Personal Positivity and Translation Quality

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Abstract

This study examines the performance of Arabic–English translation students by equating it to their level of positivity, which is measured using Fredrickson's Positivity Ratio Tool. Research indicates that translators' behavioral patterns are linked to varied degrees of positivity, which might be high or low. In this study, the quality of translation of 48 translation student participants was assessed using a translation assessment system devised by the American Translator Association (ATA). The findings showed that there is no link between positivity ratios and translation quality. However, they revealed that participants with high positivity ratios spend less time than others in handling translation assignments, thereby showing good command in time and stress management. The study results suggest that reversal patterns in the findings may be linked to psychological attributes such as intelligence. Recommendations and further areas of investigation are proposed.

Keywords: positivity ratio, negativity, Arabic–English translation, Saudi Arabia students, translation quality, translator's behavior; text types

1. Introduction

The cognitive psychology approach often focuses on what is happening in the mind of a particular individual. In recent decades, translation studies have paid much attention to this aspect, using experimental methods of thinking aloud to thoroughly investigate translators' processes and decisions they make in translating text (Kiraly, 2000). However, translators and translation students differ fundamentally in their performance and personality traits, including positivity versus negativity and optimism versus pessimism. Previous research on translation pedagogy has paid little attention to daily psychological changes and circumstances and their influence on the quality of the product and the translation process. Therefore, this study examines the correlation between

students' positivity before translation tasks and the overall quality of translation.

By utilizing Frederickson's Positivity Ratio Tool,[1] this study aims to understand whether there is a correlation between positivity ratios and the translation quality of a group of translation students. It also explores the link between positivity levels and the time taken to complete tasks. Thus, it is hypothesized, in this study that students' personal positivity would positively correlate with the overall quality of their translation product. This study hopes to offer insights for the development of translator training curricula and programs by taking translation students'/trainees' positivity into account.

2. Literature Review

Chramosilová (2017) examined the correlation between translation quality and well-being and positivity in 21 individuals, including differences between demographic groups and by translator specialization. No significant relationship was found between participants' translation quality and their scores for positivity and well-being. However, the results show that high levels of positivity and well-being influence participants' attitudes toward time limits, as they do not become stressed when tracking time during execution. Furthermore, due to the small sample size, further research is needed to reach more conclusive results.

In Mekheimer's (2012) study of male Saudi students who were developing translation skills and their positivity toward translation, a control group of students who were taught in a traditional classroom setting was compared with the experimental group who were taught using Blackboard technology. Mekheimer found that the Blackboard technology helped improve students' translation skills and increased their positivity. Although the focus of Mekheimer's study was on online learning, he approached the general idea of positivity in translations studies, which can be useful and provide some good starting points for this study, as well as other, similar studies. While Mekheimer's study is tangential to the current study, a notable deficiency in his study was that only male students were used as subjects.

Dodds et al.'s (2015) study touched upon the general idea of a positivity bias in language by analyzing 100,000 words across 24 corpora constructed from English, Arabic, and eight other languages. The researchers found that the most commonly used words have a clear positivity bias. The findings were based on five million human scores, representing a large pool of data from which the authors arrived at their conclusion. Though their study is not directly linked to the current study,

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[1] Frederickson's Positivity Ratio Tool: http://www.positivityratio.com/single.php

the general idea of the correlation between positivity and language, particularly for certain words, can possibly be useful and extrapolated.

This study intends to add to the existing scholarly corpus of language and translation studies by focusing on the relationship between translation quality and positivity, which has received little to no attention in previously published studies.

