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The Interrelationship between Iranian Translation Students' Classroom Anxiety, Emotional Intelligence, and the Quality of their Consecutive Interpreting Performance

Sima Rajabi[1]*, Kazem Yousefi[2]

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Abstract

This study aims to explore the relationship between Iranian undergraduate translation students' level of anxiety and Emotional Intelligence (EI) when performing consecutive interpreting, and the quality of their interpreting performance. To this end, thirty Iranian undergraduate English translation students were invited based on convenience sampling to participate in this study. A researcher-made questionnaire was designed to measure students' interpreting anxiety. Participants completed Schering's emotional intelligence and Interpreting Classroom Anxiety Scale (ICAS) to measure their level of EI and anxiety. The participants were then asked to consecutively interpret a three-minute video clip from English into Persian about anxiety disorder. Students' interpreting performance was assessed by three experienced raters based on Carroll's model of translation quality assessment for consecutive interpreting. The results showed that there was no statistically significant relationship between the students' total score of EI and the quality of their consecutive interpreting performance. However, there was a negative correlation between students' interpreting anxiety and the quality of their interpreting performance. Additionally, a negative association was found between students interpreting classroom anxiety and emotional intelligence. Consequently, the findings demonstrated that negative emotions and thoughts such as anxiety and stress reduce translation students interpreting ability. Moreover, based on the results, the interpreting theoretical instructions, as well as teaching psychological factors should be included in the translation teaching syllabus to train proficient and skillful interpreters in Iranian universities.

Keywords: Consecutive Interpreting; Emotional Intelligence; Interpreting Classroom Anxiety Scale; Performance; Quality Assessment

1. Introduction

In tertiary educational settings, students often face several negative emotions, such as academic-related stress, and anxiety which affect their emotional and physical well-being

[1] M.A. in Translation Studies, English department, Tabaran Institute of Higher Education, Mashhad, Iran. E-mail: simarjb1995@gmail.com
[2] Ph.D. in Translation and Interpreting Studies, School of Humanities, Universiti Sains Malaysia, Penang, Malaysia. E-mail: kazemyoussefi7@gmail.com

(Pascoe et al., 2020). Therefore, the most reliable remedy for these problems can surely be found in the field of psychology which deals with each problem on an individual basis. Today, the trace of psychology can be seen in almost all academic disciplines, and translation as an important interdisciplinary field is no exception. In fact, many translations and interpreting issues have been addressed from a psychological lens (Cherry, 2020).

Interpreting is a high-stress career (Kurz, 2003) which leads to physical fatigue, back pain, and eye irritation (Korpal, 2021). As anxiety stimulates decentralization, anxious translators would be unable to concentrate on the original text and deliver a quality translation because decentralization restricts them from understanding the original content (Ravankhahet al., 2015). Interpreting as a communicative and cognitive task can be studied from a psycho-physiological lens (Korpal, 2016; Kurz, 2003; Pöchhacke 2015; Ya-lan & Wei,2018). The psychophysical responses of interpreting, including stress, heart rate, and eye movement can be measured by psychophysical methods, such as eye-tracking, galvanic skin response (GSR), and hormones for stress level.

As Pekrun et al. (2002) discuss, engaging academic settings brings about a wide range of emotions related to the classroom context, the test, or the learning process. Schutz and Pekrun (2007) argue that students' emotions play a fundamental role in their academic achievement, motivation, performance, learning, and health. Consequently, it is causing their possible success or failure in the future. Meanwhile, most cognitive aspects of learning, including memory, attention, decision-making, and social function are also inevitably influenced by emotional experiences (Immordino-Yung & Damasio, 2007).

In this regard, Goleman (1996) states that there is an intelligence based on emotions known as Emotional Intelligence (EI). By definition, EI is the ability to identify, use, understand and manage one's and others' emotions (Goleman, 1998). Various variables of EI have been shown to affect academic success. For example, many researchers have examined the impact of non-cognitive skills such as EI on cognitive and academic performance and have realized that students with high levels of EI traits are more successful in teamwork, academic achievements, and learning (Estrada et al., 2021; Goh & Jeong Kim, 2020; Parker et al., 2004; Zarei et al., 2019).

