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EI in Interpreter Training in Algeria

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Abstract

This pilot study investigates the perceptions and application of Emotional Intelligence (EI) among interpreter educators in Algeria. An online survey was administered to 23 interpreter educators from various higher education institutions during February 2024. The bilingual (English and French) questionnaire comprised nine (09) items—including multiple-choice, Likert scale, and open-ended questions—designed to assess participants' familiarity with EI, its perceived impact on interpreting training, and its current integration into teaching practices. The survey also gathered participants' age range but further background details such as professional affiliation and experience have not been required for ethical considerations (data confidentiality). Although the sample is limited, the findings provide preliminary insights and highlight the need for broader investigations in future research.

Keywords: Emotional Intelligence, non-cognition, interpreting studies, interdisciplinarity, interpreter training.

1. Introduction

In interpreting courses, Emotional Intelligence (EI) is one of the concepts that educators usually use, consciously or unconsciously, to facilitate improved interpreting performance. In this respect, interpreting educators use a variety of strategies and techniques based on an interdisciplinary approach, drawing on concepts ranging from psychology, linguistics, pedagogy, to translation and interpreting studies. EI happens to be in the intersection of these disciplines, where its importance lies in the enormous influence it has on the translation quality (Qiu, 2023). According to Bayani (2016), some of the main subscales of EI, i.e. problem solving, happiness, and flexibility affects the translation quality as well. In

professional interpreting environment, United Language Group Limited* emphasizes the importance of EI in interpreting, which comes out in dealing with emotionally sensitive topics, using appropriate body language, prioritizing the client's sense of comfort, understanding linguistic nuances, and maintaining cultural sensitivity.

Previous research has laid important groundwork for the understanding of EI. Early contributions such as Thorndike's (1920) concept of social intelligence and Gardner's (1983) theory of multiple intelligences expanded the concept of intelligence beyond traditional cognitive measures. Subsequent studies by Salovey and Mayer (1990, 2011) refined this concept, while Goleman (1995) popularized EI as a crucial determinant of leadership and performance. Despite these insights, the literature on EI in translation and interpreting studies remains sparse. Few studies have examined how EI training can specifically enhance interpreter performance, leaving a gap that this research intends to address. Critically, while past studies have documented the fundamental components of EI—such as self-awareness, self-regulation, motivation, empathy, and social skills—there has been a limited exploration of how these translate into practical teaching strategies for interpreter training. This study builds on that literature by investigating not only familiarity with EI but also the specific ways in which it is integrated into interpreter education in Algeria.

This research is anchored in Goleman's (1995) model of EI, which outlines five (05) key components: self-awareness, self-regulation, motivation, empathy, and social skills. The study hypothesizes that interpreter educators with higher familiarity and better integration of these components are more likely to adopt effective pedagogical practices. Each component is considered both as an intrapersonal (self-awareness, self-regulation) and interpersonal (empathy, social skills), with motivation serving as a versatile skill between the two aspects. By linking these theoretical constructs directly with research questions, this framework not only guides data interpreting but also provides a clear rationale for each questionnaire item. Therefore, the aim of this paper is to explore the influence of EI in the training of interpreters in Algeria and on the professional success of future interpreter students, through a pilot survey addressed to interpreter educators in Algerian higher education institutions.

2. Historical Overview on Emotional Intelligence

In 1920, Thorndike put forth the concept of social intelligence, a precursor to more comprehensive models; thereby laying the groundwork for subsequent psychologists to broaden the scope of non-cognitive research. Similarly, in 1983, in his book *Frames of Mind*,

* An international language solutions company that provides translation, localization and interpreting services.

Gardner perceived intelligence differently from the prevailing mainstream academic research, which predominantly relied on cognition at the time (Çoban & Telci, 2016, p. 119).

Based on this framework, he developed the theory of multiple intelligences, in which he divided intelligence into seven (7) types[†]. These include, on one hand, interpersonal intelligence that is the ability to read other people's moods, intentions, and feelings, on the other hand, intrapersonal intelligence that is the ability to control behavior and make decisions based on one's own emotional awareness (Goleman, 1995, p. 57).

These efforts have led to further studies on emotions and emotional interaction, essentially focusing on emotional evaluation. Peter Salovey and John D. Mayer coined the term "Emotional Intelligence" in 1990, defining it as follows: *"The ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions"* (Salovey & al., 2011, p. 01).

In another paper, Peter Salovey, Marianna DiPaolo, and John D. Mayer (1990) presented an empirical demonstration to measure and test EI, then presented an influential model, as their ventures were primarily dedicated to the proper measurement of EI. Consequently, their research outlined four (04) dimensions on which they redefined EI as: *"A set of abilities pertaining to (a) accurately perceiving and expressing emotions, (b) using emotions to facilitate cognitive activities, (c) understanding emotions, and (d) managing emotions for both emotional and personal growth"*(Salovey, 2011, p. 02).

