



Summary of feedback from teachers and school stakeholders **June 2022**

Who answered?

12 people

7 teachers

4 head teachers/
heads of
department

1 teaching
assistant/ trainee
teacher

5 from primary schools, 7 from secondary schools

How did you first hear about the Stephen Spender Trust?

Response theme	Number of responses
A colleague or a workshop in the school	5
Direct contact from the Trust	2
An event outside the school	1
A parent at the school	1
A language magazine	1

What led you to get involved or find out more?

Response theme	Number of responses
Direct contact with the Trust / attending an event	3
Looking for ways to enrich the curriculum/ supporting students with new ideas and activities	3
Tasked/ volunteered by a colleague	2
A colleague left	1
A workshop in school	1

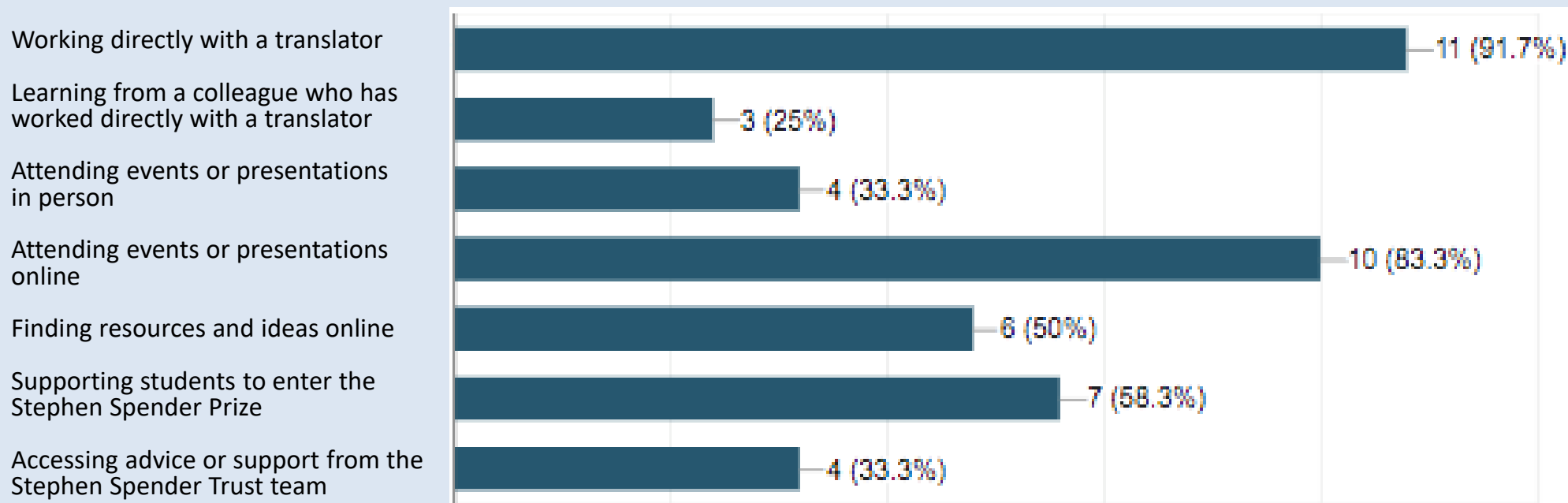
Illustrative quotes

Spending a day in Oxford to meet translators and also being in contact with Charlotte

I liked the idea of using language more creatively and giving the pupils a chance to play around with it in a different way

I was volunteered

What has your contact with the Stephen Spender Trust included? (please select all that apply)



What have been the main benefits for you (if any)? (asked openly, before the closed outcomes questions)

Response theme	Number of mentions (rather than responses)
Enriching the classroom experience/ going outside the usual	3
Developing teaching practice/ incorporating creative translation in new ways	3
Cultural awareness for students	2
Using translation with young children/ in primary	2
Accessing authentic texts as teaching material	2
Understanding translation as a skill	1
EAL pupils exploring their heritage	1
Making links with other departments	1

What have been the main benefits for you (if any)?
(asked openly, before the closed outcomes questions)

Illustrative quotes

Learning more about creative translation – how to incorporate translation tasks into teaching

Understanding the role that creative translation can have in the MFL classroom and translation more broadly as a skill that can be developed

