Abstract
This study investigated risk-taking characteristics of Iranian students of Translation Studies and the effect of the mentioned variable on their translation quality in translation workshops and tests. The participants of the study were totally 132 BA students from three different universities, 86 of whom were homogenized through a TOEFL test to be included in the next part of the study. They then received a personality questionnaire of risk-taking and a translation test. The translations were evaluated through Christopher Waddington’s method A. This method is used in the process of translation quality assessment, as micro structure analysis, based on error analysis and possible mistakes. The results show that there is a positive correlation between being a risk-taker and the quality of translation among a domain of Iranian BA Translation Studies students. Also male students’ risk-taking behavior affects their translation a little more than female ones. In other words male students who took more risks produced better translations. It could be concluded from the study that allowing the students to take risks might help them translate better and more comfortably.

Key terms: Translation, Translation quality, Risk-taking, Translation Evaluation, Error Analysis

1. Introduction
Translation, in the field of language teaching, is considered as a way to ensure the students understand the material and also as a significant means to evaluate their comprehension. It can be an important as well as suitable writing exercise. In the field of translation studies, however, translating is considered as a practical activity in classes. As translation trainees being aware of theoretical frameworks and having knowledge of theories of translation may affect the quality of the translation product. However, the other momentous factor influencing target language text (TLT) quality is individual differences and characteristics. One of these characteristics is risk-taking which is defined as “eagerness to try something novel and different without putting the primary focus on success or failure regardless of embarrassment in learning” (Brown, 2001 p.150).
Translation as a task is full of surprises and ambiguities. In the process of translation, the translator, here the student of translation studies has to make decisions when s/he encounters ambiguities. The study of how s/he deals with the uncertainty in relation to ambiguity leads to the study of risk-taking. This study investigated whether or not the target text (TT) produced by a risk-taker is more acceptable than those of the ones who avoid taking risks. In this sense, the rate of the risk-taking of each individual should be judged.

2. Risk-taking, Language Learning and Translation Studies

Risk-taking is defined as the willingness to venture into the unknown. It is an eagerness to try something new and different without putting the primary focus on success or failure. Learning is the reward of taking risk (Brown, 2001 p.149). In Linguistics risk-taking is defined as an ability of being enthusiastic to try out new information wisely and intelligently not considering embarrassment. Risk-taking is not only one of the most affective areas in personality factors but also one of the important parts in learning second language and also here in translating. Because of the strong intention of attaining success on learning, language learners are willing to absorb new knowledge from their teacher. In translation training, the students desire to get the strategies of translation and try different methods in order to do their best. And this can be obtained by interacting and consulting the instructor. One of the easiest ways to interact with instructors is to take the risk of failure. Although it may be too awkward to make a mistake, a good learner should require this trait to succeed in Second Language Acquisition (Brown, 2001 p.150). According to Brown, “interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning, of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks” (Brown, 2001 p. 150). In other words, risk-taking is a crucial interactive process to learn a language in the ESL/EFL classroom. This can be contributed to translation classes as well. Translation trainees should take risks in expressing their ideas and suggested translations and strategies in order to catch the best strategies and methods. Such experiences make them more confident, and by the lapse of time competent and proficient.

Numerous studies in other countries and Iran have been carried out which have considered the relationship of or the impact of individual differences and other constructs. To the best of researchers’ knowledge, no study can be found that has looked at the relationship of risk taking and translation quality, however. Because of this dearth of relevant studies, a brief review of literature on risk-taking and issues in learning here is presented.