Daniel Goleman[‡] wrote his trade book *Emotional Intelligence, why it can matter more than IQ* (1995), fully captivated by the work of Salovey and Mayer. His book popularized the concept of EI, otherwise known as emotional quotient (EQ), all over the world. In his famous book (1995) on the concept of EI, although he did not summarize the concept in a succinct definition, he hypothesized the following:

- EI is a range of skills and characteristics that improves leadership performance;
- General EI is inherent in every individual, which demarcates the emotional competencies of learning capacities;
- EI is a set of five (05) key components that frame emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills.

[†]The seven (7) types of intelligence are linguistic, logical-mathematical, spatial intelligence, bodily kinaesthetic, musical intelligence, interpersonal, intrapersonal.

[‡] Psychologist at Harvard, formerly a science writer for the New York Times, specialising in cerebral and behavioral research.

In this context, Goleman (1995, pp. 62-63) outlined the components of EI as follows:

1. **Self-awareness:** the ability to recognize feelings as they arise;
2. **Self-regulation:** to recognize intrapersonal emotions properly, an ability that builds on self-awareness;
3. **Motivation:** to point emotions in the direction of a goal so as to increase concentration, to self-boost, to self-control, and to be creative;
4. **Empathy:** “people skill”, to recognize emotions in an interpersonal interaction. Another self-awareness-based ability;
5. **Social skills:** managing interactions, in other words, socializing and building relationships.

In light of the aforementioned definitions, it is perceptible that the main ability is self-awareness, on which internal and external abilities of emotional recognition are built. Social skills are the practical aspect of empathy; meaning if you mirror the others' emotions, you have the ability to interact and reciprocate with them. Motivation is versatile as you can motivate oneself and the others.

Séverine Hubscher-Davidson (2013, p. 06) brought together several studies that have come to interesting findings that support the following:

1. EI is positively correlated with well-being factors;
2. EI significantly attenuates stress-related responses;
3. EI affects students' academic performance and achievement;
4. It also affects team performance and group cohesion;
5. The higher the EI score, the lower the risk of mental disorders such as depression and anxiety;
6. High levels of EI comfort left frontal activation; associated with higher extraversion, social competence and improved emotion regulation skills;
7. Individuals with high EI are more likely to approach problems effectively rather than avoiding them, and are more likely to view challenges as opportunities for growth rather than threats to their well-being;
8. EI enhances creativity since high sensitivity is a prerequisite for creative work;
9. High levels of EI are thought to predispose individuals to think and act in ways that promote positive and discourage negative emotional experiences;
10. High EI is believed to influence people's thinking and behavior by valuing positive rather than negative emotional experiences.

EI in translation and interpreting studies pertains to translation/interpreting psychology, an emerging area of research that explores the interweaving factors in translation (interpreting included), affecting behavior, emotions, performance, as well as professional and social interactions in the respective environment, up to their continuous development and impact (House, 2015; Qiu, 2023, p. 02).

Positive Psychology (PP) is another field, evolving around human characteristics and their ability to create psycho-emotional resources to thrive in life. The discipline is relatively nascent in the realm of foreign languages didactics (House, 2015; Qiu, 2023, p. 02).

Accordingly, EI and positive psychology, as non-cognitive psychological determinants, meet at the intersection of translation/interpreting studies to unravel the reasons why non-cognition interferes with the performance and quality of translation and interpreting, as well as with the improvement of cognitive competencies in general (House, 2015; Qiu, 2023, p. 02).

Although historical models help contextualize EI, their direct application to interpreter training has been underexplored. In interpreter education, these components offer a framework for addressing the emotional demands of the profession. For instance, the ability to maintain self-awareness and manage emotions (self-regulation) is critical when navigating culturally sensitive communication.

However, claims that an age-based survey item (as used in this study) can capture the evolution of EI across different educational eras are unfounded; it is mainly about exploring generational disparities in the matter. Instead, this research adheres to historical perspectives to underscore the theoretical foundations while recognizing that curriculum evolution requires a study that is more systematic.

3. Methodology:

The present paper is a pilot survey in which Goleman's model was adopted for the reason that its elements are more likely to be identified by the interpreting community.

3.1. Participants and Sampling

A sample of 23 interpreter educators were recruited via selective invitations distributed through email and messaging applications. The sample size is small due to the expected difficulty in obtaining eligible participants through accessible sources, such as mass/unidentified distribution, for a number of reasons related namely to: field of research,

target segment, lack of interpreters specialized in interpreting pedagogy and limited interpreting training programs at national level, etc.

Although the small sample size limits generalizability, it reflects the difficulties encountered in identifying eligible participants — given the niche field of interpreting pedagogy in Algeria. Future studies should include additional demographic details such as gender, institutional affiliation, field of specialization, and study timing to bolster the findings' representativeness.

The survey was administered through the SurveyMonkey platform, and the data were processed using Excel 2019. Although no similar open-source pilot studies can be found via accessible academic search engines, which poses a limitation regarding instrument validation, future research should incorporate a pilot phase to enhance question clarity and reliability.

