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On Emotional Intelligence of Translators: Diction in Stressful Situations of Translating Political Texts

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ABSTRACT

The "Brain" undoubtedly could be called the main processor and the most important factor in translation. It has been the subject of rigorous studies by specialists to find out how it works and how it is influenced. Controlling, adjusting and neutralizing negative surrounding or blocking factors seem to be a very redeeming job. Emotional Intelligence (EI and also EQ), which involves various psychological constructs, could be perceived as one of those factors. In this respect, the current study investigated the tentative link(s) between EI and translation. For this purpose, 41 students completed the Bar-On EI test, (the emotional quotient inventory EQ-I) and translated a political text twice. The data were analyzed using descriptive statistics and one-way ANOVA to examine whether individuals with higher EQ could control their emotions to select the exact equivalent while translating under political pressure. The analysis of the data revealed that there were significant differences among the three groups (possessing different levels of EQ) regarding the relationship between EQ and the accuracy of translation. Translators with higher EQ could regulate their emotions well and select the closest equivalent for the word, no matter what would be the consequence of telling the truth. It was proved that translators with lower overall EQ could translate more conservatively to avoid the potentially undesirable consequences. The results help understand the relationship between students' EQ and the accuracy of translation.

Keywords: Emotional Intelligence, Diction, EFL Learners, EAL Learners, Political texts

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1. Introduction

No two human beings are exactly the same-physically or mentally-and the differences influence the way people live and behave. Culture, mood, gender and many other factors can have a say in translation, to name only a few; thus, it is

rational to expect that the translations done by two different translators vary accordingly. More narrowly, psychological differences, among other things must influence the quality of translations and some of the researchers delved into the issue (e.g. Shojaee & Sahragard, 2012).



Emotional Intelligence is one of those factors that seemingly plays an important role in manipulating the translators' mind and helps doing the task of translation (Shangarffam & Abolsaba, 2009). On the other hand, according to Newmark (1988) "translation is rendering the meaning of a text into another language in the way that the author intended the text" (p. 5). Robinson (1997, P: 49) proposed that "translation is an intelligent activity, requiring creative problem-solving in novel, textual, social, and cultural conditions". So it seems logical to investigate translation from a different point of view, here: the role of emotional intelligence in translation is studied to make sure that the rendered meaning is the one meant by the author! To make the issue more complicated, the same translator may translate the same text differently while experiencing different moods provided that controlling emotions be a difficult task to him/her. It is worth noting that the topic of the text also seems to be an important factor in translation since a text on mathematics does not seem to call for emotions as much as a literary text does. Left untreated, this problem might cause -as the authors of the current study believe- deviations in translations in all fields of studies. The translated version of knowledge may not be the same as the original knowledge, and result in different outcomes.

2. Review of Literature

2.1. Individual Differences and Translation

To explicitly state the problem, it must be asked that is it safe to claim that all translators translate the texts merely by the use of their knowledge or they engage their individual differences such as their emotions. Coba (2007) argues that even though translators translate the same source text, the produced translations differ, predominantly owing to individual

differences. Nord also notes that there is "the deplorable fact that the eternal discussions about faithfulness or liberty in translation have got us absolutely nowhere" (2006, P: 25). Levy in the same line of inquiry considers the problem of translation fidelity to be "one of the cornerstones of translation theory and practice" (1974, P: 8). Thus, how do translators select the most appropriate words for the texts?

Chen (2007) argued that translation process is doubtlessly doing decision-making activities. Based on these assumptions, and also regarding Wills suggestion that the translator should pay attention to factors that culminate in choices, rather than on the choices themselves, the role of translator becomes more prominent in translation. Decision-making researchers in the 1990s, initiated to demonstrate that numerous practices of decision making, particularly those that encompass a great level of uncertainty and risk, contain prejudices and emotions that act at an implicit level (see Hastie & Dawes, 2001). There is also a wide-ranging agreement among researchers that the decision-making process plays a noticeable role in translators' performance and its quality (Darwish, 1999). The decision-making process is, consequently, inclined by the behavior, psychological disposition (Schmidt, 2005) and individual characteristics (Hubscher-Davidson, 2007; Karimnia & Mahjubi, 2013). Psychological factors are involved in translation as Shahriari (2011) and also Farahzad (2003) argue that translator is engaged in psycholinguistic factors during the process of translating. Here, the role of Emotional Intelligence becomes more important as individuals with higher EQ control the feelings, utilize affective for affording more chances to think and be more innovative

and to direct their emotions at solving problems which is related to effective translation and its quality (Sobhaninejad & Yoozbashi, 2008; Schmidt, 2005).

