Alireza Akbari & Winibert Segers

Diverse Personality Traits and Translation Quality

Preselected Items Evaluation and NEO Five-Factor Inventory

Abstract

The present research paper aims at highlighting the relationship between the quality of translated texts and the personality traits of the participating translators who translated three text types from English to Persian. Forty postgraduate translation students were randomly selected as a sample. A questionnaire was designed and utilized to extract some information about the participants' gender, age, education, and the years of translation experience. The participants were requested to translate three different text types: journalistic, legal, and political. They were also provided with a retrospective questionnaire (Orozco/Hurtado Albir 2002) to elucidate their performance in the course of translating. Eight translation evaluators were asked to score all the translation drafts using the Preselected Items Evaluation (PIE) method (Kockaert/Segers 2017). As soon as the participants' personality traits were identified through the NEO-FFI personality test, their main conceptual functions including openness-to-experience, agreeableness, neuroticism, and extraversion were identified. In order to analyse the data and to examine if any significant differences existed between the quality of translation and the personality traits, the one-way analysis of variance and the post-hoc analysis were applied. Consequently, the findings of the current research revealed that the only dichotomy illustrating a meaningful difference was that of openness-to-experience and neuroticism. To put it briefly, the open-to-experience participants outperformed the neurotic ones in the political translation task.

1 Introduction

1.1 Psychology and Translation

Considering the interdisciplinary character of Translation Studies (hereafter TS), Munday (2012) highlights two fields of study in TS, namely (1) cognitive science and (2) psychology which are considered key components in translation. Recently, the connection between TS and the fields of cognitive science and psychology has become more eminent as exemplified in *Meta* (e.g. Davou 2007; Hatzidaki 2007; Papas 2007) and the *Psychology of Language and Communication* (e.g. Karimnia/Mahjubi 2013; Gucman 2016). As scrutinizing the interpreters'/translators' behaviour and personality and the manner of their operation would be an activity 'in which people are involved' (Hubscher-

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Davidson 2009: 176), the merits to be obtained through taking up a psychological approach are vivid. Therefore, the role of cognitive science and psychology in TS deserves further research and analysis (De Groot/Keijzer 2000; Lee-Jahnke 2005; Risku 2010; Karimnia/Mahjubi 2013; Płońska 2014). Truth be told, the view that the translation process includes psycholinguistic factors is supported by a number of scholars who demonstrated the interdependency of psychology and TS (Hai 2009 quoted from Karimnia/ Mahjubi 2013: 38; Maier 2009; Zasyekin 2010). Some efforts have been made to inspect the facets of the behavioural processes in TS with regard to process research to illustrate how translators and interpreters handle obscurity while translating (Tirkkonen-Condit 1997; Mellinger/Hanson 2017). To understand the translators' behaviour and personality, Fraser (2000), Hubscher-Davidson (2009/2013), Pirouznik (2014), and Bloemen and Segers (2016) conducted research studies on 'the levels of confidence in high and low risk-takers', the 'personal diversity and diverse personality in translation: the individual differences', and 'emotional intelligence and translation: a new bridge', 'personality traits and personification in translators' performance; report on a pilot study', and 'comment évaluer la créativité du traducteur littéraire?', respectively. According to Hubscher-Davidson,

> Decision processes are partly influenced by cognitive and emotional experience and in quest for answers, TS researchers with often limited experience in psychology have bravely delved into the study of cognitive process, behaviourism, and individual differences.
>
> (Hubscher-Davidson 2009: 176)

Briefly, the ideal translation scholar is the one who has prior domain specific, behavioural, cognitive, and psychological knowledge (Gémar 2007: 42) based on his/her area of interest. With the above in mind, translation scholars will gain new insights from additional research on the theoretical and practical aspects of psychology so as to meet their explorative creative needs. The objective of this research is to investigate the relationship between the translators' individual differences using NEO Five Factor Inventory (NEO-FFI) and the quality of their translations from English into Persian using Preselected Items Evaluation (PIE) method (Kockaert/Segers 2017) with respect to three text types: political, journalistic, and legal.

1.2 Objective of the Research

The current study was designed to figure out the relationship between the quality of translation and the translators' personality traits. Thus, the objective of this research paper was threefold:

(1) To find out how personality characteristics affect the quality of translation;

(2) To figure out which multiple comparisons and translation quality methods are more beneficial to identify significant differences between the participants' translation quality and their personality traits (NEO-FFI);

(3) To understand whether correlations can be made between the quality of the end product and the personality traits.

1.3   Significance of the Study

A number of similar studies (some of them deal with translation from English to Persian) have been carried out and published in the field of personality traits and the quality of translation such as those of Karimnia and Mahjubi (2013) [*individual differences and the quality of translation: a personality-based perspective*], Pirouznik (2014) [*personality traits and personification in translator's performances. Report on a pilot study*], Hubscher-Davidson (2009) [*personal diversity and diverse personality in translation: a study of individual differences*] and so forth. This study is significant for the following reasons:

(1) Most of the studies conducted in this domain, particularly the methodology section came up with qualitative results. Quality in translation requires a mixed method approach (a combination of quantitative and qualitative approaches). This study applied the Preselected Items Evaluation (PIE) method to objectify the quality of target translations. Also, the validity and reliability of the PIE method has been corroborated by a number of studies (Akbari/Segers 2017a,b; Kockaert/Segers 2017).

(2) Most of the studies undertaken in this field adopted a prescriptive approach disregarding the experimental conditions and both translation and translator competences. However, this research which applied the PIE method as a norm along with the criterion referenced approaches considered both translation competence and translator competence (Kockaert/Segers 2017: 156).

(3) Statistically speaking, the present research applied F-statistics or F-value. F-statistics is the ratio of variances measuring a degree of dispersion between the variables to understand which one is more valid and has a larger value. It assesses the quality of variances to account for the degree of freedom (*df*). The main reason for using F-statistics is its flexibility when used in a variety of situations. Through altering the variances included in a ratio, the F-ratio (also F-statistics and F-value) becomes a very reliable and plaint test. Perhaps, this may be of paramount importance since the previous studies depended on holistic assessment in terms of the Likert Scales.

2   State of the Art

2.1   Aspects of Personality

The field of personality dates back to the year 1937 when Gordon Allport published his work *Personality: a Psychological Interpretation* (Allport 1937). This field of study has changed its conceptualizations through time. In this respect, some concepts survived while others waned. Throughout the history of psychology, different views/approaches have evolved, among which are the 'psychodynamic perspective', 'the trait perspective', 'the learning perspective', 'the humanistic perspective', 'the cognitive perspective', and 'the biological perspective' (Corr/Matthews 2009).