3. Theory of Positivity

This study employs the positivity ratio theory proposed by Fredrickson (2009), which describes positivity as a group of ten emotions: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love. This theory states that each person has a daily and momentary positivity ratio that can be measured by counting positive and negative emotions throughout the day. Fredrickson (2009) argued that the positivity ratio is "a way of characterizing the extent of your heartfelt positivity relative to the extent of your heartbreaking negativity" (p. 16). Fredrickson (2009) quantitatively evaluated positivity and negativity and found that "your positivity ratio is your frequency of positivity over a period of time divided by your frequency of negativity over that period of time. In mathematical terms, the ratio is captured by the simple expression P/N" (p.16). Fredrickson (2009) used a scale to measure the ratio that ranges from "flourish," a state in which you feel exalted, to "languish," a state in which you feel burdened and depressed. Fredrickson (2009) stated,

> "Below a certain ratio, people get pulled into a downward spiral fueled by negativity. Their behavior becomes painfully predictable-even rigid. They feel burdened–at times even lifeless. Yet above this same ratio, people seem to take off, drawn along an upward spiral energized by positivity. Their behavior becomes less predictable and more creative. They grow. They feel uplifted and alive." (p. 16)

A ratio of 3:1 makes a person flourish. Any ratio within this range or higher signifies flourishing, while a lower ratio signifies languishing (Fredrickson, 2009). Therefore, based on these measurements, it is reasonable to assume that high work performance may be correlated with positivity ratio. Furthermore, Fredrickson (2009) stated the following,

> "People who flourish [ratio of 3:1 or higher] are happy. But that's not the half of it. Beyond feeling good, they are also doing good – adding value to the world. People who flourish are highly engaged with their families, work, and communities. They

are driven by a sense of purpose: they know why they get up in the morning. Striving to flourish then, is a noble goal." (p. 17)

Languishing, on the other hand, leads people to the other extreme, with significantly less active engagement in family, work, and community. It also breaks the thread of attention, and there is less sense of purposeful, creativity-driven accomplishment (Fredrickson, 2009). Understanding one extreme helps to identify the other. In this study, Fredrickson's (2009) methods of analysis were used to examine whether translators flourish or languish and how this affects translation quality.

Fredrickson (2009) developed an online test to calculate the positivity ratio, which includes a series of questions about emotional and positive state in the current moment and in the past day. According to Fredrickson (2009), the positivity ratio can often be measured over the course of a single day, several days, weeks, and months; however, it is important that the test be consistent in timing and content.

The psychology of translators is a relatively new research topic that should provide helpful insights for the development of current translator education curricula. This quasi-empirical study focused on English–Arabic translation quality, which has not been previously studied, raising the question of whether there is a relationship between students' positivity levels and their translation quality. In this study, we hypothesized that students' personal positivity, as measured by the positivity ratio test, would positively correlate with the overall quality of their translation product.

4. Methodology

In the present study, participants were asked to perform a positivity ratio test before the translation task. Participants translated three texts into Arabic in two segments: one segment with two texts, Text 1 (T1) and Text 2 (T2), and one segment with one text, Text 3 (T3). The segments were separated to avoid pressure and stress. Participants were told that they had an open time frame for each task.

Results showed quantitative scores for positivity, negativity, and positivity ratio. This study focused on the correlation between positivity ratios and English–Arabic translation quality to make recommendations for translation curriculum development.

4.1 Participants

Forty-eight Level 5/6 undergraduate translation students at Qassim University participated in this study. All participants showed interest and agreed to participate in the study.

4.2 Materials

Data were collected using the positivity ratio test and translation tasks. Two variables were identified: positivity ratio and translation quality. The positivity ratio score was the independent variable in this study, while translation quality was the dependent variable.

Translation quality referred to the overall evaluation of the participants' translation tasks using the American Translator Association (ATA) Framework for Standardized Error Marking (n.d.). The time factor was considered and operationalized as the time it took the participant to complete the translation task. The positivity ratio was operationalized as the result of the positivity ratio test (Fredrickson, 2009), which also provides the participants' positivity and negativity scores.

4.2.1 Translation Tasks

Three types of texts were included: informative, expressive, and operative (Reiss, 1989). Each text was easy to moderately difficult to read and contained 150-200 words.

4.2.2 Positivity Ratio Test

A 20-question questionnaire designed by Fredrickson (2009) was used to measure the positivity ratio (Positivity Ratio Test, n.d.).

4.3 Procedures

This study followed several steps.