2.2. Emotional Intelligence

For many years, it was believed that intelligent individuals reach success in life. Many educational settings used IQ tests for selecting learners and also many companies used IQ level as a requirement for employment. Nowadays, it is believed that IQ is not the only determiner of success. There are other (maybe even more) important parameters such as emotional intelligence. IQ contributes to success but about 80% of success could not be counted for by IQ, the remaining 80 percent goes for other factors as Goleman (2005) believes that EQ does the lion's share of the success; he stated that cognitive intelligence provides only 20% of achievement and the remaining is due to the skills and emotional intelligence formulation; though Goleman (2005, p. xiii) wrote that others who believed that EI predicts huge proportions of success had misunderstood his 1995 book. Mayer and Salovey also, vigorously criticized these claims (eg: Mayer, 1999; Mayer & Salovey, 1997; Mayer, Salovey, & Caruso, 2000). Later, Goleman reformulated his first definition of emotional intelligence and broke down emotional intelligence into twenty-five different emotional competencies, among them political awareness, service orientation, self-confidence, consciousness, and achievement drive (Goleman, 1998).

The original idea of the term Emotional Intelligence was that some people seem to possess the ability to use their emotions to enhance thought, yet there is confusion about what it is exactly. Emotions could be used as a "guide to thinking and behavior" and some individuals have greater capacity in it. EI is

regarded in two different ways, one as "an eclectic mix of positive traits" and the other as "a distinct group of mental abilities". While EI was defined as a variety of positive traits it was meant that as, "an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (Bar-On, 1997, p. 14). Yet the models have been completed and the traits have been incrementally added to the new models and the reason why some traits are added and some are not is not defined! Mayer and Salovey (2003) terminated the debate by proposing a valid EI concept to distinguish it from other approaches. This concept involves the ability to engage in information processing about one's own and other's emotions.

Emotional intelligence is the awareness of an individual of his emotions and other's emotions and the ability to recognize and control them and also the ability to express sympathy for others. EI deals with evaluating aspects of a situation (positive or negative) and making suitable solutions in stressful situations (Mayer, Salovey, & Caruso, 2004). Bar-On (1997) explains EI as a series of non-cognitive abilities, competencies and skills that influence an individual's level of adaptability to the demands and pressures of the environment. According to him, emotional intelligence may be divided into five categories, respectively: intrapersonal (emotional self-awareness, assertiveness, self-esteem, self-actualization and independence), interpersonal (empathy, interpersonal relationships and social responsibility), adaptability (problem solving, reality testing, and flexibility), stress management (stress tolerance, impulse control) and general mood (happiness and optimism).



Goleman (1995, p.28) defines emotional intelligence as abilities “which include self-control, zeal and persistence, and the ability to motivate oneself”. Goleman also (2000) defines it as the ability to control one’s emotions, and manage one’s own feelings, that need to be directed in an appropriate way to join forces with others in group, in achieving reciprocal objectives. ‘EI is the ability to monitor one’s own and other’s feelings, to differentiate among them and to utilize this information to direct one’s thinking and actions’ (Salovey & Mayer, 1990). Emotional intelligence concerns the process of one’s appraisal of his own and others’ emotions, expressing feelings appropriately, processing emotional information and regulation of emotions to make the life better (Bown, & White, 2010; Ghanadi & Ketabi, 2014; Razavi, 2014; Salovey & Mayer, 1990).

As the current study is after finding probable links between translators EQ and their diction in translating political texts under pressure, here a summary of previous parallel studies is presented. Shangarffam, N, and Abolsaba, A. (2009) studied the relationship between Emotional Intelligence and the quality of translation and did not found that there is a significant relationship between the two variables in B.A and M.A students of translation studies. In a similar vein, Jadidi, E. and Varzande, M. (2015) studied the effect of translators’ Emotional Intelligence on their translation quality. Their results showed that translators’ academic experience significantly affects their translation quality, while no significant relationship was found between their Emotional Intelligence and their translation quality. Thus, the current study investigates much more narrowly the possible links between EQ and the quality of diction.

As it was mentioned that the amount of involvement of emotions seems to vary according to the kind of the text, political texts were chosen as a subject in which the role of emotions seem to be more dominant. Pressure in translating a political text seems to be the highest since inappropriate use of a word may cause irreparable harms and expenses as the word “axis of evil” used by George W. Bush did the same. The friendly relations between countries may turn to unfriendly ones or vice versa because of mistranslation of a sentence or even a word. Therefore, the authors of the current study decided to calculate EQ of the participants, and then asked them to translate a text in different situations; one was done in a stress free environment and the other one in a stressful situation. Then the diction of each translator was closely scrutinized.