As one of the silver linings of translation and interpreting studies is their interdisciplinary nature (i.e., drawing knowledge from two or more academic disciplines such as sociology, psychology, technology, etc.), other studies can help translators and interpreters overcome challenges in their academic performance. When it comes to translation, however, the cognitive aspects of interpreting (Pöchhacke, 2015), as well as its problem solving (Robinson, 1997; Wilss, 1994) and decision-making (Wilss, 1994) nature can make this activity even much more sophisticated in translation studies. Along with linguistic competence, an interpreter needs to act as an effective mediator to recognize and understand the target audience's expectations and feelings and know how to make the communication possible between the parties (Hubscher-Davidson, 2013). Moreover, interpreting as a real-time performance and decision-making process is a stressful activity; therefore, it requires that specific skills be trained to cope with the challenges. Taking into account the above-mentioned interpreting features, it might be better to move beyond the theoretical context in interpreting

courses and train translation students with non-cognitive skills such as EI before stepping into the professional area and facing its problems and intricacies.

Although there has been extensive research concerning the role of foreign language anxiety, state and trait anxiety in academic performance (Arnaiz-Castro & Pérez-Luzardo, 2016; Chiang, 2010; Jiménez & Pinazo, 2001; Jannati & Estaji, 2015; Reccardi et al., 1998) and much research has also been exploring the concept of EI traits in translation studies (Aral, 2016; Çoban & Albiz Telci, 2016; Hubscher-Davidson, 2013 Varzande & Jadidi, 2015), the researchers in the current study designed a survey that examines exclusively the level of anxiety experienced by interpreting students and study the relationship between students' interpreting anxiety, emotional intelligence, and quality of their interpreting performance in Iran.

2. Literature Review

2.1 Anxiety in Interpreting Classroom

Students with a high level of anxiety might have more difficulties in interpreting, compared with students with a low level of anxiety. However, the goal is not to avoid anxiety but to find solutions to regulate it (Madhouri & Saini, 2017). Young (1999) states that "symptoms of language anxiety in the foreign language classroom could appear in forms of distortion of sounds, inability to produce the intonation and rhythm of the language, freezing up when called on a perform, and forgetting words or phrase just learned or simply refusing to speak and remaining silent" (p. 430). Chiang (2006) identified some sources of interpreting anxiety using interviews with some trainees. The sources are as follows:

(a) Speaker: The type of speaker whether a tape, an audiovisual text or a speaker (a student or an instructor) can evoke students' anxiety. Unfamiliarity with the speaker's accent and speech delivery can make the student nervous.

(b) Audience: Audience is another source of anxiety either as a result of the classmate's presence or teachers' behavior. Three factors should be considered carefully: *The majority of the audience*, *familiarity with the audience,* and *the sensitivity of the audience*. Some interviewees stated that a large group of audiences make them more anxious. However, they feel more comfortable when the audiences are their friends. For the sensitivity of audiences, they believe that when the audiences are noisy or when they see that the instructor is writing down something on the grading chart, they then think their performance is below the acceptable limit.

(c) Interpreting task: When it comes to interpreting, the individual should be capable of taking notes and listening at the same time, this may cause the individual anxiety. While interpreting, they would also get the source information from the notes, which evokes their anxiety. Furthermore, other factors that may cause interpreting challenging and stress include terminological challenges, specialized knowledge, and the lack of awareness about various interpreting strategies.

(d) Class procedures: According to Chiang (2006), students often allude to three types of class procedures that evoke their anxiety, namely, "being called up to interpret in front of the class, impromptu interpretation, and ambiguity in the teacher's instruction" (p. 144). Students will show a high level of anxiety when the teacher calls their names to interpret the given

speech before their classmates. Also, when the text for interpreting is quite unknown or new to students, they may get anxious.

Kondo and Yang (2004) propose five anxiety management strategies to decrease interpreting trainees' anxiety before, after, and during interpreting. These strategies focus on preparation, positive thinking, relaxation, peer seeking, and resignation. In the first strategy, students can increase their confidence by preparing themselves before the interpreting class (e.g., listening to the text and resolving terminological challenges). The second strategy is about positive thinking, students should be optimistic about their performance in interpreting. Furthermore, students not only need to think positively but also need to stay calm to reduce the physical symptoms of anxiety, such as rapid heartbeat and excessive sweating. The third strategy is peer seeking. Using this strategy, anxious students look for classmates who face similar situations in order to find solutions to their problems.

2.2 Anxiety in Interpreting Studies

A topic that has been the attention of numerous researchers is what role anxiety plays in educational settings and how it affects students' performance.

