

Assessment of Critical Incidents in Translation: Evaluating Their Effects on Pedagogy and Practice

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Abstract

This article delves into the intricate relationship between critical incidents and the translation process, providing a nuanced understanding of their impact. Critical incidents—sudden challenges in translation tasks—are often seen as detrimental. However, this study assesses their role, examining their influence in language learning classrooms. Drawing on theoretical insights and empirical evidence from translation studies and cognitive psychology, it presents a framework for understanding how critical incidents shape translation. It highlights translators' responses, including problem-solving strategies, cognitive adjustments, and creative adaptations for professional growth. This correlational analysis also examines contextual factors mediating their impact, such as translator approach, task complexity, and classroom participation. By elucidating the interplay between critical incidents and translation, this research contributes to a deeper understanding of translation processes and informs strategies for optimising outcomes. It serves as a guide for educators to observe and analyse critical incidents effectively for improved translation and classroom management.

Keywords: Assessment, Critical Incidents, Classroom Management, Problem-solving Strategies, Translation Process, Professional Development, Teacher Training.

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1. INTRODUCTION

The concept of critical incidents has been a subject of interest in various fields, particularly in language learning and translation studies. Critical incidents are unplanned and unanticipated events that occur during a lesson or a translation process, serving as triggers for insights about teaching and learning. In translation studies, critical incidents can significantly influence the translation quality and the learning experience of both the instructor and the learners. This article aims to discuss the impact of critical incidents during the translation process, drawing on theoretical insights and empirical evidence from translation studies, cognitive psychology, and related disciplines. The collection of theoretical strategies and empirical examples contributes to the advancement of knowledge in translation studies, cognitive psychology, and didactics by providing insights into the impact of critical incidents on translation quality, cognitive processes, language learning experiences, and professional development for translators. It highlights the interconnectedness of these fields and the potential for interdisciplinary collaboration to deepen our understanding of complex phenomena in language and translation.

The objectives of this research are to examine the significance of critical incidents in language learning and translation studies by defining the aforementioned and their role as unplanned events in teaching, learning, and translation processes, to also explore how they serve as triggers for insights and reflections in specific intended contexts, therefore, investigating their influence on the process of translation, then discussing the theoretical foundations of critical incidents drawing from translation studies, cognitive psychology, and related disciplines, and by extension, analyse empirical evidence and clarify the dynamic relationship between critical incidents and the translation process, as well as providing a comprehensive understanding of how critical incidents either support or hinder classroom management, and to offer insights for educators and translators on effectively managing and responding to said incidents, and finally to contribute to the existing literature on critical incidents by

synthesising theoretical insights and empirical evidence from diverse disciplines. Ultimately attempting to answer the question; to what lengths can critical incidents influence the process of translation?

2. Understanding Critical Incidents in Language Learning Classrooms

Critical incidents in language learning classrooms refer to specific events or situations that have a significant impact and leave a trace on teaching and learning. These incidents can vary widely in nature and can involve interactions between students, teachers, materials, or the learning environment. Understanding critical incidents is essential for language educators because it aids in reflection on their teaching practices, to identify areas for improvement and make informed decisions to foster a more effective learning environment.

2.1 Defining Critical Incidents

The human mind, as intricate as it is, tends to recall back the experiences that had the strongest emotional impact on it. That is how most of what is referred to as learning takes place and where all insights originate. To be wary of the significance of those incidents for identifying what could boost learning, what could hinder it, and becoming more familiar with the learning, and teaching strategies convenient with the challenge at hand is referred to as critical incidents analysis. As put by **Richards and Farrell (2010)**; “**a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning**” (p. 13). Likewise, according to **Tripp (1993)**;

a critical incident is an interpretation of the significance of an event”. To take something as a critical incident is a value judgement we make, and the basis of that judgement is a significance we attach to the meaning of the incident (p. 8), (pp. 24–25).

2.2 Identifying Critical Incidents in Classrooms

Teachers are advised to take into consideration their communication

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skills, critical analysis, and mediation, in order to create a learning environment so that students learn language when they have opportunities to use the language in interaction, here both language use and function serve as core concerns. Teachers as an ideal source and model have to transfer their skills to their learners in order to enrich the learning environment.

The majority of critical incidents occur inside the classrooms and some critical events can influence the teachers' both personal and professional life. According to **Joshi's** (2018) interpretation, a teacher may attend a meeting or a conference where he observes several different new practices. He may interpret any of them as a valuable critical incident, which influences his approach towards the existing practices. Then, he may decide to adopt this new practice in classes. In the field of Anthropology and Self-reflections within education, it is said that teachers need to develop their understanding of teaching and of themselves.