3. Method

3.1 Participants

65 English (EFL) and Arabic (AFL) graduate students from Kerman, and Sistan and Balouchestan filled Bar-On questionnaire and translated two political texts. Out of 65 EFL and AFL students, 41 returned completed questionnaires and translated the texts. 15 male and 23 female participated in the study and 2 did not specify their sex. Their ages ranged from 18 to 36 years old, including MA and BA EFL and AFL students, 5 did not specify their age. To obtain reliable data and to consider research ethics, the objective of the research was explained to the participants and they were assured that they anonymously take part in the study. Participation suggested implied consent. After gathering the questionnaires, some of the participants were selected randomly and were interviewed to check the reliability of their responses.

3.2 Instruments

For the purpose of the present study, the "Bar-On EI" test was administered. For measuring individuals' emotional intelligence, Bar-On developed a 133-item self-report Emotional Intelligence scale. The Bar-On EI test, (the emotional quotient inventory EQ-I), offers an estimation of EQ including 5 major scales and 15 subscales (by the use of a five-point Likert Scale ranging from 'Never' to 'Always'). In the current study, the Persian version of the test was applied. Dehshiri (2003) contended that the Persian version of the test is reliable and valid in Iranian culture. The total reliability of the translated questionnaire, estimated via Cronbach's alpha, was 0.82.

The next instruments are two texts which were given to the participants to be translated once under political pressure and the other time without it. By pressure it is meant that they were informed that they are selected translators that are participating in a survey. One of the texts is translated to be sent to the ministry of foreign affairs as a kind of survey to reach to a certain result as what was meant by the country which published the text, trying to reach to a refined decision to regulate their mutual relationships with the country which published it the text in the media. The text (Text II) is an interview made on the controversies and insurgencies in Syria. Also before translating the text, students were asked to translate another similar text (text I); whereas the words are the same yet it is related to World War II thus their translation will not influence any relationships. Then a comparison of the meanings was made. The words had two meanings, a harsh meaning and a moderate one. It was hypothesized that individuals with higher EQ, will translate the text as it is and use the harsh meaning which seems to be more appropriate one regarding the

context; on the other hand, those who have lower EQ may not control their feelings and choose the moderate meaning under political pressure. Then the meanings were coded and compared.

3.3 Data Collection

The study was done at universities in 2 provinces of Sistan and Baluchestan and Kerman, in Iran, over a period of one week in the winter of 2015. Students were informed of the questionnaires, and then the "Bar-On EQ test was distributed. Questionnaires were coded numerically to increase the reliability of the answers; therefore, anonymity was guaranteed to ascertain the participants that the answers would be confidential. About ethical procedures, the questionnaires were filled after informing all the participants about the importance of the study and the probable effect of the results on the improvement of their future academic life. Therefore, they were willing to participate in the study and affirmed their consent verbally.

3.4 Data Analysis

In order to make sure of the normality of the distribution, descriptive statistics and Kolmogorov-Smirnov tests were applied. For observing the difference of the mean scores among the three groups on the scores of the text I, a one-way ANOVA was run. For comparing the mean scores of the three groups in text II, a Kruskal-Wallis test was applied. Mann-Whitney U tests were applied to identify the precise location of the differences among the three groups for the scores of the text II.

4. Results

With the intention of analyzing the relevant data in the current study, the Statistical Package for Social Sciences (SPSS), version 22 was utilized. The level of significance was set at 0.05.

After figuring the EQ scores, the maximum score was subtracted from the minimum score and the range was divided into three; consequently, the participants were divided into three groups; the subjects who scored 413 and below on EQ test, formed the low EQ group, those scoring 506 and above were placed in the high EQ group and the rest formed the mid EQ group. The descriptive statistics for the three groups on the gathered data from the second tool of the study that was “text I” are presented in Table 1.

Table 1: Descriptive Statistics for the Three Groups on the scores for translation of the Text I

	N	Mini mum	Maxi mum	Mean	Std. Deviation
Low	10	25	32	28.30	2.21
Mid	22	25	34	29.09	2.36
High	9	25	34	30.11	3.01
Total	41	25	34	29.12	2.50

