

The Emotional Face of Language: Sentiment Analysis of English and Korean Subtitles on Barbie

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ABSTRACT

Barbie: A Touch of Magic, Episode 5th, an English and Korean subtitled Barbie cartoon, is used in this study to investigate the relationship between language culture and emotions. Finding out how language and culture impact emotional expression and what this means for language acquisition, emotional intelligence development, and cross-cultural communication are the key objectives. An in-depth analysis was done on the emotional intonations that change between the Korean and English subtitles, as well as any possible implications for language learning.

The study emphasizes the intricate connection between language and society as well as the significance of including affective components in language instruction materials.

The results imply that when learning a language and acquiring cross-cultural communication skills, the degree to which an emotion is communicated matters. The study offers helpful data that can be utilized in the domains of communication techniques, translation, and language instruction. It also emphasizes how important cultural sensitivity is for developing good communication and empathy skills. The purpose of this study is to advance knowledge of the relationship between language and culture and establish the framework for further investigation into this field.

Keywords: Language Acquisition, Intercultural Communication, English and Korean Subtitles, Sentiment Analysis, Translation Studies

Introduction

Increasing our knowledge of how language and culture interact to influence emotional expressions is the main objective of this research. English and Korean subtitled “ Barbie: A Touch of Magic, Episode 5th” cartoon explicitly examine the relationship between language culture and emotional expression. This selection offers a unique opportunity to explore the relationship between cultural reflections and emotional overtones in media by presenting new perspectives on language acquisition, emotional intelligence, and intercultural communication studies. The research will have an impact on a deeper knowledge of how language and culture affect emotional expressions, learning processes, emotional intelligence development, and effective communication strategies in diverse cultural situations.

This study looks closely at the ways that language and culture affect how people express their emotions using Barbie cartoons that include subtitles in both Korean and English. The study's primary questions are

as follows:

- What emotional tones do the Korean and English subtitles differ from one another?
- How might these variations in emotional intonation affect language acquisition?

We have the following theories:

- Emotional expressions can be greatly influenced by language and culture, as evidenced by the emotional intonation variations between Korean and English subtitles.
- In the process of acquisition of the language, variations in emotional intonation can have a significant impact on students' acquisition to understand and convey emotional expressions.

With Barbie cartoon that include English and Korean subtitles, this study offers a new perspective on the role that emotional emotions have in language learning. Text, audio, and image data are all integrated into multimodal sentiment analysis to further explore cultural meanings and emotional tones.

Researchers can contribute to the developments in sentiment analysis and language learning software by using artificial intelligence and language learning software approaches.

The purpose of this study is to broaden the body of knowledge already known in the linguistics and emotional intelligence domains. This study delves deeply into how language and culture affect the ability to convey emotions. It also offers new theoretical foundations and approaches to better comprehend the relationship between multimodal emotion analysis and language acquisition for applications in natural language processing and cross-cultural communication.

This research aims to make substantial contributions to the domains of linguistics, intercultural communication, emotional intelligence, and artificial intelligence applications. The primary goal of the research is to gain new insights into these topics and learn new things by investigating the connection between multimodal sentiment analysis and creative approaches to language acquisition.

Contributions to the domains of linguistics, cultural studies, and cultural communication are the goals of this project. This study provides a thorough investigation of how language and culture interact to influence emotional expression, to explore new research opportunities in this field.

By offering a deeper comprehension of how language generates emotional messages and how these messages act in various cultural situations, this research advances the field of linguistics. The importance of language use and structure in the construction of emotions is demonstrated by an analysis of the distinctions between emotional tone and tags.

By analyzing the relationship between the emotional language of media subjects and cultural reflections, this study offers insights that advance cross-cultural understanding in the field of cultural studies. This will help you better grasp how cultural variety influences language by illuminating how emotions are generated from different cultural viewpoints.

By testing informative research within the framework of intercultural communication, new approaches to comprehending how emotional messages and subtexts affect communication and learning can be developed. This research delves into cross-cultural communication strategies and highlights the significance of emotional intelligence and cultural empathy.

From an academic and practical perspective, the expected contribution of this study is to provide new insights and strategies for the fields of linguistics, language learning and teaching, cultural studies, and cultural communication, thus expanding the current understanding and approaches of these disciplines. It is aimed that the results of this study can be used in various application areas, such as language learning and teaching, cultural communication strategies, and media analysis.

Literature Review

Humans are intelligent animals that can think, communicate, and use language to express their cultural identities. It has been studied in a wide range of academic disciplines, including computer science, anthropology, psychology, and linguistics.

