



Creative Translation: Translating the Incy Wincy Spider

Age recommendation:	5–11 years
Key Stage:	KS1–KS2
Duration:	30–45 minutes
Key words:	Singing, dancing, creative translation, language awareness
Languages:	English, Dutch, other languages in classroom
Resources provided:	<ul style="list-style-type: none">• Soundtrack with animation and vocals in English• Soundtrack with animation and vocals in Dutch• Soundtrack with animation and no vocals for creative translation exercise (interpretative version)
Other materials:	<ul style="list-style-type: none">• Colouring-in sheet based on the illustrations for the animation

AIM

For monolingual children, the aim of this activity is to spur on childrens' respect for other languages and cultures, as well as their interest in language acquisition. For multilingual children, the aim of this activity is also to celebrate their multilingualism and to demonstrate the benefits of speaking more than one language. Beyond supporting pluralistic learning in a safe and diverse environment, this activity will also help students improve cognitive skills through repetitive games and the use of interactive media which activate memory and help to solidify new knowledge and develop linguistic and intercultural awareness.

PREPARATION

Before the activity the teacher should familiarize themselves with the three video clips: an English of *Incy Wincy Spider*, a Dutch version of *Hansje Pansje Kevertje*, and a no-lyrics interpretative versions of this song to encourage the children's creativity. Set up the technical aspects of the lesson so the films are ready to go.

ACTIVITY

1. First, teach the English song to the students while playing the video clip.
2. Once the children are comfortable with the melody and the lyrics in English, they can add the hand movements which help to build memory and links the meaning of the song to rhythm and action – this is especially useful for kinaesthetic learners.
3. Next, the teacher can introduce the Dutch version of the song using the video, which matches the melody, hand movements, and video of the English version. But there are several differences: the language, the item that is climbed, and the species of the bug. In Dutch, it is not a spider but a beetle that climbs up not a water spout, but a hedge. The teacher can facilitate a discussion about the similarities and differences between the English and Dutch versions, and ask pupils their impressions of the foreign language. Together, the teacher and pupils could attempt to sing what they hear in the Dutch version. Even though they will not know exactly what they are saying, the link between the sounds and meaning are reinforced by the hand movements and the video. The aim is not to sing it perfectly, but just to have a go at some 'foreign' sounds, and have fun with it.

4. Ask the pupils if they speak any other languages themselves, and multilingual children will have the opportunity to share other languages they might speak at home with their classmates.
5. Finally, present the final 'blank'" video which features a blob instead of a spider or a beetle. It may be a good idea to put the pupils into groups at this stage so they can get creative at filling in the blanks. Using either English or others language they know, the pupils can create yet another version of the song. They might use a different animal, a different context, or even different motions – this is the creative part! At the end, pupils can share and teach their new or foreign language songs to other classmates.