

Childrens Literature In Translation Challenges And Strategies

This invaluable Guide surveys the key critical works and debates in the vibrant field of children's literature since its inception. Leading expert Pat Pinsent combines a chronological overview of developments in the genre with analysis of key theorists and theories, and subject-specific methodologies.

In this book, both beginning and experienced translators will find pragmatic techniques for dealing with problems of literary translation, whatever the original language. Certain challenges and certain themes recur in translation, whatever the language pair. This guide proposes to help the translator navigate through them. Written in a witty and easy to read style, the book's hands-on approach will make it accessible to translators of any background. A significant portion of this Practical Guide is devoted to the question of how to go about finding an outlet for one's translations.

Constructing Suitable Devices for Preservation of the Young Adults' English Vernacular into the Romanian Translation of *Catcall* is an applied research that proposes innovative linguistics devices to assist the professional in the task of translating exceptional genera which appear in children books, including scientific extracts and mixtures of foreign words. The findings are proposed as recommendations to translators of children's literature who are expected to make informed decisions when challenged by the new features in the genre, such as Web pages, word games, reconstruction of imageries, and much more. The task of creating each one of the six devices into Romanian is tackled step by step, taking into account the language particularities and cultural implications for both contexts. The representation of how each device contributes toward the proper incorporation of the English vernacular element into Romanian is conducted in a suitable and careful manner taking into account relevant opinions and scholarly approaches to translating children's literature. This scientific linguistic study provides innovative and effective tools for all professionals in the field.

Shavit (1986) maintains that literature translation for children can follow two principles for two purposes. One is "an adjustment of the text to make it appropriate and useful to the child in accordance with what society regards (at a certain point in time) as educationally 'good for the child'" (Shavit 1986, p. 113). The other is "an adjustment of plot, characterization, and language to society's perceptions of the child's ability to read and comprehend" (ibid.). These two principles denote the importance of high readability, easy comprehensibility and didactic usefulness for child readers. Hence, one of the most crucial problems in the translation, in general, and in children's books translation, in specific, is evaluation or assessment.

Children's classics from *Alice in Wonderland* to the works of Astrid Lindgren, Roald Dahl, J.K. Rowling and Philip Pullman are now generally recognized as literary achievements that from a translator's point of view are no less demanding than 'serious' (adult) literature. This volume attempts to explore the various challenges posed by the translation of children's literature and at the same time highlight some of the strategies that translators can and do follow when facing these challenges. A variety of translation theories and concepts are put to critical use, including Even-Zohar's polysystem theory, Toury's concept of norms, Venuti's views on foreignizing and domesticating translations and on the translator's (in)visibility, and Chesterman's prototypical approach. Topics include the ethics of translating for children, the importance of child(hood) images, the 'revelation' of the translator in prefaces, the role of translated children's books in the establishment of literary canons, the status of translations in the former East Germany; questions of taboo and censorship in the translation of adolescent novels, the collision of norms in different translations of a Swedish children's classic, the handling of 'cultural intertextuality' in the Spanish translations of contemporary British fantasy books, strategies for translating cultural markers such as juvenile expressions, functional shifts caused by different translation strategies dealing with character names, and complex translation strategies used in dealing with the dual audience in Hans Christian Andersen's fairy tales and in Salman Rushdie's *Haroun and the Sea of Stories*.

Cultural Encounters in Translated Children's Literature offers a detailed and innovative model of analysis for examining the complexities of translating children's literature and sheds light on the interpretive choices at work in moving texts from one culture to another. The core of the study addresses the issue of how images of a nation, locale or country are constructed in translated children's literature, with the translation of Australian children's fiction into French serving as a case study. Issues examined include the selection of books for translation, the relationship between children's books and the national and international publishing industry, the packaging of translations and the importance of titles, blurbs and covers, the linguistic and stylistic features specific to translating for children, intertextual references, the function of the translation in the target culture, didactic and pedagogical aims, euphemistic language and explicitation, and literariness in translated texts. The findings of the case study suggest that the most common constructs of Australia in French translations reveal a preponderance of traditional Eurocentric signifiers that identify Australia with the outback, the antipodes, the exotic, the wild, the unknown, the void, the end of the world, the young and innocent nation, and the Far West. Contemporary signifiers that construct Australia as urban, multicultural, Aboriginal, worldly and inharmonious are seriously under-represented. The study also shows that French translations are conventional, conservative and didactic, showing preference for an exotic rather than local specificity, with systematic manipulation of Australian referents betraying a perception of Australia as antipodean rural exoticism. The significance of the study lies in underscoring the manner in which a given culture is constructed in another cultural milieu, especially through translated children's literature.

