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Research article

The Interaction of Dispositional and Situational Anxiety in Translation: A Study of University Students under Time Pressure

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ABSTRACT

Translation is a mentally demanding process that requires concentration, attention, and decision-making. Anxiety may interfere with this process, particularly under time pressure. Although previous literature has examined anxiety and translation, little is known about the interaction between dispositional and situational anxiety during translation tasks. Therefore, this study aimed to examine their influence on translation performance under time pressure. The participants were sixty-six fourth-year translation students from the Department of Translation, College of Languages, University of Duhok, translating into either Kurdish or Arabic. Anxiety was measured using the Trait Anxiety Scale and an eight-item Translation Task Anxiety Scale developed for this study. Participants translated two texts, one under time pressure and the other without. Their performance was evaluated using Waddington's (2001) rubric. The findings indicated moderate dispositional anxiety but higher situational anxiety, particularly under time pressure, which negatively affected translation performance. These findings emphasize the importance of anxiety awareness and coping strategies in translator education.

كفاءة مدرسي اللغة الإنكليزية العراقيين كلغة أجنبية واستخدامهم لمنهجية ما بعد التدريس

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المُستخلص

تُعدّ الترجمة عملية ذهنية معقدة تتطلب التركيز والانتباه والقدرة على اتخاذ القرار، وقد يؤثر القلق سلبًا في هذه العملية، ولا سيما تحت ضغط الوقت. وعلى الرغم من تناول الدراسات السابقة العلاقة بين القلق والترجمة، فإن التفاعل بين القلق السِّماتي والقلق الموقفي أثناء مهام الترجمة لا يزال بحاجة إلى مزيد من البحث. لذلك، هدفت هذه الدراسة إلى استقصاء أثر هذين البعدين في أداء الترجمة تحت ضغط الوقت. وشملت الدراسة ستةً وستين طالبًا من طلبة المرحلة الرابعة في قسم الترجمة، ممن ترجموا إلى الكردية أو العربية. وتم قياس القلق باستخدام مقياس القلق السِّماتي ومقياس مكوّن من ثمانية بنود لقياس قلق مهام الترجمة طُوِّر لهذه الدراسة. كما ترجم المشاركون نصين، أحدهما تحت ضغط الوقت والآخر دون ضغط زمني، وقُيِّم أداؤهم وفق مقياس وادينغتون (Waddington, 2001). وأظهرت النتائج مستوىً متوسطًا من القلق السِّماتي مقابل مستويات أعلى من القلق الموقفي، خاصةً تحت ضغط الوقت، مما انعكس سلبًا على الأداء الترجمي، وأبرز أهمية التوعية بالقلق واستراتيجيات التكيف معه في برامج تعليم الترجمة.

الكلمات المفتاحية: قلق الترجمة، القلق السِّماتي، القلق الموقفي

1. Introduction

Translation is a highly complex activity that involves cognitive and psychological processes, besides linguistic skills. It is not a mere transference of meaning from one language into another; rather, it is about making continuous decisions, solving problems, and managing various task demands, especially when performing under time pressure (Snell-Hornby, 1988). Anxiety has become a widespread and yet a detrimental psychological factor affecting performance. According to Spielberger (1983) and Scovel (1991), anxiety is defined as a state of worry and nervousness that can affect individuals in different ways. It may reduce concentration, increase feelings of tension and stress, and cause physical reactions, such as increased heart rate or restlessness.

In the field of translation, anxiety is known as fear, tension, and avoidance behaviors that are often encountered during the translation process (Weiner et al., 2015), for instance, unfamiliar topics, linguistic complexity, tight deadlines, and negative evaluation are the most common anxiety causes (Vieira, 2020). Such causes often lead anxious translators to impaired comprehension, slower speed, and reduced quality (Ravakhah, Dastjerdi, & Ravakhah, 2015). Cognitive theories, such as *Processing Efficiency Theory* and *Attentional Control Theory* posit that anxiety disrupts the central executive of working memory (Eysenck & Calvo, 1992; Eysenck et al., 2007), which directs attention and coordinates cognitive resources and diminishes the efficiency and accuracy needed for continuous decision-making and problem-solving.

Empirical studies on translation have demonstrated that anxiety markedly affects performance. Novice translators or translation students are often more vulnerable owing to their limited experience and time constraints (Horwitz et al., 1986; Dewaele & MacIntyre, 2014; Courtney & Phelan 2019). Furthermore, anxiety interacts with the constructs of emotional intelligence and resilience to influence the ultimate outcomes of translation (Núñez & Bolaños-Medina,2018). It is essential to view translators as cognitive and emotional beings, to comprehend their thoughts, feelings and behaviors in professional and social settings. The interaction between dispositional and situational dimensions of anxiety in time-pressured translation tasks has received limited scholarly attention. Consequently, the combined effect of these two anxiety dimensions on translation performance remains insufficiently understood, as this gap may clarify the drop in translation outcome and draw attention to the emotional challenges that students encounter when performing under time pressure. Furthermore, the study aims to answer the following questions:

1) Is students' anxiety in translation primarily dispositional or situational in nature?
2) Which dimension of anxiety is more dominant: trait anxiety or translation task anxiety?
3) Does time pressure influence students' anxiety during translation tasks?
4) What strategies translation students can adopt to manage anxiety under time pressure?

2. Literature Review

As a cognitively and emotionally demanding activity, translation greatly affects translators' anxiety dimensions and plays a central role in shaping the final outcomes. Building on this understanding of anxiety, research began to show interest in the role of emotional intelligence in managing translation related anxiety. Nevertheless, it is necessary to distinguish between anxiety dimensions. Kausar et al. (2010) offered a foundational understanding of anxiety in translation context by differentiating between state anxiety (momentary emotional responses) and trait anxiety (a dispositional characteristic) by adopting the State–Trait Anxiety Inventory (STAI) designed by Spielberger and Sydeman (1994). Their research on translation into Urdu confirmed the instrument's reliability and cross-linguistic validity for assessing anxiety in various language contexts. Following this, Hubscher-Davidson (2013) focused on the relationship between trait anxiety and emotional intelligence and noted that translators with higher levels of dispositional anxiety, have less communicative anxiety and apply effective strategies in coping with emotionally difficult task. Similarly, Çoban and Albiz Telci (2016) argued that translation process requires both cognitive and emotional efforts, including time pressure and uncertainty. Their findings imply that individuals with greater emotional intelligence can better control their anxiety, retain focus under stress, and sustain motivation to improve both resilience and performance by incorporating emotional intelligence development into translation curriculum. Furthermore, Li Qi (2024) argued that students are frequently confronted with difficult language, complicated texts, and evaluation pressure, which severely impairs cognitive processes. Therefore, it is essential to introduce students to anxiety-management strategies and mental health awareness to improve performance and well-being in translation classes.

