

Intercultural Learning through Creative Translation

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Creative Translation: A process with purpose

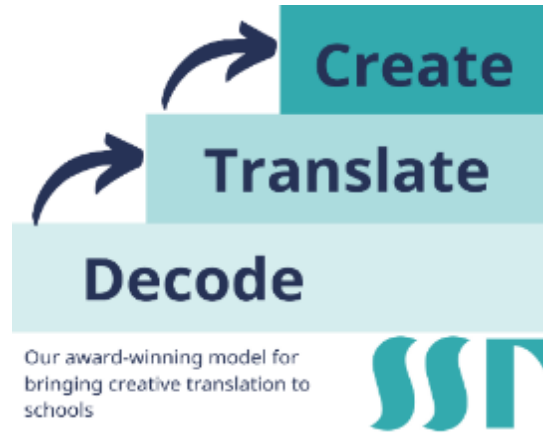


1. What is Creative Translation
2. What do we know so far about its impact on learners and teachers?
3. What do we want to find out?
4. Why does it matter?



Creative Translation: A process with purpose

Decode – Translate – Create



Resources for Teachers: Embedding Creative Translation



Spanish Fiction Level 2

https://padlet.com/CreativeTranslation/spanish-fiction-level-2-dg36p856cde2kect

Padlet

Charlotte Ryland • 2mo

Spanish Fiction Level 2

Anthea Bell Prize for Young Translators | Resource on 'Rescatadoras de unicornios' by Ana Punset and Diana Vicedo

Teacher Notes

Translating a Spanish Children's Book



DOCX

Anthea Bell Prize Spanish Fiction Level 2 'Rescatadoras de Unicornios' Teacher Notes

Instructions for the teacher on how to conduct this activity.

Student Worksheet

Getting Started



DOCX

Anthea Bell Prize Spanish Fiction Level 2 'Rescatadoras de Unicornios' Student Worksheet

Download the worksheet to start translating a fiction text with a glossary of vocabulary.

PowerPoint

PowerPoint Slides



PPTX

Anthea Bell Prize Spanish Fiction Level 2 'Rescatadoras de Unicornios' PowerPoint

Follow the PowerPoint! The translation activity starts on Slide 7.

Video

Welcome to the Anthea Bell Prize!



YouTube

Anthea Bell Prize: Introductory Video

An introductory video to the Anthea Bell Prize which can be used to introduce the creative translation task. Perfect for the first time your students use our resources!

ANTHEA BELL PRIZE TEACHING RESOURCES: CURRICULUM TAGGING

Anthea Bell Prize Resource	Year Group	Name of resource/ author	Resource content/ themes	Scheme of work	AQA GCSE themes/topics	Edexcel GCSE thematic contexts	Grammar coverage
Spanish Poetry Level 3	10/11	Cancionilla del primer beso – <i>Federico Garcia Lorca</i>	Lorca; Spanish culture (flamenco, tapas); advertising; careers	Advertising	Theme 1 Topic 3 (Education and Work); Theme 3 Topic 2 (Media and Technology)	Media and technology; Studying and my future	Imperfect tense

LA PUBLICIDAD Y LA POESÍA

Careers with languages

The skills we use when translating a poem are highly valued by employers: creativity, cultural awareness, ability to gather and interpret information, attention to detail, problem solving, communication and listening skills.

Many language graduates go on to careers in advertising and marketing. What other careers are open to language students?

Bimbo
'Para pan, para pan
Pan Bimbo'



Journalist
Editor at publishing house
Tour manager in the music industry

Solicitor (you do not need to do a law degree)
Translator at FIFA





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Spanish Fiction Level 3	10/11	Yo tuve un sueño - <i>Juan Pablo Villalobos</i>	Migration in Central America	Self, family and friends	Theme 1 Topic 1: Identity and Relationships with Others	My personal world	Identifying tenses (present, imperfect, conditional)
Spanish Poetry Level 3	10/11	Cancionilla del primer beso – <i>Federico Garcia Lorca</i>	Lorca; Spanish culture (flamenco, tapas); advertising; careers	Advertising	Theme 1 Topic 3 (Education and Work); Theme 3 Topic 2 (Media and Technology)	Media and technology; Studying and my future	Imperfect tense
Spanish Poetry Level 3	10/11	No sé por qué piensas tú <i>Nicolás Guillén</i>	Spanish Civil War; Cuban Revolution	Relationships, self and others	Theme 1 Topic 1: Identity and Relationships with Others	My personal world	



What do we know so far about its impact
on learners and teachers?

