A Structural Equation Modeling of the Relationship Between Emotional Intelligence, Burnout and Translation Competence of Experienced Translators

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Abstract: The Present study examined the relationship between Emotional Intelligence (EI), Burn out (BO) and Translation Competence (TC) of 34 Iranian Experienced translators using Structural Equation Modeling (SEM). In the first phase, non–modeling approach, the research questions were explored through traditional correlation and regression analyses. The findings of this part showed that emotional intelligence had a statistically significant relationship with translation competence. However, the relationship between translators' burnout and translation competence was not statistically significant. In the second phase, modeling approach was employed to examine the relationship between EI, BO and TC through structural equation modeling. Having analyzed the data through LISREL, the researchers found a significant relationship between EI and TC, confirming the findings of the first phase. The results reflected that emotional intelligence is a significant predictor of the participants' translation competence. On the contrary, burnout was not making a significant contribution to the prediction of translation competence of experienced translators. The findings depicted that as the translators' translation competence increases, the probability of burn out decreases. Structural equation modeling approach to this study has brought about the same results, confirming the results of the first part of study. Translator trainers can foster emotional intelligence among their trainees to get better learning outcomes.

1. Introduction

Since late 1990s, the PACTE Group, led by Hurtado Albir, has been doing research on translation competence components. They showed great tendency to utilize their model in the empirical-experimental study of competence acquisition (PACTE, 2003). Drawing on cognitive approaches, they identified some components for translation competence. In the improved version of their model, translation competence has been described as "the underlying knowledge system needed to translate" (PACTE 2003, 610). Based on the improved model, translation competence is comprised of five

interrelated sub-competences and psycho-physiological components. The bilingual sub-competence is comprised of pragmatic, socio-linguistic, textual, and lexical-grammatical knowledge in each language. The extra-linguistic sub competence is comprised of encyclopedic, thematic, and bicultural knowledge. The translation knowledge sub-competence is knowledge of the principles, guiding translation and the profession. The instrumental sub-competence is comprised of knowledge related to the use of documentation sources and information technologies, applied to translation. The strategic sub-competence is the most important component for solving problems. It intervenes by planning, evaluating, identifying translation problems, and compensating for deficiencies. Finally, psychophysiological components are cognitive, behavioral, and psychomotor mechanisms.

Strategic competence acts as the procedural knowledge, needed to activate the other competences for problem solving regarding the limited paradigms of transfer competence (PACTE, 2003). The central role of transfer competence was first emphasized by Neubert (2020), who referred to transfer competence as the distinguishing domain of a translator. He believed that transfer competence "dominates over all the other competences" (p. 6). However, PACTE Group also considered other 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, 2003, 611).

Nord (2019, 2010) applied transfer competence instead, and called it translational competence later again. This is the view taken by the authors such as Kiraly (2019) for whom certain aspects like the need to possess specialized as well as cultural knowledge are shared with other professions (see Pym, 1992).

As the main purpose of this study is seeking the interaction between translation competence, emotional intelligence and burn out, an elaboration on the concept of emotional intelligence and burn out seems necessary.

The concept of emotional intelligence, derived from the emphasis on the interaction between emotion and thought in 1990s, is concerned with the intelligent use of emotions and utilizing existing information in emotion to make sound decisions (Ciarrochi & Mayer, 2007; Grewal & Salovey, 2005). The term emotional intelligence refers to the mental processes, involved in the recognition, use, understanding, and management of one's own and others' emotional states to solve problems and regulate behavior (Mayer & Salovey, 2017).

Although emotional intelligence consists of various conflicting components, it has the potential to integrate the individuals' cognition and emotion to reach a sound decision. Thus, many *researchers* began to explore the effectiveness of emotional intelligence in education in different fields since 1990 (e.g., Elias et al. 2003). In the area of foreign/second language teaching, researchers have investigated the effect of emotional intelligence on different areas of language teaching (e.g., Brackett & Katulak, 2007). However, few studies have been conducted to explore the relationship between emotional intelligence and translation competence in language studies.

The concept of "burn out" was introduced by Katulak, (2007), as a person's state of lacking personal accomplishments, being enervated and exhausted due to excessive demand on energy, power and resources. Burnout is a phenomenon of considerable importance in education. The demands made on secondary school teachers consist to a fundamental extent of emotionally charged relationships with students. In a study of over 5,000 American and Canadian teachers, 63% reported student discipline problems as the most stressful factors in their work environment (Kuzsman & Schnall, 1987).