Anxiety can be both positive and negative. As per Quevedo-Bayona et al. (2025), a moderate level of anxiety can help individuals remain focused and motivated but, too much anxiety can be detrimental and impair performance. In their study they separated state anxiety that occurs in particular situations from trait anxiety, which is the person's general tendency to be anxious. They administered the STAI Inventory to 302 Spanish university students. They found that many participants reported high levels of both types of anxiety. This was due to the academic pressures and individual differences in student's predisposition to anxiety. Situational anxiety (or task-related anxiety) is caused by specific factors of context, such as demands of the task, time pressure, and learning environments. In this line, Işıdan, Şanverdi and Çilek (2021) developed a scale for identifying the main reasons of anxiety frequently experienced in the translation classrooms. The following were identified; limited linguistic repertoire, errors and poor feedback from teachers or peers. This scale is a valuable tool to find out how specific translation tasks and teaching contexts may increase students' anxiety. The study implies that curriculum refinement, and ecosystem training that takes into account the affective aspects of translator education are suggested.

In another related study, Al-Shboul (2022) translated and validated the Foreign Language Classroom Anxiety Scale (FLCAS) into Arabic by means of a committee-based translation method, and then he administered it to 102 university students who were studying Arabic as a foreign language. He observed that foreign language anxiety is mostly linked to speaking activities and classroom involvement, rather than anxious traits. Moreover, Liu (2025) pointed out that anxiety considerably reduces translation quality in terms of complexity and accuracy. For him, the higher levels of anxiety were associated simpler structures and more errors, with cognitive load serving as the largest negative predictor, however, no substantial influence was seen on translation fluency.

On the other hand, Cozma (2025) investigated the emotional dimension among advanced translation students and noticed that anxiety primarily arises from external pressures, such as professional expectations, including self-management, technological adaptation, market-related competencies alongside and challenges with linguistic and domain-specific expertise. Cozma's (2025) study on eighty-seven advanced students showed that making severe errors and concerns about future employment are frequent causes of anxiety. The study recommends that students participate in task-based simulations and realistic translation scenarios to alleviate anxiety and develop a greater sense of confidence and competence as translators.

It is known that the time pressure is the most common factor that can increase the anxiety during the translation tasks. In this context, Rojo López et al. (2021) investigated this matter by tracking students' physiological responses, using salivary cortisol as an indicator of stress; and they also recorded students' self-reported anxiety while doing English–Spanish translation tasks. They found that time pressure significantly increased anxiety and influenced translation performance especially in speed and accuracy. The interesting thing is that they found that trait anxiety wasn't always bad, because it could make

translators more careful and aware, but at the cost of slower work. By contrast, performance was consistently negatively affected by state anxiety.

In a similar vein, translation performance from English into Chinese in relation to time pressure was investigated by Weng, Zheng, and Dong (2022) to depict how this process would shape students' final outcome. They found that as the time pressure grew, postgraduate students showed a lot of anxiety through physiological arousal shown by higher blood pressure, heart rate, and pupil dilation. However, not all physiological indicators revealed a linear pattern; for instance, skin temperature and skin reaction demonstrated nonlinear responses. This reveals that anxiety is not a direct cause and effect process, but rather a complex and dynamic phenomenon. Ren (2022) investigated the effectiveness of various strategies for reducing translation anxiety among professional translators in China. Physical exercise was the best treatment and then music therapy, which has long-term effects and is consistent. However, relaxation techniques showed no effect, positive behavior interventions lowered anxiety in spite of large individual variability.

Recent studies have also tackled anxiety management. Cheng (2022), for instance, stressed that developing critical thinking and emotion regulation among students leads to better decision-making and reduced task-related anxiety. The idiodynamic approach with the ecological momentary assessment was suggested to capture anxiety's moment-to-moment variations and its effects on performance. To add more, Mahdi and Sahari (2024) examined the correlations between critical thinking, attitudes, and concern around the utilization of AI in translation among Saudi student translators. Their findings indicated that fear associated to AI adversely impacts critical thinking, but a favorable disposition towards AI markedly improves it. According to them, there is a complex interaction between such tools and increased anxiety and less critical thinking. The affective AI integration in translation classes requires attention to both cognitive and affective aspects.

In conclusion, the literature treated anxiety as a multidimensional construct, shaped by cognition, emotions, physiology, and context in the translation process, and further intensified by time pressure, which can in turn impede speed, accuracy, and overall performance. However, it is still unclear whether translation anxiety is predominantly driven by stable individual differences or by task conditions, or by an interaction between the two. To lessen these effects, translation education should focus more on integrating emotional intelligence, critical thinking, and targeted interventions. Accordingly, the current study builds on this literature by exploring translation students' anxiety under time pressure through a multidimensional analytical framework.

3. Methodology

This study adopted a quantitative method to examine the interaction of dispositional and situational anxiety and translation performance under conditions of time pressure and no time pressure. The fourth-year students from the Department of Translation, College of Languages, University of Duhok, agreed to

participate in this study. In December 2025, data were collected in two stages through an experimental procedure.

In the first stage, participants were asked to complete the Trait Anxiety Scale, followed by the Translation Task Anxiety Scale. Then, under time pressure in thirty minutes without access to any external resources they translated the first text, *"Fake Admiral Incident"* (See Appendix A). Instructions about the work were given to students by the researchers about refraining from external resources, paying attention to bold items in the text, and the session was done in the classroom under researchers' supervision. After one week, in the second stage of the experiment, the same participants translated a different text, *"Donald Trump and Venezuela"* (See Appendix B), under no time pressure. Throughout this session, participants were allowed to have full access to external resources. Each text consisted of almost 300 words and was translated into Kurdish-Bahdinani and Arabic. After completing both sessions, all translations were collected and prepared for analysis. Trait anxiety was measured using the Trait subscale of the State–Trait Anxiety Inventory (STAI) (Spielberger & Sydeman, 1994), as it is representing a dispositional and stable characteristic. This choice was made for practical reasons: trait anxiety provides more reliable and constant measurements across participants, and to short-term situational factors, such as testing conditions is less sensitive, and allows for a clearer interpretation of its relationship with translation performance.

In the next stage, the evaluation of students' translation performance was conducted using Waddington's (2001) rubric (see Appendix C). This rubric is a widely recognized assessment tool in the field of translation and allows for a systematic and consistent evaluation of translation quality. It focuses on essential aspects, including accuracy, language use, and textual coherence. All translations were evaluated independently by a panel of experts in translation studies (see Appendix D), who followed the same evaluation criteria throughout the assessment process to ensure objectivity and transparency.

