNKI, Wanfang, Cqivp, and Google Scholar revealed a paucity of research on the impact of self-confidence on language learning. The research findings indicate that the influence of self-confidence on language learning is a relatively understudied area. This suggests that self-confidence, a positive emotion, has not been given sufficient attention in the study of L2 learning emotions. Accordingly, the present study aims to refine the target of the survey to students majoring in translation at universities in Guangxi, with a particular focus on the positive influence of self-confidence gained in the process of learning Chinese as their mother tongue on their L2 learning.

2. Literature Review

2.1 L1 Learning Confidence

In the field of psychology, the concept of self-efficacy, as proposed by A. Banbura in the context of social learning theory, represents a significant conceptual proximity to the notion of self-confidence. The term "self-efficacy" pertains to an individual's appraisal of

their capacity to effectively navigate a specific situation. Self-efficacy is a psychological construct with a complex hierarchical structure. It can be defined as the degree of positive affirmation and confirmation of an individual's self-concept, as well as a stable character trait characterised by objective and positive knowledge and evaluation of one's own abilities, values, and so forth (Che, 2002). The concept of linguistic confidence was first explored in Canada during the 1980s. It is used to describe the confidence learners display in their abilities as L2 learners and users (Clément, 1980). However, there is a paucity of research on L1 confidence. Consequently, researchers tend to either study both L1 and L2 learning confidence or focus on L2 learning confidence alone. The results of studies on the acquisition of languages, both L1 and L2, have demonstrated that linguistic confidence is a key construct in explaining linguistic behaviour. Furthermore, there is a relationship between L1 confidence and L2 confidence (Bretxa et al., 2016). L1 influence affects L1 learning confidence (Moratinos-Johnston et al., 2019).

2.2 L2 Learning Positive Emotions
Since the 1850s, with the establishment and development of experimental psychology and the rise of psycholinguistics, the psychology of foreign language learning has only entered the stage of serious scientific research. Subsequently, scholars proposed the emotional filtering hypothesis (Krashen, 1985), which led scholars in related fields to increasingly recognise the importance of emotions in foreign language learning (Dewaele, 2005). However, the majority of related studies have focused on the study of foreign language anxiety (Dewaele & Li, 2018; Dewaele & Li, 2020). In 2012, positive psychology was introduced into the field of second language acquisition, marking a shift in research focus from solely examining negative emotions to a more nuanced approach that considers the role of positive emotions in foreign language learning (Xie & Qiu, 2022). The objective of the study of positive emotions in foreign language learning is to investigate the impact of positive emotions on the language learning process and its outcomes (Li, 2020). It is posited that positive emotions, including interest, enjoyment, self-confidence, and satisfaction, serve to promote motivation, enhance attention, improve memory effects, and enhance language performance. Currently, research on positive emotions in foreign languages is concentrated on the topic of foreign language enjoyment. In the field of foreign language enjoyment research, questionnaires are the preferred method of investigation when examining the role of pleasure, achievement, and motivation in the context of foreign language learning. The relationship between respondents' perceived teacher support and their achievement, academic engagement, and L2 grit was moderated by foreign language pleasure and boredom (Zhao & Yang, 2022). Furthermore, it has been demonstrated that positive emotions can help reduce learner anxiety, encourage continued effort, and maintain interest in the learning process (Hejazi & Sadoughi, 2023).

2.3 The Impact of L1 Learning Confidence on L2 Positive Emotions
The current research on the effect of learning confidence in L1 on positive emotions in L2 is primarily focused on the area of learning L2 with L1 as a mediator. The primary research method employed by researchers in this field is experimental research, whereby they test learners' learning effectiveness and learning outcomes. The affective states of learners play an important role in learning a second language (L2), which is not homologous to the first language (L1) and differs significantly from it. There is a positive correlation between linguistic self-confidence and learners' risk-taking (one of the positive emotions) and academic performance, as well as a positive correlation with motivation (Pyun et al., 2014). Learning a first language (L1) can lead to preconceived notions about learning a second language (L2), which may. It has been demonstrated that L1 can act as a disruptive influence on secondary school students (Xue, 2015). However, if utilised properly, it can also contribute to foreign language learning to a large extent and increase learners' positive emotions in L2. L1 as a mediator, can facilitate the initial stages of L2 word learning, allowing learners to gain greater confidence and a higher quality of expression (Wang & Yum, 2022).

