



Hacettepe University Graduate School of Social Sciences
Department of Translation and Interpretation

**EMOTIONAL INTELLIGENCE AND INTERPRETING: A STUDY
ON CONFERENCE INTERPRETERS IN TURKEY**

Mehtap Aral

Master's Thesis

Ankara, 2016

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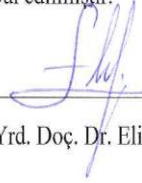
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KABUL VE ONAY

Mehtap Aral tarafından hazırlanan "Emotional Intelligence and Interpreting: A Study on Conference Interpreters in Turkey" başlıklı bu çalışma, 27/07/2016 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.



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Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylıyorum.

Prof. Dr. Sibel BOZBEYOĞLU

Enstitü Müdürü

BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

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17/08/2016



Mehtap ARAL

To my deceased grandfather Mustafa KARAGÖZ

ACKNOWLEDGEMENTS

First of all, I owe a debt of gratitude to my thesis advisor Prof. Dr. Aymil DOĞAN for not only her academic guidance and supports throughout this process but also her sincerity and energetic attitude that motivated me positively. Also, I would like to thank Prof. Dr. Asalet ERTEN for her motivation and help during my academic life at Hacettepe University. I am also grateful to Asst. Prof. Elif ERSÖZLÜ and Asst. Prof. Hilal ERKAZANCI DURMUŞ for their contributions and motivation both during my undergraduate and master's degree studies.

I would like to express my profound gratitude to Asst. Prof. Nejla GEZMİŞ CEYHAN for invaluable academic guidance during this process and everlasting love for me at work. I am deeply indebted to Asst. Prof. Dr. Kâmil KURTUL for his persistent courage with his sense of humour and academic guidance during the process.

I am deeply grateful to all conference interpreters participating in my study for their significant contributions to my thesis. In this sense, I thank to TKTD (The Conference Interpreters Association of Turkey), to the companies giving interpreting services, to my classmate in undergraduate degree and also to a conference interpreter Gizem SEÇKİN for their contributions during data collection procedure.

I am in a debt of gratitude to my dear friend and colleague-Mehmet ERGUVAN who assisted me in every part of life and motivated me positively by listening to my worries without complaining. I am also very thankful to my colleague Akın DUVAN for his effort to cheer me up and for his support to facilitate my task during the process. I am also deeply grateful to my dear friend Tess WAGGONER for her support.

Last but not least, I would like to present my heartfelt gratitude to my parents Ali ARAL and Venhar ARAL for their endless love and everlasting effort to provide me a better life both physically and emotionally, and to my brother Ahmet ARAL and my sister Özge ARAL for their motivations and sincere effort to lift my spirits whenever I felt desperate.

Finally, I would like to express my love and gratitude to my grandfather Mustafa KARAGÖZ who believed that emotions are the most important tools for communication. He left us earlier while I was writing this thesis. I could not appreciate him for all the things he had done for me. For this reason, this thesis is dedicated to him as a way of expression my appreciation.

ÖZET

ARAL, Mehtap. *Duygusal Zeka ve Sözlü Çeviri: Türkiye'deki Konferans Tercümanları Üzerinde Bir Çalışma*, Yüksek Lisans Tezi, Ankara, 2016.

Sözlü çeviri; dil yetisi, kültür ve dünya bilgisinin yanı sıra pek çok yetenek ve beceri gerektiren zor mesleklerden biridir. Tercümanlar, konferans sırasındaki bir konuşmanın diğer dile sözlü aktarımını anında gerçekleştirdikleri için stres altında çalışırlar, ayrıca özellikle serbest çevirmenler pek çok farklı durum, aracı şirket, müşteri, izleyici ve konuşmacıyla muhatap olurlar. Duyuşsal alan becerileri bu zor durumlarla başa çıkabilmek için mesleki önkoşuldur. Bu becerilerden bazılarını barındıran duygusal zekâ, bireyin kendi duygularını anlama ve etkili bir şekilde ifade edebilme, başkalarının duygularını anlama, düşünce ve eylemleri kolaylaştırmak için duygulardan yararlanma, bireyin duygusal tepkilerini ayarlama ve kontrol edebilme becerilerini kapsar. Bu tezde, Türkiye'deki belirli konferans tercümanlarının duygusal zekâ düzeylerinin belirlenmesi ve duygusal zekâ düzeyleri üzerinde yaş, cinsiyet, tecrübe yılı gibi kişisel ve mesleki özelliklerin etkisi olup olmadığının araştırılması amaçlanmıştır. Bu nedenle veri toplama aracı olarak, Bar-on tarafından geliştirilen duygusal zekâ envanterinin Türkçe uyarlaması kullanılmıştır. Tezin örneklemini, gönüllülük esasına dayalı olarak bu çalışmaya katılan Türkiye'deki profesyonel konferans tercümanları oluşturmuştur. Elde edilen veriler SPSS programında parametrik testlerle değerlendirilmiştir. Bulgular çalışmaya katılan konferans tercümanlarının duygusal zekâ düzeylerinin yüksek olduğunu, yani bu meslektekilerin duygusal becerilere sahip olduğunu göstermiştir. Ayrıca çalışmaya katılan konferans tercümanlarının duygusal zekâ düzeyleri ile kişisel ve mesleki özellikleri arasındaki ilişki değerlendirildiğinde, yaş, tecrübe yılı, eğitim düzeyi, yazılı çeviri yapma sıklığı ve sözlü çeviri eğitimi özelliklerinin duygusal zekâ düzeyini etkilemediği görülmüştür. Ancak cinsiyet, yıllık iş yükü ve iş alırken alan seçimi özelliklerinin duygusal zekâ düzeyleri üzerinde etkili olduğu görülmüştür. Bu sonuçlara dayanarak, konferans tercümanlarının yüksek düzeyde duygusal zekâ ve alt becerilerine sahip olmalarının iş performansları konusunda ipucu sağlayacağı düşünülmektedir.

Anahtar Sözcükler: sözlü çeviri, duygusal zekâ, Bar-on duygusal zekâ envanteri, konferans tercümanları.

ABSTRACT

ARAL, Mehtap. *Emotional Intelligence and Interpreting: A Study on Conference Interpreters in Turkey*, Master's Thesis, Ankara, 2016.

Interpreting is one of the most challenging professions that require many qualifications and abilities as well as language competence and cultural and world knowledge. Interpreters work under stress as the speech in a conference is rendered into another language immediately, in addition they are exposed to a large variety of situations, mediator companies, clients, audience and speakers especially for the freelancers. These challenges necessitate some affective skills, which are the prerequisites of this profession. Emotional intelligence composed of some of these abilities includes the ability to understand one's own emotions and to express them effectively, the ability to understand others' emotions and to use emotions in order to facilitate thoughts and actions, the ability to regulate and manage one's own emotional reactions. This thesis aims to identify the emotional intelligence levels of conference interpreters in Turkey and to determine whether emotional intelligence levels of conference interpreters are affected by their personal and professional characteristics such as age, gender, occupational experience etc. Thus, the Turkish adaptation of the emotional intelligence inventory developed by Bar-on is used for data collection. The sample of the thesis is comprised of the conference interpreters in Turkey, who voluntarily participated in this study. The obtained data is analyzed through parametric tests in SPSS program. The findings demonstrate that the conference interpreters' emotional intelligence levels are at high level, in other words, they own the emotional competencies. As for the relationship between the conference interpreters' emotional intelligence levels and their personal and professional characteristics, the findings demonstrate that age, experience, educational level, frequency of translation and interpreting training are not efficient on the level of emotional intelligence while gender, workload per year and subject field selection are efficient on the level of emotional intelligence. Based on the results of this study, the fact that conference interpreters have high level of skills encompassed by emotional intelligence may also predict the interpreting performance.

Keywords: interpreting, emotional intelligence, Bar-on emotional quotient inventory, conference interpreters.

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LIST OF ABBREVIATIONS

Emotional Intelligence	: EI
Simultaneous Interpreting	: SI
Consecutive Interpreting	: CI
Emotional Intelligence Quotient Inventory	: EQ-i

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CHAPTER 1: INTRODUCTION

“The interpreter walking into the booth was doomed to split into the two: s/he was him/herself playing his/her social role there while the other was the messenger of utterance, stunt performer, “representative” of somebody else. Now, speaking yourself out of me.” **Enis Batur, Yiğit Bener, Simültane Cınnet, 2015**

1.1. GENERAL REMARKS

Interpreting is considered to be one of the most challenging jobs as interpreters are obliged to adapt themselves to different places and situations and perpetually have to deal with different clients and end-users. They are involved in a large variety of subject fields during the interpreting process. What these initial observations indicate is that interpreting is a profession that entails a number of specific qualifications and affective characteristics, cognitive and psychomotor skills as well as language competence, world knowledge and knowledge of general culture (Doğan, 2015, p.93-94).

Interpreters are often expected to develop understanding not only of their own emotions but also that of a given speaker and the audience. A successful interpreting process requires that empathy with a specific kind of audience and the speaker be established, a given task be performed and meanwhile certain needs and expectations must be taken into consideration. It can also be added that coping with stress and unexpected difficulties apart from their own cognitive load is doomed to create a challenging working atmosphere for interpreters. Conference interpreters are thus expected to possess some specific affective characteristics, including but not limited to, being assertive, adaptable, and flexible, establishing proactive interpersonal relationships, and assuming some sort of social responsibility.

Due to the nature of interpreting, including the simultaneity and immediacy factors, interpreters are often required to make fast decisions, which in turn necessitates a strong emotional system. Emotional intelligence (hereinafter referred to as EI) first appeared some three decades ago as a new concept to

describe the affective attributes and behaviours need for individuals to engage in their personal relationships and to perform tasks in their jobs in the best way.

It is also possible to define EI as an array of non-cognitive abilities, capabilities, and skills influencing one's capacity to cope with certain environmental demands and pressures (as cited in Bar-on, 2006, p.15). EI includes understanding, regulating and controlling emotions as well. A number of scholars including Bar-on, Mayer-Salovey, and Goleman have developed some quotient inventories to evaluate and measure EI. Although they are comparatively new, these inventories and tests have been in use in many different fields.

It is noteworthy to point out that EI should be incorporated within translation studies and interpreting studies in order to offer fruitful insights about how translators and interpreters operate (Davidson, 2013, p.325). These tests and inventories can be considered useful measurement tools that might help scholars understand the relationship between EI and interpreters. The idiom "interpreter of emotions" signals that results of EI inventories can be predictive of the success of the performance and necessary competencies of to-be conference interpreters.

1.2. PURPOSE OF THE THESIS

This study primarily aims at conducting a research on conference interpreters' EI levels in order to reveal the level of EI required or necessary to be successful in the profession of interpreting. It also aims at defining and discussing qualifications, characteristics and skills of conference interpreters' with regard to EI and investigating if there is a relationship between conference interpreters' EI levels and their personal and professional characteristics.

1.3. IMPORTANCE OF THE THESIS

Professionals, schools and researchers have been debating over the years to find out whether interpreters possess inborn qualities, and to what extent interpreting skills are as a matter of nature or of nurture (Russo, 2014, p.7). As the number of interpreters all over the world is very limited and interpreting skills are of

significant concerns to researchers, the issue might continue to be one of the hot debates in the forthcoming years.

As stated above, EI is a relatively new concept that emerged as a result of efforts to clarify successful management in certain aspects of life. It is noteworthy to point out that apart from psychology it has been a topic of research in many disciplines that try to unveil its effects on performance. This study, like other multidisciplinary studies, will focus on the effects of EI, which are likely to shape the competencies of interpreters, on professional interpreters and their performance.

1.4. RESEARCH QUESTIONS

The main questions this study seeks answers are as follows:

1. What is the EI level of conference interpreters?
2. At what level does conference interpreters' EI differ in terms of some characteristics such as gender, age, education level, occupational experience, workload per year, subject field selection, frequency of translation and interpreter training?

For the first research question, answers were sought for the following sub-questions in the course of the study.

1. What level of intrapersonal skills do conference interpreters have?
2. What level of interpersonal skills do conference interpreters have?
3. What level of adaptability do conference interpreters have?
4. What level of stress management do conference interpreters have?
5. What level of general mood do conference interpreters have?

In order to test the second research question of the study, the following sub-questions are considered.

1. Is there a significant difference among the emotional intelligence levels and levels of its sub-skills of the conference interpreters in terms of gender?

2. Is there a significant difference among the emotional intelligence levels and levels of its sub-skills of the conference interpreters in terms of age?
3. Is there a significant difference among the emotional intelligence levels and levels of its sub-skills of the conference interpreters in terms of education level?
4. Is there a significant difference among the emotional intelligence levels and levels of its sub-skills of the conference interpreters in terms of occupational experience?
5. Is there a significant difference among the emotional intelligence levels and levels of its sub-skills of the conference interpreters in terms of workload per year?
6. Is there a significant difference among the emotional intelligence levels and its levels of sub-skills of the conference interpreters in terms of subject field selection?
7. Is there a significant difference among the emotional intelligence levels and levels of its sub-skills of the conference interpreters in terms of frequency of written translation?
8. Is there a significant difference among the emotional intelligence levels and levels of its sub-skills of the conference interpreters in terms of interpreter training?

1.5. LIMITATIONS

1. This study aims at finding out emotional intelligence levels of only professional conference interpreters.
2. This study intends to reveal whether emotional intelligence levels of professional conference interpreters differ in terms of some characteristics such as gender, age, education level, occupational experience, workload per year, subject field selection, frequency of translation and interpreter training.

3. The sample of this study is limited to the professional conference interpreters working in Turkey and whose e-mail addresses can be obtained from the website of The Conference Interpreters Association of Turkey (TKTD) and from the websites of translation agencies which offer interpreting services.

1.6. ASSUMPTIONS

1. The sample group is assumed to complete the inventory with their full attention.
2. The sample group is assumed to mark the items in the inventory sincerely.

1.7. RELEVANT RESEARCH

The relationship between EI and translation and interpreting studies or in a narrow sense the importance of EI on translators' or interpreters' occupations has been studied in recent years. One of the studies on this subject belongs to Hubsherin-Davidson (2013). Highlighting the importance of such studies, it is a descriptive study that analyzes some academic investigations into EI, personal traits, and their relationship with the profession of translation and interpreting.

Some studies examine the relationship between quality of translation and EI. Shangarffam and Abolsaba (2009) used the Bar-on EI quotient inventory and students' translations in a translation course to determine the effects of EI on the quality of translation. The results of this study indicated that there was not a significant relationship between quality of translation and EI. In another study, Varzande and Jadidi (2015) investigated the relationship between EI and the quality of translation through the TEIQue test developed by Petrides and the translations of the professional translators. Their study also pointed out that there was no significant relationship between the quality of translation and EI. In the light of the examples above, it can be suggested that EI levels of translators are not significantly effective on the quality of translation.

There are also some studies that have focused on individual differences in interpreters' personality traits, emotional stability, emotional functioning, anxiety

and stress, which are partly related to EI. Kurz (2003), for instance, conducted a research in order to find out whether there is a difference in physiological stress responses between professional conference interpreters and interpreting students. In her study, she assessed the differences via pulse rate and skin conductance levels of the professionals and the students during simultaneous interpreting process. The sample group of the study was composed of 2 conference interpreters and 3 interpreting students. The result showed that the professionals had higher stress tolerance than the students.

Bontempo and Napier (2011) studied the effects and extent of cognitive abilities and personality on interpreter performance. The sample group of the study was made up of 110 accredited sign language interpreters. The study made use of a questionnaire to explore the interpreters' self-efficacy, goal orientation and negative affectivity. The findings of the study suggested that emotional stability seemed to be the predictor of an interpreter's competence.

Ivars and Calatayud (2001) studied the relationship between fear of public speaking and anxiety and performance among interpreters using a sample group composed of 197 interpreting students. They used a questionnaire to measure confidence in public speaking and an anxiety questionnaire called STAI. In order to evaluate the performance, they utilized the exam grades of the interpreting students. Their study concluded that there was no significant relationship between anxiety, fear of public speaking and academic performance of the interpreting students.

Kallay and Petra (2014) tried to discuss and reveal the individual differences in cognitive process, emotional state and emotional regulation in a sample group of 13 students in a master program of conference interpreting. They used a large variety of tools to measure the following factors: general intelligence, depression, distress, emotional regulation strategies, individual differences, cognitive inhibition, updating of working memory. Having measuring these factors, they compared the interpreting students with a normative sample at the same age from the general population. Their findings demonstrated that the conference interpreting students had higher levels of stress tolerance, better objective performance in executive functioning, and used more emotional regulation

strategies than the normative sample. The study found that in other areas, the interpreting students did not differentiate from the normative sample.

