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Research Paper

Relationship between Emotional Intelligence and Translation Competence in Iranian Translation Studies Students: Modeling and Non-modeling Approaches

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Abstract
The study scrutinized the probable significant relationship between Emotional Intelligence (EI) and Translation Competence (TC) in Iranian students of Translation Studies. The first stage of the study followed a conventional statistical approach, in which the significant relationship between the variables as well as the predicting role of emotional intelligence for the translation competence of the participants was examined through Pearson correlation and linear regression analyses. Two questionnaires of emotional competence, derived from Bar-On (1997), and translation competence, derived from Alavi and Ghaemi (2013), were utilized in the study. The findings of the initial phase revealed a significant relationship between the participants' emotional intelligence and translation competence. In the second stage, a modeling approach was employed to probe the relationship between emotional intelligence and translation competence through structural equation modeling, using LISREL. The results demonstrated a significant relationship between EI and TC, justifying the results of the first non-modeling stage. The findings are of significance as the association between translation competence and emotional intelligence has been scarcely explored. Moreover, the relationship between the two variables was deeply explored through using non-modeling as well as modeling approaches, adding to the novelty of the research. The results reflected that emotional intelligence plays a significant role in predicting language learners' translation competence. The results have some implications for language teaching. Language teachers can promote language learners' emotional intelligence to reach successful learning outcomes. Through using useful techniques such as discussion, group-work activities, and answering questionnaires, the learners' emotional intelligence can be significantly improved, leading to effective translation achievement.

Keywords: *Emotional Intelligence; Translation Competence; Structural equation Modeling; LISREL; Translation Studies students*

بررسی رابطه بین هوش هیجانی و توانش ترجمه در دانشجویان رشته مترجمی ایران: رویکردهای مدلسازی و غیر مدل سازی
این مطالعه به بررسی رابطه احتمالی معنادار بین هوش هیجانی و توانش ترجمه دانشجویان ایرانی رشته مترجمی پرداخت. در مرحله اول، از روش غیر مدل‌سازی استفاده شد که در آن رابطه معنادار بین دو متغیر و همچنین نقش پیش‌بینی‌کننده هوش هیجانی برای صلاحیت ترجمه زبان‌آموزان از طریق تحلیل همبستگی و رگرسیون بررسی گردید. در این پژوهش از دو پرسشنامه هوش عاطفی برگرفته شده از بار- آن (۱۹۹۷) و توانش ترجمه برگرفته شده از علوی و قائمی (۱۳۹۲) استفاده شد. یافته های مرحله اول نشان داد که بین هوش هیجانی شرکت کنندگان و توانش ترجمه رابطه معناداری وجود دارد. در مرحله دوم، از رویکرد مدل‌سازی برای بررسی رابطه بین هوش هیجانی و توانش ترجمه از طریق مدل‌سازی معادلات ساختاری استفاده گردید. پس از تجزیه و تحلیل داده ها از طریق نرم افزار LISREL، رابطه معنی داری بین توانش ترجمه و هوش هیجانی یافته شد که یافته های اولین مرحله غیر مدل سازی را توجیه می کند. از آنجایی که ارتباط بین توانش ترجمه و هوش هیجانی به ندرت بررسی شده است ،یافته‌های تحقیق دارای اهمیت میباشند. نتایج نشان داد که هوش هیجانی به‌صورت قابل توجهی توانش ترجمه زبان‌آموزان را پیش‌بینی میکند. یافته ها کاربردهایی برای بهبود آموزش زبان دارند. مدرسان زبان انگلیسی می توانند هوش هیجانی زبان آموزان را برای توسعه یادگیری موفق ارتقا دهند. با استفاده از تکنیک‌های مفیدی مانند بحث، فعالیت‌های کار گروهی و پاسخ به پرسش‌نامه‌ها می‌توان هوش هیجانی زبان آموزان را به میزان قابل توجهی ارتقا داد و منجر به موفقیت ترجمه مؤثر شد.
کلمات کلیدی: هوش هیجانی، توانش ترجمه، مدل سازی معادلات ساختاری، لیزرل، دانشجویان رشته ترجمه

Introduction

From late 1990s, the PACTE Group, directed by Hurtado Albir, has been conducting research on the related constituents of translation competence. The group showed great interest in utilizing the model in the detailed scientific study of competence acquisition (PACTE, 2000, 2003, 2005). Using the relevant information and insights from cognitive approaches, some components of translation competence were identified by the group. In the advanced framework version, translation competence has been identified as "the underlying knowledge system needed to translate" (PACTE 2005, 610). The recently revised model consists of five closely related sub-competences as well as psycho-physiological constituents. The bilingual sub competence consists of pragmatic, sociolinguistic, textual, and lexical-grammatical knowledge in each language. The extra linguistic sub competence consists of encyclopedic, thematic, and bicultural knowledge. Translation knowledge sub-competence is considered as the knowledge of the principles, guiding translation, and the profession. Instrumental sub-competence comprises of the particular knowledge, concerned with the utilization of documentation sources along with information technologies, employed in the process of translation. The strategic sub-competence is considered as the most essential constituent, used for solving the probable problems. It is used in case of difficulties in the process of translation through strategic planning and evaluating to remove the difficulties as well as providing compensating aids for removing the deficiencies. The last components are psychophysiological components, which are concerned with cognitive, behavioral, and psychomotor mechanisms.

