Willingness to Translate and Its Relationship with MA Students' Personality Types and Personality Dichotomies

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ARTICLE INFO

ABSTRACT

One psychological factor which has recently gained importance in translation studies is the concept of willingness to translate (WTT). As a new notion, this willingness has not been probed regarding its relationship with translators' personality. Therefore, the present study, at first, focused on the analysis of the relationship between MA students' three levels of WTT and their personality types, and then in the second step it tried to test this relationship between students' WTT levels and their eight personality dichotomies. The quantitative data of this study were gathered through the administration of two questionnaires: willingness to translate (WTT) and the Persian version of the Myers Briggs type indicator (MBTI). The first hypothesized relationship was examined via One-Way ANOVA Test. The result demonstrated no relationship between these two variables. On the other hand, for testing this relationship between students' WTT levels and eight personality dichotomies, a correlation test was applied. The results indicated a weak and positive correlation between Thinking and WTT and a weak and negative correlation between Feeling and WTT. Based on the results, it can be concluded that students' personality types and dichotomies can have no effect on their three levels of WTT.

Introduction

As the time passes, the world with its different nations and cultures move towards more advanced civilizations. In order to be in line with these progressions, these nations and cultures need a way of exchanging various knowledge, thoughts, ideas, politics, etc. It has been found out that for transferring these, people in different countries first need to establish communications between each other which can only be possible if they understand each other's languages. Therefore, this is where translation comes into focus as a way of establishing such inter-communications. This concept of translation had found its significance as soon as writing was invented and as stated by Catford (1965), is "The replacement of textual material in one language (SL) by equivalent material in another language (TL) (Shuttleworth, 1997, p. 181).

Furthermore, this subject of translation became a field of study by the work of Holmes in 1988, which led to this fact that translation is also a complex cognitive activity containing the comprehension of a text in one language (SL) and production of a text in another language (TL) which also requires the process of transfer and switching between two different languages. This complexity put the field of translation studies in line with other disciplines including linguistic, psycholinguistic, bilingualism, second language acquisition, and etc (Dimitrova, 2010, p. 406). One of the major fields which had gained much attention in translation studies is psychology. Different concepts of psychology have been studied regarding the impacts they may have on the translation process or product. Two of the most interesting and new psychological concepts that gained importance in translation researches, are personality and willingness to translate.

Willingness has been a subject of many studies, especially in the field of second language learning and communication.

This concept of willingness to communicate (WTC) was originally introduced in the L_1 communication then it found its way into the L_2 communication, too. McCroskey and Baer (1985) developed the WTC construct to measure the students' level of willingness to communicate in second language, and it was found to have a dual characteristics at both trait (internal) and state (external) levels in a study by MacIntlre, Clement, Dornyei, and Noels (1998).

In this sense, WTC is a person's desire to perform an action that may be influenced by many factors. One study by Ghonsooly and Taheryan (2014) investigated the effect of single-sex and mixed-sex context on EFL students' inside the classroom and outside the classroom WTC. Two conclusions were stated: Students studying in the single-sex context showed higher level of WTC both inside and outside of the classroom and males tended to communicate more than female.

Apart from gender, personality differences were taken to be influential, too. Its role on WTC examined as a second purpose of a study by MacIntyre and Charos (1996). In this study, it was concluded that personality traits as measured by the Five Factor Model, can contribute to the prediction of frequency of L_2 communication.

Willingness had also found its importance in translation by a study carried out in 2013 by an Iranian researcher, Mosadeghzadeh. Based on the WTC scale, the researcher designed and validated the WTT (willingness to translate) questionnaire which is an18-item questionnaire and has 5 sub-scales. She also tried to find whether there is a relationship between students' WTT and their translation ability and found a strong relation between these variables. Mosadeghzadeh (2013) indicated that WTT has dual characteristic like WTC, including both trait-level and state-level aspects. She also concluded that trait WTT may bring a person into situations in which

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communication may happen, but state-level (situational) WTT can influence whether communication initiated or not.