Last but not least, another study with a similar scope but different participants and methodology from the present study, is found in the available literature. Singurenau (2015) conducted a study on interpreters and their EI and its impact on their careers. In her article, Singurenau argued that EI was of significance to an interpreter's profession. Drawing on both quantitative and qualitative methods, this study used a test called TEIQue developed by Petrides and an interview with the interpreters to measure EI. TEIQue has some subcategories including happiness, optimism, self-esteem, emotion regulation, impulse control, stress management, empathy, emotion perception, emotion expression, relationships, emotion management, assertiveness, social awareness, adaptability, and self-motivation. These subcategories are clustered into the following categories: well-being, self-control, emotionality, sociability, adaptability and self-motivation. In Singurenau's study, the participants were composed of 6 qualified conference interpreters and 6 qualified public service interpreters.

In her study, at first, the scores of the interpreters were compared with a reference group: 1800 working people in the UK. As a result of the comparison, the study showed that women interpreters had higher scores in emotion perception, emotion management and emotion expression while men had higher scores in emotion regulation, impulse control, stress management and self-motivation. The study also indicated that in comparison to women, male interpreters felt more comfortable when they worked under stressful and difficult working conditions.

Secondly, Singurenau compared the data obtained from the conference interpreters with those of the public service interpreters. It was found out that well-being factor was high in both groups, which implied that they enjoy their jobs. The self-control factor was variable for all individuals. That is to say, they did not agree on intervening in a situation or expressing their ideas about a given issue when required. High levels of adaptability factor in both groups showed that they were relaxed because they were used to working in different fields, in different places and with different people. It should also be added that the sociability factor was higher in public service interpreters as they established more relations with people in their jobs. As for the self-motivation factor, it

seemed to be average in both groups probably due to the fact that they worked generally as freelancers. In conclusion, this study underlined that EI was important for interpreters to be successful in their careers.

1.8. OUTLINE OF THE THESIS

This thesis is comprised of five chapters: “Chapter 1: Introduction” gives background information on this study, as well as the aim and the importance of it, the research questions, assumptions, and limitations and the relevant researches.

“Chapter 2: Theoretical Background” constitutes the backbone of the thesis giving information on two aspects, interpreting and EI. In the first section, information about interpreting with a brief history of interpreting and the qualifications of interpreters are presented. The second section provides a general overview of EI; a brief history of EI, the models of EI and the tools used to measure EI, and the relationship between EI and interpreting are explained.

“Chapter 3: Methodology” provides the methodological framework of the study. Information about the participants, the design of the study and the data collection instruments utilized are presented in this chapter. Following the procedures of the study, the chapter ends with the explanation about the method of the analysis of the statistical data.

“Chapter 4: Findings and Discussion” is composed of three sections. The first section presents an analysis of the personal and professional characteristics of the participants. In the second section, the participants’ EI levels and levels of sub-skills are presented with regard to the research questions. Lastly, it is demonstrated that there is a significant relationship between EI levels and some personal and professional characteristics of the interpreters.

“Chapter 5: Conclusion” presents general remarks on previous chapters and an evaluation of the research questions in line with the findings and discussions of the chapters.

The next chapter is devoted to the theoretical background of the study, dwelling on both interpreting and emotional intelligence.

CHAPTER 2: THEORETICAL BACKGROUND

Within the scope of this chapter, general information about interpreting and emotional intelligence is provided. In addition, the relationship between interpreting and emotional intelligence is discussed.

2.1. INTERPRETING: A GENERAL OVERVIEW

Interpreting is an activity said to have emerged as a result of communication needs arising when different societies confronted each other. At first, interpreting as a term was used to define the process a person explains a text or utterance for people having difficulty in understanding it (Pöchhaker, 2004, p.9). In other words, in ancient times, interpreting was used to denote the task of the mediator in case of a misunderstanding during communication. However, in time interpreting got to be used for the process in which the utterance was rendered from source language to target language under time pressure, with little chance for correction and revision. This explanation foregrounds the immediacy and simultaneity factors of the interpreter's processing.

The former term (immediacy) refers to the fact that interpreter processes the input in the source language and produces output in the target language immediately by using multitasking strategies effectively and by benefiting from the cognitive process at the maximum level. The latter term (simultaneity) refers to the fact that interpreter performs the given task almost simultaneously. In other words, reception and comprehension of the input and production of the output take place within a few seconds. Within this process, memory gets extremely overloaded with the continuously incoming information, called incrementality and may lead to hindrance or atrophy in the processing of the interpreter's cognitive functions (Doğan, 2012, p. 115-116).

Immediacy, simultaneity and incrementality factors lead to the consideration that interpreting is a hard task requiring effective cognitive functioning. If the interpreter makes use of his/her cognitive skills efficiently; s/he can overcome the unexpected output, develop control over the performance and handle stressful situations. If not, stress-related problems may arise and the interpreter may not

handle them effectively. If this occurs, the interpreter may suffer from poor performance or may be unable to achieve his/her task.

However, these cognitive skills alone are not sufficient for interpreter to have the best performance. Affective skills also influence the performance level of the interpreting according to Bloom's taxonomy (1956). Affective skills are composed of five levels: receiving, responding, valuing, organization and characterization.

The first level, "receiving" begins with the awareness of the phenomenon or the stimuli and continues with conscious attention to the subject. Therefore, an interpreter should be eager to learn new things as s/he renders the speech from different subject fields and readiness is necessary in order to focus their attention despite distracting stimuli. Tolerance to different thoughts and cultures is also crucial at this level and in the occupation.

The second level, "responding" is compromised of willingness to respond to the phenomenon or the stimuli, willingness to obey the rules or compliance and gain satisfaction from getting engaged in it. An interpreter is supposed to be eager to perform the task relative to its rules, enjoy the profession and/or merely enjoy the process.

The following level, "valuing" the phenomenon or stimuli can be clarified as voluntarily responding this phenomenon or stimuli/ seeking ways to commit oneself to it. For interpreters, emotional acceptance of the profession and evaluation of one's position occur at this level. An interpreter's position requires the coordination of the roles among the presentation of self, participant alignment and interaction management (Llewellyn-Jones, 2013, p.56). It is thus possible to note that the interpreter should act as a mediator and be bi-partial. Additionally, s/he should provide alignment between interlocutors and intervene in only in case of misunderstandings, or the need for clarification of a missing cultural inference (ibid p.64). All in all, s/he is supposed to have a command of the interpreter's role and position him/herself vis-à-vis the knowledge about the environment, the contact person for the task, the duties etc.

The next level, “organization” refers to developing judgements within one’s value system. Generalized values determine how the individual approaches problems and attempts to find solutions. Thus, it enables an individual to internalize these values and act in line with them, called as “characterization” (Bloom, 1956, p. 167). It is against this background where the interpreter should commit himself/herself to the profession. Also, s/he should attribute value to the profession and be aware of his/her qualifications. The qualifications s/he learned and acquired should turn into his/her attitudes and beliefs so that s/he can deal with problems easily during the interpreting process.

In the absence of the first two affective skills, receiving and responding, the interpreter cannot become well-versed in the relevant background information or cannot concentrate on the task well, as a result of which, s/he faces the task of interpreting with additional stress. In case of the lack of the other affective skills, the interpreter cannot manage unexpected situations and find solutions to the problems in the course of interpreting since s/he does not possess internalized coping skills. Thus, the interpreter feels stressed and the interpreting process can be interrupted.

These cognitive and affective skills form the qualifications required to be an interpreter while lack of them is considered to be a challenge in the “interpreting” profession.

2.1.1. Birth of Conference Interpreting

Interpreting is one of the oldest professions due to the communication needs between societies, nations and countries who speak different languages especially in the fields of trade, business and diplomacy. Its roots date back to the 4th century BC (as early as separation of cultures) but it gained importance in The Age of Discovery when distant civilizations came into contact and language barriers occurred. A prominent example of this occurred during World War I, when civil servants and diplomats established communication between Allies.

In 1919, Paris Peace Conference was held with the participation of the Allied Powers and the associated states. It was the first multilingual meeting since the language of diplomacy was French until that time. However, English was accepted as the official language of the meeting. Interpreting from French to English and from English to French was performed in all the sessions. The interpreting was generally performed consecutively and the interpreter sat or stood behind the speaker and took notes in the course of speech. The interpreter began to render the speech into the target language when the speaker provided a break in the speech. Although it was the common mode of interpreting during the conference, the delegates who knew the language of the speaker became distracted and left the session during the interpreting process.

Also, Japanese and Arab delegates participating in the meeting had difficulty in expressing themselves and brought their own interpreters, particularly diplomats, as their linguistic mediators (Baigorri- Jalón, 2014, p.24). These interpreters of the delegates performed interpreting by whispering in the delegates' ears during the session, which is also a mode of interpreting preferred when only one or two people do not know the language spoken at that time. In this mode, as the voices of the speaker and the interpreter overlap, the interpreter tries to speak in the lower voice so as to not to disturb neither the listener nor the speaker. This type of interpreting is also known as chuchotage. When the delegate who did not know French or English was speaking, the interpreter rendered the speech with real-time visual reception of the written text, called sight translation (Pöchhacker, 2004, p. 19).

During the interwar period, the individuals served as liaisons between France's and Great Britain's military units, who did not understand each other's language. Military officers were trained for this purpose but the war was the school for the other officers to be trained as interpreters. In 1919, the employers and the delegates for the unions participated in the conferences held by International Labour Organization (ILO). As the employers did not have a command of the official language (French or English), German, Italian and Spanish were accepted as the official languages of the international proceedings. This multilingualism led to the suggestions for a different interpreting mode. In 1924, the first technical

efforts for simultaneous interpreting were made after the interpreters had tried to perform their task simultaneously behind the speaker in order to handle the time-consuming and distracting interpreting process. They used stenographers, microphones and headphones placed at a horseshoe-shaped table. Due to the insufficient conditions, a simultaneous interpretation system was developed and the trained interpreters tested the system in the sound-proof booth in The Hague.

The exact transition from consecutive interpreting to simultaneous interpreting occurred at the Nuremberg Trials, the series of proceedings conducted to hear the cases about war crimes, crimes against humanity and worldwide peace in 1945-46. Simultaneous interpreting has become the predominant mode since then. Moreover, conference interpreting emerged as a profession thanks to using simultaneous interpreting at the Nuremberg Trials and this profession has risen in prominence and relevance since then (Baigorri-Jalon, 2014, p.13).

Especially, the foundation of AIIC in 1953 was a big step towards institutionalizing the profession and to gather conference interpreters all over the world and towards establishing standardized working conditions. Since then, it has been regarded as the most prestigious profession among translation and interpreting fields because of the superior working conditions and higher remuneration but according to the studies which examined interpreter roles and their perspectives of the profession, the conference interpreters see themselves in a more modest way (Diriker, 2015, p.81).

2.2. COGNITIVE PROCESS AND MEMORY IN INTERPRETING

Interpreting as a research field is changing and becoming more interdisciplinary like other research fields. In the first years of the interpreting studies, the main focus was on theories, techniques, and training candidate interpreters. It continued with occupational ethics, interpreter's performance and its assessment. Later, memory and cognitive process have been the subjects of research fields and moreover, interdisciplinary studies have been carried out by new researchers. The relationship between sociology and psychology and interpreting studies has

improved and now researchers make use of these disciplines as a means to explain new ideas and hypotheses about the interpreting studies more efficiently.

The interpreting scholars developed models to explain interpreting process and as it relates to the memory. One of them is the Effort Model developed by Gile (1997) to define problems and failures in the cognitive process of interpreters during interpreting. According to him, interpreters require mental energy to perform the task and limited but sometimes more than available energy is necessary, which might prove to be an obstacle to perform a given interpreting task. He describes all phases as efforts in simultaneous interpreting and consecutive interpreting because these phases require deliberate decisions and efforts.

Consecutive interpreting process is defined in two distinct phases. The first phase is listening and note-taking effort while the second consists of reading notes (reading effort), recalling the information from the memory (remembering effort) and producing the text (speech production effort) in the target language.

In the first phase, the interpreter listens to the utterance, and takes notes of some crucial information to be able to recall it from the long-term memory. The time the utterance is heard and analyzed and the time it is written down overlap. Thus, it requires sufficient processing capacity for these efforts and their coordination. If the capacity requirements are not met, problems related to processing capacity occur (Gile, 1997, p.175-176). For example, if the interpreter does not have readily available symbols or abbreviations for the information, s/he may spend excessive time to write it and therefore cannot analyze it or may make up symbols or abbreviations in the course of note-taking, thus s/he has a higher risk of forgetting their meaning while producing output, which results in stress and loss of information.

In the second phase, the interpreter reads the notes by recalling the information from the long-term memory, which keeps information permanently and the information is retrieved when necessary, and produces the output in the target language. The interpreter is free to perform these efforts as there are no time constraints or high cognitive load.

As for SI, it is composed of listening and analysis effort, short-term memory effort and speech production effort as well as coordination effort. At first, the interpreter listens and analyzes the given utterance; then, the utterance is stored in the short-term memory. At last, it is reproduced in the target language. Unlike CI, in simultaneous interpreting, all operations overlap because of simultaneity and immediacy.

Total available processing capacity requirements for SI should not exceed the interpreter's total available processing capacity. This means that processing capacity for each effort must be enough to perform the task; otherwise, the requirements are not met, for example, incrementality might occur, and the interpreter may be faced with problems and fail in the process. Furthermore, spending more effort for one task may result in skipping another task due to the simultaneity and immediacy factors.

Given that the short-term memory has a capacity to remember 7 ± 2 chunks at one time (Massaro, 1978, p.310), the interpreter should be able to develop strategies to coordinate his/her interpreting with the capacity. As long as the interpreter has sufficient background information, i.e, contextual knowledge, in the long-term memory, the capacity for the next input in the short-term memory will be greater (Doğan, 2015, p.148). If the interpreter does not make use of the short-term memory efficiently, s/he cannot concentrate on the incoming input or on the other non-linguistic elements. This impairs the interpreter's ability to render the speech and leads to stress due to the worry about failure in the process. Thus, s/he is unable to manage the interpreting related stress.

To manage the problems triggered by cognitive process and memory requires some skills and this is what differentiates this profession from others. They are explained in the next section.

2.3. QUALIFICATIONS, COMPETENCIES AND SKILLS OF INTERPRETERS

The interpreter is no longer defined just as a person who renders an utterance from a source language to the target language. Instead, s/he has become to be considered as a person with many special skills and competencies. From this point

of view, it can be stated that language competence is obligatory but not sufficient to be an interpreter.

There have been many prerequisites, skills and competencies defined by scholars for interpreters. For instance, Sanz (1931) studied the competencies an interpreter was supposed to have. He categorized these competencies as cognitive skills such as intelligence, intuition, memory, moral and affective qualities such as tact, discretion, alertness and poise. Similarly, Van Hoof described the qualities of an interpreter. He categorized qualities as physical qualities such as stamina and strong nerves; intellectual qualities as language proficiency; general knowledge and mental qualities such as memory skills, judgement, concentration and divided attention (Van Hoof, 1962, as cited in Pöchhaker, 2004). There are also some other researchers who explained the features of an interpreter in different terms. Keiser (1978, p.17) identified the important features of an interpreter as knowledge, ability to intuit meaning, adaptability, concentration, memory skills, public speaking ability and a pleasant voice. Gentile et al. (1996, p.65) stated that language skills, cultural competence, interpreting techniques, memory skills and professional ethics were the main competences of interpreters.

Institutions or associations related to interpreting also tried to determine the characteristics of interpreters as well. For example, the RID Code of Ethics defined the requirements of interpreters as possessing a high moral character, being honest, conscientious, and trustworthy and having emotional maturity (Cokely, 2000, p.35). Researches also exist regarding the competencies of interpreters. For instance, Doğan (2015, p.95-99) listed the competencies of an interpreter trained for this profession as following: the ability to analyze discourse in terms of socio-cultural and socio-cultural perspectives and understanding non-verbal elements during speech, ability to note-taking, cultural and world knowledge, background on the subject fields and terminology, capability to benefit from his/her working memory and short-term memory, professional ethics, self-criticism, self-control, self-correction, being sociable, and adaptable to different circumstances, being capable of making decisions quickly, having affective skills like dedication to the profession, being alert, courageous, motivated and poised, coping with difficulties etc.

In addition, Bener (2015) discussed some competencies of conference interpreters such as the capability to cope with difficult circumstances and stress, adaptability, trust, respect and coordination with booth mates, impartiality, invisibility, empathy, self-control, ability to make decisions quickly etc.

These competencies and skills are discussed in the section about the relationship between EI and interpreting at the end of the chapter.

2.4. EMOTIONAL INTELLIGENCE

Emotional intelligence is a relatively new concept, and has gradually become one of the most discussed subject matters. The words “emotion” and “intelligence” which form the term “emotional intelligence” are further explored to gain insight into its historical development.

Intelligence had been an issue of concern even before it was defined as a concept and a term. Although the efforts to understand intelligence and the brain date back to early ages in terms of philosophy and psychology, intelligence was not mentioned clearly as a concept until the nineteenth century.