Regarding the origins and evolutionary history of language, experts have long disagreed. Darwin's (1871) theory held that language underwent a progressive evolution, much like biological evolution. Recent research (Hauser, Chomsky, & Fitch, 2002; Fitch, 2010) indicates that the biological basis of language skills is influenced by both environmental and inherited predispositions.

Studies on how children learn to speak (Chomsky, 1965) show that humans are born with the ability to speak, defying previous behaviorist beliefs (Skinner, 1957).

First Language Acquisition (FLA) examines the process through which individuals naturally acquire their native language from infancy. Key contributions to understanding FLA include Chomsky's (1959) theory of an innate language acquisition device (LAD) that posits children are born with a predisposition to learn language suggesting there's an optimal window for language acquisition in early childhood.

Second language acquisition, or SLA, study focuses on how language is learned after one's mother tongue. The effects of exposure, age, and motivation on second language acquisition (SLA) were investigated by Krashen (1982) and Ellis (1994).

New linguistic phenomena and altered communication have resulted from the digital revolution (Crystal, 2006; Thurlow, Lengel, & Tomic, 2004). Studies on texting, social media, and online discourse examine the ways in which digital platforms impact language usage, evolution, and norms.

Natural language processing (NLP) has advanced significantly as a result of the combination of computer science and linguistics, allowing for the use of speech recognition, machine translation, and semantic analysis (Manning & Schütze, 1999). These technologies provide tools for language analysis and acquisition, as well as improving human-machine interaction.

The part that unique student features play in language acquisition has been studied recently. O'Malley and Chamot (1990) defined language learning methodologies and stressed the importance of metacognitive, cognitive, and social strategies.

Media can be utilized both a linguistic resource and a motivational tool in language acquisition. Rich narrative content from the Barbie series, which includes a variety of films and online series, can engage students on an emotional and cognitive level. Through emotional engagement, it may even improve language learning (Krashen, 1982; Piaget, 1952).

Many theoretical frameworks, such as the Input Hypothesis (Krashen, 1982), which highlights the significance of intelligible input in language acquisition, support the use of cartoons in language learning. Furthermore, Vygotsky's Social Interactionist Theory (1978) emphasizes the necessity of social context and captivating content for learning—two things that cartoons naturally offer.

Several theoretical frameworks support the use of narrative media in language learning, such as the Barbie series. According to Krashen's (1982) Affective Filter Hypothesis, emotional states have an impact on language acquisition. It is hypothesized that pleasant emotions enhance language acquisition by lowering the affective filter.

Opinion mining, also known as sentiment analysis, is a branch of natural language processing (NLP) that analyzes, decodes, and interprets spoken language's emotional undertone.

Sentiment analysis research has evolved from basic binary classification tasks (positive vs. negative) to more complex tasks involving aspect-based sentiment analysis, emotion detection, and sarcasm

recognition. Early studies focused on simple lexicon-based classification schemes that classify texts based on the presence of positive or negative phrases (Turney, 2002; Hu & Liu, 2004).

Sentiment analysis is a traditional textual data analysis method that involves identifying and categorizing points of view expressed in the text to determine the author's position on certain issues or the overall tone of the work (Pang & Lee, 2008). Cartoons are included in sentiment analysis using visual component analysis and the application of affective computing and computer vision theory.

Text-level sentiment analysis provides a single polarity to an entire text, which is rarely used but can categorize chapters or pages of a book as good, negative, or neutral. This situation lends itself to both supervised and unsupervised learning approaches (Bhatia et al., 2015).

Sentence-level sentiment analysis entails examining each sentence separately to establish its polarity, which is especially useful when a document contains a variety of sentiments (Yang and Cardie, 2014). This level of classification corresponds to subjective classification (Rao et al., 2018).

Machine learning brought statistical models to the forefront of the profession. Using methods like support vector machines, maximum entropy classifiers, and Naive Bayes, Pang, Lee, and Vaithyanathan (2002) were among the first to use machine learning approaches to sentiment analysis.

Despite its progress, sentiment analysis remains plagued by several issues. According to Mohammad et al. (2016), sentiment analysis has unique challenges in multilingual settings, requiring the application of tools and models that can understand sentiment across a wide range of languages and cultural contexts.

Future research topics aimed at improving sentiment interpretation include building multimodal data-handling models (text, photos, and videos) and fortifying sentiment analysis models against adversarial attacks (Cambria et al., 2020).