The *Routledge Handbook of Translation Studies* provides a comprehensive, state-of-the-art account of the complex field of translation studies. Written by leading specialists from around the world, this volume brings together authoritative original articles on pressing issues including: the current status of the field and its interdisciplinary nature the problematic definition of the object of study the various theoretical frameworks the research methodologies available. The handbook also includes discussion of the most recent theoretical, descriptive and applied research, as well as glimpses of future directions within the field and an extensive up-to-date bibliography. The *Routledge Handbook of Translation Studies* is an indispensable resource for postgraduate students of translation studies.

This book examines the development of Chinese children's literature from the late Qing to early Republican era. It highlights the transnational flows of knowledge, texts, and cultures during a time when children's literature in China and the West was developing rapidly. Drawing from a rich archive of periodicals, novels, tracts, primers, and textbooks, the author analyzes how Chinese children's literature published by Protestant missionaries and Chinese educators in the late nineteenth and early twentieth centuries presented varying notions of childhood. In this period of dramatic transition from the dynastic Qing empire to the new Republican China, young readers were offered different models of childhood, some of which challenged dominant Confucian ideas of what it meant to be a child. This volume sheds new light on a little-explored aspect of Chinese literary history. Through its contributions to the fields of children's literature, book history, missionary history, and translation studies, it enhances our understanding of the negotiations between Chinese and Western cultures that shaped the publication and reception of Chinese texts for children.

This book offers a historical analysis of key classical translated works for children, such as writings by Hans Christian Andersen and Grimms' tales. Translations dominate the earliest history of texts written for children in English, and stories translated from other languages have continued to shape its course to the present day. Lathey traces the role of the translator and the impact of translations on the history of English-language children's literature from the ninth century onwards. Discussions of popular texts in each era reveal fluctuations in the reception of translated children's texts, as well as instances of cultural mediation by translators and editors. Abridgement, adaptation, and alteration by translators have often been viewed in a negative light, yet a

science, and anyone concerned with children's literature.

This collection of peer reviewed articles deals with traditions of dichotomizing ways of describing translations. The discussions include theoretical aspects of defining the concepts of domestication and foreignization, concrete research undertaken by applying these concepts and cases where translation is strongly linked with ideological factors. Theoretical questions are posed from different perspectives, varying from affective aspects of translation strategies and translation from and into minor languages to meta-theoretical analysis of the notions of domestication and foreignization. Operationalization of these key concepts is presented by comparing the original text and its different translations into one or several target languages and developing models for assessing a translation on a domestication-foreignization scale. The ideological aspect is discussed in studies that describe translation in two specific political environments - in Russia/Soviet Union and in Hong Kong. Hannu Kemppanen is professor of Russian language and translation at the University of Eastern Finland. Marja Janis is a docent in translation studies at the University of Eastern Finland. Alexandra Belikova is a PhD student in translation studies at the University of Eastern Finland.

A Serious Genre: The Apology of Children's Literature is a collection of essays by scholars and academics from Romania, the United States and Turkey, who investigate the value and impact of what, since the 19th century, has been called, using an umbrella term, children's literature. The volume is the fourth in a series, which focuses on literary genres which are considered marginal or low-brow, but which have a long tradition and display remarkable versatility and popularity. Previous volumes in the collection presented the historical novel (2010), romance (2012), and fantasy (2014). In this book, fourteen essays approach children's literature from different angles, from classical Victorian children's books to the latest film adaptation of The Hobbit, from adult narrators of children's stories to children narrators of adult stories. The book addresses researchers, teachers and students with an interest in literature, literary theory and genre analysis, but it will also appeal to the wider public, given the flexibility and friendly nature of children's literature.

Children's literature is a rapidly expanding field of research which presents students and researchers with a number of practical and intellectual challenges. This research handbook is the first devoted to the specialist skills and complexities of studying children's literature at university level. Bringing together the expertise of leading international scholars, it combines practical advice with in-depth discussion of critical approaches. Wide-ranging in approach, Children's Literature Studies: A Research Handbook: • considers 'children's literature' in its fullest sense, examining visual texts (such as picturebooks), films, computer games and other 'transformed' texts, as well as more traditional modes of writing for children • offers a step-by-step guide to devising, starting and carrying out a research project (such as a dissertation or thesis), and advice on what kinds of research it is possible and profitable to undertake • surveys the different methodologies and theoretical approaches used by children's literature scholars • includes case studies, questions and exercises to reinforce ideas discussed in each chapter • provides lists of further reading and a specialist glossary that will remain a useful reference resource. This handbook will be an essential companion for those studying children's literature, whether as undergraduates, postgraduates, or beyond.