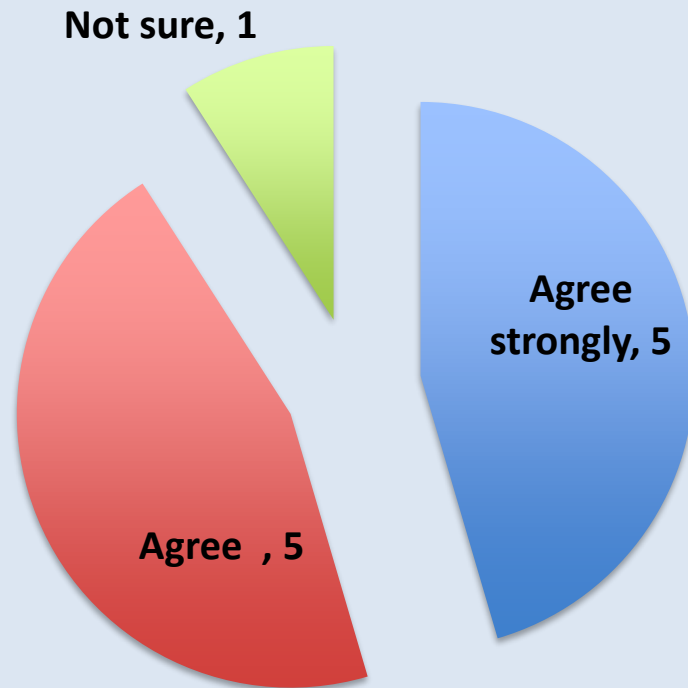
Accessing excellent resources that use authentic texts. As a full-time teacher, it is difficult to find the time to source this material.

Being able to think outside the box and to go outside of the usual specifications.

Quantitative outcomes questions

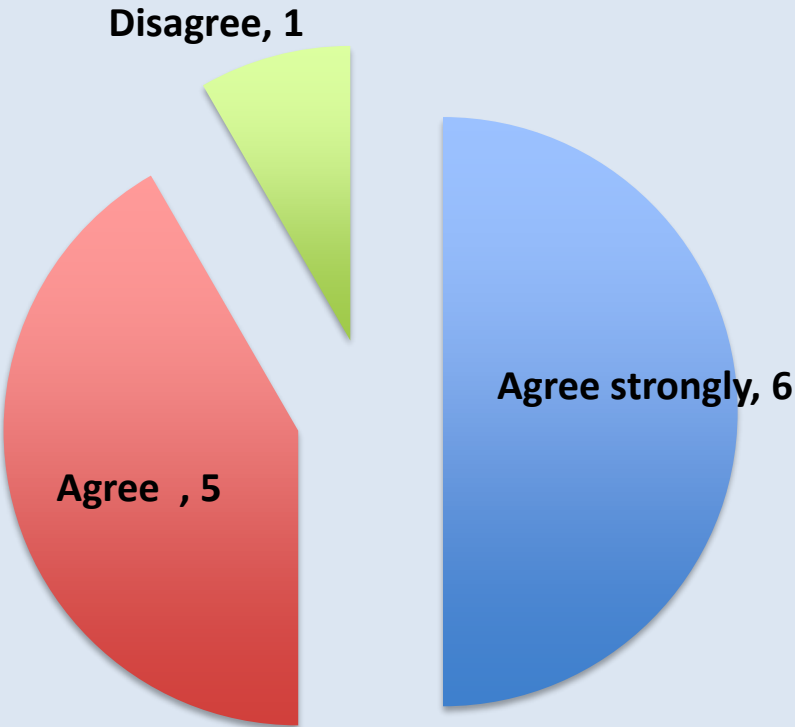
Most positive outcomes first...

