

IMMEDIACY AND FEEDBACK IN INSTRUCTIONAL COMMUNICATION IN SHAPING TRANSLATION ANXIETY AND COGNITIVE ENGAGEMENT AMONG EFL LEARNERS

¹ *Sujarwo, ²Nurdevi Bte Abdul, ³Asdar, ⁴Asia M, ⁵Fadilah Binti Zakaria

¹English Education Department, Universitas Megarezky, Makassar, Indonesia

²English Education Department, Universitas Muhammadiyah Makassar, Indonesia

³Indonesian Language Education and Literature, Universitas Bosowa, Makassar, Indonesia

⁴Regional Language and Literature Education, Universitas Negeri Makassar, Indonesia

⁵English Language Section, Universiti Sains Malaysia, Kelantan, Malaysia

*Corresponding Author Email: jarwo.ibrahim@unimerz.ac.id

Article Info	Abstract
Article History Received: October 2025 Revised: January 2026 Accepted: May 2026 Published: July 2026	<i>This study aims to investigate the complex interplay between instructional communication, translation anxiety, and cognitive engagement among EFL university students participating in a translation course. The study employed an interpretive phenomenological analysis (IPA) design, involving 11 participants who contributed data via semi-structured interviews, classroom observations, and reflective journals. The findings demonstrate that communicative immediacy fosters emotional safety, thereby alleviating learners' translation anxiety and augmenting their cognitive engagement. When communication is dialogic and helpful, students feel empowered to articulate interpretations, justify linguistic choices, and engage in critical reflection on meaning production. On the other hand, limited or evaluative communication tends to make anxiety worse and make it harder for people to think about things. These results underscore the need to incorporate communication training into translator education to develop emotionally responsive and cognitively engaged learners. Overall, the results show that communication is an important part of translation pedagogy because it turns worry into contemplation and involvement into comprehension. This study concludes that effective instructional communication prioritizes immediacy, empathy, and dialogic interaction and is essential for alleviating translation anxiety and fostering cognitive engagement among EFL learners. The implications currently impact translator education by emphasizing the necessity for communication-focused training to assist teachers in developing more adaptive, reflective, and intellectually engaging translation sessions.</i>
Keywords Instructional communication; Translation anxiety; Cognitive engagement; Communicative immediacy;	
How to cite: Sujarwo, S., Abdul, N.B., Asdar, A., Asia, M. & Fadilah, B.Z. (2026). Immediacy and Feedback in Instructional Communication in Shaping Translation Anxiety and Cognitive Engagement Among EFL Learners. <i>JOLLT Journal of Languages and Language Teaching</i> , 14(2), 878-891. Doi: https://doi.org/10.33394/joltt.v14i3.18220	

Copyright© 2026, Sujarwo et al.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

Communication is not only a means of conveying information in the context of language education; rather, it is the very basis upon which learning relationships and cognitive development are constructed (Van Ruler, 2018; Abdul et al., 2020). In the classroom setting of English for Speakers of Other Languages (EFL), instructional communication serves as a pedagogical bridge that connects the goals of teachers with the comprehension of students (Rabab'ah, 2016). Instructors can influence how students perceive

learning, how they interact with content, and how they regulate their emotional states while performing complicated linguistic tasks using both verbal and nonverbal means (Yuan, 2022).

Moreover, translation is one of these jobs that reflects a cognitively demanding and emotionally charged process (Guan et al., 2022). It is a process in which learners' comprehension, linguistic transfer, and decision-making are connected to fear, uncertainty, and self-evaluation. The style of instructional communication within translation classes becomes a key issue that can either alleviate or exacerbate the emotional tensions and levels of participation that students experience. It has been known for a long time that good pedagogy relies heavily on excellent communication when it comes to instruction. It is a term that describes the transactional process that teachers and students go through in order to co-construct meaning through the use of clarity, immediacy, feedback, and responsiveness. It is common for teachers to cultivate situations that are conducive to both affective comfort and cognitive involvement when they communicate clearly, display empathy, and provide supportive feedback. Alternatively, pupils tend to suffer anxiety, disinterest, or misunderstanding when communication is distant, imprecise, or excessively authoritative.

In English as a Foreign Language (EFL) environments, where learners typically experience linguistic difficulties, fear of negative judgment, and cultural ambiguities, the intersection of these communication practices with emotional responses such as anxiety is particularly salient. Because of this, instructional communication is not only an external aspect in the teaching process; rather, it is an intrinsic factor that determines how students feel, think, and behave while they are in the classroom. Education in English as a Foreign Language (EFL) contexts poses a one-of-a-kind communicative difficulty. When it comes to translation, students are required to simultaneously arbitrate between two different cultural and linguistic systems, which is not the case with general language acquisition. Not only does this process require verbal competence, but it also requires higher-order cognitive involvement, which includes analytical reasoning, problem-solving, and critical reflection (Király, 2015).

Translation anxiety is a sort of performance anxiety that is characterized by the dread of making mistakes, difficulties in assessing meaning equivalence, and nervousness over peer or instructor judgment (Jaaskelainen, 2017). Such tasks frequently provoke translation anxiety. Students' affective states can have a significant impact on their motivation to engage cognitively when they regard translation as a high-stakes intellectual undertaking. As a result of this emotional-cognitive interaction, it is possible that effective instructional communication can serve as a moderating element that facilitates deeper involvement and reduces feelings of worry.

