

MINDFULNESS AS A TOOL FOR STRESS MANAGEMENT IN THE INTERPRETING PROCESS: INSIGHTS FROM PROSPECTIVE INTERPRETERS

Burcu Türkmen*

Ankara Yıldırım Beyazıt University
Ankara, Türkiye

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ABSTRACT

Under the types of interpreting, consecutive, simultaneous and conference interpreting take place. Just as different strategies are used during the interpreting processes, there are also different preparation stages. Interpreters' levels of anxiety, mindfulness, and stress are expected to have a significant impact on the quality of translation processes. This research investigates the relationship between mindfulness and perceived stress levels among interpreting students in a higher education context. Drawing on both cognitive and somatic dimensions of mindfulness, the research aims to determine the extent to which mindfulness influences students' stress management and coping abilities during interpreting training. Quantitative data were collected through validated scales measuring overall mindfulness, its subcomponents, and perceived stress. This research aims to have a survey with students who have already taken and are still taking courses related to interpreting. This study encompasses nine distinct research questions. The relationships between mindfulness and stress, as well as the interplay among interpreting, mindfulness levels, and stress, were examined and analysed. The findings reveal statistically significant relationships between mindfulness and reduced stress, also suggest that students with higher levels of mindfulness are better equipped to regulate emotional and physiological responses to stress, especially in performance-driven interpreting tasks. Based on the results, several pedagogical recommendations are proposed, including integrating mindfulness practices into interpreting curricula, offering dedicated training, and encouraging the use of digital tools that promote self-regulation. This research contributes to the emerging literature on psychological resilience in interpreter training and offers valuable insights for curriculum designers, educators, and researchers in Translation and Interpreting Studies.

KEY WORDS

interpreting training, prospective interpreters, translation studies, mindfulness, stress

CLASSIFICATION

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*Corresponding author,  : burcuturkmen@aybu.edu.tr; +90 0312 906 1438;
Ankara Yıldırım Beyazıt Üniversitesi İnsan ve Toplum Bilimleri Fakültesi Mütercim ve Tercümanlık
Bölümü Esenboğa Yerleşkesi, Çubuk - Ankara, Türkiye

INTRODUCTION

Interpreting is a complex cognitive process that necessitates the integration of linguistic proficiency, psychological resilience, and rapid decision-making. Unlike written translation, which allows for revision, modification, and post-editing, interpreting demands real-time processing, thus placing significant cognitive and psychological pressure on practitioners. For students embarking on their professional journey through translation and interpreting training, the challenges of interpreting are often perceived as more demanding than those of written translation. Extensive empirical research conducted across various countries has examined the intricate processes, challenges, benefits, and limitations of both translation and interpreting. A fundamental comparison between these two fields reveals that translation offers greater flexibility in terms of error correction, structural modifications, and iterative refinements. In contrast, consecutive and simultaneous interpreting require advanced cognitive control, time management, and heightened attentional resources. Interpreters must process and convey information with precision, take structured notes while listening, and seamlessly transfer these notes into the target language, all within a constrained time frame.

Professional competence in interpreting extends beyond linguistic expertise; it also requires a deep understanding of cultural nuances, theoretical frameworks, and domain-specific knowledge. Given the high cognitive load and real-time pressure inherent in interpreting, the ability to regulate stress and maintain a high level of mindfulness is not merely advantageous but essential for ensuring accuracy, efficiency, and overall professional effectiveness. In the process of simultaneous interpreting, the interpreter speaks concurrently with the source-language speaker, conveying messages and content in the target language. A similar process is involved in consecutive interpreting. The scope of interpreting is broad and includes liaison interpretation, bilateral meeting interpretation, accompanying interpretation, telephone interpreting, in-cabin simultaneous interpretation, out-of-cabin simultaneous interpretation, whispering interpretation, conference interpretation, television interpretation, video conference interpreting, and sign language interpreting. The subjects of interpreting encompass community interpreting, court interpreting, police interpreting, disaster guide interpreting, sports interpreting, health interpreting, conflict interpreting, institutional interpreting, and project interpreting [1-3].

