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The Impact of Instruction of Interpersonal Intelligence to Translation Students on Translation of Different Character's Register in William Falkner's Novels

Neda Matin and Hossein Shams Hosseini

Department of English, Quchan Branch, Islamic Azad University, Qucahn, Iran.

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ABSTRACT

Register as one of the main issues in translation studies has been a topic of some discussions lately and most of the translation researchers have been in favor of it and used it to assess the translations quality or find ways to translate register. However, there is a sever lack of research on the impact of some factors on translation of register that that factor in current study is interpersonal intelligence. To this end, the researcher aimed at finding out the relationship between interpersonal intelligence and translation of register in different characters. The study contains a pool of 28 students participated as the source of data including two groups of experimental and control. Pearson Correlation Coefficient was administered where SPSS V18 was used for statistical analysis. Having separately assessed the students' performances in two groups in two session of pre-test and post-test after two different terms on the tests based on Gardner's and Kim's assessment criteria, the researcher found a positive moderate correlation between the two variables of instruction of interpersonal intelligence and translation of register. according to comparison of relationship between two groups it is discovered that in experimental group that there was treatment (instruction of interpersonal intelligence), the amount of increase in scores was much more than that of control group that was not instructed interpersonal intelligence. Therefore, the study showed that having a high interpersonal intelligence and instructing of it could effect on knowing the verbal and non-verbal feeling of the characters and translating their register and variety of languages best.

Introduction

Evidently, in movies and stories, translators are shown as one who is isolate ,wears big glasses with a dictionary beside him/her, and sits in a quiet, empty, and lifeless room. While in translation especially translation of novels and scenarios that contain different characters with different variety of languages, emotions, feelings and cultures; translator cannot be so. Therefore, it is supposed translators need a high interpersonal intelligence.

According to Gardner (1999), there are nine kinds of intelligence that is called multiple intelligences (MI) which interpersonal intelligence is one type of multiple intelligences that the present work is centered on it. As Mayer and Salovey (1997, cited in Kate Ripley,1998) defined interpersonal intelligence is 'the ability to perceive accurately, appraise and express emotion; the ability to access or generate feelings which facilitate thought; the ability to understand emotion and emotional knowledge; the ability to regulate emotions to promote emotional and intellectual growth (p.6).

Therefore interpersonal skills may help translators translate different characters' registers better. It means that people with high interpersonal intelligence can distinguish different characters and understand their characteristics and then transfer their feeling better than other people. Hence, if someone can make these distinctions, as Xavier Quattrocchi-Oubradous, Charles Bal say, s/he would make a distinction from them when it is non-verbal too. Accordingly, it is possible interpersonal intelligence can help translator discover characters' feeling, moods, characteristics, and intentions, as a whole characters' register in a novel, and transfer them correctly to the reader.

Due to lack of research on interpersonal intelligence and translation, this study is seeking to find relationship between instruction of interpersonal intelligence and its effect on student's translation of different characters. In fact, the study aimed to answer following question:

Does instruction of interpersonal intelligence on control and experimental group have any effect on translation of students' registers in different characters?

Review of literature

Intelligence defined

Nature and power of human intelligence has singled out human from the rest of the animal kingdom. Human success in the face of the rigours of the physical world and human dominance within the animal kingdom are due to intelligence (Khalfa, 1996, p.3).

There were different psychologists, philosophers, theorists and practitioners presented different definitions, theories, and tests of intelligence. Most of people think when they use the word of intelligence; they know what does it mean, but making definition of it is still a problem.

Khalfa states intelligence is those tools of the mind that give us access to the stored experience of humankind and allow us to reason, to test our ideas, and to plan for the future (1996, p.1).

Schebeil (1997) says that intelligence denotes a range of attributes that mold behavior and enable an organism to respond appropriately and successfully to the challenges of its environment. Intrinsic to this definition is the assumption that intelligence is many faceted (p.xvii).