Recent advancements in translation pedagogy advocate for an approach that is communicatively oriented and learner-centered. This method places an emphasis on the fact that translation competence is developed through dialogic engagement rather than through isolated textual exercises (González Davies, 2018). Educators who deploy communicative immediacy, which includes the use of inclusive language, humor, and individualized feedback, assist students in perceiving translation as a collaborative discovery rather than a judgmental test of linguistic accuracy during the translation process.

In addition, the clarity of the explanations, instructions, and evaluative criteria that teachers provide to their students impacts the cognitive pathways that learners use when attempting to solve translation difficulties (Yamagami, 2025). Learners have a greater likelihood of reflecting, self-regulating, and maintaining cognitive effort when the expectations are specific and the feedback is positive. On the other hand, ambiguous instructions or communication that is emotionally distant can heighten translation anxiety,

which can result in actions that are either surface-level engagement patterns or avoidance patterns (Imsa-Ard, 2025).

In English as a Foreign Language (EFL) contexts, the emotional aspect of translation learning has frequently been underexplored. The affective and communicative processes that support learners' experiences have been the subject of relatively few investigations, despite the fact that several studies have addressed translation competence, techniques, or assessment. Particular attention should be paid to the idea of translation anxiety, even though it is conceptually similar to the concept of foreign language anxiety. This is because translation tasks entail dual language processing and evaluative self-monitoring, both of which significantly increase emotional sensitivity (Yang et al., 2025). It is possible to get pedagogical insights into the process of cultivating a supportive classroom environment that increases both affective resilience and cognitive engagement by gaining an understanding of how instructional communication interacts with this type of anxiety.

Cognitive engagement, on the other hand, refers to the amount of effort that students put into comprehending, interpreting, and applying knowledge in a meaningful way (Almutlaq, 2024). Learning is the process of directing one's mental energy toward activities such as reasoning, problem-solving, and analysis (Asdar et al., 2024). The manner in which students approach text interpretation, how they handle ambiguity, and the decisions they make on lexical or syntactic content are all examples of cognitive involvement in translation classes. Engagement is not solely a cognitive construct; it is also influenced by factors such as emotional safety, social connection, and the atmosphere associated with communication (Rosmayanti et al., 2025). Through the cultivation of trust, as well as motivation and intellectual curiosity, positive instructional communication has the potential to increase student engagement. Students are more likely to engage in metacognitive reflection, take cognitive risks, and explore alternate interpretations when they have the sense that their professors understand and support them. As a result, doing research into how communication styles influence engagement has significant implications for translation pedagogy as well as for general English as a foreign language training.

Drawing from sociocultural and affective-cognitive frameworks of learning, this study takes a theoretical approach to the topic of learning. The Vygotskian theory proposes that learning takes place through mediated interaction, with speech serving as the key instrument for cognitive growth (Vygotsky, 1978 in Bada & Olusegun, 2015). According to this point of view, instructional communication is not only the sharing of information; rather, it is a scaffold that promotes the cognitive development of learners through communication with other people. Generally speaking, anxiety tends to reduce, and engagement tends to rise when communication improves perceived control (Hanan & Budiarti, 2019). Bringing together these frameworks makes it possible to gain a thorough understanding of the ways in which communicative and affective variables co-construct cognitive results in the process of translation learning.

Various studies suggest that this contributes to understanding how perceived task difficulty affects EFL learners' performance through its correlation with cognitive engagement, foreign language enjoyment, and mindset (Almutlaq, 2024). The teacher development process is a protracted concern; both educators and trainee instructors must recognize the correlation between their experience levels and their professional growth rates to establish realistic objectives for their teaching and training (Doqaruni, 2017). Instructional communication is intricately linked to educational reflection, offering educators essential insights for assessing the quality, competencies, and obstacles to learning inside the classroom (Firdaus & Katili, 2025). Utilization of translation software was highly correlated with engagement in Generative Artificial Intelligence (Yang et al., 2025).

Although previous research has investigated how instructional communication affects both the emotional and cognitive aspects of translation learning, despite the fact that earlier research has studied the difficulty of the task, affective involvement, and technology mediation. There is a lack of research that specifically investigates how the communication practices of instructors, such as the tone of feedback, question techniques, and interpersonal immediacy, influence the translation anxiety and cognitive involvement of students. The gap is more evident in modern EFL contexts, when learners increasingly depend on AI-driven translation tools, resulting in a hybrid communicative environment that integrates teacher-student contact with digital mediation. Nonetheless, the communicative mechanisms governing learners' concern and engagement in technologically enhanced translation environments are still inadequately comprehended.

The following are two research questions (RQ) that are in line with the context of instructional communication, translation anxiety, and student engagement:

RQ1. How do lecturers' instructional communication practices influence EFL students' translation anxiety during translation learning activities?

RQ2. How do instructional communication practices shape EFL students' cognitive engagement throughout the translation process?