Some approaches on intelligence were outlined in 1921 when researchers tried to develop explanations for the concept. Firstly, Terman defined the concept of intelligence as the ability to abstract thinking while Colvin ascertained that it was the ability to learn or to have learned to adjust oneself to their environment. Also, the scholars benefited from the statement of perception, reasoning, and judgement to explain it.

People have often tended to associate their success at work, school and in their life with intelligence. They have thus tried to determine the prerequisites to be regarded as an intelligent person since everybody has individual differences and, if ability is the concern everybody differs from one another.

In this respect, some experts or scholars have developed measurement tools to clarify these individual differences, to determine average intelligence and to assign intelligence as the predictive of academic performance. As a result, Binet developed the first tool to measure a person’s intelligence while Galton and Spearman tried to create theories about intelligence at the beginning of the

nineteenth century. As for the measurement of intelligence, it was a general perception at that time that problem solving, verbal ability and social competence were primary factors (Sternberg, 2000, p.12). Within these three factors, problem solving refers to reasoning logically, finding practical solutions, and dealing with problems in a logical way while verbal ability means conveying messages clearly and accurately and social competence describes the ability to accept people as they are and being interested in the world in general. These are the first implicit theories about intelligence.

Intelligence has been a concept which is still an issue of concern. However, the recent studies have revealed some disputes about the relationship between success and intelligence. These studies have indicated that the rate of the effect of intelligence on success is at maximum 20 % percent while 80 % of it depends on other factors including EI. (Goleman, 1996, p.62)

Another scholar who studied the measurement of intelligence is David Welchsler. He questioned whether cognitive intelligence is sufficient to evaluate success. Meanwhile he added that other factors related to intelligence should be included within the broad concept when measuring the intelligence of people. (as cited in Acar, , 2001, p. 15)

Having briefly discussed the meaning and initial trajectory of the study of intelligence, it is necessary to address the concept of emotion. Emotion is a complex pattern of changes, including physiological arousal, feelings, cognitive processes, and behavioural reactions made in response to a situation perceived to be personally significant according to Glossary of American Psychological Association (www.apa.org).

It is a generally recognized fact that human beings experience positive emotions such as joy, hope, curiosity, relief, love, surprise, confidence etc. and also negative emotions such as anger, sorrow, worry, hate, panic, disgust, embarrassment etc., which vary according to place, situation, mood and people. These mental states or physical reactions to various situations affect all aspects of the daily lives of human beings, including academic, professional and social areas.

Following the definition of emotion as a concept, Goleman's argument (1996, 40-58) regarding EI and the processing of emotions in the brain is relevant. The

emotions are perceived first by the amygdale, which is located in the temporal lobe of brain and is responsible for the storage of emotional memory. In addition, it controls and manipulates the brain in the event of an emergency. It also transfers suggestions about emotions to the neocortex, which is called thinking brain and makes the perceived emotions comprehensible and integrates ideas into feelings. Especially, the left prefrontal lobe regulates emotions for reasoning logically. Problems with functioning in these regions result in mental diseases. These occur in the limbic system and what he claims is that the functioning of EI is based on the functioning of amygdale and neocortex and their relationship.

In conclusion, the argument provided by Goleman is the fact that we have two minds; one that thinks and the other that feels. As he points out, the way we experience life is determined by these minds, which complete each other (1996, p.36). Drawing on this argument, the next section of the study further explores and discusses the mind that feels, called emotional intelligence.

2.4.1. Definitions of Emotional Intelligence

The Encyclopaedia of Psychology (2004) defines EI as the following:

Emotional intelligence refers to a set of abilities that involve the way in which people perceive, express, understand, and manage their own emotions as well as the emotions of others. Although there are several different definitions and models found in the literature, there is considerable overlap among them. At the core of every definition are the abilities to perceive emotion clearly in oneself and in others, to use emotions to facilitate thought and action, to understand how emotions affect one's own behaviour and that of others, and to regulate one's own emotional reactions. (Cherniss, 2004, p.315)

As inferred from the definition, EI is based on four actions related to emotions: perception, expression, effective usage and the manipulation of emotions both for a person's own sake and for others. Also, Cherniss states (ibid) that there have been different definitions and models thus; different approaches are present like in all other disciplines, especially in new ones. In the section on models of EI (see 2.4.3.), the differences and similarities between models are shown.

Another definition of EI is that it is a type of intelligence defined as the abilities to perceive, appraise, and express emotions accurately and appropriately, to use

emotions to facilitate thinking, to understand and analyze emotions, to use emotional knowledge effectively, and to regulate one's emotions to promote both emotional and intellectual growth. (www.apa.org)

In addition, some researchers have defined EI and approaches to it for commercial purposes thus; they are called pseudo-scientific. Within the study of EI, three approaches are accepted scientific as their studies were composed of empirical studies and measure development. (Berrocal- Extremera, 2006 p.8). For this reason, only scientifically accepted approaches and definitions written by the scholars of these approaches are mentioned in this thesis.

In the view of Bar-on (2006, p.14), the first scholar to mention EI, emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.

Bar-on claims EI is based on Garder's (1983) interpersonal (social) and intrapersonal (emotional) intelligences and also Carolyn Saarni's definition of EI as emotional and social skills. That is the reason why Bar-on chooses this term for the concept.

The second definition belongs to Mayer-Salovey (1990, p.189) and they defined EI as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Mayer and Salovey also focus on three actions: to recognize one's and other's emotions, to manage them and to use emotions in decision making and problem solving processes.

The other scholar Goleman calls this concept emotional competence and defines it as learned capability based on EI that results in outstanding performance at work (2000, p.344). His definition for emotional competence is focused on knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others and handling relationships.

As Cherness stated (ibid, p.316), these definitions have similarities, namely in comprehending one's and others' emotions, managing emotions and using emotions in daily life. Nevertheless, some differences appear in terms of denomination and emphasized functioning.

2.4.2. Birth of Emotional Intelligence

The root of EI dates back to Darwin's idea about survival and emotions present in his book in 1872. He mentioned that emotions make some abilities stronger in case of an emergency and that people use emotions to communicate. However, EI emerged theoretically after intelligence and measurements of intelligence were considered insufficient in order to assess academic and social success.

In 1920, Thorndike propounded the concept of social intelligence by classifying it as part of a system which included mechanical intelligence, social intelligence and abstract intelligence. He alleged that success in business life required social intelligence and suggested an assessment method for social intelligence such as reading facial expression but added that it was difficult to measure and its evaluation in real-life situations was necessary.

In 1943, Wechsler realized that while individuals with the modest IQ levels could manage their lives successfully while individuals with higher IQ levels could not do so efficiently. From that point of view, he suggested that the discrepancy occurred because of non-intellective factors called affective and connotative abilities. It may be partly regarded as a path to EI.

In 1989, Gardner conceptualized multiple intelligences including intrapersonal and interpersonal in addition to five intelligence types. His definition for intrapersonal and interpersonal intelligences is a base for EI:

Interpersonal intelligence is a capacity to discern and respond appropriately to the moods, temperaments, motivations and desires of other people... Intrapersonal intelligence is access to one's own feelings and the ability to discriminate among them and draw upon them to guide behaviour; knowledge of one's own strengths, weaknesses, desires, and intelligence. (1989, p.6)

Gardner claimed that all individuals had different kinds of intelligences, sometimes one or several of them might differentiate themselves due to

environmental and innate factors (1989, p. 5). As intelligence is not limited to logical-mathematical intelligence and perception, memory and psychological process of individuals can take different forms.

In 1990, Mayer-Salovey wrote an article describing EI in a conceptualized way. As EI possesses much common ground and shares components with social intelligence, it is a part of social intelligence in their view. (1990, p.189)

In 1995, after Goleman's book, titled Emotional Intelligence and published worldwide, this concept was recognized both by scholars in the field and by individuals from different professions and general public. Goleman used EI in order to discover the components necessary for achievement at work and in the organizational framework of a given profession, and especially for the leadership. What he suggested was a model of competencies but later, he proposed the theory of performance to show the effect of EI on the success of employees in organizations.

In 1997, Bar-on reviewed the literature concerning this subject and noticed that many scholars tried to associate EI with the social intelligence since they were considered interrelated subjects. For this reason, he suggested a model as emotional-social intelligence with its interpersonal and intrapersonal competencies.

The models of Goleman, Bar-on and Mayer-Salovey have gained recognition in the field because of their effort to conceptualize EI in a scientific way, their empirical studies and the measures they developed to assess EI.

2.4.3. Models of Emotional Intelligence

Three EI models encompass theoretical explanations and suggest tools to measure EI, which caused them to be recognized in the field. In addition, they have gained validity due to conducted empirical studies. As a result, only these models are explained in the scope of the present study.

One of them, developed by Mayer- Salovey is an ability-based model while the others are regarded as mixed models due to the fact that some personality traits are incorporated into EI. These mixed models, in other words, Bar-on's

emotional-social intelligence model and Goleman's emotional competencies model focus on mental ability and personality traits to explain EI in a theoretical framework. Goleman also focuses on effects of EI on the performance and the workplace.

These three models have common grounds in their sub-factors like perception of emotions, management of emotions etc. but they differ in the way they assess EI. The contents of the measurement tools vary significantly because the concept is interpreted from different point of views. (Bar-on, 2000, p.321)

2.4.3.1. Model of Mayer-Salovey

Mayer-Salovey (1990, p.190) defines EI as the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

In line with their model, they believe that people can solve problems and control or manipulate their behaviours by recognizing their and others' emotions and feelings. This model is based on inter-personal and intra-personal intelligence subcategories of Gardner's multiple intelligences and on the definitions of social intelligence by Wechsler and Thorndike.

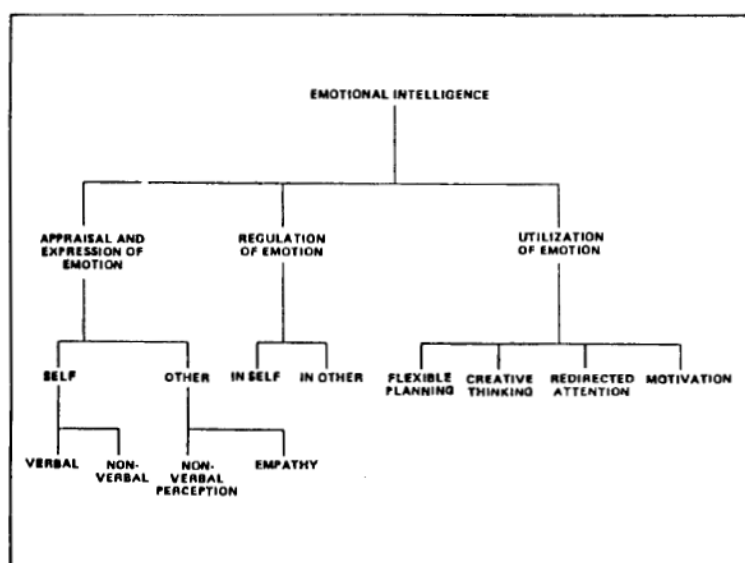


Figure 1. Conceptualization of Emotional Intelligence by Mayer-Salovey (1990, p.191)

According to this model, the process starts with affective information that enters into the perceptual system. It is conceptualized in three sections in a hierarchical way. In the first section, appraisal and expression of emotions occur verbally or non-verbally. If this phase functions properly, emotionally intelligent people can perceive their and others' emotions quickly and accurately. Moreover, they can express their feelings and respond to them in a more appropriate way. This is a type of skill or ability required for sufficient social functioning.

An essential part of the first phase is empathy, which is considered to be the main characteristic of emotionally intelligent people. It is a term used for the ability to comprehend others' feelings and to re-experience them oneself. Empathy helps people live in greater satisfaction and less stress and also affects one's well-being in their social lives positively.

The second phase, regulation of one's feelings and emotions, is followed by appraisal of one's and others' emotions. Individuals can manage, regulate, manipulate or control their negative feelings when they are conscious of them. If this phase functions well, terminating negative feelings and replacing them with positive ones save people from devastating events, give pleasure in life and make them behave in the ways that are socially acceptable.

The third phase is utilizing emotions by being aware of their benefits, which facilitates social, professional and intellectual life because emotions enable people to concentrate on a subject, find solutions for problems and organize their memory system. Flexible planning, a sub-factor of this phase, enables people to take advantage of future opportunities as they are in positive mood, otherwise, they feel disrupted by unexpected situations and cannot benefit from opportunities.

The other sub-factors comprise creative thinking, redirected attention and motivation. A person with positive feelings can be more creative in thinking and find better solutions because happiness helps memory organize, integrate and remember information easier. In a positive mood, mood redirected attention occurs while the person has private problems; still s/he can focus on work and be successful. Moreover, motivating emotions increases confidence and capability of an individual as s/he uses anxiety to challenge tasks so as to motivate oneself.

The model is explained through the examples from the empirical studies conducted by the former researchers for each factor of the model. The claim is that deficits in EI cause many problems and affect mental health negatively. Furthermore, the individuals who are lack of EI are faced with unachieved goals. Thus, EI may be used as a framework in the organization of personality. (Mayer-Salovey, 1990, p.202)

As for the measurement of EI, MSCEIT (Mayer-Salovey-Cruso EI Tests) have been developed gradually. As the name of the model suggests, assessment is based on the ability. The tool includes 141 items divided into four branches. In the first branch, the level of perception of emotions is evaluated by demonstrating faces, landscapes and abstract designs and asking the individual to assess the amount of emotions with a five point scale. The second branch is designed to evaluate the level of emotional facilitation by identifying similarities between feelings and internal experience such as temperature and taste. The third branch is composed of questions about matching feelings with others and identifying mood change in order to assess the level of understanding of emotions. The last branch is managing emotions whose level is evaluated through chosen options to questions like, “how do you act in such a problematic situation?” (Mayer, Cruso, Salovey, 2000, p.329).

2.4.3.2. Daniel Goleman’s Model

Goleman’s definition of emotional competence, “a learned capability based on EI that results in outstanding performance at work”, shapes the theoretical framework of his EI-Based Theory of Performance (1998, cited in 2001, p.27). In parallel with his views, he suggests that emotional competencies are predictive in job performance but in an organizational field (Cherniss- Goleman, 2001, p.210). This model was developed from emotional competencies theory of Goleman collaborating with Boyatzis.

He clusters competencies into four domains as self-awareness, self-management, social awareness and relationship management. The first domain, self-awareness is in line with appraisal and expression of emotions of Mayer-Salovey and intrapersonal skills of Bar-on. It refers to the sense and reflection of one’s and

others' emotional states. The second domain self-management refers to the regulation of distressful affects. The other one is social awareness including empathy (see Figure 2). The last domain he introduces is relationship management as a social skill. It should be noted that these four skills are arranged into different domains in the other models.

	Self Personal Competence	Other Social competence
Recognition	Self-Awareness - Emotional self-awareness - Accurate self-assessment - Self-confidence	Social Awareness - Empathy - Service orientation - Organizational awareness
Regulation	Self-Management - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative	Relationship Management - Developing others - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Teamwork & collaboration

Figure 2. A Framework of Emotional Competencies (Goleman, 2001, p.28)

As for the measurement of EI in this model, Goleman and Boyatzis developed Emotional Competencies Inventory (ECI) based on questions about competencies. Firstly, individuals answer based on five-likert scale according to their appropriateness and later their colleagues or individuals who work with them reply and these are evaluated by professionals on EI. (Bar-on, Parker, 2000, p.345-346)

This inventory is applicable specifically to salespeople, nurses or other professionals working in an organizational field and to leaders so that they might predict job performance.

2.4.3.3. Reuven Bar-on's Model

Bar-on (2006, p.14) defines the concept as emotional-social intelligence, a set of emotional competencies and skills, which enable people to understand themselves and others and to relate to them and deal with daily requirements. He uses this term to determine effective human behaviours in social and business life. His

model is a mixed type as personal traits like assertiveness are added into the emotional competencies (Berrocal,-Pacheco, 2006, p.9).

As seen in the previous models, this model is also focused on perceiving of one's and others' emotions and regulating and managing them. However, he classifies emotional skills into five domains: intrapersonal skills, interpersonal skills, adaptability, stress management and general mood. Bar-on' main purpose in proposing the model is to investigate fundamental elements helping individuals experience psychological well-being (Bar-on, 2000, p.364).

As for the measurement of emotional-social competencies, Bar-On developed the first available, commercial instrument to measure EI. For research purposes, the most employed measure is his Emotional Quotient Inventory. (Bar-On, 1997, as cited in 2006, p. 15)

The inventory includes 133 items with statements which define these competencies. The individual marks the scale from 1 (not true of me) to 5 (very true of me). The scores are separately calculated for each domain given above and are classified as very low, low, medium, high, and very high (Bar-on, 2000, p.365).