4.3.1 Data Collection

First, participants answered the positivity ratio questionnaire (PR), which was completed during the first 14 minutes of the experimental session. Second, participants completed a self-timed translation task. Third, an external examiner assessed the translations using the assessment framework of ATA to provide a more objective evaluation of the translation.

4.3.2 Data Sorting and Analysis

The results of the positivity ratio test were reported online and are given in Table 1. Translation tasks were systematically scored using the ATA rubric to ensure accuracy and consistency.

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5. Results

5.1 Positivity Ratio Test Results

The positivity ratio was measured for each participant before the translation task. The results for the positivity, negativity, and positivity ratio of the participants during the first segment are shown in Table 1.

Table 1. Text 1 (T1) And Text 2 (T2) Positivity Ratio Test Results

Name	Positivity	Negativity	Positivity Ratio (T1T2)
P1	5	8	0.63
P2	4	4	1
P3	5	1	5
P4	5	6	0.83
P5	7	3	2.33
P6	8	6	1.33
P7	7	8	0.88
P8	9	5	1.8
P9	7	10	0.7
P10	9	2	4.5
P11	9	9	1
P12	6	3	2
P13	8	6	1.33
P14	8	9	0.89
P15	9	1	9
P16	8	2	4
P17	9	6	1.5
P18	9	4	2.25
P19	10	4	2.5
P20	4	6	0.67
P21	4	8	0.5
P22	5	6	0.83
P23	8	1	8
P24	7	9	0.78
P25	7	7	1
P26	8	2	4
P27	7	3	2.33
P28	7	5	1.4
P29	4	7	0.57
P30	7	9	0.78

P31	6	1	6
P32	4	4	1
P33	5	7	0.71
P34	9	8	1.13
P35	8	8	1
P36	3	6	0.5
P37	4	2	2
P38	8	6	1.33
P39	9	7	1.29
P40	1	7	0.14
P41	7	7	1
P42	7	6	1.17
P43	9	6	1.5
P44	4	6	0.67
P45	9	4	2.25
P46	7	6	1.17
P47	8	2	4
P48	5	6	0.83

Participants' positivity, negativity, and positivity ratios during the second segment are presented in Table 2.

Table 2. Text 3 (T3) Positivity Ratio Test Results

Name	Positivity	Negativity	Positivity Ratio (T3)
P1	1	8	0.13
P2	4	4	1
P3	3	0	3
P4	5	5	1
P5	7	1	7
P6	6	4	1.5
P7	8	8	1
P8	8	5	1.6
P9	7	10	0.7
P10	7	6	1.17
P11	8	10	0.8
P12	3	5	0.6
P13	7	8	0.88
P14	1	10	0.1

P15	9	3	3
P16	5	1	5
P17	8	5	1.6
P18	2	7	0.29
P19	10	6	1.67
P20	6	7	0.86
P21	6	2	3
P22	9	5	1.8
P23	0	5	0
P24	8	5	1.6
P25	5	5	1
P26	7	1	7
P27	8	0	8
P28	7	2	3.5
P29	3	5	0.6
P30	10	4	2.5
P31	1	4	0.25
P32	3	3	1
P33	6	7	0.86
P34	5	10	0.5
P35	6	9	0.67
P36	1	6	0.17
P37	8	0	8
P38	6	7	0.86
P39	9	5	1.8
P40	1	7	0.14
P41	9	3	3
P42	10	5	2
P43	8	5	1.6
P44	4	6	0.67
P45	4	6	0.67
P46	9	2	4.5
P47	8	4	2
P48	4	7	0.57

The results of the positivity ratio test showed that 16% of participants flourished during the first segment based on a positivity ratio of 3:1 or higher, while 84% scored less than 3:1. During the second segment, 25% of participants flourished while 75% languished (Fredrickson, 2009).

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5.2 Translation Task Results

Participants' scores and the time they took to translate are shown in Table 3. The scores inversely reflect the quality of the translation, with higher scores indicating poorer performance and quality.

