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Active Learning in Translator Education: Investigating Discomfort, Anxiety, and Academic Performance

Çevirmen Eğitiminde Aktif Öğrenme: Rahatsızlık, Kaygı ve Akademik Performansın İncelenmesi



Burcu Taşkın¹  

¹ Kırklareli University, Faculty of Arts and Sciences, Department of English Translation and Interpreting, Kırklareli, Türkiye

Abstract

This study examines the impact of active learning discomfort and social interaction anxiety on academic success among translation students in Turkey. Based on the constructivist learning paradigm underlining student-centered, interactive, and experiential learning, this study explores how psychological factors influence engagement with active learning methods in translator education. Data were collected from 225 students enrolled in the Translation and Interpreting/Translation Studies departments of 21 universities using a quantitative approach. The findings suggest a moderate use of active learning methods, with presentations and discussions being the most frequently implemented techniques. While no significant correlation was found between Grade Point Average (GPA) and either active learning discomfort or social interaction anxiety, a strong positive relationship was observed between these two psychological factors. Additionally, there is a weak negative correlation between the use of active learning methods and active learning discomfort, suggesting that increased exposure to active learning activities reduces discomfort. Regression analysis further confirms that social interaction anxiety is a strong predictor of active learning discomfort. Moreover, female students reported higher levels of both anxiety and discomfort despite achieving higher GPAs. The results highlight the need for pedagogical strategies that address psychological barriers to active learning, ensuring more effective engagement in translator education.


Öz


Bu çalışma, aktif öğrenme rahatsızlığı ve sosyal etkileşim kaygısının Türkiye'deki çeviri öğrencilerinin akademik başarılarına etkisini incelemektedir. Öğrenci odaklı, etkileşimli ve deneyimsel öğrenmeyi vurgulayan yapısalıcı öğrenme paradigmasına dayanan çalışma, söz konusu psikolojik faktörlerin çevirmen eğitiminde kullanılan aktif öğrenme yöntemlerinin uygulanmasına nasıl etki ettiğini araştırmaktadır. Nicel Araştırma yönteminin kullanıldığı çalışmanın verileri 21 üniversitenin Mütercim ve Tercümanlık/Çeviribilim bölümlerinden 225 öğrencinin katılımıyla elde edilmiştir. Bulgular, derslerde aktif öğrenme yöntemlerinin orta sıklıkta kullanıldığını; bunlardan sunum ve tartışmanın ise en sık kullanılan yöntemler olduğunu göstermektedir. Genel Akademik Not Ortalaması (GANO), aktif öğrenme rahatsızlığı ve sosyal etkileşim kaygısı arasında herhangi bir ilişki olmadığı tespit edilse de bu iki psikolojik faktör arasında güçlü pozitif bir ilişki gözlemlenmektedir. Ayrıca, aktif öğrenme yöntemlerinin kullanım sıklığı ile aktif öğrenme rahatsızlığı arasında zayıf negatif bir ilişki bulunmaktadır. Bu da aktif öğrenme yöntemlerinin kullanımının artmasıyla bu rahatsızlığın azaldığını göstermektedir. Regresyon analizi de sosyal etkileşim kaygısının aktif öğrenme rahatsızlığının güçlü bir göstergesi olduğunu ortaya koymuştur. Kadın öğrencilerin kaygı ve rahatsızlık seviyelerinin erkek öğrencilerden oldukça fazla olduğu, buna rağmen GANO'larının erkek öğrencilerden yüksek olduğu da bulgular arasındadır. Sonuçlar, çevirmen eğitiminde öğrencilerin aktif öğrenme yöntemlerine katılımının artırılması için psikolojik bariyerlerin azaltılması konusunda pedagojik stratejiler geliştirilmesi gerekliliğinin altını çizmektedir.



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 2025. Taşkın, B.

