

Effect of Personality Types Variation on Translation Quality

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Abstract: This study investigates Arabic-English translation students' performances in relation to their personality type; this is assessed using the Myers-Briggs Type Indicator (MBTI). The study postulates that different translators' behavioural patterns are related to certain MBTI personality types. A translation assessment framework developed by the American Translators Association (ATA) is adopted to assess the quality of participants' translations. The findings report that introvert Arabic-English translation students showed more patience and better quality performance in translating than did extravert ones.

Keywords: Personality types; MBTI; Translation quality; Arabic; Dominant function; translation assessment; Translator's behavior; Text types

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1. Introduction

Research in translation pedagogy has paid little attention to the psychological preference (personality types/traits) of translators and the impact this has on the quality of their English-Arabic translations. Hubscher-Davidson points out “that certain [personality] types present characteristics which 1. combinations of [personality types] criteria results in more or less successful translations” (2007, p. 307). Thus, understanding this relationship would help translators find ways to improve their performance, and also help in the selection of the appropriate team-members for translation tasks and projects. A few studies explore this relationship but using different language pairs, namely Persian/English and French/English. Therefore, this paper explores if there is a potential relationship between a translator’s personality type using the Myers-Briggs Type Indicator (MBTI) and the quality of their translations, with the language pair, Arabic-English. It asks the following research question: Is there any relationship between a translator’s personality type and his/her English-Arabic translation quality?

2. Previous Studies

Karimnia and Mahjubi (2013) explored the relationship between translation quality (English-Persian) and personality types. The researchers used different types of texts “an advertisement, scientific text and narrative text” (p. 38). They conducted an observational study with 35 random subjects. Participants were selected from Persian-English translation courses at an Iranian University. The study’s methodology is simple and straightforward. The researchers started their project with a background survey to collect basic information that would help classify subjects. Then they had the subjects undertake the translation tasks, which lasted 75 minutes (p. 44). After the participants submitted the translations, they took a ‘retrospective survey’ in which they expressed their opinions on the translation tasks and pinpointed key areas like challenges and interesting matters in the text. This retrospective questionnaire helped the researchers gather useful information about the participants’ performances in the translation process.

Finally, the participants took the MBTI test to complete all the procedures in the project. The researchers used a free (none-certified) tool to administer the MBTI assessment through the website, www.humanmetrics.com. It should be noted that the MBTI assessment used was in an English version as there was no Persian version of the test. The researchers “had to translate the questions one by one orally and the students answered them simultaneously” (Karimnia and Mahjubi, 2013, p. 44).

Despite their ‘unverified’ personality type results, the researchers were able to identify around ten types by focusing on the identification of each type’s dominant function. Most of the participants were found to be extraverts

Effect of Personality Types Variation on Translation Quality

(extroverts).¹ The researchers classified the participants into four groups; “F” for feelers, “T” for thinkers, “N” for intuitioners and “S” for sensors (ibid).

In relation to the translation, all tasks were assessed by translation instructors taking coherence, grammar and vocabulary into account. They used the “UK higher education percentage system where a mark below 40% is a fail, 50-59% and 60-69% are considered lower second-class and upper second-class marks respectively, and 70% and above represents first-class work” (Karimnia and Mahjubi, 2013, p. 45).

Karimnia and Mahjubi (2013) applied the one-way analysis of variance (ANOVA) procedure multiple times in order to identify if there was a significant relationship between personality types and translation quality. They found that all personality types were similar with regard to translating informative and operative texts (pp. 45-46). However, a significant difference was reported between sensors and intuitioners when translating expressive texts. The researchers reported that “participants with an intuitive preference outperformed their counterparts in the translation of the literary genre” (p. 47). However, the study found no significant difference between feelers and thinkers.

Furthermore, the authors concluded that sensors may not be as good as intuitioners when it comes to writing, as they argued that sensors “cannot write well” (p. 48). They also indicated that sensors’ low levels of translation quality may be related to the low self-confidence level that they may have, based on the background and retrospective questionnaire (p. 49). The researchers indicated that students with sensing as the dominant function used “a bottom-up process for the process of reading comprehension,” which makes it difficult to successfully solve problems in their translation tasks” (p. 49). Based on the study’s outcomes, Karimnia and Mahjubi (2013) conclude that “the sensors’ failure in translation could originate from the lack of creativity and imagination in their personality, as well as using the bottom-up approach in reading comprehension. That is why they cannot translate as well as the intuitioners” (p. 50).

The study suggests that current and future translation curricula should include sections to help learners identify their personality types before becoming immersed in their courses. Karimnia and Mahjubi (2013) conclude that: “It is also

1 According to Collins Dictionary extravert is “a variant spelling of extrovert.” (CollinsDictionary.com)

<<https://www.collinsdictionary.com/dictionary/english/extravert>>

retrieved 25 August 2019. To be consistent, the term extravert has been used along this paper, instead of “extrovert” to match the one used by MBTI and psychology scholars including Carl Jung, Isabel Myers, and Katharine Briggs.

recommended that the translation educational system develop a comprehensive curriculum for the benefit of all students with respect to their personality types” (p. 51).

In her article on personality characteristics of interpreter trainees, Nicholson (2005) conducted an observational study to establish the types of personality involved in the profession of interpreting. Using the MBTI tool to identify personality types of subjects of different groups (68 subjects from five different languages: Spanish, Japanese, Chinese, Arabic and French), the author finds that thinkers are more attracted to interpreting than feelers, while there are almost equal numbers for other personal preference dichotomies (pp. 136-137). It should also be noted that the researcher indicates that the Arabic and French cohort was excluded due to the small sample number (6 trainees) (p. 136). However, Nicholson (2005) does not include any details regarding the study methodology and procedures concerned with the manner of identifying and verifying the subjects’ MBTI types.

In their article, Shaki and Khoshsalighehi (2017) explore the relationship between personality types and translation quality. This study also used the same language pair as Karimnia and Mahjubi (2013), Persian and English. The researchers used similar text types (expressive, informative and appellative) in their translation tasks to investigate any influence of the students’ personality types. In a quasi-experimental study that included 103 subjects (78 males and 25 females), the researcher reached a number of conclusions.

Participants with intuition as a dominant personality type function did better than the other personality types in translating almost all types of translations. In the authors’ words, the research affirms that “the quality of the translation produced by the participants with intuitive and thinking personality types was better than those by the sensing types in translating expressive text” (p. 130). They also found that intuitive and feeling personality types performed better for translating informative texts (p. 130). In relation to the last text type, appellative, it was reported that sensing personality types were the least successful in translating this text type (p. 130). They also concluded that participants with sensing personality types were worst when it comes to overall quality of translation, which the researchers claimed was because their trait is linked with the lack of personal resources to comprehend “the source text and solve emerging problems” (pp. 130-131).