More recently, another study by an Iranian researcher, Haghshenas (2014), was performed which focused on WTT. In her study, she analyzed the relationship between Iranian prospective translators' tolerance for ambiguity and their WTT and found a direct and significant relationship.

In the present study, the nexus between WTT and translators' personality types is investigated. Personality is taken as an individual most distinctive characteristic of a human being. According to Pervin and John, personality represents these characteristics of person that "account for consistent patterns of feeling, thinking and behaving" (Dornyei, 2005, p. 11). It became an identifiable psychological discipline in the 1930s. Huge amount of interests in the assessment of an individual personality type brought about a great number of inventory tools with the purpose of classifying each person into a suitable personality type. One of the most reliable and useful instruments in this area is MBTI (Myers Briggs Type Indicator) questionnaire developed by a mother-daughter team, Katharine Cook Briggs and Isabel Briggs Myers (1944) and played an influential role in personality evaluation.

MBTI is firmly rooted in Jung's psychological types and has a forced-choice format that people have to show their preferences for each pole of four pairs of dichotomies (opposites). These four dichotomies which together make 16 personality types are:

Extraversion (E)-Introversion (I): refers to where people prefer to focus their attentions and get their energies from. Extraversion directs energy mainly toward the outer world of people and objects and Introversions directing energy mainly toward the inner world of experiences and ideas.

Sensing (S)-Intuition (N): referring to how people perceive the world and gather information. Sensing person focusing mainly on what can be perceived by the five senses and Intuition one focusing mainly on perceiving patterns and interrelationships.

Thinking (T)-Feeling (F): referring to how people prefer to arrive at conclusions and make decisions. Thinking type bases conclusions on logical analysis with a focus on objectivity and detachment. Feeling bases conclusions on personal or social values with a focus on understanding and harmony.

Judging (J)-Perceiving (P) (which was added by Myers and Briggs): referring to how people prefer to deal with the outer world and take decisions. A judging person prefers the decisiveness and closure that results from dealing with the outer world using one of the judging processes (T or F). Perceiving type prefers the flexibility and spontaneity that results from dealing with the outer world using one of the perceiving processes (S or I). (Schweda Nicholson, 2005, p. 116-117)

There are studies which have focused on the investigation of personality types' impacts, like a study in which Marefat (2006) tried to discover the relationship between learner personality type and his/her writing ability and then between rater personality type and his/her rating procedure. Results displayed the existence of a relationship between rater personality and rating procedure and for students S/N preference showed significance impact.

What's more, in a qualitative study in 1990 which used MBTI, Ehrman and Oxford worked with 20 FSI (Foreign Services Institute) students and indicated "some language learning advantage for introverts, intuitive, feelers, and perceivers". Carrel, Prince, and Astika (2006) studied the relationship between the personality types of a group of EFL students in Indonesia measured by MBTI and their academic

performance in a semester-long course and concluded an evenly division between Extraverts and Introverts with over 50%.Felder, Felder, and Diatz (2002) studied the effect of personality types measured by MBTI on engineering students performances and found a consistency with the predictions of type theory in that the performance of MBTI types (extraverts, sensors, and feelers) are improved in an experimental instructional approach. Wicklein and Rojewski (1995) carried out a study on psychological type and professional orientation and found a relationship between them and claimed that Industrial arts educators were more likely to prefer introversion, sensing, and judging orientations while technology educators indicated a preference for extroversion, intuition, and feeling orientation.

Needless to say, personality studies were brought into attention in translation studies, too. With regard to this, investigations of Reiss (2000) and Barboni (1999) are one of the earliest studies approaching translation from psychological standpoint. Reiss spoke of translator personality types and individuality of the translator and acknowledged that varied translations of one single text are due to this personality differences. On the other hand, Barboni psycho-analyzed translators' behaviors, reinforced the idea that psychology and translation are linked and like Reiss believed that certain personality types are more at ease when translating specific texts (as cited in Hubscher-Davidson, 2009, p. 179-181).