Table 3. Assessment Scores and Time Spent to Complete All Tasks

Name	Text 1 score	Text 2 score	Text 3 score	Text 1 time (minutes)	Text 2 time (minutes)	Text 3 time (minutes)
P1	11	19	14	26	11	39
P2	29	21	11	35	25	23
P3	24	11	14	48	21	44
P4	11	24	13	75	34	62
P5	0	9	10	94	39	61
P6	11	9	7	82	38	97
P7	9	6	2	64	35	57
P8	6	6	19	30	24	27
P9	12	16	18	64	66	50
P10	33	78	34	43	36	34
P11	27	15	24	75	25	50
P12	15	23	13	45	37	46
P13	3	7	4	75	32	46
P14	33	16	21	40	22	48
P15	16	18	23	21	58	15
P16	6	3	1	21	40	34
P17	9	9	21	103	46	47
P18	6	2	2	31	20	34
P19	3	12	5	72	29	32
P20	3	13	11	46	32	25
P21	14	7	17	32	16	21
P22	9	17	11	56	30	34
P23	4	17	5	25	62	27
P24	12	15	16	87	40	42
P25	5	23	7	46	27	27
P26	16	68	8	54	31	44
P27	9	19	21	49	32	-
P28	9	40	32	54	28	30
P29	14	35	60	108	30	60

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P30	7	8	1	59	27	41
P31	7	15	8	62	30	56
P32	46	35	19	49	27	36
P33	17	17	8	45	43	30
P34	12	15	1	50	21	31
P35	25	25	9	83	17	22
P36	9	12	12	67	23	36
P37	13	18	8	27	21	23
P38	20	32	23	76	35	51
P39	21	30	13	45	16	35
P40	7	8	6	84	44	93
P41	17	9	5	89	24	67
P42	26	19	9	63	23	51
P43	6	15	5	39	59	60
P44	10	0	3	80	20	48
P45	14	14	7	52	32	40
P46	8	21	6	30	20	28
P47	13	17	7	50	17	24
P48	45	25	24	30	71	20

6. Discussion

The top scores (in the 0-10 range) for T1 are presented in Table 4.

Table 4. Text 1 Top Scores and Positivity Ratios

Name	Score	Positivity Ratio
P5	0	2.33
P7	9	0.88
P8	6	1.8
P13	3	1.33
P16	6	4
P17	9	1.5
P18	6	2.25
P30	7	0.78
P40	7	0.14

Only one participant flourished (high positivity ratio), while others languished. Participant P16 scored a six (excellent, equivalent to A+) on translation with a positivity ratio of four, while others who scored high on translation had a low positivity ratio. This seemingly contradicts the

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premise of Fredrickson's theory that highlights the link between a high positivity ratio and increased productivity and excellence and is also applicable to the top scores for T2 as shown in

Table 5. This finding is remarkable as it indicates that quality in translation may not be essentially linked with high levels of positivity. Yet, further large sample studies are needed to confirm such findings.

Table 5. Text 2 Top Scores and Positivity Ratios

Name	Score	Positivity Ratio
P5	9	2.33
P7	6	0.88
P8	6	1.8
P13	7	1.33
P16	3	4
P17	9	1.5
P18	2	2.25
P30	8	0.78
P40	8	0.14

The participants who scored high for T1 also scored high for T2. T3 scores are presented in Table 6.

Table 6. Text 3 Top Scores and Positivity Ratios

Name	Score	Positivity Ratio
P6	7	1.5
P7	2	1
P13	4	0.88
P16	1	5
P18	2	0.29
P19	5	1.67
P23	5	0
P25	7	1
P26	8	7
P30	1	2.5
P31	8	0.25
P34	1	0.5
P35	9	0.67

P37	8	8
P40	6	0.14
P41	5	3
P42	9	2
P43	5	1.6
P44	3	0.67
P45	7	0.67
P46	6	4.5
P47	7	2

At T3, 22% of the highest scoring participants had high positivity scores, while 77% had low positivity scores. Participants P16, P26, P37, P41, and P46 flourished, while all others languished. This segment also showed the same pattern noticed in T1, which may imply that a high positivity level may not guarantee translation excellence. A comparison of the high and low positivity ratios of participants with top scores for the three texts is shown in Table 7.