Shen posits that mindfulness and resilience are promoted as tools to manage anxiety in foreign language classrooms. Foreign language learning experts have suggested that classroom anxiety can be mitigated through various strategies [4, 5]. Anxiety in language learning is considered a significant risk factor and is thought to be a powerful predictor of a learner's success or failure [6]. Techniques for reducing anxiety in the classroom have included group-based activities, game-based learning, and fostering awareness of anxiety and its impact on performance. However, few studies have adopted a mindfulness and resilience-focused approach to anxiety reduction in language learning environments. Given its versatility, mindfulness can be applied in a variety of contexts, including language learning. Strategies for improving mindfulness include meditation, emotional regulation, and mind management [7]. Furthermore, a fear of failure is often linked to anxiety, and students who exhibit resilience in the face of failure tend to perform better when confronted with obstacles [8]. A key contributor to linguistic anxiety in students is low self-esteem, which may be alleviated through mindfulness practices [4]. Research suggests that enhanced mindfulness enables individuals to behave more harmoniously in their environments, experience less anxiety, and therefore better manage demands while acting in alignment with their values. Consequently, it can be concluded that mindfulness can effectively reduce stress, emotional turmoil, and anxiety [5].

This study aims to investigate whether there exists a significant relationship between stress levels and mindfulness during the interpreting process among prospective interpreters undergoing academic training in interpreting. The research sample consists of English Turkish prospective interpreters. The validity and reliability of the measurement scales employed in this study have been previously established, although they have primarily been used in fields outside of Translation Studies. A review of the existing literature, both national and international, reveals numerous studies on topics such as interpreting and psychology, interpreting and stress, and the challenges faced during the interpreting process. The originality of this research lies in its examination of the statistical significance of the relationship between mindfulness and stress levels. Should such a relationship be identified, the study aims to explore its potential implications and inferences. Notably, no published research has been found that specifically investigates the relationship between mindfulness levels and interpreting. This study systematically presents the methodology, data collection instruments, and theoretical discussions related to interpreting and psychology, as well as the relationship between mindfulness and stress. Following this, the findings, analyses, and conclusions derived from SPSS analysis on the relationship between mindfulness and stress levels among prospective interpreters are thoroughly discussed.

DATA COLLECTION METHODOLOGY AND RESEARCH QUESTIONS

DATA COLLECTION METHODOLOGY

In this study, Ankara province was selected as the research area, and data were collected through an online survey. The research sample consisted of students from the Department of English Translation and Interpreting at Ankara Yıldırım Beyazıt University. Due to the inability to reach the entire population, a sampling method was employed. Participants were informed that their involvement in the study was voluntary and that their responses would be evaluated collectively. Specifically, a convenience sampling method was utilized for this study, and the analyses were conducted with a sample of 55 prospective translators and interpreters.

The survey was structured in two sections. The first part contained questions aimed at identifying the demographic characteristics of the participants, such as gender. The second part focused on assessing the participants' levels of mindfulness and perceived stress. To measure the participants' stress levels, the 8-item Perceived Stress Scale (PSS), developed by Cohen, Kamarck, and Mermelstein in 1983 [9], was employed. The Turkish adaptation of the scale, including a validity and reliability study, was carried out by Bilge, Ögce, Genç and Oran [10], with a reported Cronbach's alpha value of 0,81. The scale is evaluated using a 5-point Likert scale, ranging from 0 (never) to 4 (very often), with items 4, 5, and 6 reverse-scored. To assess the mindfulness levels of prospective translation students, the State Mindfulness Scale, developed by Tanay and Bernstein [11], and adapted into Turkish by Duyan, Çay, Gökçearsan, and Yağcı [12], was used. This scale consists of 21 items and is divided into two subscales. The items do not include reverse scoring. The sub-dimension "Mindfulness State of Mind" includes items 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 15, 16, 17, 19, and 20, while the sub-dimension "Mindfulness State of Body" includes items 8, 9, 13, 14, 18, and 21.

RESEARCH QUESTIONS

- RQ₁**. What is the nature and strength of the relationship between overall mindfulness and perceived stress levels?
- RQ₂**. How does cognitive (mind-related) mindfulness correlate with perceived stress levels?
- RQ₃**. How is somatic (body-related) mindfulness associated with perceived stress levels?

- RQ4.** In what ways does overall mindfulness relate to the sub-dimensions of perceived stress?
- RQ5.** Is there a significant correlation between overall mindfulness and individuals' perceived coping abilities?
- RQ6.** To what degree does cognitive mindfulness influence perceived coping ability?
- RQ7.** What associations exist between cognitive mindfulness and specific components of perceived stress?
- RQ8.** How does somatic mindfulness relate to perceived coping ability?
- RQ9.** What is the relationship between somatic mindfulness and the sub-dimensions of perceived stress?