RESEARCH METHOD

Research Design

To investigate how instructional communication influences translation anxiety and cognitive engagement among English as a Foreign Language (EFL) learners, this study utilized a qualitative descriptive design that included specific features of Interpretative Phenomenological Analysis (IPA). IPA emphasizes understanding how individuals make meaning of the experiences they have had, whereas qualitative description allows researchers to record the lived experiences of participants in the educational environments in which they are most naturally situated (Richards & Hemphill, 2018). The selection of this design is in accordance with the objective of the research, which is to investigate the meaning that students attach to the communication practices of their instructors, as well as their affective responses when performing translation tasks and their cognitive engagement processes. Rather than concentrating on the measurement of variables, the primary objective was to investigate the subjective, emotional, and interpretive aspects of communication within the context of translation learning.

Using an interpretative lens, the research endeavored to collect not only the experiences that learners had but also the manner in which they comprehended, negotiated, and internalized the communicative exchanges that occurred inside their learning environment. The respondents' selection was carried out by ensuring the representation of students with different levels of translation experience and varying academic achievements, so that the composition of participants reflects the diversity of abilities and provides a more comprehensive picture of the phenomenon being studied.

Eleven undergraduate students of English as a foreign language participating in an advanced translation course at Universitas Megarezky were the subjects of this research project. According to Taylor et al., (2016), these participants were chosen through the process of purposive sampling, which was guided by the notion of information-rich situations. The inclusion criteria were as follows: (1) some students had finished at least one previous translation subject; (2) some students actively participated in class discussions; and (3) some students were willing to participate willingly in interviews and reflective journaling. Intentionally, we attempted to capture a wide range of opinions and emotional responses by ensuring that there was a diversity of gender, academic performance, and previous translating experience. All of the participants were each given a pseudonym in order to maintain their anonymity. Before the collection of data, the research ethics council of the university granted

ethical clearance, and participants gave informed consent acknowledging their right to withdraw from the study at any point in time. It was made clear to the participants that their academic assessments would not be impacted in any way by their participation or responses. This was done to reduce the likelihood of power conflicts.

Data Collection Procedure

The data collection process took place over a period of ten weeks and utilized three methodologies that were complementary to one another: semi-structured interviews, classroom observations, and reflective diaries. In addition to enhancing the interpretive depth of the findings, the combination of various sources made it possible to obtain methodological triangulation.

Interviews using a Semi-Structured

One-on-one semi-structured interviews lasted between forty and sixty minutes, and each participant took part in them. Key themes of instructional communication, emotional reactions, and engagement experiences were the basis for the construction of the interview guide. Question examples included the following: "How would you define the communication style of your instructor when they were working on translation activities?" "Can you think of a time when the communication from your instructor either decreased or raised the amount of worry you were experiencing?" What kinds of ways did the communication in the classroom affect your motivation and the amount of work you put into understanding the translation tasks? All interviews were conducted in the English education department of Universitas Megarezky, with the participants' preferences being taken into consideration, and audio recordings were made with their permission. It was then necessary to transcribe the recordings word for word to maintain the linguistic intricacies and emotional responses.

Classroom Observation

During the course of six translation sessions, non-participant observations were carried out in order to investigate the dynamics of communication that occur in real time between teachers and students. The field notes focused on verbal immediacy (clarity, tone, feedback) and non-verbal signals (gestures, facial expressions, closeness) that could alter the comfort and engagement of the learners. The data from the observations served as a contextual foundation for the interpretation of the interview narratives, guaranteeing that the conclusions were not restricted to the experiences that were self-reported (Leavy, 2017).

Reflective Journals

During the course of the semester, participants were also required to post three entries in their reflective journals. Reflections on their weekly learning experiences, feelings experienced while doing translation activities, and views of classroom communication were the primary topics of these reflections. The participants were able to privately and longitudinally communicate their views through the use of journals, which provided temporal insights into the development of their experiences of anxiety and engagement, respectively.

Data Analysis

The analysis of the data was carried out in accordance with the methodologies for theme coding that were suggested by Elliott, (2018), using interpretative phenomenological elements. The procedure consisted of six iterative phases: Acquaintance with that: It is important to immerse oneself in the material and identify preliminary thoughts by reading and rereading the transcripts, field notes, and notebooks. The process of generating initial codes involves systematically coding significant segments that reflect communication experiences, emotional reactions, and engagement patterns. In search of recurring themes:

Putting together comparable codes to determine more general theme categories, such as "communicative immediacy," "feedback anxiety," and "dialogue-driven engagement."

A Review of the Topics: It is necessary to refine the thematic structure in order to guarantee coherence within each theme and individuality between themes. **Identifying and Identifying the Themes:** In the process of writing extensive descriptions of each subject, you should capture their essence as well as their connections to the study questions. In order to give a comprehensive and contextualized perspective, the process of producing the report involves integrating thematic findings with interpretive comments and relevant bodies of literature. For the duration of the investigation, the use of reflexive journaling was implemented in order to keep track of the researcher's biases and interpretative choices. For the purpose of maintaining a close and interpretive interaction with the data, the coding was carried out manually (Denzin & Lincoln, 2018).

The researchers conducted the data analysis process, including the initial code development steps, grouping codes into themes, and the interpretation process, following the IPA approach. The researcher also explained the procedure for checking inter-coder consistency through discussion and code alignment to ensure the reliability of the qualitative analysis.