Table 7. Comparison of the high and low positivity ratios

Text	High Positivity Ratio	Low Positivity Ratio
Text 1 top score group	11%	88%
Text 2 top score group	11%	88%
Text 3 top score group	22%	77%

Participants with low positivity ratios were in the majority and obtained the best results. This suggests that positivity ratios may not correlate with translation quality, although having a high positivity ratio may broaden vision and horizons for greater achievement (Fredrickson, 2009). For translation, these results may reflect another angle of the participants' psychology—such as linguistic intelligence (Armstrong, 2009)—which may justify this reversal pattern. This type of intelligence is not essentially about positive or negative minds or attitudes. It is about,

"The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself)." (Armstrong, 2009, p. 2)

Therefore, it can be said that participants with this kind of intelligence may in some way or another

do well in tasks regardless of their positivity ratio status.

Moreover, the results of the Pearson correlation (Table 8) show that there is a non-significant, very small negative correlation between positivity ratio and T1 score. That is, the higher the positivity ratio, the better the scores. However, the reported results appear to be weak due to the small sample size, and further studies should be conducted to obtain more meaningful results.

Table 8. Pearson correlation between positivity ratio and text 1 (T1) score

		Positivity Ratio (T1T2)	T1 score
Positivity Ratio (T1T2)	Pearson Correlation	1	-.075
	Sig. (2-tailed)		.613
	N	48	48
T1 score	Pearson Correlation	-.075	1
	Sig. (2-tailed)	.613	
	N	48	48

Another correlation was performed for the positivity ratio and T2 scores. The results show that there is no significant correlation, as shown in Table 9.

Table 9. Pearson correlation between positivity ratio and text 2 (T2) score

		Positivity Ratio (T1T2)	T2 score
Positivity Ratio (T1T2)	Pearson Correlation	1	.165
	Sig. (2-tailed)		.263
	N	48	48
T2 score	Pearson Correlation	.165	1
	Sig. (2-tailed)	.263	
	N	48	48

As in T1, the results reported in T3 show that there is a small non-significant negative

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relationship (Table 10). Although the results are not significant, they show that for a certain number of participants, the higher the positivity ratio, the fewer points the participants can score, and in the case of this study and based on the ATA evaluation rubric, the better the performance. This follows the hypothesis of the current study, which states that a high positivity ratio leads to better performance and quality of translation. However, since the results are scarce and not significant, further studies should be conducted to draw more conclusive conclusions.

Table 10. Pearson correlation between positivity ratio and text 3 (T3) score

		Positivity Ratio (T3)	T3 score
Positivity Ratio (T3)	Pearson Correlation	1	-.0563
	Sig. (2-tailed)		.705
	N	48	48
T3 score	Pearson Correlation	-.0563	1
	Sig. (2-tailed)	.705	
	N	48	48

To examine the time factor, the slowest and fastest times for the first segment are listed in Table 11.

Table 11. Time comparison for text 1 (T1) and text 2 (T2)

Name	Positivity Ratio (T1/T2)	T1 TIME	T2 TIME
P1	0.63	26	11
P2	1	35	25
P3	5	48	21
P4	0.83	75	34
P5	2.33	94	39
P6	1.33	82	38
P7	0.88	64	35
P8	1.8	30	24
P9	0.7	64	66
P10	4.5	43	36
P11	1	75	25
P12	2	45	37
P13	1.33	75	32

P14	0.89	40	22
P15	9	21	58
P16	4	21	40
P17	1.5	103	46
P18	2.25	31	20
P19	2.5	72	29
P20	0.67	46	32
P21	0.5	32	16
P22	0.83	56	30
P23	8	25	62
P24	0.78	87	40
P25	1	46	27
P26	4	54	31
P27	2.33	49	32
P28	1.4	54	28
P29	0.57	108	30
P30	0.78	59	27
P31	6	62	30
P32	1	49	27
P33	0.71	45	43
P34	1.13	50	21
P35	1	83	17
P36	0.5	67	23
P37	2	27	21
P38	1.33	76	35
P39	1.29	45	16
P40	0.14	84	44
P41	1	89	24
P42	1.17	63	23
P43	1.5	39	59
P44	0.67	80	20
P45	2.25	52	32
P46	1.17	30	20
P47	4	50	17
P48	0.83	30	71