THE INTERRELATIONSHIP BETWEEN MINDFULNESS, PERCEIVED STRESS AND INTERPRETING

Mindfulness-Based Stress Reduction, a psychology-based program developed by Kabat-Zinn, initially designed for the medical field, has increasingly been applied in various other disciplines. The benefits of this program, along with other mindfulness practices, have been widely recognized in the treatment of chronic illnesses, pain, anxiety, and panic disorders, thereby attracting considerable attention to this area. Psychological resilience, defined as an individual's ability to manage stress and maintain equilibrium under challenging conditions, plays a pivotal role in facilitating stress management and balance. Regardless of whether an individual is a professional or a student, possessing this skill enhances one's ability to cope with stress and navigate difficult situations [13]. Consequently, researchers are exploring methods to enhance psychological resilience and reduce stress, with mindfulness practices emerging as a promising approach.

Although many studies indicate a positive relationship between mindfulness and stress reduction, some research suggests that mindfulness may have no significant impact on a person's stress levels [14]. However, other studies suggest that individuals with higher levels of mindfulness can better manage rumination and depressive thoughts when confronted with stress, enabling them to solve problems more efficiently by focusing on the present moment [13]. The psychological resilience fostered by mindfulness, by enhancing positive emotions, can facilitate an individual's ability to cope with challenging and stressful situations [15].

Shen [5] pointed out that students learning a foreign language often experience heightened anxiety and stress, and although mindfulness may not eliminate these stressors, it enhances their ability to manage and solve problems effectively in such situations. Another study investigated emotional regulation, stress perception, psychological well-being, and mindfulness levels among postgraduate students. After mindfulness interventions, participants showed a reduction in perceived stress levels and an improvement in psychological well-being [16]. Building upon these studies, this research focuses on prospective translator students in the translation and interpreting department. Research questions were formulated based on existing literature, exploring the potential relationship between mindfulness levels and stress levels among these students. Mindfulness can be conceptualized as an individual's capacity to observe their thoughts, emotions, and the present moment without judgment. However, it is important to note that continuous mindfulness is rare. It is challenging for students to maintain full attention during a lecture or an exam, just as it is difficult for employees to stay fully present during work. For instance, employees may divert their attention to social media, event planning, or puzzles during a break, while students may distract themselves with social media, thus losing focus on the task at hand [17].

To better understand mindfulness, it is useful to briefly explore its core components: attention, intention, and attitude. Attention is the foundational element of mindfulness, wherein stimuli

are fully acknowledged by focusing on the present moment. Intention involves the voluntary commitment to recognize that both positive and negative experiences are part of the present moment [18]. Individuals who become aware of their automatic reactions are better able to recognize the stress and anxiety triggered by their biases and fears, which makes it easier to manage these emotions [19]. Furthermore, adopting the perspective that every experience is unique and independent of the past, along with a "beginner's mind" that allows one to perceive things as if experiencing them for the first time, enhances mindfulness and breaks the cycle of automatic behaviours and reactions [20].

Stress is a condition that depletes an individual, both physically and psychologically, generating tension, fatigue, and distraction [21]. It can be viewed as the internal reaction of individuals to the challenges, difficulties, and adverse situations encountered throughout life [22]. While stress remains a complex concept within the literature, it is generally understood as the state of tension and pressure that an individual experiences [23]. Given that stress is influenced by an individual's past experiences and environmental factors, its effects vary significantly from person to person [24]. For students, factors such as anxiety about the future, concerns about securing employment, housing issues, and the pressure of classes and exams can all contribute to heightened stress. Beyond the stress associated with theoretical courses and exams, practical and applied courses, especially in interpreting, also contribute to stress levels. Stress has a detrimental effect on an individual's capacity to function optimally, reducing performance and cognitive ability [25]. While it is impossible to eliminate stress from human life, research suggests that a manageable level of stress can enhance motivation and focus, thereby improving performance [22].

In the context of interpreting courses and exams, several factors can exacerbate stress levels. These include the pressure of managing time effectively, fear of making mistakes, concerns about receiving low grades, anxiety about speaking in public, and discomfort from being confined in spaces such as simultaneous interpretation booths or meeting rooms. As stress levels increase, undesirable outcomes such as translation errors, incomplete translations, loss of control, and distractions become more likely. Mindfulness practices have been increasingly explored as a means of managing stress and mitigating errors in high-pressure situations. It can be posited that students with higher levels of mindfulness will find it easier to maintain focus on the present moment, effectively manage their anxiety and stress, and consequently reduce the likelihood of making mistakes. By fostering greater attention to the task at hand, mindfulness may prove to be a valuable tool in enhancing the performance and well-being of students in interpreting training.