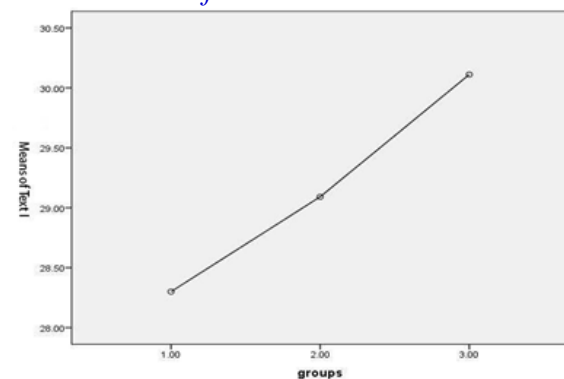
Kolmogorov-Smirnov test was run for ensuring the normality of the distribution of the three groups at pre-test, a. The results showed that the three groups enjoyed the normal distribution of scores at text I. To study the homogeneity of variances of the three groups, the Levene's test of homogeneity of variance was run. The results pointed out that the three groups enjoyed homogenous variances ($F(2, 38) = .412, p > .05$). Therefore, the researchers adopted parametric statistics. In order to make a comparison between the mean scores of the three groups at text I, a one-way ANOVA was applied. The F-observed value and p-value were 1.26 and 0.29 respectively. This amount of F-value at 2 and 38 degrees of freedom was higher than the critical value of F, and p-value was higher than the significance level of .05 ($F(2, 38) = 1.26, p > .05$) (see Table 2):

Table 2: One-Way ANOVA on the scores of Three Groups at Text I

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.58	5	7.79	1.26	.295
Within Groups	234.80	38	6.17		
Total	250.39	40			

Thus, it could be decided that there did not exist significant differences among the mean scores of the three groups in Text I. Figure 1 shows the mean scores of the three groups at Text I.

Figure 1: Means Plot for the Three Groups on the scores of Text I



The descriptive statistics for the three groups on the data gathered from the third tool of the study that was ‘Text II’ are showed in Table 3.

Table 3: Descriptive Statistics for the Three Groups at the scores of the translation of Text II

	N	Mini mum	Maxi mum	Mean	Std. Deviation
Low	10	21	28	23.50	2.12
Mid	22	22	34	27.59	4.38
High	9	23	35	31.88	3.51
Total	41	21	35	27.53	4.68

Kolmogorov-Smirnov test was conducted to ensure the normality of the distribution of the three groups at pre-test. The results showed that the mid and high groups did not enjoy the normal distribution of scores at text II ($p < .05$). The Levene's test of homogeneity of variance was conducted to survey the homogeneity of variances of the three groups. The results pointed out that the three groups did not

enjoy homogenous variances ($F(2, 38) = 7.25, p < .05$). Consequently, the researchers agreed on utilizing non-parametric statistics. In doing so, for comparing the mean scores of the three groups at text II, a Kruskal-Wallis test was run. As Table 4 shows, the highest ranking was for the high group at 32.61; then there was 20.55 for the mid group, and 11.55 for the low group (see Table 4).

Table 4: The Ranks for the Mean Scores of Text II for the Three Groups

	Group	N	Mean Rank
Text II	Low	10	11.55
	Mid	22	20.55
	High	9	32.61
	Total	41	

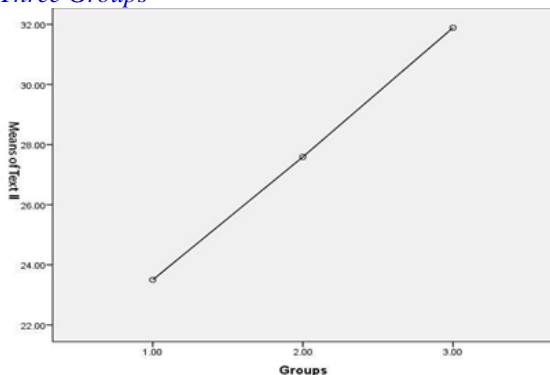
Table 5 shows a chi-square statistic that has a probability of $p = 14.88$ at 2 degrees of freedom. Consequently, it was concluded that there were statistical differences between the three groups at Text II.

Table 5: Test Statistics for the scores of Text II for the Three Groups

	Pre-test
Chi-square	14.88
df	2
Asymp. Sig.	.001

Figure 2 shows the mean scores of the three groups at text II.

Figure 2: Means Plot for the scores of Text II for the Three Groups



To find the exact place of differences, Mann-Whitney U tests were used. The results showed that there was a significant difference between the low and mid groups ($U = 55.00, p < .05$), the low and

high groups ($U = 5.50, p < .05$) as well as the mid and high groups ($U = 34.00, p < .05$) (see Tables 6 & 7).

