

## PERSONALITY TYPE AND TRANSLATION PERFORMANCE OF PERSIAN TRANSLATOR TRAINEES

Reza Shaki

Masood Khoshsaligheh<sup>i</sup>

Ferdowsi University of Mashhad

r-shaki@midhco.com; khoshsaligheh@um.ac.ir

First received: 20 December 2016

Final proof received: 23 September 2017

### Abstract

The study investigated the relationship between the personality typology of a sample of Iranian translation students and their translation quality in terms of expressive, appellative, and informative text types. The study also attempted to identify the personality types that can perform better in English to Persian translation of the three text types. For that purpose, the personality type and the translation quality of the participants was assessed using Myers-Briggs Type Indicator (MBTI) personality test and translation quality assessment (TQA), respectively. The analysis of the data revealed that the personality type of the participants seemed relevant to the translation quality of all the text types. The translation quality of the participants with intuitive and thinking types was significantly better than the sensing type counterparts in translating expressive texts. The participants with intuitive and feeling types also performed better than their counterparts with sensing type in translation of the informative text. Moreover, the participants with intuitive, feeling, and thinking personality types performed more successfully than the participants with sensing type in translation of the appellative text. The findings of the study are discussed in light of the existing research literature.

**Keywords:** MBTI; translation quality; text type; personality type; Persian

Considering the interdisciplinary nature of translation studies, psychology and cognitive sciences have always had significant roles and relevance in translation studies (Munday, 2012). Wilss (2003) regarded translation as a psycholinguistic formulation process through which the translator reproduces a message in a target language. The multidisciplinary link between the fields of translation studies and psychology has been growing stringer in recent years.

Drawing on numerous studies, Dam-Jensen and Heine (2009) indicated decision-making as one of the essential features of the translation process. The decision-making process itself is influenced by the behavior, attitude, psychological disposition (Schmidt, 2005), cognitive, emotional (Hansen, 2005), and individual characteristics (Hubscher-Davidson, 2009) of translators. The process of decision-making is not just exclusive to the translation, and its outcomes are manifestations of peoples' personality. The influence of individuals' personality and personality characteristics can be seen in every aspect of people's lives. Talking about someone's personality, we mean what differentiates individuals from one another. To be more specific, this aspect of personality in psychology is called "individual differences" (Haslam, 2007, p. 5). Translators, as individuals, also have different behavioral patterns (Hubscher-Davidson, 2007). In fact, their behavior affects the translation process, and consequently their ultimate performance. Like

other aspects of translators' lives, translators' personalities also play a significant role in translating. Translators' individual traits are responsible for their different behavior and hence their success or failure in the translation process. It means translators' traits (i.e., their personality enduring characteristics) affect their decision making process, which leads to dissimilar performances of different translators and, above all, their success or failure in different translation situations, such as translation of various texts. As Barboni simply put, "certain personalities are more at ease when translating specific texts" (as cited in Hubscher-Davidson 2009, p. 178). Therefore, studying translators' personality can be a means to understand better, what translators do during the task of translation. There has not been much comprehensive research exploring the relationship between translators' translation quality and their personality. Such absence of literature is more apparent when studying the concept in the Iranian context.

In order to seek the connection between personality types of translators and the quality of their translation in the Iranian context, the current research was designed to investigate the following questions:

1. Is there a significant relationship between Iranian translation students' personality types and the quality of their English to

Persian translation of expressive, informative, and appellative text types?

2. What personality types are better at translating expressive, informative, and appellative text types from English to Persian?

### **Myers-Briggs type indicator**

Jung (2014) suggested that people differ in the degree to which they are oriented toward the external world (Extraversion) or the internal world (Introversion). These two orientations are referred to as attitudes. Jung also assumed that people differ in the way they perceive the environment (Sensation versus Intuition) and the way they make judgments about their perceptions (Thinking versus Feeling). The Myers-Briggs Type Indicator (MBTI) is the most popular instrument for the measurement of Jungian personality with “between 1.5 and 2 million persons completing it each year” (Jackson, Parker, and Dipboye 1996, p. 99). The MBTI is the first self-reporting instrument used to measure personality from the type approach and is the most widely used typical instrument (Carless, 1999). The MBTI enjoys several distinguishing features. As Furnham (2002, p. 60) put it, “it is based on a classic theory; it purports to measure types rather than traits of continuous variables, and it is widely used to explain individuals’ personality characteristics not only to professionals but also to the individuals themselves.”

Over the years, “the MBTI has become the most widely used personality measure for non-psychiatric populations” (Myers and Myers 1995, p. xxi). Myers and McCaulley (1985 as Cited in Wilde, 2011, p. 18) emphasized that “the indicator is not trying to measure people, but to sort them into groups to which, in theory, they belong” and indicate their type.

This instrument includes four dichotomous dimensions, which classify individuals either as extraverted or introverted, sensing or intuitive, thinking or feeling, and judging or perceiving (Myers, Briggs, & Kirby, 1998), which are described in the following sections. The primary feature of the MBTI is that each person’s personality fits into one of the sixteen four-letter types, namely ISTJ, ISFJ, INFJ, INTJ, ISTP, ISFP, INFP, INTP, ESTP, ESFP, ENFP, ENTP, ESTJ, ESFJ, ENFJ, and ENTJ.

### **Extraverts versus Introverts**

According to Myers et al (1998) the extravert-introvert dimension determines how people gain their energy. Extraverts are described as expressive, sociable, outgoing, talkative, and initiators of conversations; on the other hand, introverts find the source of their energy in the inner world of ideas and concepts.

### **Sensors versus Intuitors**

As Myers et al. (1998) defined, the sensing-intuition category refers to individuals’ information gathering. Sensing types prefer gathering information through their five senses. They pay attention to what is real, concrete, and practical. They dislike new problems, unless their prior experience helps them solve the problem. By comparison, intuitors prefer to take in information through their intuition or hunches. These individuals like solving problems and they have innovative thoughts. They rely on their inspiration and imagination.

