



TRANSLATING CHILDREN'S LITERATURE

Zeynep Nazlı KOLKIRAN

WHAT IS CHILDREN'S LITERATURE?

Children's literature includes written works and illustrations designed to entertain or instruct young readers.

It encompasses a wide range of works, including acknowledged classics of world literature, picture books, fairy tales, lullabies, and other primarily orally transmitted materials.

The purpose of children's literature is to reflect both the imaginative and

Translating For Children

Jan Van Coillie, Walter P. Verschueren



Translating For Children:

Translating for Children Ritta Oittinen, 2002-06 *Translating for Children* is not a book on translations of children's literature but a book on translating for children. It concentrates on human action in translation and focuses on the translator, the translation process and translating for children in particular. Translators bring to the translation their cultural heritage, their reading experience and in the case of children's books their image of childhood and their own child image. In so doing they enter into a dialogic relationship that ultimately involves readers, the author, the illustrator, the translator and the publisher. What makes *Translating for Children* unique is the special attention it pays to issues like the illustrations of stories, the performance like reading aloud of the books in translation and the problem of adaptation. It demonstrates how translation and its context takes precedence, can take over efforts to discover and reproduce the original author's intentions. Rather than the authority of the author, the book concentrates on the intentions of the readers of a book in translation, both the translator and the target language readers.

Translating Children's Literature Gillian Lathey, 2015-07-24 *Translating Children's Literature* is an exploration of the many developmental and linguistic issues related to writing and translating for children, an audience that spans a period of enormous intellectual progress and affective change from birth to adolescence. Lathey looks at a broad range of children's literature from prose fiction to poetry and picture books. Each of the seven chapters addresses a different aspect of translation for children, covering Narrative style and the challenges of translating the child's voice, The translation of cultural markers for young readers, Translation of the modern picture book, Dialogue, dialect and street language in modern children's literature, Read aloud qualities, wordplay, onomatopoeia and the translation of children's poetry, Retranslation, retelling and reworking, The role of translation for children within the global publishing and translation industries. This is the first practical guide to address all aspects of translating children's literature, featuring extracts from commentaries and interviews with published translators of children's literature as well as examples and case studies across a range of languages and texts. Each chapter includes a set of questions and exercises for students. *Translating Children's Literature* is essential reading for professional translators, researchers and students on courses in translation studies or children's literature.

[The Translation of Children's Literature](#) Gillian Lathey, 2006-01-01 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.

Children's Literature in Translation Jan Van Coillie, Walter P. Verschueren, 2014-07-16 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 visibility and Chesterman's prototypical approach. Topics include the ethics of translating for children, the importance of childhood 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*. *The Role of Translators in Children's Literature* Gillian Lathey, 2010-09-13. This book offers a historical analysis of key classical translated works for children such as writings by Hans Christian Andersen and Grimm's 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 closer examination of historical translators' prefaces reveals a far more varied picture than that of faceless conduits or wilful censors. From William Caxton's dedication of his translated *History of Jason* to young Prince Edward in 1477 to the intent he may begynne to lerne read Englissh to Edgar Taylor's justification of the first translation into English of Grimm's tales as a means of promoting children's imaginations in an age of reason, translators have recorded in prefaces and other writings their didactic, religious, aesthetic, financial and even political purposes for translating children's texts. [Negotiating Translation and Transcreation of Children's Literature](#) Joanna Dybiec-Gajer, Riitta Oittinen, Małgorzata Kodura, 2020-05-04. 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, transgressive 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

The Role of Translators in Children's Literature Gillian Lathey, 2010 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 closer examination of historical translators prefaces reveals a far more varied picture than that of faceless conduits or wilful censors From William Caxton's dedication of his translated History of Jason to young Prince Edward in 1477 to thentent he may begynne to lerne read Englissh to Edgar Taylor's justification of the first translation into English of Grimms tales as a means of promoting children's imaginations in an age of reason translators have recorded in prefaces and other writings their didactic religious aesthetic financial and even political purposes for translating children's texts

Writing and Translating for Children Elena Di Giovanni, Chiara Elefante, Roberta Pederzoli, 2010 This volume features a variety of essays on writing for children ranging from studies of classic authors to an analysis of the role of pictures in children's books to an examination of comics and theatre for the young

Translating Expressive Language in Children's Literature B. J. Epstein, 2012 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