Apart from insertion of psycho-physiological component, the most fundamental use of the highly developed PACTE model is to emphasize the role of strategic competence, as the main component of translation competence. Strategic competence acts as the procedural knowledge, necessary for activating the relevant competences to solve the relevant problems with regard to the limitations caused by transfer competence (PACTE, 2005). The most essential role of transfer competence was initially examined by Neubert (2000), regarding transfer competence as the particularly differentiating aspect of a translator. He asserted that transfer competence "dominates over all the other competences" (p. 6). PACTE Group referred to the related competences as translation-specific. "Given that any bilingual has knowledge of two languages and may have extra-linguistic knowledge, we consider that the sub-competencies specific to translation competence are the strategic, instrumental and knowledge about translation" (PACTE, 2005, 611).

The term *translational competence* was initially introduced by Toury (1980, 1995), concerning its nearness to Chomsky's (1965) noted differentiation between linguistic competence and linguistic performance to investigate particular paradigms of translation ability. Nord (1991, 2010) applied transfer competence instead, and Chesterman (1997) named it translational competence later again. The identifying definition of translation competence is highly related to the pedagogical model of competence. This view has been taken from the researches such as Kiraly (1995), for whom certain aspects like the need to possess specialized as well as cultural knowledge are shared with other professions (see Pym, 1992). Therefore, this view exerts a strong influence on various aspects of training translators.

There exist different related aspects, limited to the domain of translation, constituting the essential basis of the definition of translation competence. Neubert (2000, 3) asserted that "the practice of translation and, hence, teaching translation require a single competence that could be considered to integrate a set of competencies that include, for instance, competence in both the source and the target languages". As claimed by Ezpeleta (2012, 139) "Reflection on translation competence is a relatively recent development, resulting from empirical studies. It is still scarce". Some researchers have investigated translation abilities or skills (e.g., Hatim & Mason, 1997;

Lowe, 1987; Pym, 1992) while others refer to translation performance (e.g., Wilss, 1989). However, to answer the question of the components of translation competence, a set of contextual factors, underlying the necessary knowledge and skills for translators including complexity, heterogeneity, and approximate nature of the expert knowledge owned by translators, should be taken into account.

As the major aim of this study is probing the probable significant relation between translation competence and emotional intelligence, investigating the nature of emotional intelligence seems of essential importance.

Emotional intelligence was rooted from the major focus on the interactive relation between emotion and thought in 1990s.It is related to the intelligent utilization of emotional paradigms as well as existing emotional information to come to a sound decision (Ciarrochi & Mayer, 2007; Grewal & Salovey, 2005). The term emotional intelligence refers to the involved mental processes in the recognizing, utilizing, understanding, and managing an individual's emotional states as well as others' states, enabling them to resolve the probable incoming problems and control behavior (Mayer & Salovey, 1997).

Emotional intelligence comprises a set of conflicting constituents. However, it has the potentiality to combine the individuals' cognition and emotion to work cooperatively to arrive at a right decision. Hence, many *scholars* started examining the effective influence of emotional intelligence in different academic settings since 1990 (e.g., Elias et al. 2003). In the area of second language learning/teaching, some studies have been conducted (e.g., Brackett & Katulak, 2007).However, few studies have explored the probable significant relation between emotional intelligence and translation competence of language learners.

Thus, the present research put an attempt to examine the probable significant relation between emotional indigence and translation competence of language learners in an Iranian context in two stages. The first phase is considered as non-modeling approach, in which the significant relation between emotional intelligence and translation competence as well as the significant predicting role of the language learners' emotional intelligence for their translation competence was explored through using conventional statistical analyses, including Pearson correlation coefficient along with regression analysis. The second phase, considered as modeling approach, in which the relation between the two variables was deeply explored through utilizing structural equation modeling to justify the reported results of the first phase. Thus, the findings are of significance as the relation between emotional intelligence and translation competence has been rarely investigated, employing two statistical approaches. Moreover, investigating the interaction between the participants' translation competence as a kind of academic achievement with their emotional intelligence adds the novelty of research. Also, achieving high degree of translation competence is closely related to developing both linguistic and nonlinguistic cognitive, social, and emotional factors in translators and interpreters. Emotional intelligence based on Thorndike's view of social intelligence is closely related to social competence of the individuals, enabling them to improve their interpersonal and intrapersonal abilities, which can lead to better intercultural understanding of translators. Thus, the present study is a deliberate attempt to explore the degree of relation between the translation students' translation competence and emotional intelligence. In addition, further attempt is made to explore the significant predicting role of emotional intelligence, as a psychological non-linguistic factor, for translation competence of language learners.

Review of the Related Literature

Translation Competence

Translation competence has been considered as an essentially interesting topic since the last decades concerning some fundamentally underlying causes. Some reasons as Pym (2003, p. 481)

identified are "1) mode of bilingualism; 2) a question of market demands; 3) a multi-component competence, involving a set of skills that are linguistic, cultural, technological, and professional; and 4) a super-competence that would somehow stand above the rest." There exist a variety of defining and categorizing approaches for translation competence, most of which concur with the view that translation competence comprises of different sub-competencies. However, there exists a disagreement on the number as well as type of sub-competencies (e.g., Kelly, 2002; 2005; Király, 1995; Nuebert, 2000; Pym, 1992; Sykes, 1989).

