

## Emotional intelligence for translation and interpreting students

ISSN 2657-9774; <https://doi.org/10.36534/erlj.2023.02.12>

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### **Abstract**

Inter and intra personal competencies have been recognized as important generic competencies included in the standards for translation and interpreting professions, issued by the national authorities worldwide. These competencies actually comprise the so-called emotional intelligence skills. This is the reason why the authors of this paper, who have been teaching at the Translation and Interpreting Department from Skopje at the "Ss. Cyril and Methodius" University for more than a decade, have recognized the possibility to use language learning to enhance the awareness of the importance of emotional intelligence both for students' professional and personal development. In addition, students also need positive emotions in the classroom because the future translators and interpreters have stressful experiences on a daily basis as the rate of development of the most relevant competencies for their future professions is continuously assessed by their teachers. This paper presents the results of the implementation of activities that affect emotional intelligence with the subject content activities of an academic course in Cultural Studies, thus fostering both subject and generic competencies relevant for translation and interpreting students. We shall discuss the students' results of the pre course and post course Leadership Toolkit: Emotional Intelligence questionnaire on their EI skills as well as the results from two relevant questionnaires prepared for the purpose of this paper research, on the effects of the emotional activities implemented at the translation and interpreting courses and answered anonymously by the fourth-year students who attended the Course in the summer semester 2023. In order to check the relevance of the implemented EI activities in the Cultural Studies we use the Six Seconds EI Model.

**Keywords:** emotional intelligence, translation and interpreting, pedagogical aspects, emotion, language

### **Introduction**

Standards for translation and interpreting professions, issued by the national authorities worldwide (e.g. Directorate General for Translation in the EU and the National Centre for Languages in UK - CILT), include inter- and intrapersonal competencies, which in turn require high coefficient of emotional intelligence (EI). Consequently, developing and fostering these competencies should be part of the university curriculum of translation and interpreting studies. Hence, at the "Blaze Koneski" Faculty of Philology in Skopje, we have made a synthesis of the activities that affect emotional intelligence with the contents, i.e. competencies relevant for the specific field of the translation and interpreting syllabi. This has been done on the basis of the results and the experience we have had with a bilateral project on possibilities of fostering EI in TP students (Popovska et al. 2020), and the two-year workshop for Psychological and social support for teachers and students of the "Blaze Koneski" Faculty of Philology in Skopje (Kitanovska-Kimovska et al. 2022).

### **Subject of research and aim of the paper**

In this paper we shall check to what extent the emotional intelligence activities implemented in the Cultural Studies course correspond with the “Six Seconds Three-Part Model” (Freedman 2010) which in turn aligns with the work, models and EQ tests accepted worldwide (the work of Peter Salovey and Jack Mayer (1997) and of Daniel Goleman’s model of emotional intelligence (1998) and aligns with the Reuven Bar-On’s 15 EQ test competences (2006)).

In addition, the aim of this paper is to dwell on the results of the questionnaires that were specially prepared for the purpose of this research in order to check the effects of the emotional activities implemented in the translation and interpreting course. They were anonymously answered by the fourth-year students who attended the Culture Studies course in the summer semester 2023. These hands-on activities, some of which are informal and foster contemplative skills, whereas others are a combination of EI-related activities and a language/content-based environment, are used in our translation and interpreting courses that aim at fostering one of the four domains of EI: self-awareness, self-management, social awareness, relationship management or social skills.

### **Concept of emotional education**

Broadly speaking, social and emotional learning (SEL) refers to the process through which individuals learn and apply a set of social, emotional, and related skills, attitudes, behaviors, and values that in our case is expected to also help direct our students. This includes thoughts, feelings, and actions in ways that enable them to succeed in school. However, SEL has been defined in a variety of ways (Humphrey et al., 2009). SEL is beneficial for increasing self-awareness, academic achievement, and positive behaviors both in and out of the classroom. From an academic standpoint, students who participated in SEL programs saw an increase in their overall grades and better attendance, while on a more individual level, the skills learned within an SEL program have been shown to help students better cope with emotional stress and solve problems (Morgan 2025, Mohiuddin 2023, Palmer & Zajonc 2010, Zajonc 2006, Zajonc 2013, Elias 2006).