One of the primary challenges encountered by students during the initial stages of interpreter training is the significant stress experienced when speaking in front of an audience. Anxiety, recognized by psychologists as an innate emotional response to perceived danger or threat, serves as a clear indicator of stress. When public speaking is perceived as a threatening situation, it can trigger fear, resulting in heightened anxiety. This psychological distress often leads to academic underperformance, professional setbacks, and a diminished sense of self-worth [26]. Consequently, heightened stress and anxiety may undermine students' ability to feel comfortable and confident in their interpreting tasks. Fear and anxiety, by their nature, are distressing and uncomfortable emotions. Therefore, it is essential to encourage students to redirect their focus away from these negative emotions and instead cultivate effective coping strategies. These strategies may include thoroughly engaging with preparatory materials, building self-confidence, viewing challenges as opportunities for growth, and demonstrating their competence and professionalism. Such approaches can alleviate negative feelings, boost confidence, and promote psychological well-being [27].

Psychological factors play a significant role in the cognitive processes involved in both writing and interpreting. Some studies suggest a connection between psychological factors such as

stress and burnout and the quality of translation outputs [28]. It has been noted that adverse attitudes, such as tension and burnout, can negatively impact translators' health and well-being, subsequently lowering the quality of their translations [29]. Albl-Mikasa's research identifies three key competencies in interpreting: (1) language proficiency, which is foundational for understanding instructions; (2) work competency, which refers to the skills acquired in real-world working conditions; and (3) interpreting competency, which develops over three phases: pre-task information gathering, learning through doing during tasks, and attaining professionalism through experience [30, 31].

While mastering translation techniques and strategies is critical in the interpreting process, environmental and psychological factors significantly influence an interpreter's performance. Specifically, levels of stress and mindfulness can impact interpreters' concentration, mood, self-confidence, and, consequently, the quality of their translations. This research primarily aims to explore the potential effects of the relationship between stress and mindfulness on prospective translation students during the interpreting process. Work-related stress has become a prominent area of research within psychology, and various studies offer broad definitions of occupational stress. Occupational stress can arise from work-related factors or environmental conditions, both of which can have negative repercussions for individuals in various professions, including translation [29, 32, 33]. Psychological factors are key determinants that allow translators to adapt effectively to the challenges inherent in real-life translation scenarios. These determinants include motivation, self-efficacy, and anxiety [34, 35]. Studies emphasize that high motivation in translators leads to improved performance, better psychological well-being, and increased professional success [29, 36]. Psychological comfort during the interpreting process is critical to ensuring that the interpreter can smoothly execute their cognitive tasks and maintain high-quality work.

While individual differences in coping with the stresses of interpreting (such as information overload, confined spaces like interpreter booths, fatigue, and environmental noise) are frequently discussed by professional translators, there is a noticeable lack of research in this area [37]. Although there is extensive literature on the pressures faced by translators in international settings, empirical research exploring specific challenges in interpreting remains limited. Additional stressors encountered by interpreters include personal circumstances (e.g., financial situation, relationships, life experiences, mental and physical health), the level of resilience possessed by the interpreter, psychological skills, including self-efficacy, locus of control, and explanatory style [38, 39]. The nature of the interpreting assignment, which may trigger adverse memories or stress, the interpreter's physical and mental health [40].

This research focuses on two primary variables: stress and mindfulness. Bancroft [41] suggests that interpreters practice mindfulness by focusing on doing their best for their clients, paying attention to their breathing, and being fully present in the moment, irrespective of the content of the message. Through mindfulness, interpreters can enhance their ability to stay focused on the present and mitigate stressors [42]. Interventions described by Bernay [43], can be easily incorporated into interpreter training, helping interpreters to develop greater resilience to stress [40].

THE SPSS ANALYSIS ON THE RELATION BETWEEN THE MINDFULNESS AND THE STRESS LEVELS OF THE PROSPECTIVE INTERPRETERS

Prior to the main data collection, a pretest was conducted to evaluate the appropriateness of the scales for the research context. During this phase, certain items that were frequently reported as unclear by participants were removed from the questionnaire. Specifically, four items (6th, 9th, 11th, and 19th) from the mindfulness scale and two items (3rd and 6th) from the perceived stress scale were excluded. Following this revision, the main data collection phase was initiated. To test the research hypotheses, several preliminary analyses were conducted. First,

a frequency analysis was performed to identify any potential errors in data entry. Next, a missing data analysis was conducted, which confirmed that there were no missing observations in the dataset, ensuring its suitability for further statistical analysis. All analyses were conducted using SPSS 21 statistical software. To assess the direct effect of mindfulness on perceived stress, regression analysis was employed. Additionally, a t-test was used to determine whether mindfulness and perceived stress levels differed based on the gender variable.