Sykes (1989) gave a definition of translation competence as "an excellent command of the source language, an equally excellent command of the target language plus a "… very good understanding of the subject matter" (p. 35). Accepting the idea that translation competence is the most important competence a translator should possess it, Nuebert (2000) divided it into five components: 1) language competence, 2) textual competence, 3) subject competence, 4) cultural competence, and 5) transfer competence. The interaction among these five competencies is what distinguishes translation from other areas of communication.

Translation competence is defined concerning the pedagogical model of competence, which affects different aspects of the translators' training and work (Pym, 1992). This is the view taken by other authors such as Király (1995, 108), for whom certain aspects, like the need to possess specialized as well as cultural knowledge, are shared with other professions.

Alves and Goncalves (2001) stated that translation competence includes not only the resources but also the supposed consequence, that is as McClelland (1973, p. 47) asserted "competence is defined as the appropriate use of specific abilities according to surrounding demands, i.e., a goal-oriented behavior". Therefore, it is assumed that translation competence is not only to be understood as a repertoire, but also as a role-specific competence, which is defined as competence or the appropriate use of specific abilities according to surrounding demands by McClelland (1973). In other words, "it is a goal-oriented behavior, which includes and specifies the notion of competence as an ability" (Alves & Gonçalves, 2001, p. 47). The development of such a competence is precisely what is argued by Toury (1995) with his notion of internalization of translation norms. Toury believed that the intersection of dual language competencies does not necessarily create translation competence. Rather, it is an additional competence, which does not appear due to bilingual abilities. Toury called this particular competence transfer competence, which is an ability to transfer texts. The ability to transfer texts implies the knowledge of structures that are not usually considered as a part of bilingual competence. In this respect, shared notions are a necessary step towards a comprehensive account of translation competence.

Neubert (2000, 3-18) claimed that the practice of translation and hence teaching translation require a single competence, containing a set of competencies, including source and target language competences. Neubert believed that the ability to answer the question requires that translators take into consideration a series of contextual factors, underlying the knowledge and skills. In addition, they should be aware of the complexity, heterogeneity, and approximate nature of the expert knowledge they possess because it is impossible for translators to know the whole range of the fields within the areas in which they work. Hence, translation competence is a non-finite state of acquisition requiring translators to know new information and act creatively. Neubert also asserted that to attain the desired results, translators should also be aware of the particular situation of translation and adapt themselves to novel situations. Translators should also deal with the changing situations arising from the historicity of their work.

Kelly (2002, 2005) reviewed different definitions of translation competence, which have been offered to date and then proposed her own definition. The definition specifically focuses on syllabus design and teaching, which makes it unique. In her opinion, translation competence is the macrocompetence that comprises different capacities, skills, knowledge, and even attitudes

that professional translators possess and apply them in translation as an expert activity. Translation competence can be broken down into sub-competencies, which are all necessary for the success of the macrocompetence (Kelly, 2002, 14-15).

Unlike other disciplines, in which extensive studies have been conducted to identify what constitutes expert knowledge in the field and how this knowledge is acquired, few generally accepted model of what constitutes translation competence in the field of Translation Studies exist. Most of the proposals agree in describing translation competence as a set of components, including linguistic knowledge, cultural and subject knowledge, documentation, and transfer ability. However, only a few proposals include strategic component as the main component in describing translation competence (e.g, Bachman, 1990), and none mention psycho-physiological mechanism in relating the components. On the other hand, most proposals are simply lists of characteristics defining translators and do not show how the components interact or if there are any hierarchy among them. Besides, a few empirical studies have been done to explore translation competence. Only two empirical studies have been conducted to explore translation competence: Lowe (1987), and Stansfield, Scott and Kenyon (1992). However, as Orozco (2000, 113) pointed out, Lowe's study is, in fact, a proposal of the elements that indicated levels of translation competence, instead of an empirical study. According to Orozco, the work of Stansfield, et al (1992), is the only real empirical-experimental study of translation competence. The instrument they created, called *Spanish into English Verbatim Translation Exam* (SEVTE), which was validated by reliability and validity tests. However, the authors themselves indicate that the results cannot be generalized due to the limitations of the sample. In terms of the acquisition of translation competence, very few empirical studies have been carried out. Few longitudinal studies have been conducted yet to monitor the acquisition of translation competence as a whole.

Emotional Intelligence

One recent area of interest has been the impact of emotional competency on academic achievement. Early discussions on the relationship between emotional intelligence and academic achievement in various educational contexts showed strong association (e.g., Elias, Bruene-Butler, Blum, & Schuyler, 1997; Goleman, 1995; Pasi, 1997). However, recent writers have noted that these early claims were extensively made based on preliminary data (e.g., Matthews, Roberts, & Zeidner, 2003; Zeidner, Roberts, & Matthews, 2002). Besides, the validity and reliability of assessment measures in the preliminary studies are matter of questions (Zeidner, Matthews, & Roberts, 2001).

There exist a body of empirical research, suggesting the association between emotional intelligence and academic achievement with careful attention toward sound methodology for assessing emotional intelligence as well as academic achievement (e.g., Elias, Bruene-Butler, Blum, & Schuyler, 1997; Goleman, 1995; Matthews, Roberts, & Zeidner, 2003; Mayer & Cobb, 2000; Parker, Summerfeldt, Hogan, & Majeski, 2004; Petrides, Frederickson, & Furnham; Pasi, 1997; Zeidner, Roberts, & Matthews, 2002). Petrides, Frederickson, and Furnham (2004) examined the relationships among emotional intelligence, cognitive ability, and academic performance in a sample of 650 British students of Grade 11th. The findings demonstrated that emotional intelligence moderated the relationship between academic performance and cognitive ability. Petrides et al. (2004) also found evidence that emotional intelligence was negatively correlated with deviant school behaviors or unauthorized absences.