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Perspective	Major concepts	Contributors
Biological	Temperament, evolution, adaptation, altruism, sexual jealousy, heredity, neurotransmitter pathways, cerebral hemisphere function	D. Buss, Eysenck, J. A. Gray, C. R. Cloninger, Kagan
Cognitive	Expectancy, self-efficacy, outcome expectation, schema, cognitive person variable, personal construct, reciprocal determinism, modelling, constructive alternativism, life narrative	Mischel, Bandura, Kelly, Beck
Humanistic	Self-actualization, creativity, flow, spirituality, personal responsibility, freedom, choice, openness to experience, unconditional positive regard, acceptance, empathy, real self, hierarchy of needs, peak experience, positive psychology	Maslow, Rogers, Seligman, Csikszentmihalyi
Learning	Reinforcement, punishment, stimulus, response, conditioning, extinction, shaping, discrimination learning, generalization, situation, act frequency, basic behavioral repertoire, labeling, gradients of approach and avoidance	Skinner, Staats, Dollard and Miller
Psycho-dynamic	Libido, conflict, id, ego, superego, defense mechanisms, Oedipal conflict, fixation, repression, attachment, object-relations	Freud, Jung, Adler, Erikson, Horney, Klein, Sullivan, Chodorow, Westen, Kohut, Kernberg
Trait	Trait, type, facet, factors, Neuroticism, emotional stability, extraversion	Allport, Cattell, McCrae and Costa

Table 1: Major Perspective in Personality (adapted from Cloninger 2009: 4)

2.2 Personality Frameworks

Cattell's 16 Trait Dimension

Having described personality using certain characteristics, Gordon Willard Allport (1897-1967) made the first exhaustive effort to design a personality framework (Allport 1937). This framework was further elaborated and developed by Raymond Cattell (1905-1997) utilizing factor analysis (a statistical procedure for summarizing the relationships among variables through identifying those variables which are co-varied from other sets of variables) to establish the structure of personality. Cattell (1946) posits a 'lexical criterion of importance' covering 'an aspect of personality described in many words in the ver-nacular; it is likely to be more important than the one described in just a few'. Furthermore, Cattell (1946) categorized three types of data, namely (1) L-data (or life record data), in which the evaluation of personality happens through the interpretation of

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'actual records of behavior', (2) Q-data such as a questionnaire, and (3) T-data or 'objective psychometric test data'. Cattell (1946), proposed a model of personality delineating 16 trait dimensions. They are as follows:

Reserved	Outgoing
Less intelligent	More intelligent
Stable, ego strength	Emotionality/neuroticism
Humble	Assertive
Sober	Happy-go-lucky
Expedient	Conscientious
Shy	Venturesome
Tough-minded	Tender-minded
Trusting	Suspicious
Practical	Imaginative
Forthright	Shrewd
Placid	Apprehensive
Conservative	Experimenting
Group-dependent	Self-sufficient
Undisciplined	Controlled
Relaxed	Tense

(Pervin 1968: 60)

Eysenck's Supertraits

Eysenck (1916-1997), a contemporary of Cattell, utilized the statistical procedure of factor analysis to classify personality traits. He also applied a theory of personality based on two supertraits (1) extraversion/introversion and (2) neuroticism/stability. People who are sociable and outgoing are placed in the extraversion category while people who are quiet and introspective are placed in the introverted group. People who are highly anxious, vulnerable, and moody tend to be more neurotic, while people who are stable, even-tempered, and calm tend to be less neurotic. Eysenck (1947) believed that extraversion and neuroticism are independent and that various personalities originate from the differing amalgamations of the two specified traits.

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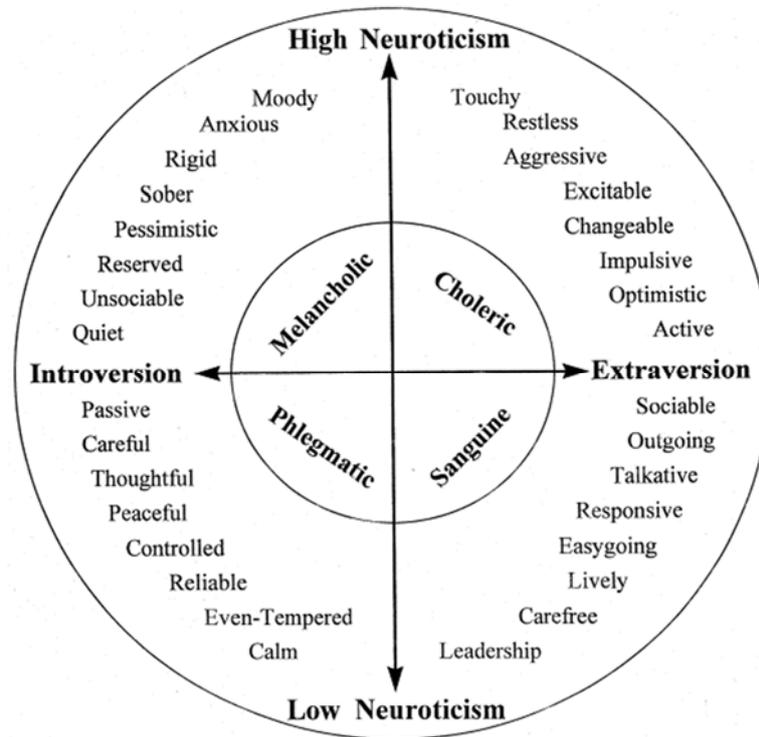
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Fig. 1: Personality Traits (Eysenck 1947: 251)

Eysenck (1947) designed a questionnaire known as the Eysenck Personality Questionnaire (EPQ) for measuring traits:

Question	Trait
Are you a talkative person?	Extraversion
Do you like going out a lot?	Extraversion
Does your mood often go up and down?	Neuroticism
Are your feelings easily hurt?	Neuroticism
Have you ever taken anything (even a pin or a button) that belonged to someone else?	Lie scale
As a child, were you ever cheeky to your parents?	Lie scale

Table 2: Eysenck Personality Questionnaire (Willows/Swinton 2000: 70)

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Five Factors of Personality

Several independent researchers identified five extended factors that were based on data-driven and empirical research. Based on a work carried out at the U.S. Air Force Personnel Laboratory, Digman (1990) proposed the five factors model (FFM) of personality. This was elaborated and further developed by Goldberg (1993). In this regard, FFM and the Global Factors of personality (Russell/Karol 1994) may be used to define the Big Five traits. This model is also associated with factor analysis to determine the key characteristics of the human personality and to provide 'an empirical generalization of the co-variation of personality traits' (Pirouznik 2014). The Big Five Model comprises 'openness', 'conscientiousness', 'extraversion', 'agreeableness', and 'neuroticism'; it is abbreviated to OCEAN and it is observed not only in peer-rating scales (Tupes/Christal 1992), but also in self-reports on 'trait descriptive objectives' (Saucier 1997).