2.4 Research Gap
Since 2012, the study of L2 learning emotions has gradually attracted the attention of domestic scholars, but through the literature review, it is found that there are gaps in academic research in the following three aspects: first, there is a relative lack of research on L1 self-confidence, and most of the existing research focuses on exploring the interrelationships between L1 self-confidence and L2 self-confidence. Secondly, there is also a lack of research on the impact of first language learning status on the second language. Existing research mainly focuses on the role of the L1 as an intermediary in the learning of second language production, and the research subjects are mostly limited to non-native Chinese speakers (foreign researchers) or primary and secondary school students in the early stages of English learning (domestic researchers). Meanwhile, although some scholars have taken students majoring in English or English-related majors in colleges and universities as samples to study L2 learning emotions, studies on students majoring in translation are extremely rare, and most of the studies on translation majors have focused on the language level. Finally, most of the domestic and foreign studies have been conducted in areas with a good level of development, and there are relatively few studies on L2 learning emotions in more remote areas. Therefore, research on the impact of Chinese language proficiency on Chinese students' L2 learning, especially in more remote areas, is a relatively underdeveloped area.

2.5 Research Purpose
This study introduces a novel approach by examining the experiences of translation students in Guangxi universities. The study examines the following two issues:

a. To explore the affective impact of L1 (Chinese) learning confidence on L2 learning with translation students as the object of investigation.

b. To explore the affective perception of L1 and L2 learning among translation students in areas where the quality of English teaching is not as good as in other first-tier international cities and also to explore the influence of geographical differences on the affective impact of L2 learning.

This study draws on the interdisciplinary fields of bilingual learning and psychology to identify the positive emotions experienced by translation students during the process of L2 learning. These include interest, enjoyment, self-confidence, and others. It then analyses the effects of these emotions on students' motivation, attention, academic feedback, and so forth. Based on the conclusions of the study, suggestions and countermeasures are proposed to improve students' emotions in L2 learning while also paying attention to students' psychological health.

3. Research Hypothesis and Research Design
3.1 Study Assumptions
This study aims to examine the impact of self-confidence psychology among translation students on their L1 learning and L2 learning at various universities in Guangxi. In light of the findings of previous studies on this topic, we put forward the following hypothesis: the self-confidence that students develop in the process of learning Chinese has a positive impact on their English learning. This is because self-confidence and enjoyment help to improve learners' oral fluency and accuracy. The presence of positive emotions has been demonstrated to mitigate the psychological obstacles that arise during the learning process, thereby enhancing the frequency and quality of language utilisation (Hao, 2022).

3.2 Study Design
3.2.1 Participants
A questionnaire survey was conducted on students majoring in translation at 10 colleges and universities within the Guangxi Zhuang Autonomous Region. A total of 132 questionnaires were recovered, of which 132 were deemed valid, representing a 100% validity rate. The sample comprised 47 male students, representing 35.61% of the total, and 85 female students, accounting for 64.39% of the total.

3.2.2 Instruments
The questionnaire employed in this study was divided into two sections. The initial section of the questionnaire pertains to the subjects' fundamental personal details, including their gender, educational institution, and current academic level. The second part of the questionnaire investigates the influence of the subjects' approach to L1 and L2 learning, their views on the learning of translation, and other related matters.

In order to gain a more comprehensive understanding of the impact of the L1 learning state on the L2 learning emotion, the questionnaire was based on a 10-point Likert scale, ranging from 1 (unlikely) to 10 (highly likely), was employed as the primary instrument, incorporating 28 questions with multiple-choice responses, including positive emotions (6 items), negative emotions(6 items). The remaining questions pertained to personal circumstances (4 items), including three multiple-choice items), self-efficacy (3 items), learning styles (3 items), classroom participation (3 items), level of effort (2 items), and learning effectiveness (1 item). To guarantee the veracity of the responses, the questionnaire was administered in Chinese, the respondents' native language.