Studying at a university or entering a new educational environment causes negative emotions, including stress, anxiety, and depression among students, particularly those who are under time pressure in their workplace (Mofatteh, 2021). Among other factors within university settings, anxiety and stress can be caused by the instructor's behavior, lack of time management, the complexity of tasks, test anxiety, and anxiety about the future due to the lack of job opportunities (Pascoe et al, 2019). Therefore, as interpreting is a cognitively-demanding activity, stress and anxiety is also a part of the interpreter's professional life and interpreting trainees. Arnaiz-Castro and Perez-Luzardo (2016) conducted a study about anxiety among 197 interpreter trainees. According to their study results, the most important factors for the high level of State Anxiety (SA) are fear of performing, making errors, and evaluating in interpreting class.

In an empirical study, Jiménez and Pinazo (2001) explored the effects of state anxiety on fear of public speaking and interpreting students' performance, as well as the relationship between the fear of public speaking and consecutive interpreting (CI) performance. In this study, three types of public speaking anxiety were introduced. The first one is *fear of speaking anxiety*, which explains that students may display emotional responses not only when interpreting into another language in class but also when having a monolingual presentation. The next anxiety is *standing in judgment of others* which is speaking in front of other people. Students strike some negative thoughts about others' judgments of their appearance, the way of his/her talk, and his/her interpretation, especially in consecutive interpreting. The third anxiety is related to *the lack of confidence*, which can be right linked to the public speaking and interpreting process. This anxiety occurs as a result of a fear of speaking. In addition, Jimenez and Pinazo (2001) consider interpreting as "a highly anxiety-provoking activity" not only because the interpreter has to perform "a series of complex cognitive and psychomotor operations in public or at least for the public but also because his/her interpretation can be derailed by numerous elements like technical terms, difficult accents" (as cited in Abed & Elewi Mohammed, 2011, p. 3).

More recently, Chiang (2006) examined the correlation between foreign language anxiety and interpreting anxiety. The results of the study showed that all Taiwanese interpreting students experience both interpreting and foreign language anxiety. Nonetheless, the interpreting anxiety was more severe than the foreign language anxiety. The data analysis showed that the underlying factors of foreign language anxiety include *communicative and negative evaluation anxiety* and *worry about failing English classes*, while the underlying factors of interpreting classroom anxiety include *fear of interpreting classes and negative evaluation*, *cognitive processing,* and *lack of self-confidence in interpreting*. In a nutshell, Chiang (2006) concluded that interpreting anxiety would affect students' physiology (i.e., heart-beating or sweating), life routines (i.e., sleep disorders), and cognition (i.e., negative thinking and emotion) beyond the classroom (i.e., their performance after the class).

Following Chiang's (2006) study, Abed and Elewi Mohammad (2011) investigated the correlation between the translation students' level of interpreting classroom anxiety and foreign language anxiety. Their result showed that there was a positive relation between interpreting classroom anxiety and foreign language anxiety scale among students; moreover, the level of their interpreting anxiety is higher than that of foreign language anxiety. Moreover, the anxiety level that was higher than other factors was related to *communication of apprehension* and *fear of negative evaluation.*

Then, Skolastika (2017) examined the causes of interpreting anxiety in the classroom and strategies trainees use to cope with interpreting anxiety. After analyzing the data, it was also found that most of the students understand the main message of the source language (SL) but they cannot deliver a perfect translation. In addition, the students manifested high anxiety levels before starting their interpreting activity. factors such as making a mistake, lack of preparation, and time limitations also make them nervous. Additionally, lack of confidence had a negative impact on their performance.

Additionally, Rojo López et al. (2021) investigated students' level of anxiety during their interpreting performance. The purpose of their study was to examine how anxiety affected 23 trainees' performance in lesion interpreting tasks as measured by their academic scores, heart rate (HR), and speech patterns. The study found that the trainees' scores negatively correlated with levels of state anxiety and significantly related to their rhythmic parameters. Furthermore, the investigation determined that during the interpreting task phase, the HR is significantly higher in the recovery phase.

2.3. Emotional Intelligence in Interpreting Studies

Mayer (2002) define emotional intelligence as the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth. Accordingly, successful professional translators and interpreters must be capable of recognizing and communicating their own as well as others' emotions. In addition, they should also realize the target readers' or audience's needs and expectations. They must also be skilled as an effective mediator between two different cultures and attempt to cope with difficult situations and changes, as well. All these factors are considered the components of EI (Huscher- Davidson, 2013).