It should be noted that Shaki and Khoshsalighehi provide no evidence on the specific type of MBTI assessment tool used. In addition, there is no indication if participants’ types of personality were verified through interpretation and verification sessions; an approach that is considered to be an essential part of any official MBTI assessment in order to ensure the accuracy and validity of personality type results (Myers, et al., 1998, pp. 107-108).□

Moreover, Lehka-Paul (2018) investigates the relationship between translators’ strategies in self-revision in relation to their thinking/feeling psychological functions (p. 1). The author involves a random sample of participants in the following categories:

Translation students (Thinking personality type);

Effect of Personality Types Variation on Translation Quality

Translation students (Feeling personality type);
 Practicing translator (Thinking personality type); and
 Practicing translator (Feeling personality type).

The study postulates that translators with the feeling personality type tend to immediately evaluate their decisions, while thinking personality translators postpone changes until the later stages of their work; the revision stage (Lehka-Paul, 2018, p. 9). The author also indicates that feelers who are “value-and-people oriented” produce more changes during the initial stages of their work than thinkers who defer major changes until they have most of the job done as they are known to be “and task-orientated” (p. 9). In addition, the author puts forward the following hypotheses: “1) The feeling types spend less time on end revision than the thinking types; 2) The feeling types eliminate more during the drafting stage and less during the end revision stage as opposed to the thinking types; and 3) The thinking types produce more meaning-related changes at the end revision stage than the feeling types” (p. 9).

The author uses source texts that are expressive and informative with “an easy-to-understand readability level for the purpose of the translation task” (Lehka-Paul, 2018, p. 9). The researcher had the translated texts inserted in Translog II. A retrospective questionnaire was included in order to let participants reflect on their own performance. The last step of the procedures was completing Hexaco personality inventory and an MBTI assessment through a free online provider, www.humanmetrics.com.

The findings show that feeling translators and translation students spent less time revising at the end of the work than did thinking translators and students (p. 13). They also display that there is generally a difference between trainees and translators when it comes to the duration of the end-revision stage, as the latter dedicate more time for end revision than do the former (p. 13). Furthermore, the findings also show that students’ work in the drafting stage was notable in that they tended to add and omit a lot. Feelers made more changes than thinkers, and made no changes in the end revision stage (p. 15). Feelers tended to be more spontaneous and spent more effort and time in correcting mistakes at the “surface revision” level than do thinkers (p. 16). The author highlights “both feeling participants (PS9 and PT7) made almost twice as many corrections of typos and orthographic mistakes (surface revisions) as both thinking types (PS7 and PT9). This might suggest that analytical, task-oriented thinking personalities tend to monitor text production more closely than the spontaneous feeling types” (p. 16).

Additionally, thinkers (both students and practicing translators) spent more time making deep changes at the end-revision stage. They tended to produce “the greatest number of synonymic substitutions and additions at the end revision stage (deep changes), which had to be supplemented with morphological and spelling corrections, as well as a few changes of word order (‘permutation’) and syntactic rearrangements (‘consolidation’)” (p. 18). This study concludes that a consistent and

comprehensive evaluation of text was undertaken by thinker participants, especially on the end-revision level (p. 18).

As with the previous studies reviewed it should be noted that the research misses a major part of the MBTI assessment, namely the verification/interpretation process. Importantly, this step is undertaken in the current study and is discussed in the relevant section. The current study takes a slightly modified direction from the previous research in that it explores the relationship between students' English-Arabic translation performance/quality and personality types. This study takes a formal approach as the researcher is both a translation scholar and a certified MBTI professional. Importantly, this study focuses on the interpreting/verifying assessment results as a key element of the MBTI assessment procedures that unfortunately appear to be absent in all the reviewed studies. The verification process/procedure is done through one-on-one interviews with participants in order to help identify accurately their MBTI personality type.

In addition, as far the researcher can ascertain this project is the first to be conducted in this context using Arabic-English as the language pair. Every participant involved in the study is granted an official MBTI personality type report issued by Myers and Briggs Foundation which they can use in their own life.

3. MBTI Overview

Taking the assessment includes identifying one's preference with regard to four main areas: personal energy (Introversion "I" or Extraversion "E"); the method of assimilating information (Sensing "S" or Intuition "N"); decision-making style (Thinking "T" or Feeling "F"); and style of approaching life (Judging "J" or Perceiving "P"); see Table 1.

Area	MBTI Preference	Explanation
Attitudes or orientation of energy	Introversion (I)	Directing energy mainly toward the inner world of experiences and ideas
	Extraversion (E)	Directing energy mainly toward the outer world of people and objects
Functions or processes of perception	Sensing (s)	Focusing mainly on what can be perceived by the five senses
	Intuition (N)	Focusing mainly on perceiving patterns and interrelationships
Functions or processes of judging	Thinking (T)	Basing conclusions on logical analysis with a focus on objectivity and detachment
	Feeling (F)	Basing conclusions on personal or social values with a focus on understanding and harmony
Attitudes or orientation towards	Judging (J)	Preferring the decisiveness and closure that result from dealing with the outer world using one of the judging processes (Thinking or Feeling)

Effect of Personality Types Variation on Translation Quality

dealing with the outside world	Perceiving (P)	Preferring the flexibility and spontaneity that result from dealing with the outer world using one of the perceiving processes (sensing or intuition)
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Table 1: The four dichotomies of the MBTI instrument (Myers et. al, 1998, p. 6).

4. MBTI Historical Overview

The MBTI personality type assessment instrument has been developed based on Carl Jung's theory of instinctive psychological preferences (Myers et. al, 1998). There are two major types of assessment that can be administered: Form M and Form Q to help individuals identify their MBTI type. This study applied Form M (the official basic MBTI assessment) for the following reasons: 1) it is more cost effective; 2) the interpretation sessions that follow the assessment take 40 to 50 minutes; and 3) it has 93 questions that can be handled in a matter of 30 minutes (maximum). In contrast, form Q is an advanced version of the MBTI assessment and consists of 144 questions helping identify people's types, in addition to other traits and facets. Sessions for interpreting the results take more than one hour and should be conducted individually.

MBTI assessment is known to help participants identify their types by combining the four preferences for instinctive psychological behaviors. The results produce a personality type represented by four combined letters (each letter refers to a preference) such as INTJ, ESFP, ENTJ, etc. Each MBTI type has unique personality traits which are unique to every type. It is no surprise to have types sharing some traits because there are identical, matching and semi-matching types. This study seeks to identify any personality-related patterns associated with participants' performance in their translation tasks. The study's focus will essentially be on the four major preferences: personal energy (I vs. E); style of taking in information (S vs. N); style of decision making (T vs. F); and style of approaching life (J vs. P) as stated in table 1 above.

5. Hypothesis and Methodology

The research used different text types for the translation tasks from English into Arabic. Text types were determined based on Reiss's (1989) classification as: informative, expressive and operative. All texts have an easy-to-understand readability level. The study used a translation assessment rubric applied by the American Translators Association (ATA). Assessment and evaluation were done by an external grader with a professional background in translation. The study's methodology is detailed in the following sections.

Using observation, the researcher postulates that different translators' behavioural patterns can emerge from certain MBTI personality types. It is hypothesised that introvert Arabic translators show more patience in translating complicated structures than do extravert translators. This study also proposes that extravert translators spend less time finishing their translation due to their high task-related boredom levels. The project answers the question "whether there is any

relationship between a translator's personality type and their English-Arabic translation quality.”