### **Effects of implementing EI-related activities in the cultural studies course**

As a result of the successful effects of the bilateral project “Possibilities of fostering EI in Translation and Interpreting Students” (2016-2018), implementation of the EI-related activities in the Cultural Studies 4 course (Comparison of the Anglophonic and the Macedonian culture) at the Department of Translation and Interpreting at the “Blaze Koneski” Faculty of Philology in Skopje, has been taking place since 2019 with continual modifications. Last year the course was attended by 20 students in their final semester, however only 12 of them took part in the final assessment of the results represented in our research.

### **Aims of the research**

This research aims at three particular aspects of the effects of the implemented EI-related activities, namely:

- checking the relevance of the EI-related activities implemented in this course as compared to the established Six Seconds EI model;
- finding out if the course has fostered the respective EI domains in this group of translation students; and
- finding out how students assess the importance of the implementation of the EI-related activities for the improvement of the Cultural Studies 4 course competences as well on their personal development.

### **Methodology**

The research conducted was combined, including both quantitative and qualitative type and the instruments were the EI Test (Leadership Toolkit) and a questionnaire. In addition, we used the “Six Seconds EI Model”<sup>6</sup> to check to what extent the implemented activities fit in with this well-established EI Model (which serves as an action plan for developing emotional intelligence competencies both in children and in adults). We have chosen this particular model, which was created in the 1990’s, because it is an action-oriented tool that helps put skills of emotional intelligence into practice for both professional and personal success and it has also been successfully used in higher education classrooms. Furthermore, this model is based on the work of Peter Salovey and Jack Mayer and on Daniel Goleman’s model of emotional intelligence and aligns with the Reuven Bar-On’s 15 EQ test competences.

The pre-course and post-course EI Test results (Leadership Toolkit) of the students attending the Cultural Studies course reveal whether there is any progress in the EI competencies of the students. The results from a self-reported questionnaire should disclose the effect of the EI-related activities on the subject competences and on the generic competences of the Cultural Studies course we teach.

### **Importance of the culture studies 4 course**

Translating and interpreting are as intrinsically connected to language as they are to culture. Cultural competency is crucial for fostering intercultural awareness since there are always at least two different cultures interwoven in these communication processes. Hence the students’ need for gaining knowledge about the foreign culture components such as customs, beliefs, values and attitudes. However, in order to be able to apply this knowledge in practice, translators and interpreters must be able to assess and reassess their own value system, beliefs and attitudes, and compare these with those of the foreign culture. In this respect emotional intelligence techniques can be most beneficial as they focus on improving interaction and communication across cultures, cultural exchange, cross-cultural adjustment, cultural awareness and sensitivity, etc. (Neong et al. 2023).

### **Description of the course**

The activities in the Cultural Studies 4 course (comparison of the Anglophonic and Macedonian culture) combine content-related activities with activities for fostering both interpersonal and intrapersonal competencies. By supporting higher order thinking skills, students are encouraged to reflect, practice, discuss and gain awareness of their emotional intelligence skills in order to be able to cope successfully with the personal and professional challenges they may face in the future. This means that special attention is paid to the language of emotions and since the course is taught in English, the students simultaneously foster their foreign language and their emotion intelligence skills.

Methodologically, the course combines project-based learning (PBL) with basic EI-related activities. The PBL topics refer to different aspects of the Anglophonic and Macedonian culture, and the students choose or suggest a topic that allows comparison of different cultural aspects, thus practicing several relevant rhetorical functions including: description, narration, classification, comparison and cause and effect relationship. The topics include historical, political, social issues as well as literature, art, music, fashion, subculture, education, religion etc., highlighting the most important periods, events and figures of the respective cultures.

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<sup>6</sup>“Six Seconds” is an international non-profit organization founded in California in 1997. It is said to be the first and the largest organization committed to developing emotional intelligence worldwide by working in areas as business and education.

