

RETRATO LITERARIO Y PRUEBAS DE PERSONALIDAD: UN ANÁLISIS COMPARATIVO DE PERSONAJES FICTICIOS

(*LITERARY PORTRAIT AND PERSONALITY TESTS: A COMPARATIVE ANALYSIS OF FICTIONAL CHARACTERS*)

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Highlights (*in Spanish*)

Evaluar con precisión la personalidad de un personaje ficticio puede conducir a una mejor comprensión de la obra literaria y a la capacidad de un lector para participar en el diálogo intertextual crítico. La metodología para mi estudio se basa en la investigación teórica utilizando la crítica literaria y el análisis psicológico para examinar la técnica del retrato literario como comunes perfiles de personalidad. Estos perfiles se originan en modelos proporcionados por las pruebas de personalidad Enneagram™ y StrengthsQuest™. Usé evidencia de las obras literarias como citas, acciones, y otros detalles para recopilar datos sobre estos personajes. Una vez que recogí esta evidencia, la tomé y la comparé con las antedichas pruebas de personalidad para decidir lo que estas pruebas revelan sobre los personajes.

Este tipo de investigación es importante porque se puede utilizar como una nueva forma de análisis literario de una manera interesante y el público lector para los estudiantes. Específicamente, será útil para los alumnos que estudian la literatura hispana en su lengua no nativa. Este método abre otra vía de acceso que brinda a los estudiantes la capacidad de superar la brecha que a menudo ocurre cuando intentan comprender las obras en su idioma no nativo. Un ejemplo en mi investigación es que, al analizar los recursos literarios encontrados en el poema “Tú me quieres blanca,” observé que el deseo del sujeto poético era expresarse libremente. Esto me ayudó a entender mejor la obra en su conjunto. Además, estas pruebas de personalidad se han hecho cada vez más populares en el mundo de los negocios, especialmente en campos como los recursos humanos. La metodología detrás de este proyecto es analizar los personajes literarios para formar una

comprensión más profunda de sus motivaciones subyacentes. Este nuevo método de investigación y análisis puede mitigar cualquier posible diferencia cultural y lingüística que pueda alienar al observador del sujeto.

Si bien hay muchas ventajas, hay algunas partes de este estudio que podrían considerarse desventajas. Por ejemplo, es un proceso muy subjetivo que podría conducir a múltiples conclusiones. Sin embargo, teniendo en cuenta que el análisis literario en sí es por naturaleza subjetivo, no creo que esta desventaja sea una gran razón para no incluir la prueba psicológica como parte del proceso en lo que se refiere al comentario crítico de textos literarios. A pesar de esta desventaja, este estudio ha creado una herramienta útil para comprender mejor los personajes, sus mundos y su lenguaje. El objetivo final fue que a través de este estudio los resultados podrían ser utilizados para formar una nueva manera de negociar la brecha cultural y lingüística que impide a los hablantes no nativos de una plena apreciación del texto en español y centrado en lo hispano. En fin, mi estudio cumplió todos estos objetivos y demuestra la posibilidad de implementar este excelente dispositivo interdisciplinario para analizar las obras literarias.

Highlights (*in English*)

Accurately evaluating the personality of a fictional character can lead to a better understanding of literary work and the ability of a reader to participate in a critical intertextual dialogue. These abilities become extremely helpful tools for students to engage in texts in their non-native language. The methodology for my study is based on theoretical research using literary criticism and psychological analysis to examine

the concept of literary portrait, a written description of a literary character, as common personality profiles. These profiles originate from models provided by the Enneagram® and StrengthsQuest® personality tests. I used evidence from literary works such as quotes, actions, and other details to gather data about the characters from the various texts. Once I collected this evidence, I compared it to the above personality tests to decide what these tests reveal about the characters. The methodology behind this project is to analyze literary characters to form a deeper understanding of the underlying motivations that drive the words and actions of fictional characters.

This type of research is important because it can be used as a new form of literary analysis in an interesting and relevant way for students. Specifically, it will be useful for students who study Hispanic literature in their non-native language. This method opens another way of access and thus gives students the ability to overcome a gap in understanding and appreciating the literary works of another community in a language the student is still learning. In addition to evaluating characters, these personality tests have become increasingly popular in the business world, so this research has practical applications that will entice students who may not be as intrigued by literature alone.

Human resources are my discipline, so this study helped in this area in addition to the advantages in literature and Spanish which proves its versatility in multiple areas of academia. The methodology behind this project is to analyze literary characters to form a deeper understanding of the underlying motivations that drive the words and actions of fictional characters. The most meaningful part of this research is to use this analysis of characters to perform these familiar tests to mitigate any possible cultural and linguistic differences that may alienate the reader from the subject.

This study has created another tool to better understand fictional characters, their worlds, and their language. The results from this study present a new and fascinating methodology to navigate the cultural and linguistic gaps that so often prevent non-native speakers from a full appreciation of texts that are Spanish and Hispanic-centered.

Statement of Research Advisor

The significance of Emory Alexander's research is twofold: 1) the personalization and practicality of her interdisciplinary approach to literary analysis and 2) the bilingual communication of her findings. Literary texts—especially in one's non-native language—can present linguistic and cultural challenges to contemporary readers. One successful strategy for decoding a particularly resistant work of *foreign* fiction is to make a meaningful connection between the source text/culture of origin and the non-native reader accessing that literary work. In this case, Emory gained entry by way of a measuring tool popular in her intended field of Human Resources: personality tests.

Applying personality profiles provided by the Enneagram™ and StrengthsQuest™ tests allowed her to delve more deeply into how the Spanish language, literary devices, and Hispanic cultural norms shape character construction. Furthermore, her reporting of these results both in Spanish and in English challenges Anglocentric reporting that tends to dominate scholarly publications in the United States.

- *Jana F. Gutiérrez Kerns, College of Liberal Arts- Department of World Languages, Literatures, & Cultures*

Authors Biography



Emory Alexander is a junior-year student pursuing a B.S. degree in Business Administration, Management major with a double minor in human resources and Spanish at Auburn University. She has played key research roles in creating possible curricula to bridge the divide that often occurs when students are studying subjects that are in their non-native language. Emory is originally from Mountain Brook, Alabama. She is a lifelong Auburn Tiger and is so

thankful for the opportunity to pursue an education at Auburn as well as her passions.



Dr. Jana Gutiérrez Kerns, Associate Professor of Spanish, has been with the Department of World Languages, Literatures & Cultures since 2001. Her research focuses on issues of identity, belonging, and expression in 19th-21st-century Spanish American and Latinx poetry. Translative theory and literary translation represent secondary approaches informing her scholarly agenda. She regularly teaches advanced-level undergraduate and graduate Spanish-language courses such as *Introduction to Hispanic Literature* and *Spanish for Specific Purposes*. She is an advocate for multilingual learning, creative scholarship, community outreach, and students like Emory Alexander who boldly find new ways of understanding classic texts.