### **Thinkers versus Feelers**

The thinking-feeling dichotomy is responsible for the decision-making process. Thinkers tend to be analytical and objective when making decisions, while feelers base their decisions on subjective understandings (Myers et al 1998).

### **Judgers versus Perceivers**

The judging-perceiving dimension describes how people live (Myers et al. 1998). Judgers tend to live in a planned and decisive way, whereas perceivers enjoy living in a flexible and spontaneous way (Felder, Felder, & Dietz, 2002). A judging individual tries to finish his or her task in advance, before the specified deadline; meanwhile, a perceiving person pays less attention to the deadline (Capretz & Ahmed, 2010).

### **Hierarchy of Functions of Personality Type**

Each personality type has a hierarchy of functions. This hierarchy ranks the functions, sensing, intuition, feeling, and thinking, from the strongest to the weakest. In this regard, Jung (2014) classified functions into four groups: Dominant, auxiliary, tertiary and inferior.

As stated by Myers et al. (1998, p. 6), “The natural preference for one of these [personality] functions over the others leads individuals to direct energy toward it and to develop habits of behaviour and personality patterns characteristic of that function. Jung termed people’s preferred mental process as their dominant function”. They highlighted dominant mental functions corresponding to each of the 16 personality types, which are categorized as follows:

- a) Dominant Intuitive Types: INFJ, INTJ, ENFP, ENTP
- b) Dominant Sensing Types: ISFJ, ISTJ, ESFP, ESTP
- c) Dominant Thinking Types: ISTP, INTP, ESTJ, ENTJ
- d) Dominant Feeling Types: ISFP, INFP, ESFJ, ENFJ

Individuals’ personality type affects many aspects of their intellectual and academic skills,

such as reading comprehension and also creativity needed for processing information. The literature regarding the personality's connection with reading comprehension and with creativity, as two significant abilities affecting the translation process, is deemed necessary to be reviewed for the purpose of the study.

### **Reading comprehension**

Reading comprehension is defined as the process of retrieving meaning from a text. "The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences" (Woolley, 2011, p. 15). It is one of the skills both students and teachers greatly need during their educational period. Carrell and Grabe (2002) believed that reading is the most important skill the people need in international and multicultural settings, academic education, and self-study situations.

The importance of reading comprehension has led many researchers to explore and support the significance of strategic approaches to reading comprehension process (Blachowicz & Ogle, 2008), and the proper use of reading strategies has been considered to be an effective means to improve reading comprehension (Huang, Chern, & Lin, 2009). Block (1986) described strategic approaches to reading as the way readers visualize the text in their mind, perceive textual cues, make sense of the text content, and compensate when understanding is incomplete. Rosenblatt (1978) in her reader response theory suggested that readers recreate or perceive meaning based on their own experience.

### **Reading Strategy**

Reading strategies are "comprehension processes that readers employ in order to make sense of what they read" (Brantmeier, 2002, p. 1). As enumerated by Safdarian, Ghiasi, and Farsani (2014) reading strategies include: (1) making connections (connecting reading content to past experiences or prior knowledge); (2) visualization (creating pictures in mind); (3) asking questions (asking questions before, during, and after reading to better understand the author and the meaning of the text); (4) inferencing (drawing conclusions based on background knowledge); determining importance (looking for things that help readers identify big ideas and why they are important); and (5) synthesizing (combining new information from the text with existing knowledge in order to form new ideas or interpretations).

Saricoban (2002) stated that successful readers use top-down strategies, including predicting, guessing, and using background knowledge, which are compensatory in nature, while poor readers prefer bottom-up strategies, including word for word text processing, focusing on structures, word meaning and text details.

### **Personality and Reading Skill**

The existing literature (such as Millott & Cranney, 1976) is indicative of the connection between personality and learning style, which in turn is relevant to reading skills. Thus, it is reasonable to assume a relationship between personality and reading comprehension (Gray, 1999). Several researchers have also emphasized the relationship between personality and reading comprehension.

Millott and Cranney (1976) studied the relationship between personality types and learning styles in reading comprehension and found that personality types of introversion, intuition, and perceiving have a significant effect on learning style. In an attempt to discover the possible relationship between personality and reading comprehension skills, Gray (1999) administered MBTI to 400 college students and found that there was a significant difference in the mastery level of seven out of thirteen reading comprehension skills, based upon personality type preferences, i.e. intuition and thinking. In a study in 1994 on 831 Foreign Services Institute (FSI) students, Using MBTI, Ehrman (1994, p. 323) found that "introverts, intuitives, and thinkers were better readers. Sensing types were disadvantaged for both reading and speaking". In a prior study on 20 FSI students, Ehrman and Oxford (1990) had discovered introverts, intuitives, feelers, and perceivers had some language learning advantage over other personality types.

### **Creativity**

Creativity concerns the generation of ideas, alternatives, and possibilities (Mumford & Gustafson, 1988). Creativity describes the ability to bring something new into existence, it (a) helps to identify situations and problems that require novel solutions, (b) allows one to alter one's thinking or manipulate a situation to better adapt to changing factors, and (c) aids in shaping the future (Longman, Atkinson, & Breeden, 1997). Creativity is multifaceted; it relies on a variety of traits, skills, and capacities (Runco, 1996; MacKinnon, 1960; Mumford & Gustafson, 1988).

Aguilar-Alonso (1996) believed different measures of creative behavior and cognitive abilities correlate with personality characteristics. Many analyses of creativity, including those by Glover and Sautter (1977) and Hampton (1987), have shown the significance of personality characteristics in creativity. Some of these attributes are tolerance for ambiguity, willingness to take risks, ability to overcome obstacles, to name but a few.