In a longitudinal study, examining transition from high school to university, Parker et al. (2004) realized that various emotional intelligence dimensions were predictors of academic success. They applied a model of emotional intelligence (Bar-On, 1997, 2000), consisting of four interrelated abilities. They were intrapersonal abilities, consisting of related abilities like

recognizing and labeling one's feelings, interpersonal abilities, consisting of related abilities like identifying emotions in others or empathy, adaptability consisting of abilities like being able to adjust one's emotions and behaviors to changing situations or conditions, and stress management, consisting of abilities like delaying or resisting an impulse. The sample consisted of freshman students, attending a small liberal arts university in central Ontario. The students filled out Emotional Quotient Inventory (EQ-i:Short; Bar-On, 2002) at the end of the academic year. The results demonstrated that the students who were academically more successful scored higher on particular aspects of emotional intelligence such as intrapersonal abilities, adaptability, and stress management. Students with higher levels of the mentioned abilities were better able to deal with social and emotional aspects of making transition to post-secondary environment in comparison to the students scoring low on the mentioned abilities.

In the field of psychology, Besharat et al. (2005) examined the impact of emotional intelligence on mental health as well as academic success in a sample of 220 Iranian university students in Isfahan. They reported that emotional intelligence was negatively correlated with psychological stress whereas it was positively correlated with academic success.

In a second/foreign language context, Pishghadam (2007) examined the relationship between emotional intelligence and second language success among 528 Iranian university students in Tehran. Emotional intelligence scores were correlated with the students' Grade Point Average (GPA) and the scores that they had obtained at the end of second year at the university in listening, reading, speaking, and writing. The results indicated that second language skills and GPA strongly correlated with stress management and intrapersonal skills in the EQ test. Also, utilizing Bar-On's Emotional Quotient Inventory (EQ-i) and a revised version of Oxford's Strategy Inventory for Language Learning (SILL), Aghasafari (2006) investigated the relationship between emotional intelligence and second language learning strategies among 100 sophomore students at Islamic Azad University in Iran. The results indicated that there was a positive relationship between overall emotional intelligence and language learning strategies.

Particular methodologies are concerned with psychological issues in second language learning such as suggestopedia, whereas the other were motivated by Krashen’s claims in the Monitor Model, specifically those related with affective filter. Fahim and Pishghadam (2007) explored the relationship between EQ, IQ and verbal intelligence with the academic achievement of students majoring in English language. The findings manifested that academic achievement was strongly associated with several dimensions of emotional intelligence such as intrapersonal, stress management, and general mood competencies. Moreover, it was found that academic achievement did not correlate much with IQ, but it was strongly associated with verbal intelligence, which is a sub-section of IQ test. In another study, which was experimentally carried out by Pishghadam (2009), he determined the impact of emotional and verbal intelligences on English language learning success in Iran. To find out the nature of learning, the data was analyzed. The results of the product-based phase manifested that the emotional intelligence is instrumental in learning different skills, specifically productive ones. In the process-based phase, the analyses of oral and written modes of language exhibited the effects of emotional and verbal intelligences on turn-taking, amount of communication, the number of errors, and writing ability.

In relating intelligence to second language learning, Brown (1994, 93) asserted that "the greatest barrier to second language learning seemed to boil down to a matter of memory", in the sense that if a student could remember something he/she was exposed to, he or she would be a successful language learner because intelligence was traditionally measured in terms of linguistic and logical-mathematical abilities. However, Gardner (1983) offered a controversial theory of Multiple Intelligence, which questioned the horizontal approach to intelligence and the traditional thoughts about monolithic general intelligence. In his Multiple Intelligence theory, Gardner

initially described seven intelligences, including intrapersonal and interpersonal intelligences, which paved the way for uncovering other intelligences such as emotional intelligence, which is interchangeably known as EI or EQ.

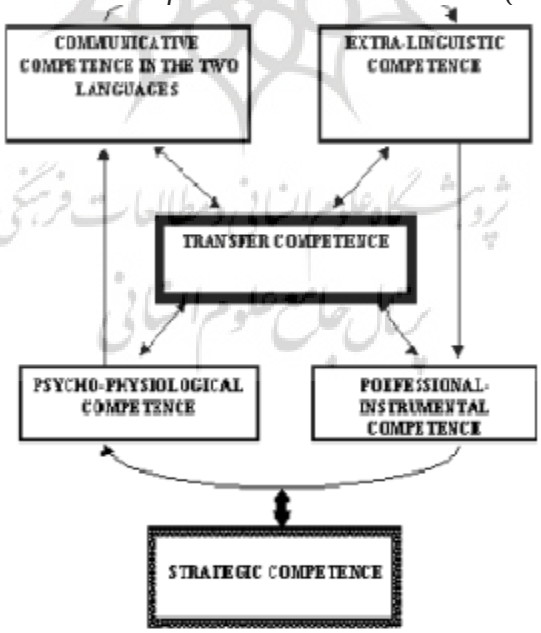
Application of SEM in Assessing the Relationship between Emotional Intelligence and Translation Competence

Structural equation modeling (SEM) is a statistical technique for testing and estimating causal relations using an amalgamation of statistical data and qualitative causal assumptions. This definition of SEM was mentioned by the geneticist Sewall Wright (1921), and formally defined by Judea Pearl (2000) using a calculus of counterfactuals (Pearl, 2000). Structural Equation Models (SEM) permits both confirmatory and exploratory modeling, which means that they are appropriate for both theory testing and theory development. Confirmatory modeling usually begins with a hypothesis that gets represented in a causal model. The concepts used in the model should be operationalized to permit testing of the relationships between the concepts in the model. The model is tested against the obtained measurement data to determine how well the model fits the data. The causal assumptions embedded in the model often have falsifiable implications, which can be tested against the data (Bollen, & Long, 1993).