Table 6: Rank Table for the Text II Scores of the Three Groups

	Groups	N	Mean Rank	Sum of Ranks
Text II	Low	10	11.00	110.50
	Mid	22	19.00	418.50
	Total	32		
Text II	Low	10	6.05	60.50
	High	9	14.39	129.50
	Total	19		
Text II	Mid	22	13.05	287.00
	High	9	23.22	209.00
	Total	31		

Table 7: Test Statistics for the Comparison of Text II Scores of the Three Groups

		Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Text II	Low Mid	55.00	110.00	-2.25	.024
Text II	Low High	5.50	60.50	-3.25	.001
Text II	Mid High	34.00	287.00	-2.84	.004

5. Discussion

In the current study EQ as a psychological factor is investigated and it was proved that political pressures significantly influence translation. The results of the current study confirmed the findings of Shahriari (2011) and also Farahzad studies who in general argued that psychological factors influence translation.

The findings are also in agreement with Sobhaninejad and Yoozbashi, 2008 and also Schmidt, 2005 who found that individuals with higher EQ control the feelings, utilize affective for affording more chances to think and be more innovative and to direct their emotions at solving problems which is related to effective translation and its quality. Furthermore the findings confirm Darwish, 1999 who claimed that decision-making process plays a noticeable role in translators' performance as the translator's emotions and the pressure here played a role.



Yet the findings stand in stark contrast with Shangarffam, N, and Abolsaba, A. (2009) who studied the Relationship between Emotional Intelligence and the Quality of Translation and did not found a significant relationship between the two variables. This paradox may be justified considering the fact that they used Waddington's translation quality assessment model D for evaluating the quality of translation in general. Translation quality assessment is an area of controversy and also investigation, the underlying principle for applying each model of quality assessment in translation is not watertight so the results can generally be challenged; yet the current study focuses on the translation of some selected words not the whole texts.

Based on the findings of the present study which confirm the findings of other parallel studies, it could be stated that familiarizing learners with EQ and even teaching EQ could influences the translation, since emotions proved to be at work in different fields. Also it could be stated that EQ is related to performance in translation. Ultimately, it could be argued that EQ is a significant predictor of progress in translation particularly those which are more stressful.

6. Conclusion

Translation has been proved to be central in academic studies. Translation under pressure seems to be a very emotional job specifically while there is a possibility of mistranslating a word and causing catastrophic consequences. As an educated guess, researchers of the current study presumed EQ as an affective factor to be influential in translation in a stressful situation. Thus, the aim of the study was to find the possible relationship between EQ and diction in translation. The results of the data analysis undertaken showed a

significant relationship between diction and EQ enhancement. The implications of the study are as follows. Consciousness and Knowledge of EQ seems to be one of the missing rings in translation which may solve many problems especially affective ones. Based on the findings of the current study it can solve at least emotional problems emerged in translating important texts (or even before it), that in turn can change the amount of understanding of the original texts. Thus, provided that we accept that EQ is capable of being enhanced, trained and schooled (Elias et al., 1997), and in case it is assumed that it is educable, particularly for individuals low in EQ (Mayer & Geher, 1996) the results of the current study become very crucial; therefore, policy makers shall consider including a course (or a workshop) on EQ for students in their syllabus designs.

Nevertheless, the limitations of the study are as follows: Limitation to the current study and also most of EI studies is the propensity to depend on self-report questionnaires, which can be inexact and subject to response preconceptions. A second limitation to the current study is sample size. Samples are mainly collected of students and it is more reliable to replicate the research with larger and more heterogeneous samples drawn from a more extensive range of professions; furthermore, the sample of the current study was chosen not only from students but also from 2 provinces only. Further research could be done focusing on the role of various psychological or demographic factors like the mood of translator at the moment of translation or his interest to the subject of the text and also socioeconomic background, which may influence the quality of translation and their interaction with academic experience and Emotional Intelligence. Thus, the investigation shall be

replicated to establish and guarantee an acceptable generalizability and test the results against lack of generalizability and extrapolating the results to other populations. Tentative link between EQ and diction in translation by the current research makes it worthy of note, and a scrupulous repetition of the research in a broader context with a larger population is proposed.

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Appendix I: Translated Version of EQ Questionnaire