A case in point is Ely (1986). Ely had chosen the subjects who were students enrolled in first year university Spanish classes. He suggested that “Language class discomfort was seen as decreasing both language class risk-taking and language class sociability. It was felt that the presence of such discomfort discourages a student from taking risks with the language and also inhibits the student’s interaction with others in Spanish.” (Ely, 1986 p.7) In his discussion he mentioned that language class risk-taking was investigated to be a positive predictor of students’ voluntary participation in class activities. Language class discomfort persuaded classroom participation only in some way, in the course of its negative effect on language class risk-taking. Then he put it into emphasis that classroom teachers through the obtained results may find an indication of the significance of language class risk-taking and classroom participation in different language learning situations. However, the fact that a negative causal relationship was found between language class comfort and language class risk-taking implied that simply
exhorting students to take more risks and participate more may not be effective. Apparently, before some students can be expected to take linguistic risks, they must be allowed to feel more psychologically comfortable and safe in their learning environment. To this end, classroom teachers may wish to set up and test the relative usefulness of various strategies for reducing language class discomfort. As students come to feel safer, they can then be persuaded to suppose a more active role in the classroom.

Another study to be mentioned is by Katherine McCarthy (2005). She stated that “risk-taking is one of qualities in the affective domain of the personality factors” (McCarthy, 2005 p.2) and connected with success in second language learning. Besides, it is a situation where a person has to make a decision involving choice between options of different interest. In many research shown, the key point to achieve the goal on speaking a fluent language is to take risk both inside and outside the foreign language environment. The discussion showed that an outgoing and risk-taking person persuading to take improvement of learning the language.

She concluded that there are some advantages and disadvantages risk-taking has. The advantage for a learner is that it is a motivation for them to learn language and also an enhancement for their imagination. The disadvantage for a learner is to infer theory spontaneously. However, in the teaching inference, teachers are supposed to give them the sense of security and encourage them to talk about their opinion, and presume the subsequent passages precisely. While they are not fearful of being blamed and disgraced when they talk, they will participate in the class eagerly and flourish on second language acquisition unconsciously.

In a study by Masako Maeda (2010), the possible associations between application of word emphasis and risk-taking behaviors of adult Japanese English language learners (ELLs) in the scope of foreign accent modification was investigated. The researcher compared 30 adult Japanese ELLs’ first readings of a scenario with 30 age- and gender-matched native American-English speakers. The ELLs received an instruction to apply emphasis in their first and second readings and scored for a risk-taking questionnaire. The recorded readings of the speakers surveyed for vowel duration. The fundamental frequency and intensity of the pre-determined target words in the scenario were investigated as well. Seven listeners evaluated the comprehensibility of the recordings and identified the emphasized words.

The results showed that there were no significant differences in vowel duration fundamental frequency and intensity of the pre-determined target words between ELLs and native American-English speakers’ first readings. Also, no correlation was found between changes the ELLs made and their scores on the risk-taking questionnaire. (Masako Maeda, 2010)

Zafar, Shahila and Meenakshi (2012) in their article investigated two of the most examined dimensions of personality that have an affective influence on language learning, extroversion-introversion and risk-taking. They stated that different studies conducted to examine the relationship between the two factors and second language acquisition show that extroverts seem to take full advantage of language-use opportunities as they tend to be sociable, and are more likely to join groups, have more tendency to engage in conversations both inside and outside the classroom. On the other hand, it has also concluded that a more introverted personality may be better matched to classroom learning, especially reading and writing skills. Risk takers; who are believed to be naturally extroverts, are more likely to take their existing language system to the limit. Such learners are more likely to change and more opposed to fossilization. Language proficiency is influenced directly by classroom participation which reflects, among other things, the contributing influences of risk-taking.
Among Iranian researchs regarding risk-taking was an article by Chitsaz and Sahragard in 2003. The study examined Iranian EFL learners' risk-taking characteristics and their performance in an English language test. The subjects of the study consisted of both male and female students in different fields in the master’s program studying. The instruments for data collection were an English placement test and a personality questionnaire. The data obtained was subjected to some statistical analysis. The results obtained showed that there is no correlation between being a risk-taker and performance in language tests among a domain of Iranian EFL learners. Although the indication was that male students were more prone to taking risks, female students performed better in the language test, in other words, in general the index obtained for risk-taking was likely to be average for both sexes; however, there was a significant difference between males and females in this feature, suggesting that male learners were more enthusiastic in taking risks. (Chitsaz & Sahragard, 2003)