Demographic Characteristics of the Sample: Findings and Analysis

Among the demographic characteristics of the participants, all of whom were enrolled in the same university and department for their undergraduate education, only gender was considered relevant for inclusion in the study. The results of the frequency analysis, which include the number (n) and percentage (%) values used to determine the gender distribution of the participants, are presented in Table 1.

Table 1. Findings regarding the examination of gender distribution of participants.

Variable	Characteristics	Frequency (n)	Frequency (%)
Gender	Female	28	50,9
	Male	27	49,1

According to Table 1, when the distribution of the participants in the research by gender is examined, it is seen that the participants are almost equal. There are 28 female (50,9%) and 27 male (49,1%) participants.

EXPLORATORY FACTOR ANALYSIS

To conduct factor analysis, the appropriateness of the sample in terms of size and adequacy is assessed using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's Test. The KMO value ranges from 0 to 1, and as this value approaches 1, the reliability of the data for analysis increases [44]. Regarding sample adequacy for the analysis, the minimum threshold for the KMO test is 0,50. If this value is below 0,5, factor analysis is not applicable. If the value falls between 0,60 and 0,70, it is considered "acceptable"; between 0,70 and 0,80, it is classified as "good"; between 0,80 and 0,90, it is deemed "very good"; and values above 0,90 are considered "excellent" [45]. Furthermore, Bartlett's test must yield a significance level of $p < 0,05$. The KMO and Bartlett's test values for the scales used in this study are presented in Table 2, and the results of the exploratory factor analysis are provided in Table 3.

Table 2. Analysis of KMO and Bartlett values for the scales.

Scales	KMO Values	Bartlett's Test	p
Mindfulness	0,815	533,443	$< 0,05$
Stress	0,730	158,652	$< 0,05$

As presented in Table 2, the KMO values for all scales exceed 0,70, indicating that the sample size is sufficient for factor analysis. Moreover, the results of Bartlett's Test were significant ($p < 0,05$), confirming the suitability of the data for factor analysis. For this study, exploratory factor analysis was performed using the Principal Components method. Following the guidelines of [46] factors with eigenvalues greater than 1 were considered as distinct factors when determining the number of factors. The values corresponding to the factor structure of the perceived stress variable are outlined in Table 3.

As shown in Table 3, two factors have eigenvalues greater than 1. The first factor accounts for 49,776% of the total variance, while the second factor explains 16,816% of the total variance. Consequently, the factor analysis revealed two sub-factors, which together explain a total variance of 66,592%. These sub-factors are labelled as "perceived stress" and "perceived coping".

Table 3. Values related to the factor structure of the perceived stress variable.

Scale	Item	Factor Load	Variance	Eigenvalue
Factor 1 Perceived Stress	1. I experienced distress due to an unexpected event.	0,303	49,776	1,009
	2. I could not control important events.	0,735		
	7. Events beyond my control made me angry.	0,496		
	8. I have experienced difficulties that I could not overcome.	0,581		
Factor 2 Perceived Coping	4. I felt confident in solving my personal problems.	0,539	16,816	2,987
	5. Everything went well in my life.	0,737		
Total			66,592	

As presented in Table 4, two factors have eigenvalues greater than 1. The first factor accounts for 41,6% of the total variance, while the second factor explains 12,2% of the total variance. As a result of the factor analysis, two sub-factors were identified, explaining a total variance of 53,949%. These sub-factors are “mind mindfulness” and “body mindfulness”.

Table 4. Factor load, variance and eigenvalues of the perceived stress variable.

Scale	Item	Factor Load	Variance	Eigenvalue
Factor 2 Body	8. I felt clearly physically what was happening in my body.	0,558	12,286	7,083
	13. I noticed various sensations due to the effects of my environment such as heat, coolness and wind.	0,799		
	14. I noticed that physical sensations come and go.	0,716		
	18. I felt in touch with my body.	0,678		
Factor 1 Mind Mindfulness	1. I am conscious of the different emotions that arise within me.	0,613	41,663	2,089
	2. I tried to pay attention to pleasant and unpleasant sensations.	0,594		
	3. I found some of my experiences interesting.	0,573		
	4. I noticed many small details of my experience.	0,433		
	5. I felt conscious of what was inside me.	0,785		
	7. I actively explore my present experience.	0,794		
	10. I felt like I was fully experiencing the present moment.	0,775		
	12. I realized that emotions come and go.	0,613		
	15. I have experienced moments when I felt alert and conscious.	0,706		
	16. I felt closely connected to the present moment.	0,799		
	17. I noticed that thoughts come and go.	0,569		
	20. It was interesting to see my thought patterns.	0,811		
Total			53,949	

RELIABILITY ANALYSIS RESULTS OF THE SCALES

To determine the reliability levels of the scales included in the survey, Cronbach's Alpha (internal consistency rate) values of each scale were examined. The obtained values are shown in Table 5. Cronbach's Alpha value for both scales is above 0,70 and is acceptable.