EQ-i SCALES	The EI Competencies and Skills Assessed by Each Scale
Intrapersonal	Self-awareness and self-expression:
Self-Regard	<i>To accurately perceive, understand and accept oneself.</i>
Emotional Self-Awareness	<i>To be aware of and understand one's emotions.</i>
Assertiveness	<i>To effectively and constructively express one's emotions and oneself.</i>
Independence	<i>To be self-reliant and free of emotional dependency on others.</i>
Self-Actualization	<i>To strive to achieve personal goals and actualize one's potential.</i>
Interpersonal	Social awareness and interpersonal relationship:
Empathy	<i>To be aware of and understand how others feel.</i>
Social Responsibility	<i>To identify with one's social group and cooperate with others.</i>
Interpersonal Relationship	<i>To establish mutually satisfying relationships and relate well with others.</i>
Stress Management	Emotional management and regulation:
Stress Tolerance	<i>To effectively and constructively manage emotions.</i>
Impulse Control	<i>To effectively and constructively control emotions.</i>
Adaptability	Change management:
Reality-Testing	<i>To objectively validate one's feelings and thinking with external reality.</i>
Flexibility	<i>To adapt and adjust one's feelings and thinking to new situations.</i>
Problem-Solving	<i>To effectively solve problems of a personal and interpersonal nature.</i>
General Mood	Self-motivation:
Optimism	<i>To be positive and look at the brighter side of life.</i>
Happiness	<i>To feel content with oneself, others and life in general.</i>

Figure 3. EQ-i Scales and What They Assess (Bar-on, 2006, p.23)

As stated before, the inventory is composed of five sub-skills: intrapersonal skills, interpersonal skills, stress management, adaptability and general mood. These sub-skills include fifteen factors related to EI.

The first factor of intrapersonal skills, “self-regard” refers to self-knowledge. It encompasses knowledge about the way one generally feels, thinks, and behaves in certain situations. This is generally associated with emotional self-awareness (Bar-on, Parker, 2000, p. 374).

Possessing “emotional self-awareness” is to know what we are feeling, why, and to know what causes these feelings. It is necessary to learn how we can manage our emotions and feelings in certain situations. These two factors can be related to Bloom’s affective skills, particularly with receiving and responding levels. The one who knows his/her own thoughts and feelings also has the knowledge about the subjects they are interested in and willing to involve themselves in (see 2.1).

Knowing one’s emotions and feelings leads to “assertiveness”, in other words expression of one’s feelings and thoughts. To express them depends on one’s acceptance of oneself, namely self-regard. Also, assertiveness should be accompanied with independence. “Independence” is the ability to be dependent on one’s self-confidence with a desire to meet expectations and obligations without becoming a slave to them (ibid, p.384). It can be associated with the responding level of the affective skills due to its relationship in obedience (see 2.1).

The last factor of intrapersonal skills, “self-actualization”, refers to being committed to and involved with activities to improve oneself and a desire to achieve personal goals (ibid, p. 382). Because of its similarity with the commitment to these activities, this factor can be considered as the valuing level of the affective skills.

The second set, called interpersonal skills, includes empathy, social responsibility and interpersonal relationship factors. “Empathy” is one’s ability to be empathic, considerate and concerned about others and their feelings (ibid, p. 376). Its prerequisite is self-awareness since knowing others’ feelings is not possible without knowing oneself.

Empathy results in “social responsibility”, which is defined as the ability to be identified with social groups, among friends, at work and in the community, and

to cooperate with others in a constructive and contributing manner (www.reuvenbaron.org). It can be associated with the valuing level of the affective skills. What is relevant to this level is one's internalization of the socially desirable values, attitudes and behaviours and one's willingness to be identified with them (Bloom, 1956, p.141). Social responsibility requires "interpersonal relationship" referred to as social skills. It is the ability to give and receive emotional closeness in relations (Bar-on, Parker, 2000, p.377).

The third sub-skill focuses on stress management which is divided into two factors: stress tolerance and impulse control. "Stress tolerance" requires the ability to deal with environmental demands, to cope with stressful events and to actively find solutions in order to handle immediate situations. It affects coordination and decision making processes (ibid, p. 378). Thus, organization of a value system and characterization levels of the affective skills share common ground in terms of problem-solving and decision making concepts (see 2.1).

The other factor, "impulse control" is also referred to as self-control, the ability to control aggressive and hostile emotions and irresponsible behaviours in challenging situations (ibid). Self-control can be achieved through internalized behaviours.

In immediate situations when self-control is necessary, evaluation of the facts and emotions accurately and realistically is crucial for "reality-testing". It is associated with situational awareness, which means being aware of the environment and perception of what exists around. It can also be related to the receiving level of the affective skills as it involves situational awareness and neutral judgement (Bloom, 1956, p. 107).

In new situations and conditions, "flexibility", the ability to adapt and adjust our feelings, thinking and behaviours, is also significant because it drives the multitasking strategies in order to address a rapidly changing environment, realities and new challenges (www.reuvenbaron.org).

Flexibility enables "problem-solving", the ability to solve problems of a personal or interpersonal nature effectively. It occurs at four levels: sensing the problem and willingness to deal with it, defining and formulating the problem, finding a solution, and implementing the solution (www.reuvenbaron.org). As internalized

values and behaviours facilitate the problem-solving process, it can also be associated with the characterization level of affective skills (see 2.1).

Problem-solving can be achieved thanks to a facilitating ability to maintain a positive attitude towards life even in adverse circumstances and to be self-motivated, called “optimism”. Optimism results in being satisfied with life, occupation, oneself and others, called “happiness”. These two factors can be considered as the parts of the responding level of the affective skills (see 2.1).

In conclusion, being emotionally intelligent refers to understanding one’s and other emotions, having abilities and skills in order to adapt all kinds of changes including personal, social and environmental ones effectively, handling with pressure and expectations, especially immediate actions, solving problems and making decisions flexibly and reasonably under difficult circumstances, being self-motivated in order to achieve and perform the task, feeling satisfied with performing the tasks, empathizing with people and having healthy communication with them.

2.5. THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND INTERPRETING

Emotional intelligence includes the competencies and the skills a qualified interpreter is supposed to have. These skills are mentioned in the definition of interpreting. The definition of interpreting in the Dictionary of Translation Studies (Shuttleworth, 2014 p. 83-84) lists almost all the pieces which constitute the term in four aspects. Communication skills are of great significance in that interpreters act as mediators. The product is non-correctable and non-verifiable because of the real time performance. Moreover, background knowledge must be acquired in advance. The last one is that interpreting is a very stressful activity because interpreters have to make decisions quickly and take communicative risks. Thus, communication skills can be associated with intrapersonal skills. Moreover, stress management and adaptability is required for the real time performance and the decision making process.

The report on the competencies of professional translators, also related to interpreters, was published by European Master’s group in Translation in 2009.

The report mentions some skills related to EI such as knowing how to plan and manage one's time, stress and work, knowing how to comply with interpersonal competences, team organisation, knowing how to work under pressure and with other experts or with a project head, knowing how to self-evaluate (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions) and take responsibility, knowing how to define and evaluate translation problems and find appropriate solutions, knowing how to identify the rules for interaction relating to a specific community, including non-verbal elements (www.ec.europa.eu). Goleman states that emotional competencies of EI are job related skills (Goleman, Cherniss, 2001, p.27).

Furthermore, being able to recognize what a client, an author or a reader feels or requires, and finding ways to handle and transfer their perspectives is necessary for a successful translation/interpreting performance and part of what psychologists call emotional intelligence. (Davidson, 2013, p.332)

As for the relationship between EI and the Effort Model, the interpreter is required to coordinate his/her capacity for each effort and regulate their cognitive functioning and decision making process. To achieve these, the prerequisite is being aware of one's capacity. Intrapersonal skills, a sub-skill of EI, are considered to be competencies like self-awareness of one's capacity and the ability to actualize one's potential. If the interpreter knows his/her capacity, in other words, if s/he possesses high level intrapersonal skills, the process can be completed without any difficulty.

Secondly, simultaneity and immediacy factors, especially in simultaneous interpreting, cause stress-related feelings. Stress management, also a sub-skill of EI, refers to management and control of emotions. If the interpreter has the ability to handle and manipulate emotions, his/her interpreting process functions properly even in unexpected situations.

Moreover, if a problem from the speaker, the technical devices or from any other factors occurs during the interpreting process, interpreter's attention can be divided into two tasks at the same time, resulting in poor performance. Regarding this challenge, Levine and Burgess state that "People experience emotions when

their goals are attained or thwarted and it becomes necessary to revise prior beliefs and construct new plans. Once evoked, emotions direct attention to aspects of a situation that are functional; [...] that is relevant to solving the types of problems that evoked emotion.” (1997, p. 159). If the interpreter has the ability to manage emotions and solve problems flexibly, which are the sub-factors in adaptability of EI, the interpreter can cope with the problem by finding immediate solutions.

As for the relation between memory and EI, well-known strategies are to store the information in the long-term memory, assign a meaning to the chunks and relate the chunks with other information in the long-term memory. To relate the information with the affective memory might enable it to be kept in the long-term storage and making the retention of emotional memories easier and more accurate as well. Moreover, if the material is congruent with the individual’s current mood (happy, angry, excited etc.) emotional arousal may enhance encoding and retrieval process in the memory, if incongruent; it may lead to a poor encoding and retrieval process (Levine, Burgess, 1997, p. 158). The interpreter who is able to understand and manage his/her emotions appropriately, an emotionally intelligent interpreter, achieves them better.

All these factors demonstrate that EI and interpreting as a profession are interrelated subjects, and as such in the next chapters, EI levels of conference interpreters and the relationship between their EI levels and personal and professional characteristics are studied in order to define their skills and qualifications. Thus, the next chapter is devoted to the methodology of this study.

CHAPTER 3: METHODOLOGY

This chapter provides the methodological framework of the present study including the participants, the research design, the data collection instruments, and the data analysis techniques.

3.1. RESEARCH DESIGN

Descriptive method is adopted in this study. The design of this study is based on quantitative research method, aiming to investigate the relationship between emotional intelligence parameters and competencies of conference interpreters. Their emotional intelligence levels are also investigated in terms of their gender, age, experience year, workload per year, education level, subject field selection for interpreting, the frequency of translation, and training received on interpreting.

3.2. PARTICIPANTS

The participants of this study are composed of 30 conference interpreters in Turkey. The number of female subjects is 22 and male subjects 8. The participants vary by age, educational background, education level, experience year, and working languages. They are not chosen deliberately. All conference interpreters in Turkey have been searched and they are those the researcher was able to reach. The researcher emailed 115 conference interpreters in Turkey and 30 of them agreed to fulfil the inventory, which means that participation of the subjects into the study was based on personal decision.

3.3. DATA COLLECTION INSTRUMENTS

The data collection instruments are comprised of an inventory with an additional part to tap gender, etc. The emotional intelligence quotient inventory, called EQ-i and developed by Bar-on (2001), is given to the participants as a tool for data collection. The EQ-i is composed of 133 items, all of which are short statements about specific competencies in 5 main areas including 15 sub-areas with specific competencies (Bar-on, 1997). The main areas and sub-areas in the inventory are shown in Table 1. To assess the validity, 15 of the 133 items were used in the test.

Main Areas	Sub-Areas
Intrapersonal Skills (40 items)	Self-Regard (9 items)
	Emotional Self-Awareness (8 items)
	Assertiveness (7 items)
	Independence (7 items)
	Self-Actualization (9 items)
Interpersonal Skills (29 items)	Empathy (8 items)
	Social Responsibility (10 items)
	Interpersonal Relationship (11 items)
Stress Management (18 items)	Stress Tolerance (9 items)
	Impulse Control (9 items)
Adaptability (26 items)	Reality-Testing (10 items)
	Flexibility (8 items)
	Problem-Solving (8 items)
General Mood (17 items)	Optimism (8 items)
	Happiness (9 items)

Table 1. Main Areas and Sub-Areas of Emotional Intelligence

The inventory is a 5-likert scale. This scale is suitable for the participants at the age of 17 and above. The scores in the 5-likert scale are as follows: 1 refers to “very seldom/not true of me”, 2 to “seldom true of me”, 3 to “sometimes true of me”, 4 to “often true of me” and 5 to “very often true/true of me”. It takes approximately 40 minutes to complete the inventory (Bar-on, 2006).

The reason why this inventory was selected in order to assess the level of EI is that it is the most widely used measuring tool for emotional-social intelligence to date but more importantly, it is the only normalized one for Turkish use. The findings indicate that the inventory is reliable, consistent and stable (Bar-on, 2004). In addition, it helps not only to predict EI levels of individuals but also to predict affective features and social profile (Bar-on 2006). Moreover, it has been translated into more than 30 languages and it has been used for a variety of settings and samples.

Its adaptation into Turkish by Acar (2001) is used because conference interpreters work in different languages and their mother language is Turkish. This is the first adaptation into Turkish and widely used in Turkish studies. Acar had three translators translate it into Turkish and one translator rendered back translation. She eliminated 15 items as she considered them to be irrelevant because they were to measure consistency of answers. Also, she eliminated some other items since

they remained obscure after being presented to the participants. The main and sub-areas are left intact but the Turkish version includes 88 items. Reliability of the Turkish version was assessed through the Cronbach Alpha Coefficiency. The coefficient was found as .92.12 in total as seen in Table 2, all sub-scales of the inventory also have an acceptable coefficient value. All these factors are considered acceptable (Acar, 2001).

Sub-areas	Coefficiency Value
Intrapersonal skills	.83.73
Interpersonal skills	.77.87
Adaptability	.65.42
Stress management	.73.14
General mood	.75.06

Table 2. Coefficiency Values of Sub-Areas

Following Acar, that the inventory has been used in numerous Turkish studies suggests that it can be accepted as a reliable tool. In the response part, 1 refers to “*I strongly disagree*”, 2 refers to “*I disagree*”, 3 refers to “*I am in between*”, 4 refers to “*I agree*” and 5 refers to “*I strongly agree*”. It takes approximately 20 minutes to complete the inventory. It is considered a practical tool to be administered in the study as it proves practical.

In this study, a section and a brief explanation was added to Turkish adaptation of EQ-i. This section gives information about the personal and professional characteristics of the interpreters and was used to determine their profiles. It consists of questions about age, gender, experience, interpreting workload per year, education level, interpreting training received, subject field selection for interpreting, and the frequency of translation (see Appendix A). The data obtained from the responses of the participants to these questions were used to investigate the relationship between EI and the personal and professional characteristics. The explanation, presented at the beginning of the inventory, introduces the aim of the study, gives general information and limits the duration to answer the inventory as well as the instructions as to how to complete it.

3.4. PROCEDURE

The study is carried out in the course of the following procedure:

- (i) A literature survey was carried out first on EI, interpreting and their relationship with the study.
- (ii) A research was carried out to find the most appropriate tool for the purpose of the study. Then, EQ-i by Bar-on was selected as a data collection tool.
- (iii) Permission to use the Turkish adaptation of EQ-i in the study was taken from Acar, who normalized EQ-i for Turkish use.
- (iv) A profile questionnaire was added to the inventory to find the related personal and professional characteristics.
- (v) The researcher and the advisor of the thesis Dr. Doğan communicated with the head and some members of the executive board of The Conference Interpreters Association of Turkey (TKTD) at a meeting to brief the study and to ask for help to reach the members via their mail groups.
- (vi) E-mail addresses of conference interpreters were obtained from the website of The Conference Interpreters Association of Turkey (TKTD) and from the websites of the translation agencies which provide interpreting services.
- (vii) Then, the inventory was e-mailed to 115 professional conference interpreters, as the nature of the profession obliges conference interpreters to work as freelance interpreters in general, which makes face-to-face administration of the inventory difficult.
- (viii) 30 of the professional conference interpreters agreed to respond to the inventory and sent it back to the researcher within a month. Their EI scores were calculated regarding the instructions provided in the manual of the inventory.
- (ix) A professor at the Statistics Department at Kırıkkale University was consulted about the statistical tests to be used in the study.
- (x) Normality tests called Kolmogorov-Smirnov and Shapiro-Wilk were used to determine the test to be used for variance analysis.
- (xi) One-way analysis of variance (ANOVA) was used to assess the effects of the personal and professional characteristics on EI levels.

3.5. ANALYSIS OF THE STATISTICAL DATA

The EQ-i scores were calculated according to Bar-on's instructions in his user's manual of EQ-i and Acar's explanations in her study. To assess the normality distribution of EQ-i scores of participants, Kolmogorov-Smirnov and Shapiro-Wilk were used. As the scores were normally distributed and the number of the participants was 30, a parametric statistical test was used to assess the data obtained from the inventories. One-way analysis of variance (ANOVA) was used to determine whether there was a significant difference between the personal and professional characteristics and EI levels. The statistical significance level was accepted as $p < 0.05$ for all the participants and the characteristics. All the results can be seen in figures, tables and graphs.