As claimed by **Freeman** (1996), it is necessary for teachers to put themselves at the centre of telling their personal stories. He says: "you have to know the story in order to tell the story" (p. 89). **Bartlett** (1990) also laid down a selection of questions for reflection, while recalling personal critical incidents in the teaching career: "Why did I become a language teacher? What does it mean to be a language teacher? What is my philosophy of language teaching? Where did this philosophy come from? How was this philosophy shaped? What are my beliefs about language learning? How has my background shaped the way I teach? What critical incidents in my training or career shaped me as a teacher? Do I teach in reaction to these critical incidents? Do these reasons still exist for me now?".

According to **Nunan** (1991), the teacher should:

- Listen carefully to the learners. (Implicitly analyse their levels, needs, and lacks).
- Give them feedback. (Impose a model for self-correctness).
- Support them. (Act as a guide they can safely refer to).
- Build the learner' s self-confidence to communicate and interact in

the classroom. (Promote autonomy, motivation, and satisfaction).

- Focus much more on the language aspects they need. (Self-assessment and evaluation of the provided course to see if it meets learners' requirements).

2.3 The Reasons Behind Critical Incident Analysis

When determining significance in an incident, the incident itself presents dilemmas within it, which teachers attempt to make sense of. Dilemma identification facilitates dealing with uncomfortable situations more clearly (**Louden 1991**). The learner's non-engagement and apathy can pose a number of dilemmas both during and after the incident, as to how to move this learner forward in becoming independent and autonomous.

In traditional translation classes, an individual is approached as a group of learners rather than a holistically independent person. The classes are seen as identical, with the assumption of having shared perceptions and understandings, this led to a collective incompetence, which bred confusion in the translation process, and left an untreated pedagogical dilemma. With the critical incident analysis strategies, teachers' awareness would ultimately be raised, and their control and competence would increase. Consequently, forming unity and agreement with their learners.

The main purpose of critical incident analysis is to identify good practices of pedagogy a teacher is adopting. It also aims at identifying the practices that are not flowing well. It also functions as a form of reflective scrutiny and a sense of professional awareness and development. Analysing critical incidents has a multitude of benefits. It helps teachers identify and solve problems. According to **Richards and Farrell (2010)**, analysing critical incidents facilitates teacher professional development in the following ways:

- **Foster a greater level of self-awareness:** encouraging educators to reflect on their teaching practices and beliefs helps them develop a deeper understanding of their

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strengths, weaknesses, and teaching philosophy, ultimately enhancing their effectiveness in the classroom.

- **Encourage teachers to pose reflective questions about teaching:** by prompting teachers to ask reflective questions such as "What worked well in this lesson?" or "How could I improve student engagement and reactions?", educators engage in continuous self-assessment and improvement, leading to more effective teaching strategies.
- **Assist in building a community of critical practitioners:** creating opportunities for educators to engage in collaborative reflection and dialogue fosters a culture of critical inquiry and professional growth within educational communities, enabling teachers to learn from each other's experiences and expertise.
- **Provide a plethora of resources for teachers:** offering a wide range of teaching resources, including lesson plans, instructional materials, and professional development opportunities, supports teachers in implementing innovative and evidence-based practices tailored to their student's needs and learning goals.
- **Accommodate and assimilate learners' perception and understanding:** recognising and respecting learners' diverse perspectives, cultural backgrounds, and prior knowledge ensures that instructional strategies are inclusive and responsive to the needs of all students, facilitating meaningful learning experiences and promoting academic success.

2.4 Categorising Critical Incidents in Language Learning Classrooms

In the realm of language learning classrooms, critical incidents can encompass a spectrum of challenges and opportunities that arise during the teaching and learning process.

Scholars have identified various types and categories of these incidents, often classified based on their impact on the learning environment and the individuals involved (**Smith 2019**). Common categories include linguistic challenges, such as difficulties in understanding grammar or vocabulary, as well as socio-cultural incidents, which involve misunderstandings or conflicts stemming from cultural differences among learners or between teachers and students. Additionally, affective incidents, such as anxiety or lack of motivation, can significantly influence the learning experience and may require careful management by educators. In translation classrooms specifically, critical incidents may manifest differently due to the unique and improvised nature of the discipline.