Showing...



Not telling!



Content



Culture



Community





Connectivity



The activity is in line with the Modern Languages degree skillset/mindset, which increases teacher morale and engagement.

With your well-planned and engaging resources... I have the feeling that I don't have Year 8 pupils in front of me but Sixth Form students.

– Teacher of Modern Foreign Languages

THE ANTHEA BELL PRIZE FOR YOUNG TRANSLATORS 2022-2023

THE QUEEN'S TRANSLATION EXCHANGE



1. Metalinguistic awareness
2. Motivation
3. Intercultural learning



Researchers

Researchers tends to be small-scale **case studies** of Creative Translation interventions.

All researchers are practitioners themselves.

- Sam Holmes and Sarah Ardizzone
- Katrina Barnes
- Clementine Beauvais
- Ali Al-Jamri
- Jessica Rainey (current PhD)





Decode, Translate, Create... Motivate! A small-scale study on the impact of Creative Translation on Year 7 students' motivation for learning German



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PGCE Modern Languages 2024–25

Department of Education

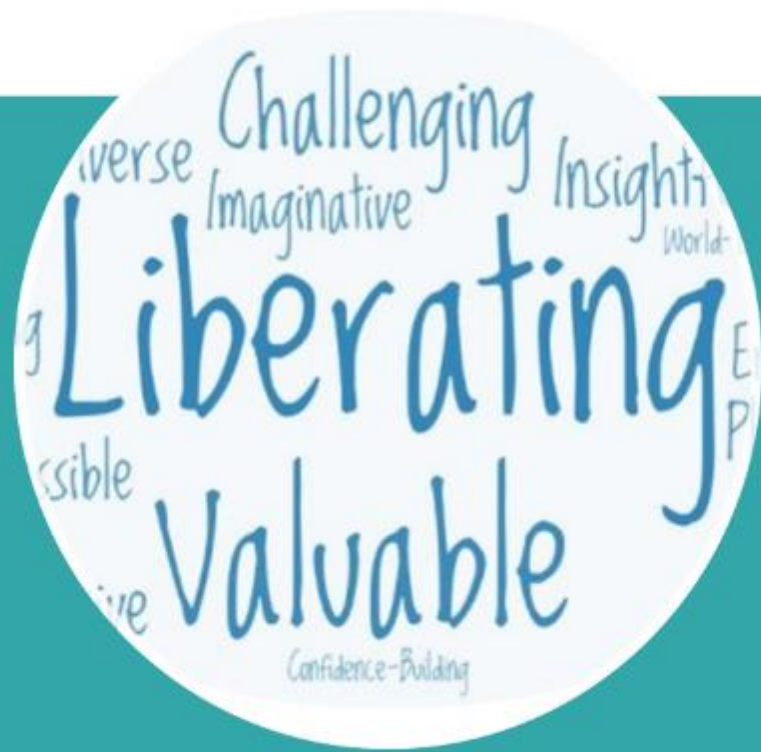
University of Oxford

“The study shows that Creative Translation has the potential to increase motivation for language learning by fostering students’ sense of relatedness, competence, and autonomy.”

Research on the Impact of Creative Translation

Research has shown that Creative Translation brings wide-reaching benefits to participants. These can be grouped into three key areas: motivation, intercultural understanding and metalinguistic awareness.

[What is Creative Translation?](#)





Research findings: Motivation & Metalinguistic Awareness

Motivation

Creative Translation empowers students, both monolingual and multilingual. Students punch above their linguistic weight, both orally and on the page

Laughter, excitement and jokes are common. Lots of questions. Significant amounts of self-motivation and motivation of others

Metalinguistic awareness

Creative Translation can focus learners' attention on communicative success while covertly guiding them to 'notice' target forms >> In Dynamic Translation, a communicative translation product is created while also developing linguistic knowledge and communicative competence.

Activities may be designed to coincide with any curricular focus by simply choosing and adapting a source text that contains the appropriate lexical and grammatical items.





Creative Translation = intercultural learning embedded in an active, interactive linguistic experience.