Considering the impacts of personality types on translation quality of a text provided by translators, Hubscher-Davidson carried out an empirical investigation in his thesis (2007) into the effects of personality on the performance of French to English student translators and concluded that each translator's personality is apparent in their attitudinal behaviors while translating, influences their performance in varied ways, and shapes their target text. This fact was also pointed out in his recent study (2009) in which findings indicated that students belonging to the "intuitive type" outperformed students of the "sensing type" and provided the better translation quality of the text.

Importantly, because as indicated before, these two concepts of WTT and personality are new in the field of translation studies, the impacts of personality types were investigated regarding many factors such as translation quality, but not with regard to this new psychological variable which is WTT.

Purpose of the Study

The aim of this study is find out whether any relationship can be detected between subjects' personality types and their three levels of WTT. It also investigated this relationship between each of the MBTIs' eight dichotomies and these levels of WTT.

Research Questions

Q_1: Is there any significant relationship between MA translation students' levels of willingness to translate and their personality types?

Q_2: Is there any significant relationship between MA translation students' levels of willingness to translate and each of the eight personality dichotomies?

Research Hypotheses

H_1: There is no significant relationship between MA translation students' levels of willingness to translate and their personality types.

H_2: There is no significant relationship between MA translation students' levels of willingness to translate and each of the eight personality dichotomies.

Table 1. Descriptive Statistics Table for Students' Levels of WTT

	Frequency	Percent	Minimum	Maximum	Mean	Std. Deviation
Low (18-30)	2	1.8				
Middle (30-60)	58	52.7	24.00	81.00	59.11	11.4
High (60-90)	50	45.5				
Total	110	100.0				

Table 2. Descriptive Statistics Table for Personality Types

	Frequency	Percent
ENFP	4	3.6
ENFJ	4	3.6
ENTP	4	3.6
ENTJ	5	4.5
INFP	7	6.4
INFJ	7	6.4
INTP	2	1.8
INTJ	5	4.5
ESFP	4	3.6
ESFJ	3	2.7
ESTP	7	6.4
ESTJ	10	9.1
ISFP	3	2.7
ISFJ	4	3.6
ISTP	10	9.1
ISTJ	31	28.2
Total	110	100.0

Table 3. K-S Test of Normality

	WTT
N	110
Kolmogorov-Smirnov Z	.557
Asymp. Sig. (2-tailed)	.915

Table 4. One-Way ANOVA Result

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1963.817	15	130.921		
Within Groups	12403.647	94	131.954	.992	.470
Total	14367.464	109			

Table 5. Descriptive Statistics Table for the Eight Dichotomies

	N	Minimum	Maximum	Mean	Std. Deviation
Extravert	110	0	14	5.75	3.865
Introvert	110	1	15	9.25	3.865
Sensing	110	0	15	8.75	3.449
Intuitive	110	0	15	6.24	3.435
Thinking	110	0	15	8.98	3.667
Feeling	110	0	15	6.02	3.667
Judging	110	0	18	8.94	4.202
Perceiving	110	0	15	6.08	4.160
Valid N (listwise)	110				

Table 6. Correlation between WTT and Personalities

	WTT
1. Extravert	0.064
2. Introvert	-0.064
3. Sensing	0.011
4. Intuitive	-0.011
5. Thinking	0.224**
6. Feeling	-0.224**
7. Judging	0.038
8. Perceiving	-0.038

**Correlation is significant at the level of 0.05

Participants

A total number of 110 students with the minimum age of 22 and maximum age of 45 were selected from Imam Reza University of Mashhad, Ferdowsi University of Mashhad and its International campus and Azad University of Ghoochanto complete both WTT and personality questionnaires. They were 73 females and 37 males selected through 'Convenience or Opportunity Sampling', a method in which the populations who are selected have some criteria such as easy accessibility, availability at certain time, or the willingness to volunteer (Dornyei, 2007). A great number of these subjects were from Imam Reza University, with the number of 57 students and only the maximum number of 13 took part from each class of each university. Moreover, these participants were all MA junior and senior university students majoring in English translation.