Another way in which critical incidents can be categorised in translation classrooms is in the level of engagement or disengagement displayed by learners. As an illustrative study of bilingual instructors compared to monolingual instructors in a Saudi Arabian university, critical incidents were identified related to the use of Arabic in the classroom. These incidents included both incidents of engagement, such as participants asking questions in Arabic or using various external translators, and incidents of disengagement, such as little to no participation of learners looking confused, this all falls under the category of class participation incidents (**El Jishi, Taylor, Shehata 2022**).

3. Illustrating Critical Incidents in Classrooms

One such example is **Bailey 's (1996)** study which discussed an elaboration of classroom-based research which focuses on findings concerning “surprising events” that teachers face in their daily practices (Table 1).

Table 1. Surprising events (*The best laid plans: teachers' in-class decisions to depart from their lesson plans. Bailey 1996. p. 15-40*)

Reference	Critical Incident	Approach
Long 1980	Carlos, a yawning	Asking a display

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	student	question to re-establish teacher control
Allwright 1980	Igor, a student asking questions and making comments that interfered with the lesson as it was planned	More attention focused on Igor, less turns for other students
Bailey 1980	A heated discussion on the unfairness of the test delivered	“Loss” of the half of lesson period.
Allwright and Bailey 1991	A late student because of personal experience (robbery)	Departure from the planned topic and personalization of the lesson, resulting in language learning enhancement

More often than not, teachers seem to exhibit a lack of full awareness of their classroom behaviour, demonstrated by their inability to comment on it, or their misperceptions and misinterpretations of it. When confronted with this observation, “the teachers were surprised and shocked when told what they had been doing in the classroom” (Good and Brophy 1973:30). In discussing the reasons for this lack of teacher awareness, Good and Brophy point to the following contributive factors:

so much happens and happens so rapidly that the teacher is not aware of everything he does in the classroom (...) A second factor diminishing the teacher's perception in the classroom is that teacher training programs have seldom equipped teachers with specific teaching techniques or provided them with specific skills for analysing and labelling classroom behaviour (....) teachers

are highly suspicious and often hostile towards the suggestions and evaluations provided by the curriculum supervisors (...) lack of specific feedback (about classroom behaviour) (p. 34).

It can be deduced that teachers' lack of awareness of significant events in the classroom will most significantly affect learners' perceptions of their learning experiences. Thus, it seems necessary to look at the nature of those experiences. Educational research elaborates on two distinct types of classroom episodes/occurrences, critical events and critical incidents. The literature defines critical events as deliberately planned, implemented and controlled classroom episodes. On the other hand, critical incidents, which are impromptu actions or reactions unplanned on the spot and are identified by a teacher from amongst all the other classroom teaching/learning events:

critical incidents are produced by the way we look at a situation. A critical incident is an interpretation of the significance of the event. To take something as a critical incident is a value judgement we make, and the basis of that judgement is the significance we attach to the meaning of the incident. (Tripp 1993: 8).

Because the lesson seems unproblematic, even uneventful, it does not mean that there is nothing to observe. Hidden beyond the veneer of this lesson are unresolved issues which, when made visible, reveal possible alternative perceptions, values and practice **(Walker and Adelman 1975: 18).**

According to research on the case of transmedial humour, critical incidents go even beyond classroom education. **Attardo** (2024) hints that on a macroscopic level, the advent of social media and the internet can indeed be seen as critical incidents that significantly influence inter-semiotic translations, such as adapting older books into movie versions. These shifts require the translator or adaptor to navigate the tension between preserving the essence of the original work and incorporating contemporary cultural elements, including modern humour, to resonate with

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today's audiences. In this sense, the internet age does not only transform how humour is expressed but it redefines how it must be adapted across media to remain effective and relevant.

Similarly, cognitive, cultural, and pragmatic factors are often presented as critical incidents that influence the translation process. In a study backed up by **Cipolloni (2024)**, these factors shift the focus from strict lexical and syntactic equivalence to ensuring the effective communication of the intended meaning and humour of the text. Relevance Theory supports this approach by emphasizing the importance of context, audience expectations, and cognitive effort in interpreting and translating humour. The theory demonstrates that maintaining the communicative intent and engaging the target audience is more crucial than rigid adherence to the linguistic form of the source text. This pragmatic perspective challenges traditional notions of fidelity in translation, especially when dealing with culturally or linguistically complex elements such as puns.