Table 5. Cronbach's Alpha values of the scales.

Scales	Cronbach's Alpha
Mindfulness	0,928
Perceived Stress	0,816

DESCRIPTIVE STATISTICS

To determine the appropriate test statistics for hypothesis testing, certain assumptions must be met, with the most critical being that the data follows a normal distribution. In this study, the Skewness and Kurtosis values of the data were examined to assess normality. According to Sposito, Hand, and Skarpness [47], a Skewness and Kurtosis coefficient between -3 and $+3$ is considered acceptable to conclude that the data is normally distributed. Descriptive statistics for the data are provided in Table 6.

Table 6. Descriptive statistics and testing for normality.

	<i>N</i>	Skewness	Kurtosis
Mindfulness	55	-0,423	0,223
Stress	55	0,217	0,407

When the skewness and kurtosis values in Table 6 for the mindfulness, organizational deviance behaviour, organizational policy perception and job satisfaction scales were examined, it was seen that the values were between -3 and $+3$ and the data was assumed to be normally distributed. For this reason, parametric methods were used in the research.

FINDINGS ON TESTING RESEARCH QUESTIONS

In addressing the first research question **RQ₁**, the study examined whether mindfulness exerts a significant effect on perceived stress. To evaluate this relationship, a linear regression analysis was conducted, with mindfulness designated as the independent variable and perceived stress as the dependent variable. The findings of this analysis are presented in Table 7.

Table 7. **RQ₁** regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Value	3,259	0,519		6,274	0,000
Mindfulness	-0,183	0,141	-0,175	-1,295	0,201
<i>R</i> = 0,175 <i>R</i> ² = 0,031 Corrected <i>R</i> ² = 0,012 <i>F</i> = 1,678					

When Table 7 is examined, it is seen that mindfulness has a statistically significant, negative but weak effect on stress. Mindfulness alone explains only 3% of the stress level ($F = 1,678$; $R^2 = 0,031$; $p < 0,05$). In other words, increasing the level of mindfulness unit by unit reduces the perceived stress level by 0,183 units. Accordingly, **RQ₁** is accepted.

The second research question (**RQ₂**) aimed to examine whether mind mindfulness, a sub-dimension of mindfulness, has a significant effect on perceived stress. To investigate this relationship, a linear regression analysis was conducted, with mind mindfulness as the independent variable and perceived stress as the dependent variable. The results of this regression analysis are presented in Table 8.

Table 8. **RQ₂** regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Value	3,682	0,497		7,405	0,000
Mind Mindfulness	-0,288	0,130	-0,292	-2,222	0,031
<i>R</i> = 0,292 <i>R</i> ² = 0,085 Corrected <i>R</i> ² = 0,068 <i>F</i> = 4,937					

According to the analysis results, the level of mind mindfulness, which is the sub-dimension of mindfulness, affects the perceived stress level in a statistically significant and negative way. Mind mindfulness alone explains 8% of perceived stress ($F = 4,937$; $R^2 = 0,085$; $p < 0,05$). In other words, increasing the level of mind mindfulness unit by unit reduces perceived stress by 0,288 units. Accordingly, **RQ₂** is accepted.

The third research question of the study (**RQ₃**) investigated whether the level of body mindfulness, which is another sub-dimension of mindfulness, has a significant effect on perceived stress. The results of the linear regression analysis, in which body mindfulness was included in the analysis as an independent variable and perceived stress as a dependent variable, are presented in Table 9.

Table 9. **RQ₃** regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Value	2,322	0,361		6,427	0,000
Body mindfulness	0,086	0,107	0,110	0,803	0,426
$R = 0,110$ $R^2 = 0,012$ Corrected $R^2 = -0,007$ $F = 0,645$					

According to the analysis results, body mindfulness has a statistically significant effect on perceived stress. It appears to have a significant, positive but weak effect ($F = 0,647$; $R^2 = 0,012$; $p > 0,05$). Accordingly, **RQ₃** was accepted.

In the fourth research question of the study (**RQ₄**), the existence of a significant effect of mindfulness on perceived stress (factor) was investigated. To test the relevant research question, linear regression analysis was conducted with mindfulness as the independent variable and perceived stress (factor) as the dependent variable, and the results are presented in Table 10.