There are few studies addressing emotions involved in the interpreting process. For example, Kally and Visu-Petra (2014) studied 13 European Masters in Conference Interpreting (EMCI) students using self-report questionnaires and emotion regulation strategies. The researchers found that the conference interpreters would experience less stress due to being more capable of regulating their emotions and performing successfully in executive functioning.

Additionally, Aral (2016) investigated the relationship between the level of EI and the conference interpreter's competencies. The study was carried out with 22 female and 8 male professional conference interpreters. The findings of this study showed that 95% of the conference interpreters were in a high level of EI. Besides, she found interpreters' experiences in professional situations would affect their emotional intelligence. Based on the study findings, she concluded that an interpreting training course alone does not provide the required competencies to become a proficient conference interpreter.

Following the above study, Çoban and Albiz Telci (2016) conducted a descriptive study to highlight the requirements of emotional intelligence for translators and interpreters. Çoban and Albiz Telci (2016) demonstrated that since both translation and interpreting are cognitive and communicative tasks, trainees who aim to be professional interpreters should have the ability to manage their negative emotions, adapt themselves to challenging situations, establish effective communication strategies, and understand their audience's expectations. Given the successful interpreter's characteristics noted earlier, Çoban and Albiz Telci (2016) came to the conclusion that cognitive skills would not be sufficient for trainees. Accordingly, they should also acquire non-cognitive competencies to be successful in their academic and professional performances.

Tajvidi and Ferdowsi (2019) examined the relationship between the trainees' emotional quotient (EQ), gender, and their performance on the oral cloze test in simultaneous interpreting (SI). The results then suggested that there was no relationship between the trainee's total EQ scores and their oral cloze performance, although the subskills of EI, including tolerance and flexibility, had a positive relationship with the SI trainees' performances. More recently, working on the relationship between emotional intelligence, self-efficacy, creativity, and simultaneous interpreting performance, Ferdowsi and Razmi (2022) demonstrated that emotional intelligence had a significant association with interpreting trainees' level of self-efficacy and their creativity during their performance.

2.4. Carroll's Model in Interpreting Quality Assessment

Carroll (1966) developed two independent scales, namely, intelligibility and informativeness, for evaluating translations made by machine translation software. The former indicates that the target sentence should be as comprehensible as the original one. Therefore, word choices, grammar, and style are essential. However, the latter refers to the fidelity and accuracy of the translated sentence. Carroll maintains that a translation may have a high level of intelligibility but lacks fidelity or vice versa.

Almost four decades later, Tiselius (2009) used Carroll's (1966) model for the evaluation of simultaneous interpreter's performance. Tiselius attempted to examine whether or not Carroll's scales would be appropriate for assessing the quality of interpreting. The results

of this study indicate these scales were found to be valid as an instrument for measuring various aspects of interpreting quality.

In a similar vein, Liu (2013) investigated the evaluation method of *The Chinese and English Translation and Interpretation Competency Examination* (ECTICE) held between 2007 and 2011 among the individuals wishing to become professional translators and interpreters in Taiwan. Following Carroll's (1966) rating scale, Liu (2013) developed a test and a rating scale to evaluate the interpreter's quality of interpreting. In his rating scale, the two criteria of Carroll's model were chosen and were given new names as *accuracy* and *delivery* to reduce the raters' confusion over their judgment. In this study, the points of intelligibility and informativeness scales decreased some items, due to the fact that some of the steps were similar to each other and that they were not related to the spoken language.

The analysis of the raters' feedback in Liu's (2013) study suggested that this model is a good measurement tool for examining quality in interpreting. Additionally, scores given to the renderings decreased the levels of subjectivity in evaluation. Moreover, Liu's (2013) research showed that this model is simple, feasible, accurate, and reliable and it increases the objectivity of evaluation. Therefore, the current investigation also applies to Carroll's scales revised by Liu (2013). Compered Carroll's (1996) model to Gill's, Tiselius (2009) argues that it is non-componential.

Thus, the present study aimed to investigate the relationship between translation students' level of interpreting classroom anxiety, emotional intelligence, and the quality of their consecutive interpreting performance to come up with some insights to better understand the role of managing negative emotions and EI in the field of Translation Studies. To meet the goals of the study, with all literature review in mind and given the purpose of the current study, the following questions are raised:

RQ1. Is there any significant relationship between the Iranian translation students' interpreting anxiety and the quality of their interpreting performance?