Due to the complexity of emotions and the way they are expressed through a combination of spoken and visual cues, cartoon sentiment analysis presents a significant challenge. Sentiment analysis employs lexicon-based, machine learning, and hybrid approaches to accurately interpret sentiment with minimal computational resources, involving data collection from diverse sources and identifying relevant features. The lexicon-based approach relies on predefined ratings to assess token sentiment, facing challenges such as domain dependence, addressed by domain-specific lexicons or adaptations. The corpus-based strategy uses semantic and syntactic patterns, while statistical approaches focus on sentiment token frequency, and semantic methods calculate similarity scores, often using WordNet for lexicon model creation (Wankhade et al., 2022; Park and Kim, 2016; Turney and Littman, 2003; Moks and Vossen, 2012; Bordes et al., 2014; Bhaskar et al., 2015; Rao and Ravichandran, 2009). Dictionary-based methods depend on manually curated opinion words, with tools like SentiWordNet and Bing Liu's Sentiment Lexicon calculating word sentiment scores, despite the challenge of domain-specific terms (Wankhade et al., 2022; Park and Kim, 2016). In supervised machine learning, tools like Opinion Finder and WordNet-Affect detect subjective statements and emotional words, while unsupervised methods, including LingPipe and Apache OpenNLP, provide functionalities for comprehensive sentiment analysis and text processing, indicating a broad application spectrum in political language analysis (Wankhade et al., 2022).

Sentiment analysis, which has typically focused on English, is expanding its reach to include other languages in response to the ubiquitous expression of opinions online. To assess sentiment in languages other than English, researchers use a variety of procedures, including native language-specific methods and translation techniques (Taboada, 2016).

Special difficulties arise when translating sentiments between languages like English and Korean because of differences in idiomatic idioms, grammatical structures, and cultural contexts that affect sentiment

expression (Liu, 2012; Mohammad, 2016).

In English-Korean sentiment analysis research, bilingual corpora are widely utilized to study how sentiments are expressed and understood across linguistic barriers. Machine translation approaches have been utilized in studies to translate datasets between English and Korean. Sentiment analysis has then been used to evaluate the accuracy and consistency of sentiment recognition between languages (Choi & Cardie, 2008; Kim & Hovy, 2004).

Sentiment analysis is widely employed in English-Korean translations, ranging from social media monitoring and market research to product reviews and customer service. Bilingual corpora are frequently used in English-Korean sentiment analysis research to examine how emotions are expressed and understood across language barriers. Studies have used machine translation techniques to translate datasets between Korean and English. The accuracy and consistency of sentiment identification across languages has then been assessed using sentiment analysis (Choi & Cardie, 2008; Kim & Hovy, 2004).

According to Nida's (1964) concept of dynamic equivalence, a translation should have the same impact on the target language audience as it does on the source language audience. This principle is particularly relevant when translating emotional content when the goal is to elicit similar emotional responses across languages and cultures.

One of the most effective translation techniques is cultural adaptation, in which translators modify the material to suit the cultural context of the target audience in addition to translating the language. To make sure that the emotional weight and connotations are completely understood and connect with the intended audience, it may be required to modify particular words, idioms, or references (Nida, 1964; Sperber & Wilson, 1986).

The study compares the sentiment analysis of Barbie episodes on Netflix between Korean and English translations in order to highlight the consistency of emotions in both languages. In order to investigate how feelings—whether positive, negative, or neutral—are maintained or changed during translation, particularly in emotionally charged portions, this study compares English dialogues with their Korean counterparts. This research will be necessary to improve language learning resources, comprehend cross-cultural communication dynamics, and improve natural language processing (NLP) methods for handling emotional complexity in multilingual settings. The results will ensure that instructional materials maintain emotional resonance, increase translation accuracy, and promote successful bilingual education practices.

Methodology

Data Collection

We used both English and Korean subtitles for Barbie cartoon series episodes that we picked from Netflix for our study. Finding portions that are crucial for analyzing the diversity of emotional expressions and their possible influence on language acquisition was our selection criterion. A particular chapter was chosen for examination and broken into a total of 360 phrases and parts based on these criteria. Sentiment analysis on these sentences and their components for each language can be done thanks to the way it has been organized. This procedure is designed to help you comprehend the various ways that language and culture interact to influence how people express their emotions. In order to facilitate our ability to carry out comprehensive analyses of the primary study questions and hypotheses, the chosen parts and sentences were carefully chosen.

