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Impact of High Intelligence (Intelligence Quotient) on Translation Skills

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ABSTRACT

This study aims to find the relationship between intelligence and translation skills in Iranian translators. For this purpose, translators were randomly selected from 20 translators in the ninth workshop in different age groups and adults. Adult crow. IQ test was taken. Then, their translation scores were given based on the Waddington scoring model, and finally, their IQ test scores were analyzed based on SPSS software. The translation workshops that were selected and the scores of their translated texts were analyzed based on the Waddington scoring table based on SPSS software and it was found that there is no relationship between translation skills among the cognitive intelligence of patients. It is recommended to use this model for evaluation and grading in translation.

Keywords: *Intelligence Quotient, Waddington model, Quality assessment, IQ Test*

INTRODUCTION

According to studies, IQ is higher in some parts of the world than in other parts of the world. IQ is very diverse around the world and varies between different countries or citizens of one country. The reason for this difference has long been considered by scientists, and the main question is whether the reason for this difference is in the genetic roots of humans or environmental conditions? According to research, variation in IQ is evolutionary, not genetic. So far, many scientists have cited several reasons for explaining the global IQ pattern, some of which have been attributed to differences in education, cold weather, and the difficulty of living in these climatic conditions. High IQ has many symptoms, high scores, high level of education, health, high job performance, and other important factors.

Intelligence is a mental ability and includes a variety of abilities such as reasoning, planning, problem-solving, abstract thinking, language use, and learning. Theories of intelligence have evolved throughout history. For many years, this has been the concern of many people, how much is their intelligence, and is there a measure to measure intelligence? Or is it possible to increase IQ and what reduces IQ? Or what exactly does intelligence mean? Many people are also looking for tests that can be used to measure their intelligence. In this article, we want to examine and answer all these questions in detail in the relationship between high intelligence and translation skills, and also to accurately measure the intelligence of a group of translators with the adult Raven test.

English, like other languages, has four skills: listening, speaking, writing, and reading. Like oral communication, writing activities can be divided into two categories: skills training or skill utilization. Interaction through text message is the goal: what is written should be purposeful communication on a practical or imaginative level and expressed in a way that is understandable to another person. Acquiring skills for oral or written communication is based on knowledge of how language works. It must be understood that writing a language is much more difficult to understand than speaking it.

As mentioned earlier, there is a strong link between intelligence and language learning. Writing as part of language learning seems to be positively correlated with intelligence. Vocabulary is one of the best criteria of general intelligence that is measured by intelligence tests. The ability to use practical words, such as cohesive devices or conveying words, is said to be directly intertwined with people's intelligence. This study was conducted to determine whether there is a positive relationship between intelligence and translation skills. Therefore, this study is an attempt to compare the intelligence of English translators and their ability to use words correctly and translate the source text correctly in translating it into the target language. In line with the purpose of the research, the following questions were asked:

Q1: Is there a relationship between having a high IQ and translation skills?

Q2: What if there is a relationship between high intelligence and translation skills?

To answer the above questions while maintaining a safe position, the following zero hypotheses were proposed:

HI: There is a significant relationship between having a high IQ and their ability to use transfer words correctly and translation skills.

H2: There is a relative relationship between having high intelligence and translation skills.

Method

In this paper, 20 translators were randomly selected from a literary translation workshop and given two paragraphs from Virginia Woolf's novel by Ms. Dalloway, who were given points based on Waddington's scoring model, followed by 20 in Raven adult intelligence tests were also evaluated. This research is designed to answer the following questions:

Q1: Is there a significant relationship between translators' IQ? And their ability to use transliterated words and phrases in writing as translations?

Q 2: What if there is a relationship between high intelligence and translation skills?

Results

In this study, 20 English translators were randomly selected and participated in the age range (20-42) to translate two paragraphs from Mrs. Dalloway`s novel by **Virginia Woolf** And their translations were evaluated and graded based on the Waddington scoring model.

Then, the Raven adult intelligence test was taken from the same 20 people, and according to the Pearson correlation coefficient formula, the degree of correlation between high intelligence and translation skills was analyzed. (Table 1) shows the intelligence test scores of the subjects:

SUBJECTS	SCORE	IQ	SUBJECTS	SCORE	IQ
1	15	70	11	25	89
2	16	73	12	26	90
3	17	75	13	27	93
4	18	77	14	28	95
5	19	79	15	29	96
6	20	80	16	30	97
7	21	82	17	31	101
8	22	83	18	32	103
9	23	85	19	33	105
10	24	86	20	34	109

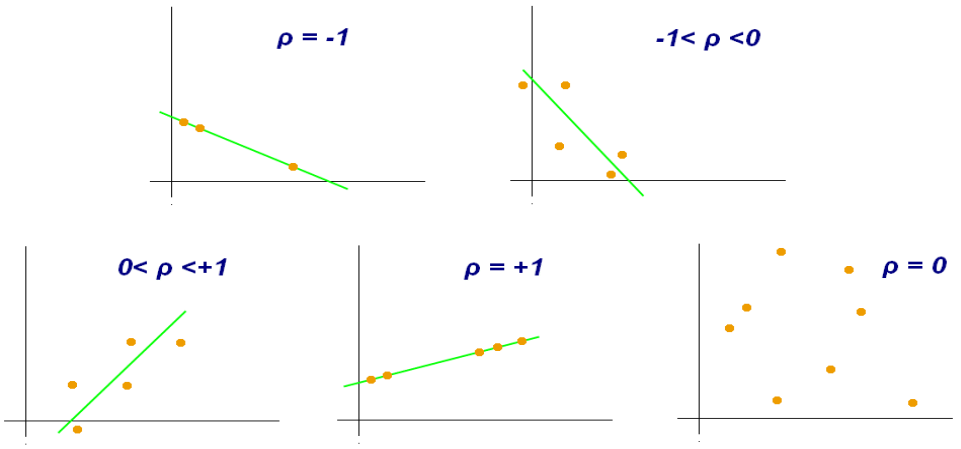
Table 1: Raven IQ test scores of the subjects

Table 2: Description of Five Levels of Holistic Evaluation (adopted from Waddington, 2001, p.22).