RQ2. Is there any significant relationship between the level of Iranian translation students' emotional intelligence and the quality of their interpreting performance?

RQ3. Is there any significant relationship between the level of Iranian translation students' interpreting anxiety and emotional intelligence?

RQ4. Is there any significant relationship between the quality of students interpreting performance in terms of accuracy and delivery based on Carroll's (1996) model?

3. Method

The design of this study was quantitative in that the researchers intended to investigate the interrelationship between classroom anxiety, emotional intelligence, and interpreting performance quality.

3.1. Participants and Setting

The participants of the study included thirty English translation students (9 males and 21 females) studying at Tabaran Institute of Higher Education and also at the Imam Reza University of Mashhad, Iran. To choose the participants, convenience sampling was used due to the lack of interpreting classes in that semester in the above-mentioned universities. The

participants were aged 19 to 24. All the participants had already passed two interpreting courses called *Simultaneous Interpreting* and *Consecutive Interpreting*, along with some interpreting-relevant courses, such as *Listening Comprehension, Oral Reproduction 1 and 2*, and *Audiovisual Translation*; therefore, they were already familiar with the fundamental rules and strategies of interpreting. To choose the participants, convenience sampling was used due to the lack of interpreting classes in that semester.

3.2. Instrumentation

3.2.1. *Interpreting Classroom Anxiety Scale (ICAS).* To examine and measure a particular kind of anxiety experienced in the interpreting classroom, a new questionnaire called the interpreting classroom anxiety scale (ICAS) was developed. Sixty items on the anxiety related to the interpreting classroom were designed based on Horwitz's (1986) foreign language classroom anxiety scale (FLCAS) questionnaire. The questions involved six constructs: (a) before the interpreting classroom (six items), (b) during the interpreting classroom (nine items), (c) after calling the student's name (six items), (d) at the beginning of interpreting (three items), (e) during the interpreting process (five items), and (f) about the evaluation of interpreting (six items). The content validity of the scale was then confirmed by five experienced interpreters and professors. Accordingly, Due to the lack of time and inability to use observation techniques, the content validity of the questionnaire items was confirmed by five experts based on their observations in their interpreting courses. In addition, the questionnaire was administered to a group of thirty translation students at Imam Reza International University to determine its reliability by SPSS. The reliability of the questionnaire was confirmed by Cronbach's alpha of 0.91. The final ICAS was comprised of 35 items on a 5-point Likert scale ranging from one (Strongly disagree) to five (Strongly agree) to. It should be noted that only two items (numbers10 and 25) were reverse-scored.

3.2.2. *Emotional Intelligence questionnaire.* The Schering's questionnaire was designed by Siberia Schering in 1996 based on Goleman's (1995) theory of EI. The original form of this questionnaire consists of seventy questions that evaluate the five approaches of EI self-awareness, self-management, social awareness, motivation, and empathy. The Schering's questionnaire was normalized and also localized by Mansouri (2001) at Allameh Tabataba'i University. The standard questionnaire includes 33 items with four sub-scales of self-awareness (Qs: 6,10,12,14,24,27,32,33), self-control (Qs: 5,2,11,16,18,23,30), social consciousness or empathy (Qs: 3,4,17,22,25, 25,29) and social skills (Qs: 7,8,13,19,28) which are scored with 5-point Likert scale from one (Never) to five (Always). Some of the questions were scored in a reverse order. The scores of the questionnaire ranged from 33 to 165, and the highest score demonstrates the highest level of EI. The reliability of the questionnaire was reported to be .85 using Cronbach's alpha. The main reason for selecting this type of EI questionnaire was the number of items, which would not make the students exhausted.

3.2.3. *Consecutive Interpreting Test*. To evaluate the trainees' interpreting quality, the researcher used about three- minute speech from TED Talks which contained 294 words. The talk was given by Olivia Remes in March 2019 and addressed anxiety disorder. To choose the

video clip, the length, type, and difficulty of the audiovisual text were taken into account, and attempts were made to use materials quite similar to what the students used in their classroom. Besides, the content validity of test is assessd by three interpreting experts. However, the text did not contain any terminological challenges and very basic knowledge of psychology was sufficient for its understanding.