Trustworthiness

To guarantee the reliability of qualitative findings, it was necessary to pay close attention to the credibility, transferability, dependability, and confirmability of the findings. Researchers utilized several different strategies: Interviews, observations, and reflective journals were used to collect data for triangulation, which was done to ensure that the insights were consistent and comprehensive (Creswell, J. W., & Creswell, J. D, 2017). In the process of member checking, participants were allowed to study preliminary interpretations and verify whether or not the themes accurately represented their experiences. Researchers made some minor improvements in response to their suggestions. **Doing research Reflexivity:** Throughout the procedure, the principal researcher kept a reflexive diary in which they documented their preconceptions, emotional responses, and selective interpretations. This assisted in reducing the amount of subjectivity and improving the transparency of the analysis. The reader is presented with a comprehensive description that includes in-depth contextual descriptions of the classroom environment, communication patterns, and participant narratives. This allows the reader to evaluate the transferability of the findings to other English as a foreign language settings. **Audit Trail:** All transcripts, coding sheets, and analytical memos were archived methodically to facilitate the process of external verification of the analytical procedure (Elliott, 2018).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Communicative Immediacy as Emotional Safety, Feedback as a Catalyst for Reflective Engagement, and Dialogic Interaction as a Space for Shared Meaning-Making are the three overarching themes that emerged from the analysis of interviews, classroom observations, and reflective journals. These themes shed light on how instructional communication influences translation anxiety and cognitive engagement among English as a Foreign Language (EFL) learners. These themes, taken as a whole, demonstrate that when lecturers communicate with clarity, empathy, and responsiveness, they convert the process of learning translation from an activity that causes anxiety into a process that is collaborative and intellectually interesting.

Communicative Immediacy as Emotional Safety

The participants repeatedly noted that the communicative immediacy of their instructors, which was exhibited through verbal and nonverbal behaviors, played a significant

role in minimizing translation anxiety. Students reported feeling more accepted, respected, and psychologically safe when immediacy cues were present. These cues included eye contact, laughter, a relaxed tone of voice, and gestures. Within the context of translation tasks, this emotional safety encouraged participants to take cognitive risks, such as experimenting with lexical choices or interpreting figurative meanings.

"When my lecturer grins and says, 'Let us see your version,' I feel relaxed," said one student. "It is my favorite part of the class." It is almost as if she is not judging me, but rather an invitation to try." (Participant 4).

Students had the impression that translation was not a test of their ability to communicate effectively but rather a shared intellectual discovery because of the conversational warmth and openness that were present in the environment. Teachers who used inclusive pronouns like "we" or "let's" instead of "you must" promoted considerably better levels of student participation and debate, according to observations made in the classroom, which validated this perspective. When communication was extremely formal or distant, on the other hand, anxiety levels increased. Participants reported that abrupt correction or unclear instruction led to self-doubt and hesitancy. As one of the participants remarked:

"There are times when I am unsure of what my instructor is looking for." When she abruptly says, "That is wrong," I become anxious and stop talking so that I can calm down." (Participant 7).

Immediate behaviors, despite their subtlety, have a considerable impact on the emotive preparedness of learners, as these accounts demonstrate. Pupils can redirect their mental resources from self-defense to cognitive engagement when they have the feeling that they are emotionally safe. This helps to reduce the affective obstacles that are generally associated with translation anxiety.

This topic illustrates how the immediate actions of the lecturer, including providing vocal encouragement, providing feedback with empathy, and demonstrating interpersonal warmth, contribute to the creation of an emotionally secure environment that decreases anxiety and makes it easier for students to participate. Throughout the course, participants repeatedly remarked that the instructor's ability to communicate in an open and supportive manner helped them feel appreciated and reduced their fear of making translation errors.

"When the lecturer smiled or remarked, 'That is a good try, let us improve it together,' I felt more confident to offer my translation," stated one participant. "It boosted my confidence to contribute my translation." Since the communication was friendly and sincere, I did not have any concerns about being incorrect". (Participant 3).

This feeling of emotional safety was a crucial factor that contributed to the learners' willingness to participate intellectually and verbally in translation assignments. Immediacy not only helped them feel less anxious about receiving negative feedback, but it also encouraged them to adopt a more collaborative perspective, in which they saw their mistakes as a natural part of the learning process rather than as a sign of personal failure. In addition, one of the participants stated:

"When I first started, I was quite anxious whenever I had to give my translation." However, the professor never simply asked for the proper answer; rather, they constantly inquired about our ideas first. Because of that, I felt respected. After some reflection, I concluded that translation is not only about precision but also about conveying meaning". (Participant 1).

These testimonies highlight the fact that instructional communication that is based on immediacy functions as a buffer against the anxiety that is associated with translation. Immediacy, both verbal and nonverbal, allows for the development of emotional safety, which in turn encourages learners to experiment, reflect, and participate more completely in

the processes of meaning-making. In the course of classroom discussions, the lecturer's tone, gestures, and supportive language frequently pushed students to explain or justify their translation choices without any hesitation. Observational notes confirmed this perspective.

Feedback as a Catalyst for Reflective Engagement

The quality of learners' cognitive engagement is a focus of the second topic, which emphasizes the significance of the manner and tone of instructional feedback. On the other hand, participants described two distinct types of feedback: evaluative feedback, which causes anxiety, and dialogic feedback, which encourages contemplation. The learners were more likely to assess their own translation decisions, compare alternatives, and expand their understanding of equivalence and context when the instructors offered feedback that was both constructive and instructive. An individual who took part in the discussion provided the following explanation:

"When my lecturer explains why my translation sounds bad and gives an example, I start thinking more deeply about word choice." I can understand translation as thinking rather than simply swapping words as a result of this." (Participant 1).