After Freudenberger first put forth the notion of burnout in 1974, the term drew the attention of many scholars and researchers. Job burnout has been defined by Maslach et al. (2019) as an affective reaction due to one's being extensively exposed to job stress. In the area of education, in particular, the notion of teacher burnout has encouraged debates among many researchers. Given the fact that

teacher burnout brings about undesirable effects in teaching and learning (e.g., Evers et al. 2002; Schaufeli and Salanova 2007), in the past three decades or so, several researchers have carried out studies to find out the causes of teacher burnout.

Thus, the present study is an attempt to explore the probable relationship between emotional intelligence, burn out and translation competence in two phases. In the first phase, non-modeling approach or correlation and regression analyses were utilized to explore the relationship between emotional intelligence and translation competence of experienced translators. In the second phase, the relationship between these variables was investigated through structural equation modeling approach to confirm the findings of the conventional correlational and regression analyses, conducted in the first phase. Therefore, the findings are of significance as the relationship between emotional intelligence, burn out and translation competence has been rarely investigated either by using non-modeling approach or structural equation modeling approach.

2. Review of Literature

2.1. Translation Competence

Translation competence has been the major topic of interest among scholars and translation researchers in the last three to four decades concerning some major reasons. Some reasons based on Pym (2003, p. 481), are concerned with "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 are different definitions and categorizations of translation competence, most of which agree on the fact that translation competence is made of different sub-competencies, but they disagree on the number of sub-competencies and the type (e.g., Kelly, 2002; 2005; Király, 2019; Nuebert, 2020; Pym, 1992; Sykes, 2018).

Sykes (2018) defined 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 (2020) 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.

Alves and Goncalves (2019) 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).

Neubert (2020, 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.

2.2 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, 2017; Goleman, 2019; Pasi, 2017). 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, 2019).

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, 2017; Goleman, 2019; Matthews, Roberts, & Zeidner, 2003; Mayer & Cobb, 2020; Parker, Summerfeldt, Hogan, & Majeski, 2004; Petrides, Frederickson, & Furnham; Pasi, 2017; 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 translators 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 second/foreign language context, Pishghadam (2007) examined the relationship between emotional intelligence and second language success among 528 Iranian university translators in Tehran. Emotional intelligence scores were correlated with the translators' 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.

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 translators' 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 translators 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. In addition, a few studies have been done in the area of translation competence. Therefore, the findings of the present study can provide useful insight about the new dimension of translation competence and its relationship with emotional intelligence. 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. The second approach is modeling approach, in which the relationship between the variables is explored through structural equation modeling, which the finding of the first stage is explored and confirmed.

2.3. Burnout

Burnout is defined as a condition that occurs as a result of long term occupational stress, especially among human service employees, such as teachers (Jennett et al., 2003). Regardless of the cause, all teachers may experience stress at work (Jennett et al., 2003). Most teachers are able to deal with stress. Burnout, on the other hand, may be the result of failing to cope with chronic stress (Jennett et al., 2003). Burnout is often characterized by syndrome of emotional exhaustion, depersonalization and a reduction in personal achievement. (Maslach, Jackson, & Leiter, 2016; Maslach & Jackson, 1981). Maslach et al., (2016) identify emotional exhaustion as a significant feature of burnout whereas Pines & Aronson (1988) include physical exhaustion characterized by low energy and chronic lethargy. Depersonalization refers to unfavorable, cynical thoughts and feelings regarding students or colleagues in the context of teacher burnout. Reduced personal accomplishment refers to negative self-evaluation as well as a general sense that they are no longer doing a meaningful and important job. According to research, the three dimensions of burnout cannot be combined into a single metric Byrne (1994) and Schaufeli & Salanova (2007) regard emotional exhaustion and depersonalization as the central elements of burnout.

Burnout is regularly labeled as a pattern of emotional depletion, depersonalization and reduced personal accomplishment (Maslach et al., 2016; Maslach & Jackson, 1981). Maslach et al. (2016) identify emotional exhaustion as a critical aspect of burnout, whereas Pines & Aronson (1988) describe physical exhaustion as low energy and chronic fatigue. In teacher's burnout, depersonalization refers to negative, cynical attitudes and feelings toward students or coworkers. Reduced personal accomplishment indicates a tendency for instructors to have a bad opinion of themselves as well as a general feeling that they are no longer doing a meaningful and significant work. Burnout among teachers may have some consequences for the other factors affecting instructors.