Data Processing

In our study, the Google Translate and NLTK libraries were used to translate English and Korean subtitles. In this important step, the extent to which cultural and emotional nuances were preserved in the interlingual translation of subtitles was carefully examined. This process allowed us to evaluate whether the subtitles in both languages accurately conveyed emotional expressions.

During the sentiment analysis process, various approaches and tools were used for sentence-level sentiment analysis. This analysis aims to gain an in-depth understanding of the emotional intonations at the heart of the study and their potential impact on language learning. Sentiment analysis is of critical importance to determine the emotional tone of selected subtitles and to investigate the effects of these intonations on the language learning process. In this process, how emotional expressions and intonations contribute to or affect the process of learners acquiring new language skills has been examined in detail.

Analytical Tools and Methods

In our research, the "sentence-level" sentiment analysis method was used to examine emotional expressions and intonations in detail. This approach allows us to evaluate the emotional aspect of each of the individual sentences separately, thus allowing us to better understand the subtle emotional nuances in the subtitles.

Sentiment Analysis Method

"Sentence-level" sentiment analysis treats each sentence as an independent unit and determines whether these sentences carry a positive, negative, or neutral emotional load according to the compounds shown. This method allowed our research to more precisely examine differences in emotional intonation and their effects on language learning.

Our research used proprietary tools and software to perform sentence-level sentiment analysis based on Natural Language Processing (NLP) techniques and artificial intelligence (AI) methodologies. In this process, advanced NLP algorithms and machine learning models are used to effectively analyze and classify the emotional content of sentences.

Analysis Process

Firstly, each sentence of the selected English and Korean subtitles was considered separately for emotional analysis.

Emotional intonations were classified and evaluated according to established criteria. These criteria were used to determine the positive, negative, or neutral emotional charge of the texts. The analysis results provided in-depth information about the effects of the interaction between language and culture on emotional expressions and clarified potential effects on language acquisition and learning.

Evaluation Criteria

In our research, two main criteria were used to evaluate the differences in emotional intonation between English and Korean subtitles and the potential effects of these differences on the first and second language acquisition and learning process. These criteria helped us determine the focus of the analysis and evaluate the potential of our findings to contribute to the fields of linguistics, cultural studies, and intercultural communication.

By comparing the emotional intonations of English and Korean subtitles, similarities and differences between the expressions in both languages were determined. In this process, a detailed analysis was made of how the emotional load in subtitles is affected by language and culture. Identifying differences in emotional intonation is critical to understanding the effects of the interaction between language and culture on emotional expressions.

The potential effects of emotional intonation differences on the language acquisition process were analyzed. In this context, it has been examined how emotional expressions and intonations contribute to or affect the process of learners acquiring new language skills. The impact of emotional intonations on learning provides important insights for the development of language learning strategies and educational materials.

These evaluation criteria enabled us to conduct in-depth analyses of the research's fundamental questions and evaluate the potential of the findings to offer new perspectives in fields such as linguistics, cultural studies and intercultural communication. The results of the research can be used in various application areas such as language learning and teaching, intercultural communication strategies, and media analysis.

Results and Discussion

Sentences That Are Close To Each Other Or Give The Same Result

Table 1. Barbie: A Touch of Magic, Episode 5th, 13.45

To my parents, to you, to all of my friends.	English Sentiment: {'neg': 0.0, 'neu': 0.744, 'pos': 0.256, 'compound': 0.4767}
우리 부모님, 너 또 내 친구들 모두에게 말이야	Korean Sentiment: {'neg': 0.0, 'neu': 0.659, 'pos': 0.341, 'compound': 0.4767}

1. “To my parents, to you, to all of my friends.” “우리 부모님, 너 또 내 친구들 모두에게 말이야”
 - In both English and Korean subtitles, this phrase carries similar positive emotional loads, however, the emotional load appears to be higher in the English subtitle (compound: 0.4767 English; 0.4767 Korean).

Table 2. Barbie: A Touch of Magic, Episode 5th, 14.59

Fun display. Sort of a Jack and the Beanstalk thing, right?	English Sentiment: {'neg': 0.0, 'neu': 0.732, 'pos': 0.268, 'compound': 0.5106}
그 장식 재미있네 '잭과 콩나무' 느낌이야	Korean Sentiment: {'neg': 0.0, 'neu': 0.68, 'pos': 0.32, 'compound': 0.5106}

2. “Okay, uh, anyway, I was just wondering if you'd had any new customers lately.” “글쎄, 아무튼, 요즘 새 손님들은 많이 오는지 궁금해서”
 - This sentence carries a slight negative/inquisitive tone in the English subtitle (compound: 0.2263), whereas in the Korean subtitle, this tone is neutralized and indicated as less negative (compound: 0.2732).