Torrance and Goff (1989, p. 117) believed that "some degree of creativity occurs whenever a person solves a problem for which he/she had no previous learned or practical solution". Thurstone (1952) simply considered an act as creative if it is new to the thinker, and that it does not make any

difference whether society regards the idea as novel or not. Others (e.g. Nicholls, 1972) supported Thurstone's definition, adding that creative abilities are found to some extent in nearly everyone (and thus offer at least the potential for being developed or encouraged), and that creativity is determined by what is new for the individual rather than society as a whole.

Some have tended to focus on the problem-solving aspect of creativity when trying to formulate a definition. One example is Torrance (1965, p. 8) who primarily restated his concept of the creative process, rather than actually defining the term creativity and defined creative thinking as "taking place in the process of sensing difficulties, problems, gaps in information, missing elements; making guesses or formulating hypotheses about these deficiencies; testing and retesting them; and finally in communicating the results." Mayer's (1989, p. 205) definition, for example, the "ability to solve problems that one has not previously learned to solve" has the same problem-solving focus as Torrance's (1965) definition.

Parkhurst (1999, p. 18) attempted to provide a comprehensive definition of creativity by considering all the previously mentioned definitions, "The ability or quality displayed when solving hitherto unsolved problems, when developing novel solutions to problems others have solved differently, or when developing original and novel (at least to the originator) products".

Carne and Kirton (1982) and Gryskiewicz and Tullar (1995) found a correlation between the innovative style of creativity and the intuition personality preference. Jacobson (1993) found statistically significant positive correlations between Kirton's innovative style and the Myers-Briggs intuitive and perceptive dimensions. A statistically significant positive correlation was also found between Kirton's innovative style and the Myers-Briggs extraversion and feeling dimensions (Jacobson, 1993).

### **MBTI and translation studies**

Jung (1923) and Sheldon (1942) are the pioneers of type theory which is now a well-developed notion in personality psychology; it suggests that people have individual preferences concerning what they pay attention to, how they make decisions, draw conclusions, and how they approach and respond to tasks (Sharp, 2004). This idea led to some studies in the realm of translation studies as an endeavor to come to a better understanding of the process of translation and translation product.

As Hubscher-Davidson (2009) pointed out, Reiss (1971) was the first scholar who attended to and investigated translators' personalities. She adopted the concept of characterology which entails six forms of personality, including: theoretical, economic, aesthetic, social, aggressive and religious.

As Reiss (2004, p. 111) stated, "The theoretical type would be good in translating technical and philosophical texts", and on the other hand, they would feel frustrated in translating creative and expressive works like poetry because their theoretical character prevents them from producing artistic work. In addition, while the aggressive type cannot be a good translator; in contrast, she described the aesthetic type would make the best translator (Reiss, 2004). Another study was run by Kussmaul (1995) employing the think aloud protocols method to show how different personalities can affect the translated works. That is, those translators who are not at a certain level of creativity would produce less creative translations accordingly, which provided evidence supporting the link between personality and the translating process.

In a project by Karimnia and Mahjubi (2013), the relationship between translation students' personality and the quality of their English-to-Persian translations were studied, in terms of different text types. They used the MBTI to determine the personality type of each participant. Once the participants' personality types were identified, they were categorized, based on the taxonomy of dominant mental function proposed by Myers-Briggs, into four groups, namely: intuitors, sensors, feelers, and thinkers. The result of the study showed no significant differences between the sensors over the intuitors and the feelers over the thinkers in terms of their translations of the operative and informative texts, whereas there was a significant difference between the intuitors and the sensors regarding their performance in translation of the expressive text. In another study, Sharp (2004) provided evidence that intuitive translators were more successful because they could take advantage of guessing, predicting, and other compensation strategies, and these are important points that were proved by the findings of this study.

Another study recently examined the effect of introvert and extrovert personalities on translation quality by Raees Yazdi (2013). The participants of the study (60 translation students) were asked to translate two political and journalistic texts, and in the second step a Persian personality test was given to them to show whether they were introvert or extrovert. The results of the study revealed that the personality characteristics of the subjects did not have a significant effect on translation quality.

### **METHOD**

The current study is empirical research in line with descriptive translation studies framework. The participants of the study were selected from among MA graduates and students of five major universities in Tehran and Mashhad, the two largest cities in Iran. There were 103 participants, of which

25 were female and 78 were male (henceforth, referred to as P1-P103). All of them were native speakers of Persian language with an average age of 26.9 (the youngest being 22 years old and the eldest 46 at the time of the study). They had met the minimum requirements in foreign language and translation skill and knowledge by having passed the nation-wide master's degree program admission examination, so they would have the required English language efficiency and translation knowledge, and the fact that they had passed several methodology courses had made them familiar with the notion of text types introduced by Reiss (1972), which would make them more qualified in doing the translation tasks chosen for the study. Other criteria for selecting the participants, such as choosing based on their GPA, a specific course or a translation task, would unwillingly omit some personality types, which might be weak in translation of a specific text type and strong in another one.

In the data collection phase, the required quantitative and qualitative information was gathered through administering three instruments. First, the participants were asked to do the MBTI personality test in the class. Then they were asked to take home and complete the translation tasks along with a retrospective questionnaire and return them to the researchers in the same class a week later. The translation task included three paragraphs of different text types with respect to Reiss' (1971) text typology, including expressive, operative, and informative texts. As such, an expressive text, an informative text, and an advertisement were selected, each of which comprised of approximately 150 words, to fulfill the intended text types, respectively. A retrospective questionnaire was used to shed light on translation performance. It included questions about the translation difficulties, their opinions on enjoyment of the translation, and the like. The questionnaire was designed and applied by Orozco and Albir (2002) and was adopted from Karimnia and Mahjubi (2013).