CHAPTER 4: FINDINGS AND DISCUSSION

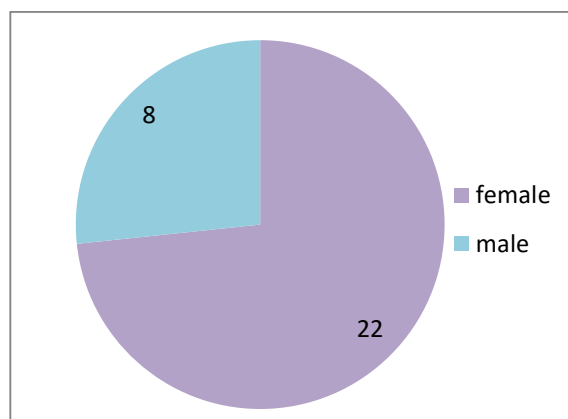
This chapter presents the analysis of the data in three sections. The first section comprises the analysis of the characteristics of the participants in terms of age, gender, education level, experience, and workload per year, working language, interpreting training, and frequency of translation, subject field selection. In the second section, utilizing EQ-i results, the participants' EI levels and levels of sub-skills are presented with regard to the research questions and the EI competencies deemed necessary to be a conference interpreter are suggested. The third section presents the results of the analysis of the data through one-way ANOVA, which makes it possible to investigate whether there is a significant relationship between EI levels and the personal and professional characteristics.

4.1. ANALYSIS OF PROFILE QUESTIONNAIRE

A profile questionnaire was used to obtain information about the conference interpreters' gender, age, education level etc. This information will help analyse the effects of them on EI levels. All properties will be tapped, respectively.

Gender

Gender is considered to be a predictive of the sub-skills of EI.

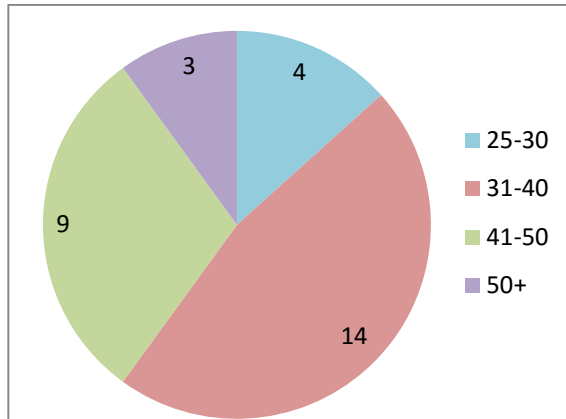


Graph 1. Distribution of the participants in terms of gender

According to the information obtained from the participants of the study, 26.67% are male (n=8) and 73.33% are female (n=22) (see Graph 1).

Age

Age is also considered to be as a predictive of EI level.

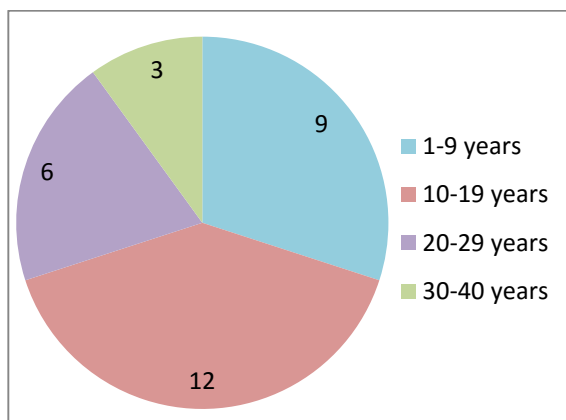


Graph 2. Distribution of the participants in terms of age

Graph 2 shows that 14 of the 30 participants are at the ages of 31-40, which corresponds to 45.67%. While 3 participants (10.00%) are older than 51 years old, 4 participants (13.33%) are at the ages of 25-30. Also, 9 participants (30.00%) are between the ages of 41-50. Thus, it can be inferred that most of the participants are middle-aged.

Occupational Experience

Occupational experience enhances interpreting skills and on this basis it is attempted to find out whether it improves EI level.

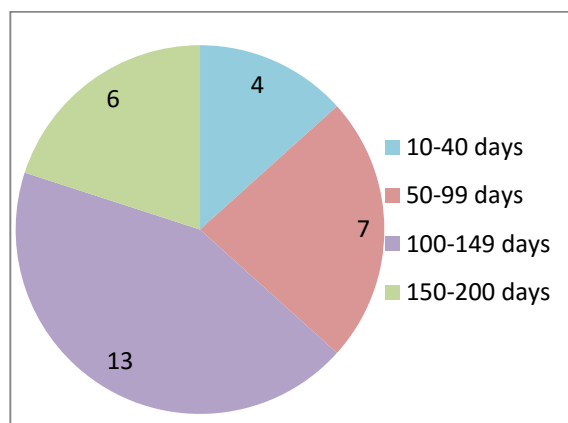


Graph 3. Distribution of the participants in terms of occupational experience year

Graph 3 shows occupational experience year distribution of the participants. The data shows that 30% of participants (n=9) have been working as conference interpreters for 1 to 9 years. 40% of participants (n=12) have occupational experience for 10 to 19 years. 20% of participants (n= 6) have occupational experience for 20 to 29 years. 10% of participants (n= 3) have occupational experience for 30 to 40 years. It is clear that most of the participants have been working as an interpreter for 10-19 years.

Workload per Year

Workload is the indicator of conference interpreters preferred by employers. Thus, it may affect EI level.

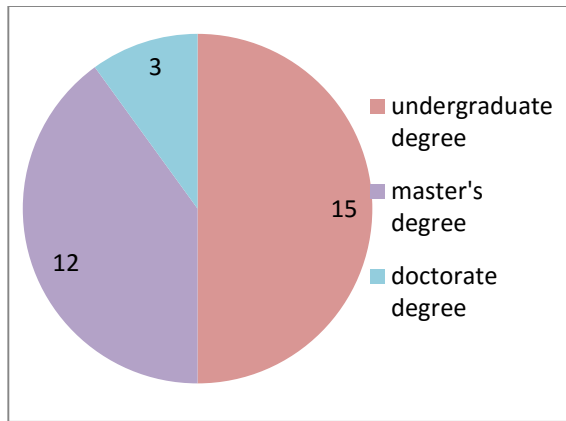


Graph 4. Distribution of the participants in terms of workload per year

The data obtained from the participants indicates that 13.33% of participants (n=4) work for 10-40 days per year, 23.33% of them (n=7) work for 50-99 days per year, 43.33% of them (n=13) work for 100-149 days per year and 20.00% of them (n=6) work for 150-200 days per year (see Graph 4).

Education Level

Education level is not considered as a predictive of EI level. However, it may be an indicator of EI level as it enhances interpreting skills.

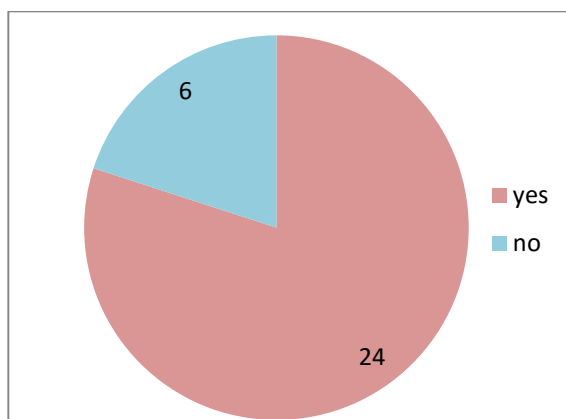


Graph 5. Distribution of the participants in terms of education level

The education level of the participants as undergraduate, master's and doctorate degree are respectively 50% (n=15), 36% (n=12) and 14% (n=3) (see Graph 5). The findings about the education level of the participants in terms of gender demonstrates that 62.50% of male participants have undergraduate degree, and 37.5% of them have master's degree while 45.45% of female participants have undergraduate degree, 40.91% of them have master's degree and 13.64% of them have doctorate degree.

Subject Field Selection

An interpreter can accept a task relevant to his/her interest and specialization. This selection may be effective on EI level.



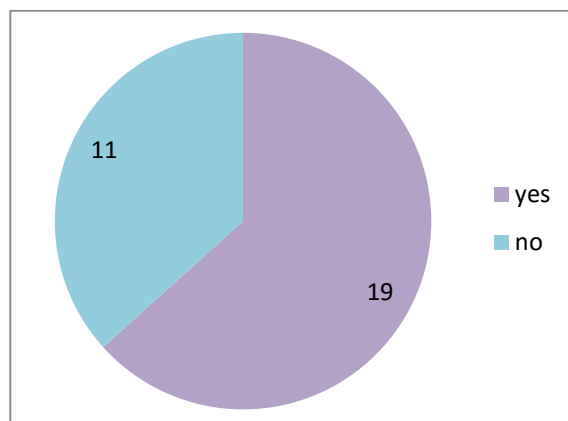
Graph 6. Distribution of the participants in terms of subject field selection

The answers to the eighth question, "Do you select subject field when accepting the task which you will interpret?" in the profile questionnaire demonstrates that

63.33% of participants (n=19) do not make subject field selection while 36.67% of them (n=11) select the subject field they accept to interpret. Three participants of those making subject field selections do not accept the tasks related to medicine. One participant does not accept the tasks related to medicine and law. Two participants accept to interpret the tasks only related to medicine and social sciences. Four participants work only for the tasks related to law, politics, media, migrations and economics.

Interpreter Training

Interpreting training enhances the interpreting skills so it may affect EI level.

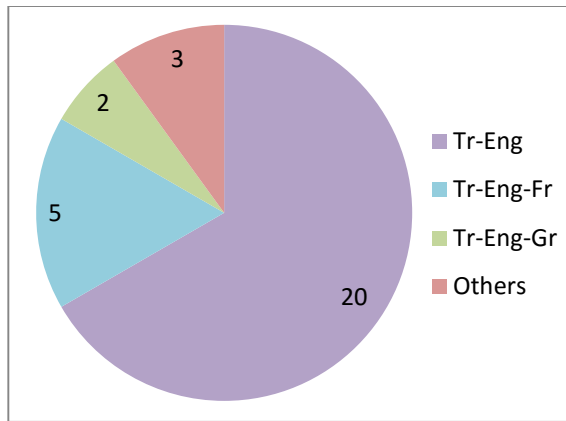


Graph 7. Distribution of the participants in terms of interpreting training

The fourth question in the profile questionnaire suggests that 80% of the participants (n=24) have interpreter training while 20% of them (n=6) do not have interpreter training. These six participants are the graduates of Medicine, Economics, International Relations, Journalism, and History of Theatre and Media. This result indicates that the majority of the participants received an interpreting training as illustrated in Graph 7.

Working Languages

The participants have different working languages. The working languages are considered to be effective on EI level.

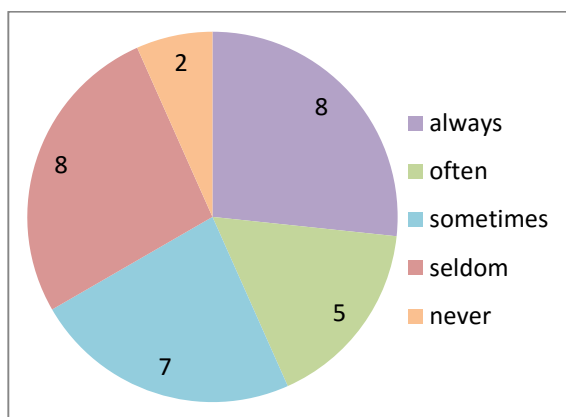


Graph 8. Distribution of the participants in terms of working languages

The twelfth question in the profile questionnaire is about the working languages of the participants. According to the participants' answers, 66.6% of the participants (n=20) use Turkish-English and vice versa as a working language. 16.6% of the participants (n=5) use Turkish-English-French as working languages. 6.6% of the participants (n=2) use Turkish-English-German as working languages. 10% of the participants (n=3) use Italian, Serbian, and Persian with Turkish. In short, most of the participants work in two languages while few of them in more than three languages.

Frequency of Translation

The participants are interpreters; however, they might make translation in their professional life.



Graph 9. Distribution of the participants in terms of frequency of translation

The ninth question "How often do you make translation?" in the questionnaire provides the choices of "never", "seldom", "sometimes", "often" and "always".

The findings demonstrate that 6.6% of the participants (n=2) chose *never*, 26.6% of them (n=8) chose *seldom*, 23.3% of them (n=7) chose *sometimes*, 16.6% of the participants (n=5) chose *often* and 26.6 % of them (n=8) chose *always*. The values are very near to each other except for the option *never*. Clearly, most interpreter participants make translation as well, although their frequency is different.

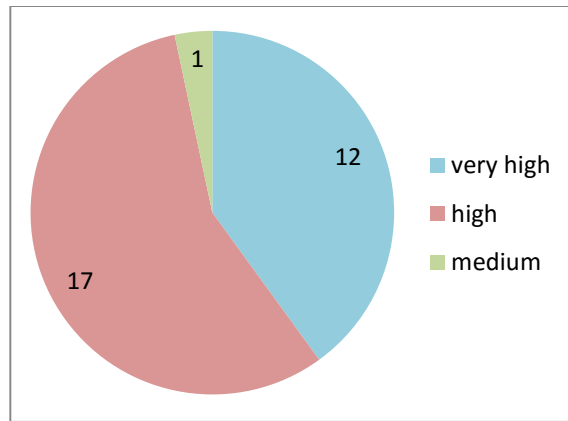
4.2 ANALYSIS OF EMOTIONAL INTELLIGENCE LEVELS OF THE PARTICIPANTS

Emotional Intelligence is comprised of five sub-skills including intrapersonal skills, interpersonal skills, adaptability, stress management and general mood according to Bar-on model (see 2.4.3.3. Reuven Bar-on Model). All these sub-skills are also composed of fifteen sub-factors in total. Each of the skills will be assessed in a specific title.

According to the Turkish adaption of EI inventory, scores ranging from 1 to 1.8 refer to very low level of EI, scores ranging from 1.81 to 2.60 refer to low level of EI, scores ranging from 2.61 to 3.40 refer to medium level of EI, scores ranging from 3.41 to 4.20 refer to high level of EI and scores ranging 4.21 to 5.00 refer to very high level of EI.

4.2.1 Levels of Intrapersonal Skills

Intrapersonal Skills of EI are composed of self-regard, emotional self-awareness, assertiveness, independence and self-actualization. Having high level of intrapersonal skills means that the individual has accurate self-awareness and effective self-expression of one's emotions.



Graph 10. Distribution of intrapersonal skills of the participants

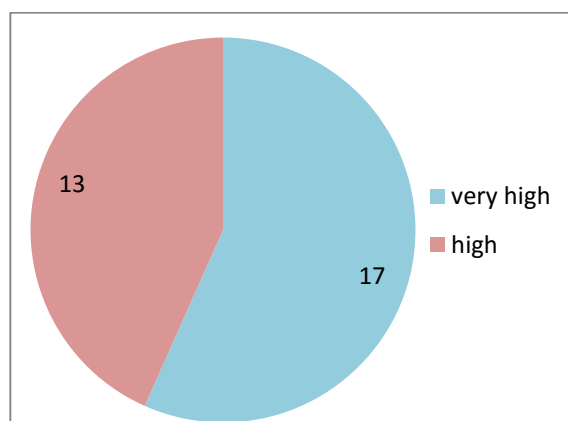
As demonstrated in Graph 10, the results obtained from the EQ-i indicate that 3.33% of the participants' levels of intrapersonal skills (n=1) are medium while 56.67% of the participants (n=19) possess high levels of intrapersonal skills. 40% of the participants (n=10) possess very high levels of intrapersonal skills.

As 29 participants' intrapersonal skills are at high level, it can be suggested that conference interpreters have high levels of intrapersonal skills. These skills, as mentioned before, include self-regard, emotional self-awareness, assertiveness, independence and self-actualization. These skills are related to one's comprehension and expression of his/her feelings and emotions. Individuals with high level of self-awareness are aware of their emotions and feelings exactly and those with high level of assertiveness express them freely, comfortably and confidently without disturbing others but by defending his/her thoughts and emotions clearly and appropriately. High level of self-regard refers to regarding oneself and accepting oneself with his/her negative and positive features, limitations and competencies and being glad to have them. High level of self-actualization means that individuals benefit from their competencies, skills and capacities at maximum levels, are satisfied with their professions and struggle to improve themselves to be the best in life. They recognize their aims and goals and how they will achieve them. High level of independence means individuals do not depend on others in their decision making process but they do pay attention to other people's suggestions and advice. They are not slaves to their expectations. These skills and competencies are prerequisites for life in general. Nevertheless, professions like conference interpreting require high level of intrapersonal skills

and as they are based on ability and competency, thus one should know his/her capacities and limitations.

4.2.2 Levels of Interpersonal Skills

Interpersonal skills include empathy, social responsibility and interpersonal relationship. The first sub-factor empathy refers to understanding others' feelings and thoughts and being interested in their concerns (Boyatzis, 2009, p.754). Higher level of empathy enables individuals to be sensitive to others. Secondly, social responsibility refers to identifying with individuals' social groups and having cooperative, supportive and constructive relationships with them. Higher level of social responsibility enables individuals to use competencies and experiences to contribute to other people. The last sub-factor, interpersonal relations, refers to good relationships with others. Individuals with high level of interpersonal relations are eager to engage in social interaction and are satisfied with these interactions. A high level of interpersonal skills means that individuals recognize others' feelings and emotions, cooperate well with others and establish mutual relationships with people satisfactorily.