Table 3. Barbie: A Touch of Magic, Episode 5th, 15.08

Okay, uh, anyway, I was just wondering if you'd had any new customers lately.	English Sentiment: {'neg': 0.0, 'neu': 0.863, 'pos': 0.137, 'compound': 0.2263}
글쎄, 아무튼, 요즘 새 손님들은 많이 오는지 궁금해서	Korean Sentiment: {'neg': 0.0, 'neu': 0.811, 'pos': 0.189, 'compound': 0.2732}

3. “Oh, uh, wait. Do you have my number?” “잠깐, 내 전화번호 알아?”

- There is no significant difference in emotional load between the two subtitles. A neutral tone is used in both languages (compound: 0.0772 English; 0.0772 Korean).

Table 4. Barbie: A Touch of Magic, Episode 5th, 16.15

Oh, uh, wait. Do you have my number?	English Sentiment: {'neg': 0.0, 'neu': 0.843, 'pos': 0.157, 'compound': 0.0772}
잠깐, 내 전화번호 알아?	Korean Sentiment: {'neg': 0.0, 'neu': 0.822, 'pos': 0.178, 'compound': 0.0772}

4. “Good boy, Rookie!” “잘한다, 루키!”

- In this praise sentence, there is almost an equal positive emotional load between the English subtitle (compound: 0.4926) and the Korean subtitle (compound: 0.4927).

Sentences That Are Far From Each Other And Give The Same Emotion

Table 5. Barbie: A Touch of Magic, Episode 5th, 17.44

Good boy, Rookie!	English Sentiment: {'neg': 0.0, 'neu': 0.385, 'pos': 0.615, 'compound': 0.4926}
잘한다, 루키!	Korean Sentiment: {'neg': 0.0, 'neu': 0.385, 'pos': 0.615, 'compound': 0.4926}

5. “Since you're going to be my prisoner until your wings grow in, I thought you'd be more comfortable in a place like this.” “날개가 자라날 때까지 넌 나의 포로로 살게 될 테니까 좀 더 지내기 편한 곳을 준비했어 바로 여기야!”

- The English sentence starts with a very negative compound, followed by a very positive one, resulting in a relatively small positive compound. On the other hand, the Korean sentence begins with a neutral compound and ends with a very positive one, resulting in a relatively larger positive compound. Hence, the Korean sentence appears more positive than the English one.

Table 6. Barbie: A Touch of Magic, Episode 5th, 14.25

Since you're going to be my prisoner until your wings grow in, I thought you'd be more comfortable in a place like this.	English Sentiment: {'neg': 0.127, 'neu': 0.652, 'pos': 0.221, 'compound': 0.3804}
날개가 자라날 때까지 넌 나의 포로로 살게 될 테니까 좀 더 지내기 편한 곳을 준비했어 바로 여기야!	Korean Sentiment: {'neg': 0.0, 'neu': 0.712, 'pos': 0.288, 'compound': 0.6872}

6. “How long are we gonna be stuck in here?” “우리 언제까지 이 안에 갇혀 있어야 해?”
- In both sentences, the word “stuck” carries a negative connotation, but the emotional intensity of the negativity associated with the word in Korean is greater than in English.

Table 7. Barbie: A Touch of Magic, Episode 5th, 07.08

How long are we gonna be stuck in here?	English Sentiment: {'neg': 0.2, 'neu': 0.8, 'pos': 0.0, 'compound': -0.25}
우리 언제까지 이 안에 갇혀 있어야 해?	Korean Sentiment: {'neg': 0.327, 'neu': 0.673, 'pos': 0.0, 'compound': -0.5267}

7. “No secret is ever too big for people who truly love you.” “널 진심으로 아끼는 사람들에게겐 그 어떤 비밀도 엄청나진 않아”
- In the English sentence, the phrase “truly love” conveys a significant positive sentiment, whereas in the Korean sentence, the phrase “진심으로 아끼는” carries a slightly less positive tone. These phrases are pivotal in determining the emotional context of the sentence.

Table 8. Barbie: A Touch of Magic, Episode 5th, 08.37

No secret is ever too big for people who truly love you.	English Sentiment: {'neg': 0.12, 'neu': 0.492, 'pos': 0.388, 'compound': 0.7096}
널 진심으로 아끼는 사람들에게겐 그 어떤 비밀도 엄청나진 않아	Korean Sentiment: {'neg': 0.138, 'neu': 0.5, 'pos': 0.362, 'compound': 0.5563}

8. “The egg carton gag is funny.” “이 달걀 상자 웃기지?”
- In the Korean sentence, the word “웃기지” carries a slightly stronger positive connotation compared to “funny” in the English version.