- به نام خدا
پرسشنامه EQ
این پرسشنامه دارای جملاتی است با پاسخ دادن به آنها احساس، طرز فکر و نحوه رفتار تان را در موقعیت ها و زمانهای مختلف توصیف میشود. هر سؤال دارای پنج جواب است:
- 1- هرگز (هرگز در مورد من صادق نیست)
 - 2- بندرت (بندرت در مورد من صادق است)
 - 3- گاهی (گاهی در مورد من صادق است)
 - 4- معمولاً (معمولاً در مورد من صادق است)
 - 5- همیشه (همیشه در مورد من صادق است)
- دستور العمل:
- 1- جملات زیر را بخوانید و آن جمله ای که بهترین روحیات شما را توصیف می کند در پاسخنامه علامت بزنید.
 - 2- پاسخ درست، غلط، خوب یا بد وجود ندارد. توجه داشته باشید به جمله ای پاسخ دهید که واقعا" بیانگر حاشماست نه آن چیزی که دوست دارید باشید.
 - 3- این پرسشنامه محدودیت زمانی ندارد اما سعی کنید سریع پاسخ دهید.
 - 4- به همه سوالات پاسخ دهید.
- "با تشکر از توجه شما در پاسخ به سئوالات"
- 1- سعی می کنم برای حل مشکلاتم برنامه ریزی کنم و با دقت عمل کنم.
 - 2- برایم سخت است که از زندگی لذت ببرم.
 - 3- ترجیح می دهم کارهایی انجام دهم که نحوه انجام آن دقیقاً مشخص شده باشند.
 - 4- می دانم چگونه از عهده مشکلات سخت بربايم.
 - 5- با هر کس که برخورد می کنم از او خوشم می آید.
 - 6- سعی می کنم زندگی هدفمندی داشته باشم.
 - 7- کاملاً" برایم راحت است عواطفم را بیان کنم.
 - 8- سعی میکنم نگاه واقع بینانه ای به زندگی داشته باشم و از خیال پردازی و رویا پردازی بپرهیزم.
 - 9- من قادر به درک حالتهای هیجانی خود هستم.
 - 10- در ابراز محبت به دیگران مشکل دارم.
 - 11- در اکثر موقعیت ها به خودم اطمینان دارم.
 - 12- احساس میکنم که دچار مشکل فکری (روحي) هستم.
 - 13- کنترل خشم برایم مشکل است
 - 14- شروع فعالیتهای تازه برایم دشوار است
 - 15- وقتی با یک موقعیت مشکل مواجه می شوم، مایلیم تمام اطلاعات لازم را در مورد آن جمع آوری کنم
 - 16- دوست دارم به دیگران کمک کنم.
 - 17- لبخند زدن برایم سخت است.
 - 18- قادر به درک احساسات دیگران نیستم.
 - 19- وقتی با دیگران کار می کنم، تمایل دارم بیشتر به نظرات آنان عمل کنم تا به نظرات خودم.
 - 20- معتقدم می توانم به بالاترین موقعیت ها دست پیدا کنم.
 - 21- من واقعا" نمی دانم چه توانایی هایی دارم.

- 22- نمی توانم نظراتم را برای دیگران بیان کنم.
- 23- برایم سخت است که عواطف عمیق خود را با دیگران در میان بگذارم.
- 24- من اعتماد به نفس ندارم.
- 25- فکر می کنم از نظر روحی بیمار هستم.
- 26- نسبت به اکثر کارهیم خوش بین هستم.
- 27- وقتی شروع به حرف زدن می کنم قطع کردن آن برایم مشکل است.
- 28- به طور کلی سازگاری با محیط برایم دشوار است.
- 29- دوست دارم پیش از حل مشکل آن را مرور کنم.
- 30- سوء استفاده کردن از دیگران برایم دشوار نیست، به خصوص اگر آن ها مستحق آن باشند.
- 31- فرد شادی هستم.
- 32- ترجیح می دهم دیگران برایم تصمیم بگیرند.
- 33- می توانم بدون عصبی شدن زیاد از عهده ی فشار و ناراحتی ها بربايم.
- 34- نسبت به دیگران خوش بین هستم.
- 35- برایم سخت است که عواطفم را درک کنم.
- 36- در چند سال گذشته موفقیت های اندکی داشته ام.
- 37- هنگامی که از دست دیگران عصبانی هستم می توانم به آن ها بگویم.
- 38- تجارب عجیب و غریبی دارم که نمی توانم آن را بگویم.
- 39- دوست شدن با دیگران برایم آسان است.
- 40- من برای خودم احترام قائل می شوم.
- 41- کارهای غیر عادی از من سر می زند.
- 42- زود از کوره در می روم و و این باعث مشکلاتی برایم شده است.
- 43- نمی توانم نظرم را عوض کنم.
- 44- خیلی خوب احساسات دیگران را درک می کنم.
- 45- وقتی با مشکلی مواجه می شوم در اولین قدم درباره ی آن به فکر و تامل می پردازم.
- 46- دیگران به سختی می توانند به من وابسته شوند.
- 47- از زندگی ام راضی هستم.
- 48- برایم سخت است که مستقلانه تصمیم بگیرم.
- 49- تحت فشار، عملکردم خوب نیست.
- 50- در زندگی ام دست به هیچ کار بدی نمی زنم.
- 51- از کارهیم لذت نمی برم.
- 52- برایم سخت است عواطف صمیمانه ام را بیان کنم.
- 53- سایرین افکار مرا درک نمی کنند.
- 54- دوست دارم جزء بهترین افراد باشم.
- 55- دوستانم می توانند موضوعات خصوصی خودشان را به من بگویند.
- 56- درباره ی خودم احساس خوبی ندارم.
- 57- من چیزهای جیبی می بینم که دیگران نمی بینند.
- 58- دیگران به من می گویند هنگام بحث صدايت را پایین بیاور.
- 59- من به آسانی با موقعیت های جدید سازگار می شوم.
- 60- موقع حل یک مشکل ابتدا راه حل های مختلف را در نظر می گیرم، سپس بهترین را انتخاب می کنم.
- 61- اگر بچه ای را ببینم که به خاطر گم کردن پدر و مادرش گریه می کند به او کمک می کنم تا پدر و مادرش را پیدا کند، حتی اگر در آن لحظه کار زیادی داشته باشم.
- 62- از بودن با دیگران لذت می برم.
- 63- من نسبت به اینکه چه عواطفی دارم هوشیارم.
- 64- احساس می کنم به سختی می توانم اضطرابم را کنترل کنم.
- 65- من از هیچ چیز ناراحت نمی شوم.
- 66- نسبت به انجام فعالیت های مورد علاقه ام رغبتی نشان نمیدهم.
- 67- وقتی با کسی مخالف باشم می توانم مخالفتم را بیان کنم.
- 68- کمتر نسبت به اتفاقات دور و برم توجه دارم و دوست دارم آنچه در اطراف اتفاق می افتد را رها کنم.
- 69- با دیگران راحت کنار می آیم.
- 70- برایم سخت است که خودم را همانگونه که هستم ببینم.
- 71- احساس می کنم که از بدنم جدا هستم.
- 72- من اتفاقاتی که برای دیگران رخ می دهد را دنبال می کنم.
- 73- آدمی کم صبر و تحملی هستم.
- 74- میتوانم عادت های قبلیام را ترک کنم.
- 75- موقع حل مشکلات به سختی می توانم بهترین راه حل را انتخاب کنم.