4. Data Collection and Analysis
4.1 Data Collection and Analysis
This research employed a questionnaire format, distributing web-generated connections or QR codes to the WeChat groups of translation majors in the 10 universities surveyed. Additionally, questionnaires were sent individually to eligible WeChat friends, yielding 132 valid questionnaires after nine days of data collection.

Following the completion of data entry, a series of descriptive, correlation, and inferential statistical analyses were conducted utilising the SPSSAU software. Firstly, the normal distribution of the data was verified with the assumption of linearity. This was achieved by verifying the kurtosis, skewness, and correlation of the data with the help of scatter plots and PP plots. The range of kurtosis coefficient and skewness coefficient should be between -2.0 and +2.0 (Kim, 2013), which was verified to be satisfied for each variable.

4.2 Analysis of Results
4.2.1 Correlation Analysis

Figure 1: Correlation analysis table

Correlation analysis-I

project	average value	standard error	In the process of learning Chinese, I have developed my good language expression and analytical skills, which is of great help to me in learning translation.	The experience of learning Chinese makes me more confident in learning translation.	I can feel a sense of achievement and satisfaction in both Chinese learning and translation learning.	I think the cultural background knowledge of Chinese learning is helpful for me to understand the cultural connotation of a foreign language.	The experience of learning Chinese language has made me more open and willing to accept new challenges in foreign language learning.
In the process of learning Chinese, I have developed my good language expression and analytical skills, which is of great help to me in learning translation.	8.90	1.35	1				
The experience of learning Chinese makes me more confident in learning translation.	8.47	1.69	0.69**	1			
I can feel a sense of achievement and satisfaction in both Chinese learning and translation learning.	9.10	1.64	0.59**	0.67**	1		
I think the cultural background knowledge of Chinese learning is helpful for me to understand the cultural connotation of a foreign language.	9.30	1.50	0.72**	0.67**	0.64**	1	
The experience of learning Chinese language has made me more open and willing to accept new challenges in foreign language learning.	9.05	1.67	0.69**	0.69**	0.63**	0.75**	1
* p<0.05 ** p<0.01							

Five quantitative items on the impact of L1 learning confidence on L2 learning were selected for correlation analysis (Figure 1). The items relate to students' feelings and experiences of the L1 learning process and the impact of these feelings and experiences on L2 learning. The mean, standard deviation, and correlation coefficients between the items were analysed to draw the following conclusions:

a. Project Analysis
The item "Learning Chinese helps to improve expressive and analytical skills (Mean: 8.90; Standard deviation: 1.35)" indicates that students perceive learning Chinese to enhance their expressive and analytical abilities. The high mean suggests that the majority of students hold a favourable view of this, while the small standard deviation indicates a relatively high level of consensus. The high mean indicates that the majority of students hold a positive attitude towards this. The effect of the L1 learning experience on confidence in translation (Mean: 8.47; Standard deviation: 1.69) In this item, the majority of students indicated that their experience of learning Chinese had increased their confidence in learning to translate. Although the mean is slightly lower than that of the

preceding item, it nevertheless indicates a positive attitude. The standard deviation is slightly larger, indicating that students' opinions are somewhat divided on this point. The item "Students feel a sense of achievement and satisfaction in both Chinese language learning and translation learning" reflects the sense of achievement and satisfaction in Chinese learning and translation learning (Mean: 9. 10; Standard deviation: 1.64). The high mean indicates that the majority of students feel a profound sense of achievement and satisfaction. However, the standard deviation suggests that there are some discrepancies among their responses. The item "Cultural background knowledge helps in understanding the culture of the L2 (Mean: 9.30; Standard deviation: 1.50)" exhibits the highest mean value among all items, indicating that students strongly concur that acquiring cultural knowledge about China is beneficial for comprehending the cultural nuances of the foreign language. The relatively low standard deviation suggests a general consensus. The item "The effect of Chinese learning experience on openness and acceptance of challenges in learning an L2" indicates that students believe that their experience of learning Chinese has made them more open-minded and willing to accept new challenges in L2 learning. The mean value of 9.05 and the standard deviation of 1.67 suggest that there is a relatively high level of agreement on this point. The high mean and slightly larger standard deviation indicate that the majority of students expressed a positive attitude, although a minority held opposing views.

b. Correlation Coefficient Analysis

The table illustrates the correlation coefficients between the items. As the coefficient approaches 1, the positive correlation between the two items becomes increasingly pronounced. Furthermore, all correlation coefficients in the table have a significance mark ($p<0.01$), indicating that these correlations are statistically significant.