5.1 Participants

This study was conducted on a group of 48 undergraduate student participants from three translation studies section at Level 5, Qassim University. It is a quasi-experimental study. Participants had undertaken a number of core translation courses, such as introduction to translation and legal/political translation, prior to the research. Thus, participants had been exposed to the experience of translating and were familiar with how translation work is conducted.

Effect of Personality Types Variation on Translation Quality

5.2 Materials

Two main stages of data collection were involved in the research: MBTI Step 1 assessment (test and verification sessions); and the translation tasks.

This study is an observational/analytical one in which the researcher observes if there is any sort of relationship between two different unmanipulated variables: 1) translation quality; and 2) students' personality types (MBTI).

5.3 Procedures

The methodology was adopted from previous studies conducted in other language pairs such as English-French/Spanish and English-Persian (Shaki and Khoshsalighehi, 2017; Karimnia and Mahjubi, 2013; and Lehka-Paul, 2018). Two main procedures were established to help the researcher gather, analyze and interpret the collected data. In week 8 of the semester, participants took the MBTI assessment (Form M) to help identify their personality types. Forty-eight participants took the online assessment and attended group and individual type verification/interpretation sessions to ensure that their MBTI assessment was accurate. Holding such sessions is an essential part of MBTI assessments that apparently was ignored by the reviewed studies.

Thus, the researcher first verified the results of the participants' types before sharing their assessment results with them. Participants were not told that they would do any tasks to measure their translation performance in relation to their personality types in order to avoid any uncontrolled influence. They were just told that they would take two tasks separately; translation tasks and personality assessment.

Two weeks after taking the MBTI assessment, the same participants undertook the translation task. This task comprised of three sections; each section contained a different text type (informative, expressive, and operative). Participants were asked to translate these texts from English into Arabic. They were told they could use any available resources and dictionaries. This took place in a 160-minute session. Participants were asked to write down the start and end time for each text they handled.

At this stage, the data collection phase ended, and analysis started. MBTI personality types results were grouped and arranged. The translation quality for the participants' tasks was assessed by an external professional translator evaluator who has experience in the field using the ATA framework for translation quality assessment. Thereafter, the information was compiled and processed using Microsoft Excel charts and statistical analysis features in order to establish if there were significant differences between the MBTI types and the quality of translation.

6. Results

First, it should be noted that this study has 48 participants with different types of personality. After evaluation, 12 MBTI approved personality types were found as follows: INFP, ISFP, INTP, ISTP, ISTJ, ISFJ, ESTP, ESFP, ENTJ, ESTJ, ENTP, and INTJ. These types have different traits and are explained by Myers (1962):

“I” Stands for introvert preference;

“E” Stands for extravert preference;
 “S” stands for sensing preference;
 “N” stands for intuition preference;
 “T” stands for thinking preference;
 “F” stands for feeling preference;
 “J” stands for judging preference; and
 “P” stands for perceiving preference.

Each of these letters refers to a preference that an individual shows in his/her assessment process. In other words, taking the assessment includes identifying one’s preference with regard to four main areas: “personal energy (I or E); way of taking in information (S or N); decision making style (T or F); and the way and style of approaching life (J or P)” (Myers et al., 1998) (see Table 1).

6.1 Translation Quality and MBTI

This section highlights the participants’ final scores in their translation tasks (quality assessment) alongside with their personality types as explained above. The tables and charts are explained in the discussion. First, it should be noted that in order to put things into perspective types were classified individually, according to the shared dominant mental functions. According to the collected data, there are seven main dominant mental functions for the 12 MBTI personality types mentioned above: Fi (introverted feeling), Ti (introverted thinking), Te (extraverted thinking), Se (extraverted sensing), Si (introverted sensing), Ne (extraverted intuition), and Ni (introverted intuition). A description of these mental functions will be discussed in the next sections.

The following sections provide the results and their discussion of the translation assessment alongside with the MBTI elements that are essential for this study. As was mentioned earlier the assessment process of the translations was conducted through an external examiner applying the official ATA1 assessment framework. In every assessment sheet, there are three major fields that show the level of performance by participants: total error points; quality point; and final passage score. This study focused on the last element, the final passage score.²

1 See Electronic Sources (p. 36) for more on ATA’s framework for standardized error marking.

2 It should be noted that according to the ATA framework, 0 refers to a perfect score, and the higher the worst.

Effect of Personality Types Variation on Translation Quality

6.2 General overview

Table 2 shows the overall final score for Text 1 (T1), Text 2 (T2), and Text 3 (T3), along with personality types and time spent on translating each text:

MBTI _1	Na me	Final score T1	Final score T2	Final score T3	T1 time	T2 time	T3 time
INFP	A1	10	0	3	80	20	48
INFP	A2	13	17	7	50	17	24
INFP	A3	12	15	1	50	21	31
INFP	A4	9	6	2	64	35	57
ISFP	A5	6	2	2	31	20	34
ISFP	A6	3	13	11	46	32	25
ISFP	A7	16	68	8	54	31	44
ISFP	A8	14	35	60	108	30	60
ISFP	A9	17	17	8	45	43	30
ISFP	A10	25	25	9	83	17	22
ISFP	A11	12	16	18	64	66	50
INTP	B1	20	32	23	76	35	51
ISTP	B2	17	9	5	89	24	67
ISTP	B3	8	21	6	30	20	28
ISTP	B4	3	7	4	75	32	46
ISTP	B5	46	35	19	49	27	36
ISTP	B6	14	7	17	32	16	21
ISTP	B7	29	21	11	35	25	23
ISTP	B8	24	11	14	48	21	44
ISTP	B9	11	24	13	75	34	62
ISTP	B10	0	9	10	94	39	61
ISTJ	C1	7	8	6	84	44	93
ISTJ	C2	6	15	5	39	59	60
ISTJ	C3	9	40	32	54	28	30
ISTJ	C4	15	23	13	45	37	46
ISTJ	C5	9	9	21	103	46	47
ISTJ	C6	5	23	7	46	27	27
ISTJ	C7	11	9	7	82	38	97
ISFJ	C8	33	16	21	40	22	48

ISFJ	C9	7	8	1	59	27	41
ISFJ	C10	6	6	19	30	24	27
ESTP	D1	13	18	8	27	21	23
ESTP	D2	16	18	23	21	58	15
ESTP	D3	3	12	5	72	29	32
ESTP	D4	11	19	14	26	11	39
ESFP	D5	21	30	13	45	16	35
ESFP	D6	9	17	11	56	30	34
ENTJ	E1	33	78	34	43	36	34
ESTJ	E2	14	14	7	52	32	40
ESTJ	E3	45	25	24	30	71	20
ESTJ	E4	27	15	24	75	25	50
ESTJ	E5	4	17	5	25	62	27
ESTJ	E6	12	15	16	87	40	42
ENTP	F1	26	19	9	63	23	51
ENTP	F2	6	3	1	21	40	34
ENTP	F3	9	19	21	49	32	33
INTJ	G1	9	12	12	67	23	36
INTJ	G2	7	15	8	62	30	56