 Corresponding author | Sorumlu Yazar: Burcu Taşkın burcu.taskin@klu.edu.tr



Keywords academic success · active learning discomfort · constructivist learning · social interaction anxiety · translator education

Anahtar Kelimeler akademik başarı · aktif öğrenme rahatsızlığı · çevirmen eğitimi · sosyal etkileşim kaygısı · yapısalcı öğrenme

Introduction

In translator education, the constructivist learning paradigm has become a key pedagogical framework, highlighting the importance of active student engagement and social interaction in the learning process. (Király, 2014 [2000]). Constructivist methodologies seek to transform the classroom into a dynamic environment where students actively construct knowledge through interaction, collaboration, and problem-solving, in contrast to traditional didactic approaches where they assume passive roles (Király, 2005; García González and Veiga Díaz, 2014). Within this framework, the instructor has transitioned from a didactic authority to a facilitator, fostering a learning atmosphere that reflects the collaborative and communicative demands of professional translation settings (Pym, 2003; Hastürkoğlu & Bayraktar Özer, 2020).

Active learning is defined as a method of instruction in which students actively participate in the learning process. This approach goes beyond passive activities such as listening and note-taking, encouraging students to engage in various tasks like reading, writing, discussion, and problem-solving. The goal is to develop higher-order thinking skills, such as analysis, synthesis, and evaluation, to improve students' understanding and retention of knowledge. (Lombardi et al., 2021). Active learning methods are particularly relevant in translator education, where the development of technical skills is connected with interpersonal competencies (Zappatore, 2023). Studies have shown that These methods enhance student comprehension, knowledge retention, and overall academic success (England et al., 2017; Hull et al., 2020). However, a growing body of research has identified significant barriers to student participation in active learning, including discomfort and anxiety arising from social and academic pressures (Cohen et al., 2019; Cooper et al., 2018). Despite such challenges, studies exploring their specific impacts on translator education remain scarce.

A notably underexamined factor is the phenomenon of *active learning discomfort*, which is defined as the stress or unease students feel when they participate in interactive and participatory classroom activities. This discomfort often overlaps with *social interaction anxiety*, a common mental health concern characterized by distress in interpersonal settings (Russell & Topham, 2012; Nair & Sreekumar, 2021). Students who experience high levels of social interaction anxiety and active learning discomfort may find collaborative learning environments especially difficult, which could negatively impact their academic performance and their willingness to participate in active learning practices (Broeckelman-Post et al., 2016; Topham et al., 2016).

Another factor worthy of consideration is the university students' mental health issues pertaining to isolation during the COVID-19 pandemic era. Several studies have linked the pandemic and the decline in students' mental health, reporting an increase in depression and anxiety (Li et al., 2021; Copeland et al., 2020; Gogoi et al., 2022; Wood et al., 2022). Moreover, the findings of various research suggest a negative relation between pandemic-related anxiety and academic performance among university and college students (Tang and He, 2023; Nano et al., 2022; Siena, 2024). Therefore, it is reasonable to hypothesize that the pandemic created an increase in student anxiety that negatively impacted their academic achievement, which may currently be observable.

In the context of translator education, where active learning is increasingly emphasized, these psychological barriers warrant closer examination. Therefore, this study seeks to address this gap by investigating the impact of active learning discomfort and social interaction anxiety on the academic success of under-

graduate students in Turkey's departments of Translation and Interpreting/Translation Studies. Employing quantitative methods, the research measures these variables using validated scales and assesses their interrelationships through statistical modeling. This study aims to contribute to the growing body of literature on translator education by illuminating the complex relationship between pedagogical practices and psychological well-being. For this purpose, the research questions are as follows:

RQ1: In what frequency are the active learning methods being used in translator education programs in Turkey?

RQ2: How do translation students' active learning methods, active learning discomfort, social interaction anxiety, and GPA correlate?

RQ3: Does social interaction anxiety affect active learning discomfort?

RQ4: How do translation students' gender, year of study, university, and language pairs affect their active learning discomfort and social interaction anxiety?