Concerning the related review of literature about translation competence, it is concluded that translation competence is far beyond bilingual competence. However, it comprises a set of sub competencies, which are inter-related and hierarchical. Based on PACTE's (2000) model of translation competence, the sub competencies include first/second language sub competence or communicative competence in the two languages; extra-linguistic sub competence; instrumental/professional sub competence; psychophysiological sub competence; transfer sub competence; and strategic sub competence. The PACTE's model is illustrated in figure 1.

Figure 1

The Sub-components of Translation Competence Based on PACTE (2000)



Psychophysiological competence is one main sub competence of the model, which is concerned with psychomotor, cognitive and attitudinal resources. Psychomotor skills are related to cognitive skills such as memory, attention span, creativity, and logical reasoning. On the other hand, psychological skills are concerned with intellectual curiosity, perseverance, rigor, critical spirit, and self-confidence. This competence is a combination of cognitive and attitudinal components along with psycho-motor mechanisms. In Gopferich's (2007) model of translation competence, psychological paradigms play important roles in translation process, particularly using creativity or creative thinking in translation.

Therefore, translation competence cannot be restricted into bilingual or transfer competences, in which the linguistic knowledge of the source and target languages is of vital importance. Apart from linguistic considerations, extra linguistic and psychological paradigms are of significance in improving translation competence in translators and interpreters. Among many psychological effective factors, emotional intelligence has been shown to affect language learners' success in different areas. It has been rooted in Thorndike's idea of 'social intelligence' and Gardner's 'intrapersonal' and 'interpersonal' intelligence, which has attracted the researchers' attention since its introduction by Salovey and Mayer during the last two decades (Nikepour, Farsani, Tajbakhsh, & Sadat Kiyaie, 2011).

Although, there are many studies conducted on the relationship between EQ and different language skills, the relationship between Emotional Intelligence and translation competence has been rarely investigated. Accordingly, this study was a systematic attempt to examine the relationship between EQ and the learners' translation ability.

Purpose of the Study

The present study sought to extend the Parker's et al. (2004) study by examining the relationship between emotional intelligence and academic achievement in university students' respondents. However, academic achievement in this study is explored in terms of translation competence, which has been rarely investigated up to now. Due to paucity of research on emotional intelligence and foreign language learning, this study is seeking to shed light on the relation between emotional intelligence and success in foreign language learning in terms of translation competence. In other words, this study sought the relationship between emotional intelligence and translation competence among Iranian students of Translation Studies in an academic setting. The findings are of significance because few studies have explored the association between translation competence and emotional intelligence, as an important psychological paradigm. Furthermore, the findings of the present study can provide useful insights about the emotional aspects of translation competence and the probable effective ways to improve it.

In this study, the relationship between translation competence and emotional intelligence is investigated in two approaches. The first approach is non-modeling approach, in which the association between the variables is explored through conventional non-modeling approaches such as correlational and regression analyses. In addition, the extent that emotional intelligence can account for the variances in the language learners' translation competence scores is investigated. The second approach is modeling approach, in which the relationship between the variables is explored through structural equation modeling, confirming the findings of the first stage.

Research Questions and Hypotheses

The present study addressed the following research question:

Q1. Is there any significant relationship between emotional intelligence and translation competence of Iranian Translation Studies students?

Q2. Is emotional intelligence a significant predictor of translation competence of Iranian Translation Studies students?

To come up with reasonable results on the basis of the aforementioned research questions, the following null hypotheses were proposed:

H01. There is no significant relationship between emotional intelligence and translation competence of Iranian Translation Studies students.

H02. Emotional intelligence is not a significant predictor of translation competence of Iranian Translation Studies students.

Method

Participants

The target sample for the present study, to which the results of the study were going to be generalized, consisted of 196 Iranian Translation Studies students, who were studying Translation Studies at Tabaran Institute of Higher education in Mashhad, Iran. The students' age range was between 20 and 25. Based on the results of the administered Barron's (2016) TOEFL test, only the students whose scores fell between $\pm$ 1standard deviation from the mean, were considered as the target sample of this study. Therefore, the target participants were all at the intermediate language proficiency level, forming homogenous language knowledge sample for the study.