It may be deduced from this that feedback that is incorporated into discussion, as opposed to correction that is directed in only one direction, increases metacognitive participation. During the process of analyzing their linguistic choices, students develop a greater capacity for analysis and autonomy.

Observational data showed that moments of feedback frequently functioned as mini-dialogues in which professors directed students to reflect by asking them questions such as,

"What do you believe the author intended in this sentence?"

"Would it be possible to find a different way to say this in Indonesian while still maintaining the same tone?"

Evaluation became a collaborative process of meaning-making as a result of concerns of this nature. On the other hand, learners reported elevated levels of self-consciousness and cognitive retreat when feedback was offered suddenly or without explanation.

"When the teacher merely says 'wrong' or modifies my sentence without expressing why, I feel little," the learner said. The next time, I will simply remain mute." (Participant 9).

Therefore, feedback serves as a pedagogical mirror: when it is communicative, it encourages introspection; when it is authoritarian, it increases worry. As a result of the fact that participants consistently rewarded professors who explained their reasons and encouraged them to justify translation decisions, it is clear that cognitive engagement thrives on clarity, respect, and reciprocal communication. Journals for introspection served to reinforce this practice.

"At first, I felt terrified every time my work was reviewed," wrote several students, describing how they were becoming more conscious of the role that feedback plays in the process of intellectual development. On the other hand, I am now waiting for comments because it enables me to comprehend my errors and acquire new terms. (Entry from the journal of Participant 1).

Therefore, supportive communication during feedback not only reduced the intensity of negative emotions but also started a loop of self-regulation and intellectual curiosity, both of which are essential components of cognitive engagement.

Dialogic Interaction as a Space for Shared Meaning-Making

The third element emphasizes the transforming function that dialogue plays as the foundation of cognitive and emotional engagement in the process of learning to translate. People who took part in the study believed that the most significant learning occurred during the interactive discussion sessions. Through conversation, they were able to voice their

uncertainties, debate their interpretations, and learn from their classmates and professors collaboratively.

"I find that I can acquire the most knowledge when the instructor invites us to compare our translations during group discussions. The manner in which she listens and reacts gives me the impression that my viewpoint is important. (Participant 2).

Translating became a socially built process rather than a lonely language exercise as a result of dialogic communication. Students expressed their gratitude to teachers who fostered an environment that promoted questioning, alternative interpretations, and contextual explanations. Learners were able to grasp that translation is not about producing a single "perfect" version but rather about reasoning through various options, and this dynamic environment helped them recognize this.

Data collected through observation provided numerous examples of such conversational exchanges. Students were led through the process of cultural adaptation and semantic equivalence through the use of Socratic inquiry during one of the scheduled sessions. The students responded with a lot of passion, coming up with a number of different translation ideas and discussing different linguistic approaches. In addition to engaging cognition, the atmosphere was noticeably enlivened, which suggests that dialogic immediacy not only lowered anxiety through communal problem-solving but also improved cognitive engagement.

The students, on the other hand, were disenchanted when communication became monolithic, whether it was through lectures or by unilateral correction. Participant reflected on the following: *"I begin to lose interest when the teacher talks for an excessive amount of time without asking any questions." Instead of engaging in critical thinking, I prefer to simply wait for instructions. This result is consistent with constructivist ideas, which emphasize the idea that learning is a collaborative process that occurs through interaction"* (Participant 6).

According to the findings of the interview, dialogue-based communication can foster both intellectual involvement and emotional connection, but the absence of dialogue can result in passive compliance and surface learning. It is interesting to note that participants also mentioned that the instructor's facilitation of peer discourse helped with the reinforcement of emotional support. The process of working together to solve translation issues normalized mistakes and shared vulnerability:

"When I hear that others also find it difficult, I feel less scared." We had a good time, and it turned out to be enjoyable. (Participant 11).

As a result of these social learning moments, it became clear that communication does not only travel vertically from teacher to student, but also horizontally among peers, which collectively shapes the emotional atmosphere of the classroom.

Discussion

Within the context of an English as a Foreign Language (EFL) translation classroom, the findings of this study provide light on the dynamic and reciprocal relationship that exists between instructional communication, translation anxiety, and cognitive engagement, respectively. Using the actual experiences of the participants, the study confirms that the manner in which instructors communicate, particularly through immediacy and emotional attunement, impacts the affective environment of learners, their confidence in undertaking complex translation tasks, and ultimately, the level of cognitive engagement that they have. These observations are in line with the larger body of research that places an emphasis on the socio-emotional aspect of instructional communication, and they expand upon that literature by incorporating it into the context of translation pedagogy, which is relatively underexplored.

The concept of communicative immediacy as emotional safety emphasizes the principle that effective instructional communication (Iaconelli & Anderman, 2021), in translation situations, is founded on feelings of empathy and warmth, as well as confidence in the relationships between individuals. According to the accounts provided by the participants, verbal immediacy, which includes expressions of encouragement, customized feedback, and affirming responses, had a significant effect in lowering the level of anxiety associated with translation. Immediacy strengthens students' emotional connection and sense of belonging, which in turn boosts motivation and engagement (Firdaus & Katili, 2025), who made this observation earlier.