Active learning in translator education

As put by Davies and Kiraly (2006), “professional translation is a complex cognitive, social, and often technical process of interlingual and intercultural communication” (p. 81) that warrants interactive and realistic exposure to professional education and training materials in and outside the classroom. Drawing from the principles of social constructivism, Kiraly (2014 [2000]) emphasizes the importance of empowering students within translator education. He argued that a solid foundation of theoretical knowledge should be integrated with practical applications, allowing students to navigate the complexities of translation more effectively. In translator education, this approach aims to equip students with translation knowledge and skills while providing them with opportunities to practice translation in interactive and social environments that are similar to real-world working conditions (Kiraly, 2005; Gonzalez & Diaz, 2015; González-Davies and Enríquez-Raído, 2016; Pym, 2003; Birkan Baydan, 2011; Hastürkoğlu & Bayraktar Özer, 2020; Zappatore, 2023).

This perspective is further expanded by exploring postmodern alternatives to traditional translation pedagogy (Kiraly, 2015; Washbourne, 2024), indicating that embracing diversity in teaching methods can enrich the learning experience. Building on Kiraly's foundational ideas, Robinson et al. (2008) examined the significance of interactive online learning environments, viewing them as essential to enhancing the pedagogical diversity within translation studies. They stated that digital platforms provide students with unique opportunities to engage with course material actively and collaboratively, fostering a richer understanding of translation concepts in a global context. Additionally, Risku (2002) emphasized the situated learning theory, encompassing learning experiences that are grounded in the real-world practices of the translation profession. This theory puts forth the necessity of developing competencies that align with the genuine demands and challenges translators encounter in their work. Kiraly (2012) brought attention to the merits of project-based pedagogy in involving students in real-world tasks that closely reflect the activities they will encounter in their future careers. Moreover, Prieto-Velasco and Fuentes-Luque (2016) introduced the concept of collaborative multimodal environments, providing empirical evidence of their effectiveness in developing professional skills among translation students. Accordingly, these environments promote a richer learning experience that prepares students for the multifaceted nature of the translation industry by integrating various modes of interaction and collaboration.

Despite the prominence of active learning in translator education, limited research has addressed the potential discomfort or anxiety students may experience during classroom activities (Mastela, 2023; Xiu Yan & Wang, 2012; Xiu Yan & Horwitz, 2008), and there is no quantitative study encompassing the entirety of translation students in Turkey. Active learning requires students' active engagement with course content and

interaction with peers and instructors. This approach contrasts with traditional didactic models where students assume passive roles. Active learning fosters deeper engagement with course materials and develops interpersonal and social skills through collaborative activities, such as group projects and presentations. In active learning environments, some students may experience significant stress and negative emotional responses. These challenges, which can arise from various factors such as the level of participation required or the dynamics of group work, are collectively referred to as *active learning discomfort*. This discomfort can manifest in feelings of anxiety, frustration, or even overwhelm, ultimately affecting students' engagement and overall learning experience (Cohen et al., 2019; Cooper et al., 2018; Broeckelman-Post et al., 2016). Research has shown that active learning methods, such as flipped classrooms and group work, positively influence student achievement while also reducing disparities related to gender, race, and ethnicity (England et al., 2017; Hull et al., 2020). Given the frequency and positive effects of these practices, it is essential to examine the factors that prevent students from taking advantage of such opportunities. Understanding and addressing these discomforts can be crucial for creating a more supportive and effective learning environment.