I have learnt new ways to engage students in language learning



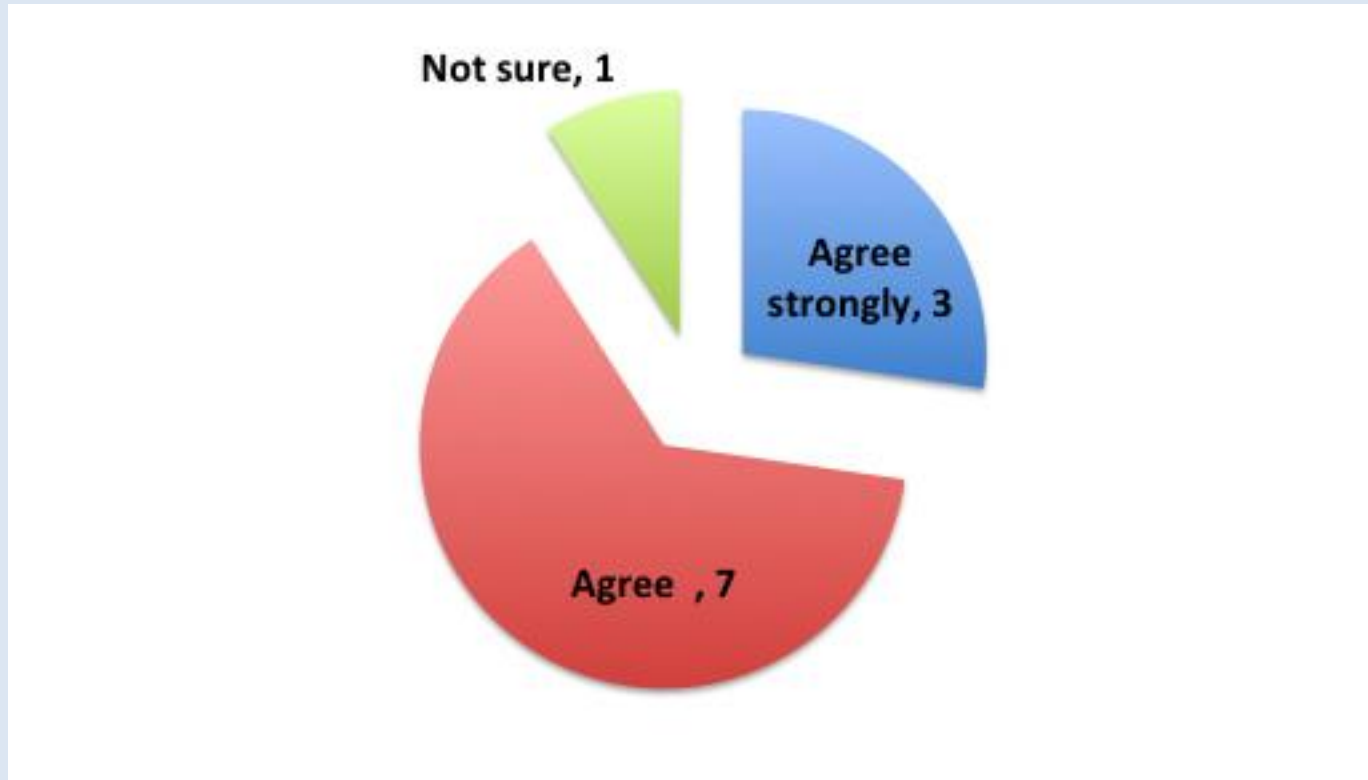
11 responses

I feel more confident to use translation creatively



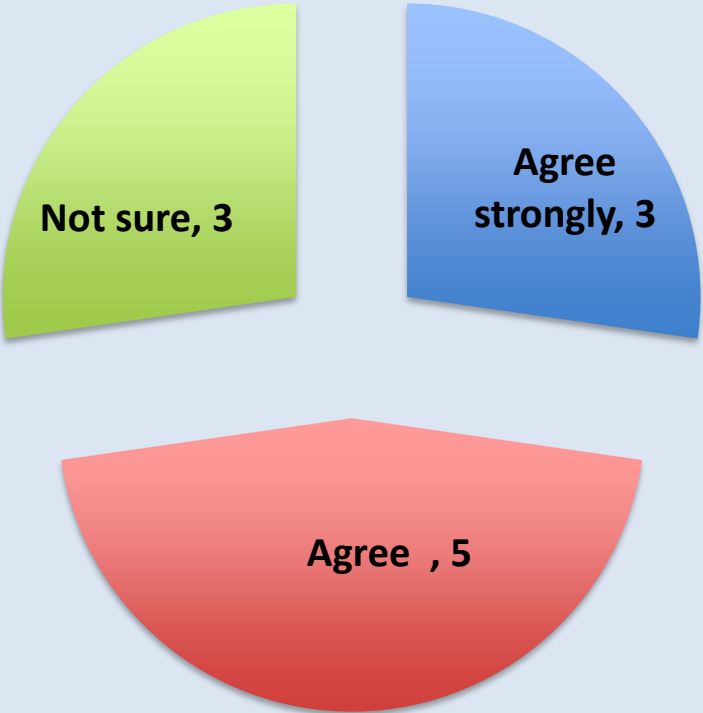
12 responses

I have greater access to creative translation classroom resources



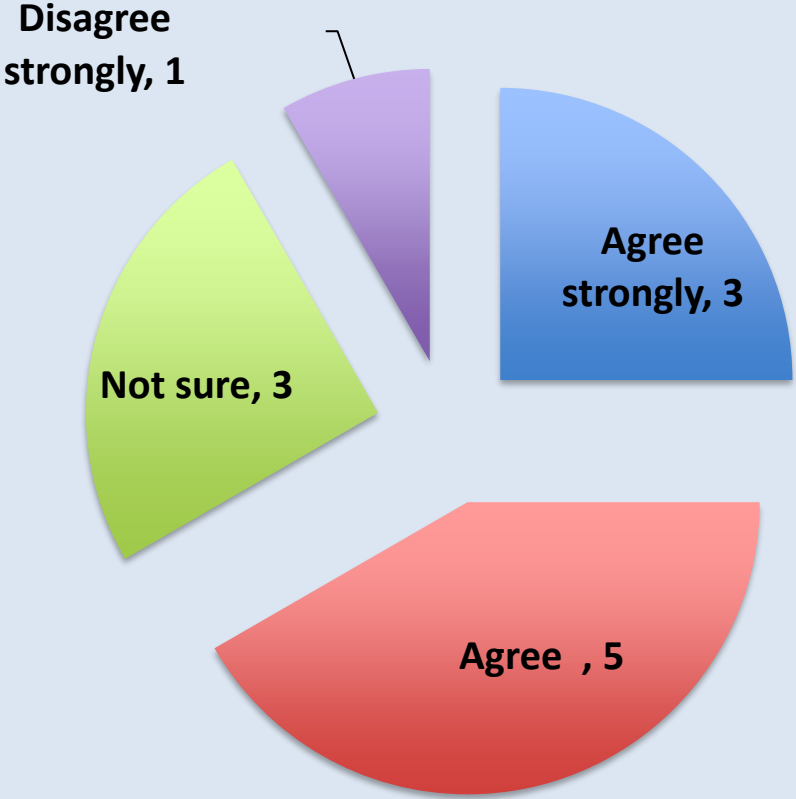
11 responses

I feel more able to engage with multilingual students



11 responses

I have improved or new skills



12 responses

If you agreed that you have improved or new skills, could you share an example or two? (verbatim responses)