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- 76- اگر در بعضی مواقع با قانون شکنی مشکلم حل شود این کار را می‌کنم.
77- افسرده هستم.
78- می‌دانم در موقعیت های دشوار چگونه آرامشم را حفظ کنم.
79- در زندگی ام دروغ نگفته‌ام.
80- من معمولاً در مواقع سخت هم می‌توانم کارهایم را ادامه بدهم.
81- من دوست دارم کارهایی را که مورد علاقه ام هستند انجام داده و گسترش دهم.
82- برایم سخت است هر وقت که بخواهم "نه" بگویم.
83- غرق در رویا و خیال پردازی هستم.
84- من و دوستانم به روابط نزدیک مان اهمیت بسیار می‌دهیم.
85- از شخصیت خودم راضی هستم.
86- عصبانیت من شدید است.
87- برایم دشوار است که در زندگی عادی ام تغییر ایجاد کنم.
88- حتی هنگامی که غمگین و گرفته هستم، نسبت به آنچه بر من می‌گذرد هوشیارم.
89- هنگام مقابله با پیشامدها درباره ی همه راه حل ها فکر می‌کنم.
90- به دیگران احترام می‌گذارم.
91- در زندگی احساس شادی نمی‌کنم.
92- بیشتر دنبال رو هستم تا رهبر.
93- برایم سخت است با امور ناخوشایند روبرو شوم.
94- کاری خلاف قانون انجام نداده‌ام.
95- از موضوعات مورد علاقه ام لذت می‌برم.
96- برایم کاملاً راحت است که بگویم چه فکری کرده‌ام.
97- تمایل دارم مسائل را بزرگ جلوه دهم.
98- نسبت به عواطف دیگران حساس هستم.
99- با دیگران روابط خوبی دارم.
100- از ظاهری که دارم راضی هستم.
101- شخص عجیبی هستم.
102- زود از کوره در می‌روم.
103- تغییر در شیوه زندگی برایم دشوار است.
104- من فکر می‌کنم رعایت قانون امر مهمی است.
105- روزهای تعطیل را دوست دارم.
106- هر چند گاهی مشکلاتی پیش می‌آید، اما به طور کلی فکر میکنم اوضاع بر وفق مراد است.
107- دوست دارم به دیگران متکی باشم.
108- در حل مشکلات مهم به توانایی هایم ایمان دارم.
109- از کارهای گذشته ام پشیمان نیستم.
110- تا آن جا که ممکن است سعی می‌کنم دنبال لذت طلبی نباشم.
111- دیگران فکر می‌کنند من قاطعیت ندارم.
112- به راحتی می‌توانم از خیال پردازی دست بردارم و واقعیت را در نظر بگیرم.
113- دیگران مرا فردی اجتماعی می‌شناسند.
114- از آنچه در نظر دیگران هستم خوشحالم.
115- افکار عجیبی دارم که دیگران نمی‌فهمند.
116- برایم سخت است عواطفم را بیان کنم.
117- بد اخلاق هستم.
118- درباره ی حل مشکلاتم بسیار جدی هستم و به راه حل های مختلف آن فکر می‌کنم.
119- دیدن غم دیگران برایم دشوار است.
120- دوست دارم خوش باشم.
121- فکر می‌کنم من بیشتر به دیگران نیازمندم تا دیگران به من.
122- مضطرب هستم.
123- روحیه خوبی دارم.
124- از جریحه دار کردن عواطف دیگران اجتناب می‌کنم.
125- در زندگی برنامه مشخصی ندارم.
126- برایم مشکل است که بر سر حقوقم پا فشاری کنم.
127- نمی‌توانم مسائل را درست و همانگونه که هستند در نظر بگیرم.
128- با دوستانم تماس ندارم.
129- با توجه به ضعف ها و قوت هایم درباره ی خودم احساس خوبی دارم.