Another significant factor that negatively affects active learning environments is *social interaction anxiety* characterized by a sense of discomfort or unease that individuals often experience during social interactions with peers, members of the opposite sex, or unfamiliar individuals. Such anxiety can manifest in various ways, including nervousness, self-consciousness, and an overwhelming fear of being judged or evaluated by others. In active learning settings, where collaboration and open communication are essential for fostering engagement and knowledge retention, this anxiety can hinder participation. Students may refrain from sharing their thoughts, asking questions, or contributing to group discussions, ultimately limiting their learning experiences and the overall effectiveness of the educational environment. (Nair & Sreekumar, 2021; Archbell & Coplan, 2022; Avcıkurt & Göker, 2022). Various studies showed that active learning methods, which necessitate students' active participation in the learning process, may cause discomfort among students with social interaction anxiety, constituting a hindrance to their academic performance (Kavanagh et al., 2017; Russell & Shaw, 2009; Russell & Topham, 2012; Seipp, 1991; Topham et al., 2016).

In this context, this study aims to identify how such challenges affect the academic success of translation students during active learning processes, as well as to analyze the impact of their levels of social anxiety on this success. For this purpose, quantitative data will be evaluated using survey results from students and information regarding their academic performance.

Method

The target group of this research was second, third, and fourth-year undergraduate students of Translation and Interpreting/Translation Studies in Turkey. First-year students are excluded from consideration because they have just begun their studies and do not yet have a Grade Point Average (GPA) to evaluate their academic performance. As a result, it is not possible to assess their progress within the program at this stage. The ethics committee approval was granted by Kırklareli University. Data was collected via a digital survey prepared using Google Forms disseminated through online platforms and social media accounts in September and November 2024.

Upon agreeing to participate in the study, participants answered socio-demographic questions (e.g., gender, age, study duration, economic status, university, academic year, GPA) and filled in the Active Learning Discomfort Scale and the Social Interaction Anxiety Scale. Additionally, they responded to a question regarding the frequency of active learning methods applied in their courses. Participants completed the survey independently, following a brief informed consent statement included at the survey's beginning. Data that did not meet the inclusion criteria were excluded from the sample. Consequently, 234 forms were

collected, nine of which did not meet the inclusion criteria. Therefore, a total of 225 forms were analyzed for this research.

The Active Learning Discomfort Scale, developed by Cohen et al. (2019) and translated into Turkish by the author, assesses students' discomfort in active learning settings. This three-item scale includes statements such as “I feel uncomfortable when I am asked in class to turn to someone sitting near me to discuss class material,” “It is difficult for me to work collaboratively with classmates because I get so caught up in what other people might think about me,” and “I have skipped lectures in the past when I knew we might have to make a presentation or do group work.” Responses are rated on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree), and the average of the three items constitutes a composite active learning discomfort score (Cronbach's $\alpha = .73$).

The Social Interaction Anxiety Scale, developed by Mattick and Clarke (1998) and adapted into Turkish by Göker (2020), measures social anxiety levels. It consists of 19 items, including reverse-coded items (e.g., I get nervous if I have to speak with someone in authority (teacher, boss, etc.). Participants rate each item on a 5-point Likert scale, and the average score across all items determines a composite social interaction anxiety score, with higher scores indicating greater anxiety (Cronbach's $\alpha = .90$).

Data were analyzed using SPSS and LISREL software. Analyses include normality tests, reliability (Cronbach's alpha), descriptive statistics (frequency, percentages, mean, standard deviation), significance tests for differences across variables, and correlation and regression analyses. Results were evaluated with a 95% confidence interval and a significance level of $p < .05$.

Findings

This section provides a comprehensive overview of the demographic information and key findings about the research questions outlined in the study. It elaborates on the characteristics of the participants, including age, gender, type of university, year of study, languages, and other relevant factors.