The aim of the present study is thus to investigate the relationship between emotional intelligence, burn out and translation competence of Iranian experienced translators. In view of this, the following research questions were thus addressed:

Q1. Is there any significant relationship between emotional intelligence and translation competence of Iranian experienced translators?

Q1. Is there any significant relationship between burn out and translation competence of Iranian experienced translators?

4. Methodology

4.1. Participants

The target population who participated in this study, to which the results of the study were going to be generalized, consisted of 34 Iranian experienced translators, who were working in Official Translation Offices across Iran. The translators' age range was between 35 and 45. Based on the prior completion of the course, all participants were at the intermediate level. Therefore, all had the same background knowledge.

4.2. Instruments

To collect the required data two instruments were administered to the sample community:
(1) 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, i.e. 81.66, as reported by Alavi and Ghaemi (2013).

(2) Bar-On Emotional Quotient Inventory (EQ-I)

Bar-On Emotional Quotient Inventory (EQ-I) developed by Bar-On was employed in this study. It consists of 33 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; 5) strongly agree with each statement. A value of 0 was assigned for those who did not answer any items. Higher scores indicate higher level of emotional intelligence (Bar-On, 2004).

(3) Research Design and Variables

This study adopted a correlational (or associational) design in order to check the positive and/or negative relationships between variables and to see whether and to what extent the dependent variable can be predicted by the independent variables. In this study, the dependent variable constituted translation competence of Iranian experienced translators whereas the independent variables related to their emotional intelligence and burnout.

4.3 Procedures

At the beginning of the study, the Bar-On Emotional Quotient Inventory (EQ-I) was given to 34 participants, who were studying Translation studies at Tabaran Institute of Higher education, and they were asked to fill it and submit it to the researcher during a week. Next, the Translation Competence Acquisition questionnaire, developed by Alavi and Ghaemi (2013) was given to the participants. 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.

5. Data Analysis

5.1. Phase One: (Non – Modeling Approach)

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 translators. The descriptive statistics of emotional intelligence as the independent (predictor) variable and translation competence and burnout as the dependent (predicted) variables are illustrated in Table 1.

Table 1. Descriptive Statistics for EI and TC

	N	Minimum	Maximum	Mean	Std. Deviation
EI	34	11.00	20.00	16.0294	2.45549
Valid N (listwise)	34				
TC	34	109.00	224.00	129.823	23.1627
BO	34	119.00	241.00	139.00	24.321

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	BO
EI	1.00		
TC	.86(**)	1.00	
BO	.89(**)	. -79(**)	1.00

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

As the results in Table 2 indicates, there is a positive correlation between the emotional intelligence and translation competence of Translation Studies translators ($r = .86$, $p < .05$). Also, the relationship between emotional intelligence and burnout turned out to be significant ($r = .89$, $p < .05$). However, there was a statistically significant negative relationship between translation competence and burnout ($r = . - 79$, $p < .05$), meaning as translator's burnout increases, their translation competence diminishes.

5.1.1. Regression Analysis for EI and TC

To analyze the data further, regression analysis was conducted. The results indicated that EI is a positive predictor of the dependent variable (translation competence). The results of regression analysis for EI and TC are reported in Table 3.

Table 3. 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

As the results of Table 3 reveal, the model containing scores of EI can predict 79% of the TC. The R value is .66, indicating a correlation between translators' EI and TC.

Table 4 shows the contribution of the independent variable (EI) to the dependent variable (TC) equals .851. The square value is .79, showing that about 79% of the variation in Translation competence can be explained by taking their emotional intelligence into account. Therefore, emotional intelligence is making a significant contribution to the prediction of translation competence.

Table 4. Coefficients between Translators' 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

As the results of the table indicate, there is a significant correlation between the translators' level of emotional intelligence and their Translation Competence (Table 4).

Table 5. R square for Burn Out as the Predictor of Translation Competence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.-881(a)	.-972	.983	31.05214

Predictors: (Constant), BO

As the results of Table 5 show, the model containing scores of BO can predict .98% of the TC. The R value is .-88, indicating a correlation between translators' BO and TC.