Table 9. Barbie: A Touch of Magic, Episode 5th, 01.58

[Brooklyn] The egg carton gag is funny.	English Sentiment: {'neg': 0.233, 'neu': 0.485, 'pos': 0.282, 'compound': 0.128}
이 달걀 상자 웃기지?	Korean Sentiment: {'neg': 0.0, 'neu': 0.439, 'pos': 0.561, 'compound': 0.3724}

9. “Barbie will not be happy if we get her room all sticky.” “바비 언니는 방이 끈적거리는 거 싫어한단 말이야”
- In the English sentence, the phrase “not be happy” contributes to a more negative compound, while in the Korean sentence, the phrase “싫어한단 말이야” results in a less negative compound.

Table 10. Barbie: A Touch of Magic, Episode 5th, 06.40

Barbie will not be happy if we get her room all sticky.	English Sentiment: {'neg': 0.214, 'neu': 0.786, 'pos': 0.0, 'compound': -0.4585}
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바비 언니는 망이 끈적거리는데 싫어한단 말이야	Korean Sentiment: {'neg': 0.26, 'neu': 0.74, 'pos': 0.0, 'compound': -0.2755}
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10. “Sorry to drag you into my mess.” “너까지 끌어들여서 정말 미안해”

- Being sorry is negative in both Korean and English sentences, but the Korean sentence “너까지 끌어들여서”, adds positivity to the overall sentiment.

Sentences That Are Far From Each Other And Give The Opposite Emotion

Table 11. Barbie: A Touch of Magic, Episode 5th, 07.20

Sorry to drag you into my mess.	English Sentiment: {'neg': 0.588, 'neu': 0.412, 'pos': 0.0, 'compound': -0.5719}
너까지 끌어들여서 정말 미안해	Korean Sentiment: {'neg': 0.191, 'neu': 0.479, 'pos': 0.331, 'compound': 0.2893}

11. “I knew not telling Barbie about losing Peggy was wrong.” “이럴 줄 알았어 바비한테 폐기 얘기를
해야 했는데”

- The English sentence highlights Peggy's fault, while the Korean sentence focuses on Peggy herself, resulting in a more positive connotation despite expressing remorse.

Table 12. Barbie: A Touch of Magic, Episode 5th, 07.27

I knew not telling Barbie about losing Peggy was wrong.	English Sentiment: {'neg': 0.449, 'neu': 0.551, 'pos': 0.0, 'compound': -0.6908}
이럴 줄 알았어 바비한테 폐기 얘기를 해야 했는데	Korean Sentiment: {'neg': 0.0, 'neu': 0.783, 'pos': 0.217, 'compound': 0.3612}

12. “Wait, what? I thought you were mad at me?” “어, 뭐라고? 나 때문에 화난 거 아니었어?”

- “Being mad” has a negative connotation in the English sentence, whereas it carries a positive connotation in the Korean sentence.

Table 13. Barbie: A Touch of Magic, Episode 5th, 13.37

Wait, what? I thought you were mad at me?	English Sentiment: {'neg': 0.337, 'neu': 0.663, 'pos': 0.0, 'compound': -0.5514}
어, 뭐라고? 나 때문에 화난 거 아니었어?	Korean Sentiment: {'neg': 0.0, 'neu': 0.662, 'pos': 0.338, 'compound': 0.47}

13. “You're okay! We were so worried.” “- 무사해서 다행이야 - 우리가 얼마나 걱정했다고”

- In the English sentence, the word “worry” contributes to a predominantly negative sentiment, while “okay” adds a slight positive element, resulting in an overall negative tone. Conversely, in the Korean sentence, “다행이야” significantly contributes to positive sentiment, while “걱정했다고” introduces a minor negative aspect, resulting in an overall positive tone.

Table 14. Barbie: A Touch of Magic, Eposide 5th, 19.55

You're okay! We were so worried.	English Sentiment: {'neg': 0.349, 'neu': 0.442, 'pos': 0.21, 'compound': -0.309}
- 무사해서 다행이야 - 우리가 얼마나 걱정했다고	Korean Sentiment: {'neg': 0.185, 'neu': 0.336, 'pos': 0.479, 'compound': 0.5423}

14. “Any luck? No one knew anything.” “- 넌 어때? - 본 사람이 없어”

- In both the Korean and English sentences, the second sentence conveys a negative compound. However, the first sentence in the English sentence leans towards a positive compound, while the Korean sentence, maintains a neutral compound due to the significant difference in meaning.