Table 1

List of the participants' universities

University	Frequency	Percentage (%)
Adana Alparslan Türkeş Science and Technology University	2	.9
Amasya University	9	4.0
Atatürk University	1	.4
Başkent University	3	1.3
Dokuz Eylül University	3	1.3
Ege University	17	7.6
Hacettepe University	33	14.7
İhsan Doğramacı Bilkent University	2	.9
Istanbul Arel University	1	.4
Istanbul Aydın University	67	29.8
Istanbul Topkapı University	4	1.8
Istinye University	1	.4
İzmir University of Economics	2	.9
Kırklareli University	63	28.0
Marmara University	5	2.2
Nişantaşı University	2	.9

University	Frequency	Percentage (%)
Sakarya University	1	.4
Sivas Cumhuriyet University	1	.4
Trakya University	1	.4
Yaşar University	3	1.3
Yıldız Technical University	4	1.8

As indicated in [Table 1](#), students from the Departments of Translation and Interpreting/Translation Studies at a total of 21 universities participated in the study. Among these, the highest participation rates were recorded at Kırklareli University (28%) and Istanbul Aydın University (29.8%). [Table 2](#) shows that of the participants, 62.2% were students from public universities, while 37.8% were from private universities. It was observed that students studying English translation showed the highest level of participation (88%), followed by those studying German and French. No participation was recorded from other language groups. Additionally, 54.7% of the participants were second-year students. Furthermore, it was noted that female students constituted the majority of participants (68.9%).

Table 2

The frequency of variables

Variable	Frequency	Percentage (%)
Institution		
Public	140	62.2
Private	85	37.8
Language		
English	198	88.0
German	22	9.8
French	5	2.2
Year of study		
2nd Year	123	54.7
3rd Year	76	33.8
4th Year	26	11.6
Gender		
Female	155	68.9
Male	70	31.1
Total	225	100

The students' Grade Point Averages (GPAs) range from 0.65 to 4.00, with a mean GPA of 2.94 ± 0.61 . The students' ages range from 18 to 49, with a mean age of 21 years ($SD=3.4$). Active Learning Discomfort Scale comprises three items ($CA=0.73$), the mean score is 2.10 ($SD=1.02$), indicating a low level of discomfort. Social Interaction Anxiety Scale comprises 19 items ($CA=0.90$), and the mean score is 2.56 ($SD=0.78$), also indicating a low level of anxiety (see [Table 3](#)).

RQ1: In what frequency are the active learning methods being used in translator education programs in Turkey?

As shown in [Table 3](#), active learning methods are employed in various activities, with presentations being the most frequently used, with an average score of 3.54 ($SD=1.00$). Discussions follow closely with an average of 3.24 ($SD=1.14$). Group work and pair work are utilized almost equally, with average scores of 3.21 ($SD=0.96$)

and 3.03 (SD=1.08). Projects, while still implemented, are the least used method, reflecting a lower average of 2.78 (SD=1.16). The overall mean level of active learning utilization is 3.16 (SD=0.68), indicating a moderate level of use.

RQ2: How do translation students' active learning method, active learning discomfort, social interaction anxiety, and GPA correlate?

Table 3

The correlations of variables

Variables	GPA	Active Learning Discomfort	Social Interaction Anxiety
GPA	1		
Active Learning Discomfort	-.01	1	
Social Interaction Anxiety	.10	.68**	1
Use of Active Learning Methods (Overall)	.032	-.151*	-.092
Presentations	.036	-.120	-.151*
Discussions	.130	-.061	-.002
Pair Work	-.047	-.125	-.025
Group Work	-.013	-.070	.050
Projects	-.008	-.107	-.157*

$p < .05$ (*); $p < .01$ (**)

Correlations marked with * and ** indicate significant relationships.

There is no significant relationship between GPA and active learning discomfort ($r = -0.01$; $p > 0.05$) or social interaction anxiety ($r = 0.10$; $p > 0.05$). However, a significant, positive, and strong correlation exists between active learning discomfort and social interaction anxiety ($r = 0.68$; $p < 0.01$). While no significant relationship is found between the use of active learning methods and GPA, the use of these methods is negatively correlated with active learning discomfort ($r = -0.15$; $p < 0.05$). This relationship is significant, negative, and weak, indicating that higher use of active learning methods slightly reduces discomfort.