Table 6. Coefficients between Translators' BO and TC

Sig.	T	Standardized Coefficients	Unstandardized Coefficients		Model
	B	Beta	Std. Error	B	Std. Error
.000	17.202		8.346	131.516	(Constant) 1
.000	13.821	.121	.119	1.062	BO

* a: Dependent Variable: Translation Competence

Table 6 depicts the contribution of the independent variable (BO) to the dependent variable (TC) equals .121. The square value is .-97, showing that about .-97% of the variation in Translation competence can be explained by taking their burnout into account. Therefore, burnout is not making a significant contribution to the prediction of translation competence. As the results of the table indicate, there is no significant correlation between the translators' level of burnout and their Translation Competence (Table 6).

5.2. Phase II: (Modeling Approach)

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). 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, 2020).

In order to investigate the findings of the first part, the researchers 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.
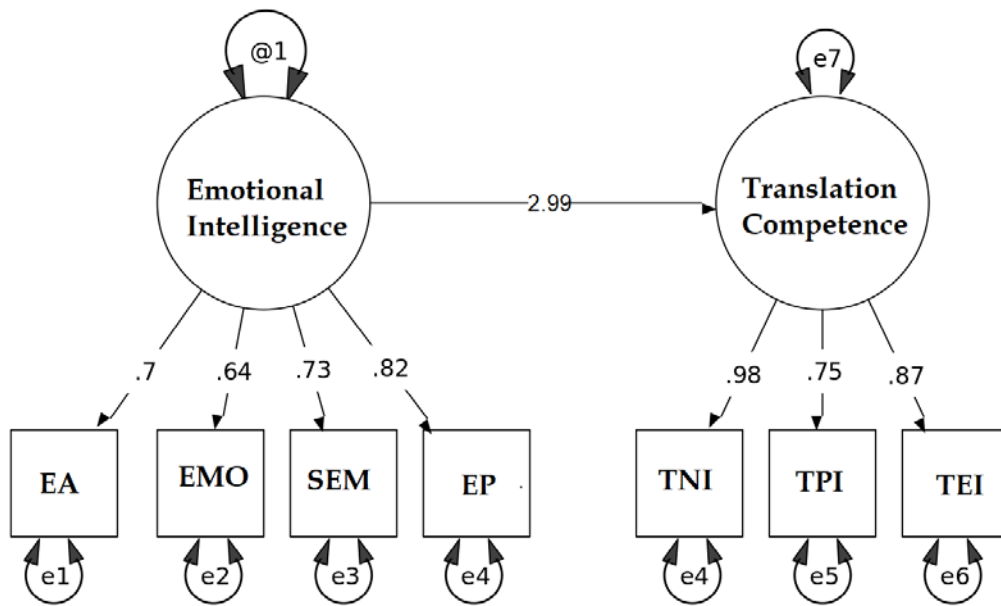
Figure 1. Structural Equation Modeling of the relationship between EI and TC

Since the Chi – Square equals 11, the p-value is larger than 0.05 and RMSEA is less than 0.05, we conclude that the model is fit. The Goodness of Fit Index (GFI) equals 0.93, Adjusted Goodness of Fit Index (AGFI) equals 0.79 and Parsimony Goodness of Fit Index (PGFI) equals 0.36. These findings also confirm that the data fits the model.

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, we see 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 (2.99). The latent variables of translation competence, i.e. TNI, TPI and TEI have strong relationship with the construct which they measure, TC. Similarly, the four laten variables measuring the construct of EI illustrate a meaningful relationship with what they are supposed to measure, i.e. EI.
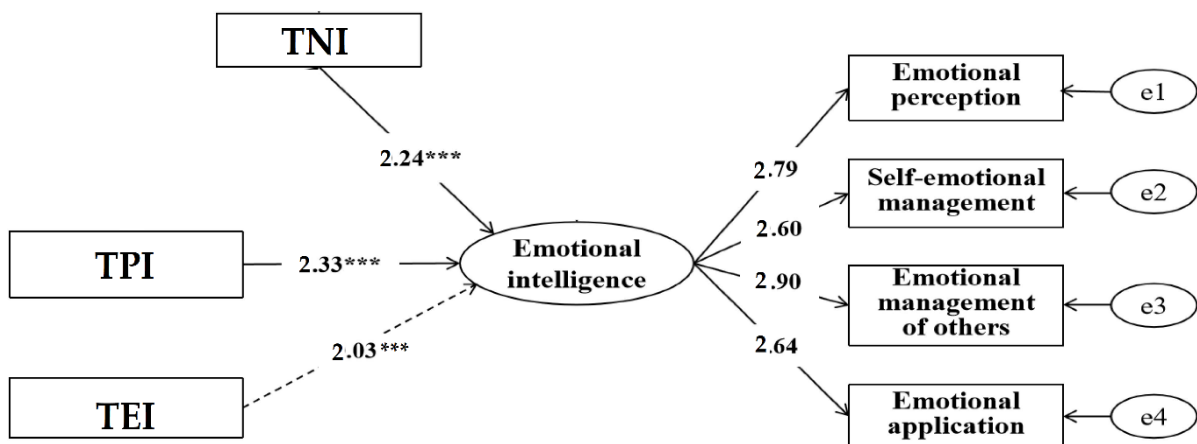