Instruments

For the purpose of the present study, two instruments were employed. The first one was the Translation Competence Acquisition Questionnaire (TCAQ), developed by Alavi and Ghaemi (2013). The questionnaire was developed for the Iranian context, and its reliability and construct validity were assessed. TCAQ has high reliability index, α = 81.66, as reported by Alavi and Ghaemi (2013). The other instrument was Bar-On's (1997) Emotional Quotient Inventory (EQ-I) with the high reliability index, α = .85. It consists of positively or negatively-keyed items, presented on a Likert Scale of five points. The participants were required to decide whether they 1) *strongly disagree*; 2) *disagree*; 3) *neither disagree nor agree*; 4) *agree*; or 5) *strongly agree* with each statement. The Emotional Quotient Inventory consists of 11 subscales of ESA= Emotional Self-Awareness, A = Assertiveness, SR = Self-Regard, SA = Self-Actualization, IN = Independence, EM = Empathy, IR = Interpersonal Relationship, RE = Social Responsibility, PS = Problem Solving, RT = Reality Testing, FL = Flexibility, ST = Stress Tolerance, IC = Impulse Control, HA = Happiness, and OP = Optimism.

Procedures

At the beginning of the study, the Bar-On's (1997) Emotional Quotient Inventory along with the Translation Competence Acquisition questionnaire, developed by Alavi and Ghaemi (2012), were given to 74 participants. They were asked to fill out the questionnaires and submit them to the researcher within a week. Having analyzed the data obtained from the questionnaires, the correlation coefficient between translation competence and emotional intelligence was calculated. Also, the regression analysis between these two variables was estimated. The data were also exposed to structural equation modeling. Thus, data analysis was done in two phases of non-modeling and modeling approaches.

The study is a quantitative descriptive design, in which the correlation coefficients between variables were explored. The two variables of the study are emotional intelligence and translation competence. Thus, the study followed a correlational design.

Results

Phase One: (Non – Modeling Approach)

Initially, normality of data was checked through Kolmogorov-Smirnov test**.** As the reported P values were *p*=.199 for Emotional intelligence and *p* = .188 for translation competence, the distribution of data was normal, and parametric statistical analyses were used in this study to explore the research questions.

As mentioned earlier, the necessary data for the present study was collected through two Questionnaires of Emotional Intelligence (EI) and Translation Competence (TC), filled out by the students. The descriptive statistics of emotional intelligence as the independent (predictor) variable and translation competence as the dependent (predicted) variable are illustrated in Table 1.

Table 1

Descriptive Statistics for EI and TC

	N	Minimum	Maximum	Mean	Std. Deviation
EI	196	11.00	20.00	16.0294	2.45549
Valid N (list wise)	196				
TC	196	109.00	224.00	129.823	23.1627

In order to describe the strength and direction of the linear relationship between EI and TC, Pearson Product Moment Correlation was applied to find the relationship between the two variables. The results of the correlation coefficients between EI and TC are reported in Table 2.

Table 2

Pearson's Correlation Matrix between EI and TC

	EI	TC
EI	1.00	
TC	.86(**)	1.00

** Correlation is significant at the .01 level (2-tailed)

As the results in Table 2 indicate, there is a positive correlation between the two variables *(r = .86, p < .05),* showing a significant relationship between emotional intelligence and translation competence of Translation Studies students.

To investigate the significant relationship between the different subcategories of emotional intelligence and translation competence, Pearson's correlation coefficients between the variables were calculated. The results are shown in Table 3.

Table 3

Pearson's Correlation Coefficients between Emotional Intelligence and Translation Competence

		Translation Competence
Emotional Intelligence	Pearson Correlation	.861**
	Sig. (2-tailed)	.000
	N	196
Problem Solving	Pearson Correlation	.801**
	Sig. (2-tailed)	.000

	N	196
	Pearson Correlation	.808**
Happiness	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.801**
Independence	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.736**
Stress Tolerance	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.782**
Self-Actualization	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.813**
Emotional Self-Awareness	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.792**
Reality Testing	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.793**
Inter-Personal Relationship	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.783**
Optimism	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.747**
Self-Regard	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.633**
Impulse Control	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.752**
Flexibility	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.657**
Social Responsibility	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.693**
Empathy	Sig. (2-tailed)	.000
	N	196
	Pearson Correlation	.712**
Assertiveness	Sig. (2-tailed)	.000
	N	196

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the findings shown in Table 3, there existed a significant correlation between the participants' Translation Competence and different subcategories of Emotional Intelligence. The Pearson's correlation coefficient between translation competence and emotional intelligence is (r

= .861**, *p* = .000), which is significant. There existed significant correlation coefficient between Translation Competence and different subcategories of Emotional Intelligence. The highest significant correlation coefficient is between translation competence and Emotional Self-Awareness (*r* = .813**) and (*p* = .000) while the lowest significant correlation coefficient existed between Translation Competence and Impulse Control (*r* = .633**) and (*p* = .000). Therefore, the first null hypothesis concerning the lack of significant relationship between translation competence and emotional intelligence is strongly rejected.

To probe the second research question concerning the significant predicting role of language learners' emotional intelligence for translation competence, regression analysis was conducted. The results of which are shown in Table 4.

Table 4

R square for Emotional Intelligence as the Predictor of Translation Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.661(a)	.797	.793	11.05734

Predictors: (Constant), EI (Independent Variable), TC (Dependent Variable)

The results indicated that EI is a positive predictor of the dependent variable (translation competence). As the results of Table 4 reveal, EI can predict 79.7% variance of the participants' TC. In other words, *R Square* = .797, shows that about 79.7% of the variation in the participants' Translation competence can be accounted by their emotional intelligence. The values of R, R square as well as the adjusted r squares *R* = .661, *R Square* = .797, *Adjusted R Square* = .793 indicate a positive high correlation between students' EI and TC as well as the high predicting role of emotional intelligence for the participants' variances in translation competence.