Students in translation courses frequently experience increased anxiety due to the worry of receiving a bad evaluation or misreading the source text (Yang et al., 2025). This is because linguistic precision and interpretive judgment are regularly examined in these classrooms. This study reveals that immediacy behaviors serve as an emotive shield, so establishing an environment in which students view mistakes as a component of intellectual discovery rather than as a sign of personal weakness. Participant 3 described how the lecturer's compassionate tone and collaborative language ("Let us fix it together") assisted in transforming worry into a constructive challenge. Immediate actions not only improve communication clarity but also show care, respect, and psychological safety (Fajri, 2020). This finding is in line with the humanistic ideals of communicative pedagogy that they have suggested. Students are more likely to engage cognitively with difficult texts, take linguistic risks, and investigate meanings that go beyond literal equivalency when they have developed a sense of emotional safety in their learning environment..

Furthermore, affective immediacy extends beyond the engagement that occurs in the classroom. Reflective journals revealed that the lecturer's supportive communication fostered sustained motivation outside of the classroom, which in turn encouraged students to participate in independent practice, self-evaluation, and deeper contemplation (Anumudu et al., 2018). Because of this, the findings of this study contribute to the expanding body of evidence suggesting that instructional communication is not a secondary ability but rather a key pedagogical competency. This competency is the one that decides whether or not learners are emotionally prepared and cognitively ready to engage with the interpretative demands in learning (Sudarmin, 2023).

Translation worry as a Cognitive Filter is the second theme, and it illustrates that worry functions as a barrier to translation learning on both a psychological and cognitive level. Participants claimed that periods of linguistic uncertainty or evaluative pressure frequently generated mental blocks, which prevented them from understanding semantic nuances or explaining their translation decisions. This was the phenomenon that they reported. These experiences are in line with the findings of Kim (2021) and Zhang & Pan (2023), who discovered that language anxiety decreases the capacity of working memory and hinders cognitive flexibility in English as a Foreign Language (EFL) situations. Instead of viewing translation errors as a danger to their sense of self-worth, students viewed them as opportunities for learning when they received feedback that was dialogic, empathic, and offered no judgment. On the other hand, when communication consisted solely of corrections without any further explanation, anxiety levels increased. This provides more evidence that instructional communication functions as an emotional force, so converting fear from a force that is debilitating into a force that is reflective. When the lecturer placed a greater emphasis on the students' thinking rather than correctness, the students' apprehension decreased, and their curiosity increased, as Participant 7 pointed out. This goes further by demonstrating that the immediacy of communication directly reduces the emotive filter (House, 2015), which in turn enables access to cognitive processing that is necessary for complicated tasks such as translation. Students are completely focused on linguistic and cognitive activities, which are

said to be facilitated by enjoyment and emotional safety. In addition to providing tangible classroom evidence that emotional management through communication is necessary for obtaining such flow in translation learning, the current study lends support to this perspective (Zhou & Wang, 2025). It addresses how interactive discourse between teachers and students can build interpretive depth and cognitive ownership.

According to the findings of the IPA analysis, learners were encouraged to question, justify, and reconstruct meaning through collaborative efforts through the use of dialogic exchanges, which resulted in an increased metacognitive awareness of translation processes, emphasizing the fact that learning occurs as a result of interaction that challenges assumptions and co-constructs meaning (Tomozeiu, 2017). In this particular investigation, the concept of communicative immediacy encompassed not only the provision of emotional support but also intellectual immediacy, which refers to the active participation of the teacher in directing the thinking of the students, promoting introspective inquiry, and inviting multiple interpretations. In addition, the reflective diaries of the participants demonstrated that communication extended into metacognitive discourse, in which the participants assimilated criticism from the classroom and critically analyzed their own translation processes. This is in line with Vygotskian perspectives on socially mediated cognition (Nitulescu & Rotaru, 2012), which proposes that interaction acts as a cognitive scaffold, allowing learners to integrate higher-order thinking processes. This is consistent with the findings of the aforementioned study.

Based on this interaction, it appears that affective and cognitive engagement are not sequential processes but rather activities that mutually reinforce one another and are aided through communication (Yamagami, 2025). The integration of these three concepts provides a complete model of interaction: instructional communication serves as the mechanism that mediates the regulation of emotion (thereby reducing anxiety) and the activation of cognition (thereby increasing engagement). The utilization of immediacy and dialogic tactics by educators results in the simultaneous reduction of affective barriers and the enhancement of cognitive processing (Zhou & Wang, 2025). Both the findings of the study and the modern emphasis on emotionally intelligent education. Emotional knowledge is incorporated into instructional communication (Ding & Xue, 2025). Emotionally attuned teachers are more able to recognize the signals of worry, respond with empathy, and change negative affect into involvement in their students. This not only helps students improve their translation skills, but it also helps them develop a sense of self-efficacy and reflective competence over the long run.