The correlation coefficients between the items indicate a positive correlation. The correlation coefficients between the items "Expressive and analytical skills in learning Chinese" and "Confidence in translating" (0.69) indicate that enhanced language abilities are associated with elevated confidence in translation abilities. The high correlation coefficients (0.59 to 0.67) between "sense of achievement and satisfaction" and the other items demonstrate that a sense of achievement and satisfaction is a significant positive factor in the learning process. The strong correlation coefficients (0.64 to 0.72) between "Chinese cultural backgrounknowledge for understanding the foreign language" and the other items indicate that the acquisition of Chinese cultural background knowledge has a profound impact on the translation learning experience.

4.2.2 Regression Analysis

Figure 2: Regression analysis table

Regression analysis-1

project	regression coefficient	t price	p price	VIF
constant	2.21	4.49	0.000**	-
The experience of learning Chinese language has made me more open and willing to accept new challenges in foreign language learning.	0.16	2.16	0.033*	2.71
I think the cultural background knowledge of Chinese learning is helpful for me to understand the cultural connotation of a foreign language.	0.30	3.57	0.001**	2.89
The experience of learning Chinese makes me more confident in learning translation.	0.22	3.09	0.002**	2.55
I can feel a sense of achievement and satisfaction in both Chinese learning and translation learning.	0.02	0.23	0.815	2.64
I think the way of learning Chinese is very helpful to me to learn translation.	0.05	0.75	0.457	2.78
sample capacity	132			
R^2	0.618			
adjust R^2	0.603			
F	$F_{(5,126)}=40.713, p=0.000$			

* $p<0.05$ ** $p<0.01$

a. Detailed analysis of independent variables

"Chinese learning experience makes me more open and willing to accept new challenges in foreign language learning (regression coefficient: 0.16; t-value: 2.16; p-value: 0.033; VIF: 2.71) ". This item indicates that the experience of learning Chinese makes students more open and positive to new challenges in L2 learning. The regression coefficient is 0.16, which means that for every unit increase, this experience increases students' confidence in L2 learning by 0.16 units. The VIF is less than 10, which indicates that there is no serious problem of multicollinearity.

(a) "Cultural background knowledge in L1 learning helps to understand the cultural connotation of the L2 (regression coefficient: 0.30; t-value: 3.57; p-value: 0.001; VIF: 2.89)". Students believe that cultural background knowledge in L1 learning helps them to understand the cultural connotation of L2. The regression coefficient is 0.30, which is the most influential among all the independent variables, indicating that the ability to understand the culture of L2 increases by 0.30 units for each unit increase. The VIF is less than 10, and there is no serious problem of multicollinearity.

(b) "The Chinese learning experience has a positive effect on the development of confidence in the ability to translate (regression coefficient: 0.22; t-value: 3.09; p-value: 0.002; VIF: 2.55)." "The Chinese learning experience has a positive effect on the development of confidence in the ability to translate among students. The regression coefficient is 0.22, indicating that this experience has a significant effect on confidence in translation. The VIF is less than 10, indicating that there is no serious problem of multicollinearity.

(c) "A sense of achievement and satisfaction in Chinese and translation learning (regression coefficient: 0.02; t-value: 0.23; p-value: 0.815; VIF: 2.64)" Although the students reported feelings of achievement and satisfaction during the learning process, this variable did not have a significant effect on their mood regarding English learning. The regression coefficient is 0.02, and the t-value and p-value indicate that this feeling does not have a significant effect on the improvement of confidence in English learning. The VIF is less than 10, indicating that there is no serious problem of multicollinearity.