Table 15. Barbie: A Touch of Magic, Eposide 5th, 19.08

Any luck? No one knew anything.	English Sentiment: {'neg': 0.239, 'neu': 0.435, 'pos': 0.326, 'compound': 0.2023}
- 넌 어때? - 본 사람이 없어	Korean Sentiment: {'neg': 0.355, 'neu': 0.645, 'pos': 0.0, 'compound': -0.296}

15. “Any luck? No one knew anything.” “- 넌 어때? - 본 사람이 없어”

- In both the Korean and English sentences, the second sentence conveys a negative compound. However, the first sentence in the English sentence leans towards a positive compound, while the Korean sentence, maintains a neutral compound due to the significant difference in meaning.

General Results

- It has been observed that certain emotions are universally transferred across languages and cultures. [+++] Some sentences demonstrated consistency and similarity in emotional expressions between English and Korean. Since it offers vital emotional support for comprehending and interpreting languages, this consistency is crucial for language acquisition. Language learning and comprehension of conversational context and nuances are enhanced by the capacity to differentiate between similar emotional tones in different languages. [+++] By utilizing universal emotional expressions, certain insights can be incorporated into language learning strategies for more efficient and intuitive language acquisition
- We also found instances in which the underlying emotions were similar in English and Korean, but the intensity of these emotions varied. These variations highlight the nuances of how different languages express emotion and influence how messages are perceived and comprehended. These changes present particular difficulties for communicators and translators, who have to make sure the message is understood by the intended audience while preserving the integrity of the source sentiment. Comprehending these subtleties is equally essential to acquiring a language, as it can influence their capacity to comprehend and convey affective states in the target language, consequently influencing their communication style.
- The interpretation and perception of emotions are significantly influenced by cultural contexts and norms. At this point, understanding cultural differences is crucial to correctly interpreting the language's emotional content. For instance, cultural context and the expression's emotional impact

must be considered when translating an expression from one language to another. To properly convey the emotional tone, translators and communicators must be aware of how the source and target cultures differ and overlap. In both language learning and translation practice, this process is predicated on your ability to accurately convey emotional expressions and cultural quirks.

- Language acquisition is impacted by the patterns and variances in the emotional expressions we witness. The ability to understand emotions is crucial when learning a new language. Students' linguistic and cultural competencies can be enhanced by exposure to a range of emotional expressions and intensities. For instance, students are better able to comprehend the meaning of expressions and the contexts in which they are used when they come across expressions with a range of emotional tones. Gaining effective communication skills is essential, especially in situations where people speak different languages and cultures. A comprehensive approach to language learning is made possible by students' comprehension of not just the language's syntax and vocabulary but also the emotions conveyed and their place in the cultural matrix. Students who receive this kind of comprehensive instruction are able to communicate more fully in a foreign language and make effective use of it within their own cultural context.

Discussion

- We have focused on the English and Korean sentences, expressing the same emotions but with varying degrees of intensity. These differences affect how one perceives and comprehends emotional expression in languages other than the mother tongue; therefore, they are critical to the process of learning the language. We studied the sentence, "I thought you would be more comfortable in a place like this, but since you are going to be my prisoner until your wings grow in," for instance. (English) and "날개가 자라날 때까지 넌 나의 포로로 살게 될 테니까 좀 더 지내기 편한 곳을 준비했어 바로 여기야!" (Korean). Sentences in both languages convey the same situation, but they differ in terms of emotional intensity.
- *Advice:* A special focus should be given to developing the ability to understand the subtle nuances in the emotions expressed. This exercise will help participants improve their emotional recognition and speech skill, and better understand the language.
- Our research has revealed how cultural context and norms determine the perception and expression of emotional expressions. Differences between English and Korean subtitles reveal cultural factors that profoundly influence how emotional content, in particular, is conveyed and perceived. This may affect students' ability to comprehend and use emotional expressions in the new language during the language acquisition process, which can directly affect students' success in language learning.
- *Advice:* Language teachers should focus their lessons on the use of emotional expressions in different cultural contexts. For example, by using English and Korean subtitles, teachers can demonstrate how different emotional expressions are used in different cultural contexts for the same situations. Such comparisons improve both students' language skills and intercultural understanding. By encouraging students to discuss these differences and providing them with examples from different cultural perspectives, teachers can support students to better understand the emotional nuances of the new language and use these nuances effectively in their communications.
- When translating emotional content between different languages, translators and communicators must exercise great sensitivity to maintain the emotional intensity of the text. For example, "How long are

we gonna be stuck in here?" discussed in our research. (English) and "우리 언제까지 이 안에 갇혀 있어야 해?" (Korean) sentences, although they express a similar situation, differ in terms of emotional intensity. The word "stuck" in the English sentence contains more negativity than its Korean counterpart.