Effect of Personality Types Variation on Translation Quality

Table 2: Overview of Final Scores and Times for All Texts

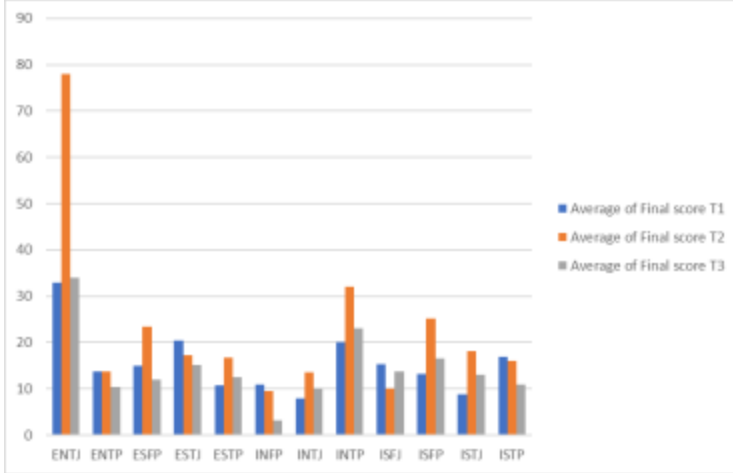


Chart 1: Average of Final Scores for All Texts

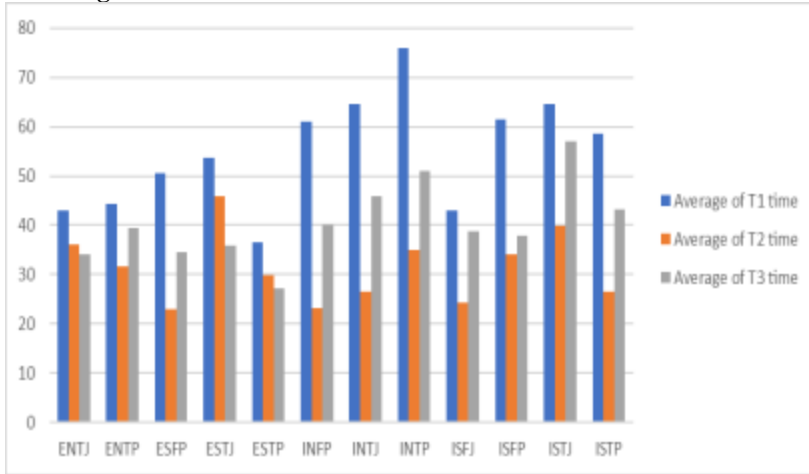


Chart 2: Average of Time Spent to Complete Each Text

Chart 1 and 2 display a general overview of the data collected for this study. Chart 1 shows average final scores achieved by each type group for all texts. The X axis shows MBTI type groups identified in this study. There are 12 types identified for all participants. Each group has 3 bars that represent a data point as follows:

- Average final score for Text 1
- Average final score for Text 2
- Average final score for Text 3

The Y axis displays the number of points designated for each data point as points for scores. Chart 2 shows average of time spent on translating all texts by

each type group. The X axis shows MBTI type groups identified in this study. Each group has 3 bars that represent a data point as follows:

- Average of time spent on translating Text 1
- Average of time spent on translating Text 2
- Average of time spent on translating Text 3

In the following section group 1 analysis will be discussed for text 1 and time spent on translating it for all participants.

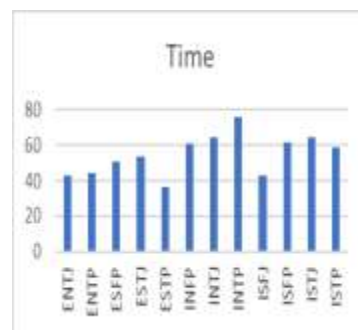
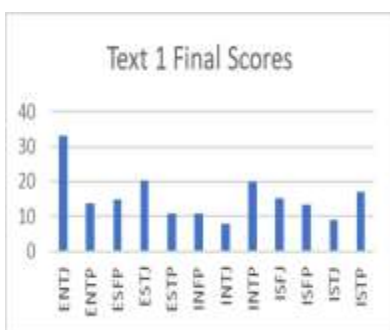
6.2.1 Text 1

MBTI	Name	Final score T1	T1 time
INFP	A1	10	80
INFP	A2	13	50
INFP	A3	12	50
INFP	A4	9	64
ISFP	A5	6	31
ISFP	A6	3	46
ISFP	A7	16	54
ISFP	A8	14	108
ISFP	A9	17	45
ISFP	A10	25	83
ISFP	A11	12	64
INTP	B1	20	76
ISTP	B2	17	89
ISTP	B3	8	30
ISTP	B4	3	75
ISTP	B5	46	49
ISTP	B6	14	32
ISTP	B7	29	35
ISTP	B8	24	48
ISTP	B9	11	75
ISTP	B10	0	94
ISTJ	C1	7	84
ISTJ	C2	6	39
ISTJ	C3	9	54
ISTJ	C4	15	45
ISTJ	C5	9	103

Effect of Personality Types Variation on Translation Quality

ISTJ	C6	5	46
ISTJ	C7	11	82
ISFJ	C8	33	40
ISFJ	C9	7	59
ISFJ	C10	6	30
ESTP	D1	13	27
ESTP	D2	16	21
ESTP	D3	3	72
ESTP	D4	11	26
ESFP	D5	21	45
ESFP	D6	9	56
ENTJ	E1	33	43
ESTJ	E2	14	52
ESTJ	E3	45	30
ESTJ	E4	27	75
ESTJ	E5	4	25
ESTJ	E6	12	87
ENTP	F1	26	63
ENTP	F2	6	21
ENTP	F3	9	49
INTJ	G1	9	67
INTJ	G2	7	62

Table 3: Summary of Text 1 results (final scores and time)



and lowest. Text 1 was an informative text with nearly 150-word count with an easy to understand readability level. In terms of the average, scores for Text 1 were:

1. INTJ achieved an average of 8 points – (Ni: dominant introverted intuition type);
2. ISTJ achieved an average of 8.8 points – (Si: dominant introverted sensing type); and
3. ESTP achieved an average of 10.75 points – (Se: dominant extraverted sensing type).

It can be observed that the “T” instinctive behavior preference element is shared between the three types, INTJ, ISTJ and ESTP. “T” refers to the way individuals make decisions and handle issues and problems. As indicated by Myers et al. (1998), people with this preference tend to “base conclusions on logical analysis with a focus on objectivity and detachment” (p. 6). Another outcome is that the first- and second-best achievers are introverts. The “I” (introverted personal energy) trait, according to Myers et al. (1998), tends to “direct energy mainly toward the inner world of experiences and ideas” (p. 6). It is expected that introverted people are more comfortable with having more time to complete their tasks at their own pace; this is explored further in the following section. In addition, there is another shared preference between the best two achieving groups, which is the way they approach life. Both prefer the judging style, “J”. People with this trait prefer “the decisiveness and closure that result from dealing with the outer world using one of the judging processes (Thinking or Feeling)” (Myers et al., 1998, p. 6).