Openness [open-to-experience] refers to people who tend to learn novel things and to enjoy uncharted experience. Openness-to-experience involves characteristics such as being imaginative and independent (Costa/McCrae 1985). Conscientious people tend to be more reliable and prompt. Openness traits involve being methodical, thorough, well-organized, and self-disciplined. On the other hand, neurotic people tend to experience emotional instability and negative emotions. However, the degree of emotional instability varies from person to person. Neuroticism includes being moody, worried, insecure, tense, and self-pitying. The fourth factor (extraversion) alludes to people driving their energy and strength from interacting with others. Extravert people tend to be more energetic, talkative, sociable, and affectionate. Finally, "agreeableness" refers to people who are friendly, compassionate, and cooperative. Its characteristics entails being sympathetic, soft-hearted, trusting, and helpful.

Notwithstanding the fact that this model of personality illustrates five categories, it must not be considered as a simplistic framework of personality traits. Each of these factors consists of a number of more particular characteristics. On this matter, a questionnaire involving 240 items was designed to measure these five factors (the NEO-PI). The NEO personality test comes in different formats and forms along with various numbers of questions (44, 60, 120 and 240) considering different cultures (Costa/McCrae 1985).
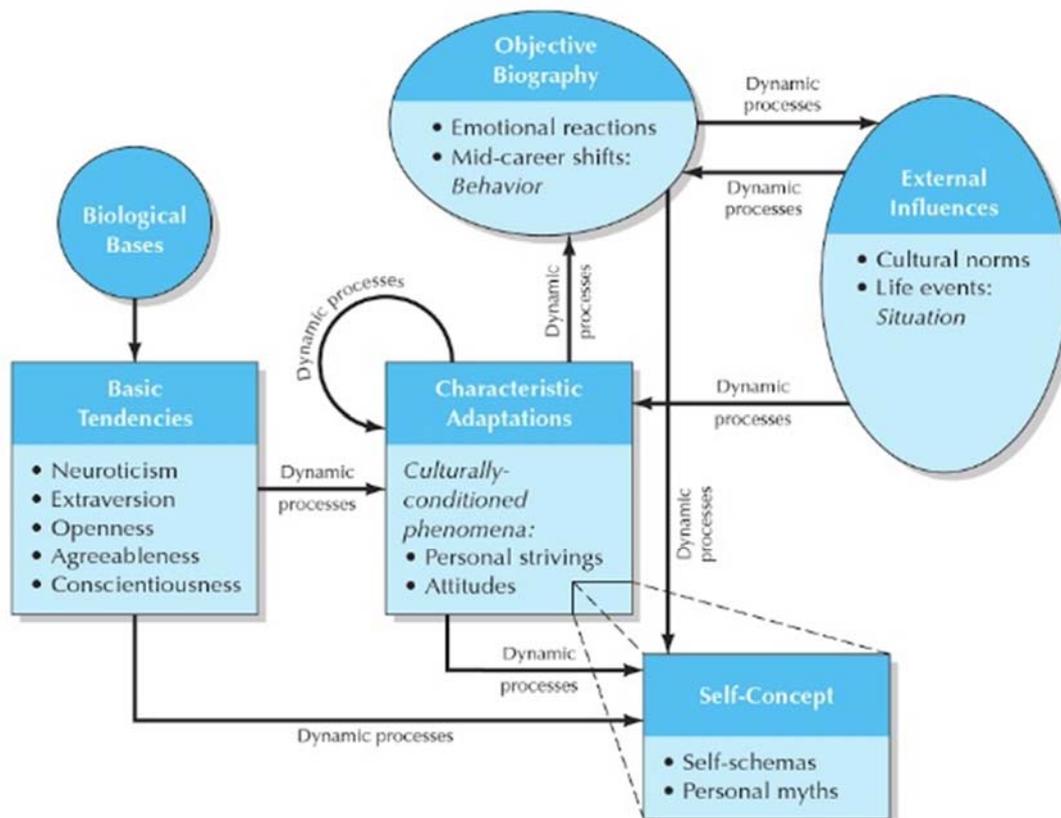
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Fig. 2: Five Factor Theory Personality System (Wiggins 1996: 51)

3 Methodology

3.1 Description of the Participants and Conditions of Study

This research paper was conducted in 2017 on 40 (25 male and 15 female) translator students from the Master of Arts Program in Translation Studies at the University of Isfahan, Iran; the participants willingly volunteered to engage in this research. They were native Persian speakers and their average age is 25 years. They were asked to translate three text types from English (L2) to Persian (L1). Although the participants' level of English language proficiency was not equal, it is presumed in this research paper that it was generally of a good standard, since the enrolment with their study programs requires the evidence of undergraduate university qualifications. The texts provided were 331 words each in length.

Eight translation evaluators were selected so as to avoid any bias which might affect the outcome of the research and to provide more precise results in the process of translation evaluation. Selecting the appropriate evaluators was also significant. Translation evaluators were selected on the basis of their profiles (having more than 15 years of

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experience in evaluating students' translation performance). They were asked to eva-luate the target texts and to score them.

3.2   Materials

The data of the present study were based on the participants' translation drafts, back-ground questionnaire, retrospective questionnaire, NEO Five Factor Inventory (NEO-FFI) personality test, and the translation tasks (three text types). The participants have covered these text types in the course of their studies and they have developed a better insight into what they should translate. These texts were extracted from the following resources:

(1) The journalistic text was selected from 'The News about the News by American Journalism in Peril, Leonard Downie, Jr. and Robert G. Kaiser' (2004);

(2) The political text was extracted from 'Transcript: Illinois Senate Candidate Barack Obama, Washington Post' (2004);

(3) And finally, the legal text was selected from 'Land Use Restriction: Inclusionary Zoning, City of Madison, Wisconsin' (2004).