Another study is an experimental study by Ashouri and Fotovvatnia (2010). The study is mainly in the field of language learning, but the translation aspect of language learning is considered there. The study investigated learners’ beliefs about translation and the effect of the variables of individual differences, risk taking and tolerance of ambiguity, on these variables. The participants of the study were 120 EFL learners homogenized through Oxford Placement Test. Three questionnaires on translation belief, risk-taking and ambiguity tolerance were applied. The researchers concluded that participants had positive belief about translation. A t-test was run in order to determine the effect of risk taking on translation belief which revealed negative effect of risk-taking on translation belief. Risk-averse learners were found to have positive belief about translation. On the other hand, risk-takers were found to have negative belief about translation.

The only study that has been done in this regard and in the field of translation studies is a case study by Kunzli (2004). The study investigates risk-taking in translation. Five translation students and 5 professional translators from German-speaking Switzerland were asked to think aloud while translating a user guide from French into German. The focus of the study was the analysis of the participants’ reaction to an ambiguous source-text passage through investigating the strategies they used to translate that passage on the one hand; and their uncertainty as revealed by the think-aloud protocols of their translation processes on the other. The results show a higher tendency for risk-taking among the student group. Also, the translators moderate potential risk by making the client a partner in the translation process. The study has implications for both research and teaching. It reveals the need for more research into whether translations produced by students really are generally more literal than those of more experienced translators. Secondly, it suggests that students should be made even more aware of the fact that consulting the client is not a permit of failure, but a necessity. Students also need to know how to successfully communicate with the client when uncertainty arises.

3. Significance of the Study

The aim in this study is to investigate the relationship of risk-taking and the quality of translation from English into Persian. The rationale for focusing on variables of individual differences especially risk-taking is that in spite of the fact that these variables have been broadly examined in the field of language learning from different aspects, little attention has been given to these variables in translation studies and their contribution in translation training classes, and
to the best of the knowledge of the researchers, there were simply one study regarding the effect of risk-taking on students’ translation.

The main objective of selecting this aspect is that preparing an environment that allows translation trainees do their best could be a momentous part in the vast area of translation training and translation studies. In addition, one way of preparing translators is to give them the willingness to venture into the unknowns. And the students of translation should try their abilities intelligently regardless of embarrassment and they must learn to have the strong intention of becoming successful in their respective field.

4. Method

4.1. Participants

One hundred and thirty four undergraduate students majoring English Translation at three different universities were selected for the present study. The participants were conveniently sampled as going through randomization was not practical. The majority of the participants were senior students (112) and the rest were sophomores (22). The seniors had passed nearly all compulsory courses for graduation and the sophomores were studying courses that strengthen their translation competence.

4.2. Instruments

In the present study, TOEFL Test, a Risk-taking Questionnaire and a translation test from English into Persian were used as research tools. Here, it is necessary to introduce the concept and development of the used instruments.

4.2.1. TOEFL actual test

The students’ language proficiency was tested through Test of English as a Foreign Language which was originally been administered in January 2004. It was adopted from the book TÖFEL actual test; administrated in the past by ETS. The test contains section 2 containing 40 questions of structure and written expression, and also section 3 containing 50 questions of reading comprehension. The Listening comprehension part of the TOEFL wouldn’t be dealt with, because this ability rarely could affect the students’ textual translation. The reliability of this test was examined through Cronbach alpha procedures. This procedure was gone through to homogenize the participants and choose intermediate students for the two next tests.

4.2.2. Eysenck’s Personality Questionnaire (EPQ)

Secondly, the Risk-taking rank of the students was measured through 31 questions included in Eysenck’s Personality Questionnaire (EPQ) (1969). Each question is rated by the responses; Yes, Maybe or No. The norm on this trait is between 15-16 points. The higher the score, the more risk-taker the person is. The scores among 16-31 show that the individual is a risk-taker. The scores among 1-15 show the lack of the trait. The Cronbach alpha procedures were performed for reliability index and showed that the EPQ as a reliable questionnaire.
4.2.3. Translation text

A three paragraph text selected from “The Little Match Seller” by Hans Christian Anderson was given to the students in order to test their translation ability and quality. The direction of the translation is Mother Tongue Translation (MTT) i.e. from English into Persian. The text was in the genre of Children Literature, for it was somewhat simple prose. So the students had the opportunity to take risks in case of coming across ambiguity.