Figure 2. Relationship between the components of TC and EI

As can be seen in Figure 2, the three main components of TC show statistically meaningful relationship with EI, confirming the finding of the first part of our study. Figure 3 also depicts the relationship between the three main variables of the present study. As seen, there is a strong and meaningful relationship between EI, TC and burnout. All these three variables are strongly correlated. Also, the three latent variables measuring the construct of burnout have meaningful relationship with their observed variables. The same went true for the other main variables of the present study as discussed above, all proving the findings of the first part of our study.
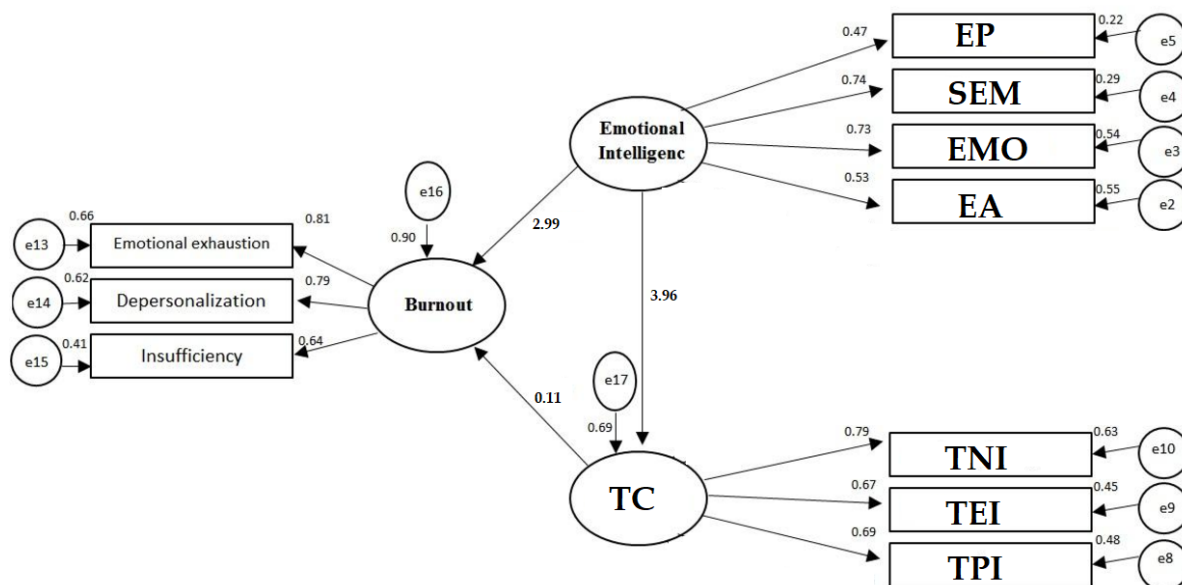

Figure 3. Relationship between the components of EI, BO and TC

6. Discussion

The purpose of this research was twofold: (a) to find out the probable relationship between emotional intelligence and translation competence among Iranian experienced translators, (b) to see if there is any relationship between emotional intelligence and their burnout level. Put another way, we intended to find out if translators' conceptions about emotional intelligence can increase or decrease their translation competence and burnout.