In Algeria, fewer than ten (10) universities, including Annaba University, Oran University, Algiers 2 University, and the Higher Arab Institute of Translation (ISAT) offer translation training. Other universities such as those in Tlemcen, Médéa, Ouargla, Batna, and Blida offer translation training within their foreign language departments (French and English departments mainly), with some even incorporating doctoral studies in translation as part of foreign language and literature programs (Ouledief & Kohil, 2023, p.370).

Nevertheless, specialized interpreter training is limited to two (02) institutions: the Translation Institute at Algiers 2 University and ISAT, both offering Master's degrees in interpreting. Master's students begin with a core curriculum in translation, after which a select few are directed toward interpreting, based on their interests. Admission to the interpreting program is highly competitive, with a rigorous entrance exam ensuring that only a limited number of students are admitted (Ouledief & Kohil, 2023, p.370).

The Participants in the survey were selected based on some criteria, including:

- Teaching modules, units or lectures related to interpreting;
- Leading and/or participating in the delivery of workshops, or meetings related to interpreting pedagogy.

In order to protect the privacy of the respondents, the survey did not ask for any personal information for a number of reasons, including avoiding potential embarrassment, preventing the likelihood of unwanted disclosure of honest answers, encouraging completion of the survey and the willingness to answer questions in as genuine as possible.

For this reason, the survey did not address any questions requiring the disclosure of personal information such as name, surname, professional status, academic position, social, professional or educational preferences, place of work, etc.

3.2. Survey Instrument

The questionnaire was developed in both English and French, via two (2) different links, for technical reasons relevant to data collection. The instrument comprises nine (09) items (see Appendixes A & B), including:

- **Demographic question:** Age range (and suggestions for future inclusion of gender, field of study, and institutional affiliation).
- **Familiarity with EI:** A five-point Likert scale measuring familiarity with EI.
- **Component cognizance:** A multiple-choice question on familiarity with specific EI components (self-awareness, self-regulation, motivation, empathy, social skills).
- **Formal training:** A total question (yes/no) regarding formal training in EI.
- **Pedagogical use:** Questions on whether and how EI components are incorporated into teaching.
- **Perceived impact:** Questions assessing whether EI affects interpreting performance with a request for justification.
- **Essential skills:** A multiple-choice question on which EI skills are deemed essential for success in interpreting.
- **Open-ended feedback:** An item soliciting participants' overall perspectives on EI in interpreter training.

4. Findings analysis:

Data were aggregated, processed on the computer using Excel 2019, and visualized in Figures and tables. Then, results have been extracted and interpreted in line with the theoretical framework. In presenting the results, each questionnaire item is paired with its corresponding analysis as follows:

4.1. Age Distribution:

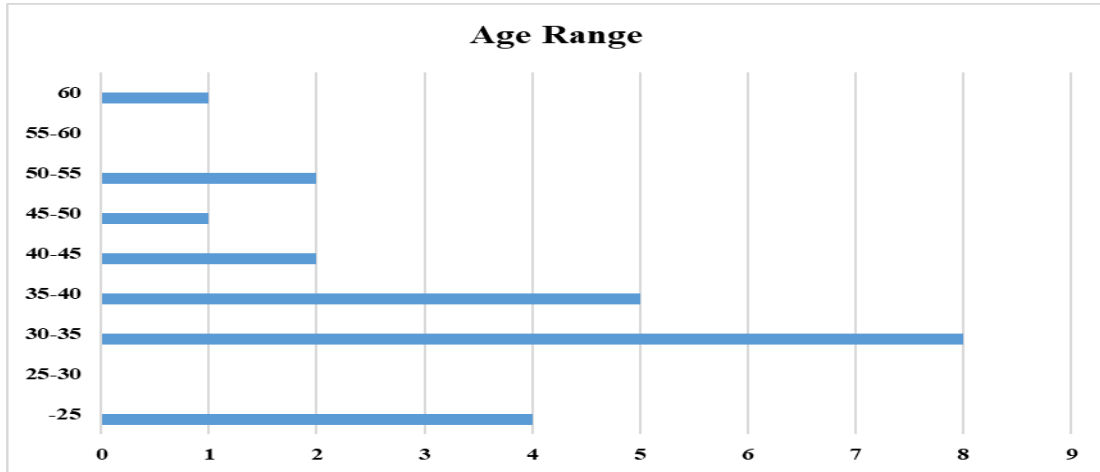


Figure 1: Age Range

Results: The majority of participants were between 30 and 35 years old, with smaller representations from younger (under 25) and older (above 50) groups.

Interpretation: Although the age data hint at possible generational differences, it should not be used to claim an evolution of EI training over time without additional curriculum data. The Figure reveals a precise age distribution among the participants, with the majority (13 participants) falling between 30 and 35 years old. While the older generation (over 50 years old) is faintly represented (03 participants), similarly, the younger generation under the age of 25 is weakly represented (04 participants). The diverse age range reflects the generational range of the sample community of educator interpreters, thereby demonstrating the evolution of the concept of EI across different eras of its integration into interpreter education programs.