Instrumentations

Two instruments were used in this study for eliciting data from the subjects:

WTT questionnaire: is a quantitative self-report indicator of students' desire to translate a text from L_2 to L_1 and it has both trait-level and state-level aspects. This device was designed and validated by an Iranian researcher, Mosadeghzadeh (2013). In her thesis, she used Cronbach's Alpha test to analyze the reliability of WTT questionnaire which was reported to be .863 and indicated its high reliability. For analyzing the questionnaire's validity, she used exploratory factor analysis. Based on the results of this test, the validity of this questionnaire was demonstrated to be high.

This questionnaire consists of 18 questions, classified on the basis of five factors including, Enthusiasm to translate, Enthusiasm to translate technical text, Enthusiasm to translate informal text, Enthusiasm to translate scientific text, and Enthusiasm to earn money from translation. For each of the 18 questions, five scales of '1= almost never willing', '2= willing half of the time', '3= sometimes willing', '4= usually willing', and '5= almost always willing' was provided. WTT is scored in a way which answers indicating the highest WTT are receiving 5 (scale 5= almost always willing) points and answers pointing out the lowest one are receiving 1(scale 1=almost never willing) point. On the basis of the obtained scores, participants were classified into three groups: those who get 18 to 30 were taken as low-willing to translate students, those with marks of 30 to 60 were considered as middle class and subjects with grades range between 60-90 were high willing ones.

MBTI questionnaire: in this study a Persian version of Myers Briggs Type Indicator questionnaire compiled and prepared by Biglarbeigy (2008) was utilized. It consists of 60 questions with two A and B answers for each question. These answers are not right or wrong, they are only alternatives that the participants should make a choice between them. This Persian version of MBTI is validated and its validity was reported to be higher than 80% with the use of repetitive tasks; all the items were mentioned to have a significant positive correlation with the whole test, and the clinical considerations and psychological observations confirmed this test's reliability. Questions are fit into four sections based on the four sets of opposites: Extravert-Introvert, Sensing-Intuitive, Thinking-Feeling, and Judging-Perceiving. The number of A or B answers for each set are counted and added up. Then based on the grades four letters are chosen and combine together to show a person's personality type. A number of 16 personality types can be obtained from this questionnaire.

Procedure

During the course of this study, all the 110 subjects from Imam Reza, Ferdowsi and its international unit, and Azad universities were presented with both WTT and MBTI questionnaires and asked to fill them out in the devoted time of 15 minutes for each of the test. The total time of 30 minutes were allotted for completing both questionnaires. For the WTT questionnaire, subjects were asked to mention their levels of willingness for each of the 18 questions by marking one of the 5 scales. With regard to the Persian version of MBTI, students were required to point out their preferences for one of the A and B occasions. All the information asked at the top of each questionnaire such as; name, age, gender, name of the university, and occupation were also required to be completed and participants were assured that their information is going to be kept confidential. After gathering the data from both questionnaires, these two questionnaires were corrected. Based on their answers to MBTI questionnaire, they were fitted into 16 personality types and on the basis of their WTT grades, participants were classified into three groups of high, middle, and low-levels WTT students. Then at the end, the relationship between students' levels of WTT and their personality types and each of their eight dichotomies was calculated through the SPSS.

Data Analysis

The Collected data were analyzed via SPSS software, version 18. The descriptive statistics tables were provided for WTT levels, personality types and eight personality dichotomies of students.

Moreover, for answering the first question, first Kolmogrove_Smirov test was used to analyze the normality of WTT data and then for testing its null hypothesis, One Way ANOVA was applied to examine the relationship between students' levels of WTT and their personality types. Considering the second question of this study, for investigating its null hypothesis, analyzing the relationship between students' levels of WTT and their eight personality dichotomies, the correlation test was used.