The selected text types were translated by the participants from English (L2) into Persian (L1). In order to measure text readability and to figure out the level of difficulty of the given texts, SMOG formula (McLaughlin 2007) was used to check the syllable count and sentence length. Due to at least 12 years of participants' schooling, SMOG formula was the right choice to measure the difficulty of texts.

3.3   Data Collection Procedure

The present research sought to investigate the impact of the participants' personality on the quality of their translations from English into Persian with respect to three text types. Firstly, the participants were asked to fill in the background queries to gain some demo-graphic information about them (e.g. gender, age, education, and the years of translation experience). After responding to the background questions, they were requested to start translating the texts. The texts given were also different in their functions. The partici-pants were allowed to use whatever electronic references available as this research paper endeavours to ensure that heuristic competence was included in the translation performance. Once finished, the target texts (end-products) were collected and the parti-cipants were asked to fill in retrospective questionnaires (Orozco/Hurtado Albir 2002). The retrospective questionnaire was chosen mainly because the researchers were willing to find out the attitude of the participants towards their performances while translating, the translation difficulties, the participants' behaviour patterns, and their viewpoints on the enjoyment of translation tasks. The retrospective questionnaire was distributed immediately once the translation tasks were completed so that the participants could answer the questions before they got exhausted. In order to save time, the participants were asked to address the questions either in their mother tongue or in

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English. In the upshot, they were asked to fill in the NEO-FFI personality test (Costa/ McCrae 1985), a Likert scale questionnaire which was retrieved from Personality Test (2017).

Process of the Research	Timing
Background Questionnaire	Before the translation samples
Translation Exercises	Not Assigned
Retrospective Questionnaire	After the translation samples were carried out
Personality Test (NEO-FFI 3)	After the retrospective questionnaire was performed
Evaluators Assessment (PIE Method)	After the other phases of the research were over

Table 3: Methodology Framework

The extracted results were tallied electronically. Five different personality types were drawn based on the hosting website: openness, agreeableness, neuroticism, conscientiousness, and extraversion. However, this research concentrated on four of five NEO-FFI personality traits; these are: openness, agreeableness, neuroticism, and extraversion. The end products (translations) were the key elements to identify the correlation between the participants' personality and the translation quality; therefore, all of the translated texts were submitted to the evaluators.

4 Data Analysis and Results

4.1 Multiple Comparisons and PIE Method

As stated before, this research paper attempted to investigate which multiple comparisons and translation evaluation method could be more advantageous with respect to determining the significant differences among the participants' personality on the basis of the NEO-FFI personality test and the quality of their translations. To realize this objective, this paper made use of multivariate methods and the frequency of the participants' personality types. To observe whether significant differences existed between the participants' personality types and the quality of their translations, the researchers applied the analysis of variance (ANOVA) due to the fact that there was one independent variable (the participants' personality types) and one dependent variable (the quality of translation). The ANOVA procedure was repeated three times based on the three text types (legal, political and journalistic). Finally, the post-hoc analysis involving the Least Significance Difference (LSD) was run to check the differences. If ANOVA is significant at the alpha level, all the pair t-tests will be conducted to check out the differences. And if ANOVA is insignificant at the alpha level, the procedure is over. To meet the second

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part of the objective, the researchers applied the Preselected Items Evaluation (PIE) method (Kockaert/Segers 2017). The PIE method is a system which is highly beneficial for summative assessment; it is devised by Hendrik Kockaert and Winibert Segers. The PIE method is a reliable translation evaluation method despite the countless problems of reliability in traditional translation evaluation methods such as the holistic and analytical grid (Kussmaul 1995: 129; Waddington 2001: 36; Beeby 2000: 185; McAlester 2000: 231; Kockaert/Segers 2017: 149-150). According to Akbari and Segers,

> PIE method complements reliability with test validity and solves the question of difficulty in translation assessment by means of the correlation between scores obtained on the translation test and evaluated with PIE, and scores obtained and evaluated with e.g. analytical grid method, or holistic method. (Akbari/Segers 2017b: 20)

This method is based on the number of the preselected items. This norm as a criterion assessment is a calibrated evaluation method (Akbari/Segers 2017a). However, the preselection of items will be different with regard to didactic translation and professional translation. In a didactic context, there should be a link between the preselected items and the themes studied within the translation course such as the typical characteristics of political, journalistic, and legal texts covered in the classroom setting (the focus of our research paper). Simply put, the evaluators preselected a number of items in terms of their expertise and the materials covered in their classrooms. In a professional context, there should be a link between the preselected items and the translators' competences (e.g. what do you expect from the translator in your translation company?). The preselected items are designated based on two factors: (1) 'item difficulty' (docimological-p) and (2) 'item discrimination' (d-index) for which 'the correct and erroneous solutions are determined' (Kockaert/Segers 2017:151). P-docimology refers to 'the ratio of participants answering an item correctly with the total examination participants' (Akbari/Segers 2017a). Also, the p-docimology (p-value) calculates the difficulty of the preselected items (an ideal p-docimology is between 0.20 and 0.90) (Sabri 2013; Kockaert/Segers 2017: 158). Consequently, item discrimination (IDis) alludes to the correlation of item scores with the total scale scores. Ary et al. (1972/2010: 211) argue that "the item discrimination index displays the extent to which each item discriminates among the respondents in the same way as the total scores discriminates". According to Ebel,

> The discrimination index (d) is computed from equal sized high and low scoring groups on the test. Subtract the number of success by the low group on the item from the number of success by the high group, and then divide the difference by the size of the group. The range of this index is +1 to -1. Using Truman Kelly's 27 % of sample group size, values of 0.40 and above are regarded as higher and lesser than 0.20. (Ebel 2002: 352)

In short, PIE method comprises five stages: (1) the preselection of items in the source text with regard to the evaluators' expertise and the materials covered in the classroom setting, (2) the identification of the correct and incorrect solutions of the preselected items, (3) the calculation of the candidates' scores, (4) the calculation of item difficulty (p-docimology) and item discrimination (discriminatory power) of the preselected items, and (5) the recalculation of scores on the basis of good p-docimology and d-index. Eight

recruited translation evaluators scored the translation drafts in accordance with PIE method. They preselected 30 items on the basis of their common expertise considering the items covered in the classroom setting (focusing on problematic items such as those that have complex grammatical structures, difficult vocabularies, etc.). However, the participants translated the text types without knowing which items had been preselected by the evaluators.