3.3. Procedures

In this study, the participants first completed the IACS and EI questionnaire during their regular class hours. Then they took the interpreting test one by one in a separate classroom. The audiovisual text was played twice for each one separately. The participants were free to take notes or use other strategies and all these processes were then recorded. The data collection process took three months.

Next, all the participants' recorded audio was transcribed and sent to three raters in the form of a rating sheet to assess the quality of their interpretation based on Carroll's (1966) assessing model. Although Carroll (1966) focused on the sentence as a suitable unit for rating translation as the sentence conveys the core meaning, Liu (2013) argue that rating CI based on individual sentences might be difficult and complex. They suggest ideas as the rating unit of CI. Accordingly, the researcher divided the three-minute audiovisual text into 14 units based on Liu's argument. Students' interpreting quality was rated by three experienced university instructors (1 male and 2 female) from the Department of English Language at the Imam Reza International University of Mashhad. All raters hold PhDs in Translation Studies. They evaluate students' interpretation using Liu's (2013) Scale Rating. To answer the research questions, the relationship between the translation students' interpreting anxiety in the classroom, emotional intelligence, and the quality of their consecutive interpreting performance was investigated.

4. Results and Discussion

4.1. Interrater Reliability

In this study, three raters evaluated the quality of the trainees' interpretation. Therefore, Intraclass Correlation Coefficient (ICC) was used to determine whether the scores given by the three raters in terms of accuracy and delivery were reliable (Tables 1 and 2). Table 1 shows an excellent intraclass correlation of delivery between the raters' scores (α=.95).

Table 1.

The intraclass correlation coefficient of three rater's scores in terms of accuracy.

Intra-class Correlation		95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.88	.80	.93	23.94	29	58	.00
Average Measures	.95	.92	.97	23.94	29	58	.00

Similarly, Table 2 shows a high intraclass correlation of delivery between the raters' scores (α=.93).

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Table 2.
The intra-class correlation coefficient of three rater's scores in terms of delivery.

	Intraclass Correlation	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.83	.72	.91	16.03	29	58	.00
Average Measures	.93	.88	.96	16.03	29	58	.00

4.2. Descriptive Statistics

Table 3 reports the minimum, maximum, and mean scores of students' interpreting anxiety in the classroom, EI, and the quality of their interpreting in terms of accuracy and delivery. As can be seen, the possible range of scores for students' interpreting anxiety in the classroom scale is between 35 and 175 and for EI is from 33 to 165. The range of students interpreting quality in terms of accuracy and delivery is between 0 and 70 for both scales.

Table 3.
Descriptive statistics of translation students' ICAS, EI, interpreting accuracy, and delivery.

	N	Minimum	Maximum	Mean	Std. Deviation
Interpreting Classroom Anxiety Scale(ICAS)	30	61	168	108.43	28.28
Emotional intelligence (EI)	30	79	141	113.67	17.69
Interpreting Quality (Accuracy)	30	27.3	62.7	47.12	10.02
Interpreting Quality (Delivery)	30	28.3	65.0	50.75	9.59
Valid N (List wise)	30				

According to the results, the minimum and maximum scores of the translation students'' levels of interpreting classroom anxiety are 61 and 168, while the means of their interpreting classroom anxiety is 108.33. Besides, the minimum, maximum, and mean of the translation students' EI scores are 79, 141, and 113.67, respectively. In terms of accuracy, the minimum, maximum, and mean of the students' interpreting quality concerning accuracy are 27.3, 62.7, and 47.12. In addition, the minimum, maximum, and mean scores of students' interpreting quality in terms of delivery are 28.3, 65, and 50.7, respectively.

4.3. Results of the First Research question. To find the relationship between the translation students' level of interpreting classroom anxiety and the quality of their consecutive interpreting performance, the Pearson Correlation Coefficient (PCC) was used. The values for the correlation coefficients are presented in Table 4.

Table 4.
Correlations between translation students' ICAS, and their interpreting quality

		ICAS	Accuracy	Delivery
ICAS	Pearson Correlation	1	-.50**	-.47**
	Sig. (2-tailed)		.00	.00
	N	30		

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

Table 4 indicated there was a statistically significant, negatively, and moderately relationship between the translation students interpreting classroom anxiety and the quality oftheir interpreting scores in terms of accuracy (r (30) =-.50, p<.001), and delivery (r (30) = -.47, p<.001).