As for the third-highest achieving group, they have a personality type that prefers extraversion in their way of giving and receiving energy which may indicate that people with this preference tend to be more into the outer world than the inner one. In other words, they may spend less time completing the task in order to get out and engage with the outer world, or they may feel that sitting in a room to complete an individual task is an isolating experience from their own world. This group also prefers sensing in their way of absorbing information. They prefer thinking and perceiving as their approach to life. Being a person who prefers the perceiving way of approaching life means that they value freedom of choice, “flexibility and spontaneity that result from dealing with the outer world using one of the perceiving processes (sensing or intuition)” (Myers et al., 1998, p. 6). Thus, it is anticipated that introverts and judges spend more time on completing the task than do extraverts and perceivers. In other words, patience in completing tasks in one sitting is expected from introverts rather than extraverts. This is explored in later sections.

Effect of Personality Types Variation on Translation Quality

6.2.2 Time Factor for Text 1

In relation to the time spent on completing the tasks in this section, the fastest three achieving groups (by looking at the average number of minutes) were:

1. ESTP took an average of 36.5 minutes – (Se: dominant extraverted sensing types)
2. ENTJ and ISFJ took an average of 43 minutes – (Te: dominant extraverted thinking types)
3. ENTP took an average of 44.3 minutes – (Ne: dominant extraverted intuition types)

These groups spent less time than others on completing the task of translation which supports with the initial hypothesis that extraverts tend to spend less time than do introverts on translation because they are active, more into the outer world and energized by interacting with other people (Myers et al., 1998). In contrast, the following list shows groups who spent longer times in completing the task of translating Text 1:

1. INTP took an average of 78 minutes – (Ti: dominant introvert thinking type)
2. ISTJ took an average of 64.7 minutes – (Si dominant introvert sensing type)
3. INTJ took an average of 64.5 minutes – (Ni: dominant introvert intuition type)
4. ISFP took an average of 61.5 minutes – (Fi: dominant introvert feeling type)
5. INFP took an average of 61 minutes – (Fi: dominant introvert feeling type)
6. ISTP took an average of 58.5 minutes – (Ti: dominant introvert thinking type)

The results show that introverts took longer on translating Text 1. It is no surprise since they, according to Myers and Briggs, tend to feel comfortable in “quiet calm environments and stay in the background” (MBTI Step2 User’s guide, 2015, p. 11) and also tend to be more reflective “enjoy solitude, read and write” than are extraverts (ibid, p. 30).

6.3 Text 2

MBTI_1	Name	Final score T2	T2 time
INFP	A1	0	20
INFP	A2	17	17
INFP	A3	15	21
INFP	A4	6	35
ISFP	A5	2	20
ISFP	A6	13	32
ISFP	A7	68	31
ISFP	A8	35	30
ISFP	A9	17	43
ISFP	A10	25	17
ISFP	A11	16	66
INTP	B1	32	35
ISTP	B2	9	24
ISTP	B3	21	20
ISTP	B4	7	32
ISTP	B5	35	27
ISTP	B6	7	16
ISTP	B7	21	25
ISTP	B8	11	21
ISTP	B9	24	34
ISTP	B10	9	39
ISTJ	C1	8	44
ISTJ	C2	15	59
ISTJ	C3	40	28
ISTJ	C4	23	37
ISTJ	C5	9	46
ISTJ	C6	23	27
ISTJ	C7	9	38
ISFJ	C8	16	22
ISFJ	C9	8	27
ISFJ	C10	6	24
ESTP	D1	18	21

Effect of Personality Types Variation on Translation Quality

ESTP	D2	18	58
ESTP	D3	12	29
ESTP	D4	19	11
ESFP	D5	30	16
ESFP	D6	17	30
ENTJ	E1	78	36
ESTJ	E2	14	32
ESTJ	E3	25	71
ESTJ	E4	15	25
ESTJ	E5	17	62
ESTJ	E6	15	40
ENTP	F1	19	23
ENTP	F2	3	40
ENTP	F3	19	32
INTJ	G1	12	23
INTJ	G2	15	30

Table 4: Summary of Text 2 results (final scores and time)

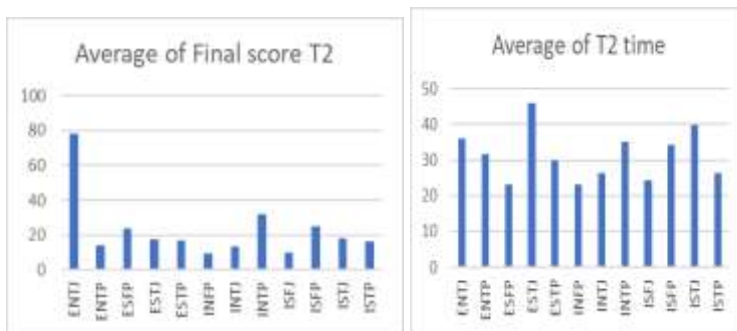


Chart 3: Comparison of final scores and time spent on Text 2

6.3.1 Performance Factor for Text 2

Chart 3 highlights the results for the two variables, final scores and time spent to complete the translation, for Text 2. This was a literary/narrative text and contained almost the same word count as Text 1 with an easy to understand readability level. Attention was focused on the best achievers in both measures as well as on the groups that were fastest and slowest in the translations. In relation to the final scores, the best averaging achieving groups are:

1. INFP achieved an average of 9.5 points – (Fi: dominant introverted feeling type)
2. ISFJ achieved an average of 10 points – (Si: dominant introverted sensing type)
3. INTJ achieved an average of 13.5 points – (Ni: dominant introverted intuition type)

In line with Text 1, the best three groups with this text all included introverts. The two best achieving groups had in common their preference for introversion and feeling preferences in their distinctive behaviors linked to personal energy and decision-making styles. INFPs achieved the best average score in translating the emotive narrative text with an average of 9.5 points, followed by ISFJs with an average of 10. The INTJ group came third with an average of 13.5 points. Unlike the informative text where the top three groups shared the same decision-making style preference of ‘thinking’, two-thirds of the groups in the narrative text share the decision making style preference of ‘feeling’, which matches the expressive or emotional theme of the translated texts. According to Myers and Briggs (1998) people who prefer ‘feeling’ rather than ‘thinking’ tend to be more compassionate and tenderhearted. This finding supports previous studies such as Lehka-Paul (2018).