4.2 Source Text Readability

As noted in the previous section, this research applied SMOG formula to calculate the level of difficulty of the selected source texts. This is due to the fact that all selected texts were at same level of difficulty. According to this formula, the grade level of the three text types was 22. Therefore, text readability was appropriate on the basis of the participants' graduate qualifications. Figures (3) and (4) indicate 'the average # of words per sentence' and the 'participants' age' for the selected texts respectively.
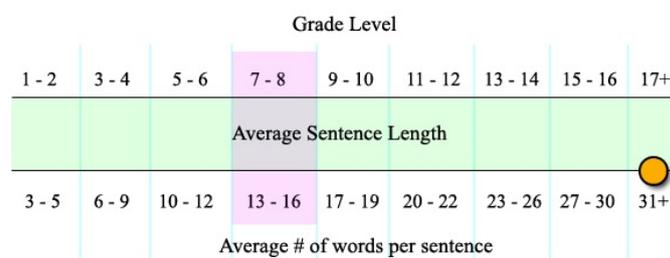
Fig 3. Average # of Words per Sentence for the Three Text Types
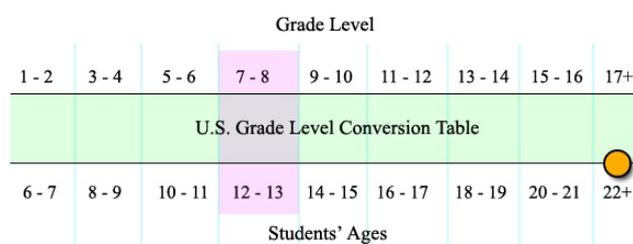
Fig 4. Student's Age for the Three Text Types

4.3 Participants' Personality Traits and the Assessment of Translation Quality

Triangulation helps the researchers and scholars to detect various perspectives (Mackey/ Gass 2005). This research used background questionnaires and retrospective questionnaires to elicit the necessary data. Thanks to the participants' responses, the following data were elicited:

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(1) The participants started translating texts upon their arrival at Isfahan University;

(2) The participants did not show any sign of having being recruited by any translation agencies or companies;

(3) Almost all of the participants concurred that they tended to translation in group rather than individually;

(4) The majority of the participants (p=65 %) were interested in translating political texts.

| Personality Types	Frequency	Percentage
Agreeableness	9	22.5
Neuroticism	9	22.5
Extraversion	10	25.0
Openness	12	30.0
Sum	40	100.0

Table 4: Types and Frequency of Participants' Personality

On the basis of the retrospective questions, the following information was elicited:

(1) Almost all of the participants encountered difficulties with translating the political text due to its complex structure;

(2) The majority of the participants preferred to translate the legal text since they gained eight credits in legal studies and legal translation at the BA level;

(3) Quite a few of the participants were interested in translating the journalistic text, since they believed that the political and journalistic texts were interwoven in their functions and aims;

(4) All of the participants claimed that they could comprehend the texts (decode them); however, they had various difficulties with encoding the source text structures into the target text (mother-tongue) as every type of text required particular types of structures, punctuations, spelling, and vocabularies in the target language;

(5) The participants honed in closely on the linguistic aspects of the text types in the target language rather than concentrated on the contextual dimensions.

The first goal of this research was to investigate the impact of human personality on the quality of translation. Therefore, the participants' personality traits were specified based on NEO-FFI personality test. As illustrated in table (4), four dominant personality types were elicited based on the participants' responses. Within the participants' responses, openness-to-experience and extraversion outnumbered their agreeableness and neuroticism respectively. The main objectives of this paper were to examine firstly the effect of the participants' personality types on the quality of their translations and secondly to

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investigate whether there was any correlation between the participants' personality types and the quality of their end-products.

Descriptive Statistics			
Dependent Variable: Journalistic Text			
Personality	Mean	Std. Deviation	N
agreeableness	13.6667	1.11803	9
neuroticism	14.3333	1.80278	9
extraversion	14.0000	1.05409	10
openness	14.4167	1.37895	12
Total	14.1250	1.34331	40

Table 5: Descriptive Statistics

Tests of Between-Subjects Effects						
Dependent Variable: Journalistic Text						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.ᵃ	Partial Eta Squared
Corrected Model	3.458	3	1.153	.620	.607	.049
Intercept	7848.099	1	7848.099	4222.141	.000	.992
Personality	3.458	3	1.153	.620	.607	.049
Error	66.917	36	1.859			
Total	8051.000	40				
Corrected Total	70.375	39				

Table 6: ANOVA for Journalistic Text Type (α Level: 0.05)

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Parameter Estimates							
Dependent Variable: Journalistic Text							
					95 % Confidence Interval		
Parameter	B	Std. Error	t	Sig.	Lower Bound	Upper Bound	Partial Eta Squared
Intercept	14.417	.394	36.630	.000	13.618	15.215	.974
[Personality=1.00]	-.750	.601	-1.248	.220	-1.969	.469	.041
[Personality=2.00]	-.083	.601	-.139	.891	-1.303	1.136	.001
[Personality=3.00]	-.417	.584	-.714	.480	-1.601	.767	.014
[Personality=4.00]	0	.	.	.	.	.	.

Table 7: Parameter Estimates of Journalistic Text

Descriptive Statistics			
Dependent Variable: Legal Text			
Personality	Mean	Std. Deviation	N
agreeableness	13.6667	1.11803	9
neuroticism	14.4444	1.74005	9
extraversion	14.2000	.91894	10
openness	14.6667	.98473	12
Total	14.2750	1.21924	40

Table 8: Descriptive Statistics

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Tests of Between-Subjects Effects

Dependent Variable: Legal Text

Source	Type III Sum of Squares	df	Mean Square	F	Sig.ᵅ	Partial Eta Squared
Corrected Model	5.486	3	1.829	1.254	.305	.095
Intercept	8004.988	1	8004.988	5490.296	.000	.993
Personality	5.486	3	1.829	1.254	.305	.095
Error	52.489	36	1.458			
Total	8209.000	40				
Corrected Total	57.975	39				

Table 9: ANOVA for Legal Text Type (α Level: 0.05)

Parameter Estimates

Dependent Variable: Legal Text

Parameter	B	Std. Error	t	Sig.	95 % Confidence Interval Lower Bound	Upper Bound	Partial Eta Squared
Intercept	14.667	.349	42.076	.000	13.960	15.374	.980
[Personality=1.00]	-1.000	.532	-1.878	.068	-2.080	.080	.089
[Personality=2.00]	-.222	.532	-.417	.679	-1.302	.858	.005
[Personality=3.00]	-.467	.517	-.903	.373	-1.515	.582	.022
[Personality=4.00]	0	.	.	.	.	.	.