6.1 Speed

Participants who completed the tasks within 29 minutes were considered the fastest (Table

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11). Participants with low positivity ratios finished one or two texts quickly, whereas participants with high positivity ratios finished only one text quickly. Participants who took 80 minutes or longer to complete the translations were considered the slowest. The results showed that 18% of the participants took the longest time for T1, with all of them having low positivity ratios (2.33, 1.33, 1.5, 0.78, 0.57, 1, 0.14, 1, and 0.67). The slowest time for T2 was 71 minutes, with one participant having a low positivity ratio (0.84). A comparison of the time in the high positivity ratio group is shown in Table 12.

Table 12. Time taken to complete translation in the high positivity ratio group

Name	Positivity Ratio (T1/T2)	Text 1 (T1) TIME	Text 2 (T2) TIME
P3	5	48	21
P10	4.5	43	36
P15	9	21	58
P16	4	21	40
P23	8	25	62
P26	4	54	31
P31	6	62	30
P47	4	50	17

None of the participants listed in Table 12 took more than 62 minutes to complete the task. The results indicate that participants with high positivity ratios may have been resilient and aware of time. Fredrickson (2009) highlights that people with high positivity ratios tend to be calmer and pay more attention to their work and tasks (p. 65). In addition, high positivity ratios may have increased awareness of the importance of time and stress management. A high positivity ratio reflects promising potential, resilience, and mental energy that enliven one's worldview (Fredrickson 2009). Fredrickson also pointed out that "the latest scientific evidence tells us that positivity not only reflects success and health but can also produce success and health" (p. 18). She went on to point out that high positivity, reflected in the positivity ratio, can have a remarkable effect on lowering endogenous hormones associated with stress (Fredrickson, 2009).

In contrast, participants with a low positivity ratio showed a mixture of high and low times for completing T1 and T2 tasks (see Table 13). For example, P1 and P37 took less than 30 minutes to complete T1, whereas P17 and P29 took over 100 minutes. The average completion time for T2 was 31 minutes, while that for T1 was 59 minutes. For T2, P1, P21, P35, and P39 needed less than 20 minutes to complete the task, while two participants needed over 60 minutes (P9 with 66 minutes and P48 with 71 minutes).

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Moreover, the results of the static correlation analysis show that there is only a significant negative correlation between the positivity ratio and the time taken to complete T1. In other words, the higher the positivity ratio, the less time participants need to complete their translation tasks as that reflects a greater understanding of the significance of time and stress management. This follows Chramosilová's (2017) findings that high positivity levels helped manage participants' stress in timed experimental sessions. It also agrees with Fredrickson's theory that "positivity can lead to and produce success" (p. 18). However, a larger sample would help draw more conclusive remarks and confirm such findings.

Table 13. Correlation between the positivity patio and the time taken to complete translation

		Positivity Ratio (T1T2)	Text 1 time (minutes)	Text 2 time (minutes)
Positivity Ratio (T1T2)	Pearson Correlation	1	-.356[*]	.283
	Sig. (2-tailed)		.013	.051
	N	48	48	48
Text 1 time (minutes)	Pearson Correlation	-.356[*]	1	-.015
	Sig. (2-tailed)	.013		.917
	N	48	48	48
Text 2 time (minutes)	Pearson Correlation	.283	-.015	1
	Sig. (2-tailed)	.051	.917	
	N	48	48	48
*. Correlation is significant at the 0.05 level (2-tailed).				

Participants with high positivity ratios were within the 60-minute range for T3, while those with low positivity ratios were within the 90-minute range, as shown in Table 14.