- 130- به راحتی خشمگین می‌شوم.
131- چنانچه مجبور به ترک خانه شوم نمی‌توانم خودم را با آن وضعیت سازگار کنم.
132- قبل از شروع کاری جدید اغلب احساس می‌کنم در این کار موفق نمی‌شوم.
133- من با علاقه مندی و صداقت به سوالات بالا پاسخ دادم.

Appendix II: Text II for Translation

یکی از دو ترجمه ارائه شده زیر را برای هر کلمه انتخاب کنید. شما مجاز هستید از فرهنگ لغت هم در صورت نیاز استفاده کنید اما ترجیحاً برای کلماتی که ترجمه آنها نوشته شده از بین دو گزینه یکی را انتخاب نمایید. مدت زمان تقریبی 20 دقیقه.

Text II (Related to present)

Turkey 'Only Lifeline' of ISIL

DAMASCUS – Syrian President Bashar al-Assad says Turkey serves (تأمین می‌کند / کار می‌کند) as the "only lifeline" (رگ حیاتی طناب نجات) for ISIL terrorists, Ankara for its engagement in illegal (بازخواست کردن / انتقاد کردن) oil transactions (غیرقانونی و نامشروع / غیرمجاز) with the Takfiri group.

"...the only lifeline for ISIS is Turkey. Those trucks moving the oil from Syria to Turkey, and

بلندکردن صدا برای (The Syrian president blasted) Turkey for its repeated denial (به باد انتقاد گرفتن / رد کردن) of oil business with ISIL, saying, "Most of the oil in Syria is in the northern part of Syria. If they want to export it to Iraq, that's impossible, because every party in Iraq is fighting ISIS.

ملامت (Russia has on several occasions accused) Turkey of buying illegal oil from ISIL. Russian military planes, which are used for an aerial campaign (حمله و عملیات جنگی / فعالیت) against terrorist groups in Syria, have repeatedly targeted (تحت نظر و توجه) trucks used by ISIL to smuggle (هدف حمله قرار دادن / داشتن) oil. (فاجاق کردن / رساندن)

Turkey has rejected oil trade with ISIL, with Turkish President Recep Tayyip Erdogan saying that he will step down (استعفا دادن از مقام / کاهش دادن فعالیت) if the accusation is proven to be true.

حمله ور شدن / انتقاد کردن (Assad further lashed out) at Turkey, along with Saudi Arabia and Qatar, for providing "direct support" to ISIL, saying such terror groups could have never expanded their terror campaign (حمایت / همراهی کردن) in Syria if it were not for the backing (مالی کردن) of the three states.

The parties to the talks remain at loggerheads (دعوا داشتن و جنگ کردن / اختلاف داشتن) over a number of issues, including the lists of the Syrian opposition (رقیب) and the groups that should be designated as terrorists.

Assad also commented on the recent meeting in Saudi Arabia between the Syria terrorist and so-called (به اصطلاح / معروف به) opposition groups with the purpose of forming a united front in talks with the Syrian government. He said Damascus is in principle ready to engage in talks with the opponents (مخالف / رقیب), but such talks should involve "the real, patriotic, national opposition that has grassroots in Syria," and not those related to any other state or regime in the world. Assad said his government would not negotiate with terrorists.