4.4. Results of the Second Research Question. To answer the second research question concerning, "Is there a significant relationship between the level of translation students' emotional intelligence and the quality of their interpreting performance?", Pearson Correlation Coefficient was used (Table 5).

Table 5.
Correlations between students' emotional intelligence, and their interpreting quality

		Emotional Intelligence	Accuracy	Delivery
EI	Pearson Correlation	1	.32	.35
	Sig. (2-tailed)		.07	.05
	N	30		

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

Table 5 revealed no meaningful association between participants' level of emotional intelligence and the quality of their consecutive interpreting performance in terms of accuracy (r (30) = .32, p<.001) and delivery (r (30) =.35, p<.001).

4.5. Results of the Third Research Question. The third research question was about the relationship between translation students' level of interpreting anxiety in the classroom and their emotional intelligence scores. To measure these two variables the Pearson correlation coefficient was also utilized.

Table 6.
Correlations between emotional intelligence and interpreting classroom anxiety scale.

		Interpreting classroom anxiety	Emotional Intelligence
EI	Pearson Correlation	-.54**	1
	Sig. (2-tailed)	.00	
	N	30	

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

The main result of the Pearson correlation coefficient test (Table 6) showed that there was a significant and negative relationship between students' level of interpreting anxiety and their emotional intelligence (r (30) = -.54, p<.001).

4.6. Results of the Fourth Research Question. This question was aimed at investigating the relationship between the quality of students interpreting performance in terms of accuracy and delivery based on Carroll's (1996) model. Table 7 demonstrated the significant and strong relationship between the quality of translation students interpreting performance in terms of

accuracy and delivery based on two scales of Carroll's (1996) quality assessment model (r (30) = .97, p<0.01).

Table 7.
Correlations between translation students interpreting quality scales

		Accuracy	Delivery
Delivery	Pearson Correlation	.97**	1
	Sig. (2-tailed)	.00	
	N	30	

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

All things considered, this study aimed to investigate the interrelationship among Iranian translation students' level of interpreting classroom anxiety, emotional intelligence, and the quality of their consecutive interpreting in terms of accuracy and delivery. The other goal of the study was to examine the relationship between interpreting anxiety and emotional intelligence. Additionally, the quality of translation students' interpretation in terms of accuracy and delivery and the scales of the interpreting quality assessment model were investigated.

Regarding the first research question, the results demonstrated that a high level of interpreting classroom anxiety had a negative effect on students interpreting performance quality in terms of accuracy and delivery. In other words, students with fewer negative thoughts and emotions are more successful in performing interpreting, compared to those with a high level of interpreting classroom anxiety. As mentioned earlier, numerous studies focusing on the relationship between academic anxiety and students' performance (Arnaiz-Castro & Pérez-Luzardo, 2016; Chiang, 2010; Jiménez & Pinazo, 2001; Reccardi et al., 1998) have been conducted in various educational fields and it seems that there is a significant correlation between anxiety and academic performance. Based on what was mentioned, the possible suggestion is that students with a high level of anxiety may achieve low academic performance (Hazwani, 2013; Jannati&Estaji, 2015; Vitasara, 2010; Weda et al., 2018). In this regard, the findings of the present study are compatible with those of Skolastika's (2017) study wherein a negative link was found between interpreting anxiety and students' performance in interpreting, especially during the delivery of the translation. Skolastika's (2017) study showed that certain factors, such as the lack of confidence, fear of making mistakes, and time pressure made students anxious and it negatively affect their interpreting performance. Furthermore, Chiang (2006) and Abed and Elewi Mohammad (2011) argue that students experience a high level of interpreting anxiety, especially on the scales of *communicative apprehension* and *fear of negative evaluation*. Moreover, according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), anxiety appears when the individual is under scrutiny and the cause of such a feeling is "negatively evaluated" (Boland et al., 2021, p. 1295). The present work also suggested that anxiety about evaluation is the main cause of interpreting classroom anxiety.

In the light of the literature related to emotional intelligence, it is interesting to note that the results of this study were entirely contrary to the researchers' expectations. While the link between emotional intelligence and the performance of translation students was examined,

the total EQ score was found to be a poor predictor of interpreting performance quality because there was no significant relationship found between the total EQ score of students and their interpreting quality. The findings of this study are consistent with Tajvidi and Ferdowsi's (2019) study, showing that the simultaneous interpreting trainees' total EQ score does not have a relationship with their performance in the oral cloze test. However, according to the findings of similar studies, it is interesting to note that interpreters with a high level of EI are more successful in interpreting. In a similar vein, Aral (2016) demonstrated the positive link between conference interpreters' level of emotional intelligence and their interpreting competence. Consequently, according to process research with students, at least every third participant has individual characteristics which profoundly impact their processes (Hansen, 2013). It might be also necessary to study the effect of sub-components of emotional intelligence and other individual traits, on interpreters' performance.