4.2. Familiarity with EI:

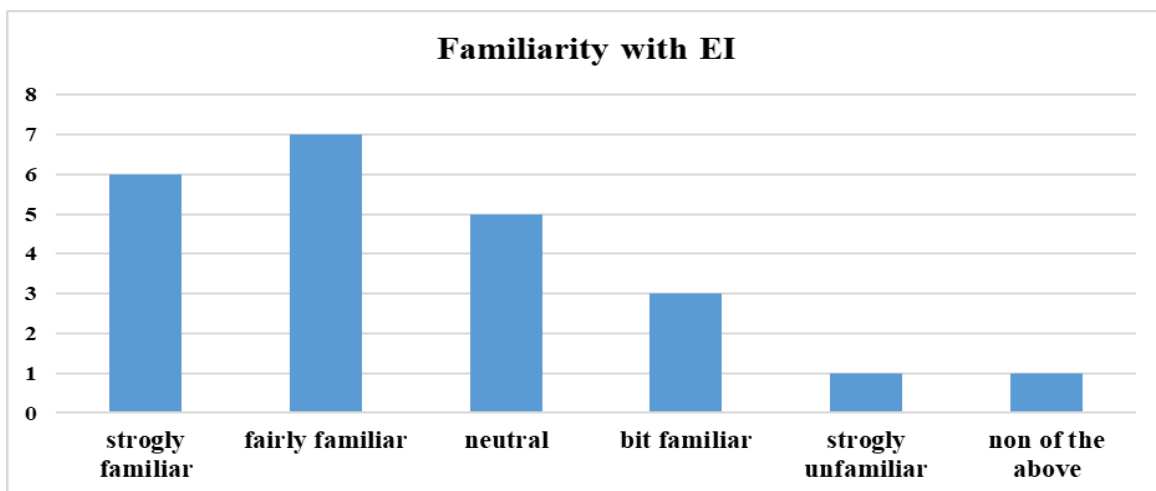


Figure 2: Familiarity with the Concept of EI

Results: Most respondents reported strong to fair familiarity with EI.

Interpretation: These findings suggest that within this group, EI is a well-recognized concept; however, generalizations are limited due to the sample size. The columns (Figure 2) indicate the different rates corresponding to the familiarity of the research segment with the concept of EI. The Figure illustrates a high level of positive responses with the majority (13 respondents) expressing strong and fair familiarity. Conversely, the negative responses, ranging from bit familiar, strongly unfamiliar, to “none of above” did not exceed five (5) replies. Accordingly, it is palpable that the Algerian educator interpreters’ community is cognizant of and fairly used to the idea of EI within the interpreter educational curricula.