(d) "The approach to learning Chinese is beneficial for translation (regression coefficient: 0.05; t-value: 0.75; p-value: 0.457; VIF: 2.78)." The students perceive the approach to learning Chinese to be beneficial for translation, and concurrently, this variable exerts a notable influence on the self-assurance associated with learning a foreign language. The variance inflation factor (VIF) is less than 10, indicating that there is no substantial issue of multicollinearity.

b. Overall evaluation of models

(a) R^2 and adjustment of R^2

The R^2 value was 0.618, indicating that the model explained 61.8% of the variance in the dependent variables, namely confidence in learning a foreign language and emotional impact. The adjusted R^2 of 0.603, which accounts for the number of variables in the model, demonstrates that the model's explanatory power remains high even after adjustment.

(b) F-test $F(5, 126)=40.713$, $p=0.000$

The p-value of the F-test is 0.000, which is significantly less than 0.05, indicating that the overall model is significant. This implies that the joint effect of all the independent variables on the dependent variable is significant.

4.2.3 Analysis of Variance
Figure 3 presents the mean and standard deviation scores of various educational institutions on a series of items, accompanied by the corresponding F-values and p-values. This allows for the comparison of bilingual learning outcomes among translation students across different schools.

a. Project-specific Analysis of Variance (ANOVA)
(a) The applicant's proficiency in the Chinese language is deemed to be particularly proficient (F=7.423, p=0.000). This is a highly significant result, indicating that there is a significant difference in the scores of students from different schools on this item. In particular, there is a notable discrepancy in the mean scores of students from different educational institutions on this item. For instance, the mean score for translation students at Guangxi University is 9.09±1.14, while the mean score for translation students at Nanning Normal University is 6.89±1.36. This discrepancy can be attributed to differences in the quality of Chinese language instruction or the backgrounds of students in different academic settings.

(b) "I have developed proficient language expression skills as a result of learning Chinese (F=4.752, p=0.000)." This result also demonstrates a notable discrepancy, indicating that the impact of developing language expression skills differs among students from disparate educational institutions. With regard to the mean value, the schools where the students with higher scores are located, such as Guilin University of Electronic Technology (9.67±1.22), employ more effective teaching methods for the development of verbal expression skills or for other aspects, in comparison to the schools where the students with lower scores are located, such as Guangxi Minzu University (8.50±1.78).

Figure 3: Analysis of variance (ANOVA) table

Your school (mean value ± standard deviation)	My Chinese proficiency application status is very good.	In the process of learning Chinese, I have developed my good language expression and analytical skills, which is of great help to me in learning translation.	The experience of learning Chinese language has made me more open and willing to accept new challenges in foreign language learning.	I think the cultural background knowledge of Chinese learning is helpful for me to understand the cultural connotation of a foreign language.	The experience of learning Chinese makes me more confident in learning translation.	I can feel a sense of achievement and satisfaction in both Chinese learning and translation learning.
Guangxi University (n =11)	9.09±1.14	9.64±1.12	9.82±1.33	10.27±1.01	9.73±1.42	10.27±0.90
Guangxi Normal University (n =12)	9.67±0.89	10.08±0.90	10.00±0.95	9.92±1.31	9.42±1.38	9.92±1.62
Guangxi University for Nationalities (n =12)	8.75±1.14	8.50±1.78	9.25±1.36	9.17±1.70	8.67±1.72	9.75±0.87
Guangxi Medical University (n =10)	8.60±1.43	9.20±0.92	9.40±1.58	9.20±1.40	8.90±1.20	9.40±0.97
Guangxi University of Science and Technology (n =12)	7.42±1.24	8.17±1.19	8.50±1.83	8.67±1.44	7.75±1.86	8.00±1.71
Guangxi University of Finance and Economics (n =10)	7.80±0.79	8.80±0.79	8.50±1.72	8.90±1.20	7.50±1.18	7.90±1.29
Guilin University of Electronic Technology (n =9)	8.44±0.88	9.44±1.01	9.67±1.22	9.89±0.93	8.89±1.17	10.00±1.41
Guilin University of Technology (n =5)	8.80±0.45	9.40±0.89	9.80±0.45	10.40±0.89	8.80±0.84	10.20±0.84
Guangxi Foreign Languages University (n =10)	7.20±0.63	8.10±0.74	8.90±1.29	8.80±1.69	7.30±1.64	7.60±1.26
Nanning Normal University (n =9)	6.89±1.36	7.78±1.20	8.11±1.36	8.11±1.45	7.33±1.50	8.00±1.73
F	7.423	4.752	2.176	2.767	3.801	6.631
p	0.000**	0.000**	0.031*	0.007**	0.000**	0.000**