In the sixteenth century the Spanish physician/philosopher Juan Huarte de San Juan (1991) drew a remarkably cogent

Tele:

E-mail addresses: qasem.modarresi@gmail.com

picture of individual differences in human thought. Huarte (Cited in Hunt, 2011) believed their imaginations to envisage how a solution might work out, while others will rely on their memories of solutions that have worked in the past that when people attack problems some will use (p.2). Therefore, there exists different ways that people apply to solve their various problems. It means that different people have different intelligences. Gardner states human beings do not have underlying general intelligence, but rather that they have multiple intelligence's and that they are each part of an independent system in the brain (1993, p.VIII).

Visual/Spatial: Show me!
Image, graphics, drawings, sketches, maps, charts, doodles, pictures, spatial orientation, puzzles, designs, looks, appeal, mind's eye, imagination, visualization, dreams, nightmares, films, and videos

Logical/Mathematical: Why Bother?
Reasoning, deductive and inductive logic, facts, data, information, spreadsheets, sequencing, ranking, organizing, analyzing, proofs, conclusions, judging, evaluations, and assessments

Verbal/Logical: Who Says?
Words, Wordsmiths, speaking, writing, listening, reading, papers, poems, plays, narratives, lyrics, speeches, talks, dialogues, and debates

Musical/Rhythmic: I Hear It!
Music, rhythm, beat, melody, tunes, allegro, pacing, timbre, tenor, soprano, baritone, symphony, choir, chorus, madrigals, rap, rock, rhythm and blues, jazz, classical, folk, ads, and jingles

Bodily/Kinesthetic: Just Do It!
Art, activity, action, experiential, hands-on, experiments, try, do, perform, play, drama, sports, throw, toss, catch, jump, twist, twirl, assemble, disassemble, form, re-form, manipulate, touch, feel, immerse, and participate

Interpersonal/Social: Can We Talk?
Interact, communicate, converse, share, understand, empathize, sympathize, reach out, care, talk, whisper, laugh, cry, shudder, socialize, meet, great, lead, follow, gangs, charisma, crowds, gatherings, and twosomes

Intrapersonal/ Introspective: What's in it for me?
Self, solitude, meditate, think, create, brood, reflect, envision, journal, self-assess, set goals, plot, plan, dream, write, fiction, nonfiction, poetry, affirmation, lyrics, songs, screenplays, commentaries, introspection, and inspection

Naturalist? Physical world: I See It!
Nature, natural, environment, listen, watch, observe, classify, categorize, discern patterns, appreciate, hike, climb, fish, hunt, snorkel, dive, photograph, trees, leaves, animals, living things, flora fauna, ecosystem, sky, grass, mountains, lakes, and rivers

Existential: I Wonder …
Ponder, think, wonder, question, conceptualize, create, seek, hypothesize, search, imagine, immerse, read, invent, write, study the universe, imagine, visualize

Figure 1.Gardner's Multiple Intelligence Chart (taken from Forgarty & Stoehr, 2008, p

In this study, the focus was on the factor of interpersonal intelligence that likely has influence on the ability to render register. Quattrocchi Oubradous and Bal (2011) define Interpersonal intelligence as: Your ability to understand others, who they are, what they want, what they feel, how they work, and how they interact with them. People with interpersonal intelligence are usually extroverted, motivated, desires and intentions of those around them. People with high level of interpersonal intelligence are good at understanding verbal and non-verbal communication. They know when controlling their emotions is necessary."

Hence a person who has a high interpersonal intelligence receives others emotion fast and can transfer it easily. Therefore, they can easily know people and their features verbal or non-verbal and transfer them to their listeners or readers.

Register defined

Efforts to define language register made some confusion. There are different definitions for register. In French, two terms are employed for register: *niveau de langue* is level of language and *register* is register. The first one is applied to describe "sociosituational variation" as Sanders (1996) refer to it, also as Dubois et al. (1994, p.324) discusses about it declare that *registre* refers to the applying specific language according to the *niveau de langue* (p. 406).