4. Data Analysis

The interplay between dispositional (trait-based) and situational (translation task-based) anxiety in translation was investigated in this study, as well as how these two dimensions affect students' performance under time pressure. The main objectives were to identify the most prominent dimension of anxiety among students, to explore how the time pressure factor influences students' anxiety levels and translation quality, and to suggest possible solutions for anxiety management in timed situations. Data were collected by adopting three tools: The Trait Anxiety Scale designed by Spielberger and Sydeman (1994), the Translation Task Anxiety Scale developed by the researchers, and Waddington's (2001) rubric for assessing students' translations under conditions with and without time pressure. The first stage of data analysis began with examining students' responses to the Trait Anxiety Scale to explore dispositional anxiety. The scale consists of twenty items based on common situations that individuals typically experience. Students' responses revealed a more complex emotional profile, with signs of both positive emotional well-being and anxiety-related feelings, as presented in Table 1 below.

Table 1

Distribution of Students' Responses on the Trait Anxiety Scale (%) with Means

Item	Statement	0 = Almost never	1 = Sometimes	2= Often	3=Almost always	Mean
1	I feel pleasant	15.1	24.4	19.6	22.7	1.32
2	I feel nervous and restless	19.6	34.8	30.3	15.1	1.41
3	I feel satisfied with myself	13.6	37.8	27.2	21.0	1.55
4	I wish I could be as happy as others seem to be	37.8	27.2	19.6	15.1	1.12
5	I feel like a failure	51.1	39.3	12.1	1.5	0.68
6	I feel rested	18.1	42.4	24.2	15.1	1.36
7	I am calm, cool, and collected	15.1	28.7	33.3	22.7	1.63
8	Difficulties are piling up	30.3	34.8	22.7	12.1	1.17
9	I worry too much	28.7	39.3	16.6	15.1	1.18
10	I am happy	21.1	40.9	25.7	21.2	1.56
11	I have disturbing thoughts	21.2	46.9	16.6	15.1	1.25
12	I lack self-confidence	31.8	36.3	22.7	9.0	1.09
13	I feel secure	24.2	27.2	24.2	24.2	1.48
14	I make decisions easily	21.2	31.8	24.2	22.7	1.48
15	I feel inadequate	19.6	51.5	18.1	10.6	1.20
16	I am content	13.6	42.4	34.8	9.0	1.39
17	Thoughts bother me	22.7	42.4	21.2	13.6	1.26
18	I take disappointments keenly	12.1	43.9	19.6	24.2	1.56
19	I am steady	10.6	50.0	27.2	12.1	1.41
20	I feel tension over concerns	12.1	50.0	25.7	12.1	1.38

Note. Values represent percentages of students selecting each response category (N = 66).

Based on abovementioned, many students considered themselves positive and felt satisfied with their emotional state. For example, the positive items such as "*I am happy"* had a mean score of 1.56 and *"I feel satisfied with myself"* scored 1.55. Such responses painted an encouraging picture of students'

emotional well-being. At the same time these responses also depicted the presence of anxiety-related feelings with items including "*I feel nervous and restless"* (M = 1.41), "*I worry too much"* (M = 1.18), and "*I have disturbing thoughts"* (M = 1.25), as these feelings were part of students' everyday experiences. However, such feelings appeared to be moderate rather than severe or persistent. The most promising finding was that students demonstrated signs of emotional resilience. Items such as "*I am calm, cool, and collected"* produced a mean score of 1.63, one of the highest on the scale, while "*I make decisions easily"* and "*I feel secure"* both had means of 1.48. This indicates that anxiety was present, yet it did not prevent most students from maintaining a sense of confidence and emotional control.

Regarding the situational anxiety, Table 2 illustrates students' responses to translation-task -related items. The item "*I feel anxious when translating under a time limit"* showed the highest mean score (M = 3.63), followed by "*I feel pressure to translate quickly"* (M = 3.59), emphasizing that time pressure is one of the most powerful anxiety triggers for many students in the translation context.

Table 2

Distribution of Students' Responses on the Translation Anxiety Scale (%) with Means

Item	Statement	1= Strongly Disagree	2= Disagree	3= Neutral	4= Agree	5= Strongly Agree	Mean
1	Nervous before translation	30.3	13.6	16.6	19.6	19.6	2.84
2	Worry about mistakes	18.1	9.0	21.2	22.7	28.7	3.34
3	Confident in skills	22.7	22.7	19.6	22.7	12.1	2.78
4	Feel tense while translating	24.2	6.0	28.7	12.1	28.7	3.14
5	Afraid expectations not met	15.1	22.7	21.2	10.6	30.3	3.18
6	Pressure to translate quickly	15.1	12.1	13.6	16.6	42.4	3.59
7	Worry about peer evaluation	13.6	15.1	27.2	18.1	25.7	3.26
8	Stress under time limit	15.1	13.6	7.5	19.6	43.9	3.63

Students' responses also revealed cognitive and evaluative concerns. Items such as "*I am afraid my translation will not meet expectations"* (M = 3.18), "*I feel anxious about making mistakes in my translation"* (M = 3.34), "*I feel anxious about peer evaluation of my translation"* (M = 3.26) were endorsed by many students. They understand that translation is more than a linguistic exercise and that their work will be judged by others, leading to increased pressure. The item *"I feel anxious while translating"* had a high mean score (M = 3.14), indicating that anxiety is often experienced during the act of translation itself and may be regarded by many students as a natural part of the translation process.

Despite the relatively lower score of the item *"I feel confident in my translation skills"* (M = 2.78), the lack of strong self-assurance suggests that confidence might be rather tenuous in evaluation situations.

To guarantee validity and reduce bias in the experiment, both scales (trait and translation task anxiety) incorporated positively framed items that require reverse scoring to prevent participants from selecting the answers automatically without reading carefully, and improve validity by measuring anxiety and lack of confidence, for instance, the Trait Anxiety Scale, items including, "*I feel pleasant, I feel secure, I am happy, and I am content"* were reverse scored to ensure that the results revealed elevated anxiety levels. Likewise, the item "I feel confident in my translation skills" in the Translation Task Anxiety Scale was also reverse scored for the same purpose, as illustrated in Table 3.