With regards to research question 1, the mean values and Std. Deviation for each component of emotional intelligence as the independent (predictor) variable and translation competence and burnout as the dependent (predicted) variables were calculated. To examine whether there is any significant correlation between the emotional intelligence and translation competence of Translation Studies translators, Pearson product-moment correlation was employed. The results (Table 2) indicated that EI was positively and significantly correlated to the TC of Translation Studies translators ($r = .86$, $p < .05$). In addition the relationship between emotional intelligence and burnout was discovered to be considerable ($r = .89$, $p < .05$). As can be seen in Table 2, the results revealed that there is a significant negative correlation between translators' translation competence and their burnout ($r = . - 79$, $p < .05$), meaning, as translators' burnout develops, their ability to translate decreases.

To further analyze the data, the researchers conducted the regression analysis. A stepwise linear regression consisting of EI and TC factors showed that the emotional intelligence could successfully predict the dependent variable (translation competence). More specifically, the model containing scores of EI can predict 79% of the TC. Table 3 presented the results of R square for Emotional Intelligence as the Predictor of Translation Competence. This table provided the R and R2 values.

The R value showed the simple correlation and is 0.661, which indicates a high degree of correlation. The R2 value shows how much of the total variation in the dependent variable, translation competence, can be explained by the independent variable, emotional intelligence. In this case, 79% can be explained, which is considerable.

Table 4 also showed that independent variable's contribution to the dependent variable is 0.851. the value of square is 0.79. it was discovered that taking emotional intelligence into account can explain roughly 79% of the difference in translation competence. As a result, emotional intelligence plays an important role in predicting translation competence. As seen in the Table, there is a strong link between the level of emotional intelligence of translators and their translation abilities.

Table 5 also presented the results of R square for Burnout as the Predictor of Translation Competence. This table provided the R and R2 values. The R value showed the simple correlation and is 0.-881, which indicates a high degree of negative correlation. The R2 value shows how much of the total variation in the dependent variable, translation competence, can be explained by the independent variable, burnout. In this case, 98% can be explained, which is considerable. Furthermore, the results from Table 5 consisting of factors burnout as the predictor of translation competence showed that the model containing scores of BO can predict .98% of the TC. The R value is 0.-88, indicating a correlation between translators' BO and TC.

In addition, the results from Table 6 indicated that BO had an adverse effect on the TC of Translators. In other words, the direct paths from BO to all measures of TC were negatively significant. The contribution of the independent variable (BO) to the dependent variable (TC) is shown in Table 6. The square value is -0.97 indicating that burnout can account for around -0.97% of the difference in translation skill. As a result, burnout does not play a significant role in predicting translation competence.

7. Conclusions

The present study elaborated the relationship between emotional intelligence and translation competence and burnout of Iranian Translators of Translation Studies in two phases. In phase one, the relationship was explored through using correlation and regression analyses. In phase two, the relationship was explored through using structural equation modeling approach to confirm the findings of the first phase. As the data in this study indicated, the Iranian Translation Studies translators' emotional intelligence is positively related to their translation competence. It is concluded that the emotional intelligence can be a positive predictor of the participants' translation competence. In addition, as the results of SEM analysis indicated there is a meaningful relationship between emotional intelligence and translation competence. The findings are of significance as the relationship between translation competence and emotional intelligence has been rarely investigated. Besides, the association between these two variables has been explored using non-modeling as well as modeling approaches, which contributes to the novelty of the research. The results manifested that through using the total sample, emotional intelligence is a significant predictor of the participants' translation competence. Translators with high translation competence showed higher levels of interpersonal, adaptability, and stress management abilities than the translators with low translation competence. Thus, the results to some extent are in line with the overall results reported by Parker et al. (2004) and Petrides et al. (2004), who found an association between emotional intelligence and overall academic performance. The findings have some implications for teaching. The positive relationship found between emotional intelligence and translation competence of language learners in this study can encourage policy makers and curriculum designers to equip language teachers with appropriate training programs to foster emotional competencies of their translators. Some helpful techniques, which can be used to increase emotional intelligence in the classroom, include discussion,

listening to light music, watching emotional clips, self-disclosure, designing questionnaires, reading literature and psychological texts. For example, applying questionnaires or holding discussion groups on particular subjects can strongly contribute to emotional intelligence. Valid and reliable questionnaires can make the learners become more aware of their own emotional competencies. Discussion groups, in which language learners are asked to express their ideas on different topics freely and share it with others explicitly can assist the learners in knowing themselves, fostering good relations with others, and reducing anxiety considerably (Pishghadam, 2009).

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