4.3. Component Familiarity:

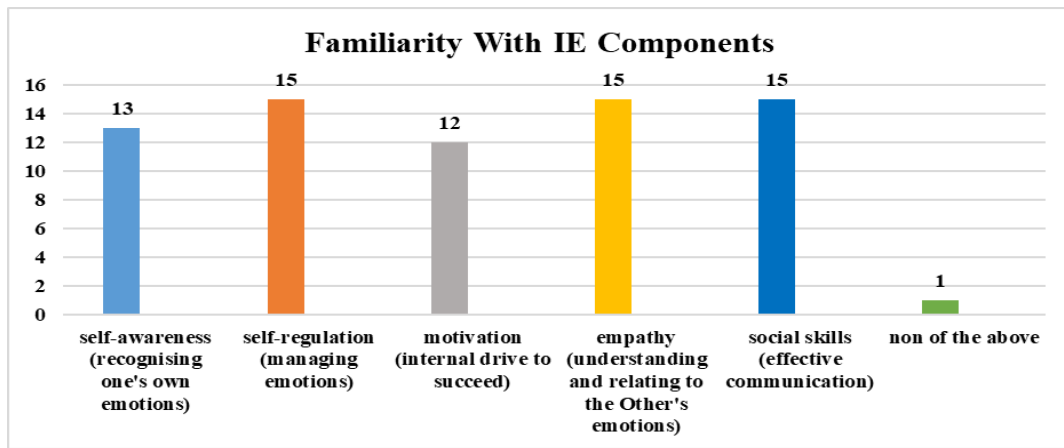


Figure 3: Familiarity with EI Components

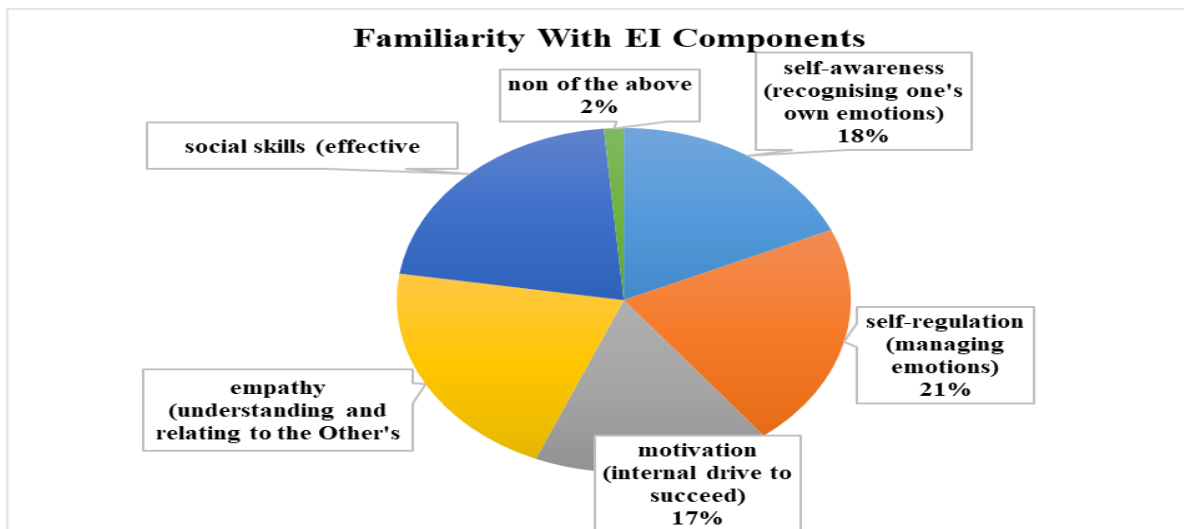
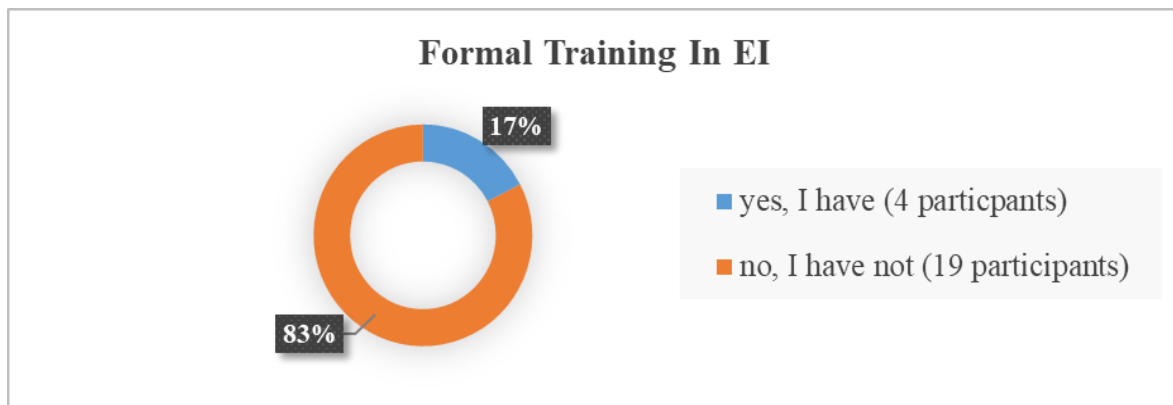


Figure 4: Percentage of the Familiarity with EI Components

Results: Self-regulation, empathy, and social skills are the most familiar EI components, while self-awareness and motivation are slightly less so.

Interpretation: This discrepancy may imply a focus on externally observable behaviors over internal competencies. Each item's response is directly linked to the corresponding Figure for clarity. Figures (3) and (4) concentrate on IE components with which the sample community is most familiar. The visualizations demonstrate that three (3) skills are highly represented in the selections, with a 21% prevalence: self-regulation, empathy and social skills. In contrast, self-awareness and motivation are represented to a slightly lesser extent, with an 18% and 17% prevalence, respectively.

The three (3) skills most frequently selected by respondents fall within the external and interpersonal dimensions of the psychological aptitudes deemed essential in interpreting training curricula. Nevertheless, given that self-awareness is the fundamental component that most EI skills build on, there is a noticeable shift in focus towards the external social rather than the internal personal aspect. This implies the existence of a tendency to externalize student interpreters' character and behavior.



4.4. Formal Training in EI:

Figure 5: Formal Training in EI

Results: Only 17% of respondents have received formal EI training.

Interpretation: This underlines a significant gap in the formal education of EI within interpreter training programmes. Figure (5) above demonstrates that a significant proportion of respondents (83%) lack formal training in EI, while only 17% of respondents have received such training.