Among the active learning methods, *presentations* show a significant, negative, and weak correlation with social interaction anxiety ($r = -0.15$; $p < 0.05$). *Projects* also exhibit a significant, negative, and weak correlation with social interaction anxiety ($r = -0.16$; $p < 0.05$). Other active learning methods are not significantly correlated with GPA, active learning discomfort, or social interaction anxiety. None of the active learning methods influence GPA, and none are significantly related to active learning discomfort.

RQ3: Does social interaction anxiety affect active learning discomfort?

A one-unit increase in social interaction anxiety leads to a 0.88-unit increase in active learning discomfort ($\beta = 0.88$; $t = 13.73$; $F = 188.327$; $R^2 = 0.46$). This indicates that students with higher social interaction anxiety also tend to experience higher levels of active learning discomfort.

RQ4: How do translation students' gender, year of study, university, and language pairs affect their active learning discomfort and social interaction anxiety?

Female students report higher levels of discomfort with active learning ($M = 2.25 \pm 1.06$) than male students ($M = 1.76 \pm 0.83$) ($t = 3.419$, $p = 0.00$). Female students also experience higher social interaction anxiety ($M = 2.69 \pm 0.75$) compared to male students ($M = 2.26 \pm 0.76$) ($t = 3.91$, $p = 0.00$). Female students' GPAs ($M = 3.06 \pm 0.49$) are significantly higher than those of male students ($M = 2.67 \pm 0.74$) ($t = 4.57$, $p = 0.00$).

No significant difference is observed between public and foundation university students in terms of active learning discomfort ($t = 0.29$, $p = 0.76$). Similarly, no significant difference exists in social interaction anxiety levels ($t = 1.70$, $p = 0.09$). GPAs do not significantly differ between public and private university students

($t=1.94$, $p=0.06$). Furthermore, active learning discomfort levels do not differ significantly by language ($F=1.742$; $p=0.17$) or year of study ($F=2.96$; $p=0.06$). Social interaction anxiety levels also do not differ significantly by language ($F=1.02$; $p=0.36$) or year of study ($F=0.92$; $p=0.39$).

Discussion

This study was prompted by recurring mentions of social anxiety, fear, and depression in student feedback received by the author for the translation courses she was teaching after the pandemic. Especially before and during presentations, most students were tense, anxious, and unhappy, creating an ominous atmosphere in the classroom. Consequently, it was observed, as well as claimed by students themselves, that their anxiety levels increased with the pandemic, which led to the conclusion that this could negatively affect their success in translation programs where active learning methods are frequently used. This study was conducted to test this observation with statistical data.

The study reveals that active learning methods are moderately utilized in translator training programs in Turkey, with presentations and discussions being the most frequently employed techniques. Group and pair work are also commonly used, whereas projects are the least implemented. This pattern suggests that while interactive and participatory teaching strategies are present in translator education, project-based learning -an approach that could further enhance student engagement and problem-solving skills (Kiraly, 2012; Hastürkoğlu and Bayraktar Özer, 2020)- remains underutilized.

In examining the relationships among active learning discomfort, social interaction anxiety, and GPA, several notable findings emerge. No significant correlation was found between GPA and either active learning discomfort or social interaction anxiety, indicating that students' academic performance is not directly influenced by these psychological factors. However, further investigation may reveal that students with higher anxiety tend to put more effort into their studies, leading to higher scores, as indicated by the female participants in our study. Moreover, a strong positive correlation between active learning discomfort and social interaction anxiety suggests that students who experience higher levels of anxiety in social interactions also tend to feel more discomfort with active learning methods. This finding emphasizes the interconnectedness of these psychological constructs and highlights the potential challenge of implementing active learning strategies for students with high anxiety levels (Cohen et al., 2019; Hood et al., 2021).