After collecting the translations and the retrospective questionnaire data, the produced translated texts were given to three raters to be scored using the holistic method to translation quality assessment (TQA) validated by Waddington (2001). The raters were also asked to comment on the performance of the participants in the translation tasks.

#### **Data collection**

To collect the main data, the study used Myers-Briggs Type Indicator (MBTI) Form M. In order for the native Persian language participants of the study to better understand the test items, the Persian translation of the test revalidated in the Iranian context (Yaghoubi Beiglar, 2007) was used.

The reliability of the original test in English has been confirmed to be acceptable by several studies, including the one conducted by Capraro and Capraro (2002). The study reported that the MBTI has both test-retest reliability and internal consistency reliability.

The translated version of the MBTI was validated by Yaghoubi Beiglar (2007); she investigated the psychometric properties of MBTI Form M. She measured the overall reliability of the test using Cronbach's alpha, Spearman-Brown prophecy formula and Kuder-Richardson Formula 20 as 0.97, 0.83, 0.90, and 0.87, respectively. She also calculated Cronbach's alpha to measure the reliability of the sub-scales of the test. It was 0.70 for E-I (Extravert-Introvert) sub-scale, 0.68 for S-N (Sensing-Intuition) sub-scale, 0.68 for T-F (Thinking-Feeling) sub-scale, and 0.75 for J-P (Judging-Perceiving) sub-scale. The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale and thus the higher the reliability of the test. According to George (2011, p. 231), Cronbach's alpha values equal to .7, .8, .9 are acceptable, good, and excellent, respectively.

Therefore, the Persian edition of the questionnaire translated by Yaghoubi Beiglar (2007) was rendered reliable and adopted to be used as the instrument to identify participants' personality type. However, in order to investigate the reliability of the instrument for the population participated in the current study, the researchers calculated Cronbach's alpha coefficient to measure overall and sub-scales reliability of the test based on the data gathered from the participants using IBM SPSS Statistics.

The scale consisted of 93 items ( $\alpha=.87$ ). The Extraversion-Introversion sub-scale consisted of 21 items ( $\alpha=.87$ ), the Sensing-Intuition sub-scale consisted of 24 items ( $\alpha=.84$ ), The Thinking-Feeling sub-scale consisted of 22 items ( $\alpha=.88$ ) and the Judging-Perceiving sub-scale consisted of 22 items ( $\alpha=.82$ ). The values of Cronbach's alpha rendered good reliabilities for the scale and the sub-scales of the questionnaire used in the study.

The English version of the test has been confirmed to have concurrent, content and construct validities (Furnham, Moutafi, & Crump, 2003; Fleenor & Taylor, 1994; Thompson & Borrello, 1986).

#### **Data analysis**

This study used statistical analysis to investigate the existence of possible relationships between the translation quality of participants' performance and their dominant personality functions. In addition, the data gathered through the retrospective questionnaire and raters' comments were analyzed to provide information as a means of triangulating the results achieved through the statistical analysis.

In order to assess the quality of the produced translation, the researchers asked 3 raters to score the translated texts, applying holistic approach to translation quality assessment (TQA) validated by Waddington (2001). A marker sheet designed by Waddington (2001) and a scoring sheet were provided to the raters. The scoring sheet also included a space for the raters to provide their feedback. The average of the given marks to translation of different text types (the dependent variables of the study) was examined in relation to the dominant personality function of each participant (an independent variable) to identify the existence of possible relationships between participants' personality types and their translation performance.

The relationship between TQA ratings and the personality types can be examined only in part. To help understand the allocated scores by raters on the

quality of the participants' translation, excerpts from the raters' comments and the retrospective questionnaire were included in the analysis. They were used to provide further evidences for participants' performance quality on translation tasks.

**RESULTS**

The data from the MBTI and the raters' average scores for the translation of each text type for each participant were analyzed to see whether there was any significant relationship between Iranian translation students' personality types and the quality of their English to Persian translation of expressive, informative, and appellative text types. Summaries for the distribution of diagnosed personality types based on the MBTI questionnaire are presented in Figure 1.

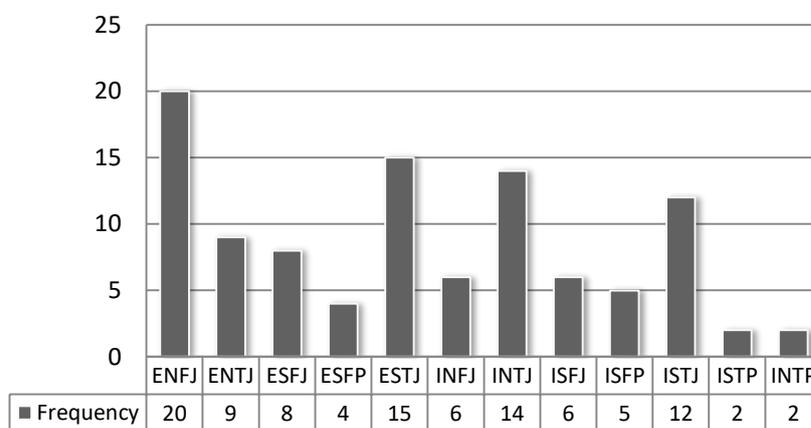


Figure 1: Distribution of diagnosed personality types based on the MBTI

As manifested in Table 1, the participants with feeling and thinking dominant functions outnumbered the ones with sensing and intuitive

functions. Feeling group was over-represented (32%) and Intuitive group was under-represented (19%) in this study.

Table 1 Distribution of dominant functions among participants

Personality Types	Frequency	Percentage
Sensing	22	21.4
Feeling	33	32.0
Intuitive	20	19.4
Thinking	28	27.2
Total	103	100.0

The normality and homogeneity of distribution of average scores for quality of the translations were needed to be confirmed to use a parametric test; otherwise, a non-parametric one had to be applied. The results for Shapiro–Wilk test and Levene's test on average scores for the three text types among the dominant functions indicated some non-normality and some violations of homogeneity of the distribution of average scores for quality of translations, which called for a non-parametric

measure to calculate the *f* ratio for the quality of translations among personality dominant functions.