Table 3

Reversed Items for Trait and Translation Task Anxiety Scales

Scale	Item	Statement	Response 1	Response 2	Response 3	Response 4	Response 5
Trait	**1**	**I feel pleasant**	**15**	**13**	**28**	**10**	
Trait	**3**	**I feel satisfied with myself**	**14**	**18**	**25**	**9**	
Trait	**6**	**I feel rested**	**10**	**16**	**28**	**12**	
Trait	**7**	**I am "calm, cool, and collected"**	**15**	**22**	**19**	**10**	
Trait	**10**	**I am happy**	**14**	**17**	**27**	**8**	
Trait	**13**	**I feel secure**	**16**	**16**	**18**	**16**	
Trait	**14**	**I make decisions easily**	**15**	**16**	**21**	**14**	
Trait	**16**	**I am content**	**6**	**23**	**28**	**9**	
Trait	**19**	**I am a steady person**	**8**	**18**	**33**	**7**	
Translation	**3**	**I feel confident in my translation skills**	**8**	**15**	**13**	**15**	**15**

Note. Trait anxiety responses are based on a 4-point scale (0–3), while translation anxiety responses are based on a 5-point scale (1–5). Values represent frequencies.

Table 4 below provides the descriptive statistics to capture the broader anxiety constructs. Concerning the Trait Anxiety Scale, students achieved an average score of 26.65 (SD = 4.29) and on the Translation Task Anxiety Scale, they had a mean score of 26.20 (SD = 4.15). Such measures seem quantitatively analogous. However, this interpretation should be based on the varying score ranges of the scales. Trait anxiety varied from 0 to 60, whereas, Translation task anxiety varied from 8 to 40.

Table 4
Descriptive Statistics for Trait and Translation Anxiety

Variable	N	M	SD	Possible Range
Trait Anxiety	**66**	**26.65**	**4.29**	**0–60**
Translation Anxiety	**66**	**26.20**	**4.15**	**8–40**

Note. SD values were estimated from grouped frequency data.

When evaluated proportionally, translation task anxiety appears to be significantly heightened in relation to its maximum attainable score. Although students demonstrated a moderate level of dispositional anxiety, translation tasks appeared to be the major triggers of situational anxiety. The low standard deviations suggest that this experience was not limited to a small number of students, but was widely shared by many. As a result, situational anxiety should be understood as a classroom issue, not only as a personal one, and greater attention to its pedagogical implications is needed. The next stage of data analysis documented the academic performance of students' translation under time pressure, as illustrated in Table 5.

Table 5
Performance with Time Pressure

Score	Frequency	%
2	2	3.03
3	8	12.12
4	13	19.69
5	13	19.69
6	13	19.69
7	9	13.60
8	2	3.03
9	3	4.54
10	2	3.03

High scores were relatively rare, as only 3.03% of the students had a score of 10, while 4.54% achieved 9. This indicates that students' performance declined significantly under time pressure. Scores of 4, 5, and 6 were each obtained by 19.69% of the students. Additionally, 3.03% received a score of 2 and 12.12% received a score of 3. This means that time pressure affected students differently, as some of them were able to maintain strong performance, others experienced a substantial decline in their performance.

Translation performance scores without time pressure are presented in Table 6. All students were free to submit their translations once they had finished and to use the Internet, dictionaries, and other translation tools or applications that could help them produce a better final product.

Table 6

Performance without Pressure

Score	Frequency	%
4	5	7.57
5	1	1.15
6	6	9.09
7	6	9.09
8	30	45.45
9	17	25.75

Students demonstrated impressive performance, with 45.45% of them achieved a score of 8, the most frequently obtained score, followed by a score of 9 attained by 25.75% of the students. Lower scores were infrequent, with only 7.57% achieving a score of 4 and 1.15% attaining a score of 5. This clearly explains that students may demonstrate competence and consistency in translation tasks when not subjected to immediate pressure. The statistics shows that most students have the linguistic proficiency and translation skills needed when working in a psychologically manageable environment. This is a significant baseline finding as it suggests that inadequate performance under pressure cannot simply be ascribed to a deficiency in competence.

The collective analysis of the tables above reveals that students are typically and emotionally balanced; nonetheless; within the context of translation tasks when time pressure is involved, anxiety is increased considerably. Performance is stronger in calm conditions and less stable under pressure. This means that linguistic knowledge, cognitive skills and emotional regulations are required to ensure translation competence. Since anxiety notably impacts translation performance, it is advisable to apply supportive pedagogical strategies and confidence-enhancing activities to ensure better results.

5. Findings and Discussion

The present study aimed to explore the interaction between dispositional and situational anxiety among university students, with a focus on how their combined effects influence translation performance under

time pressure. Overall, the results reflected a coherent and theoretically informed picture: students had moderate levels of dispositional anxiety, translation task anxiety was largely situational and amplified by time pressure and had direct implications for performance quality.

The results of the Trait Anxiety Scale showed that the students could not be classified as generally highly anxious individuals, as their responses revealed that they have a well-balanced emotional profile and high levels of resilience and emotional regulation in addition to moderate levels of concern. This finding corroborates view of trait anxiety as a stable, non-pathological personality trait (Spielberger, 1983). It supports the findings by Quevedo-Bayona et al. (2025) indicating that students can be both emotionally stable and anxious at the same time. Students' relatively high level of agreement with positive self-assessment items, such as feeling calm, secure and capable of making decisions in the present study suggest that dispositional anxiety alone is insufficient to account for fluctuations in translation performance.

However, a distinctly different pattern appears when the focus is changed to situational anxiety. The results clearly indicated that students had significantly higher anxiety in translation task situations and, especially, in translation under time pressure. The items scoring highest on average were related to temporal constraints and performance expectations, such as anxiety under time limitations, pressure to translate quickly, and fear of making mistakes, and demonstrated the importance of situational influences. This finding is in accord with recent studies by Işıdan, Şanverdi and Çilek (2021), Al-Shboul (2022), Li Qi (2024), Liu (2025), and Cozma (2025) who pointed out that the translation task-related anxiety has a negative effect on the quality of any translation performance and has great effect on cognitive functioning and prevents better performance. These findings reveal that translation task anxiety is more dominant than trait anxiety.

Based on the findings, it can be understood that situational anxiety is not merely an internal psychological condition, but rather, a phenomenon that is context-based and performance-sensitive. This further supports Çoban and Albiz Telci (2016) who explained that cognition and context demands interfere with anxiety and shape it. The study demonstrated that fluctuations in anxiety levels may vary based on participants' response to task conditions rather than remaining consistent across various contexts. Furthermore, expectations of accuracy and professional competence are reflected in students' responses regarding evaluation and error-making in the current data. This was also reported by Cozma (2025) who emphasized that external pressures significantly increase translation task anxiety.