Based on the analysis of the data, translation students' anxiety in interpreting had significant negative relation with emotional intelligence. The findings of the present study are in line with Cejudo et al. (2018), and Ahmad Bhat and Farooq's (2017) study. They illustrated that people with a high potential for understanding and managing emotions were in a lower level of anxiety. Moreover, the findings of this study are similar to Berrocal's (2006) investigation which indicated adolescents with a higher ability to control emotions reported less anxiety and depression level.

As for the last research question, the results indicated that the accuracy and delivery scales in the assessment model of interpreting quality are highly and positively related to each other. Likewise, Clifford (2001) indicated that not only it is unacceptable to view intelligibility and informativeness as two separate parameters based on multidimensional assessment system but also these scales should be considered interdependent and unidimensional assessment systems to assess the interpreter's performance.

5. Conclusion

Although numerous theoretical translating guidelines have been implemented in Iranian higher education universities, translation students' translating and interpreting performance does not take a place effectively in the classroom and professional settings (Shahsavarzadeh & Heidari Tabrizi, 2020). The theoretical interpreting guidelines might not be sufficient for training professional interpreters although the training should go beyond these theories. Students are offered a variety of theories of interpreting; however, they do not know how to cope with the challenges, complexity, and negative emotions, such as anxiety during the process of interpreting (Horváth, 2012). Wherefore, it makes sense to probe into psychological traits (creativity, self-confidence, emotions, etc.) to find effective solutions for these interpreting challenges. In other words, interpreting as a cognitive process is a challenging and stressful activity since the interpreters are not only obligated to perceive their emotions (intrapersonal) and others' emotions (interpersonal) but also should be able to adapt themselves to new situations and changes (Hubscher-Davidson, 2013). Thus, the interpreter should be a skillful decision maker and problem solver (Robinson, 1997; Wilss, 1994). All these lead to a stressful condition in which the interpreter should have the ability to manage and control such kinds of circumstances (i.e., having stress management skills). It should be noted that such

competencies and sub-competencies demonstrate the link between EI and the interpreting activity (Valero Garcés, 2015).

Given the influential role of psychology in cognitive and communicative activities like interpreting, the current study showed that there is a relationship between psychological factors, such as anxiety, and the quality of English translation students interpreting performance. The findings also illustrated negative emotions and thoughts, such as stress and anxiety, reduce the quality of students' interpretations. In conclusion and based on the results, the interpreting theoretical instructions, as well as teaching psychological factors should be considered to train proficient and skillful interpreters.

In a nutshell, based on the fundamental role of psychology in translation and interpreting, the present research offers pedagogical implications for syllabus designers to add some useful psychological courses to the translation syllabus. The findings of this study would also suggest that interpreting classroom anxiety might be an important factor in the quality of interpreting. Therefore, instructors should encourage trainees to control their negative emotions and thoughts, such as stress and anxiety, and they should present some psychological strategies and techniques to reduce students' anxiety and promote a calm classroom and professional environment. Moreover, the study also suggests that translation instructors can take a psychological test, such as an anxiety test at the beginning of the interpreting course to recognize their students' emotions so that they can draw up a proper and useful study plan for their students.

As discussed earlier, translation or interpreting is a communicative and cognitive task; therefore, the study of interpreting as a cognitive process can be assisted using psychophysiological methods, including eye-tracking and pupillometry, and hormonal stress response (Pöchhacker, 2015). In this line, further studies should take into account the psychophysiology of interpreting. However, it is hoped that insights from this study will encourage future research to offer a comprehensive understanding of interpreting anxiety. Thus, it is suggested that further research be planned to validate the findings of this study in different contexts.

As with the majority of studies, the findings of this study should be interpreted in light of some limitations. The primary limitation is related to the small sample size, which restricts the generalization of the findings. Thus, further research could explore the findings of this study within a larger participant population in various universities in Iran. Furthermore, other interesting future studies can be carried out among professional interpreters in other modes of interpreting.

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