While working on their projects, during the classes, students practice activities for fostering both the relevant rhetorical functions use and several emotional intelligence competences (such as, raising self-confidence, motivation, social skills). In addition, there are some activities that are completely informal and are used to contribute to a more relaxing atmosphere, but also to give students insight in the possible exercises that can foster their concentration, self-confidence or problem-solving abilities.

The following are examples of some broader topics that the students choose to research, to write a seminar paper on or to give a presentation on:

1. Invaders that comprise the present nations: Slavs and Anglo-Saxons – a historical outline;
2. Mythological and pagan remains in the Christian tradition of the Macedonians and the British;
3. Heretic movements in Britain, USA and in Macedonia;
4. The place of the woman during the Middle Ages in Britain and in Macedonia;
5. Medieval literature: comparison of King Arthur's and Krale Marko's legendary cycles;
6. Comparison of the Romanticism (British and American) and the Beat generation principles;
7. Comparison of the British and Macedonian modernism;
8. 1960-1970 period:
  - Political VS social movements (USA and Macedonia);
  - Effects in the culture: music, art, film, literature.
9. 1970s period:
  - Founding and influence of the American Transcendentalism on the modern Western culture;
  - Subculture: music, film, fashion (comparison USA, Britain, Macedonia).

The students attending this course can also suggest other relevant topics for their presentations. The EI-related activities incorporated in the course are of the following two types:

- Course related activities:
  - Meditation and texts about meditation benefits (used for practicing notetaking and paraphrasing);
  - Self-confidence exercises: description of people related to the project, determining whether they look self-confident and why; roleplaying: interview for a job as translator, acting both confident and non-confident;
  - Defining stress, stressors and ranking them including the one related to their research project;
  - Values and classification;
  - Helpful coaching regarding a problem connected to students' studies: pair-work;
  - Cause and effect chain: a) procrastination, b) cause and effect chain related to their topic of presentation, c) thought-emotion relationship as a causal chain, d) the TCP model (explain).
- Informalactivities:
  - Deep breathing;
  - Problem-solving visualization;
  - Diary of positive comments;
  - 5 things I like about me;
  - Communication skills: pair work including describing picture/drawing picture.

### **Compliance of the curriculum with the Six Seconds Three-Part Model**

Table 1 shows which EI-related activities implemented in the Cultural Studies 4 course correspond with the relevant Six Seconds EI model core skills.

**Table 1: Compliance of the curriculum with the Six Seconds Three-Part model**

<b>Pursuit<sup>7</sup></b>	<b>Core skills<sup>8</sup></b>	<b>EI-related activities<sup>9</sup></b>
<p><b>WHAT</b> Know yourself refers to enhancing the emotional awareness of how one functions</p>	<p><i>Enhance Emotional Literacy</i> involves the ability to accurately identify and interpret one’s own feelings as well as the feelings of other people</p>	<p><b>SELF CONFIDENCE</b> Three part activity (remembering a)self-confidence, b)unconfidence and how to turn b) into a)) <b>STRESS</b> Recognizing stressors and their effect on one’s own life <b>THOUGHT EMOTION RELATION</b> Thought emotion relationship video Thought emotion relationship grid: situation and failed expectations TCP model<sup>10</sup></p>
	<p><i>Recognize Patterns</i> supports the ability to realize the reactions and behaviors that recur commonly</p>	<p><b>SELF CONFIDENCE</b> Three-part activity (self-confidence) <b>STRESS</b> Recognizing stressors and their effect on one’s own life <b>THOUGHT EMOTION RELATIONSHIP</b> Thought emotion relationship video Thought emotion relationship grid: situation and failed expectations TCP model</p>
<p><b>HOW</b> Choose yourself refers to strengthening the self-management and concentrates on how to take action in order to affect ourselves and others</p>	<p><i>Apply Consequential Thinking</i> refers to the ability to assess the gains and losses of the choices made</p>	<p><b>SELF CONFIDENCE</b> Job interview pair work (acting both self-confident and unconfident) Unleashing one’s potential <b>THOUGHT EMOTION RELATION</b> Thought emotion relationship grid: situation and failed expectations TCP model</p>
	<p><i>Navigate Emotions</i> indicates the ability to consciously slow down the reactions motivated by certain emotions so that there is time to reach</p>	<p><b>SELF CONFIDENCE</b> Job interview pair work (acting both self-confident and unconfident) Unleashing one’s potential <b>STRESS</b> Recognizing stressors and their effect on</p>

<sup>7</sup> Pursuit column information is taken over from the Six Seconds Three-Part Model of Emotional Intelligence.