The comparison of translation performance (with and without pressure) offers persuasive evidence for the situational characteristics of translation anxiety. Under time pressure, students' performance declined notably, resulting in a move towards mid-range and lower scores. However, the reason behind such results cannot be ascribed to a deficiency in aptitude; rather, it illustrates the disruptive impact of anxiety on cognitive functions. Cognitive theories, such as *Processing Efficiency Theory* (Eysenck & Calvo, 1992) and *Attentional Control Theory* (Eysenck et al., 2007), are strong proponents of this interpretation,

as they propose that anxiety depletes cognitive resources, thus decreasing the efficiency of working memory and attention-control. Under time pressure, students usually allocate cognitive resources to anxiety, self-regulation and fear of failure, which reduces the available resources for problem-solving, lexical retrieval and decision-making processes needed for effective translation. Thus, even students with adequate linguistic skills may have trouble maintaining the quality of their performance in stressful situations. On the other hand, students in this study, when not under time pressure, demonstrated significantly superior performance, given that they had sufficient time and access to useful resources, and scored higher scores that embodied their linguistic skills and consistency.

In the present study, time pressure was associated with poorer translation performance. The findings are in agreement with previous empirical investigations that explained the adverse consequences of time pressure on translation performance. For instance, Rojo López et al. (2021) and Weng, Zheng, and Dong (2022) found that time pressure increases anxiety both subjectively and physiologically, which affects the quality and performance of translation.

Simultaneously, it is worth mentioning that anxiety's impact is not consistent across all students. Although a significant number of participants experienced a decrease in their performance under pressure, a smaller percentage maintained scores that were relatively higher, because of their sense of resilience. This reveals that not all students respond to anxiety in the same way. Those with greater previous experiences, emotional intelligence and coping strategies may manage their anxiety more effectively than others. Indeed, Hubscher-Davidson (2013) and Çoban and Albiz Telci (2016) stated that individuals with higher emotional intelligence are better able to regulate negative emotions, sustain attention, and perform in stressful situations. The students' partial resilience provides empirical support for this view and points to individual differences in emotional regulation. In addition, the results support the view that anxiety in translation is a multi-faceted phenomenon with cognitive, emotional and physiological components. This is in agreement with Kausar et al. (2010) who distinguished several aspects of anxiety. The results of the current study regarding the coexistence of moderate dispositional anxiety and high situational anxiety emphasize the significance of investigating both aspects together rather than separately.

These findings are of great importance for translation education in terms of pedagogy. Since anxiety is mostly situational, educational interventions should aim at changing the learning environment and equipping students with helpful coping strategies. Students can take measures, such as emotional control training, task simulation, and anxiety management strategies to relieve anxiety under time pressure. As suggested by Işıdan et al. (2021) identifying the specific causes of anxiety, such as linguistic limitations, fear of assessment and time pressure can improve curriculum development and teaching strategies. Cozma (2025) suggested that realistic task simulations may be used to increase students' confidence and to reduce anxiety, which appears to be especially relevant to the present findings. Moreover, the inclusion of emotional and cognitive training into translation education is a crucial factor. Cheng (2022) highlighted the significance of critical thinking and emotional regulation in alleviating task-related anxiety, and Ren (2022) proved the efficacy of therapies, such as physical exercise and music therapy in reducing anxiety.

The strategies imply that a holistic approach is needed to reduce anxiety, that is, training in cognitive skills along with emotional support. The need to incorporate technology in translation teaching in a manner that enhances students' confidence and cognitive engagement, rather than diminishing it is required. As Mahdi and Sahari (2024) explained that students' attitudes and awareness of such technologies can, on the one hand, reduce or intensify anxiety and, on the other, facilitate or impede translation.

Overall, these findings demonstrate that students have moderate levels of dispositional anxiety, a moderate yet not severe level of anxiety that is not generally debilitating, however, this trait can interact with situational demands to influence translation task anxiety. Specifically, time pressure increases this interaction by increasing anxiety and interfering with cognitive processes, and thus, affecting performance. Translation anxiety is therefore not only a response to the situation, but is also partly determined by dispositional characteristics. There is a need for strategies and supportive learning settings that address such aspects of anxiety.

6. Limitations of the Study

Despite its contributions, this study has several limitations. First, the sample was limited to sixty-six fourth-year translation students from the Department of Translation, College of Languages, University of Duhok, which may limit the generalizability of the findings to broader populations. Second, the study depended mainly on self-reported measures of anxiety, which might be subjected to bias and might not fully capture the physiological aspects of anxiety and explore the students' subjective experiences and coping mechanisms during translation tasks due to the absence of qualitative data. Third, the study could not examine how anxiety changes over time, as it adopted the cross-sectional design and concentrated only on a limited range of tasks and conditions, without systematically manipulating factors, such as task complexity or varying degrees of time pressure.

7. Conclusion

This study attempts to offer a clear picture of students' anxiety in translation classes and examines whether this anxiety is more related to their own personality (dispositional) or it develops only when they have a translation task under time pressure (situational). The results revealed that students experienced a moderate level of dispositional anxiety, which reflects the fact that this dimension of anxiety among students was stable, according to their responses. However, this did not predict their performance. Concerning the situational dimension of anxiety, students showed a relatively high level of it, since it was intensified by the time pressure aspect, which can turn manageable anxiety into a disrupting factor. When the translation task starts, students, and even those with good translation skills, may divert their own cognitive resources leading to scattered attention. As a result, they may struggle to perform at their optimum level. The findings clearly demonstrate that translation anxiety cannot be identified simply as a trait, but rather as a dynamic interaction between internal factors and external pressures. Nevertheless,

dispositional anxiety was found to be the basis for translation task anxiety which often affects students' performance under time pressure, and for this reason, anxiety should not be treated as an individual weakness, but as a reaction to the conditions under which the task is performed. The pedagogical implications of the findings for translator education are clear. If the student's poor performance is influenced more by the circumstances under which they perform than by their own translation skills, then much attention should be directed towards the learning environment. Opportunities should be offered to students to learn how to control their anxiety and emotions and how to employ effective coping strategies when working under pressure. Moreover, students need to be exposed to realistic translation tasks and time-limited activities, as this may increase their confidence and become more comfortable with professional demands. Translation education is not only about focusing on language and translation skills, but also about recognizing the role that cognitive and emotional factors play in shaping translation performance.