Levels	Accuracy of transfer of Source content	Quality of expression of Target Text	Degree of task improvement	Mark

Level 1	Complete transfer of St information; only minor revision is needed to reach a professional standard	Almost all the translation reads like a piece originally written in Target Text. There may be minor lexical, grammatical, and spelling errors	successful	24–30
Level 2	Almost complete transfer; there may be one or two insignificant inaccuracies; require a certain amount of revision to reach a professional standard	Large sections read like a piece originally written in Target Language, but others read like a translation. There are a considerable number of lexical, grammatical, or spelling errors	almost completely successful	21-24
Level 3	Transfer of general idea(s), but with several lapses inaccuracy; needs considerable revision to reach professional standards	Certain parts read like a piece originally written in Target, but others read like a translation. There are a considerable number of lexical, grammatical, or spelling errors	adequate	15-18
Level 4	Transfer undermined by serious inaccuracies; through revision required to reach a professional standard.	Almost the entire text reads like a translation; there are continual lexical, grammatical, or spelling errors.	inadequate	9-12
Level 5	Inadequate transfer of Source text content; the translation is not worth revising.	The candidates reveal a total lack of ability to express themselves adequately in Target	inadequate	3-6

(figure 3): Scatter Diagram of Correlation Coefficient :



Karl Pearson's product-moment correlation coefficient (or simply, Pearson's correlation coefficient) is a measure of the strength of a linear association between two variables and is denoted by **r or rxy** (x and y being the two variables involved).

Karl Pearson Formula :

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\, n\Sigma x^2 - (\Sigma x)^2 \,]\,[\, n\Sigma y^2 - (\Sigma y)^2 \,]}}$$

Discussion and analysis

Discussion and analysis According to the Waddington model, translators who score at least 50 out of 100 have an average score, and scores above 80 are considered excellent, 60 to 80 are considered good, and translators above 50 are considered acceptable: Individuals A sub-score of 50 is marked as a poor score. The scores of the subjects in this article are between 15-18 points in level 3. According to the formula of correlation coefficient of Carl Pearson (1844) which is divided between two variables and equal to their covariance and their standard deviation is defined and shown in the diagram until the two variables of their correlation coefficient are (positive or negative or zero) to be specified. Or the scatter plot shows the direction and degree of correlation of the two variables (X and Y), one showing the scores of the adult Raven IQ test and the other the scores of the text translated by the Waddington model. Then the data are shown according to the Pearson formula (p = +1). So this means that there is a positive correlation

between the two variables X and Y. If (r = 1) indicates a complete direct relationship between two variables, a direct or positive relationship means that if one of the variables increases (or decreases), the other increases (or decreases). Such as the relationship between the number of study hours per day and students' GPA.

Analysis for Hypothesis I

The first hypothesis in this study: There is a significant relationship between translators' IQ and their ability to use words correctly and translation skills. The results of the study showed that both IQ and the ability to use words of translation and translation are highly correlated.

The correlation study between IQ scores and transition words and terms was performed using the Pearson product instant correlation formula. As shown in Figure 3, the correlation coefficient between IQ and translation skills was positive.

Analysis for Hypothesis II

The second hypothesis in this article was the question: if there is a significant relationship between the high intelligence of translators and their translation skills, how is this relationship defined? To address the second hypothesis in this study, using Pearson's formula to determine whether there is a significant difference between the two variables in terms of IQ, we found that each degree and level of translation skills have a significant relationship with high intelligence. If r = 1. Represents the complete direct relationship between the two variables. A direct or positive relationship means that if one of the variables increases (or decreases), the other increases (or decreases). Figure 3 shows the correlation diagrams.

Conclusion

In this study, the relationship between high intelligence (IQ) and translation skills was assessed using two variables, one was to score the subjects' intelligence test and the other was to translate two paragraphs from Virginia Woolf's novel by Ms. Dalloway. Pearson was used to examining the correlation between these two variables. This research proposes a model that includes five types of equivalents at different language levels as a guide for a correction scale and five corresponding gravity errors on a grading scale for quantitative judgments about the quality of student translations. As some scholars have rightly argued (e.g., House, 2001; Waddington, 2001; and Pim, 1993), the sum of all linguistic errors cannot directly reflect translation quality.

Thus, 70% of the total scores are determined by error analysis (followed by Cooler, 1979) and the remaining 30 points are determined by the evaluator's holistic understanding of translation quality (Waddington, 2001). The main rationale for choosing this combination was to arrive at a manageable model for evaluating student translation in educational settings. In addition to using the collective evaluation model, this model can also be used for formative evaluation of student translation to understand the strengths and weaknesses of student translators during the translation period, and it should be remembered that for purposes other than evaluating student translations, other highly reliable and objective models in the literature can be used to evaluate literary and professional translations. The use of this model is recommended for all types of text. It is believed that this model can be used to evaluate the translation of various texts in educational settings.

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