6.3.2 Time Factor

In relation to the time spent on translating Text 2, the three fastest three groups (by measuring the average number of minutes) were:

1. ESFP with an average of 23 minutes – (Se: dominant extraverted sensing type)
2. INFP with an average of 23.25 minutes – (Fi: dominant introverted feeling type)
3. ISFJ with an average of 24.33 minutes – (Si: dominant introverted sensing type)

In contrast, the groups who spent longer times in completing the task of translating Text 2 were:

1. ESTJ with an average of 46 minutes - Te
2. ISTJ with an average of 39.85 minutes – Si
3. ENTJ with an average of 36 minutes – Te

These results show diverse preferences when it comes to the personality groups. For the fastest, an extravert group of participants comes on the top of the list scoring an average of 23 minutes for completing the task. However, and in contrast to Text 1, introverts come in second and third place in terms of speed. Furthermore,

Effect of Personality Types Variation on Translation Quality

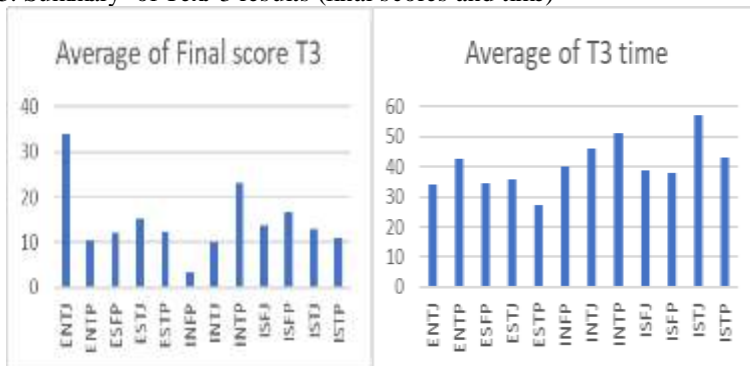
these introvert groups, INFP and ISFJ, were those who achieved the highest performance and quality in translating Text 2. Their position of being able to finish quickly, from an MBTI standpoint can be justified because of the match between their decision-making style, ‘feeling’, and the text type. As for the slowest achievers, it is worth mentioning that the first three slowest groups share a combination of two preferences: thinking “T” and judging “J” which, according to Myers et al. (1998), imply personal qualities linked to objective determination and impersonal handling of tasks which in some way or another takes time.

6.4 Text 3

MBTI_1	Name	Final score T3	T3 time
INFP	A1	3	48
INFP	A2	7	24
INFP	A3	1	31
INFP	A4	2	57
ISFP	A5	2	34
ISFP	A6	11	25
ISFP	A7	8	44
ISFP	A8	60	60
ISFP	A9	8	30
ISFP	A10	9	22
ISFP	A11	18	50
INTP	B1	23	51
ISTP	B2	5	67
ISTP	B3	6	28
ISTP	B4	4	46
ISTP	B5	19	36
ISTP	B6	17	21
ISTP	B7	11	23
ISTP	B8	14	44
ISTP	B9	13	62
ISTP	B10	10	61
ISTJ	C1	6	93
ISTJ	C2	5	60
ISTJ	C3	32	30
ISTJ	C4	13	46

ISTJ	C5	21	47
ISTJ	C6	7	27
ISTJ	C7	7	97
ISFJ	C8	21	48
ISFJ	C9	1	41
ISFJ	C10	19	27
ESTP	D1	8	23
ESTP	D2	23	15
ESTP	D3	5	32
ESTP	D4	14	39
ESFP	D5	13	35
ESFP	D6	11	34
ENTJ	E1	34	34
ESTJ	E2	7	40
ESTJ	E3	24	20
ESTJ	E4	24	50
ESTJ	E5	5	27
ESTJ	E6	16	42
ENTP	F1	9	51
ENTP	F2	1	34
ENTP	F3	21	33
INTJ	G1	12	36
INTJ	G2	8	56

Table 5: Summary of Text 3 results (final scores and time)



Effect of Personality Types Variation on Translation Quality

Chart 4: Comparison of final scores and time spent on Text 3

Chart 4 shows the results for the two variables, final scores and time spent, in relation to the translation of Text 3, which was an operative/appellative ‘car advertisement’ with a similar word count to Texts 1 and 2 and with an easy to understand readability level. The analysis focuses on the best achieving groups in both measures, as well as the fastest and slowest groups with the translation task.

6.4.1 Performance Factor

The results for the best achieving groups in terms of quality for translation Text 3 were:

1. INFP with an average of 3.25 points – (Fi: dominant introverted feeling type)
2. INTJ with an average of 10 points – (Ni: dominant introverted intuition type)
3. ENTP with an average of 10.33 points – (Ne: dominant extraverted intuition type)

It can be noted that there is a gap of over 6 points between the first and second groups. INFP group achieved an impressive average of 3.25 points, while INTJs achieved an average of 10 and ENTPs 10.33. Nevertheless, it can be assumed that introverts are the majority in this best achieving list, giving an impression and support for previous assumptions that introverts are regarded as good translators. In addition, it is worth highlighting that each reported group contains intuition “N” as a type preference with which a person tends to focus on general ideas, meanings and patterns as well as using analogies and metaphorical language in their way of expressing themselves, ideas and taking in information (Myers et al., 1998). This goes in line with findings reported by Shaki and Khoshsalighehi (2017) for intuition personalities as best performers among other types in translating different types of text.

6.4.2 Time Factor

In relation to the time spent on completing the translation of Text 3 the three fastest achieving groups (by looking at the average number of minutes) all contained extraverts:

1. ESTP with an average of 27.25 minutes – (Se: dominant extraverted sensing type)
2. ENTJ with an average of 34 minutes – (Te: dominant extraverted thinking types)
3. ESFP with an average of 34.50 minutes – (Se: dominant extraverted sensing type)

Like Text 1, these groups spent less time than others on completing the task of translation (for text 3) which supports the hypothesis that extraverts tend to finish faster than do introverts on translation because they are drawn to the outer world (Myers et al., 1998). In contrast, the following list shows those groups who spent longer in completing the task of translating the third text:

1. ISTJ with an average of 57.14 average minutes - Si

2. INTP with an average of 51 average minutes – Ti
3. INTJ with an average of 46 average minutes – Ni

The results show that introverts took longer on translating Text 3 as that can be justified by their preference to focus more on the inner world and getting energized by reflecting on thoughts and ideas quietly with no rush (Myers et al., 1998).

7. Comparison of Results

This section compares the results for the three texts.

Text1 (Informative)				Text2 (Expressive)				Text3 (Operative)			
High est scores	Low est scores	Fast est groups	Slow est groups	High est scores	Low est scores	Fast est groups	Slow est groups	High est scores	Low est scores	Fast est groups	Slow est groups
INTJ	ENTJ	ESTP	INTP	INFP	ENTJ	ESFP	ESTJ	INFP	ENTJ	ESTP	ISTJ
ISTJ	ESTJ	ENTJ/I	ISTJ	ISFJ	INTP	INFP	ISTJ	INTJ	INTP	ENTJ	INTP
ESTP	ISTP	SFJ	INTJ	INTJ	ISFP	ISFJ	ENTJ	ENTP	ISFP	ESFP	INTJ

Table 6: Summary of Final Score Results

Table 6 shows that introverts are taking the lead for best final scores in the informative text (text#1) with a percentage of 69% of the total top three groups. Two groups of introverts ranked first and second; INTJ and ISTJ. Rank number 3 is achieved by extraverts with a percentage of 30% of the total three groups numbers. For the lowest scores, two extravert groups, ENTJ and ESTJ, come on the top of the list for worst performance, and then one introvert group ISTP. For the fast doers, those who completed their translation quickly, extraverted personality types are the majority with 72% of the total top three groups, whereas introverts represent 27%. As for groups spending longer to complete the task of translating text 1, findings show that all top three groups are introverts with a percentage of 100%.