Table 10: Parameter Estimates of Legal Text

The researchers applied the analysis of variance (ANOVA) to see whether significant differences existed between the quality of translation and the participants' personality types. Consequently, the post-hoc analysis including LSD was used to check the differences. As indicated in tables (6), (7), (9) and (10), no significant differences were noted among the four personality types. The post hoc tests were run to confirm where differences occurred between the variables. Post hoc tests should only be carried out when an overall statistically significant differences in a group means are observed. Also, the scores evaluated by the PIE method exhibited that they obtained almost close scores after recalculating the scores with regard to the journalistic and legal texts. For instance,

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after recalculating scores, participants [28], [32] and [40] obtained (13), (14), (15) for journalistic text and (14), (14) and (15) for legal text respectively. The obtained scores did not show any significant differences in terms of F-statistics and post-hoc test (see tables 6 and 9). With this in mind, the post hoc-tests were omitted due to the existence of non-significant differences for both texts.

Unlike the above tables that did not illustrate any significant differences, the following tables indicate significant differences. The results illustrate that there is a significant difference between the open-to-experience and neurotic participants considering the political text. The mean difference between openness and neuroticism is 2.167 and 2.167. In other words, the open-to-experience participants outperformed their counterparts in the translation of political text.

Descriptive Statistics			
Dependent Variable: Political Text			
Personality	Mean	Std. Deviation	N
Agreeableness	14.1111	1.26930	9
Neuroticism	13.3333	1.50000	9
Extraversion	14.4000	1.95505	10
Openness	15.5000	1.50756	12
Total	14.4250	1.72296	40

Table 11: Descriptive Statistics

Tests of Between-Subjects Effects						
Dependent Variable: Political Text						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.α	Partial Eta Squared
Corrected Model	25.486	3	8.495	3.387	.028	.220
Intercept	8108.347	1	8108.347	3232.962	.000	.989
Personality	25.486	3	8.495	3.387	.028	.220
Error	90.289	36	2.508			
Total	8439.000	40				
Corrected Total	115.775	39				

Table 12: ANOVA for Political Text Type (α Level: 0.05)

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Parameter Estimates							
Dependent Variable: Political Text							
Parameter	B	Std. Error	T	Sig.	95 % Confidence Interval		Partial Eta Squared
					Lower Bound	Upper Bound	
Intercept	15.500	.457	33.904	.000	14.573	16.427	.970
[Personality=1.00]	-1.389	.698	-1.989	.054	-2.805	.027	.099
[Personality=2.00]	-2.167	.698	-3.103	.004	-3.583	-.750	.211
[Personality=3.00]	-1.100	.678	-1.622	.113	-2.475	.275	.068
[Personality=4.00]	0	.	.	.	.	.	.

Table 13: Parameter Estimates of Political Text

Pairwise Comparisons						
Dependent Variable: Political Text						
(I) Personality	(J) Personality	Mean Difference (I-J)	Std. Error	Sig.$^{\alpha}$	95 % Confidence Interval for Difference	
					Lower Bound	Upper Bound
agreeableness	Neuroticism	.778	.747	.304	-.736	2.292
	Extraversion	-.289	.728	.694	-1.765	1.187
	Openness	-1.389	.698	.054	-2.805	.027
Neuroticism	Agreeableness	-.778	.747	.304	-2.292	.736
	Extraversion	-1.067	.728	.151	-2.542	.409
	Openness	-2.167*	.698	.004	-3.583	-.750
Extraversion	Agreeableness	.289	.728	.694	-1.187	1.765
	Neuroticism	1.067	.728	.151	-.409	2.542
	Openness	-1.100	.678	.113	-2.475	.275
Openness	Agreeableness	1.389	.698	.054	-.027	2.805
	Neuroticism	2.167*	.698	.004	.750	3.583
	Extraversion	1.100	.678	.113	-.275	2.475
*. The mean difference is significant at the .05 level.						

Table 14: Post-hoc Test for the Political Text (α Level: 0.05)

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Univariate Tests						
Dependent Variable: Political Text						
	Sum of Squares	df	Mean Square	F	Sig^α.	Partial Eta Squared
Contrast	25.486	3	8.495	3.387	.028	.220
Error	90.289	36	2.508			

Table 15: F-Test of the Effect of Personality (α level: 0.05)

By and large, the findings of the present research did not demonstrate any significant differences to distinguish extraversion from agreeableness with regard to the quality of translation and the human personality. However, there was a significant difference between open-to-experience and neurotic participants as shown in table (14). According to the findings obtained, the null hypothesis of the present research was rejected in favour of openness over neuroticism.

5 Discussion

According to table (4), open-to-experience participants outperformed the neurotic participants. The eight successful participants ([9], [16], [18], [20], [25], [32], [37] and [39]) belonged to the open-to-experience group with regard to the PIE method. They obtained 17, 17, 18, 17, 17, 19, 19 and 18 respectively for the first calculation of scores (stage 3 of the PIE method-docimologically unjustified items). After identifying the items having optimal p-values and d-indices and recalculating the scores, the participants obtained higher scores compared to other participants (18, 17.50, 19, 18, 17.50, 19, 20 and 20 respectively). This was due to the fact that they translated most of the docimological and justified the preselected items that had been appropriately selected by the evaluators. On the other hand, the five weak participants ([2], [7], [14], [27] and [36]) were grouped in the neuroticism category. They obtained 13, 14.50, 13, 13 and 14 after the calculation of scores which was quite un-docimological. After recalculating the scores, they got lower remarks (12, 14, 13, 11 and 12), since they could not translate the preselected items having good p-values (between 0.20 and 0.90) and d-indices (0.40 and above).