- *Advice:* Translators should take into account differences in emotional intensity between source and target languages to accurately reflect such nuances. When translating, they should not forget that the text must be conveyed correctly, not only word-for-word but also emotionally. This approach ensures that the translation is rich not only in grammar but also in cultural and emotional depth.
- Integrating emotional content into language teaching materials can help students acquire new language more effectively. For example, differences in emotional expression between English and Korean, when incorporated into teaching materials, show students that language is not just a technical construct but also carries an emotional dimension.
- *Advice:* By incorporating emotional content into teaching materials, language teachers can encourage students to understand emotional nuances in the new language and use these nuances in their own expressions. For example, "Since you're going to be my prisoner until your wings grow in, I thought you'd be more comfortable in a place like this." If sentences are taught by comparing English and Korean subtitles, it will help students discover the differences between emotional expressions in both languages and understand how they can use these expressions in the language-learning process. This makes students' language learning more inclusive and interactive and contributes greatly to improving their language skills.
- Emotional expressions and the role of their intensity in developing intercultural understanding and empathy are of central importance in language acquisition and communication. Being aware of these differences allows students to be more understanding and empathetic when interacting with individuals from different cultural backgrounds.
- *Advice:* Teachers can use diversified teaching methods and materials to teach students how emotional expressions are used and understood in different cultures. For example, by using films, stories, or plays from various cultures, it is possible to show students forms of emotional expression in different cultures and discuss the cultural values and norms underlying these expressions. Students' interaction with such materials will help them understand different cultural perspectives and develop empathic skills. This activity enables students to become more successful in intercultural communication, allowing them to function effectively in a global society.

Future Research Directions and Limitations

Before exploring future research directions, it is critical to acknowledge the current constraints in analyzing emotional expressions across languages and cultures. A key worry is the scarcity of comprehensive and up-to-date datasets reflecting varied linguistic and cultural contexts, as well as the unavailability of standardized sentiment analysis methods across languages. These issues make it challenging to create reliable models and assure the validity of study findings. Moving forward, potential research areas include investigating emotional expressions in languages and cultures other than English and Korean, conducting long-term studies to assess language acquisition and emotional understanding, and analyzing emotions in various forms of media. Furthermore, research might focus on understanding how exposure to various cultural content affects emotional intelligence, refining sentiment analysis models through sophisticated machine learning approaches, and investigating the impact of cultural stereotypes

on emotional depictions in media. Integrating multimodal analysis to account for visual and auditory signals, assessing the effectiveness of translation approaches in retaining emotional nuances, and researching how cultural norms influence emotional interpretation are all key areas for future research. Finally, incorporating study findings into educational settings to improve language acquisition and cross-cultural communication training could yield major practical benefits.

Conclusion

This study has led to a discussion of the variations in emotional expressions between Korean and English subtitles, as well as the possible impacts of these variations on language acquisition. According to the research, people who speak different languages share some emotional emotions since they are expressed in a comparable way in both languages. Furthermore, a great deal of research has been conducted on the differences in emotional intensity between languages and how these differences affect language learning. The study emphasizes how important cultural norms and circumstances are for understanding and interpreting emotional reactions. It serves as an example of how communicators and translators must cultivate cultural sensitivity in order to convey emotions in the target language successfully. The significance of including emotional content in language teaching materials is also discussed, as is the potential impact that emotional content may have on students' language acquisition.

Lastly, studies suggest that improving one's capacity to recognize and understand emotional expressions across cultural boundaries may aid language learning and improve students' performance in cross-cultural communication. As a result, it is advised that language teachers and students be ready with techniques and approaches that will enable them to comprehend the many cultural contexts in which emotional expressions are used. With its fresh insights on language learning, translation studies, and cross-cultural communication, this research advances our knowledge of the complex interrelationship between language and culture. The study makes a substantial addition to both academia and practice because its conclusions are applicable in a variety of fields, including media analysis, intercultural communication techniques, and language learning and teaching.

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