In linguistic, The term register at first had been used by the linguist Thomas Bertram Reid in 1956, and brought into general currency in the 1960s by a group of linguists who wanted to distinguish between variations in language according to the user (defined by variables such as social background, geography, sex and age), and variations according to use, "in the sense that each speaker has a range of varieties and choices between them at different times" (Halliday et al., 1964). A pupil of Firth, Halliday, who, as company of his Australian associates, finally gave currency to the term 'register (de Beaugrande, 1993, p.9). Halliday refers to register as "the clustering of semantic features according to situation type (Halliday, 1997)

Meaning components in Register

In linguistic, meaning refers to what the source expresses, communicates, or conveys in their message to the receivers, and what the receiver infers from the current (Sanchez, 2012). Abstract mode of meaning is realized through a particular linguistic system, namely transitivity, mood, and theme. At the same time, these modes of meaning are associated with the situational aspect of register (Halliday, 1978, 1994, cited in Angeleli, 2009). Register theory of Halliday offers**three variables in any situation that have linguistic consequences and they are field, tenor and mode (p.130).**

Halliday (1978) believes meaning is fundamental component of language and each variable of register is associated with a strand of meaning. These strands of meaning together form the discourse semantic and kim (2011) also states there is a relationship between register variables and meanings

Translation defined

Translation phenomenon unexpectedly has attracted different people and its history is as old as language. At the beginning of appearance of translation, it was as oral form and written translation joined oral translation after growing the written language. Therefore, culture and knowledge of other countries could have been shared via the written translation. The early attempts in the field of translation origined in over 2000 years to Cicero and Horace who believed translation as a relation between the signifier (the spoken and written signs) and the signified (the concept) (Munday, 2008). Newmark (1988) defines translation as rendering the meaning of a text into another language in the way that the author intended the text. Larson (1998) argues that the aim of translation is transferring the meaning of the source language into the target language, which is done by replacing the form of the first language to the form of a second language by way of semantic structure.

Table 1. Nelson Proficiency Test

N	**Valid**	**36**
	Missing	**0**
Mean		30.8056
Std. Deviation		12.53753

30 + 12 = 42

30-12= 18

Between 18 and 42

Table 2. Correlation between scores from Interpersonal Intelligence and translation scores after term 1in control group

		Interpersonal Intelligence (after term 1)	**Translation score (after term 1)**
Interpersonal Intelligence (after term 1)	Pearson Correlation	1	.306
	Sig. (2-tailed)		.287
	N	14	14
Translation score (after term 1)	Pearson Correlation	.306	1
	Sig. (2-tailed)	.287	
	N	14	14

Table 3. Correlation between scores from Interpersonal Intelligence and translation scores after term 3

		Interpersonal Intelligence (after term 3)	**Translation score (after term 3)**
Interpersonal Intelligence (after term 3)	Pearson Correlation	1	.426
	Sig. (2-tailed)		.128
	N	14	14
Translation score (after term 3)	Pearson Correlation	.426	1
	Sig. (2-tailed)	.128	
	N	14	14

Table 4. Correlation between scores from Interpersonal Intelligence and translation scores after term 1

		Interpersonal Intelligence (after term 1)	**Translation score (after term 1)**
Interpersonal Intelligence (after term 1)	Pearson Correlation	1	.357
	Sig. (2-tailed)		.210
	N	14	14
Translation score (after term 1)	Pearson Correlation	.357	1
	Sig. (2-tailed)	.210	
	N	14	14

Table 5. Correlation between scores from Interpersonal Intelligence and translation scores after term 3 in experimental group

		Interpersonal Intelligence (after term 3)	**Translation score (after term 3)**
Interpersonal Intelligence (after term 3)	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.003
	N	14	14
Translation score (after term 3)	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.003	
	N	14	14

**. Correlation is significant at the 0.01 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

To this end, the issue of multiple intelligences and their application in the field of translation studies is new and there are a few studies on it.

Practical studies on intelligence and translation field

There is a few works on relationship of intelligence and translation field that they are as follow:

Mostafav etal. (2012) in their study, The Relationship between Interpersonal, Visual-Spatial Intelligences and Technical Translation Quality, tried to investigate whether there was any significant relationship between technical translation quality of the senior English translate on students and their levels of interpersonal, visual-spatial intelligences. To achieve this, two research questions and two hypotheses were postulated. In order to investigate the research questions, the researchers selected hundred senior English translation students from Tabaran, Khayyam and Imam Reza universities of Mashhad. One technical translation production test which was taken from a user manual and multiple intelligences tests were carried out. Upon scoring of the interpersonal and visual-spatial intelligence tests, and evaluating the production test, it revealed that senior English translation students with high interpersonal and visual-spatial intelligences were better in translating technical texts and the results showed that there was a significant relationship between students' interpersonal, visual-spatial intelligences level and the quality of technical translation.