Welch test was applied as a non-parametric robust test as a measure to investigate the significance of the difference in means of scores for the quality of translations produced by the participants for each text type. The results indicated that there were significant differences between means of average scores for the expressive text, the informative text, and appellative text regarding different personality functions.

The results indicate that there was a significant difference between the translation quality of the expressive text amongst sensors ( $M=4.45$ ,  $SD=1.62$ ), feelers ( $M=4.99$ ,  $SD=1.73$ ), intuitors ( $M=5.93$ ,  $SD=1.441$ ), and thinkers ( $M=4.67$ ,  $SD=1.38$ ), [ $F(3, 52) = 4.04$ ,  $p < .05$ ,  $\omega^2 = .02$ ].

There was a significant difference in translation quality of the informative text amongst sensors ( $M=4.62$ ,  $SD=1.24$ ), feelers ( $M=6.40$ ,  $SD=1.57$ ), intuitors ( $M=6.25$ ,  $SD= 1.04$ ), and thinkers ( $M=5.29.66$ ,  $SD=1.74$ ), [ $F(3, 54) = 9.75$ ,  $p < .001$ ,  $\omega^2 = .03$ ].

There was a significant difference in translation quality of the appellative text amongst sensors ( $M=4.09$ ,  $SD=1.45$ ), feelers ( $M=6.10$ ,  $SD=2.00$ ), intuitors ( $M=6.58$ ,  $SD=1.32$ ) and thinkers ( $M=5.63$ ,  $SD=2.08$ ), [ $F(3, 54) = 3.18$ ,  $p < .001$ ,  $\omega^2 = .03$ ].

In order to see which personality types are better at translating expressive, informative, and appellative text types, Games–Howell Post Hoc Test was applied to determine the significance of the effect of each personality type group on translation quality of the text types.

*Post hoc* comparisons using Games–Howell test, at the significance level of 0.05, indicated that Intuitors out-performed Sensors ( $p < .05$ ) and Thinkers ( $p < .05$ ) in translation of the expressive text. Other personality dominant functions did not have any significant effect on translation quality of the expressive text ( $p > .05$ ).

In translation of the informative text, Intuitors and Feelers out-performed sensors ( $p < .001$ ). Other personality dominant functions did not have any significant effect on translation quality of the informative text ( $p > .05$ ).

Regarding the translation quality of the appellative text, Intuitors ( $p < .001$ ), Feelers ( $p < .001$ ) and Thinkers ( $p < .05$ ) out-performed sensors.

The retrospective questionnaire given to participants and comments from the raters’ on the translations produced by the participant were analyzed to find evidences for the results obtained from the statistical analysis. In addition, the participants were ranked based on their average scores for each text type and their total average. Since scores given to the translations ranged from 0 to 10, the score of 5 was set as the cut-off score for the total average (see Table 2).

Table 2. Descriptive statistics for the total average

Dominant Function	Number of Participants	Number of Failed Participants	In Group Fail Percentage	In Group Pass Percentage
Sensing	22	18	(81.8)	(18.2)
Feeling	33	12	36.3	63.7
Intuitive	20	2	(10)	(90)
Thinking	28	12	42.8	57.2
Total	103	44	170.9	229.1

## DISCUSSION

The findings resulting from the analysis to investigate research question one indicate the existence of significant relationship among the participants’ personality types and their corresponding translation assessment scores, and therefore their translation quality of different text types. The findings signify the influence of personality on the process and eventually the quality of the produced translation. The effect of individuals’ personality on their interactions with the environment (Larsen & Buss, 2008) and their response to the problems they encounter (Myers et al. 1998; Sharp, 2004) in different tasks have already been reported in previously conducted studies. In agreement with the same token, the influence of aspects of personality on the quality of translation task has been confirmed by numerous studies conducted in the realm of translation studies (e.g. Reiss, 1971, 2004; Karimnia & Mahjubi, 2013; Kussmaul, 1995; Pourgharib & Dehbandi, 2013; Hubscher-Davidson, 2009, 2007). These finding signify the role of translators’ personality on the decisions they make in the process of translation,

which in turn ultimately affect the quality of the produced translations.

The quantitative findings for research question two revealed that intuitive types outperformed their sensing and thinking counterparts in the task of translating the expressive text. The rankings of the participants based on the scores given for the translation of the expressive text showed the weak performance of sensing types compared to other personality types, especially intuitive ones. There were only two sensing types among the top 20 in the ranking. The findings also showed that there were no participants with intuitive personality type among the lowest 10 participants in the ranking, which is indicative of good performance of intuitive types.

The quantitative findings also indicated that intuitive and feeling types outperformed their sensing counterparts in the translation task of the informative text. The results from the translation of the appellative text were indicative of weak performance of sensing types compared to intuitive, feeling, and thinking types. The ranking of the scores for the appellative text confirmed the weak

performance of the sensing types compared to other types by indicating that there were no sensing types among the top 50 participants. In brief, the results suggest that sensing type participants showed a weaker performance in translation of all the three text types compared to intuitive type participants.

This study is not the only one indicating the significance of sensing-intuitive dichotomy. This dichotomy has been considered the most prominent category in the studies that have employed the MBTI. McCaulley (1990 as cited in Felder, Felder, & Dietz, 2002, p. 6) reported the sensing-intuitive difference to be "by far the most important of the preferences." Many researchers (including Callahan, 2000; Hubscher-Davidson, 2009; Marefat, 2006; Wankat & Oreovicz, 1993) have reported its importance.