Table 14. Completion time for text 3 (T3)

Name	Ratio (T3)	T3 TIME
P1	0.13	39
P2	1	23
P3	3	44
P4	1	62
P5	7	61
P6	1.5	97
P7	1	57
P8	1.6	27

P9	0.7	50
P10	1.17	34
P11	0.8	50
P12	0.6	46
P13	0.88	46
P14	0.1	48
P15	3	15
P16	5	34
P17	1.6	47
P18	0.29	34
P19	1.67	32
P20	0.86	25
P21	3	21
P22	1.8	34
P23	0	27
P24	1.6	42
P25	1	27
P26	7	44
P27	8	40
P28	3.5	30
P29	0.6	60
P30	2.5	41
P31	0.25	56
P32	1	36
P33	0.86	30
P34	0.5	31
P35	0.67	22
P36	0.17	36
P37	8	23
P38	0.86	51
P39	1.8	35
P40	0.14	93
P41	3	67
P42	2	51
P43	1.6	60
P44	0.67	48
P45	0.67	40
P46	4.5	28
P47	2	24

P48	0.57	20

Participants who completed the T3 task within 29 minutes were considered the fastest, accounting for 20% of participants. Four of the fastest participants had a high positivity ratio, while six participants had a low positivity ratio. This suggests that a high positivity ratio may not correlate with fast performance, as shown in Table 15.

Table 15. Correlation between positivity ratio and completion time for text 3 (T3)

		Positivity Ratio (T3)	T3 time (minutes)
Positivity Ratio (T3)	Pearson Correlation	1	-.109
	Sig. (2-tailed)		.466
	N	48	47
T3 time (minutes)	Pearson Correlation	-.109	1
	Sig. (2-tailed)	.466	
	N	47	47

Participants who took 80 minutes or longer to complete the task were considered the slowest. This included two participants (93 and 97 minutes), while most participants took a moderate amount of time (30-79 minutes) to complete the tasks. The two slowest participants had low positivity ratios, which was similar to T1 results and suggests that the low positivity may be related to delayed task delivery. This was consistent with Chramosilová (2017). In addition, low positivity ratios could contribute to a lack of motivation to complete tasks early and low levels of attention and comprehension (Fredrickson, 2009). However, this requires further investigation.

7. Final Remarks and Conclusion

The performance of Arabic-English translation students is an important aspect of a number of academic fields, including education and Arabic studies, due to the increasing number of native Arabic speakers who study, work, and conduct research in translation studies. Unfortunately, the performance of Arabic-English translation students has generally received little academic attention and the link between positivity levels and translation quality has specifically been understudied. The current study makes a step to rectify this problem by showing that high positivity levels have a positive impact on the performance of students. This is important because although there are some ancillary studies of this issue, as discussed in the literature review, there is a dearth of studies

and literature that specifically concern it. This study can help close this intellectual void and be the first to be conducted with the given language pair (English–Arabic) and will pave the way for further studies in the same area.

Ultimately, this study will also provide a tool for educators in Arabic- and English-speaking countries to help enhance the performance of students and to provide solutions to develop current translation curricula by considering the element of positivity level identification for improved quality in learning.

In conclusion, this study examined the correlation between English-Arabic translation quality and positivity. No significant correlation was found between positivity ratios and translation quality. However, it showed a possible correlation between positivity and the time required for translation. Yet, further studies with larger samples are needed to verify this type of relationship. This study had some limitations. The sample size included 48 subjects, making it difficult to draw definitive conclusions. In addition, the time frame of the study was very short due to the tight schedule of the students. Therefore, future studies are recommended to include a larger sample (+100) to identify patterns and verify the results of previous studies. In addition, future consideration of longitudinal studies could help obtain more meaningful remarks. Also, examining the relationship between positivity level and word choice, as well as English-Arabic translators' decisions, may be another area for future research. This could include examining the relationship between a low positivity level and the types of structural and thematic errors translators make. Moreover, using other relevant assessment tools for linguistic intelligence and motivation may also be considered to further study their effects on translation quality. The results of these studies could not only help translation students but also aid the cognitive development of translator education curricula by incorporating positivity scores to create a positive environment that improves productivity.

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