Graph 11. Distribution of interpersonal skills of the participants

As demonstrated in Graph 11, the results obtained from the EQ-i indicate that 46.67% of the participants (n=13) possess high level of interpersonal skills while 53.33% of the participants (n=17) possess very high level of interpersonal skills.

Jones (1998, p.21) states that the interpreter is also a speaker and s/he not only interprets the thoughts and ideas, which are the messages of a speaker but also

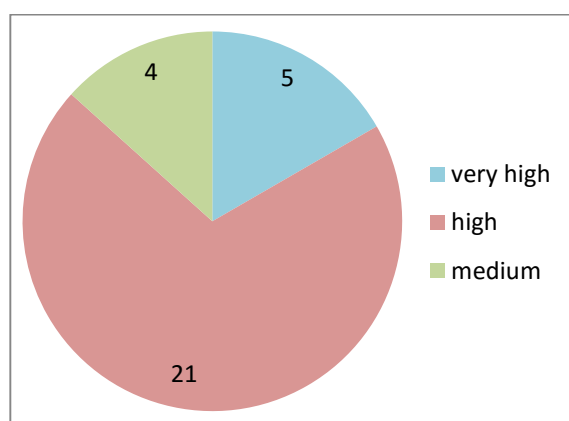
interprets and transfers feelings and tenor of comments. It can be inferred that the interpreter should comprehend the speaker's feelings and emotions to transfer it into another language through gestures, mimics (for consecutive interpreting) and tones. Thus, for the profession, this type of skill is necessary. Furthermore, he adds that the interpreter should be able to empathize with audiences. For example, when the speaker starts to talk about House of Commons, the interpreter determines whether the audience knows this concept and if s/he thinks that they do not know, an explanation is necessary for them during translation. Or, if some rude messages are not in the interest of the speaker or the audience, the interpreter may moderate the message and the atmosphere in favour of both parties.

Bener (2015, p.56) states that interpreters lend their capacities of brain, memory and their voice to others, which means that interpreters are the champions of empathy. He suggests that interpreting by finding the right word is the bare minimum level of executing this profession, and what is challenging is to interpret the messages not voiced, such as implications, allusions, innuendo, hidden meanings and pauses (ibid p.89). It is estimated that the individuals with higher level of interpersonal skills may interpret better.

4.2.3 Adaptability Levels

Adaptability refers to change and the ability to adapt to new situations and being able to solve problems in personal or interpersonal lives. It is composed of three subcategories: reality testing, flexibility and problem solving. Reality testing is regarded as objectivity and realism. The individuals with high level of reality testing take action in the event of an emergency or an unsolvable problem. They act accordingly as they are calm and realistic, in addition to their ability to relate the ongoing events to reality. Flexibility refers to adaptability to all kinds of situations and people. The individuals with high level of flexibility can keep up with changes and unstable situations and environments and they change their thoughts if their fallacy is proven. Problem solving consists of four phases: perception of the problem, definition of the problem, generation of possible solutions and decision on a certain solution to solve the problem. The individuals

with high level of problem solving can solve problems by proceeding systematically and consciously.



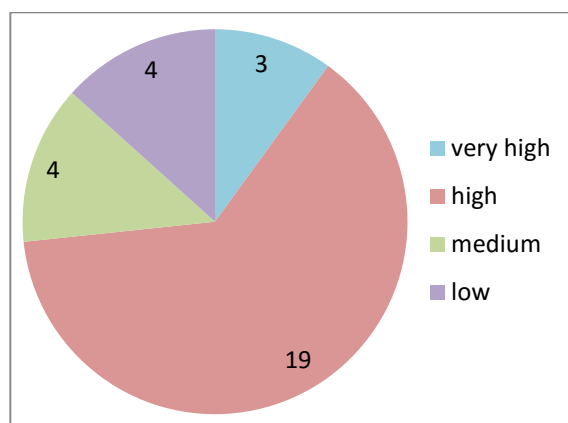
Graph 12. Distribution of adaptability level of the participants

According to the data obtained from the profile questionnaire, as demonstrated in Graph 12, 13.33% of the participants (n=4) possess medium level of adaptability while 70.00 % of the participants (n=21) possess high level and 16.67% of the participants (n=5) possess very high level of adaptability.

The interpreter is faced with the problem of working in different contents and with a vast range of subjects (Jones, 1998, p.7). Therefore, the ability to adapt to the changing subject fields and environments is a requirement for the interpreting profession. Even the most competent interpreters might encounter with some inevitable challenges which may include a fast speaker or a speaker reading a text; numbers and names difficult to remember; a speaker who does not speak his/her mother language at the time of speech; problems with the pronunciation and intonation of a speaker; or a speaker employing a large number of idioms (Bener, 2015, p.77). In these circumstances, the interpreter should find solutions to perform his/her task appropriately without any break. It is not sufficient to use the languages effectively and to make use of the memory in the best way to perform the task properly; the interpreter should decide swiftly as well (Bener, 2015, p.82). As stated above, perceiving reality and making decisions in a few seconds are compulsory due to the immediacy factor of interpreting.

4.2.4 Stress Management Levels

Stress management is divided into two categories: stress tolerance and impulse control. Regulating and managing emotions as part of stress management, stress tolerance refers to effective management of emotions while impulse control refers to effective control of emotions. The individuals with high level of stress tolerance can be calm in adverse conditions and choose a right action or adopt an attitude for the condition, approach in optimistically and cope with that condition without despair. The individuals with high level of impulse control can be resistant and control their hostile, negative and irresponsible behaviours and postpone their needs and incentives.



Graph 13. Distribution of stress management level of the participants

As demonstrated in Graph 13, the results indicate that 13.33% of the participants (n=4) have low level of stress management while 13.33% of the participants (n=4) have medium level of it and 63.33% of the participants (n=19) have high level of it. Only 10.00% of the participants (n=3) possess very high level of stress management.

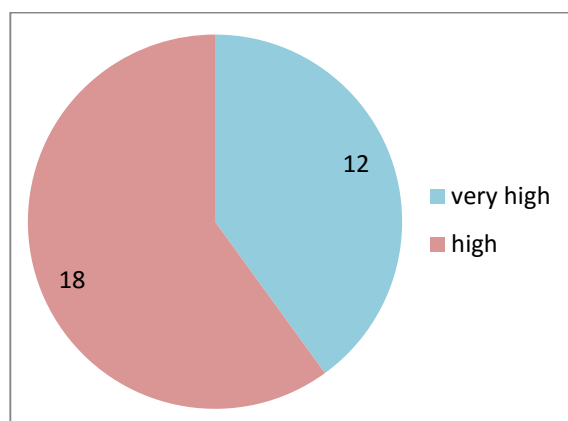
There are different types of stress sources for interpreters. These include the tension at high level conferences and in the society and the media; interpreting for officials or for other senior officials; assuming responsibility at a court before decision-making authorities for the accused person(s) (Doğan, 2015). The interpreter is supposed to manage these stressful situations and perform their task effectively. Another point is that the interpreter must have the capacity not only to

analyse and synthesize ideas, but also to do them very quickly working under stress (Jones, 1998, p.7).

Interpreters are responsible for transferring messages faithfully and objectively. Even though an utterance to be interpreted totally contradicts to their values, ideas, thoughts and beliefs, they should adopt neutral attitudes as well. However, Bener (2015, p.65) implies that it is difficult not to reflect negative emotions aroused by someone or through some situations or environment as they may be unintentionally displayed through gestures, mimics and tone. To sum up, conference interpreters or interpreters in general should have the ability to manage stress when they encounter challenging situations.

4.2.5 General Mood Levels

General mood is comprised of two subcategories: optimism and happiness. General mood in EI is regarded as self-motivation. Optimism is to be positive and look at life positively while happiness is to feel satisfied with oneself, with others and with life in the general sense. The individuals with high level of general mood are happy and comfortable in their working, social and daily lives. They are motivated to think positively; therefore they can overcome uneasy situations. This subcategory is mainly related to stress management and adaptation.



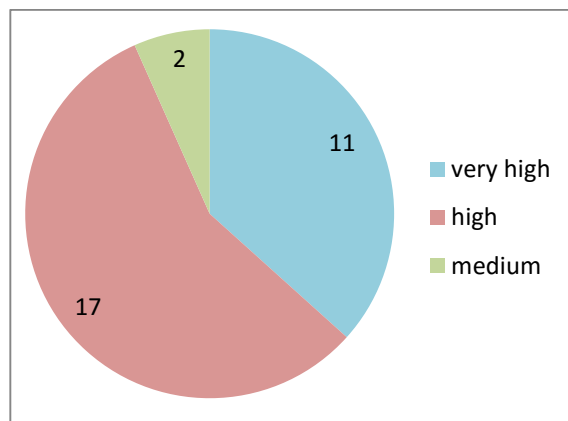
Graph 14. Distribution of general mood level of the participants

As demonstrated in Graph 14, the results obtained from the EQ-i indicate that 56.67 % of the participants (n=18) possess high level of general mood and 43.33% of the participants (n=12) possess very high level of general mood.

EI scores of the conference interpreters demonstrate that they are satisfied with their occupation or that conference interpreting is a satisfying job for them. Furthermore, these scores indicate that the conference interpreters' optimistic characteristics enable them to be aware of the positive sides of the facts or situations and make use of them in favour of their occupation.

4.2.6. Total Emotional Intelligence Levels

Averages of all sub-skills shape total EI level and it is classified as very low, low, medium, high and very high.



Graph 15. Distribution of total EI level of the participants

As demonstrated in Graph 15, in the present study, 6.67% of the participants (n=2) have medium level of EI while 36.67 % of the participants (n=17) possess high level and 56.67 % of the participants (n=11) possess very high level of EI.

Regarding this study and the participant group, it is found that EI level of the conference interpreters is high in general or the individuals with high level of EI choose interpreting as a profession. Surviving as an interpreter in the market is only possible when competencies, abilities, skills and qualifications of the interpreter are satisfactory for the employers. As Goleman (1998) points out, EI is regarded as an integral part of a successful career in addition to IQ.

4.3. ANALYSIS OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE LEVELS AND THE PERSONAL AND PROFESSIONAL CHARACTERISTICS OF THE PARTICIPANTS

The differences of EI levels between the participants are analysed with regard to gender, age, occupational experience, workload per year, education level, subject field selection, the frequency of translation, interpreting training through one way variance analysis (ANOVA).

4.3.1. Emotional Intelligence Levels and Gender

Gender is regarded as a predictive of sub-skills of EI by many scholars, especially by model developers. That is why, the difference among the participants' EI levels and its sub-skills is analysed statistically in terms of gender.

Table 3. Statistical Results of the Relationship between EI and Gender

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	.477	1	.477	3.617	.068
	Within Groups	3.696	28	.132		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.215	1	.215	2.342	.137
	Within Groups	2.567	28	.092		
	Total	2.781	29			
Adaptability	Between Groups	.256	1	.256	2.220	.147
	Within Groups	3.224	28	.115		
	Total	3.480	29			
Stress Management	Between Groups	.791	1	.791	2.834	.103
	Within Groups	7.813	28	.279		
	Total	8.604	29			
General Mood	Between Groups	.345	1	.345	1.949	.174
	Within Groups	4.954	28	.177		
	Total	5.298	29			
Total EI	Between Groups	.461	1	.461	5.742	.023
	Within Groups	2.250	28	.080		
	Total	2.711	29			

* $p < 0.05$

As demonstrated in Table 3, the ANOVA results indicate that p values for intrapersonal skills (0.068), interpersonal skills (0.137), adaptability (0.147), stress management (0.103), general mood (0.174) are greater than 0.05. The difference between female and male participants in terms of the sub-skills is not significant. However, 0.023 as p value for EI in total is less than 0.05. This shows that there is a significant difference between female and male participants' EI levels in total. In this study, females have higher EI levels than males.

According to the former studies, gender is not a distinctive feature in EI level in general but the sub-areas vary according to gender. Especially, females' levels of interpersonal skills are higher than those of males while stress management, adaptability and males' levels of intrapersonal skills are higher than those of females (Bar-on, 2006, p.16). However, in this study EI levels of females are

found to be higher than males in general. It can be inferred that female conference interpreters possess stronger abilities in recognition, display and management of their and others' emotions. It might also be a predictive observation, which may explain why most conference interpreters are females.

4.3.2. Emotional Intelligence Levels and Age

In view of scholars EI level of individuals increases as individuals get older. On the basis of this argument, the difference among participants' EI levels and sub-skills is analysed statistically in terms of age.

Table 4. Statistical Results of the Relationship between EI and Age

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	.051	2	.026	.169	.846
	Within Groups	4.122	27	.153		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.132	2	.066	.672	.519
	Within Groups	2.650	27	.098		
	Total	2.781	29			
Adaptability	Between Groups	.020	2	.010	.079	.924
	Within Groups	3.459	27	.128		
	Total	3.480	29			
Stress Management	Between Groups	.323	2	.161	.526	.597
	Within Groups	8.281	27	.307		
	Total	8.604	29			
General Mood	Between Groups	.011	2	.006	.029	.971
	Within Groups	5.287	27	.196		
	Total	5.298	29			
Total EI	Between Groups	.002	2	.001	.009	.991
	Within Groups	2.709	27	.100		
	Total	2.711	29			

*p<0.05

As demonstrated in Table 4, p values for intrapersonal skills (0.846), interpersonal skills (0.519), adaptability (0.924), stress management (0.597), general mood (0.971) and EI in total (0.991) are greater than 0.05.

These results indicate that there is no significant difference between the younger and the older participants' EI levels. According to Welcher (1958) Goleman (1998) and Bar-on (2006), EI increases proportionally with age. The older an individual gets, the higher EI s/he has. However, in this study age is not a determinant of EI levels. Therefore, it could be inferred that the reason for this result is that the participants of the study are predominantly middle-aged individuals.

4.3.3. Emotional Intelligence Levels and Occupational Experience

Occupational experience enhances interpreting skills and as such this study has attempted to find out whether this factor is related to emotional competencies positively as with interpreting skills. The difference among the participants' EI levels and its sub-skills is analysed statistically in terms of occupational experience.

Table 5. Statistical Results of the Relationship between EI and Occupational Experience

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	.017	2	.008	.055	.947
	Within Groups	4.157	27	.154		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.039	2	.020	.193	.825
	Within Groups	2.742	27	.102		
	Total	2.781	29			
Adaptability	Between Groups	.082	2	.041	.324	.726
	Within Groups	3.398	27	.126		
	Total	3.480	29			
Stress Management	Between Groups	.144	2	.072	.229	.797
	Within Groups	8.460	27	.313		
	Total	8.604	29			
General Mood	Between Groups	.457	2	.229	1.275	.296
	Within Groups	4.841	27	.179		
	Total	5.298	29			
Total EI	Between Groups	.010	2	.005	.050	.952
	Within Groups	2.701	27	.100		
	Total	2.711	29			

*p<0.05

As demonstrated in Table 5, p values for intrapersonal skills (0.947), interpersonal skills (0.825), adaptability (0.726), stress management (0.797), general mood (0.296) and EI in total (0.952) are greater than 0.05. In other words, there is no

significant difference between EI levels of the participants with more or less experienced.

As stated in the previous sections, the participants consist of the individuals, most of whom mainly have the nearly same experience year in average. It can be deduced that the results can change if the sample group is composed of a larger and more diversified set of the conference interpreters.

4.3.4. Emotional Intelligence Levels and Workload per Year

Workload is the indicator of conference interpreters preferred by employers except for those interpreters who practise this profession as a secondary job. Being preferred is contingent on the quality of interpreter's performance is high as in other professions. Thus, workload is accepted as a factor likely to affect EI level in this study. The difference among the participants' EI levels and its sub-skills is analysed statistically in terms of workload per year.

Table 6. Statistical Results of the Relationship between EI and Workload per Year

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	1.947	2	.974	11.808	.000
	Within Groups	2.226	27	.082		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.576	2	.288	3.529	.044
	Within Groups	2.205	27	.082		
	Total	2.781	29			
Adaptability	Between Groups	.137	2	.069	.555	.580
	Within Groups	3.341	27	.124		
	Total	3.479	29			
Stress Management	Between Groups	1.212	2	.606	2.214	.129
	Within Groups	7.392	27	.274		
	Total	8.604	29			
General Mood	Between Groups	.927	2	.464	2.864	.074
	Within Groups	4.371	27	.162		
	Total	5.298	29			
Total EI	Between Groups	.868	2	.434	6.353	.005
	Within Groups	1.844	27	.068		
	Total	2.711	29			

*p<0.05

As demonstrated in Table 6, p values for adaptability (0.580), stress management (0.129), and general mood (0.074) are greater than 0.5. That's to say, there is no significant difference among the levels of three sub-skills including adaptability, stress management and general mood of the conference interpreters with heavy workload and the conference interpreters with light workload.