As far as the expressive text (Text 2) is concerned, findings show that the top three groups for best scores are all introvert personality types with a percentage of 100%. For the lowest scores, one extravert group, ENTJ, comes on the top of the list for worst performance, and then two introvert group INTP and ISFP. For the fast doers, the first of the three top reported groups belong to the extraversion attitude of personality. ESFP group ranked as the first among the three groups who finished quickly. However, introverts are still most of the total number of the three groups with a percentage of 77% as that is attributed to the match between the text general theme and their feeling decision making style as discussed earlier. As for the slow doers in this text, findings show that extraverted people are on the top of the list with a percentage of 38% of the total number of groups while introvert groups come on the second level of the list with a percentage of 61%.

In the last text (operative), findings show that the top three type groups for the best final scores are respectively as follows: 1) INFP; 2) INTJ; and 3) ENTP. Introverts once again take the lead as the first and second in the list for best final scores with a percentage of 66% to the total number of the participants in top three

Effect of Personality Types Variation on Translation Quality

groups in the list. Extraverts come in the third level in the list with a percentage of 33% to the total number of participants in the list. In addition, it can be noticed that these three groups share “intuition” as another preference for one of the mental processes that helps form their personality type according to MBTI theoretical premise, namely: the way people take in information. According to Myers et al. (1998) people with such a preference tend to “focus mainly on perceiving patterns and interrelationships” (p. 6). For the lowest scores, one extravert group, ENTJ, comes on the top of the list for worst performance, and then two introvert group INTP and ISFP.

On the other hand, findings show that extraverts are taking the lead with 100% for those who completed the tasks quickly. This tendency to finish up with the tasks in a very short time has interestingly links to characteristics of extravert personalities as that will be discussed in the following section. As for the last section in the above table, it shows that groups that took longer to complete the task of translation, and results show that introverts are taking the lead for all top three groups for taking longer in finishing up with the tasks with a percentage of 100%.

In summary, the findings show that there is a significant difference between introverts and extraverts. Introverts scored better than extroverts in the final scores for all texts as they represent 77% of the total groups number for all texts while extraverts represent 22%. For the lowest performance groups, extraverts form 40% of the total groups number while introverts represent 60%. For fast doers for all texts, extraverts represent 77% of the top fast groups while introverts only represent 22%. Moreover, introverts took the lead for taking longer in completing the tasks for all text with a percentage of 77% of the top slow groups to 22% for the extraverts.

8. Discussion

In this section, the researcher relates the subjects’ performance (translation quality/time) with characteristics related to their MBTI personal traits. In this section, two major categories are discussed; attitudes and mental functions. These two categories are essential and can significantly control people’s performance and productivity. Attitude contains two sub-categories with their two types: personal energy related attitude (extraversion or introversion) and way of approaching life (judging or perceiving). According to Jung (1921/1971) extraverted people are those “whose energies are primarily oriented outwardly toward people and events in their external environment and introverts [are] those whose energies are directed inwardly toward thoughts and experiences in their inner environment” (cited in Myers et al., p. 22, 1998). Findings from this study show that the introvert students showed more patience in handling almost every task, which is reflected by the time they spent on each task, as well as their final scores. Extraverts showed the opposite tendencies as they tended to complete the task as quickly as possible in order to re-engage with their outer world as was shown by their time of completion.

Myers and Briggs also highlight the difference between judging and perceiving in terms of mental attitudes. They state that those who prefer Judging 1 tend to “habitually use judgment in interacting with the outer extraverted world [thus] being likely to come to conclusions and achieve closure quickly” (Myers et al., 1998, p. 26). At the other extreme, the authors underline that people who prefer “using perceiving [tend to] continue gathering information as long as possible before comfortably coming to closure” (ibid.). This study’s findings show almost an equal number of Js (types that have a judging preference) and Ps (types that have a perceiving preference) among its population; however, no patterns were discernable in this regard due to the small number of participants on both sides.

8.1 Dominant Functions

According to MBTI type theory, dominant function “refers to the function-sensing, intuition, thinking, or feeling that is likely to be used most enthusiastically and most often with the greatest confidence” (Myers et al., 1998, p. 22). To make it clearer, Myers and Briggs underscore the importance of the dominant function in directing a person’s daily behaviors and choices as well as their way of talking and engaging with life. They state that:

the four functions direct conscious mental activity toward different goals: 1) sensing: seeks the fullest possible experience of what is immediate and real; 2) intuition: seeks the furthest reaches of the possible and imaginative; 3) thinking: seeks rational order in accord with the nonpersonal logic of cause and effect; and 4) feeling: seeks rational order in accord with the creation and maintenance of harmony among important subjective values (Myers et al., 1998, p. 25).

In addition, Myers and Briggs highlight that “in type theory one of the four functions [mentioned above] is the favorite dominant function. The dominant function serves as the “captain” of the personality” (ibid.), as it receives a high amount of conscious and energy.

In relation to the dominant functions of types involved in the current study, findings show that in terms of the best final scores, 44% were achieved by those with a dominant intuitive personality type; this supports the findings of Shaki and Khoshsalighehi (2017). Dominant sensing types come second with 33% and finally dominant feeling types with 22%.

For Text 1, dominant intuition (Ni) types scored the best of the various groups. According to Myers et al. (1998), people with this dominant function tend to “direct energy inwardly to focus on unconscious images, connections, and patterns that create inner vision and insight” (p. 23). In this sense, intuition “permits perception beyond what is visible to the sense, including possible future events” (p. 24). In this context, intuitioners are liable to have allocated extra time for editing and

1 Judging is one of the personal preference dichotomy presented by Myers and Briggs (Myers et al., 1998). See table 1.

Effect of Personality Types Variation on Translation Quality

revision on both the textual and pragmatic levels. This was shown in their being among the top three slowest performers and taking over the average time for the task. Myers and Briggs add that:

People who prefer intuition may develop the characteristics that can follow from that emphasis and become imaginative, theoretical abstract, future oriented and original or creative. Persons oriented toward Intuition may also become so intent on pursuing possibilities that they overlook actualities (Myers et al., 1998, p. 24).

The results of the current study support the findings of previous studies that report that those with an intuitive personality are good performers when it comes to reading and translation (Shaki and Khoshsalighehi, 2017).

However, findings of the current study also show that dominant feeling personality types outperformed other types in Text 2 (expressive) and Text 3 (operative) which was explained earlier as being due to their passion and connection for the topics. Types with the introverted feeling dominant function are known to “seek intensely meaningful and complex inner harmony through sensitivity to their own and other’s inner values and outer behavior” (Myers et al., 1998, p. 23). People with the feeling preference notably take values (social, personal, groups, etc.) into consideration in their effort to understand and interact with people and objects. Thus, “Feeling as a function may appear less objective than Thinking” (ibid.).