4. The Intricacy of Language Learning and Translation

Multilinguality means both quantitative and qualitative (both the number of languages known, and different basis and resources for learning any consecutive language) changes and differences which emerge in the process of language learning (**Cenoz 2001**). On the cognitive level it results from different cognition and the conceptualising range of a multilingual. As well as relating to linguistic resourcefulness and the various linguistic reference systems that can be utilised. Of no less influence would be the educational experience itself, which has to be seen as extended exposure to learning resulting in some form of transfer of training and transfer of learning (**Reinelt 2001**). Most significantly this difference between bilinguals and multilinguals has to be seen as a functionality at the affective level, in which motivational differences in the use of individual languages in a multilingual possession, different dominance areas for individual languages, attitudes and social functions are most visible (**Gabrys-Barker 2005**).

4.1 The Sophisticated Nature of Translation

The intricacy of language learning and translation in particular lies in their heterogeneous nature, encompassing linguistic, cognitive, cultural, and social dimensions. Language learning involves the acquisition of not just vocabulary and grammar rules, but also the nuances of pronunciation, intonation, and pragmatic usage within various contexts, hence having to know the specific terms in accordance with the culture of the target language. Learners must navigate the complexities of language structures while grappling with cultural norms, idiomatic expressions, and socio-political nuances embedded in communication (**Wright 2005**). Similarly, translation requires more than just linguistic proficiency; it demands a deep understanding of cultural subtleties, context-specific meanings, and rhetorical strategies across languages. Ergo, learners are bound to fall under culture shock one way or another when translating texts or attempting to derive meanings, especially from languages that use a completely different system of writing.

Translators must navigate the delicate balance between fidelity to the source text and fluency in the target language, often making nuanced decisions to convey the intended meaning while preserving the tone, style, and cultural nuances of the original text (**Pym 2009**). Moreover, both language learning and translation are dynamic processes shaped by individual experiences, cognitive processes, and socio-cultural influences, highlighting the intricate interplay between language, cognition, and culture in human communication (**Ullman, M, T. 2018**).

5. The Approach of Mindful Translators in Language Learning Classrooms

The role the teacher/ translator plays within the classroom in approaching learning is of vital importance in ensuring insightful, fruitful learning, as well as breeding benign constructive healthy habits within learners' psychic. Learner centeredness, autonomy, teacher-learner relationship, learners' needs, wants, and cognitive abilities are the teachers' main focus. In mindful classrooms, the teacher is wary, and seemingly observant of every incident, for all details are important and critical to learners' growth and development. **Richards and Farrell (2005)** have suggested that by reflecting on these incidents in a formal manner, language

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teachers can uncover new understandings of taken for granted perceptions of the teaching/learning process. Therefore, the teacher is reflective on these incidents, analytical, and constructive, targeting pedagogical, psychological, and the cognitive needs, wants, abilities of his learners.

Inside translation classrooms, within the realm of pedagogy, the teacher approaches translation as a dynamic and multifaceted process, recognising that it involves more than just substituting words from one language to another. He is aware of the ranging requirements and needs of his learners to arrive at meaningful translation proficiency.

Learners hold to some degree indifference towards other languages, and by extension, their cultures. Therefore, the teacher/translator introduces the interdisciplinary field of language and culture, whereby learners begin contrasting the similarities and differences between the source and target languages (**Sukirmiyadi 2018**) and conclude that translation is more than just literal translation; but requires capturing the essence and cultural significance of the original text. As well as, developing their cultural awareness which will enable them to navigate cultural differences respectfully and effectively in their work.

Learners arrive with varying degrees in language mastery, language goals, motivations and expectations, the translator identifies those needs, and is mindful of them, be it through surveys, observation, or unplanned and unanticipated critical incidents (**Brookfield 1990a: 84**) which showcase where further assessment or assistance is required. Thus, constructing lessons covering opted skills in enhancing their learners' linguistic, professional, cognitive abilities.

5.1 The Culmination of Mindful and Analytical Translators

Learners as a result become equipped with cognitive skills such as self-reflection, critical thinking, problem solving, empathy and sensitivity towards themselves, their peers, and other cultures, by modelling the teacher/ translator. Teachers' awareness bridges between learners' potential, performance, and proficiency. Humans have more potential than they can achieve (**Minderop, 2010**), the teacher pays attention to the learner's

unique character, personality, challenges, desires, aspirations, and motives, and treats them with equivalent Strategies, best fitted with the individuality of that student, whereby, both his intellect and emotion are taken into account. Hence, creating room for all learners to perform in respect to who they are, unlock more potential, face their fears, and reflect on their needs, while arriving at the desired proficiency.