Having the ability to take a challenging text and share it with a middle ability class.

The awareness of the creative side of translation - i.e. it doesn't have to be word for word.

Now I always break translation down into two steps; literal translation then polishing/improving. I did not used to do this before

I have improved my understanding of what it means to translate creatively through activities such as a Spanish Christmas recipe.

I have more ideas of how to use creative translation in lessons.

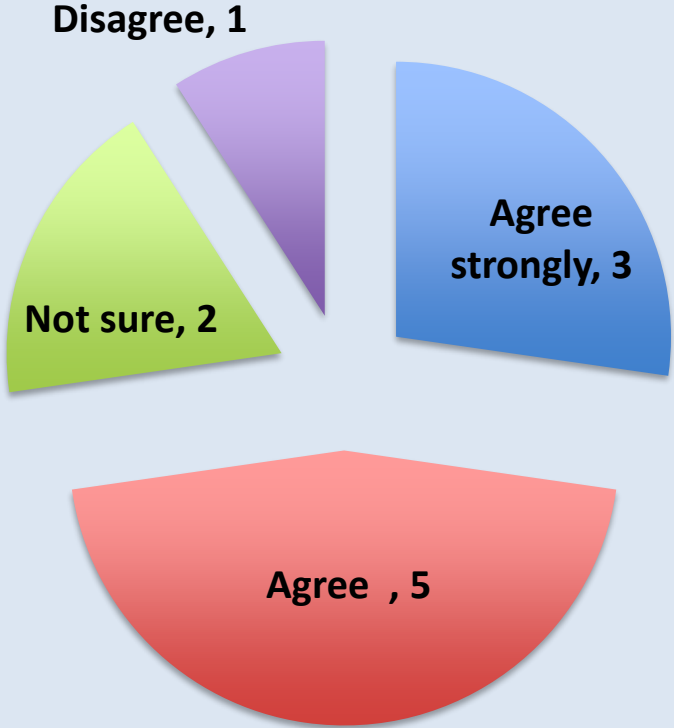
Using images and cultural resources to elicit meaning and support linguistic/verbal translation