The scoring procedure for the translations was that of Waddington Method A which is based on error analysis and possible mistakes categorized into three groups:

1. Inappropriate renderings which affect the understanding of the source text
2. Inappropriate renderings which affect expressions in the target language.
3. Inadequate renderings which affect the transmission of either the main function or secondary functions of the source text. (Waddington,2001:313)

In each category there is a distinction between serious errors (-2 points) and minor errors (-1 point). The other description is the plus points awarded for good (+1 point) or good solutions to translation problems (+2 points). The final point will be calculated by subtracting the negative points from a total of 110 and then dividing it by 11. The mark will be from 0 to 10.

4.3. Data collection procedure

It can be obviously said that the present study is a quantitative one. The samples of the study included were undergraduate students of English Translation from three different universities. The instruments were administered to students in 3 sessions. The participants were given enough and equal time to answer the questions as described below:

Firstly, the participants received a TOEFL test containing 90 questions of structure and written expression as well as reading comprehension. They were given 90 minutes to answer the tests.

Secondly, the risk-taking questionnaire containing 31 questions translated into Persian by the researcher and checked by instructors was distributed among the participants. They were given 15 minutes to answer 31 multiple choice questions. The researcher gave an instruction to the participants in order to avoid any ambiguity or mistake. Each question was rated by the responses; Yes, Maybe or No. The students marked the answers on answer sheets.

Finally, a three paragraph text was given to the students to test their translation ability and quality. The participants translated the English text chosen in the genre of children literature into Persian in 45 minutes. Since their risk-taking behavior in the process of translation test was a momentous factor, they did not have permission to use dictionaries. Accordingly, they had the opportunity to take risks in case of facing ambiguous items in the text.

4.4. Data Analysis Procedure

In the present study, three types of data were collected. The TOEFL test was used to homogenize the participants according to their language proficiency. Regarding their scores, 86 participants were picked as intermediate ones whose risk-taking and translation tests were scored and evaluated subsequently.

The risk-taking questionnaire which was a multiple choice one was analyzed according to the formula given by Eysenck (1969) that the norm on this trait was between 15-16 points.

The translation test was analyzed through Waddington’s Method A of Assessment based on error analysis and possible mistakes as described in instruments. Some ambiguous items of the
texts were emphasized more in the process of evaluation. The translation test was evaluated and scored by the researcher. Moreover the evaluation and scoring was checked by an instructor of translation studies.

The collected data was put into the SPSS Package of statistical analysis version 16. A number of descriptive and inferential analyses were conducted on the data based on the research question raised in the study i.e. “What is the relationship between trainees' risk-taking and the quality of their translation?”

4.5. Results

As stated previously, in the present study the risk-taking behavior and translation quality of the undergraduate students of English Translation were used to investigate the relationship of the former factor to the latter one. Table 1. presents the basic descriptive statistics for the aforementioned factors.

| Table 1. Descriptive statistics for language proficiency, risk-taking and translation test |
|----------------|------------|----------------|--------------|----------------|
|               | N          | Minimum       | Maximum      | Mean          | Std. Deviation |
| Language Proficiency | 134        | 23.50         | 68.00        | 51.6231       | 1.15315E1      |
| Risk-taking      | 86         | 5.00          | 21.00        | 12.6860       | 3.56869        |
| Translation      | 86         | 6.00          | 19.00        | 14.6860       | 3.01203        |
| Valid N (listwise) | 86         |               |              |               |                |

According to Table 1, the mean language proficiency achieved is 51.62, for Risk-taking this is 12.68, and for Translation this is 14.68. The standard deviation of language proficiency is narrower than the Risk-taking and translation quality, because the participants were homogenized in the last two tests.