6. The Influence of Critical Incidents on the Teaching/Learning Process

The influence of critical incidents on the teaching process is multifaceted and can significantly impact both educators and learners. Critical incidents, defined as unexpected or challenging events that disrupt the normal flow of teaching and learning, have the potential to shape pedagogical practices, student engagement, and overall learning outcomes. It is therefore any unplanned event that occurs during class (S. C. Farrell 2008). It has been suggested that if trainee teachers properly reflect on these incidents, it could be possible for them to uncover new understandings of the teaching and learning process (Tripp 1993).

6.1 The Effect of Critical Incidents on Teachers

For educators, critical incidents serve as opportunities for reflection, prompting them to reassess their instructional strategies, classroom management techniques, and communication methods. These incidents may challenge teachers to adapt their lesson plans, address student needs more effectively, and cultivate a supportive learning environment. Moreover, encountering critical incidents can deepen educators' understanding of their students' perspectives, diverse learning styles, and individual challenges, thereby fostering empathy and enhancing teacher-student relationships. Hence, broadening their analytical skills perceptive views towards teacher-student interactions (Thiel 1999).

6.2 The Effect of Critical Incidents on Learners

In terms of students, critical incidents can evoke various responses depending on the nature of the incident and the individual's coping mechanisms. For some students, critical incidents may trigger feelings of confusion, frustration, or anxiety, potentially hindering their academic progress and engagement in the learning process, in this sense, students can fall under confusion when presented with translated texts which include

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misunderstood terms or phrases that may distract them from the course of the translation process, such as disagreeing with the method used to translate, be it literal or with meaning. However, critical incidents can also serve as catalysts for transformative learning experiences, prompting students to question assumptions, think critically, and develop problem-solving skills, eventually opening new horizons for teachers to understand more of their students' needs and preferences **(Richards and Farrell 2010)**. Moreover, navigating through critical incidents can foster resilience, adaptability, and self-efficacy among students, empowering them to overcome challenges and succeed in their academic endeavours.

Overall, the influence of critical incidents on the teaching process underscores the dynamic and interactive nature of education. By recognising the potential impact of these incidents and adopting proactive strategies for addressing them, educators can create more inclusive, responsive, and effective learning environments that support the diverse needs and experiences of all students. Ultimately allowing teachers to develop themselves professionally and personally through critical incident analysis because said incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered critical through analysis **(Tripp 1993)**.

7.1 The Influence of Critical Incidents on the Process of Translation

This study analyses the shift towards learner-centred approaches in teaching and learning theories, particularly in task-based courses and professional training programs. It attempts to note the challenges in applying this approach to Translation Studies due to its historical status. The incorporation of action research and reflective practice in language education is highlighted as a promising development for effective teaching and learning.

Reflective practice is emphasised as a valuable tool in translation classrooms, enabling learners to gain insight into the process of translation through active monitoring, regulating, and orchestrating their practice **(Pietrzak 2019)**. The role of metacognitive expertise, communication in the translation classroom, and the integration of reflective activities are also key aspects of effective translator training. Furthermore, the metacognitive

aspects of developing translator competence enable students to gain more insight into the nature of the processes involved in translation through active accommodation and assimilation.

7.1 Illustrating Critical Incidents in Translation Classes

An example of critical incidents in translation in a previous unprecedented observation that occurred in one of the translation classes at the University of Oran 2 Mohamed Ben Ahmed. When an instructor endeavours to translate a word or a sentence, it often results in a shift in the entirety of its meaning, eliciting discontent or disagreement among students and even the instructors themselves. This phenomenon is exemplified by Khalil Gibran's translation of "The Prophet," where the English rendition failed to capture the subjective poetic beauty inherent in the Arabic original, leaving many students feeling disillusioned and dissatisfied. This highlights the challenge of conveying nuanced meaning and aesthetic quality across languages, a task often fraught with difficulty and subjectivity (**Mekki 2022**). Both said disillusion and dissatisfaction are considered as critical incidents that led to collective disagreement on what translation process to utilise, that subsequently led to an unfinished translation, which in other words is an unfinished lesson.

In another setting where instructors are faced with a multitude of sudden reactions that disrupt the flow of teaching/learning, a situation in which culture shock plays a role in affecting the process of translation. When a word or sentence undergoes translation, it is often faced with a transformation that extends beyond mere linguistic differences; it can sometimes carry altered connotations or cultural nuances that resonate differently in another language or culture. This phenomenon can trigger a form of culture shock among learners, disrupting the teaching and learning process. Culture shock in this context refers to the disorientation or discomfort experienced when confronted with unfamiliar cultural norms, values, or interpretations (**Nida 130**).