Overall, poor results obtained by translation students do not necessarily imply that they lack translation skills and competence. Their performance is more often affected by the conditions in which they have to work, especially when they are under time pressure. Under these conditions, students might not be able to demonstrate their full potential, even though they possess the necessary skills for translation. Therefore, it is important that translation teachers and educators are aware of the impact of emotional and situational factors on students' performance. Educators can help students develop effective coping strategies and establish supportive learning environments so that students can work with greater confidence and perform closer to their potential. Based on the present findings, future research should investigate the interplay between dispositional and situational anxiety in different translation tasks and educational settings. It would also be interesting to find out if repeated exposure to timed translation tasks could lead to improvement in student performance over time and reduce situational anxiety. Future research should also look at the effectiveness of classroom interventions including anxiety management, emotional regulation, confidence building and simulated professional translation tasks. Also, comparative research with students from other universities and of different levels of translation experience would help to better understand the influence of anxiety on translation performance and to develop better ways of educating translators.

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Appendix A

Text 1: Fake Admiral Incident (Time pressure)

A suspected '**fake admiral**' has **ignited fury** among **veterans** after being accused of posing as a military serviceman with a chest full of suspicious medals at a **Remembrance Sunday** event. Jonathan Carley, 64, **laid a wreath** at the ceremony in Llandudno, North Wales, and then saluted as he wore dozens of medals on his chest. The suspected **imposter** then marched off to take his place next to VIPs including the mayor**,** after saluting during the event honouring **Britain's fallen heroes.**

He was dressed in a **Rear Admiral's uniform** with 12 medals pinned to his jacket. They included the **prestigious Distinguished Service Order (DSO)** and the **Queen's Volunteer Reserves Medal**, which is only given to **military reservists**. But the two **medals** together led **online sleuths** to question his legitimacy – because no single serviceperson is believed to have been **bestowed** with both.

The **Walter Mitty Hunters Club**, a group dedicated to **unearthing** cases of '**stolen valour**', say records indicate no one has earned both awards**.** When Carley was asked by the **parade marshal** who he was, he claimed to be representing the **Lord Lieutenant of Clwyd**. But both the Lord Lieutenant and the council claim they do not know who the man is, with the local authority stating he was not on their guest list**.**

Now the Daily Mail can reveal he has **donned** the same fake admiral costume in two other Remembrance Sunday services in Caernarfon – once in 2018 and again in 2019. Photographs also show him posing next to officials at the war memorial ceremony at least twice before. Meanwhile, his neighbours in the famed **seaside castle town** of Harlech say he has been bragging about his made-up military service for years. One told the Daily Mail: "It's shocking that he's tried to pass himself off as an admiral**."**

https://www.dailymail.co.uk/news/article-15287319/Fake-admiral-medals-veterans-Remembrance-Sunday.html

Appendix B

Text 2: Donald Trump and Venezuela (no time pressure)

Donald Trump is planning strikes on Venezuela within days and has been presented with **a suite of military options** by his top generals**,** according to a report. The president was **briefed** by Secretary of War Pete Hegseth, and **Chairman of the Joint Chiefs of Staff** Dan Caine, sources told CBS News. The commander in chief has not yet made a final decision, but action could come as soon as this week, the sources said.

Earlier this week, the USS Gerald R. Ford – a **nuclear-powered behemoth** and the largest **aircraft carrier** in the world – **steamed** into the Caribbean. It joined the biggest force assembled by the United States in the region since the Cold War amid growing speculation that America is set to launch an **assault** to **topple the regime of Nicolas Maduro.** Trump has directed the U.S. military since September to launch deadly **hellfire missile strikes** on alleged **drug boats** coming towards the country.

The administration's **anti-narco efforts** have resulted in 19 separate attacks across the Caribbean Sea and Eastern Pacific Ocean, with a total of 76 people killed**.** The Daily Mail has reached out to the White House for comment**.** Hegseth discussed the administration's deadly approach towards dealing with Latin American drug smugglers during a summit in Fort Wayne, Indiana, on Wednesday.

"If you're **trafficking** drugs to poison the American people and we know you're a designated foreign terrorist or trafficker**,** we will find you and we will kill you," Hegseth said. "No one is better at tracking**,** networking**,** mapping**,** and hunting than the American military. Been **honing** those skills for many decades in foreign lands."

The **intelligence community** provided information to the president regarding the potential upcoming military operations**.** The **Director of National Intelligence (DNI)** Tulsi Gabbard, however, was not present during the White House discussions over the matter due to an overseas trip**.**

https://www.dailymail.co.uk/news/article-15288669/Trump-plans-shock-Venezuela-strikes-days-nuclear-death-fortress-set-unleash-Maduro.html

Appendix C: Waddington's (2001) Translation Assessment Model

Level	Accuracy of transfer ST content	Quality of expression in TL	Degree of task completion	Mark

Level 5	Complete transfer of ST information; only minor revision needed to reach professional standard.	Almost all the translation reads like a piece originally written in English. There may be minor lexical, grammatical or spelling errors.	Successful	
Level 4	Almost complete transfer; there may be one or two insignificant inaccuracies; requires certain amount of revision to reach professional standard.	Large sections read like a piece originally written in English. There are a number of lexical, grammatical or spelling errors.	Almost completely successful	
Level 3	Transfer of the general idea(s) but with a number of lapses in accuracy; needs considerable revision to reach professional standard	Certain parts read like a piece originally written in English, but others read like a translation. There are a considerable number of lexical grammatical or spelling errors	Adequate	
Level 2	Transfer undermined by serious inaccuracies; thorough revision required to reach professional standard.	Almost the entire text reads like a translation; there are continual lexical, grammatical or spelling errors.	Inadequate	
Level 1	Totally inadequate transfer of ST content; the translation is not	The candidate reveals a total lack of ability to express himself	Totally inadequate	

	worth revising.	adequately in English		

Appendix D: A Panel of Expert Raters Offering and Reviewing Students' Translations

The members

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Appendix E: Suggested Translations of Text 1 (with time pressure) into Kurdish and Arabic

<u>دە قی ئیکی</u>

گومانا 'ئەدمیرالەکێ پلە بەرزێ فیلباز' تووڕەیی د ناڤ شەرڤانێن کەڤن دا دروست کرییە پشتی کو تومەت باربووی ب وێ چەندێ کو خو وەک سەربازەکی ب سینگەکێ پر ژ مەداليێن گومانلێکری د چالاکیەکا ئاهەنگا بیرئانینا ڕۆژا یەکشەمبی دا نیشاندا. جۆناتان کارلی یا ٦٤ سالی، تاجەگوولەک د مەراسیمەکێ دا ل باژێرێ لاندودنۆ، باکورێ وێلز، دانا، و پاش سلاڤ کر دەمێ دەهان مەدالی ب سینگی ڤە بوون. و پاشی گومانلێکریێ فیلباز و چوو دا جهێ خۆ ب ڕەخ کەسایەتیێن گرنگ وەک سەرۆکێ شارەوانیێ بکەت، پشتی سلاڤکرنێ د دەمێ چالاکیێ دا یا کو ڕێزێ ل قارەمانێن بەریتانیا بێن کەفتی دگریت.