In the last few decades a number of European scholars have paid an increasing amount of attention to children's literature in translation. This book not only provides a synthetic account of what has been achieved in the field, but also makes us fully aware of all the textual, visual and cultural complexities that translating for children entails.... Students of this subject have had problems in finding a book that attempted an up-to-date and comprehensive review of the field. Gillian Lathey's Reader does just this. Dr Piotr Kuhiwczak, Director, Centre for Translation and Comparative Cultural Studies University of Warwick.

The last thirty years have witnessed one of the most fertile periods in the history of children's books. A fascinating reference guide to the world of children's literature, this volume covers every genre from fairy tales to chapbooks; school stories to science fiction; comics to children's hymns

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Children's Literature in Translation Challenges and Strategies Routledge

Translating children's literature is a very specific field and its translators are facing many challenges that are not present in adult books translations. However, existing literature on translation attends to the specifics of this subject only marginally. This work attempts to differentiate translating children's literature as a specific area, similar to technical or scientific translations. The theoretical part deals with children's literature as such, its typical features and development; it also presents general translation theory with specific methods and procedures. Afterwards it explores the area of translating children's literature itself, attempting to define specific challenges and to suggest appropriate strategies. The practical part contains the original English text and my Czech translation of two chapters of Mrs. Piggie-Wiggle by Betty MacDonald. The third part, analysis, presents the strategies used, as well as specific translation procedures demonstrated on practical examples. The book is intended not only for the translators of children's literature, but also for the theorists of translation.

This book offers fresh critical insights to the field of children's literature translation studies by applying the concept of transcreation, established in the creative industries of the globalized world, to bring to the fore the transformative, transgressional and creative aspects of rewriting for children and young audiences. This socially situated and culturally dependent practice involves ongoing complex negotiations between creativity and normativity, balancing text-related problems and genre conventions with readers' expectations, constraints imposed by established, canonical translations and publishers' demands. Focussing on the translator's strategies and decision-making process, the book investigates phenomena where transcreation is especially at play in children's literature, such as dual address, ambiguity, nonsense, humour, play on words and other creative language use; these also involve genre-specific requirements, for example, rhyme and rhythm in poetry. The book draws on a wide range of mostly Anglophone texts for children and their translations into languages of limited diffusion to demonstrate the numerous ways in which information, meaning and emotions are transferred to new linguistic and cultural contexts. While focussing mostly on interlingual transfer, the volume analyses a variety of translation types from established, canonical renditions by celebrity translators to non-professional translations and intralingual rewritings. It also examines iconotextual dynamics of text and image. The book employs a number of innovative methodologies, from cognitive linguistics and ethnolinguistics to semiotics and autoethnographic approaches, going beyond text analysis to include empirical research on children's reactions to translation strategies. Highlighting the complex dynamics at work in the process of transcreating for children, this volume is essential reading for students and researchers in translation studies, children's fiction and adaptation studies.

Children's literature delights in made-up words, nonsensical terms, and creative nicknames, but how do you translate these expressions into another language?
 This book provides a new approach to

translation studies to address the challenges of translating children's literature. It focuses on expressive language (nonsense, names, idioms, allusions, puns, and dialects) and provides guidance for translators about how to translate such linguistic features without making assumptions about the reader's capabilities and without drastically changing the work. The text features effective strategies for both experienced translators and those who are new to the field, including exercises and discussion questions that are particularly beneficial for students training to be translators. This learner-friendly book also offers original contributions to translation theory in light of the translation issues particular to children's literature.

The aim of this book is to bring into focus the web of intricacies in which the translator finds himself/herself, in order to provide a set of pertinent tools for his/her trade. It attempts to design a tentative translation model, as an outcome of children's expectations of texts translated from English into Romanian, as evinced from the results of the questionnaire applied. The subsequent case studies trace the way translation norms and conventions have been systematically applied, both from a diachronic and synchronic perspective, and the way they comply, on the one hand, with the comprehensive theoretical framework adopted, and, on the other hand, with children's expectations. Furthermore, the textual analysis dwells upon creative translation at phonological, semantic, syntactic, and pragmatic level.

Translating children's literature is, indeed, a case apart, and the problems the translator encounters in this line of work call for intuitive knowledge and sensitive apprehension of childhood matched by the challenge of finding creative solutions time and again.

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