<sup>8</sup> Core skills are taken over from the Six Seconds Three-Part Model of Emotional Intelligence.

<sup>9</sup> EI-related activities are activities used during the Cultural Studies 4 course.

<sup>10</sup>The TCP Model is applied so that students can prepare themselves for a presentation, and note down how to change negative thoughts (T) into positive ones; how to choose the most suitable circumstances (C) for feeling confident and being successful; how to change one’s physiology (P) (e.g. relax, smile, take deep breath etc.).

	the most efficient and effective decision.	one's own life THOUGHT MOTION RELATION Thought emotion relationship grid: situation and failed expectations TCP model
	<i>Engage Intrinsic Motivation</i> sustains the ability to act motivated by personal values and dedications rather than by external forces	SELF CONFIDENCE 1.Remembering positive comments received lately; 2.Two weeks Diary of positive comments; 3. Unleashing one's potential. THOUGHT EMOTION RELATION 1.Thought emotion relationship grid: situation and failed expectations 2. TCP model Visualizing a problem in a pleasant/comfortable landscape
	<i>Exercise Optimism</i> comprises the ability to accept a viewpoint full of hope and confidence in one's own potential to make change and difference in one's own life.	SELF CONFIDENCE Remembering positive comments received lately Two weeks Diary of positive comments Unleashing one's potential THOUGHT EMOTION RELATION Thought emotion relationship grid: situation and failed expectations TCP model Visualizing a problem in a pleasant/comfortable landscape
WHY Give yourself leads to self-direction and to understanding the reason for taking that direction	<i>Increase Empathy</i> supports the ability to recognize, connect with and adequately respond to emotions in order to build healthy bonds with other people.	VALUES Recognizing one's own value system COMMUNICATION SKILLS The RASA model and use HELPful Coaching (Give yourself: Increase empathy)
	<i>Pursue Noble Goals</i> means to be able to dedicate oneself to universal values and activities that will be beneficial for the wider community or even worldwide.	VALUES Recognizing one's own value system

Table 1 reveals that the EI-related activities included in the course cover all the so-called pursuits of *what, how* and *why* of the *Six Seconds Three-Part Model*.

**Results of the questionnaires**

Here we shall discuss the results from the questionnaires on the effects of the emotional activities implemented at the translation and interpreting courses and answered by last year’s students (in the academic year 2022-2023).

**EI questionnaire (leadership toolkit) scores**

The Leadership Toolkit: Emotional Intelligence Questionnaire reveals the strength of each EI competency: self-awareness, managing emotions, motivation, empathy, social skills, grading it from a strong skill, to one that needs attention and finally to one that should be given urgent developmental priority.

**Table 2: Pre-course EI toolkit results**

Strength	Self awareness	Managing emotions	Motivation	Empathy	Social skills
Strong	27.3%	27.3%	18.2%	72.7%	27.3%
Giving attention	63.6%	45.5%	36.4%	27.3%	72.7%
Development priority	9.1%	27.3%	45.5%	0%	0%

**Table 3: Post-course EI toolkit results**

Strength	Self awareness	Managing emotions	Motivation	Empathy	Social skills
Strong	81.8%	36.4	27.3%	81.8%	63.6%
Giving attention	18.2%	54.5%	63.6%	18.2%	36.4%
Development priority	0%	9.1%	9.1%	0%	0%

The results shown in Table 2 and Table 3 show a big improvement of pre- and post EI Toolkit results regarding the **self-awareness** skill: not only the skill is recognized as strong for 81.1% of the students in the post course EI Toolkit test results (table 3). However, there is also no percentage in the development priority. **Managing emotions** shows slight increase as a strong skill in the post course results, yet it remained to be one that needs to be given attention with 54%, but the decrease of the percentage in the development priority from 27.3% in the pre-test EI Toolkit results to 9.1% in the post test results can be considered significant. The situation with motivation is similar, only development priority percentage decreased even more. It is interesting that students showed biggest pre and post course percentage in **empathy** as a strong skill, and they also noticed further improvement. **The social skills** scores have also been improved to a great extent similarly to the self-awareness results.