The weak performance of sensing types in translation tasks is due to their lower reading comprehension skills and creativity compared to intuitive ones and other personality types. These disadvantages of sensing types appear to be rooted in their personality attributes. According to Myers, Myers et al. (1998), sensing types pay attention to what is concrete and practical and also they dislike new problems, unless their prior knowledge and experience helps them solve the problem. In contrast to sensing types, intuitive ones take in information through their intuition and are more at ease with abstract ideas. They like solving problems and have innovative thoughts. They rely on their imagination (Wankat & Oreovicz, 1993).

Reading comprehension and making decisions when faced with new problems in translation tasks appear to be among the reasons why the sensing type participants of the study did not perform as well as their other personality type counterparts. Intuitors outperform sensors in reading comprehension (Marrapodi, 2004). Intuitive people who like abstract ideas are more attracted to language as a symbolic system than sensors, who are after concrete materials. In a study conducted by Ehrman (1994), introverts and thinkers proved to be better readers than sensing types. Gray (1999) claimed that intuitive and thinking types are better than others in reading comprehension.

According to Wang, Parawan, and Carney (2015) sensors pay attention to details rather than seeing the big picture, and intuitors proved to do otherwise. P34 and 78—both were sensing types—found the expressive text difficult, because it included many difficult details to translate and required a lot of attention. Also, P27 and P71, themselves, reported that they usually read the text, look up all the difficult vocabularies, and paraphrase the whole text and then attempt to translate the text, which highlights their extreme degree of attention to details.

Sensors read word by word, which as emphasized by Saricoban (2002), is a bottom-up

strategy toward reading comprehension and indicative of a poor reader. That is why they may lose the overall contextual meaning within the reading process. The problem with this type of reading is that it does not take into account the context and the reader's background knowledge in reading comprehension (Alsamadani, 2009). The raters commented that P34, P78, and P53 in translating the informative texts, and P4, P18, P27, P34, P48, P71, and P78, who were all sensing types, in some cases in translating the appellative text did not have a proper comprehension of source texts. Also, the raters stated that P33, P53, and P77 had comprehended the source text but did not choose the right words that fit the context in translating the informative text. P41 and P85 are among the translators whose translation of the informative text achieved the lowest scores. Both of them claimed, in the retrospective questionnaire, that they had reviewed their translations two times after finishing them. However, according to rater 1, neither had properly understood some parts of the source text and both their translations contained poor sentence structures. Two other raters confirmed the poor performance of the two translators. Therefore, it may be assumed that their poor performance was not due to the lack of attention to the texts, but misunderstanding or losing the sense of the context.

Solving problems with no previously learned solution and prior experience is defined as a feature of creative people (Nicholls, 1972; Mayer, 1989; Parkhurst, 1999; Torrance & Goff, 1989). According to Capretz and Ahmed (2010) and Myers et al. (1998), sensors dislike problems unless their prior experience helps them solve the problem. This means that they lack a degree of creativity required to solve the problems they have never faced before and know how to solve. Therefore, when sensors face new problems, they might have difficulties in making decisions regarding how to solve them, so they get frustrated and may fail to solve the problems. Creativity is deemed necessary in translation of expressive texts because "it is the nature of the expressive text to invite creative engagement" (Boase-Beier, 2006, p. 55). Although factual texts are not supposedly creative, they still require a certain degree of creativity in their reformulation into another language (Mackenzie, 1998). The lack of required creativity might be one of the reasons behind the poor performance of sensing types and advantage of intuitive types in translating the expressive text compared to other types. The raters of the study reported several cases of translations in which sensors had left some parts untranslated (P34 and P92 in translating the expressive text and P4, P16 in translating the appellative text), which is indicative of the translators' lack of creativity and their exhaustion in finding proper solutions.

On the other hand, intuitors apparently liked the problem solving and creativity challenge, which they found in the expressive text. P12, P24, P65, and P80 wrote that they liked the translations because it was challenging and they liked problem solving. P12 also stated that she would choose the expressive text if she was asked to select among the three given texts. P1, P45, P89, P12, P56, and P100 stated that they liked translating the expressive text because it needed creativity. P7, P8, P51, and P95 said that they like translating expressive texts because they are challenging. Carne and Kirton (1982) and Gryskiewicz and Tullar (1995) claimed that intuitive types are more creative than other types and also Jacobson (1993) found that intuitive and perceptive types are more innovative.

Therefore, weak performance in reading comprehension and making decision when faced with new problems in translation tasks as well as lack of required creativity appear to be among the reasons why the sensing type participants of the study did not perform well compared to their other personality type counterparts.

## CONCLUSION

The current study attempted to investigate the relationship between translator's personality types with the quality of their translation of different text types introduced by Reiss (2004). To this aim, personality types of the participants were determined using a Persian translation of MBTI instrument, and the translation quality of the three expressive, informative, and appellative texts produced by the participants were assessed by three trained raters using a holistic TQA method validated by Waddington (2001).

The analysis of the data suggested that the personality type of participants seem to be a relevant factor in the translation quality of expressive, informative, and expressive texts. The quality of the translation produced by the participants with intuitive and thinking personality types was better than those by the sensing types in translating expressive text.

The participants with intuitive and feeling personality types performed better than their counterparts with sensing personality type in translation of the informative text. In the bargain, the participants with intuitive, feeling, and thinking personality types performed more successfully than the participants with sensing type in translation of the appellative text. Sensing type participants' less successful translation performance, compared to that of the individuals with the two other personality types, seem to originate from the personality traits, the traits which generally lead them to have difficulties with comprehending the source text and solving emerging problems.

Considering the limitations of this study, such as non-random selection and a small sample, further research to supplement these results as well as the application of personality-related findings in translation pedagogy and curriculum design are recommended.