4.5. Application in Teaching:

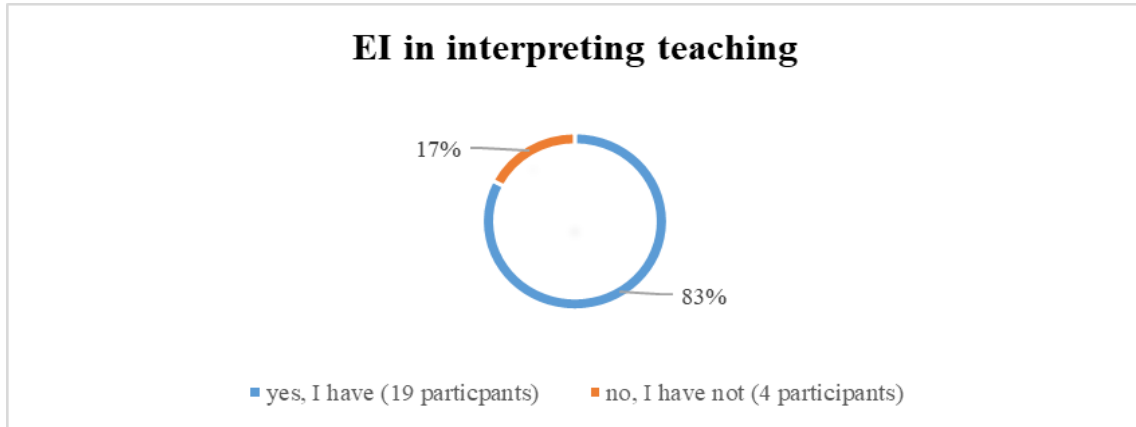


Figure 6: The Use of EI in Interpreting Education

Results: Educators appear to incorporate EI components in teaching, particularly the skill of motivation; however, there is no significant variation among the various skills.

Interpretation: The interchangeable use of these skills highlights the need for further detailed investigation into how different EI elements uniquely impact pedagogy. Figure (6) proves, within the sample community, the prevalence of the use of EI components in educational interpreting programs.

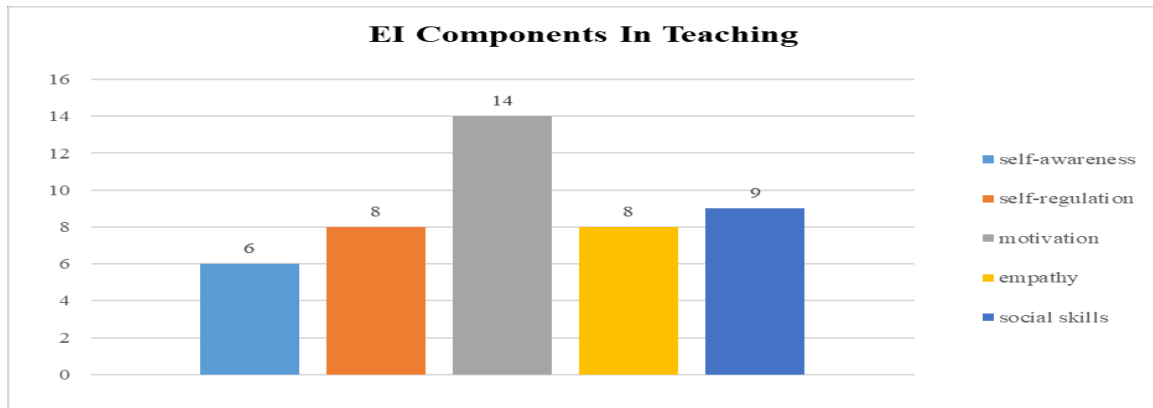


Figure 7: EI Components in Interpreting Education

The columns (Figure 7) above indicate a tendency to utilize the skill of motivation primarily than the other skills. There is, however, no significant discrepancy between the skills' employability in interpreting programs. The skills are adopted interchangeably in the same context.

Table 1: Impact of EI on Interpreting Training

Impact of EI on Interpreting Training	Participants	Percentage
Yes, I do	23	100%
No, I don't	0	0.00%

Source: Daoud & Kobouch, 2025

4.6. Perceived Impact and Essential Skills:

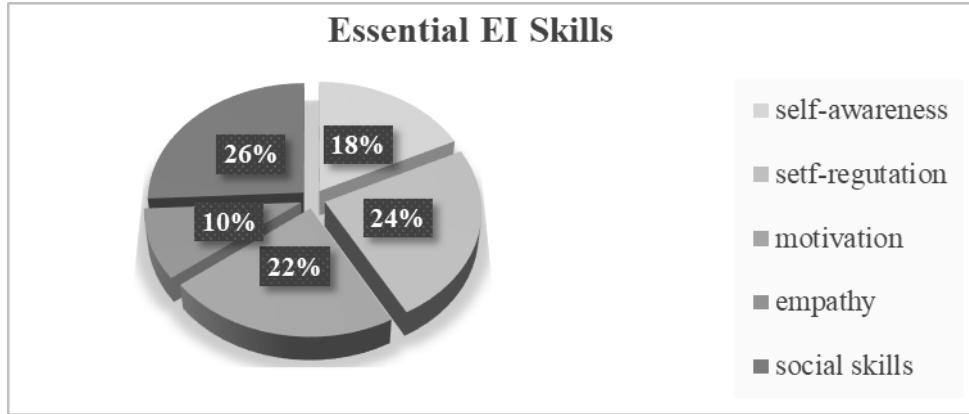


Figure 8: Essential EI Skills for Successfulness

Results: All participants agreed on EI's impact on interpreting quality. Self-awareness emerged as the most important skill for success.