* $p < 0.05$ ** $p < 0.01$

(c) The p-value of 0.007 in the item "Knowledge of the cultural background of Chinese learning helps me understand the cultural connotations of English (F=2.767, p=0.007)" is statistically significant, indicating that there is also a difference in the attitudes of students majoring in translation in different schools on this item. The mean score for translation students at Guangxi University (10.27 ± 0.91) is significantly higher than that of students at other schools, which suggests that this institution is more effective in educating students about the cultural background of L1 learning.

(d) "Chinese learning experience makes me more confident in learning to translate (F=3.801, p=0.000)" indicates a notable discrepancy in this item across different educational institutions. This suggests that students pursuing translation studies at various schools perceive a difference in their confidence levels regarding translation skills, contingent on their prior experience with L1 learning. Students of translation majors in one school with superior faculty conditions, namely Guilin University of Technology

(9.80 ± 0.45), Guangxi University (9.73 ± 1.42), and Guangxi Normal University (9.42 ± 1.38), exhibited higher scores. These students generally perceived that their L1 learning experience bolstered their confidence in tackling L2 learning as they acquired translation skills. Conversely, students pursuing translation studies at comparatively less rigorous institutions, such as the Guangxi Institute of L2 (7.30 ± 1.64) and Guangxi University of Science and Technology (7.75 ± 1.86), exhibited comparatively lower levels of confidence. This suggests that students from these institutions perceived the L1 learning experience to be less instrumental in enhancing their confidence in tackling the English language when learning to translate.

b. Statistical Interpretation of ANOVA

The results of the analysis of variance (ANOVA) demonstrated that there were notable discrepancies in the scores obtained on specific items between the various educational institutions. These discrepancies were found to be attributable to a multitude of factors, including the quality of teaching and learning practices, as well as the backgrounds of the students.

5. Conclusion

The study revealed that positive emotions exert a direct positive effect on L2 acquisition, thereby corroborating the findings of Dewaele and Dewaele (2018), Khajavy et al. (2018), and other researchers in this field. Furthermore, the study revealed a significant positive correlation between learners' self-confidence in L1 learning and their confidence in L2 learning in translation. This suggests that as learners build self-confidence in L1 learning, they become more willing to actively engage in the translation course. This result lends support to Pekrun's (2006) control-value theory, which posits that positive learning emotions serve to enhance learners' cognitive abilities, facilitate effective regulation of learning behaviours and increase engagement in the learning process.

This study represents a pioneering investigation into the influence of self-confidence developed during the acquisition of L1 on L2 learning, both in China and internationally. The results show that self-confidence has a direct positive effect on bilingual interactive learners, but this effect is subject to changes in the surrounding environment (e.g., quality of teaching and learning atmosphere) and the learners' own conditions, which may show different results. The study suggests that positive emotions such as self-confidence play a good role in language learning and that self-confidence helps learners to look at language learning more positively, mobilise other positive emotions in the learning process, and be more actively involved in bilingual interactive learning.

This study has some implications for translation teaching. Firstly, educators can positively guide learners, pay more attention to learners' psychological health, help learners establish a positive view of language learning to stimulate self-confidence and motivate them to participate in classroom interactions more actively to improve their translation level. Secondly, educators should adjust their teaching strategies according to students' status in order to improve students' language proficiency and self-confidence. However, there are some shortcomings in this study, such as the research data are all from the questionnaires of the subjects and lack of qualitative data support such as interviews; the survey time is relatively short, and there is not enough time to conduct more detailed research. Future research can combine the use of classroom observation, teacher-student journals, interviews, and other qualitative methods to carry out a longitudinal follow-up study to explore the interaction between the factors, especially the positive impact of the learners' psychological self-confidence built up in L1 on L2 learning.

Conflicts of Interest: The authors declare no conflict of interest.
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