Zavala (2012) in his research, Multiple Intelligences Applied to Translation Students' Thesis, studied on Gardner's Multiple Intelligences and its relationship with translation students at UNACAR. The main question to solve in this project was which of the eight types is the most suitable for them. To obtain information regarding the student's abilities, checklists and tests were used based on the results of a translation exercise. To draw the conclusion, the inductive-deductive model of the scientific method was followed. The findings from the

instruments used, as well as the examples of the sentences translated by the subjects, allow concluding that the fulfillment of the standards described by Darwish to achieve an effective translation does not depend on the type of the intelligence the translator has. However, it can be said that the Verbal Linguistic type is the ideal kind of intelligence for the translator to have or develop the most since most of these abilities are specifically approached by Gardner's Verbal Linguistic type of intelligence. This was evident in the only subject in the group with this type of MI. Not only did he obtain the best grade, but also he was able to demonstrate that he clearly understood the main idea in the source text and was capable of transferring it exactly to the goal language. This subject proved to be someone who can communicate well in his own language, and by consequence, he will be the most likely to produce an effective translation.

Method

Sample

The participants in this study were 46 female EFL students in BTC institute with an age range of 20 to 32 years old and their first language was Persian. They were randomly divided into two groups. The sample included 28 students out of 46 students were selected based on their language proficiency by Nelson proficiency test. Students whose score were one standard deviation above and below the mean were selected for the study. The mean of the scores was 30.80 and the standard deviation was 12. 53. Therefore, students whose scores were between 18 and 42 were selected to participate in the study. Out of 46 students, 28 students had scores between 18 and 42. Additionally, the corpus of the study included three novels *of Sanctuary, As I Lay Dying and, the Sound and the Fury* written by William Falkner respectively to examine students' knowledge in translation of register of different characters in term 1 and term 3.

Instrumentation

At first, a 50-item Nelson English Language Proficiency Test from Fowler and Coe (1978) was used in other to make the sample homogeneous with respect to their proficiency level. The reliability coefficient of this proficiency test was high, Cronbachs Alpha = 0.82 (Hashemian, Roohani & Fadaei, 2012). And there was Gardner's (1983) Multiple Intelligence test (including 101 items) as Yes/No question which just 12 items related to interpersonal intelligence (As Gardner stated) was measured. Furthermore, the researcher designed two translation tests taken from the story books stated above to examine students' knowledge in translating different characters' register (appendix E & appendix G) and in this sense, they were asked to show their translation knowledge; therefore, these tests were not in Likert scale or so and there was no need to concern about their reliability. The researcher used the contents of the tests from the textbooks and in this way researcher attempted to deal with the content validity of the tests. s/he also followed straightforward instructions to come up with appropriate face validity. Since s/he did not want to construct and validate a specific questionnaire but just to measure the students' translation performance, he tried to gather data using sample tests. The researcher also followed instruction of interpersonal intelligence using some factors.

Data Collection Procedures

To gather data, the researcher used different tests explained as follows:

The first test was Nelson proficiency test Used to collect data regarding students' general English knowledge. Then researcher took a pre-test and post-test that in each step conducted two tests. In per step, there was Gardner's Multiple Intelligence test (including 101 items), which after taking the test from students just the items related to their interpersonal intelligence (including 12 items) was measured and the next test was including 400 words with five different characters extracted from *Sanctuary* and *As I Lay Dying and* (in step 1) and *the Sound and the Fury* (in step 2) to measure students' performance in translation of different characters' register. To construct the items, the researcher attempted to include different characters with different registers to meet the criterion of content validity. Researcher consulted two experts in the field for designing the tests and used their perspectives.at the end, the validity of the tests was considered.