Table 5 shows that the contribution of the independent variable (EI) to the dependent variable (translation competence) equals .851, at *p* =.000. Therefore, emotional intelligence makes a significant contribution to the prediction of translation competence.

Table 5

Coefficients between Students' EI and TC

Sig.	T	Standardized Coefficients	Unstandardized Coefficients		Model
	B	Beta	Std. Error	B	Std. Error
.000	15.502		7.256	112.486	(Constant) 1
.000	12.810	.851	.168	2.155	EI

* a: Dependent Variable: Translation Competence

Concerning the findings, the following formula for showing the relation between language learners' translation competence, as the dependent variable and emotional intelligence, as the independent variable, is suggested,

Translation Competence = 112.486 + 2.155 (Emotional Intelligence)

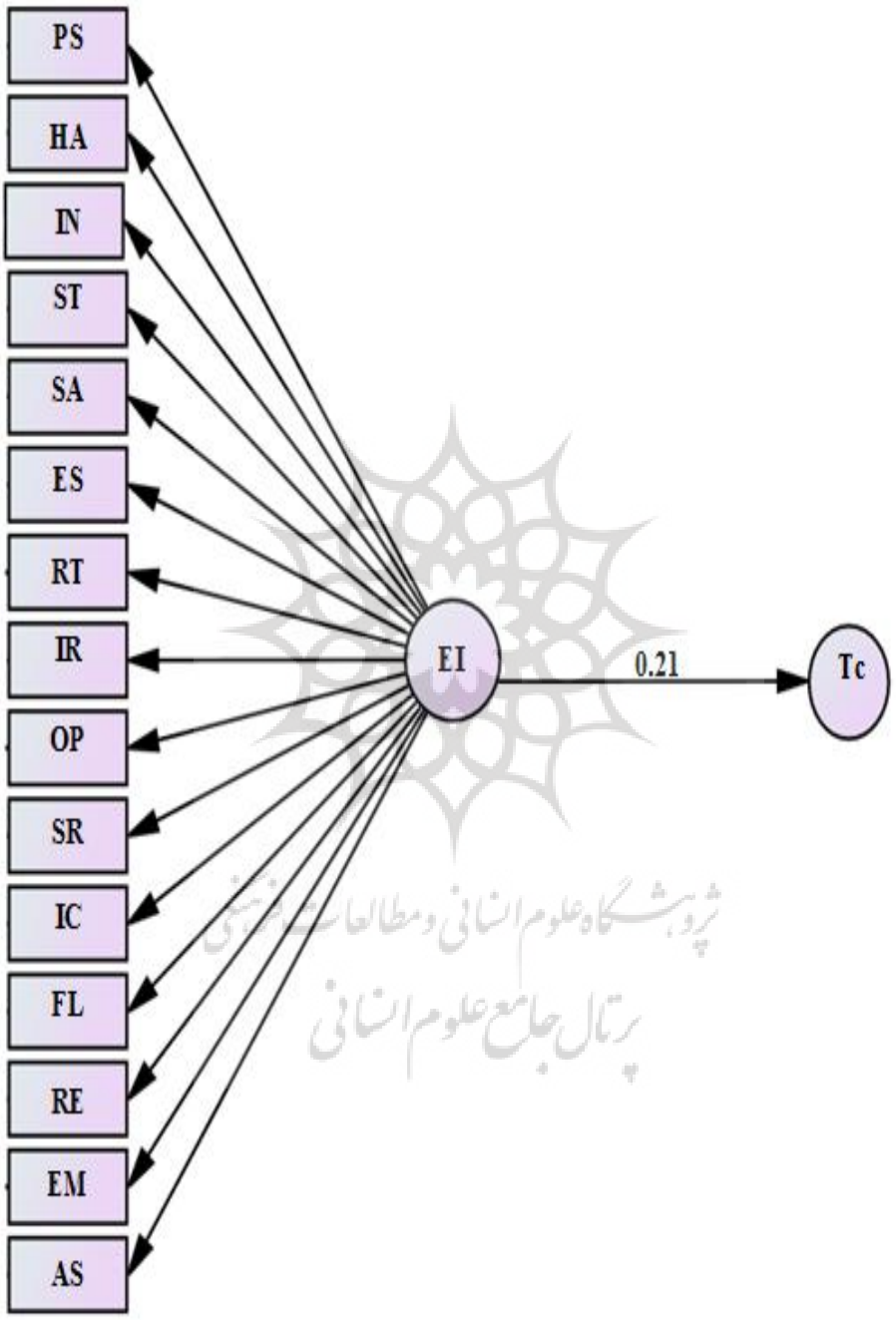
Phase II: (Modeling Approach)

In order to investigate the findings of the first part, the researcher decided to employ the Structural Equation Modeling (SEM) to explore the hypothesis in more details. The most

significant basis, on which SEM is based, is the correlation matrix and/or covariance matrix. So, for the purpose of this study, first, the data obtained from the questionnaires of EI and TC were analyzed using SPSS software and then the correlation matrix, which was obtained from the SPSS, was imported and run through LISREL software.

Figure 2

Structural Equation Modeling between EI and TC



As Figure 2 shows, there is a complex relationship between translation competence and emotional intelligence along with its subcategories. Emotional intelligence can act as a good predictor of translation competence, as it was previously proved through regression analysis. Thus, the suggested model is fit. Table 6 indicates the fitting indexes of the SEM model.