**First questionnaire results**

In addition to the questions that refer to expressing emotions adequately, this questionnaire contains questions on the effects of the course to students’ professional and personal development. The following questions were included:

1. Did you have any problems during the course because you were unable to express your emotions adequately? Never 58.3%, sometimes 41.7%, always 0%;

2. 0 explanations about the occasions that caused problems in expressing emotions adequately.

These results show that most of the students usually do not have a problem with adequately expressing their emotions. However, 41.7% face that problem occasionally and it is unfortunate that they did not give examples of those occasions.

3. In your opinion, which of the following skills did you improve with this course:

- a. Reading with understanding (50%);
- b. Writing and paraphrasing (66.7%);
- c. Information mining (researching) (66.7%);
- d. Presentation preparation (50%);
- e. Giving presentation (58.3%);
- f. Problem solving (41.7%).

Considering the effect of the course on students' academic skills and their professional development, the results show that the all of the mentioned skills have been improved for 50% or more of the students, with an exception of the problem solving one which has been improved for 41.5% of the participants.

4. In your opinion, which of the following EI competencies did you improve with this course:

- a. Self-awareness:
  - emotional literacy (58.3%);
  - recognized patterns (50%).
- b. Managing emotions:
  - consequential thinking (58.3%);
  - navigate emotions (58.3%);
  - intrinsic motivation (0%);
  - exercise optimism (50%).
- c. Social awareness:
  - increase empathy (41.7%).
- d. Adeptness in relationships:
  - pursue noble goals (8.3%).

The competences checked by this question correspond with the terminology used in the Six Seconds EI Model and refer to the personal development of the participants. The students reported considerable improvement of their emotional literacy, consequential thinking and ability to navigate emotions skills (58.3%), and of recognizing patterns and exercising optimism (50%). These skills belong to the areas of self-awareness and managing skills. Empathy is reported to have been fostered by 41.7% of the participants. Yet, the result for the intrinsic motivation is 0 %. It is not clear why no improvement is reported since the Leadership Toolkit EI test shows slight improvement of this skill, as previously shown in the results of this EI Test.

### **Second questionnaire results**

This questionnaire consists of two parts: the first part reveals how students assess the importance of implementation of EI-related activities for the improvement of the course competencies as well for their personal development. The second part consists of two questions referring to students' ability to recognize the emotions they have experienced generally during the classes and particularly during giving a presentation.



**Table 4: Assessment of importance of EI-related activities implemented**

<b>Activity</b>	<b>Helped in achieving better course results (number of participants/percentage)</b>	<b>Student’s intention to implement the activity in future (number of participants/percentage)</b>
Three-part activity (situation when one felt confident, unconfident and what to do next time based on the positive experience)	2 (16.7%)	4 (33.3%)
Job interview pair work (acting both self- confident and unconfident)	2 (16.7%)	1(8.3%)
Remembering positive comments received lately and A two weeks diary of positive comments	3 (25%)	3 (25%)
Unleashing one’s potential	3 (25.5%)	5 (41.7%)
Visualization of the problem in a relaxing landscape	7 (58.3%)	5 (41.7%)
Recognizing stressors and their effect on one’s own life	9 (75%)	8 (66.7%)
Recognizing one’s own value system	4 (33.3%)	6 (50%)
Thought emotion relationship grid: situation and failed expectations (Group work)	1 (8.3%)	1 (8.3%)
The TCP model (Thought, Circumstances, Physiology articulation)	1 (8.3%)	3 (25%)
The RASA model for communication skills	5 (41.7%)	4 (33.3%)
HELPrful Coaching (pair work: act as a coach and as being coached)	4 (33.3%)	1 (8.3%)
Cause and effect chain: a) procrastination, b) cause and effect chain related to their topic of presentation	5 (41.7%)	7 (58.3%)
Deep breathing	8 (66.7%)	9 (75%)
5 things I like about me	3 (25%)	5 (41.7%)
Meditation	5 (41.7%)	6 (50%)

EI-related activities that are recognized as most important for both areas are: recognizing stressors and their effect on ones' life (75%/66%), deep breathing (66%/75%) and visualization of the problem in a relaxing landscape (58%/ 41.7%).