However, p values for intrapersonal skills (0.000), interpersonal skills (0.044) and EI in total (0.005) are less than 0.05. The difference is the result of those interpreters with heavy workload (150-200 days a year). It can be suggested that the interpreters with a larger workload than others have higher EI levels and they are especially better than others in terms of recognition and expression of emotions. Since they are exposed to numerous different subjects, speakers and

situations in a short time, this variety or frequency of exposure may enable them to improve their EI.

4.3.5. Emotional Intelligence Levels and Education Level

Although education level is not considered to be predictive for EI level, improving interpreting skills and knowledge could be an indicator of success in the performance and in this respect it could be an indicator of EI levels in the scope of the thesis. The difference among the participants' EI levels and its sub-skills is analysed statistically in terms of education level.

Table 7. Statistical Results of Relationship between Emotional Intelligence and Education Level

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	.024	2	.012	.080	.924
	Within Groups	4.149	27	.154		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.105	2	.052	.527	.596
	Within Groups	2.677	27	.099		
	Total	2.781	29			
Adaptability	Between Groups	.202	2	.101	.833	.446
	Within Groups	3.276	27	.121		
	Total	3.479	29			
Stress Management	Between Groups	.670	2	.335	1.140	.335
	Within Groups	7.933	27	.294		
	Total	8.604	29			
General Mood	Between Groups	.164	2	.082	.432	.654
	Within Groups	5.134	27	.190		
	Total	5.298	29			
Total EI	Between Groups	.023	2	.011	.115	.892
	Within Groups	2.688	27	.100		
	Total	2.711	29			

*p<0.05

As demonstrated in Table 7 (on the previous page), p values for intrapersonal skills (0.924), interpersonal skills (0.596), adaptability (0.446), stress management (0.335), general mood (0.654) and EI in total (0.892) are greater than 0.05. Thus, there is no significant difference between the participants' EI levels and their education levels.

Based on the results, it can be inferred that the relationship is not significantly different due to the fact that the half of the participants have post-graduate degrees while the other half have graduate degrees. A larger sample group with diverse educational levels may yield a different result.

4.3.6. Emotional Intelligence Levels and Subject Field Selection

Expertise is very important in carrying out a task of interpreting successfully. The interpreters working for a project or in an institution have the chance to work within a certain scope of subject field. However, the freelancer interpreters who work in the market come across with a variety of subjects within various disciplines. The interpreters with high level of awareness as to the importance of expertise are careful about subject field selection. In this respect, in more comprehensive terms emotional competencies including self-regard and self-actualization in addition to self-awareness play a determining role in subject field selection. Thus, the difference among the participants' EI levels and sub-skills is analysed statistically in terms of subject field selection.

Table 8. Statistical Results of the Relationship between EI and Subject Field Selection

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	.350	1	.350	2.561	.121
	Within Groups	3.824	28	.137		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.060	1	.060	.613	.440
	Within Groups	2.722	28	.097		
	Total	2.781	29			
Adaptability	Between Groups	.247	1	.247	2.138	.155
	Within Groups	3.232	28	.115		
	Total	3.479	29			
Stress Management	Between Groups	.375	1	.375	1.274	.269
	Within Groups	8.229	28	.294		
	Total	8.604	29			
General Mood	Between Groups	1.088	1	1.088	7.233	.012
	Within Groups	4.211	28	.150		
	Total	5.298	29			
Total EI	Between Groups	.351	1	.351	4.166	.051
	Within Groups	2.360	28	.084		
	Total	2.711	29			

* $p < 0.05$

As demonstrated in Table 8, p values for intrapersonal skills (0.121), interpersonal skills (0.440), adaptability (0.155), stress management (0.269), and EI in total (0.51) are greater than 0.05. However, p value of general mood (0.012) is less than 0.05. This means that there is no significant difference among the participants' EI levels and levels of some sub-skills and subject field selection while general mood is higher for the conference interpreters who choose the subject field they will work on.

This result indicates that the conference interpreters who choose the subject field they will work on are more optimistic, comfortable, eager, and happier than other colleagues. Thanks to their positive outlook, they can find solutions to difficult problems, tolerate stressful situations and reach their goals and aims more easily. It can be stated that specializing in some subject fields and accepting related tasks

can boost conference interpreters' general mood and job satisfaction. Because of the features they portray, these people may be preferred more often by employers.

4.3.7. Emotional Intelligence Levels and the Frequency of Translation

The studies carried out to find if there is any significant relationship between quality of translation and EI demonstrated that the relationship between them is not of a significant value (Shangarffam&Abolsaba, 2009, Varzande&Jadidi, 2015). However, translation is more preferable for some freelancers than interpreting due to the fact that working time and place is more flexible for the former, which may not necessitate high level of EI. The difference among the participants' EI levels and its sub-skills is analysed statistically in terms of frequency of translation rendered.

Table 9. Statistical Results of the Relationship between EI and Frequency of Translation

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	.179	4	.045	.280	.888
	Within Groups	3.994	25	.160		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.381	4	.095	.991	.431
	Within Groups	2.401	25	.096		
	Total	2.781	29			
Adaptability	Between Groups	.373	4	.093	.751	.567
	Within Groups	3.106	25	.124		
	Total	3.479	29			
Stress Management	Between Groups	.486	4	.121	.374	.825
	Within Groups	8.118	25	.325		
	Total	8.864	29			
General Mood	Between Groups	.033	1	.033	.177	.677
	Within Groups	5.265	28	.188		
	Total	5.298	29			
Total EI	Between Groups	.192	1	.192	2.139	.155
	Within Groups	2.519	28	.090		
	Total	2.711	29			

* $p < 0.05$

As demonstrated in Table 9, p values for intrapersonal skills (0.888), interpersonal skills (0.431), adaptability (0.567), stress management (0.825), general mood (0.167) and EI in total (0.970) are greater than 0.05. As a result, there is no significant difference between EI levels of the participants who more often make translation and the participants who (almost) never make translation.

With regard to the results, it can be stated that the interpreters translate texts as a side work. It should be noted that findings do not reflect any difference in EI levels between the two groups.

4.3.8. Emotional Intelligence Levels and Interpreter Training

Training helps interpreters to improve their competencies so as to meet the requirements of their profession. Professionals enable them to acquire the knowledge of strategies and methods to facilitate performance during interpreting. If these are learned accurately and applied appropriately by interpreters, emotional stability might improve in time. As such, the difference among the participants' EI levels and its sub-skills is analysed statistically to determine the effects of interpreting training on EI level.

Table 10. Statistical Results of the Relationship between EI and Interpreting Training

		Sum of Squares	Df	Mean Square	F	Sig.
Intrapersonal Skills	Between Groups	.229	1	.229	1.625	.213
	Within Groups	3.945	28	.141		
	Total	4.173	29			
Interpersonal Skills	Between Groups	.019	1	.019	.190	.666
	Within Groups	2.763	28	.099		
	Total	2.781	29			
Adaptability	Between Groups	.370	1	.370	3.337	.078
	Within Groups	3.108	28	.111		
	Total	3.479	29			
Stress Management	Between Groups	.149	1	.149	.494	.488
	Within Groups	8.454	28	.302		
	Total	8.604	29			
General Mood	Between Groups	.033	1	.033	.177	.677
	Within Groups	5.265	28	.188		
	Total	5.298	29			
Total EI	Between Groups	.192	1	.192	2.139	.155
	Within Groups	2.519	28	.090		
	Total	2.711	29			

*p<0.05

As demonstrated in Table 10, p values for intrapersonal skills (0.213), interpersonal skills (0.666), adaptability (0.078), stress management (0.488),

general mood (0.677) and EI in total (0.155) are greater than 0.05. To sum up, there is no significant difference between EI levels of the participants with and without interpreting training.

What can be deduced from the profile questionnaire is that almost all of the participants were trained in this field. Thus, the quantity of the compared groups is not sufficient to comment on.

In the next chapter, the concluding remarks and recommendations are provided according to the findings and results.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

Emotional Intelligence in understanding and predicting performance has gained popularity in many subject fields (Boyatzis, 2008, p.5). The crucial starting point of integrating EI into translation and interpreting studies is the time at which cognitive abilities and language proficiency with general knowledge are considered insufficient to determine translators'/interpreters' competencies and performance. Due to the lack of satisfying explanations, researchers have centred their studies on the effects of individual differences, personality traits and EI on translator's/interpreter's performance. The main focus is especially on stress management and emotional regulation, which are common grounds of the abovementioned variables. Also, it is highlighted that EI could be beneficial to understand how translators and interpreters operate and other issues related to them (Hubscherin-Davidson, 2013, p.325). Accordingly, this thesis investigates the effects of EI on the interpreting profession in an attempt to bring issues about interpreters' competencies into the light.

The thesis, first, presents the background and definitions of interpreting and then the history and the cognitive process of interpreting in order to create the basis to establish an understanding as to the relationship between EI and interpreting. The immediacy factor of simultaneous interpreting is emphasized as it makes interpreting complicated. In line with it, cognitive processing during interpreting is explained through models to identify the required abilities to complete the task of interpreting successfully. In addition, suggestions on competencies and qualifications of the conference interpreters are given. Thus, similarities between sub-skills of EI and interpreter's competencies presented in the former studies are delineated.

Secondly, the concept of EI is presented in this study since its emergence as a sub-branch of intelligence and from the time when it was considered as a part of Gardner's multiple intelligences to the time when it was transformed into a theoretical concept in the models developed by Mayer-Salovey, Goleman and Bar-on. Besides, the researchers have developed measurement tools to assess mainly perception, expression, regulation and management of one's and others' emotions in order to validate these models. It is stated that the differences in the

contents of the tools result from the differences of approaches to the concept. (Mayer-Salovey, 2000, p.338)

In the third section, methodological framework of the study is presented. The participants of the study are 8 male and 22 female professional conference interpreters in Turkey. The participants' characteristics are obtained through a questionnaire displaying their profile in terms of age, gender, and occupational experience, workload per year, education level, interpreting training, subject field selection, and frequency of translation. EI levels and sub-skill levels of the conference interpreters are analysed via Turkish adaptation of Bar-on EQ-i. As the number of the participants meets the requirement of minimum number (30) and the data is distributed normally, the data obtained from the profile questionnaire and the inventory is evaluated via one way variance analysis, which is a parametric test utilized in order to determine whether there is a significant difference between EI levels and the personal and professional characteristics of the conference interpreters.

The results found at the end of the analysis of the responses to the inventory are given below together with the relevant comments:

The first research question investigates the EI level of the conference interpreters. The findings reveal that EI level of more than 95% of the conference interpreters is (very) high. In conclusion, the conference interpreters' competencies such as perception, expression, regulation and control of their and others' emotions are at high level. It should be noted that these competencies are predictive of successful performance in addition to prerequisites to maintain social and business life better.

As mentioned in Chapter 1, the study tries to respond to five questions related to the first research question below:

1. What level of intrapersonal skills do conference interpreters have?

According to the findings, 96% of the participants scored at high and very high level for intrapersonal skills. That is to say, they have the skills of self-regard, emotional self-awareness, assertiveness, self-actualization and independence, all of which are the sub-skills of intrapersonal ones. All these skills are related to understanding and expressing one's own emotions and feelings. Concisely, the

conference interpreters know their emotional states and capacities and accept themselves as they are.

2. What level of interpersonal skills do conference interpreters have?

100% of them have high level and very high level of interpersonal skills including empathy, social responsibility and interpersonal relationship. These features are the result of superior recognition of others' feelings and emotions. High level of interpersonal skills demonstrates that the conference interpreters have better communication with other individuals, can empathize with them and display socially responsible behaviours.

3. What level of adaptability do conference interpreters have?

76% of them are at high and very high level of adaptability including reality testing, flexibility and problem solving. These abilities are related to being able to regulate emotions in case of unexpected situations by adapting themselves to a particular environment. In addition, problem solving ability is considered to be a part of this regulation process. As a result, it can be noted that the conference interpreters are able to adapt themselves to different situations and different individuals and solve problems reasonably in difficult situations.

4. What level of stress management do conference interpreters have?

The percentage of the participants having higher level of stress management (74%) is less than others. This ability is considered to be a core issue in many studies on interpreting since it concentrates on managing and controlling emotions. Stress tolerance and impulse control, the sub-skills of EI should be high to cope with adverse conditions and unpleasant behaviours. As mentioned before, stress management level of the conference interpreters has always been an issue of concern and generally interpreters are accepted as highly tolerant. This study also proves that their high tolerance and ability to work under stress is a prerequisite to succeed in the profession.

5. What level of general mood do conference interpreters have?

As in the interpersonal skills, 100% of them show high and very high level ability regarding general mood, with two sub-skills optimism and happiness, which refer to self-motivation. In other words, it can be stated that the conference interpreters

are highly self-motivated and satisfied with their lives. Without this ability individuals may not succeed in adapting to a large variety of situations and coping with stressful circumstances.

All in all, it can be suggested that all these are regarded to be the competencies of a professional interpreter, as a deficit in any of them results in deficit in their professional performance (Cherniss, Goleman, 2000).

The second research question investigates at what level the conference interpreters' EI differs in terms of some characteristics such as gender, age, education level, occupational experience, workload per year, subject field selection, frequency of translation and interpreter training. In order to test this question, the following sub-questions are considered:

1. Is there a significant difference among the conference interpreters' EI levels and levels of its sub-skills in terms of gender?

The findings demonstrated that there is a significant difference in favour of the female participants. According to the findings, the female conference interpreters have significantly higher EI level than the males do. Singureanu (2015) also found out that gender is a variable when identifying EI levels in favour of female interpreters; however, her study indicates the differences on the sub-factors not in total score. It is noteworthy to point out that gender has an impact on EI within the scope of this thesis as well. As for the sub-factors of EI, there is no significant difference between female and male conference interpreters unlike in Singureanu's study.

2. Is there a significant difference among the conference interpreters' EI levels and levels of its sub-skills in terms of age?

There is no significant difference between younger and older conference interpreters unlike the research results of Welcher (1958), Goleman (1998) and Bar-on (2006). It is possible to infer that age is not a determinant of EI level as the sample group of the present study is composed of predominantly middle-aged individuals. As for the total emotional level, there is no significant difference among different age groups in the sub-skills.

3. Is there a significant difference among the conference interpreters' EI levels and levels of its sub-skills in terms of education level?

The results indicate that education level is not predictive in determining the EI level. Due to the absence of a significant difference among the individuals with different education levels such as undergraduate degree, master's degree and doctorate degree, the answer is not affirmative. It is possible to conclude that the lack of variance in the educational levels of the participants affects the result. In line with the total EI level, there is no a significant difference in terms of education level.

4. Is there a significant difference among the conference interpreters' EI levels and levels of its sub-skills in terms of occupational experience?

The findings reveal that EI levels of the conference interpreters are not determined by the variable as to the numbers of years in which they perform the profession. In line with age as proposed by the other researchers, it is thought that the more experienced the interpreters are, the higher EI levels they have. Based on this study, it can be inferred that experience does not create any difference at EI level of the conference interpreters. As for the sub-skills, there is no a significant difference in terms of experience.

5. Is there a significant difference among the conference interpreters' EI levels and levels of its sub-skills in terms of their workload per year?

There is significant difference in interpersonal and intrapersonal skills and EI in total while adaptability, stress management and general mood do not show much difference in terms of workload statistically. The question is answered in favour of the individuals with heavy workload especially those working for 150-200 days per year. The individuals with heavy workload improve more perception about their and others' feelings and express them better relative to the others. This can be attributed to being exposed to more speakers and situations. Workload can be considered as a determinant of EI in the context of the present study; thus, it can be suggested that interpreters improve their EI by performing the task intensely and that emotionally intelligent interpreters are acknowledged by employers due to the freelance nature of this profession.

6. Is there a significant difference among the conference interpreters' EI levels and its levels of sub-skills in terms of subject field selection?

The findings indicate that there is no a significant difference between the individuals in subject field selection before they accept a task and those who do not. Only in general mood, the sub-factor creates significant difference between the individuals selecting subject fields and the individuals who do not. That is to say, the conference interpreters have more job satisfaction when they specify the subjects they want to interpret and additionally when they accept the tasks suitable for their specialization.

7. Is there a significant difference among the conference interpreters' EI levels and levels of its sub-skills in terms of frequency of translation?

The difference of EI level is not observed between interpreters who often make translation and those who do not. When the sub-skills are analyzed, the difference is not significant in terms of the relationship between EI and the frequency of translation. In other words, making translation does not correlate with a discrepancy in the interpreters' emotional competencies.

8. Is there a significant difference among the conference interpreters' EI levels and levels of its sub-skills in terms of interpreter training?

The results demonstrate that having interpreter training does not make any changes in EI. The results of sub-skills are identical to the total level. It can be stated that interpreting training alone is not sufficient to improve the required competencies necessary to be a conference interpreter.