Table 10. **RQ₄** regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Value	3,056	0,571		5,349	0,000
Mindfulness	-0,130	0,155	-0,114	-0,839	0,405
$R = 0,114$ $R^2 = 0,013$ Corrected $R^2 = -0,006$ $F = 0,704$					

When the effect of mindfulness on perceived stress (factor) is evaluated, a statistically significant, negative and weak effect is observed. Mindfulness alone explains only 1% of the perceived stress (factor) ($F = 0,704$; $R^2 = 0,013$; $p < 0,05$). In other words, increasing the level of mindfulness unit by unit reduces the perceived stress (factor) level by 0,130 units. Accordingly, **RQ₄** is accepted.

In the fifth research question of the study (**RQ₅**), the existence of a significant effect of mindfulness on coping with stress was investigated. To test the relevant research question, linear regression analysis was conducted with mindfulness as the independent variable and coping with stress (factor) as the dependent variable, and the results are presented in Table 11.

Table 11. **RQ₅** regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Value	3,666	0,648		5,654	0,000
Mindfulness	-0,288	0,176	-0,219	-0,1635	0,108
$R = 0,219$ $R^2 = 0,048$ Corrected $R^2 = 0,030$ $F = 2,672$					

When the effect of mindfulness on stress coping (factor) is evaluated, a statistically significant and negative effect is observed. Mindfulness alone explains 4% of the coping with stress (factor) ($F = 2,672$; $R^2 = 0,048$; $p < 0,05$). In other words, increasing the level of mindfulness unit by unit reduces the level of coping with stress (factor) by 0,288 units. Accordingly, **RQ₅** is accepted.

In the sixth research question of the study (**RQ₆**), the existence of a significant effect of mind mindfulness, which is the sub-dimension of mindfulness, on coping with stress was investigated. To test the relevant research question, linear regression analysis was conducted

with mind mindfulness as the independent variable and coping with stress (factor) as the dependent variable, and the results are presented in Table 12.

Table 12. RQ₆ regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Value	3,919	0,629		6,229	0,000
Mind Mindfulness	-0,344	0,164	-0,277	-2,097	0,041
$R = 0,277$ $R^2 = 0,077$ Corrected $R^2 = 0,059$ $F = 4,397$					

When the effect of mind mindfulness on coping with stress (factor) is evaluated, a statistically significant and negative effect is observed. Mind mindfulness alone explains 7% of the coping with stress (factor) ($F = 4,397$; $R^2 = 0,077$; $p < 0,05$). In other words, increasing the level of mind mindfulness unit by unit reduces the level of coping with stress (factor) by 0,344 units. Accordingly, RQ₆ is accepted.

In the seventh research question of the study (RQ₇), the existence of a significant effect of mind mindfulness, which is the sub-dimension of mindfulness, on the perceived stress (factor) was investigated. To test the relevant research question, a linear regression analysis was conducted with mind mindfulness as the independent variable and perceived stress (factor) as the dependent variable, and the results are presented in Table 13.

Table 13. RQ₇ regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Values	3,573	0,550		6,480	0,000
Mind Mindfulness	-0,260	0,143	-0,242	-1,814	0,075
$R = 0,242$ $R^2 = 0,058$ Corrected $R^2 = 0,041$ $F = 3,292$					

When the effect of mind mindfulness on perception stress (factor) is evaluated, a statistically significant and negative effect is observed. Mind mindfulness alone explains 5% of perception stress (factor) ($F = 3,292$ $R^2 = 0,058$; $p < 0,05$). In other words, increasing the level of mind mindfulness unit by unit reduces the level of perceived stress (factor) by 0,260 units. Accordingly, RQ₇ is accepted.

In the eighth research question of the study (RQ₈), the existence of a significant effect of body mindfulness, which is the sub-dimension of mindfulness, on coping with stress (factor) was investigated. To test the relevant hypothesis, a linear regression analysis was conducted with body mindfulness as the independent variable and coping with stress (factor) as the dependent variable, and the results are presented in Table 14.

Table 14. RQ₈ regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Values	2,727	0,458		5,958	0,000
Body Mindfulness	-0,031	0,135	-0,031	-0,227	0,821
$R = 0,031$ $R^2 = 0,0001$ Corrected $R^2 = -0,018$ $F = 0,051$					

When the effect of body mindfulness on coping with stress (factor) is evaluated, no statistically significant effect is seen ($F = 0,051$; $R^2 = 0,0001$; $p < 0,05$). Accordingly, RQ₈ was rejected.

The ninth research question of the study (RQ₉) investigated whether body mindfulness, which is the sub-dimension of mindfulness, has a significant effect on perception stress (factor). To test the relevant research question, a linear regression analysis was conducted with body mindfulness as the independent variable and perception (factor) as the dependent variable, and the results are presented in Table 15.