For instance, a translation that inadvertently alters the intended meaning of a text may lead to confusion, frustration, or even offence among learners. This discrepancy between the original and translated versions can challenge learners' preconceived notions or expectations, causing them to

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question the validity or accuracy of the translation offered. Moreover, when learners perceive a disconnect between the translated text and their own cultural background or beliefs, they may feel a sense of alienation or resistance to the material. This resistance can impede their engagement with the learning content and hinder the flow of instruction, by means of refusing to go forth with the translation or simply feel as outsiders and not belonging.

In cases where learners feel offended or strongly disagree with the translation provided, the learning environment may become tense or contentious, inhibiting open communication and mutual understanding between the instructor and learners. Such discord can undermine the effectiveness of teaching efforts and hinder the achievement of translation. As **Nida (1982)** proclaimed; “**differences between cultures may cause more severe complications for the translator than differences in language structure**”.

Therefore, it is essential for instructors to be cognizant of the potential impact of translation inconsistencies on learners’ cultural sensitivities and learning experiences. By nurturing an environment of cultural awareness, sensitivity, and open dialogue, instructors can mitigate the effects of culture shock and promote a more inclusive and enriching learning environment where diverse perspectives are valued and respected.

7.2 How to Effectively Approach Critical Incidents in Translation Classes

When addressing critical incidents in translation, instructors must adopt effective strategies to support learners. **Muñoz (2016)** suggests a range of approaches, from acknowledging challenges and fostering discussion to providing context and exploring alternative translations. By integrating creativity, encouraging cultural learning, and breeding student feedback through peer reviewing and open discussions, educators can enhance engagement and deepen students’ appreciation of translation complexities:

- **Acknowledge the Challenge:** recognise and validate learners' concerns about the limitations of translation. Acknowledging the difficulty

of capturing the full essence of a text in translation fosters an environment of understanding and empathy.

- **Encourage Discussion:** facilitate open dialogue among students to explore their perspectives on the translation itself and its impact on their understanding and appreciation of the material. Encourage them to articulate specific aspects they found lacking in the translation.

- **Provide Context:** offer insights into the complexities of language and translation, emphasising that nuances, cultural connotations, and poetic beauty can be challenging to convey accurately across languages. This contextual understanding can assist learners in appreciating the inherent difficulties encountered in translation.

- **Explore Alternatives:** introduce alternative translations or interpretations of the text to demonstrate the diversity of linguistic expression and to broaden students' perspectives. Comparing multiple translations can highlight the subjective nature of interpretation and deepen students' engagement with the material.

- **Encourage Creativity:** encourage students to engage with the text creatively by writing their own translations or interpretations regardless of the method of translation implemented. This exercise can stimulate a deeper appreciation for the complexities of language and translation while empowering learners to actively participate in the process of meaning-making.

- **Integrate Cultural Learning:** take the opportunity to explore the cultural context surrounding the text, including the historical and literary significance of the original language. Understanding the cultural background can enhance learners' appreciation for the text beyond its literal meaning.

- **Seek Feedback:** invite learners to provide feedback on their learning experiences and preferences regarding instructional materials and approaches. Incorporating student input can help tailor future lessons to better meet their needs and preferences.

By enacting these strategies, instructors can navigate the challenges posed by the process of translation and its issues, endorsing a supportive learning environment where learners feel warranted to engage critically

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with the material and appreciate its richness across linguistic and cultural boundaries.

4. CONCLUSION

In language and translation classrooms, critical incidents often arise from the challenges of transferring language, concerns about accuracy in translation, and ethical dilemmas that come up when conveying meaning across different languages and cultures. It is crucial to recognize and deal with these various types of incidents to foster a positive and successful learning atmosphere. The complexity of these situations is amplified by the differences in language and culture between the original and translated texts.

To sum up, this paper discussed the importance of critical incidents in translation classrooms and how they influence teaching and learning. Critical incidents are crucial in determining the quality of translation and the overall learning process. By recognising, analysing, and dealing with various types of critical incidents. Educators can create a positive and productive learning environment by effectively addressing different types of critical incidents. Analysing these incidents can also help teachers improve their teaching methods and further their professional growth. By nurturing an environment of cultural awareness, sensitivity, and open communication, instructors can mitigate the effects of culture shock and promote a more inclusive classroom where diverse perspectives are valued and respected. Therefore, critical incidents serve as valuable opportunities for instructors to reflect on their teaching practices and improve their translator training strategies.

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