The following two questions are the last two questions comprising the second part of this questionnaire refer to students' ability to recognize emotions.

1. Use up to five words to describe how you felt during the classes:

The students felt motivated (3 responses), willing to learn/ able to learn, accepted/understood (2 responses), heard, calm (3 responses), relaxed (4 responses), (sometimes) emotional, joyful, safe (2 responses), confident (2 responses), curious (2 responses), interested (3 responses), inspired, attentive, introspective, comfortable, tired, fed up, impatient, stressed (at times).

2. Use up to five words to describe how you felt when giving your presentation:

The students felt confident (5 responses), good, motivated, respected, eager (to talk about it), heard, excited (2 responses), happy, satisfied, calm, attentive, self-aware, positive, organized, a little bit nervous (5 responses), impatient, uneasy, unconfident (1 response).

The aim of these questions is not only to reveal the most frequent feelings that students experienced during the course in general and during giving their presentation particularly, but also to find out whether they can recognize their emotions and express their feelings. The most frequently mentioned positive feelings experienced in the classroom are as follows: relaxed (4 times); motivated, willing to learn, understood, heard, interested (3 times); safe, confident, curious (2 times). (Sometimes) emotional, joyful, attentive, introspective and comfortable were mentioned once.

The negative feelings mentioned once are the following ones: tired, fed up, impatient, stressed (at times).

The most frequently mentioned positive feelings experienced during giving ones' own presentation are as follows: confident (5 times), excited (2 times). The other positive feelings mentioned only once are: good, motivated, respected, eager (to talk about it), heard, happy, satisfied, calm attentive, self-aware, positive, organized. Among the negative feelings being a little bit nervous was mentioned 5 times, and the impatient, uneasy and un-confident are mentioned once.

## Discussion

The discussion in this paper is centered around three key issues involving compliance with the applied EI model at the Cultural Studies course and the results obtained through the Leadership Toolkit and after-class questionnaires, which are elaborated below.

### Compliance with the Six Seconds Three-Part Model

The compliance of the EI-related activities implemented in the CulturalStudies 4 course with the Six Seconds Three-Part Model showed that the third part referring to the **Why – pursuit:give yourself** comprises quite less activities as compared to the other two pursuits (What, and How), which may emphasize the need to include more activities that will support the core skills that refer to increasing empathy and pursuing noble goals in life. Hence, the results of the questionnaire reveal that only 8.3% of the participants recognized fostering of the pursuing of noble goal.

On the other hand, as far as empathy is concerned, studying and comparing cultures implicitly increases compassion not only towards one's own people, but towards certain representatives of the other one. In addition, students empathize with their colleagues who give presentations especially when they are asked to assess the other students' presentations and performance. This is so because they themselves have already been or are about to be in the same position, but also because collegiality increases as the student's make stronger bonds during the course. The EI test also shows good results and considerable fostering of empathy.

### **Leadership toolkit EI test results**

The pre-course results show that the students did not have high percentage of development priority skills (skills that need urgent attention) except in the motivation competency. And, although motivation did not get high score in gaining the strength level (shown in the post course test results), it has got a considerable improvement as the percentage of the priority one 45.5% changed into 9.1% and the 36% moved in the middle level, the giving attention one.

The best results are achieved in the self-awareness (27.3%-81.8%) and the social skills competences (27.3% - 63.6%). This is in line with the already mentioned conclusion by other experts, that people with strong self-awareness competencies have also strong social skills. Yet, what one should appreciate the most is that the empathy competency showed the highest strength percentage both in the pre and in the post test results (72.7% - 81.8%).