وی جلوبەرگێن یەکپوش بێن ئەدمیرالەکێ هاریکار ل بەر خو کربوون و ١٢ مەدالی ب جاکیتێ وی ڤە هات بوونە گرێدان. ئەڤان مەداليان خەلاتییێن ناڤدار بێن وەک مەدالیا باشترین خزمەت و مەدالیا شاژن یا خوبەخشێ یەدەک دناڤ دا بوون، لێ ئەو دوو مەداليە بونە ئەگەر چاڤەدێرێن ئینتەرنێتێ هاندان کو گومانێ ل ڕەوایەتیا وی بکەن – چونکی باوەر ناهێتە کرێن کەسەک ب تەنێ هەردوو خەلاتان ب دەستڤە بینن.

یانا "والتەر میتی هانتەرز" ، کو گروپەکێ تایبەتە ب دەرخستنا دۆزێن 'زیرەکیا لەشکەری'، دبێژیت کو تومار وێ یەکێ نیشاندەن کو ج کەسان هەردوو خەلات بدەستڤە نە ئینایە . دەمێ ژ کارلی هاتیە پرسین ژلایێ ڕێڤەبەرێ پێشانگەیێ ڤە پرسیار ژ کارلی هاتە کرن کی

یه، وی گۆت کو نوونەراتیا "لۆرد لیوا"ێ کلویدێ دکەت. لێ، هەردوو "لۆرد لیوا" و جڤاتا خۆجهیی نزانن ئەو زەلامه کییه، و دەستهەلاتا خۆجهیی دبێژیت ئەو دناف لیستا مێهڤانێن وان دا نەبوو.

نها ڕۆژنامەیا دەیلی مەیل دشێت ئاشکرا بکەت کو وی هەمان جلوبەرگێن ئەدمیرالێ فێلباز ل دو چالاکیێن دی یێن ڕۆژا یەکشەمبی ل باژێرێ کائرنەرفۆن کرینه بەرخو – جارەک ل سالا ۲۰۱۸ و جارەکا دی ل سالا ۲۰۱۹. وێنه نیشا ددەن کو وی بکێمی دووجاران ب ڕەخ بەرپرسان قه د ئاهنگا بیرئینانا شەڕی دا خومەزندکەت. ژ لەیەکێ دیڤه ، جیرانێن وی ل باژێرۆکێ قەسرێ یێ ل سەر دەریایی یێ ناڤدار یێ هارلەخ دبێژن کو چەندین ساله پەسنا خزمەتا خۆ یا سەربازی یا دەستکرد دکر. ئێکێ ژ وان گۆته دەیلی مەیل : "شەرمه کو وی هەول دایه خو دایه خو وەک ئەدمیرالەکێ دیارکەت."

النص الاول

أثار رجل متهم بانتحال صفة ضابط رفيع في البحرية غضب المحاربين القدامى، بعدما ظهر في مراسم يوم الذكرى مرتديًا زيًا مقلدًا ومزينًا بالأوسمة المشبوهة.

الرجل، ويدعى جوناثان كارلي، البالغ من العمر ٤٦ عامًا، وضع إكليلًا من الزهور خلال المراسم التي أقيمت في مدينة لاندودنو شمال ويلز، ثم أدى التحية العسكرية وهو يرتدي العشرات من الأوسمة على صدره. بعد ذلك، تقدّم ليأخذ مكانه إلى جانب الشخصيات المهمة، ومن بينهم رئيس البلدية، خلال المراسم المخصصة لتكريم أبطال بريطانيا الذين سقطوا في الحروب.

وكان كارلي يرتدي زي برتبة الأدميرال المساعد، وقد زيّن سترته باثنتي عشرة ميدالية، من بينها وسام الخدمة المميّزة وميدالية الاحتياط التطوعي للملكة، والمخصصة حصريًا لأفراد قوات الاحتياط. غير أن ظهور هذين الوسامين معًا أثار شكوك المتابعين على الإنترنت بشأن صحة ادعائه، إذ لا يُعرف عن أي فرد أنه نال كلا الوسامين معًا.

وأكد نادي "صيّادو والتر ميتي" والمتخصص في متابعة حالات الادعاء بالشجاعة العسكرية، أن السجلات الرسمية لا تُظهر أي شخص حصل على كلا الوسامين معًا. وعندما سأله قائد الموكب عن هويته، ادّعى كارلي أنه يمثل ممثل الملك في مقاطعة كلويد غير أن كل من ممثل الملك والمجلس المحلي نفيا معرفتها به، مؤكدين أن السلطات المحلية لم تُدرجه ضمن قائمة الضيوف الرسمية.

وكشفت صحيفة "ديلي ميل" أن كارلي ارتدى نفس الزي خلال مراسم يوم الذكرى في مدينة كايرنارفون في مناسبتين سابقتين، الأولى عام ٢٠١٨ والثانية عام ٢٠١٩. كما تُظهر الصور أنه ظهر مرتين على الأقل إلى جانب المسؤولين خلال مراسم أقيمت عند النصب التذكاري للحرب. وفي الوقت نفسه، يقول جيرانه في بلدة هارلك الساحلية المشهورة بقلعتها إنه كان يتفاخر منذ سنوات بخدمتة العسكرية الوهمية، مشيرين إلى أن محاولته تقديم نفسه كأدميرال أمر صادم ومثير للدهشة.

Appendix F: Suggested Translations of Text 2 (without time pressure) into Kurdish and Arabic

ده قی دووی

ل دیف راپورتەکێ دۆنالّد ترەمپی پلان هەنه بۆ هێرشکرنێ ل سەر ڤەنزویلایێ د ماوێ چەند ڕۆژان دا، کۆمەکا هەلبژارتنێن لەشکەری ژ لایێ جێنەرالّێن وی یێن بلندڤه پێشکێش کرینه.

ژێدەران بۆ سی بی ئێس نیوز گۆتییە،سەروک کومار ژ لایێ وەزیرێ شەری "پێت هێگسێس" و سەرۆکێ ئەرکێن لەشکەری "دان کەین" هاتینە ئاگەهدارکرن. ژێدەران گۆت، فەرماندەیێ سەرەکی یێ هێژ بریارا خوە یا دوماهیێ نەدایە ، بەلێ دبیت د ڤێ حەفتیێ دا پێنگاڤێ بهاڤێژیت.