Result

Descriptive Statistics for the Research Question One

Table 1 is the descriptive statistics for students' levels of WTT. As previously stated in chapter three, students were classified into three groups considering the scores they obtained from the WTT questionnaire. These groups are low, middle, and high. Most of the students were included in the middle-level WTT group, with a total number of 58 which equals to 52.7 percent of students. Contrary, only two participants classified as low-level ones which equals to 1.8 percent of subjects. And, 45.5 percent of subjects are high-level WTT students which equals to 50 percent.

Table 2 shows the descriptive statistics of all the 16 personality types of the subjects. As it is demonstrated here, 31 subjects out of the total number of 110 have ISTJ (Introverted Sensing with Thinking) personality type which equals to 28.2 percent of them. This means that most of the participants are included into this ISTJ personality type. On the other hand, INTP (Introverted Thinking with Intuition) which is only consisted of 2 students is the type including fewer numbers of students. Considering other types, both ESTJ (Extraverted Thinking with Sensing) and ISTP (Introverted Thinking with Sensing) with 10 numbers of students, are two types including more numbers of subjects in addition to ISTJ one. Then, we have INFP (Introverted Feeling with Intuition), INFJ (Introverted Intuition with Feeling), and ESTP (Extraverted Sensing with Thinking) types all three consisting of 7 subjects, ENTJ

(Extraverted Thinking with Intuition) and INTJ (Introverted Intuition with Thinking) ones with 5, ENFP (Extraverted Intuition with Feeling), ENFJ (Extraverted Feeling with Intuition), ENTP (Extraverted Intuition with Thinking), ESFP (Extraverted Sensing with Feeling), and ISFJ (Introverted Sensing with Feeling) with 4, and finally, ESFJ (Extraverted Feeling with Sensing) and ISFP (Introverted Feeling with Sensing) types including 3 participants out of 110.

Responding to the Research Question One

For testing the first hypothesis of this study and answering research question one, first the Kolmogrove-Smirnov (K-S) test, displayed in table 3, was used to analyze whether the WTT scores are normally distributed across participants or not. If the *p*-value is non-significant (*p*>0.05), we can say that the distribution of a sample is not significantly different from a normal distribution, therefore it is normal. It the *p*-value is significant (*p*<0.05) it implies that the distribution is not normal.

As it can be seen, the obtained sig value for WTT is higher than 0.05. Therefore, it can safely be concluded that the data is normally distributed across all participants.

After analyzing the normality of WTT scores and reaching this conclusion that WTT scores are normally distributed, a parametric test, One Way ANOVA, was used to examine the first hypothesis:

H_0 :There is no significant relationship between MA translation student's levels of willingness to translate and their personality types.

This test studied the existence of any significance difference between students' WTT mean scores in each of the 16 personality types. If the sig level is fewer than 0.05, then the null hypothesis is rejected showing the existence of significance relationship between these two variables.

According to table 4, the Sig level of test is 0.470, and is more than 0.05; therefore, with the confidence level of %95, the null hypothesis is accepted which means that there isn't any significance difference between students' WTT mean scores in each of the 16 personality types. This can be inferred that no relationship exists between MA translation students' levels of WTT and their personality types.

Descriptive Statistics for the Research Question Two

Table 5 shows the descriptive statistics for each of the eight personality dichotomies.

This table includes the number, minimum, maximum, mean, and standard deviation statistics for all the eight personality dichotomies. It shows that except for the introvert one, the other seven dichotomies ranged between 0-15. This means that these dichotomies were not included in the personality characteristics of some subjects. As it is displayed here, the highest mean is dedicated to introvert personality and the highest standard deviation is for judging one.

Responding to the Research Question Two

This part focused on answering the second question of the study and examining its null hypothesis which is:

H_2: There is no significant relationship between MA translation students' levels of willingness to translate and the eight personality dichotomies.