Regarding the four dominant participants' personality types, neurotic participants encountered more difficulties with the fundamental academic skills such as reading and writing. Simply put, they could not firstly decode the function of the text and secondly could not write well. This may be regarded as one of the reasons for poorer performance compared to other personality types. Neurotic participants often exhibited stress and anxiety, fear of failure, and passiveness in the course of their translations resulting in low quality translations. As noted before, five of the nine neurotic translation participants taking part in this research were awarded the lowest average scores clearly revealing their poorer performance. For instance, among the five participants, participant [27], [36]

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and [2] achieved the lowest scores respectively. According to the evaluators' comments on the PIE method, participant [27] was not supposed to have functioned efficiently, expatiating that she mistranslated most of the docimologically justified preselected items besides; her translation was not pertinent to the source text. Participants [27], [36] and [2] could not take up the appropriate approaches for their translations, often baffling the end-products. According to the evaluators' comments, the involved participants made significant semantic errors. In other word, the neurotic participants found it arduous to match their practical approaches with their subjective tendencies, since they felt stressed and anxious. As a matter of fact, the lack of self-confidence, frustration, and indecision were notable traits of the neurotic participants. In the process of reading (decoding and encoding), the neurotic and open-to-experience participants took up various approaches. Neurotic participants could not often manage reading individually. They translated the text word-for-word; consequently, they lost the contextual function of the source text and they focused more on the linguistic aspects of the source text. Actually, they adopted a bottom-up process (Al-Samandi 2007) which explained why they did not consider the role of context in their translations and produced low quality translations. In the upshot, it is quite unwise to adopt a prescriptive approach toward neurotic participants as four of the nine participants performed marginally better in the task of political translation. For instance, participant [24] was awarded the appropriate score (16) after recalculating the scores whereby some of the PIE evaluators commented that the end-product involved some perfect ins and outs.

Among the open-to-experience participants taking part in this research, participants [37] and [39] obtained an average score above 82.78 %. The evaluators commented positively while scoring their translations and stated that both participants could successfully handle the style of the political text. Open-to-experience participants were more successful than the neurotic ones, since they were at ease with predicting, guessing, and compensating loss and gain in their translations. According to Digman (1990) and Goldberg (1993), open-to-experience people tend to be more imaginative and curious. The success of the above-mentioned participants is due to their intuition, imagination, and independence. Opening to new experience is co-related to the participants' intuition, imagination, and ingenuity.

Cognitively speaking, transferring the function of a text from one language into another requires collecting, storing, and processing the relevant information. This transference necessitates a high degree of creativity and the ability to make decisions and solve problems associated with a successful translation (Schmitt 2005). In this respect, translation and creativity are interwoven particularly in texts requiring a high degree of imagination and originality. Creativity is highlighted in the processes of decoding and encoding the message and function of a source text (Niska 1998). Participants [18] and [32] are the other two open-to-experience ones who performed effectively in political translation. The evaluators commented that both participants were creative, enthusiastic, and ingenious while dealing with the text. After recalculating the scores, they obtained higher

marks in comparison with the others, since they managed to provide appropriate trans-lations for the preselected items (having good p-values and d-indices). This perfectly indicated that open-to-experience participants were capable of using their imagination and creativity while translating the political text. Thanks to their creativity, participants [9], [18], [20], [32], [37] and [39] introduced some innovations and used certain idiomatic expressions while rendering the political text. For instance, participant [9] produced the following translation:

> (L2) But people sense, **deep in their bones**, that with just a slight change in priorities, we can make sure that every child in America has a decent shot at life, and that the **doors of opportunity** remain open to all.

> (L1) hærčænd mærdom tæqire olævijæt'hāro bā **gušto ostoxunešun** hes mikonænd, mā be in etminān miresim ke hær nozādi dær Āmrikā zendegije šājeste'ei dær entezaræš mibāšæd ke **xāneje mæĵāl** bærāje hæmeje mærdom be in gune hæst.

Even though not a perfect translation, the effort to be stylistic and idiomatic proved the awareness and sensitivity of this participant. Finally, the researchers believed that the failure of the neurotic participants in translating the political text might originate from the lack of sensitivity, originality, and creativity in their personality as well as from applying the bottom-up approach while reading a text.

6   Conclusion

6.1   Limitation of the Research

As mentioned earlier, it is quite unwise to adopt a prescriptive approach. Truth be told, the process of translation can be affected by a number of various factors. Actually, the participants were influenced by factors other than 'the potential personality traits' (Hubscher-Davidson 2009: 188). For instance, the time allotted to the translation tasks, the participants' linguistic competence, and their translation experience were factors that could affect the quality of translation (Li 2004). In this vein, the use of retrospective and background questionnaires provided valuable information; however, it is not possible to investigate the entire interrelated factors in the scope of this research.

6.2   Implications of the Research

According to the data provided in this research, the effect of personality traits on the quality of translation could not be disregarded. That is why translation trainees have to be well-acquainted with their own personality characteristics via attending some psycho-logical courses at universities. Therefore, the students will recognize their own strengths, weaknesses, and opportunities. It is suggested that upon the arrival of students to the university, they take a personality test so that they can become familiar with their per-sonality traits. Also, through providing both theoretical and practical training programs, translation trainees will be able to develop their skills and competences. Although research on the effect of personality traits on translation studies is still in its infancy,

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translation trainers must not neglect the key role of the personality traits in the course of translating. Thus, one can not anticipate that all trainees render the various text types equally well. It is also suggested that training within the scope of Translation Studies (TS) develops an exhaustive curriculum for the benefits of all translation students regarding their personality particularities since it enhances their outputs. Last but not least, 'raising awareness of the benefits of applying new psychological theories to the study of translation is a first step towards making TS a truly interdisciplinary field' (Hubscher-Davidson 2009: 188).

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Appendix A

The Source Texts

Journalistic Text

The city's Olympics promoters had showered gifts and financial favors on members of the International Olympic Committee and their relatives. This news mushroomed into the biggest scandal in the history of the Olympics and led to changes in bidding for future games. It also shook the pillars of the Salt Lake City community. The Oregonian newspaper in Portland found that many of the 140,954 holders of disabled parking permits in Oregon were not disabled at all but had obtained their permits fraudulently. By using a computer to compare the state's permit records with Social Security Administration data, the newspaper discovered that holders of 13,412 disabled parking permits were dead; able-bodied relatives were renewing and using the dead people's permits to park free at meters. State officials promised a crackdown on abusers and changes in procedures for issuing and renewing permits. The Miami Herald exposed pervasive

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voter fraud in the 1997 Miami mayoral election. Campaign workers for the mayor and other candidates registered nonresidents at phony addresses in the city, validated absentee ballots for people living outside Miami, punched other voters' absentee ballots without their permission and paid $ 10 each to poor and homeless people to persuade them to vote. The election result was subsequently overturned in court. The Philadelphia Inquirer revealed in 1998 that police had manipulated their crime records to make the city appear safer than it was in widely publicized FBI statistics. The police erased some crimes from their records entirely, and downgraded robberies, burglaries, car break-ins, stabbings and assaults to minor offenses like "threats," "lost property," "vandalism," "hospital cases" and "disturbances," which are not included in the FBI's accounting of serious crimes. The Inquirer reported later that Philadelphia police had also failed to investigate thousands of sexual-assault complaints, rejecting many of them as "unfounded" and hiding others in file drawers. Official investigations and reforms of police procedures followed.