From a pedagogical point of view, these findings imply that communication training needs to be an essential component of the education of translators. Lecturers should be taught to cultivate immediacy behaviors as vital teaching qualities. Some examples of these behaviors are personal acknowledgment, non-verbal warmth, inclusive questioning, and empathic feedback. The transfer of linguistic theory should not be the only purpose of classroom communication; rather, it should act as a bridge between affective and cognitive perspectives, allowing students to internalize and personalize the information they are learning. It is possible to improve students' interpretative confidence and minimize their performance anxiety by incorporating reflective discourse, peer discussion, and supportive feedback into their learning experiences (Khan, 2025). In addition, according to the findings of this research, the utilization of reflective journals enables students to expand communicative reflection beyond the confines of the classroom, thereby enhancing both metacognitive and emotional development.

This research makes a theoretical contribution to the field of translation studies by bridging the gap between instructional communication theory and translation studies by focusing on affective-cognitive interaction. In doing so, it provides empirical evidence that

immediacy and emotional safety are not merely ancillary to the process of translation learning but rather crucial to the process of meaning formulation. Through the incorporation of phenomenological insights and communication theory, the research highlights the fact that translation competence develops not just through language training but also within relational and dialogic contexts. These findings confirm that the quality of instructional communication is not merely a supporting context, but rather a foundation that shapes students' cognitive and emotional readiness for the translation process. Thus, this study demonstrates that improving translation competence is inseparable from efforts to strengthen empathetic, clear, and dialogic pedagogical relationships.

CONCLUSION

EFL students' emotional and cognitive experiences in translation lessons depend on instructional communication. The interpretative phenomenological perspective shows that communicative immediacy creates emotional safety, which helps students overcome translation fear and engage more with meaning-making. Verbal and non-verbal warmth, empathy, and dialogic participation by the professor reframed mistakes as opportunities for reflection and growth rather than dread. This affective anchoring lowered emotional barriers, increased intrinsic motivation and self-efficacy, and enabled learners to undertake complex translation tasks with higher cognitive engagement. The research also shows that effective translation learning requires social and communicative training. Immediacy, anxiety management, and engagement show that communication is both an emotional buffer and a cognitive stimulant. Teachers who intentionally cultivate empathy, dialogic communication, and reflective communication help students integrate translation competence as a dynamic meaning negotiation process. Thus, communication underpins translation pedagogy. The foundation integrates affective understanding, cognitive activation, and collaborative meaning production to help English as a foreign language learners become confident and reflective translators.

Future research is recommended to examine the role of technology—including AI-assisted translation tools—in shaping instructional communication patterns and their impact on students' anxiety and cognitive engagement. Future studies could also employ experimental or mixed-methods designs to more clearly test the influence of specific communicative techniques and explore the long-term effects of communicative teaching practices on the development of students' self-confidence and analytical skills in the context of translation learning.

FUNDING

This study received no external funding.

DATA AVAILABILITY STATEMENT

The data used in this study are not publicly available because of privacy concerns and ethical responsibilities to protect participant confidentiality. However, access may be requested for reasonable research purposes, such as verification or further analysis. Any data sharing must first receive approval from the appropriate institutional ethics review board.

REFERENCES

- Abdul, N. B., Lapteva, I. V., Dollah, S., & The University of Yaounde I. (2020). Instructional Communication: Form and Factors Affecting Students Participation at Higher Education Class. *Asian EFL Journal Research Articles*, 27(3). <http://edumag.mrsu.ru/index.php/en/articles-en/78-18-2/651-10-15507-1991-9468-090-022-201802-8>
- Almutlaq, S. A. (2024). Buffering the Effects of Students' Perceived Task Difficulty on Cognitive Engagement in EFL Writing Classrooms: The Role of Foreign Language

- Enjoyment and Growth Mindset. *Journal of Language Teaching and Research*, 15(5), 1478–1488. <https://doi.org/10.17507/jltr.1505.09>
- Anumudu, C. E., Yasin, M.-I., Akmar, A. G., & Latif, M. P. (2018). A Review on the Efficacy of Immediacy Factors towards Achieving Communication Satisfaction via Email among Academic Staff. *Mediterranean Journal of Social Sciences*, 9(3), 233–241. <https://doi.org/10.2478/mjss-2018-0065>
- Asdar, Muhammad Asdam, Nursamsilis Lutfin, Elsayani Grestiani Limbong, & Tuan Nordin Bin Tuan Kechik. (2024). Effectiveness of the Sequenced Type of Integrative Learning Model in Teaching Writing of West Wawonii Elementary School Students. *IJOLEH: International Journal of Education and Humanities*, 3(1), 26–43. <https://doi.org/10.56314/ijoleh.v3i1.223>
- Bada, & Olusegun, S. (2015). Constructivism Learning Theory: A Paradigm for Teaching and Learning. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 5(6).
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc.
- Denzin, N. K., & Lincoln, Y. S. (2018). *The SAGE Handbook of Qualitative Research* (Fifth Edition). SAGE Publications.
- Ding, Z., & Xue, W. (2025). Navigating Anxiety in Digital Learning: How AI-Driven Personalization and Emotion Recognition Shape EFL Students' Engagement. *Acta Psychologica*, 260, 105466. <https://doi.org/10.1016/j.actpsy.2025.105466>
- Doqaruni, V. R. (2017). Communication Strategies in Experienced Vs. Inexperienced Teachers' Talk: A Sign of Transformation in Teacher Cognition. *Innovation in Language Learning and Teaching*, 11(1), 17–31. <https://doi.org/10.1080/17501229.2015.1009071>
- Elliott, V. (2018). Thinking about the Coding Process in Qualitative Data Analysis. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2018.3560>
- Fajri, C. (2020). Teacher's Emphatic Communication to Improve Learning Motivation of Special Needs Students. *International Journal of Communication and Society*, 2(1), 41–46. <https://doi.org/10.31763/ijcs.v2i1.77>
- Firdaus, M., & Katili, K. R. D. (2025). Instructional Communication as a Catalyst for Improving Student Motivation and Engagement. *LINKAGE*, 2(1), 31–47. <https://doi.org/10.61511/linkage.v2i1.2025.1788>
- Guan, X., Xing, Q., & Zhang, Y. (2022). A Study on English Translation Skills and Modes of Multimodal Network from the Perspective of Teaching Situation. *Advances in Multimedia*, 2022, 1–11. <https://doi.org/10.1155/2022/2899947>
- Hanan, A., & Budiarti, H. A. (2019). Improving Students' Motivation And Speaking Competence By Using Think-Pair-Share Strategy. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 6(1), 41. <https://doi.org/10.33394/jo-elt.v6i1.2349>
- House, J. (2015). *Translation as Communication across Languages and Cultures* (0 edn). Routledge. <https://doi.org/10.4324/9781315668956>
- Iaconelli, R., & Anderman, E. M. (2021). Classroom Goal Structures and Communication Style: The Role of Teacher Immediacy and Relevance-Making in Students' Perceptions of the Classroom. *Social Psychology of Education*, 24(1), 37–58. <https://doi.org/10.1007/s11218-021-09609-y>
- Imsa-Ard, P. (2025). L2 Psychology Constructs and L2 Willingness to Communicate of L2 Learners in a Context of Low Exposure to English. *rEFlection*, 32(1).
- Khan, M. I. (2025). Translation, Language, and Psychology: The Interconnected World of Mental Understanding. *Language in India*, 25(3).

- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based and Community-Based Participatory Research Approaches*. The Guilford Press.
- Nitulescu, L., & Rotaru, I. (2012). Challenges of the Interactive Methods Based on the Socio – Constructivist Theory in Teachers' Training. *Revista De Cercetare Si Interventie Sociala*, 39.
- Rabab'ah, G. (2016). The Effect of Communication Strategy Training on the Development of EFL Learners' Strategic Competence and Oral Communicative Ability. *Journal of Psycholinguistic Research*, 45(3), 625–651. <https://doi.org/10.1007/s10936-015-9365-3>
- Richards, K. A. R., & Hemphill, M. A. (2018). A Practical Guide to Collaborative Qualitative Data Analysis. *Journal of Teaching in Physical Education*, 37(2), 225–231. <https://doi.org/10.1123/jtpe.2017-0084>
- Rosmayanti, V., Asrifan, A., & Vargheese, K. J. (2025). Enhancing Students' Engagement in English Language Learning Through Mentimeter: A Case Study. *IJOLEH: INTERNATIONAL JOURNAL OF EDUCATION AND HUMANITIES*, 4(1), 1–13. <https://doi.org/10.56314/ijoleh.v4i1.274>
- Sudarmin, A. (2023). Professional Competency Mastering in 21st Century Teacher Performance Effectiveness in Elementary Schools. *JED (Jurnal Etika Demokrasi)*, 8(4). <https://doi.org/DOI:%252010.26618/jed.v8i4.10917>
- Taylor, S. J., Bogdan, R., & DeVault, M. L. (2016). *Introduction to Qualitative Research Methods: A Guidebook and Resource* (Fourth). John Wiley & Sons, Inc., Hoboken, New Jersey. Published simultaneously in Canada.
- Tomozeiu, D. (2017). Intercultural Communication Training for Translators: A Comparative Analysis. *TranslatoLogica: A Journal of Translation, Language, and Literature*, 1, 71–91.
- Van Ruler, B. (2018). Communication Theory: An Underrated Pillar on Which Strategic Communication Rests. *International Journal of Strategic Communication*, 12(4), 367–381. <https://doi.org/10.1080/1553118X.2018.1452240>
- Yamagami, T. (2025). Exploring How Dual Subtitle Translation Tool Shapes High School Students' Engagement and Basic Psychological Needs in Self-Determination Theory. *Innovation in Language Learning and Teaching*, 1–18. <https://doi.org/10.1080/17501229.2025.2556017>
- Yang, K., Wang, Y., Ma, L., Qiao, S., Lin, H., Yang, Y., Estigoy, E. B., & Hao, S. (2025). The Engagement of Prospective Chinese Engineers in Translation Software and Generative AI toward Learning English. *Procedia Computer Science*, 257, 23–30. <https://doi.org/10.1016/j.procs.2025.03.006>
- Yuan, L. (2022). Communicative Competence Fostered in a Nested EFL Learning Ecology: Technology-Enhanced Learning in the Chinese Context. *Theory and Practice in Language Studies*, 12(11), 2307–2315. <https://doi.org/10.17507/tpls.1211.10>
- Zhou, T., & Wang, J. (2025). Embodied Empathy in Translation Studies: Enhancing Global Readers' Cognitive and Emotional Engagement with Translations of Traditional Chinese Medicine Terminology. *Frontiers in Psychology*, 16, 1618531. <https://doi.org/10.3389/fpsyg.2025.1618531>