## REFERENCES

- Aguilar-Alonso, A. (1996). Personality and creativity. *Personality and Individual Differences*, 21(6), 959-969.
- Alsamadani, H. A. (2009). The relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension. (Unpublished doctoral Dissertation), Ohio University, USA.
- Blachowicz, C., & Ogle, D. (2008). *Reading comprehension: Strategies for independent learners*. New York, NY: Guilford.
- Block, E. (1986). The comprehension strategies of second language readers. *TESOL Quarterly*, 20(3), 463-494.
- Boase-Beier, J. (2006). Loosening the grip of the text: Theory as an aid to creativity. In: Perteghella, M. and E. Loffredo (Eds.), *Translation and creativity: Perspectives on creative writing and translation studies* (pp. 47-56). London: Continuum.
- Brantmeier, C. (2002). Second language reading strategy research at the secondary and university levels: Variations, disparities, and generalizability. *The Reading Matrix*, 2(3), 1-13.
- Capraro, R., & Capraro, M. (2002). Myers-Briggs type indicator score reliability across: Studies a meta-analytic reliability generalization study. *Educational and Psychological Measurement*, 62(4), 590-602.
- Callahan, S. (2000). Responding to the invisible student. *Assessing Writing*, 7(1), 57-77.
- Capretz, L.F., & Ahmed, F. (2010). Why do we need personality diversity in software engineering? *ACM SIGSOFT Software Engineering Notes*, 35(2), 1-11.
- Carless, S. A. (1999). Career assessment: Holland's vocational interests, personality characteristics, and abilities. *Journal of Career Assessment*, 7(2), 125-144.
- Carne, G., & Kirton, M. J. (1982). Styles of creativity: Test-score correlations between Kirton Adaption-Innovation Inventory and Myers-Briggs Type Indicator. *Psychological Reports*, 50(1), 31-36.
- Carrell, P. L., & Grabe, W. (2002). Reading. In N. Schmitt (ed.), *An introduction to applied linguistics* (pp. 233-250). London: Arnold.
- Dam-Jensen, H., & Heine, C. (2009). Process research methods and their application in the didactics of text production and translation:

- Shedding light on the use of research methods in the university classroom. *trans-kom*, 2(1), 1-25.
- Ehrman, M. E. (1994). The type differentiation indicator and adult foreign language learning success. *Journal of Psychological Type*, 30, 10-29.
- Ehrman, M., & Oxford, R. (1990). Adult language learning styles and strategies in an intensive training setting. *The Modern Language Journal*, 74(3), 311-327.
- Felder, R. M., Felder, G. N., & Dietz, E. J. (2002). The effects of personality type on engineering student performance and attitudes. *Journal of Engineering Education*, 91(1), 3-17.
- Fleener, J. W., & Taylor, S. (1994). Construct validity of three self-report measures of creativity. *Educational and Psychological Measurement*, 54(2), 464-470.
- Furnham, A. (2002). *Personality at work: Individual differences in the workplace*. London: Routledge.
- Furnham, A., Moutafi, J., & Crump, J. (2003). The relationship between the revised NEO-personality inventory and the Myers-Briggs type indicator. *Social Behavior and Personality: An International Journal*, 31(6), 577-584.
- George, D. (2011). *SPSS for windows step by step: A simple study guide and reference, 17.0 update, 10/e*. New York, NY: Pearson Education.
- Glover, J. A., & Sautter, F. (1977). Relation of four components of creativity to risk-taking preferences. *Psychological Reports*, 41(1), 227-230.
- Gray, V. (1999). Personality as a predictor of reading comprehension skills. (Unpublished Doctoral Thesis). University of Tennessee, USA.
- Gryskiewicz, N. D., & Tullar, W. L. (1995). The relationship between personality type and creativity style among managers. *Journal of Psychological Type*, 32, 30-35.
- Hampton, J. A. (1987). Inheritance of attributes in natural concept conjunctions. *Memory & Cognition*, 15(1), 55-71.
- Hansen, G. (2005). Experience and emotion in empirical translation research with think-aloud and retrospection. *Meta*, 50(2), 511-521.
- Haslam, N. (2007). *Introduction to personality and intelligence*. London: Sage.
- Huang, H. C., Chern, C.L., & Lin, C. C. (2009). EFL learners' use of online reading strategies and comprehension of texts: An exploratory study. *Computers & Education*, 52(1), 13-26.
- Hubscher-Davidson, S. E. (2007). An empirical investigation into the effects of personality on the performance of French to English student translators. (Unpublished Doctoral Dissertation). University of Bath, Thailand.
- Hubscher-Davidson, S. E. (2009). Personal diversity and diverse personalities in translation: a study of individual differences. *Perspectives: Studies in Translatology*, 17(3), 175-192.
- Jackson, S. L., Parker, C. P., & R. L. Dipboye. (1996). A comparison of competing models underlying responses to the Myers-Briggs Type Indicator. *Journal of Career Assessment*, 4(1), 99-111.
- Jacobson, C. M. (1993). Cognitive styles of creativity: Relations of scores on the Kirton Adaption-Innovation Inventory and the Myers-Briggs Type Indicator among managers in USA. *Psychological Reports*, 72(3), 1131-1138.
- Jung, C. G. (1923). *Psychological types; or, the psychology of individuation* (trans. H. Godwyn Baynes). New York: Harcourt Brace.
- Jung, C. G. (2014). *Collected Works of CG Jung, Volume 6: Psychological Types* (Vol. 6). Princeton University Press.
- Karimnia, A., & Mahjubi, M. (2013). Individual Differences and Quality of Translation: A Personality-Based Perspective. *Psychology of Language and Communication*, 17(1). 37-64.
- Kussmaul, P. (1995). *Training the translator*. Amsterdam: John Benjamins.
- Larsen, R. J., & Buss, D. M. (2008). *Personality psychology*. Jastrebarsko: Naklada Slap.
- Longman, D. G., Atkinson R. H., & Breeden, J. A. (1997). *Strategic thinking and reading*. London: West.
- Mackenzie, R. (1998). Creative problem-solving and translator training. In Beylard-Ozeroff, A., Králová, J., & Moser-Mercer, B. (Eds.), *Translators' strategies and creativity* (pp. 201-206). Amsterdam & Philadelphia, John Benjamins.
- MacKinnon, D. W. (1960). The highly effective individual. *Teachers College Record*, 61(7). 367-378.
- Marefat, F. (2006). Student writing, personality type of the student and the rater: Any interrelationship? *The Reading Matrix*, 6(2), 116-124.
- Marrapodi, J. (2004). Myers-Briggs type indicator in education: Implications for adult literacy learners. Retrieved 26.11.2012 from <http://www.applestar.org/capella/MBTIinEducation.doc>
- Mayer, R. E. (1989). Cognitive views of creativity: Creative teaching for creative learning. *Contemporary educational psychology*, 14(3), 203-211.
- Millott, R., & Cranney, A. G. (1976). Personality correlates of college reading and study skills. *Journal of Literacy Research*, 8(3), 335-336.