Furthermore, the findings also highlight that dominant sensors were second in terms of quality for the first two texts (informative and expressive). According to Myers et al. (1998) dominant extraverted and introverted sensing personalities are described as follows respectively:

dominant extraverted sensing personalities tend to direct energy outwardly and acquire information by focusing on a detailed accurate accumulation of sensory data in the present. [on the other hand] dominant introverted sensing personalities direct energy inwardly and sort the facts and details of both external reality and internal thoughts and experiences (p. 23).

Thus, it can be said that sensing personalities are also amongst best performers.

9. Recommendations and Further Research

In summary, the current study explored whether or not there are relationships between translation quality and the personality types identified by Myers and Briggs Type Indicator (MBTI). Although the number of participants is not large, the researcher was able to identify significant patterns between the two variables. One of the most notable findings is that introverts outperformed extraverts in the quality of the translation tasks. Thus, instructors may underestimate introvert performance by focusing on their lack of presence in class discussions in comparison with their extravert classmates. Despite extraverts having an “eagerness to interact with the outer world, action-oriented sometimes impulsive way of meeting life, [prefer] openness to new experiences ease of communication and sociability and desire to talk things out” (Myers et al., 1998, p. 26), introverts, according to MBTI’s theoretical premise, tend to be “drawn from the environment toward inner

experience and reflection” (ibid.). Introverts are known to have their main interest “in the world of concept, ideas and inner experience” (ibid.). They also enjoy environments with high privacy and solitude (ibid.). It should be noted that the MBTI’s meaning of introversion and extraversion is not what a lot of people think as shyness and outgoingness but refers to the type of energy that individuals direct:

To many people the terms extraverted means sociable and introverted means shy. Jung’s concept is different from and much broader than the layperson’s view. Seen as different orientation of energy, a preference for extraversion or introversion identifies the direction in which a person’s energy typically flow, outward or inward. Extraverts are seen as having more energy directed toward the outer world, with correspondingly less energy available for inner activity. Introverts are seen as having more energy directed toward the inner world with correspondingly less energy available for activities in the outer world (Myers et al., 1998, p. 26).

Consequently, it can be assumed that introverts make significant contributions to translation as do extraverts and each type has its pros and cons. Thus, introverts outperform extraverts in terms of quality because of their tendency to focus on tasks with more patience and to enjoy the solitude of translation.

As a result, it is recommended that instructors amend their teaching styles to include activities that suit introverts’ style of directing energy inward, such as online discussions/activities or one-on-one meetings and individual projects in addition to group activities that suit extraverts. However, further studies are needed to confirm this finding in addition to other findings. Thus, for future direction for further studies it can be said that increasing the number of participants may make a difference, especially if it is more than 100 male and female participants, as this may allow researchers to have diverse personality types that would make running several statistical tests much easier and feasible.

Future research may also include close observation of other MBTI personality related preferences such as sensing, intuition, feeling, thinking, judging and perceiving. Researchers can use different text types to explore differences between these personality preference dichotomies. Furthermore, research may also be used to study the relationship between personality types and preferences of interpreting over translating with the language pair, Arabic-English. Interpreters’ time management styles may also be explored in relation to personality type using the same language pair. With an appropriate number of participants, the researcher may be able to draw conclusions that will help reshape the frameworks of translator/interpreter training curricula development.

Effect of Personality Types Variation on Translation Quality

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Effect of Personality Types Variation on Translation Quality

Appendix

Text 1:

“The City of New York is the most populous city in the United States. With an estimated 2017 population of 8,622,698 distributed over a land area of about 302.6 square miles (784 km²), it is also the most densely populated major city in the United States. Located at the southern tip of the state of New York, the city is the center of the New York metropolitan area, the largest metropolitan area in the world by urban landmass and one of the world's most populous megacities, with an estimated 20,320,876 people in its 2017 Metropolitan Statistical Area and 23,876,155 residents in its Combined Statistical Area. A global power city, New York City has been described as the cultural, financial, and media capital of the world, and exerts a significant impact upon commerce, entertainment, technology, politics, tourism and others. The city's fast pace has inspired the term New York minute” (Source: www.wikipedia.com, retrieved 25 January 2019).

Text 2:

“A son took his old father to a restaurant for an evening dinner. Father being very old and weak, while eating, dropped food on his shirt and trousers. Other diners watched him in disgust while his son was calm.

After he finished eating, his son who was not at all embarrassed, quietly took him to the washroom, wiped the food particles, removed the stains, combed his hair and fitted his spectacles firmly. When they came out, the entire restaurant was watching them in dead silence, not able to grasp how someone could embarrass themselves publicly like that. The son settled the bill and started walking out with his father.

At that time, an old man amongst the diners called out to the son and asked him, “Don't you think you have left something behind?”.

The son replied, “No sir, I haven't”.

The old man retorted, “Yes, you have! You left a lesson for every son and hope for every father.” (Source: <https://www.moralstories.org/evening-dinner-father/>, retrieved 25 January 2019).

Text 3:

“Cadillac should be the obvious choice for anyone in the market for a luxury car, SUV, or truck. Every aspect of Cadillac's lineup, from the exterior design of the cars to the innovative safety features, is taken very seriously and has been ever since Cadillac got its start in Michigan back in 1902. But at the same time, we realize that not everyone grew up loving Cadillac, or maybe it is simply that no one

has taken the time to lay out all the reasons Cadillac is better than the competition. So here are, simply put, the top reasons you should choose a Cadillac as your next car. Firstly, Cadillac is known for quality. Secondly, it knows safety better than any other automaker. Finally it is very luxurious in the inside of the cabin. Cadillac has been and still is a piece of art that the history never change its worth.” (Source: <https://www.devoecadillac.com/Top-Reasons-To-Buy-A-Cadillac>, retrieved 25 January 2019).

أثر اختلاف أنماط الشخصية على جودة الترجمة

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أستاذ الترجمة المساعد في قسم اللغة الإنجليزية والترجمة – كلية اللغة العربية والدراسات
الاجتماعية جامعة القصيم

ملخص البحث: يقوم هذا البحث بتقصي ودراسة العلاقة بين أداء طلبة الترجمة وأنماطهم الشخصية المعتمدة بواسطة مؤشر مايز ويرجز لتحديد الأنماط الشخصية ويستند على فرضية أن لكل نمط شخصية سلوك مختلف في أداء مهمة الترجمة يؤثر على جودتها. ولإتمام هذه الدراسة تم استخدام مؤشر مايرز وبرجز الرسمي لتحديد الأنماط الشخصية وثلاثة نصوص مختلفة لغرض الترجمة وتمت عملية تقييم الترجمات باستخدام نظام تقييم الترجمات المعتمد في رابطة المترجمين الأمريكية. وبعد الفرز والتحليل والتقييم أظهرت النتائج تفوق الطلبة أصحاب الشخصيات الانعزالية على أصحاب الشخصيات الاجتماعية بمستوى جودة الترجمة المقدمة والتأني في إتمام عملية الترجمة.

الكلمات المفتاحية: أنماط الشخصية، مؤشر مايرز وبرجز، جودة الترجمة، سلوك المترجم، تقييم الترجمة، العربية، الوظيفة المسيطرة، أنماط النصوص