دەسپێکا ڤێ حەفتیێ، هەلگرا فڕۆکەیێن ئەتومی یا "یو ئێس ئێس جێرالد ئار. فۆرد" – کو هەلگرا فروکەیێن مەزن ب هێزا ئەتومی کاردکەت ئەوا کو مەزنترین کەشتیا فڕۆکەهەلگرە ل جیهانێ – چۆ د ناڤ دەریایا کەریبیدا. پەیوەندی ب مەزنترین هێزڤە کر کو ویلایەتێن ئێکگرتی ل دەڤەرێ پشتی شەرێ سار کومکرینە، ئەڤە ژی د دەمەکی دا یە کو ئەمریکا دێ هێرشەکێ دەستپێکەت بۆ ژناڤبرنا رێژیمێ نیکۆلاس مادۆرۆ. ترەمپی ژ مەها ئیلۆنێ فەرمان دابوو لەشکەرێ ئەمریکا کو هێرشێن کوژەک ب مووشەکێن ئاگرینی یێن مەترسیدار بهاڤێژن سەر کەشتیێن مادێن هوشبەر یێن کو بەرەڤ وەلاتی ڤە دهێن.

بزاڤێن حکومەتا ئەمریکا یێن دژی مادەیێن بێهۆشکەر بووینە ئەگەرێ ١٩ هێرشێن جودا ل سەرانسەری دەریایێ کەریبی و زەریایێ هێمن یێ رۆژهەلات، کو ب گشتی ٧٦ کەس تێدا هاتینە کوشتن. رۆژنامەیا "دەیلی مەیڵ" یا بریتانی پەیوەندی ب کۆشکا سپی کریە بو وەرگرتنە زانیاریان . هێگسێسی د هەڤدیتنەکێ دا ل فۆرت وەین،ویلایەتا ئیندیانا، رۆژا چوارشەمبی، باس ل رێبازا حکومەتێ یا کوژەک بۆ مامەلەکرنا دگەل قاچاخچیکرنا دەرمانێن هوشبەر ل ئەمریکایا لاتینی کر.

هێگسێسی گۆت: "ئەگەر تو بازرگانیێ ب دەرمانێن هوشبەر دکەی بو ژەهراویکرنا خەلکێ ئەمریکا ئەم بزانین کو تۆ تێرۆریستەکێ بیانی یان بازرگانەکێ دیاری ، ئەم دێ تە بینین و دێ تە کوژین. کەس ژ لەشکەرێ ئەمریکا باشتر نینە بۆ دویفچوون، پەیوەندیکرن، نەخشەکرن و نێچیرکرنێ. ئەڤە چەندین دەهسالیانە ئەف لێهاتنە د وەلاتێن بیانی هویرتر لێکرینە

دەزگەهێن هەوالگری زانیاری داینە سەرۆک کوماری ل دۆر ئۆپەراسیۆنێن لەشکەری یێن نێزیک دبیت رووبیدەن. بەلێ رێڤەبەرا هەوالگریا نەتەوەیی (دی ئێن ئای) "تولسی گابارد" ئامادە نەبوو د گۆتوبێژێن کۆشکا سپی دا ل سەر ڤێ پرسێ ژ بەر گەشتەکا دەرڤەی وەلاتی.

النص الثاني

أفاد تقرير إعلامي بأن الرئيس الأميركي دونالد ترامب يدرس توجيه ضربات عسكرية إلى فنزويلا خلال الأيام القليلة المقبلة، بعد أن اطّلع على مجموعة من الخيارات العسكرية التي عرضها عليه كبار قادته. وذكرت شبكة، نقلاً عن مصادر مطلعة، أن وزير الحرب الأميركي بيت هيغسِث ورئيس هيئة الأركان المشتركة الجنرال دان كين قدّما للرئيس إحاطة شاملة حول السيناريوهات المحتملة. وأشارت المصادر إلى أن الرئيس لم يتخذ قرارًا نهائيًا بعد، غير أن التحرك العسكري قد يتم في وقت مبكر من هذا الأسبوع، وفق ما أكدته الشبكة.

في وقت سابق من هذا الأسبوع، دخلت حاملة الطائرات الأميركية العملاقة "جيرالد آر. فورد" – وهي أضخم حاملة طائرات في العالم وتعمل بالطاقة النووية – إلى مياه البحر الكاريبي. وقد انضمت الحاملة إلى أكبر قوة عسكرية تحشدها الولايات المتحدة في هذه المنطقة منذ نهاية الحربالباردة، وسط تزايد التكهنات بشأن استعداد واشنطن لشنّ هجوم يهدف إلى الإطاحة بنظام نيكولاس مادورو في فنزويلا. كما

أفادت تقارير بأن الرئيس دونالد ترامب أصدر، منذ سبتمبر الماضي، توجيهات للقوات الأميركية بتنفيذ ضربات بصواريخ "هيلفاير" ضد قوارب يُشتبه في تورطها بعمليات تهريب المخدرات باتجاه السواحل الأميركية.

أسفرت جهود الإدارة الأميركية في مكافحة تهريب المخدرات عن تنفيذ ١٩ هجومًا منفصلًا في مياه البحر الكاريبي والمحيط الهادئ الشرقي، ما أدى إلى مقتل ٧٦ شخصًا. وذكرت صحيفة ديلي ميل أنها تواصلت مع البيت الأبيض طلبًا للتعليق على هذه العمليات. وتناول بيت هيغسِث، خلال قمة عُقدت في مدينة فورت واين بولاية إنديانا يوم الأربعاء، النهج الصارم الذي تتبعه الإدارة في التعامل مع شبكات تهريب المخدرات القادمة من أميركا اللاتينية.

وقال هيغسِث خلال تصريحاته: "إذا ثبت تورط أي جهة في تهريب المخدرات لإيذاء الشعب الأميركي، وكانت مصنّفة كمنظمة إرهابية أو شبكة تهريب دولية، فسنلاحقها أينما كانت ولن نتردد في القضاء عليها". وأضاف: "لا توجد قوة أكفأ من الجيش الأميركي في الرصد والمتابعة والتحليل والمطاردة، فقد طوّر هذه القدرات على مدى عقود طويلة في مناطق مختلفة حول العالم". قدّمت أجهزة الاستخبارات للرئيس معلومات تتعلق بالعمليات العسكرية المحتملة خلال المرحلة المقبلة غير أن مديرة الاستخبارات الوطنية، تولسي غابارد، لم تحضر المناقشات التي جرت في البيت الأبيض حول هذا الملف، بسبب وجودها في رحلة خارج البلاد.