To sum up, the thesis has aimed to offer an insight into the relationship between emotional competencies and interpreting competencies through an empirical study conducted on the conference interpreters. The study suggests that emotional competencies are in line with some necessary interpreting competencies such as interpersonal skills, stress management etc.

Additionally, it sets out to explore whether there is any significant relationship between EI levels and the profiles of the conference interpreters.

The study suggests that:

- (i) Gender is predictive of EI levels in favour of females and probably it supports the argument that interpreters are mostly females and that females have better understanding of and expressing emotions.
- (ii) Workload determines the levels of intrapersonal and interpersonal skills and EI level in total in favour of individuals with heavy workload as it can be explained via the concept of exposure.
- (iii) Subject field selection enables interpreters to have pleasure from their occupation and improves their general mood, the sub-skill which includes optimism and happiness.

To sum up, as mentioned in the introduction chapter, EI is the capacity to cope with environmental demands and pressures (Bar-on, 2006) and interpreters are obliged to deal with many different kinds of demands and cope with pressure during the interpreting process. That is to say, the present study highlighted that the relationship between EI and interpreting cannot be ignored.

As for the importance of the study, it suggests that EI tests or inventories can be accompanied with aptitude tests to measure interpreting competencies in the undergraduate and master's degree programs to select candidates for conference interpreters. Implementing such a practice would enable the decision making authorities in these programs to make selections more accurately and objectively.

Additionally, emotional competencies are "teachable and learnable" according to suggestions by many scholars (Salovey, 2013, p.272), Goleman, 1998 p.340), (Krementitzer, Mojsa, Bracket, 2008, p.200) (Bar-on, 2006, p.3). In emotional literature, some scholars have developed schedules to teach management of emotions and regulating emotions along with raising consciousness on oneself and others' emotions. These schedules might be used in interpreting training programs.

As for the recommendations for further research, the relationship between job satisfaction and EI levels of the conference interpreters might be investigated. Moreover, the effects of these emotional competencies might be observed in the real time situations.

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Değerli çevirmenler,

Bu duygusal zeka ölçeği Hacettepe Üniversitesi'nde yürütülen bir yüksek lisans tez çalışması kapsamında veri toplamak amacıyla hazırlanmıştır. Çalışmanın amacı, duygusal zekayı oluşturan parametrelerle sözlü çevirmenlerin sahip olduğu niteliklerin örtüşme düzeyini belirlemek için bilgi toplamaktır. Elde edilecek bilgiler tamamen bilimsel amaçlı kullanılacak olup, isim belirtme gerekliliği bulunmamaktadır. Ölçekte yer alan sorulara İÇTENLİKLE ve hiçbir soruyu BOŞ BIRAKMADAN yanıt vermeniz, araştırmanın bilimsel geçerliliği ve güvenilirliği açısından büyük önem taşımaktadır.

Zaman ayırarak çalışmamıza katıldığınız için şimdiden teşekkür ederim.

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Çevirmen Profili

1. Cinsiyetiniz nedir? K E

2. Kaç yaşındasınız?

3. Eğitim düzeyiniz nedir?

ilkokul lise üniversite yüksek lisans doktora

4. Çeviri eğitiminizi aldınız mı? Evet Hayır

Bu soruya cevabınız EVET ise yer belirtiniz:.....

5. Çeviri ile ilgili bir bölüm dışında eğitim aldıysanız bölümünüzü belirtiniz:.....

6. Sözlü çevirmen olarak ne kadar süredir (ay/yıl) çalışıyorsunuz?.....

7. Yılda yaklaşık kaç gün sözlü çeviri yapıyorsunuz?

8. Alacağınız çeviri işinde alana göre seçim yapıyor musunuz? Evet Hayır

Bu soruya cevabınız EVET ise tercih ettiğiniz alanları belirtiniz:.....

9. Ne sıklıkta yazılı çeviri yapıyorsunuz?

her zaman sık sık bazen nadiren hiç

12. Çeviri yaptığınız dil çiftleri hangileridir?.....

DUYGUSAL ZEKA ÖLÇEĞİ

Sayın katılımcı, aşağıdaki ifadelere;

- **Kesinlikle katılmıyorum,**
- **Katılmıyorum,**
- **Kararsızım,**
- **Katılıyorum,**
- **Tamamen katılıyorum**

açıklamalarından birini seçerek (**X**) işareti ile belirtmeniz gerekiyor. İfadelerin doğru veya yanlışlığı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır.

	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen katılıyorum
1. Zorluklarla baş edebilme yaklaşımım adım adım ilerlemektir.					
2. Duygularımı göstermek benim için oldukça kolaydır.					
3. Çok fazla strese dayanamam.					
4. Hayallerimden çok çabuk sıyrılabilir ve o anki durumun gerçekliğine kolayca dönebilirim.					
5. Zaman zaman ortaya çıkan tersliklere rağmen, genellikle işlerin düzeleceğine inanırım.					
6. Üzücü olaylarla yüz yüze gelmek benim için zordur.					
7. Biriyle aynı fikirde olmadığımda bunu ona söyleyebilirim.					
8. Kendimi kötü hissettiğimde beni neyin üzdüğünü bilirim.					
9. Başkaları benim iddiasız biri olduğumu düşünürler.					
10. Çoğu durumda kendimden eminimdir.					
11. Huysuz bir insanımdır.					
12. Çevremde olup bitenlerin farkında değilimdir.					




13. Derin duygularımı başkaları ile kolayca paylaşamam.					
14. İyi ve kötü yanlarıma baktığım zaman kendimi iyi hissederim.					
15. Yaşamımı elimden geldiğince anlamlı hale getirmeye çalışırım.					
16. Sevgimi belli edemem.					
17. Tam olarak hangi konularda iyi olduğumu bilmiyorum.					
18. Eski alışkanlıklarımı değiştirebilirim.					
19. Hoşuma giden şeyleri elimden geldiğince sonuna kadar öğrenmeye çalışırım.					
20. Başkalarına kızdığımda bunu onlara söyleyebilirim.					
21. Hayatta neler yapmak istediğime dair kesin bir fikrim yok.					
22. Yapacaklarımın bana sık sık söylendiği bir işte çalışmayı tercih ederim.					
23. Bir problemi çözerken her bir olasılığı inceler, daha sonra en iyisine karar veririm.					
24. Bir liderden çok, takipçiyimdir.					
25. Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım.					
26. Fiziksel görüntümden memnunum.					
27. İnsanlara ne düşündüğümü kolayca söyleyebilirim.					
28. İlgilimi çeken şeyleri yapmaktan hoşlanırım.					
29. Sabırsız bir insanım.					
30. Diğer insanların duygularını incitmemeye özen gösteririm.					
31. İşler gittikçe zorlaşsa da genellikle devam etmek için motivasyonum vardır.					
32. Başkalarıyla iyi ilişkiler kurarım.					
33. Güç bir durumla karşılaştığımda konuyla ilgili					

olabildiğince çok bilgi toplamayı isterim.					
34. İnsanlara yardım etmekten hoşlanırım.					
35. Son birkaç yılda çok az başarı elde ettim.					
36. Öfkemi kontrol etmem zordur.					
37. Hayattan zevk almıyorum.					
38. Duygularımı tanımlamak benim için zordur.					
39. Haklarımı savunamam.					
40. Oldukça neşeli bir insanımdır.					
41. Düşünmeden hareket edişim problemler yaratır.					
42. İnsanlar benim sosyal olduğumu düşünürler.					
43. Kurallara uyan bir vatandaş olmak çok önemlidir.					
44. Kendimi olduğum gibi kabul etmek bana zor geliyor.					
45. Aynı anda başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.					
46. Arkadaşlarım bana özel şeylerini anlatabilirler.					
47. Kendi başıma karar veremem.					
48. Başka insanlara saygı duyarım.					
49. Başkalarına neler olduğunu önemserim.					
50. Bazı şeyler hakkında fikrimi değiştirmem zordur.					
51. Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca genellikle tıkanır kalırım.					
52. Fanteziler ya da hayaller kurmadan her şeyi gerçekte olduğu gibi görmeye çalışırım.					
53. Neler hissettiğimi bilirim.					
54. Benimle birlikte olmak eğlencelidir.					
55. Sahip olduğum kişilik tarzından memnunum.					

56. Hayal ve fantezilerime kendimi kaptırıyorum.					
57. Yakın ilişkilerim benim ve arkadaşlarım için çok önemlidir.					
58. Yeni şeylere başlamak benim için zordur.					
59. Eğer yasaları çiğnemem gerekirse, bunu yaparım.					
60. Endişeliyimdir.					
61. Yeni şartlara ayak uydurmak benim için kolaydır.					
62. Kolayca arkadaş edinebilirim.					
63. Can sıkıcı problemlerle nasıl baş edebileceğimi bilirim.					
64. Başkaları ile çalışırken kendi fikirlerimden çok onlarınkine güvenirim.					
65. Kendimi çok sık kötü hissederim.					
66. Konuşmaya başlayınca zor susarım.					
67. Çevremdekilerle iyi geçinemem.					
68. Zor şartlarda serinkanlılığımı nasıl koruyacağımı bilirim.					
69. Kendimi takdir ederim.					
70. İnsanlarla tartışırken, bana sesimi alçaltmamı söylerler.					
71. Tarzımı değiştirmem zordur.					
72. Hayatımdan memnunum.					
73. Başkalarının bana ihtiyaç duymalarından çok, ben başkalarına ihtiyaç duyarım.					
74. Hafta sonlarını ve tatilleri severim.					
75. Çok sinirlenmeden stresle baş edebilirim.					
76. Çok zor durumların üstesinden geleceğime inanıyorum.					
77. Acı çeken insanların farkına varamam.					
78. Genellikle en iyisini ümit ederim.					

79. Başkalarına göre, bana güvenmek zordur.					
80. Endişemi kontrol etmemin zor olduğunu biliyorum.					
81. Başkalarının duygusal ihtiyaçlarını, kolaylıkla fark ederim.					
82. Abartmayı severim.					
83. Gülümsemek benim için zordur.					
84. Uygun bir zamanda negatif duygularıyla yüzleşir, onları gözden geçiririm.					
85. Yeni bir şeye başlamadan önce genellikle başarısız olacağım hissine kapılıyorum.					
86. İstedğim zaman “hayır” demek benim için zordur.					
87. Bir problemle karşılaştığımda önce durur ve düşünürüm.					
88. Yukarıdaki ifadelere samimi bir şekilde cevap verdim.					

APPENDIX 2: ETHICS BOARD WAIVER FORM FOR THESIS WORK

 <p>HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES ETHICS BOARD WAIVER FORM FOR THESIS WORK</p>
<p>HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES TO THE DEPARTMENT PRESIDENCY OF ENGLISH TRANSLATION AND INTERPRETATION</p> <p style="text-align: right;">Date: 16/08/2016</p> <p>Thesis Title / Topic: Emotional Intelligence and Interpreting: A Study on Conference Interpreters in Turkey</p> <p>My thesis work related to the title/topic above:</p> <ol style="list-style-type: none"> 1. Does not perform experimentation on animals or people. 2. Does not necessitate the use of biological material (blood, urine, biological fluids and samples, etc.). 3. Does not involve any interference of the body's integrity. 4. Is not based on observational and descriptive research (survey, measures/scales, data scanning, system-model development). <p>I declare, I have carefully read Hacettepe University's Ethics Regulations and the Commission's Guidelines, and in order to proceed with my thesis according to these regulations I do not have to get permission from the Ethics Board for anything; in any infringement of the regulations I accept all legal responsibility and I declare that all the information I have provided is true.</p> <p>I respectfully submit this for approval.</p> <div style="text-align: right;">  16/08/2016 </div> <p>Name Surname: MEHTAP ARAL</p> <p>Student No: N11222963</p> <p>Department: ENGLISH TRANSLATION AND INTERPRETATION</p> <p>Program: ENGLISH TRANSLATION AND INTERPRETATION</p> <p>Status: <input checked="" type="checkbox"/> Masters <input type="checkbox"/> Ph.D. <input type="checkbox"/> Integrated Ph.D.</p>
<p>ADVISER COMMENTS AND APPROVAL <i>Approved</i></p> <div style="text-align: center;">  <hr/> Prof. Dr. AYMIL DOĞAN </div>



HACETTEPE ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ ÇALIŞMASI ETİK KURUL İZİN MUAFİYETİ FORMU

HACETTEPE ÜNİVERSİTESİ
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İNGİLİZCE MÜTERCİM TERCÜMANLIK ANABİLİM DALI BAŞKANLIĞI'NA

Tarih: 16/08/2016

Tez Başlığı / Konusu: Duygusal Zeka ve Sözlü Çeviri: Türkiye'deki Konferans Tercümanları Üzerinde Bir Çalışma

Yukarıda başlığı/konusu gösterilen tez çalışmam:

1. İnsan ve hayvan üzerinde deney niteliği taşımamaktadır.
2. Biyolojik materyal (kan, idrar vb. biyolojik sıvılar ve numuneler) kullanılmasını gerektirmemektedir.
3. Beden bütünlüğüne müdahale içermemektedir.
4. Gözlemsel ve betimsel araştırma (anket, ölçek/skala çalışmaları, dosya taramaları, veri kaynakları taraması, sistem-model geliştirme çalışmaları) niteliğinde değildir.

Hacettepe Üniversitesi Etik Kurullar ve Komisyonlarının Yönergelerini inceledim ve bunlara göre tez çalışmamın yürütülebilmesi için herhangi bir Etik Kuruldan izin alınmasına gerek olmadığını; aksi durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

16/08/2016

Adı Soyadı: MEHTAP ARAL
Öğrenci No: N11222963
Anabilim Dalı: İNGİLİZCE MÜTERCİM TERCÜMANLIK
Programı: İNGİLİZCE MÜTERCİM TERCÜMANLIK
Statüsü: Y.Lisans Doktora Bütünleşik Dr.

DANIŞMAN GÖRÜŞÜ VE ONAYI

Uygundur

Prof. Dr. AYMİL DOĞAN



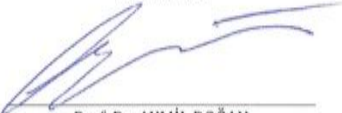
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E-posta: sosyalbilimler@hacettepe.edu.tr

APPENDIX 3: ORIGINALITY REPORT

 <div style="display: inline-block; vertical-align: middle; text-align: center;"> <p>HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES THESIS/DISSERTATION ORIGINALITY REPORT</p> </div>
<p>HACETTEPE UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES TO THE DEPARTMENT OF ENGLISH TRANSLATION AND INTERPRETATION</p>
<p>Date: 16/08/2016</p>
<p>Thesis Title / Topic: Emotional Intelligence and Interpreting: A Study on Conference Interpreters in Turkey</p> <p>According to the originality report obtained by myself/my thesis advisor by using the Turnitin plagiarism detection software and by applying the filtering options stated below on 16/08/2016 for the total of²⁵..... pages including the a) Title Page, b) Introduction, c) Main Chapters, and d) Conclusion sections of my thesis entitled as above, the similarity index of my thesis is ...⁵... %.</p> <p>Filtering options applied:</p> <ol style="list-style-type: none"> 1. Approval and Declaration sections excluded 2. Bibliography/Works Cited excluded 3. Quotes excluded 4. Match size up to 5 words excluded <p>I declare that I have carefully read Hacettepe University Graduate School of Social Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.</p> <p>I respectfully submit this for approval.</p> <div style="text-align: right; margin-top: 20px;">  16/08/2016 </div> <p>Name Surname: MEHTAP ARAL</p> <p>Student No: N11222963</p> <p>Department: ENGLISH TRANSLATION AND INTERPRETATION</p> <p>Program: ENGLISH TRANSLATION AND INTERPRETATION</p> <p>Status: <input checked="" type="checkbox"/> Masters <input type="checkbox"/> Ph.D. <input type="checkbox"/> Integrated Ph.D.</p>
<p><u>ADVISOR APPROVAL</u></p> <p style="text-align: center; margin-top: 20px;">APPROVED.</p> <div style="text-align: center; margin-top: 10px;">  Prof. Dr. AYMİL DOĞAN </div>



HACETTEPE ÜNİVERSİTESİ
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YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORJİNALLİK RAPORU

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Tarih:16/08/2016

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Yukarıda başlığı/konusu gösterilen tez çalışmamın a) Kapak sayfası, b) Giriş, c) Ana bölümler ve d) Sonuç kısımlarından oluşan toplam ... sayfalık kısmına ilişkin, 16/08/2016 tarihinde şahsım/tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezin benzerlik oranı % 'tır.

Uygulanan filtrelemeler:

- 1- Kabul/Onay ve Bildirim sayfaları hariç,
- 2- Kaynakça hariç
- 3- Alıntılar hariç/dâhil
- 4- 5 kelimedenden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve bu Uygulama Esasları'nda belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.


Gereğini saygılarımla arz ederim.


16/08/2016

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DANIŞMAN ONAYI

UYGUNDUR.


Prof. Dr. AYMİL DOĞAN