Based on the results of table 6, no correlation was found between WTT levels and personality dichotomies, except a weak positive correlation between WTT levels and Thinking personality($r = 0.224$, $p < 0.05$) and a week negative correlation between WTT levels and Feeling personality($r = -0.224$, $p < 0.05$).

Discussion

Discussion of the Research Question One

On the basis of contents which were mentioned about the field of translation studies, it was revealed that translation faced many developments since its manifestation. All these developments led to the unification of translation with many other fields of study. One field which gained importance in translation studies is psychology, defined as the study of human mind. Progression of psychology into translation studies directed the scholars' attention towards the impacts that some psychological factors may have on the process of translating and even the product of this translation process, i.e., a translated text. Two of these psychological factors which have attracted attentions recently are willingness to translate and personalities. Translators' levels of Willingness to Translate are calculated through the application and completion of 18-question WTT questionnaire. This WTT questionnaire is a new phenomenon and has not been investigated regarding its relationship with other psychological factors. Translators as individual humans may perform in various ways regarding these individual differences. One crucial area of these individual differences which has recently attracted interests in process researches is the notion of personality. Concerning this fact, the first question of this research focused on the study of the existence of any significance relationship between MA translation students' levels of WTT and their 16 personality types.

The analysis of the data through the application of One-Sample ANOVA Test led to this finding that no significance difference exists in the MA translation Students' WTT mean scores in each of 16 personality types. Actually, what can be implied here is that translators' level of WTT has nothing to do with their personality types and any variation in their WTT levels can be explained irrespective of their personality types.

Discussion of the Research Question Two

The personality types studied in the present study consist of personality dichotomies which were the focus of the second question of this research. The first question had tried to probe the relationship between students' WTT levels and their personality types, but question number two made an attempt to investigate this relationship between students' WTT levels and their eight dichotomies.

For analyzing this relationship, a correlation test was used which indicated the existence of no correlation between these WTT levels and six of these personality dichotomies. Nevertheless, a weak positive correlation and a weak negative correlation were found between WTT and Thinking, and WTT and Feeling, respectively.

Thinking people are logical and reasonable. They think rationally and are dispassionate in decision making. They rely on facts not personal feelings and opinions for making decisions. This is a feature which makes this positive relationship between WTT and thinking, a feature why one translator would have high willingness in translation. Logical thinking will help a translator to act reasonably for solving translation problems and focus on cause and effect for making a choice between two translation alternatives.

What's more, thinking ones are outcome focused, questioning, tough and naturally searching for principles. These four are the characteristics which make one to be more willing for the task of translation. According to Kaur (2005), translation is a goal oriented activity which needs to be obtained by the translator at the end. An outcome focused translator can only be

steady in achieving such aims. On the other hand, tough and questioning people are firm on decisions and asking questions to understand and gain knowledge (Quenk, 2009). As stated by Kaur (2005), good translators should be committed and disciplined which can be found in a tough person and be familiar with principles of translation theory, different registers, settings, cultures, customs, etc (Razmjou, 2004) that can only be obtained by asking questions and gaining knowledge.

With regard to the feeling ones, a negative correlation was found between feeling and WTT due to these people's personal characteristics. This negative relationship implies that if you rely more on your feelings, you would be less willing in translation. Actually, these people are tender, try to gain others' agreement not the goal and are compassionate. They are subjective and use personal feelings for making decisions not logics and facts. In addition, one important feature, avoided at all costs by these people is the conflict.

Recommendation for Further Research

The first variable which can be studied in future studies is the role of gender in each of the variables studied in the present study. The second one is the age of participants which is needed to be studied in future personality and WTT research. The third and last factor is that this study only selected MA students who came from educational environments of Imam Reza and Ferdowsi universities of Mashhad, and Ghoochan Azad University. Further future studies would benefit from more effective results if students of both BA and MA levels from other cities in various university environments participated, too.

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