The Creative Translation process provides a framework for the students to learn and reflect on the text's:

- ❖ Setting
- ❖ Context (historical, geographical, social, political...)
- ❖ Cultural relevance then and now

And on the differences between the source and target culture.





Intercultural Learning



The intercultural learning is embedded in a linguistic process and is motivated by the students' desire to understand, to share and to create. Students feel invested in the process, and the intercultural learning comes together with linguistic engagement.

Teachers tell us that this appeals to those already engaged in language learning **as well as those otherwise disengaged.** (cf. Katrina Barnes' research)

'They got very excited about the Caribbean Christmas, loved the song. Some couldn't get their heads around it – that this was a Christmas song... it gave rise to an interesting discussion... the idea that things are done differently in different parts of the world.'



Teacher voice

The Prize is very inclusive and engaging – **no student felt excluded.**

Engaging with this competition has been an **inspirational, motivational and confidence-boosting** experience for our students.

The whole department was delighted with the resources. **We haven't had a negative response.**

I had never done poetry with Year 7 before, and couldn't really imagine how it would work. But now we do it every year with Anthea Bell Prize resources and **we all love it!**

Students have been really enthusiastic about taking part in the prize. This is our 4th year participating in the competition. It has really **helped to create a buzz around languages just before Y9 choose their options.**



The Queen's College
Translation Exchange

This programme has **really helped us to recruit students for A level** next year. We had not been able to have the right number of students to run the course for the last two years, so it has been amazing to see how the little club we run for this competition last year has made such a difference in the appreciation of the language from our students.



The Queen's College
Translation Exchange

I have not been able to promote and do practice tasks as in previous years. This is as I am only teaching 2 days a week but am Head of Subject and have many admin deadlines. I will do better next year!

I would like to write these into our curriculum as part of a project to 'assess intercultural understanding'.



The Queen's College
Translation Exchange



Anthea Bell Prize for Young Translators: A treasure trove of data

Teacher feedback: Has the ABP helped to raise the profile of languages in your school?

	2026
Yes	895
Unsure	247
No	51
Total responses	1219





Anthea Bell Prize for Young Translators: A treasure trove of data

Teacher feedback: Has the ABP improved MFL uptake in your school?

	2026
Yes	178
Unsure	714
Uptake did not increase	296
Languages compulsory at GCSE	24
Total responses	1219





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What do we want to find out?



What do we want to find out?

We have...

- a framework for embedding Creative Translation activities in the existing curriculum.
- evidence of improved uptake at GCSE and A Level
- evidence of improved teacher and pupil enjoyment and motivation
- lots of teacher voice
- case-study research into specific impact on learners.

Next steps are...

- to test this anecdotal evidence in controlled conditions
- to build on existing research
- to explore how the practice of Creative Translation can systematically support the Languages pipeline.





Possible project questions



1. Can Creative Translation help to embed intercultural learning into an existing curriculum?
2. Does following a Creative Translation course improve pupils' transition between Key Stages (2>3, 3>4 or 4>5)?
2. Does Creative Translation offer an opportunity to **assess** creativity and intercultural learning?
3. How can universities best partner with SLNs to support the Languages pipeline?

What we can offer:

- Full access to our resources and data
- Partnering to develop a bespoke intervention for your SLN
- Visits from our student ambassadors





Transition projects: examples



- ❖ Follow a course using Anthea Bell resources with a Y8 group, measuring impact on students' perspectives on value of language learning, motivation to continue to GCSE.
- ❖ Use Creative Translation activities for KS2-3 transition sessions.
- ❖ Cascading: support A Level students to devise and deliver Creative Translation workshops for KS2 or 3.



Creative assessment

‘Why not present students with a Dynamic Translation task followed by a translation commentary exercise, in which credit is given for evidence of culturally sensitive decision-making?’

‘In the longer term, school leaders and practitioners must consider what they truly want for their students; if this vision involves students who are not just hoop-jumpers and box-tickers, but students who are critically engaged, collaborative, creative, and interculturally aware, then Dynamic Translation is surely an option they cannot afford to overlook.’

Barnes, K., ‘Translation in the UK language classroom: Current practices and a potentially dynamic future, in *Translation and Translanguaging in Multilingual Contexts*, Volume 7, Number 1, 19 March 2021, pp. 41-64 (24)