Interpretation: While findings are compelling, caution is advised in generalizing these results due to the limited sample size. Concerning the impact that EI has on interpreting, the participants unanimously agreed on the fact that EI affects interpreting quality and performance. No justifications were received despite providing a section for this purpose.

Figure (8) reveals the most important EI skill that needs to be cultivated in order to be successful as an interpreter. The highly praised skill was social skills with 26%, followed by self-regulation and motivation, with 24% and 22% respectively, self-awareness with 18%, and empathy was ranked as the least selected skill with 10%.

Table 2: Perspectives on EI in Interpreter Training

Category	perspectives
Participants	23
Answered	19
Abstained	04

Favorable Perspectives	17
Unexpressed Perspectives	02

Source: Daoud & Kobouch, 2025

Table (2) reveals in green the favorable perspectives and in red the abstained and unexpressed ones. It is clearly demonstrated that EI is highly required and supported in interpreting classes.

5. Discussion:

The sample community is most familiar with the following EI components: self-regulation, empathy and social skills, whereas motivation is the most engaged skill in teaching. Regarding the most essential skills for success, social skills and self-regulation are highly valued. However, the sample community is less familiar with the skill “motivation”, yet it is the most frequently used in teaching and highly required for success (see Figures 7 and 8).

This paradox can be attributed to the fact that interpreter educators in Algeria are generally familiar with EI and recognize its importance in improving interpreting performance. However, there is a notable emphasis on interpersonal competencies (empathy, social skills) over intrapersonal ones (self-awareness, self-regulation). This imbalance may result from limited formal training, as evidenced by 83% of respondents reporting no formal EI training (see Figure 5).

Comparing the Figures (3), (4), (7) and (8), representing the familiarity with the concept of EI, the incorporated EI components in interpreting courses and the essential skill required for success in interpreting, respectively; reveals that motivation, self-regulation and social skills are the key skills in terms of familiarity, teaching and successfulness. On the contrary, empathy and self-awareness are not prioritized at the same level.

The EI model adopted in this survey comprises five (5) elements that influence the internal/intrapersonal and external/interpersonal aspects. Based on the definitions already provided in the theoretical section, self-awareness and self-regulation could be categorized as intrapersonal, while empathy and social skills could be categorized as interpersonal. By the same token, motivation could be considered a versatile skill as it is known as “*forces acting either on or within a person to initiate behavior which suggests the activating properties of the processes involved in psychological motivation*” (The editors of Encyclopedia Britannica, 2025).

This categorization relates to the predetermined framework of the current study and does not represent a general and/or a fixed fact about the findings or the general conclusion regarding the research topic, i.e. the correlation between EI and translation/interpreting studies.

The projection of the aforementioned perspective on the findings leads to the assumption that the educational interpreting community places greater emphasis on the interpersonal aspect than on the intrapersonal despite their awareness of the significance of the internal/intrapersonal factors. Accordingly, social skills are more valued possibly due to communicational purposes. This emphasis may be attributed to the lens through which interpreting educators perceive successfulness in interpreting, as demonstrated in Figure (8).

In the Algerian context, based on the academic publications available online, it is clearly noticed that the interdisciplinarity between translation and interpreting studies, psychology, psycholinguistics, educational sciences is an area of research that does not receive much attention. However, in the field of foreign languages (FLE: *Français Langue Étrangère*), it was proven that there is a significant correlation between EI and verbal fluency (Bouزيد & Reggad Malki, 2022).

In the same vein, Nassima Bekkari (2022) views EI as an important trait that deserves more in-depth investigations as it combines different areas of research, such as translation, interpreting, psychology, personality, and pedagogy. Besides, she believes that translator's behavior influences translation performance, and behavior is similarly influenced by emotions.

While the data suggest a positive perception of EI's relevance, the small sample size necessitates caution in making broad claims about the entire Algerian interpreter community. Future research should include larger, more diverse samples and additional demographic data to better contextualize these findings.

On a broader scheme, interconnecting social sciences (psychology, sociology and education sciences) with translation and interpreting studies is undisputedly required to unveil the under-researched correlations between the translator/interpreter personality, and the quality and performance of his/her services.

Ultimately, the study underscores the need for dedicated EI training modules within interpreter training. Actionable recommendations may include:

- **Curricular Revisions:** Integrate targeted EI modules and workshops that emphasize both intrapersonal and interpersonal skills.

- **Professional Development:** Establish ongoing EI-focused workshops for educators.
- **Instrument Refinement:** Conduct pilot studies to validate survey instruments and incorporate additional demographic indicators.

6. Conclusion:

Within the limits of the survey, it turns out that EI is important in interpreter training. Interpreter educators, regardless of generational differences, validate the existence of EI in interpreting courses, along with its elements. The use of EI in interpreting courses differs according to the educators' perspectives on the components they see adequate to the status of a successful interpreter.