Data Analysis

The data analysis of the present study follows a statistical analysis. The relationship between interpersonal intelligence and translation performance was examined for the two groups using Pearson Correlation Coefficient. To evaluate and value the students' translation of register, the researcher used Kim's assessment criteria as the objective criteria. Researcher subtracted from 45, the full mark for each translation on the NAATI translation exam. Based on Kim's criteria, a range of deductions in points was suggested. The deduction was in relation to the scales, such as 1–2, 1–3, and 3–5, according to an analysis of points deducted in translation examinations graded by two graders for errors on translation. The deduction of points was done based on major errors that influence one or more aspects of meaning and minor errors that are simple mistakes that have little influence on the delivery of ST meaning. Major errors were analyzed on the basis of different aspects of meaning (Experiential, Logical, Interpersonal, and Textual) as mentioned earlier, and whether the error has an impact on the accurate delivery of the meaning of the ST (Accuracy) or on the natural delivery of the meaning in the TT.

Result

To provide an answer for the research question, at first the data obtained from questionnaire of Nelson proficiency test was used for finding Homogeneity of the participants by SPSS software for windows 18.

Homogeneity of the participants

The researcher used standard deviation analysis in order to find out the homogeneity of the participants to choose the samples of experimental and control groups. Table 1 illustrated the mean of the scores is 30 and standard deviation is 12. Therefore, given one standard deviation above and below the mean, students whose scores obtained from Nelson Proficiency Test were between 18 and 42 that were selected to take part in the study.

Correlations of scores in control group and experimental group

Initially researcher ran the Pearson correlation analysis in order to find out the relationship between the variables . Table 2 showed that the relationship between scores from Interpersonal Intelligence and translation scores after term 1 was examined for control group using Pearson product-moment correlation coefficient. As Table 4.6 showed, there was a positive moderate correlation between the two variables [r=.30, n=28, p<.05], based on the guideline proposed by Cohen (1988) .

The Guideline proposed by Cohen (1988) is as follows:

r=.10 to .29 or r=–.10 to .29 small

r=.30 to .49 or r=–.30 to .4.9 medium

r=.50 to 1.0 or r=–.50 to 1.0 large

The results from table 3 showed that the relationship between scores from Interpersonal Intelligence and translation

scores after term 3 was, again, a positive moderate correlation between the two variables [r=42, n=28, p<.05]

The major point here is that the increase of the students' scores in control group from term 1 to term 3 is about .12, if we deduct 0.42 from 0.30. Then researcher administrated correlation analysis to find out relationship between variables in experimental group. Table 4 illustrated that the relationship between scores from Interpersonal Intelligence and translation scores after term 1 was examined for experimental group using Pearson product-moment correlation coefficient. As Table 4.8 showed, there is a positive moderate correlation between the two variables [r=.35, n=28, p<.05]. The results from table 5 shows that the relationship between Interpersonal Intelligence and translation scores after term 3 is, again, a positive large correlation between the two variables [r=72, n=28, p<.05] with higher scores of Interpersonal Intelligence is associated with higher scores of translation scores.

Effect of instruction of interpersonal intelligence on translation of students' registers

To answer to the research question *"Does instruction of interpersonal intelligence have any effect on translation of students' registers in different characters?"*, the researcher based on analyses found out the point that the increase of the students' scores in experimental group from term 1 to term 3 is about .37, if we deduct 0.35 from 0.72. This amount of increase is much larger than that of control group, which was .12.

Discussion and Implications

To answer the fourth research question: *"Does instruction of interpersonal intelligence have any effect on translation of students' registers in different characters?*" ,researcher compared the relationship between two groups of control and experimental in term1and term 3. It is discovered that the increase of the students' scores in experimental group from term 1 to term 3 is about .37, if we deduct 0.35 from 0.72. This amount of increase is much larger than that of control group, which was .12. Therefore, this amount of increase was much more than that of control group that was not instructed interpersonal intelligence. Therefore, it was concluded that by increasing the amount of scores in the experimental group, instruction of interpersonal intelligence on experimental group affected on the translation of students' register in different characters. Accordingly, Students who are studying translation and also translators who translate novels and story books which contain characters with different registers and variety of languages should know more about the concept of register and its translation and the effect of interpersonal intelligence on translation of different characters' register but also should be taught them how to enhance their interpersonal intelligence in practice through exemplification.

When the students are at the first step of translation, translation teachers should teach how to improve their interpersonal intelligence and try to know characters well and choose proper words and registers based on their traits. For instant, they should make students familiar with the Kim's (2009) meaning-based translation assessment and Gardner's (1993) multiple intelligence.

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