- Mumford, M. D., & Gustafson, S. B. (1988). Creativity syndrome: Integration, application, and innovation. *Psychological Bulletin*, 103(1), 27.
- Munday, J. (2012). *Introducing translation studies: Theories and applications (3<sup>rd</sup> ed.)*. London: Routledge.
- Myers, I. B., Myers K. D., & Kirby, L. K. (1998). *Introduction to type: a guide to understanding your results on the Myers-Briggs Type Indicator*. California, CA: Consulting Psychologists.
- Myers, I. B., & Myers, B. (1995). *Gifts differing: Understanding personality type*. California, CA: Davies-Black.
- Nicholls, J. G. (1972). Creativity in the person who will never produce anything original and useful: The concept of creativity as a normally distributed trait. *American Psychologist*, 27(8), 717.
- Orozco, M., & Albir, A. H. (2002). Measuring translation competence acquisition. *Meta*, 47(3), 375-402.
- Parkhurst, H. B. (1999). Confusion, lack of consensus, and the definition of creativity as a construct. *The Journal of Creative Behavior*, 33(1), 1-21.
- Pourgharib, B., & Dehbandi, Z. (2013). The impact of translator's personality on translation quality of narrative texts. *International Journal of Basic Sciences & Applied Research*, 2(4), 417-422.
- Raees Yazdi, H. (2013). The effect of introvert and extrovert personality on translation quality. *Proceedings of International Conference on Interdisciplinary Translation Studies*, Mashhad, Iran.
- Reiss, K. (1971). *Möglichkeiten und Grenzen der Übersetzungskritik: Kategorien und Kriterien für eine sachgerechte Beurteilung von Übersetzungen* [Possibilities and limitations of translation criticism: Categories and criteria for a proper assessment of translations]. Vol. 12. Munich: Hueber.
- Reiss, K. (2004). Type, kind and individuality of text: decision making in translation. In Venuti, L. (Ed.), *The translation studies readers* (pp. 168-180). London: Routledge.
- Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory of the expressive work*. Illinois: Southern Illinois University Press.
- Runco, M. A. (1996). Personal creativity: Definition and developmental issues. *New Directions for Child and Adolescent Development*, 72, 3-30.
- Safdarian, Z., Ghyasi, M., & Farsani, M. A. (2014). How reading strategy use and personality types are related. *The Reading Matrix*, 14(1), 122-135.
- Saricoban, A. (2002). Reading strategies of successful readers through the three phase approach. *The Reading Matrix*, 2(3), 1-13.
- Schmidt, M. A. (2005). How do you do it anyway? A longitudinal study of 3 translator students translating from Russian into Swedish. (Unpublished Doctoral Dissertation). Stockholm University, Stockholm, Sweden.
- Sharp, C. (2004). Developing young children's creativity: What can we learn from research. *Topic*, 32, 5-12.
- Sheldon, W. H. (1942). *The varieties of temperament: A psychology of constitutional differences*. New York & London: Harper & Brothers Publishers.
- Thompson, B., & Borrello, G. M. (1986). Construct validity of the Myers-Briggs type indicator. *Educational and Psychological Measurement*, 46(3), 745-752.
- Thurstone, L. L. (1952). Creative talent. In: Thurstone, L. L. (ed.), *Applications of psychology* (pp. 18-37). New York, NY: Harper & Row.
- Torrance, E. P. (1965). *Rewarding creative behavior: Experiments in classroom creativity*. New Jersey: Prentice-Hall.
- Torrance, E. P., & Goff, K. (1989). A quiet revolution. *The journal of creative behavior*, 23(2), 136-145.
- Waddington, C. (2001). Different methods of evaluating student translations: The question of validity. *Meta*, 46(2), 311-325.
- Wang, C., J. Parawan, & Carney, C. (2015). *Personality manual*. California: WC Personality, Inc.
- Wankat, P. C., & Oreovicz, F. S. (1993). Models of cognitive development: Piaget and Perry. *Teaching Engineering*, 264-283.
- Wilde, D. J. (2011). *Jung's personality theory quantified*. London: Springer.
- Wilss, W. (2003). Decision making in translation. In Baker, M. (ed.), *Routledge encyclopedia of translation studies* (pp. 57-60). London: Routledge.
- Woolley, G. (2011). Reading comprehension. In Woolley, G. (ed.), *Reading comprehension: Assisting children with learning difficulties* (pp. 15-34). Australia: Springer.
- Yaghoubi Beiglar, N. (2007). Psychometric properties of M form of Myers-Briggs type indicator based on question-answer theory and compare it with the classical theory. (Unpublished Master's Thesis). Allameh Tabatabaie University, Faculty of Psychology and Educational Sciences, Tehran, Iran.

---

<sup>i</sup> Corresponding author