Interpreter educators conceptualize their programs differently based on their perspectives on pedagogical utility and professional success, by prioritizing certain skills over others deemed appropriate within the scope of their understanding of EI. However, a proper understanding of the concept is undoubtedly required in order to elaborate an appropriate interpreting pedagogy that empowers both educators and students within the educational process of interpreting.

The survey reveals that interpreter educators in Algeria recognize the significance of EI in their professional practices. Still, the study primarily captures perceptions and familiarity rather than demonstrating a direct causal impact on interpreting performance. Although the findings suggest that components such as self-awareness and self-regulation are crucial, the limited sample size and absence of formal training among most participants call for further empirical investigation. Future studies should adopt larger samples and include detailed demographic variables to better ascertain the impact of EI training on interpreter performance.

The unexcavated grounds between interpreting/translation studies, psychology and pedagogy remain a field in need of a thorough research and examination. In this respect, methodologies from different fields can be used to improve interpreter training within the framework of interdisciplinary approach. In general, non-cognition in interpreting and translation studies requires further investigation, as it is contributing, recently and gradually, to the theoretical repertoire of these disciplines, notably interpreting and translation studies.

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Appendix A

Link:https://docs.google.com/forms/d/e/1FAIpQLScNE02fcO41SYizEuUaP3I2r-WMNNlqtFBueB5NL_cyqdseLw/viewform?usp=sf_link

Emotionnal Intelligence in Interpreter Training

* 1.what is your age range?

- 25
- 25 - 30
- 30 - 35
- 35 - 40
- 40 - 45
- 45 - 50
- 50 - 55
- 55 - 60
- +60

* 2. On a scale of one (strongly familiar) to five (strongly unfamiliar), How familiar are you with the concept of EI?

- Strongly familiar
- Fairly familiar
- Neutral
- Bit familiar
- Strongly unfamiliar
- None of the above

* 3.tick the boxes containing the components of EI the most familiar with

- Self-awareness (recognising one's own emotions)
- Self-regulation (managing emotions)
- Motivation (internal drive to succeed)

EI in Interpreter Training in Algeria

- Empathy (understanding and relating to the Other's emotions)
- Social skills (effective communication)
- None of the above

* 4. have you received any sort of formal and/or professional training related to EI?

- Yes, I have
- No, I have not

* 5. have you incorporated any EI components into your teaching methods?

- Yes, I have
- No, I have not

* 6. If yes, please specify

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skills

* 7. do you believe EI affects the performance and quality of interpreters?

- Yes, I do
- No, I do not

Justify your answer, briefly

* 8. What specific EI skills do you think are essential to acquire in order to be successful as an interpreter?

- Self-awareness
- Self-regulation
- Motivation

- Empathy
- Social skills
- None of the above

* 9. What is your perspective on the concept of EI in interpreter training programmes?

Appendix B

Lien : <https://fr.surveymonkey.com/r/5SXB68G>

L'intelligence Emotionnelle dans la formation des interprètes

* 1. Quelle est votre tranche d'âge ?

- 25
- 25 - 30
- 30 - 35
- 35 - 40
- 40 - 45
- 45 - 50
- 50 - 55
- 55 - 60
- +60

* 2. Sur une échelle de 1 (très familier) à 5 (très peu familier), à quel point êtes-vous familier avec le concept d'intelligence émotionnelle (IE) ?

- Très familier
- Assez familier
- Neutre
- Peu familier
- Très peu familier

* 3. Cochez les cases contenant les composantes de l'IE qui vous sont les plus familières

- La conscience de soi (reconnaître ses propres émotions)
- La maîtrise de soi (gestion des émotions)
- La motivation (enthousiasme et ferveur)
- L'empathie (comprendre et percevoir les émotions d'autrui)
- Les aptitudes sociales (communication efficace)
- Aucun des éléments ci-dessus

* 4. Avez-vous suivi une formation formelle et/ou professionnelle en rapport avec l'IE ?

- Oui, j'en ai reçu
- Non, je n'en ai pas reçu

* 5. Avez-vous intégré des éléments d'intelligence émotionnelle dans vos méthodes d'enseignement ?

- Oui, je l'ai fait
- Non, je ne l'ai pas fait

* 6. Si oui, veuillez préciser

- Conscience de soi
- Maîtrise de soi
- Motivation
- Empathie
- Aptitudes sociales

* 7. Pensez-vous que l'IE a un impact sur la performance et la qualité de l'interprétation ?

- Oui, je le pense
- Non, je ne le pense pas
- Veuillez étayer votre réponse

* 8. Quelles compétences spécifiques en matière d'IE pensez-vous qu'il est essentiel d'acquérir pour réussir en tant qu'interprète ?

- Conscience de soi
- Maîtrise de soi
- Motivation
- Empathie
- Aptitudes sociales

* 9. Quel est votre perspective autour du concept d'IE dans la formation des interprètes ?