MFL teaching done in a new way; new and rich cultural content; fun hands in activity; enrichment with new literature from a Francophone country; easy to access new resources

Leading a session in a language I'm not confident in

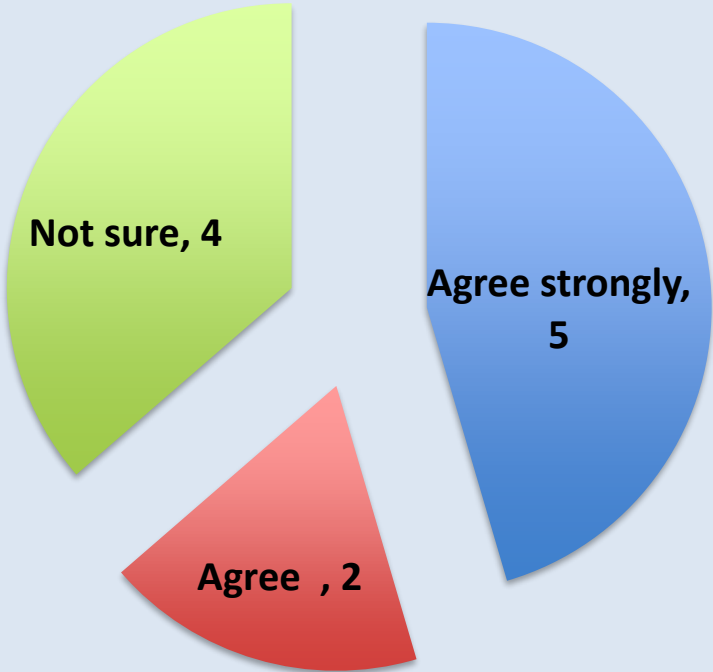
Using a literal translation to produce a creative translation in a way which conveys the sentiment and rhyme scheme of the original poem.

I feel more able to support students to enter the Stephen Spender Prize



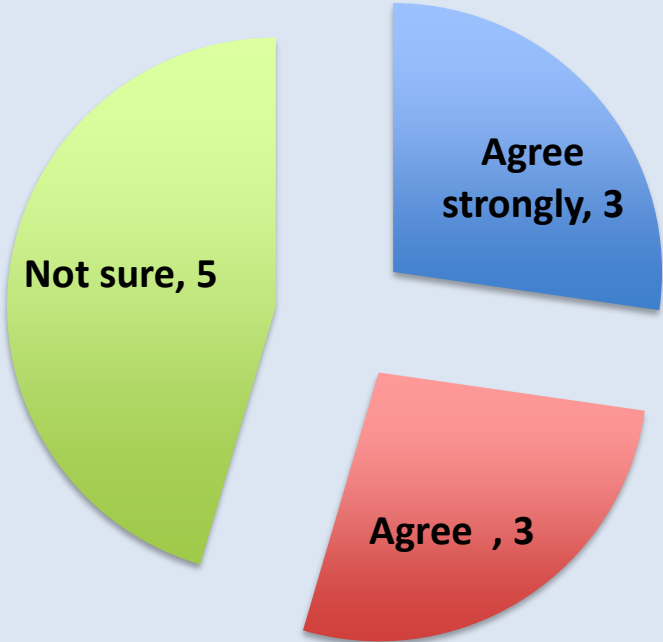
11 responses

I have seen benefits for students through this work



11 responses

I know more people involved in creative translation



11 responses

Have there been any benefits for your school as a whole? If so, please share some details? (verbatim responses)

We have offered an assembly to the whole school and celebrated the students' achievements.
Huge increase in the profile of Urdu through the spotlight translation.
Helped to raise the importance of children's home language skills.