The study also identifies a weak but significant negative correlation between the use of active learning methods and active learning discomfort. This indicates that greater involvement in active learning activities reduces students' discomfort, supporting the notion that engaging with these methods may assist students in adjusting to more interactive and participatory learning environments over time. Specifically, presentations and projects show a weak negative correlation with social interaction anxiety, indicating that students who frequently engage in these activities tend to report lower levels of anxiety. However, no significant relationships were observed between the use of active learning methods and GPA, pointing out that these strategies do not directly impact academic performance.

The regression analysis offers deeper insights into social interaction anxiety and discomfort with active learning. A strong predictive relationship is observed, with higher social interaction anxiety leading to increased discomfort with active learning (Cohen et al., 2019; Demir et al., 2023). This finding indicates that students who struggle with social interactions may find participatory learning environments more challenging, as these often require collaboration, discussion, and public speaking. The differences in discomfort with active learning and anxiety about social interactions based on gender are significant and deserve attention. To explain, female students report significantly higher levels of both discomfort and anxiety compared to their male counterparts. Moreover, female students tend to have higher GPAs on average, indicating that

despite facing greater psychological barriers, they can sustain strong academic performance. These findings highlight the necessity for gender-sensitive pedagogical approaches that address the specific challenges female students face in active learning environments. Finally, according to the analysis, institution type, language of study, and year of study do not significantly influence active learning discomfort or social interaction anxiety. This shows that psychological factors are rather consistent among various student groups, highlighting the necessity of addressing discomfort in active learning and anxiety related to social interactions on a broader structural level, rather than concentrating on specific subgroups.

One limitation of this study is the number of students who participated in the research. With more participants from a broader range of universities and languages, the results could differ. Also, it should be kept in mind that the analysis relies on self-reported data instead of expert examination. Another limitation was the use of the quantitative method, which offers statistically valid data; however, for a deeper understanding of the subject matter, face-to-face focus group interviews could be implemented for future research. Qualitative data collected from both translation trainees and trainers can offer suggestions for teaching methods that can be shared and further improved.

Conclusion and Suggestions



The study examines the complex relationship between discomfort experienced during active learning, social interaction anxiety, and the field of translator education. Active learning methods are used moderately in educational environments, yet their effectiveness for translation students can be considerably compromised due to several psychological barriers. These barriers may include anxiety about performance, lack of confidence in language skills, and fear of making mistakes, which can prevent students from fully engaging in active learning processes. As a result, while these methods have potential benefits, the psychological landscape of students plays a crucial role in determining their success in such educational approaches. The challenge of social interaction anxiety is especially significant for participants who demonstrate heightened levels of this condition. Such anxiety can significantly obstruct their ability to participate fully and engage meaningfully in collaborative and interactive learning settings. This limitation can lead to decreased involvement in discussions, group activities, and overall learning experiences, ultimately impacting their educational outcomes.

While the anxiety levels of the translation students seem low, there are still those who experience high levels of anxiety in the classroom, which implies heterogeneity. Therefore, the findings of this study underscore the critical need for tailored instructional strategies that not only assist students in overcoming feelings of discomfort and anxiety but also actively promote their engagement in active learning experiences. For instance, with the advice of the instructors, the universities' counseling services can provide meditation and mindfulness sessions for students with high anxiety. In parallel with the finding indicating that more active learning reduces anxiety, another suggestion can be initially allowing and encouraging students to choose the active learning methods they feel most comfortable performing, which may give them more time to adapt to other types of methods. Furthermore, students can be encouraged to share their experiences about anxiety with their peers via peer support groups established within the department or university. Finally, in-service training can be offered for instructors aimed at creating adaptive teaching techniques designed to create a more inclusive atmosphere in the classroom. By addressing these psychological challenges, educators can enhance the effectiveness of active learning approaches, ultimately leading to better educational outcomes in translator education and beyond.



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Author Details	Burcu Taşkın (Assist. Prof.)
Yazar Bilgileri	¹ Kırklareli University, Faculty of Arts and Sciences, Department of English Translation and Interpreting, Kırklareli, Türkiye  0000-0002-7647-8305  burcu.taskin@klu.edu.tr

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