Table 6
The Fitting Indexes of the Final SEM Model

Result	Accepted Value	value	Abbreviation	Index
The model is confirmed	>۰/۹	۰/۹۹	GFI	**Goodness-of-fit statistic**
The model is confirmed	>۰/۹	۰/۹۹	NFI	*Normed fit index*
The model is confirmed	>۰/۹	۰/۹۸	TLI	*Tucker Lewis index*
The model is confirmed	>۰/۹	۰/۹	IFI	*Incremental fit index*
The model is confirmed	>۰/۹	۰/۹	CFI	*Comparative fit index*
The model is confirmed	<۰/۰۸	۰/۰۱	RMSEA	Root Mean Square Error of Approximation

To check whether the model is fit or not, Chi-Square test was conducted. The results showed that (x^2 = 10.52), (P > 0.01).Thus, the model proved to be fit. In addition, as the findings show in Table 6, *GFI* = 0.99, *NFI* = 0.99, *TLI* = 0.99, *IFI* = 0.9, *CFI* = 0.9, and *RMSE* = 0.01. Therefore, it is confirmed that the model is fit.

In all SEM models run in LSREL software, the values of *Estimated Mood* are not interpretable because there is no principle to which one can compare these values. In order to make the values interpretable, we should change the mood from *Estimated Mood* to *T-Value Mood*. Having changed the mood to T-Value mood, it is shown that all the values written on the arrows of the model changed and are higher than 1.96 (1.96 is a predetermined principle value to which all the values are to be compared). As a result, we can conclude that there is a meaningful relationship between the EI and TC (.0.21).

Discussion

The results of the study proved the significant relationship between Iranian language learners' translation competence and overall emotional intelligence as well as eleven related subscales. The results are to some extent in accord with the findings reported by Parker, Summerfeldt, Hogan, and Majeski (2004) and Petrides, Frederickson, and Furnham (2004), having reported the positive correlation between emotional intelligence and overall academic performance of language learners, namely translation competence analyzed in this study. The results are partly in line with the findings of Nasimi (2009), Motallebzadeh (2009), Rouhani (2008), and Ghaffari (2008), proving the meaningful relationship between L2 learners' emotional intelligence and successful development of reading, speaking, literature, and structural ability.

The findings of the study are in contrast with the findings of Shangarffam and Abolsaba's (2009) study, showing no significant relation between the language learners' emotional intelligence' and translation competence. Also, the results of the study are not in line with the findings of Moghimi, Yousefi, and Yousefi (2013), who reported weak relationship between the language learners' translation competence and their emotional intelligence level.

Concerning the significant positive relationship between translation competence and emotional intelligence, it is concluded that successful translators should act as both linguistic and emotional mediators between the source and target languages to communicate the message

appropriately across different cultures. As Davidson (2012) asserted, professional translators should be taught to act in emotionally intelligent ways.

In addition, the findings manifested that 79.7% of the participants' translation competence variance can be explained by their emotional intelligence, which is a high significant predicting degree. The finding is of significance since it can justify the substantial role of emotional intelligence in developing translation competence, which has been rarely investigated systematically up to now.

The findings of this study have some implications for improving translation ability of both novice translators and translation studies students. As the significant positive relationship was reported among overall intelligence, subcategories, and translation competence of the participants of the study, it is concluded that positive emotional states and emotional entity of translators can exert significant influence on their translation ability and effective transfer of the message to the readers. Both written translators and spoken interpreters should have high degree of emotional intelligence, particularly in terms of interpersonal and social responsibility paradigms, enabling them to develop their intercultural knowledge to transfer the communicative message effectively. Therefore, translators with low degree of emotional intelligence, social intelligence, and intrapersonal /interpersonal intelligences cannot communicate the meaningful message effectively.

Conclusion

Although translation competence has been explored from linguistic, textual, and cultural dimensions, it has not been vastly investigated from some psychological emotional angles such as emotional intelligence. The findings of this study demonstrated the strong positive relationship between language learners' translation components and the subscales of emotional intelligence, highlighting the importance of incorporating emotional intelligence into translation studies teaching programs at universities or academic institutes. In fact, professional translators and interpreters need to be well equipped not only with linguistic, textual, cultural, and pragmatic competences but also should be provided with substantial emotional components and skills, enabling them to cope with the complex challenging situations of transferring the communicative messages appropriately across different languages and cultures. Translators and interpreters act as mediators between the authors and readers to transfer the messages with regard to linguistic, social, and cultural paradigms. Therefore, they should be equipped with the most effective interpersonal, intrapersonal, social, and intercultural information to convey the meaning appropriately.

Successful translators and interpreters should have high degree of emotional proficiency and self-awareness to understand the feelings of text writers as well as other clients to communicate the messages across the source and target language correctly without great deviations. Skillful translators can regulate their emotions well to develop self-awareness, interpersonal/intrapersonal relationships as well as empathy to understand the feelings and tones of authors to communicate the meaning perfectly. Thus, stressful translators cannot accomplish the task appropriately.

Consequently, translation competence consists of multiple competences, including linguistic, social, cultural, pragmatic, and emotional competences, the interaction of which leads to accurate translation and communication of meaning.

The findings can encourage policy makers and curriculum designers to equip translation teachers with appropriate training programs to foster emotional competencies of their students, who are would- be translators to fulfill the most effective translation needs. Thus, the necessity of holding related academic workshops and seminars is greatly felt.

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