Yes, engagement with the Stephen Spender Prize

I have cascaded information across to other teachers and we have as a whole MFL department incorporated creative translation into part of our scheme of work.

Yes - I was able to share the competition widely

Confirms our schools approach to using texts in KS3 and also provides us with an opportunity to increase the school's cultural offering

Much more awareness of and engagement with translation per se - not just through our lessons and Creative Translation but also through other translation initiatives, eg. Anthea Bell Prize

New cultural awareness; enjoyment of hands on activity with a palpable result (making of Haitian Christmas paper lanterns); awareness of a new language : Creole; critical thinking of own language (English) and looking at grammatical structures and vocabulary.

School publicity, acknowledging students' work/entries, workshop involvement annually

How do you plan to include creative translation in your work in the future (if at all)? (verbatim responses)

With Year 8 we have a bit more flexibility with time, so we may introduce some activities in the summer term.

I would love to use it in the future but am leaving education at the present time.

We are going to use the resources on "Une poupee pour maman" every year now to celebrate "la semaine de la francophonie"

To continue to use the materials shared last year and to start building up a bank of authentic materials and tasks that can be used with them.

Using more authentic texts and translation activities in class

We as a school would like to continue to offer similar workshops to KS3 students, to start to give them necessary skills for their later languages education

We do need to plan it in more purposefully, as the timetable is always tight, but we are looking to workshop based approaches on a termly basis, much like the project this year.

Include it in my own SoW

During themed weeks allow children the opportunity to explore other languages in a fun way even in Ks1
Continuing to teach KS3 & KS4 pupils about the art of translation; the resources provided by the SST are fantastic and can be re-used in lessons

What (if anything) made your involvement or contact with the Stephen Spender Trust and/ or the translator easy?

Response theme	Number of mentions (rather than responses)
Prompt/ regular/ responsive communication	6
Engaging/ effective translator	2
Easy to use/ rich resources	2
Resources discussed, not imposed	1
Padlet and Google docs	1
In-person meeting	1
A clear plan for the year	1

Illustrative quotes

Organisers were always very easy to contact with queries, and there was a framework laid out at the beginning with clear goals and a clear timeline

... richness of resources (powerpoint, flag, book, paper, LED candles); all resources delivered promptly

What got in the way or felt difficult?

Response theme	Number of mentions (rather than responses)
Time/ crammed curriculum	3
Some complex/ confusing communication	2
Change of translator	2
Covid	1
A misunderstanding re student language level	1
Admin pressure (from the school)	1
Many resources, wasn't sure how to navigate or whether to use them all	1
School made no extra time for my participation	1

Illustrative quotes

Only time and the crammed primary curriculum

I haven't felt able to fully participate or enjoy the process as I was volunteered without really knowing anything about it and unfortunately it became another thing I need to fit in and do on top of an already over subscribed timetable and very demanding teaching job. I was given no additional time for this.

Is there anything the Stephen Spender Trust could do to support your creative translation activities, going forward?

Response theme	Number of mentions (rather than responses)
Central online hub of ready to use resources	3
Resources beyond KS3	1
More texts from more countries	1
Ensure schools make teacher and curriculum time available	1

Illustrative quotes

Developing ready to use resources for teachers (I know there are some already and they are really great)

Ensure schools who take part know what is required and have the time to commit – can maybe release teachers for additional time or it could form part of their performance appraisal so they are at least recognised for the time they put into it.

Is there anything else you'd like to share? (verbatim responses)

Just a thank you for the whole project. The feedback showed that it captured the imagination of my students.

I'm really grateful to have been part of this programme. It was an amazing opportunity and Georgia has been exceptional.

Our thanks for your support and for helping us to bring the translation experience to life!

The chn really enjoyed the different activities and made aware of new texts as well as new cultures. Some of our students loved making their own "promotional" video of the Translation Workshop sessions, as they wanted to reach a wider audience. They adapted their own computer, video, editing and presentation skills to that effect.

I love everything about the Trust- the idea and concept behind it and the way you go out of your way to engage students and teachers.