Table 15. RQ₉ regression analysis results.

			Standardized Values		
	<i>B</i>	Standard Error	β	<i>t</i>	<i>p</i>
Fixed Value	2,120	0,391		5,429	0,000
Mindfulness	0,144	0,116	0,169	1,247	0,218
$R = 0,169$		$R^2 = 0,029$	Corrected $R^2 = 0,010$	$F = 1,556$	

When the effect of body mindfulness on perception stress (factor) is evaluated, there is no statistically significant effect ($F = 1,556$; $R^2 = 0,029$; $p < 0,05$). Accordingly, RQ₉ was rejected.

Additionally, in the research, participants' mindfulness and stress levels were compared according to gender. Comparisons are given in terms of mindfulness and gender in Table 16, and comparisons in terms of stress and gender are given in Table 17.

Table 16. Comparison of mindfulness level and gender.

	\bar{x}	<i>N</i>	SS	<i>F</i>	<i>p</i>
Female	2,61	28	0,78	0,000	0,773
Male	2,58	27	0,78		

According to the independent t-test results, the level of mindfulness does not show a significant difference in terms of the "gender" variable ($p = 0,773 > 0,05$).

Table 17. Comparison of stress level and gender.

	\bar{x}	<i>N</i>	SS	<i>F</i>	<i>p</i>
Female	3,77	28	0,73	0,084	0,999
Male	3,42	27	0,72		

According to the independent t-test results, the stress level does not show a significant difference in terms of the "gender" variable ($p = 0,999 > 0,05$).

CONCLUSIONS

The results of this study indicate that students exhibiting higher levels of mindfulness are better equipped to cope with anxiety-provoking situations commonly encountered during interpreting training and assessments. These individuals appear to possess a heightened capacity to observe and regulate their thoughts, emotions, and behaviours, which in turn enhances their ability to manage stress more effectively. As a result, a reduction in perceived stress levels was observed among students with elevated mindfulness.

Among the proposed research questions, RQ₁ through RQ₇ yielded statistically significant results, suggesting notable relationships between various dimensions of mindfulness and perceived stress or coping abilities. However, RQ₈ and RQ₉ did not produce statistically significant findings and were consequently not supported by the data. Although these latter questions did not reach the expected levels of significance, their inclusion remains relevant in the broader context of Translation and Interpreting Studies, where mindfulness is an emerging area of inquiry with potential pedagogical implications.

This research offers several noteworthy contributions to the field of Translation and Interpreting Studies. By emphasizing the role of mindfulness in interpreter training, the study highlights a novel and underexplored approach to stress regulation in educational contexts. The results support the integration of psychological well-being practices into interpreting curricula, offering a more holistic framework that goes beyond cognitive and linguistic competence. As

one of the few empirical studies linking mindfulness to interpreting performance, this work lays the groundwork for further experimental and longitudinal studies involving diverse student populations. The findings bridge Translation Studies with psychological and educational disciplines, encouraging interdisciplinary collaboration on student well-being and interpreter performance. By recommending mindfulness-based mobile applications and music/breathing therapies, the study promotes the use of accessible, low-cost tools that can enhance learners' focus and resilience in real-time interpreting scenarios.

Based on the overall findings, it can be inferred that interpreting students who demonstrate a higher degree of mindfulness may be more capable of regulating stress in performance-driven environments. This insight contributes to a growing body of literature emphasizing the psychological dimensions of interpreter training. Considering the empirical findings, the following recommendations are proposed to enhance interpreting education and support students' psychological well-being.

Incorporating workshops or seminars focusing on mindfulness and stress management strategies into interpreter education may equip students with effective coping tools. Encouraging the use of mindfulness and mental wellness applications as part of extracurricular or preparatory activities may foster stress resilience among students. These tools could also be introduced at the beginning of interpreting classes. Guided breathing exercises and calming background music that support focus and emotional regulation may be implemented during the initial stages of interpreting sessions. Mindfulness-related content could be embedded into existing interpreting courses such as Introduction to Interpreting, Consecutive Interpreting, Simultaneous Interpreting, and Conference Interpreting to provide a holistic educational experience. A dedicated course on mindfulness and stress management tailored specifically for interpreting students could be designed and offered as part of the curriculum. Future investigations may adopt a randomized controlled design to measure the effects of mindfulness practices, breathing techniques, and music therapy on interpreting performance more precisely. Considering the exploratory nature of this study within Translation Studies, subsequent research should aim to diversify the sample, potentially involving larger cohorts and students working with different language pairs or from diverse academic institutions.

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