### **Questionnaire results**

The questionnaire results are self-reported answers of the participants on: the effect of the course on their academic skills, on their EI competencies, the importance of implementing the EI-related activities for the improvement of the course competencies as well on their personal development, participants' ability to recognize and express experienced feelings.

The results from the effect of the course on the academic skills show that the combined subject content and EI-related activities can improve the academic skills as most of them (Reading with understanding Writing and paraphrasing Information mining (researching), Presentation preparation and Giving presentation) are assessed to be improved by 50% and more of the participants.

The results on the relevance of the course on fostering the main EI competences show that the participants recognize improvement in most of the competences with an exception of the intrinsic motivation. This result needs further investigation, as it is not clear how comprehensive the term has been. This emphasizes the importance of understanding of the precise meaning of the terms and concepts. In fact, the motivation competence in the EI test post results did not reveal great improvement. Although there is a slight progress, it is also possible that the participants did not consider it as improvement at all. The students' assessment of the importance of implementation of EI-related activities for the improvement of the course competences as well on their personal development show the relevance of these activities for both areas.

The difference in the percentage for the same activity results from the type of the activity and some are recognized as more effective in the classroom environment, whereas the others are appropriate for continuous self- development.

The fact that deep breathing, visualization and meditation are assessed as most relevant both for their professional and personal development, is in line with the world-wide tendencies to implement contemplative techniques in the higher education curriculum (Johannes, 2012).

The feelings the students experienced are positive mostly, and some of them are more frequently experienced, relaxed, motivated, heard and confident. This shows that the atmosphere in the classroom was friendly and pleasant. These results can be used for further research in respect of the choice of vocabulary used: why one word/ expression is used and not another one? Are the students familiar with the synonyms and are they able to distinguish between the nuances of the synonyms that refer to emotions.

### **Conclusion**

This research has shown that the implementation of EI-related activities in the translation and interpreting classroom is both possible and beneficial for the students.

Considering the aims of the research we can conclude that:

- there is relevance of our implemented EI activities in the already existing curriculum of the Culture Studies 4 course as compared to the Six Seconds EI Model: namely our EI activities refer to and foster most of the core skills recognized by this Model. As there is only one activity that refers to the final core skill of this Model, the so called *Pursue Noble Goals*, we may consider implementing more relevant activities, or broaden the existing one (**recognizing one's own value system**) because this skill may raise students' awareness of their abilities to become changing agents for the benefit of their wider community, provided they dedicate themselves to universal values;
- most of the students confirmed the positive effects of the course on their academic skills such as reading, writing, researching, preparing and giving presentation;
- most of the students reported considerable improvement of most of the EI skills that belong the self-awareness and managing emotions domains, but the EI activities that can foster intrinsic motivation should be additionally reconsidered and improved;
- the students would continue to use EI activities such as *recognizing stressors, deep breathing and visualization of the problem in a relaxing landscape* to improve both their private and professional development;
- the students revealed that they can recognize their emotions and express their feelings. In addition, they reported that most of the time they experienced positive feelings during the classes, but there were also situations when they experienced negative feelings. The information on the experience of the negative feelings should be beneficially used both by the students and the teachers: the former can realize which negative emotions they should try to find a way to cope with in the future, whereas the teachers can pay more attention to the way their students feel during the class! Actually, teachers can start the class by asking the students to express how they feel at the beginning of the class by using one word, or to rate their mood from 1-10. Thus, they can get insight into the real state of the body/mind or emotion of the students present in the classroom that may affect the complete atmosphere in the classroom and can navigate the class in a direction to achieve more advantageous and efficient classroom conditions.

This research has shown that the implementation of EI-related activities in an existing course (Cultural Studies 4) requires constant needs analysis, teachers' enthusiasm and skills to adjust the types of EI-related activities for any particular group of students.

However, in order to gather more relevant results, it is necessary to design and carry out a longitudinal study that will include assessment of the effects of a continuous implementation of EI-related activities at least in one course per semester during the four-year studies of the translation and interpreting students at the Department of Translation and Interpreting.

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