Political Text

A faith in simple dreams, an insistence on small miracles; that we can tuck in our children at night and know that they are fed and clothed and safe from harm; that we can say what we think, write what we think, without hearing a sudden knock on the door; that we can have an idea and start our own business without paying a bribe; that we can participate in the political process without fear of retribution, and that our votes will be counted – at least most of the time. This year, in this election we are called to reaffirm our values and our commitments, to hold them against a hard reality and see how we're measuring up to the legacy of our forbearers and the promise of future generations. And fellow Americans, Democrats, Republicans, Independents, I say to you tonight: We have more work to do – more work to do for the workers I met in Galesburg, Illinois, who are losing their union jobs at the Maytag plant that's moving to Mexico, and now are having to compete with their own children for jobs that pay seven bucks an hour; more to do for the father that I met who was losing his job and choking back the tears, wondering how he would pay 4500 dollars a month for the drugs his son needs without the health benefits that he counted on; more to do for the young woman in East St. Louis, and thousands more like her, who has the grades, has the drive, has the will, but doesn't have the money to go to college. But people sense, deep in their bones, that with just a slight change in priorities, we can make sure that every child in America has a decent shot at life, and that the doors of opportunity remain open to all.

Legal Text

1. Property Subject to Restriction. The real property subject to this Restriction is legally described in Exhibit A, attached hereto and incorporated herein by reference. Reference herein to a "Unit" or "Units", shall mean and refer to the inclusionary dwelling units shown on Exhibit B, which are improvements located on the real property described in Exhibit A. This Restriction shall be binding upon Developer, and its successors and assigns, and shall be deemed to run with each Unit, as a benefit and a burden for the entire term of this Restriction, unless released or terminated earlier as provided herein.
2. Income Restriction on Sales. Subject to Section 5, each Initial Sale of _____ of the Units shall be made only to an Owner having an annual income of up to eighty percent (80 %) of Area Median Income and Subject to Section 5, each Initial Sale of ____of the Units shall be made only to an Owner having an annual income of up to seventy percent (70 %) of Area Median Income. Seller shall be required to document the income eligibility of the Owner. The method for calculation of income eligibility will involve the use of gross income from the previous tax year or the projected income for the current tax year based upon current earnings.
3. Property Subject to Restriction. The real property subject to this Restriction is legally described in Exhibit A, attached hereto and incorporated herein by reference. Reference herein to a "Unit" or "Units", shall mean and refer to the inclusionary dwelling units shown on Exhibit B, which are

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improvements located on the real property described in Exhibit A. This Restriction shall be binding upon Developer, and its successors and assigns, and shall be deemed to run with each Unit, as a benefit and a burden for the entire term of this Restriction, unless released or terminated earlier as provided herein.

Appendix B

Background Questionnaire

Name:

First Name: Male…….Female……….

Email Address: Age………

Please kindly answer the following questions. You can use the back of paper in case of space limitation.

(1) In the field of Translation Studies, to which area you are paid attention?

Political area   Why?...

Journalistic area   Why?...

Legal area   Why?...

(2) Do you like translating from English to your mother tongue (Persian)?

Yes   Why?...

No   Why?...

(3) Do you have any experience in translating?

Yes…………

No………….

(4) Which types of text you are preferred to translate?

Political text   Why?...

Journalistic text Why?...

Legal text   Why?...

(5) Which types of text is readable (difficult) to translate?

Political text   Why?...

Journalistic text Why?...

Legal text   Why?...

(6) Do you prefer to translate in a group or individually?

In group   Why?...

Individual   Why?...

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(7) Have you ever experienced working in any translation agencies?

Yes…………………. (Please Specify)…………………………………………….

No…………

(8) Have you ever experienced translating articles?

Yes…………………. (Please Specify)……………………………………………..

No…………

Appendix C

Retrospective Questionnaire

Name:

Surname:

Email Address:

Instruction: Please kindly answer the following questions with regard to the three translation text types (political, legal, and journalistic). In case of space limitation, please use the back of this paper.

(1) Which genre do the three texts belong to?

Text 1……………………………………………………
Text 2……………………………………………………
Text 3……………………………………………………

(2) Among the three text types, which one have you enjoyed translating? Why?

……………………………………………………………………………………………

(3) Among the three text types, if you are request to translate a text, which one do you select?

Text 1………………Why?...
Text 2………………Why?...
Text 3………………Why?...

(4) Prior to translating the texts, could you read the whole three text types?

Yes……..Why?...
No………Why?...

(5) You as a translator, what will you do to produce an acceptable translation?

………………………………………………………………………………………..

(6) Could you read and review your translation before handing in to the translation trainer?

Yes……..Why?...
No……...Why?...

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(7) What steps did you apply in the course of translating the texts?

……………………………………………………………………………………………..

(8) Qualify the texts you translated in terms of the scale below.

Text 1	Very easy	0	1	2	3	4	5	very difficult
Text 2	Very easy	0	1	2	3	4	5	very difficult
Text 3	Very easy	0	1	2	3	4	5	very difficult

(9) What reason(s) make(s) a text difficult to translate?

……………………………………………………………………………………………..

(10)   Did you encounter any problems while translating the texts?

Yes…….. (Please Specify)………………………………………….
No………

(11)   In case of any problems, how did you solve them?

....
....
....

Authors

Alireza Akbari is a PhD researcher of Translation and Technology at KU Leuven, Belgium. He has published several papers on translation studies and applied linguistics in the most prestigious journals (e.g. SAGE Publications and De Gruyter Mouton). Also, he has participated in various significant Translation and Interpreting conferences such as CIUTI Forum. He is now writing his PhD dissertation under the supervision of Prof. Dr. Winibert Segers about 'Translation Evaluation Product of Political Translation through Holistic, Analytic, Calibration of Dichotomous Items and Preselected Items Evaluation Methods'. His main interests lie in the areas of translation eva-luation products, translation testing and assessment, legal translation, and sight translation.
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