The alternative hypothesis that the researchers assumed for this question is that there is a positive relationship between being a risk-taker and the quality of the participants’ translation. The parametric statistics that was employed to investigate the relationship between these two variables is Pearson Product-Moment correlation coefficient (r).

Before proceeding with correlation analysis, it is a good idea to generate a scatter plot. Scatter plots are generally used to survey the relationship between pairs of two continuous variables (here, risk-taking and translation). Moreover, scatter plots enable the researchers to check for violation of the suppositions of linearity and homoscedasticity. (Pallant, 2005)

Figure 1. shows the relation between risk-taking and translation in a plot format.
Figure 1. Scatter plot for Risk-taking and Translation

According to Figure 1 scores are scattered all over the place suggesting a moderate relation between the two variables. In Pallant’s opinion, scatter plots don’t give definite answers. The researchers need to pursue the scatter plots with the calculation of an appropriate parametric statistics. Here, Pearson Product-Moment correlation coefficient is utilized. Table 2 presents the outcomes of correlation analysis between risk-taking and translation.

<table>
<thead>
<tr>
<th></th>
<th>Risk-taking</th>
<th>Translation</th>
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<tbody>
<tr>
<td>Risk-taking</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.001</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>86</td>
</tr>
<tr>
<td>Translation</td>
<td>Pearson Correlation</td>
<td>.338**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.001</td>
<td></td>
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<tr>
<td>N</td>
<td>86</td>
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</tbody>
</table>

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

According to Table 2 the resulting r equals .338, so the correlation as illustrated in Figure 1 is positive. In other word, there is a positive correlation between the two variables risk-taking and translation. The r value signifies that the correlation is low to medium. Consequently, the study’s hypothesis is retained. In order to gain how much variance the two variables share, the coefficient of determination was calculated by squaring the r value, here $r^2 = .114244$ or 11.42 percent. This indicates that the amount of overlap between the two variables is not much. It is also indicated that there is a little difference between male and female participants. The resulting r in female participants equals .365 that is a little lower than its male counterpart which equals .370. It could be concluded that male participants are more risk-takers and their risk-taking affects the quality of their translation more positively.

Comparing the results of the present study to Kunzli (2004) who concluded that student translators have more tendency to be risk-takers than professional translators and also that the
translators moderate potential risk by making the client a partner in the process of translation, in
the current study investigation on the relationship between risk-taking as a variable of individual
difference and translation performance of students reported risk-taking to be effective on their
translation quality. This might give the impression that risk-taking is effective on students’
translation and so if it is applied as a factor in class activity, it may have a positive impact on the
usefulness of translation classes and workshops.

5. Concluding Remarks

The study aimed to investigate the relationship of risk-taking and students’ translation quality
performance. The hypothesis that there is a positive relationship between being a risk-taker and
the quality of the English translation students’ translation products is proved in this study. The
study showed that risk-taking affected the students’ translation significantly in the way that risk-
takers have translation products with higher quality than risk-averse ones. Thus, allowing the
students of translation studies to take risks in translation classes and workshops can help them
use more appropriate strategies in their performance and have better translation products.

The correlation analysis also indicated a slight difference between male and female
participants. The resulting r in female participants is slightly lower than male ones. It could be
concluded that male participants are more risk-takers and their risk-taking affects the quality of
their translation more positively.

Concerning the constraints of the study, the population of the study could be larger.
Moreover, the study could be investigated in different regions of the country with the intention of
having a better outlook of risk-taking behavior on translation performance. Thanks to the
limitation of time and cooperative university and instructors, investigating large population was
not possible for the researcher.

For further studies, other variables of individual differences such as self-esteem, motivation
and introversion-extroversion could be investigated in the field of translation studies. The current
study dealt with the effect of risk-taking on translation quality of students. Another research
could survey the students’ risk-taking on other aspects of class activity in translation classes.

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