Translating Children's Literature Katerina Frimmelova,2010-06 Translating children s literature is a very specific field and it s 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

Translating and Transmediating Children's Literature Anna Kérchy,Björn Sundmark,2020-09-30 From Struwwelpeter to Peter Rabbit from Alice to Bilbo this collection of essays shows how the classics of children s literature have been transformed across languages genres and diverse media forms This book argues that translation regularly involves transmediation the telling of a story across media and vice versa and that transmediation is a specific form of translation Beyond the classic examples the book also takes the reader on a worldwide tour and examines among other things the role of Soviet science fiction in North Korea the ethical uses of Lego Star Wars in a Brazilian context and the history of Latin translation in children s literature Bringing together scholars from more than a dozen countries and language backgrounds these cross disciplinary essays focus on regularly overlooked transmediation practices and terminology such as book cover art trans sensory storytelling cart enfreakment foreignizing domestication and intra cultural transformation

Translating Picturebooks Riitta Oittinen,Anne Ketola,Melissa Garavini,2017-10-10 Translating Picturebooks examines the role of illustration in the translation process of picturebooks and how the word image interplay inherent in the medium can have an impact both on translation practice and the reading process itself The book draws on a wide range of picturebooks published and translated in a number of languages to demonstrate the myriad ways in which information and meaning is conveyed in the translation of multimodal material and in turn the impact of these interactions on the readers experiences of these books The volume also analyzes strategies translators employ in translating picturebooks including issues surrounding culturally specific references and visual and verbal gaps and features a chapter with excerpts from translators diaries written during the process Highlighting the complex dynamics at work in the translation process of picturebooks and their implications for research on translation studies and multimodal material this

book is an indispensable resource for students and researchers in translation studies multimodality and children's literature

Mediating Practices in Translating Children's Literature Joanna Dybiec-Gajer, Agnieszka Gicala, 2020-12-08 The goal of the book is to investigate mediating practices used in translation of children's and young adults fiction focusing on transfer of contents considered controversial or unsuitable for young audiences It shows how the macabre and cruelty swear words and bioethical issues have been affected in translation across cultures and times Analysing selected key texts from Grimms tales and Hoffmann's Struwwelpeter to Roald Dahl's fiction it shows that mediating approaches sometimes infringing upon the integrity of source texts are still part of contemporary translation practices The volume includes contributions of renowned TS scholars and practitioners working with a variety of approaches from descriptive translation studies and literary criticism to translation pedagogy and museum studies The angle of looking into the topics is fresh and acute and I wholeheartedly recommend the book for readers from scholars to parents and school teachers for all adults taking a special interest in and cherishing children and their literature Riitta Oittinen Tampere University Finland *Translating Postmodern Children's Literature* Gabriela Stoica, 2012-05 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 **Adult vs. Children's Literature Translation** Dörte Schabsky, 2013-01-16 Essay from the year 2012 in the subject Interpreting Translating grade A 70% City University London School of Arts language English abstract In her dissertation Thomson Wohlgemuth argues that there seems to be agreement that the translation problems in texts for adults and for children are essentially the same they can be described using the same concepts and can be arranged in the same categories 1998 p 36 However there are a lot of specific translation problems in children's literature translation which could of course be grouped in broad categories which also contain similar problems concerning adult texts translation but which have to be handled quite differently due to target group specific considerations The following essay will argue this point choosing from a huge range three exemplary categories comprising specific children's literature translation problems *Babel*, 2001 **Cultural Encounters in Translated Children's Literature** Helen Frank, 2014-04-08 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.

Heartless Children Salvatore Ciancitto, 2010. In the last thirty years, scholarly interest in the translation of Children's Literature has increased. Translation Studies and Children's Literature are the fields of study and research at the centre of the present work. Both are almost new disciplines and share a common history as relegated to an inferior status and considered as a part of other disciplines. Thus, this work intends to investigate the situation of Children's Literature in Translation in Italy, taking as a case study Peter Pan by J.M. Barrie in a diachronic perspective in order to individuate the translation strategies throughout the time and detect any change of attitude in translating for children. The book focuses on the idea that adult ideology has always tried to shape Children's Literature in translation according to its main didactic goals. Thus, texts were subjected to manipulations which resulted in the end in a different text than the original. Through a brief history of translation studies and children's literature, the book will examine studies on translations for children, accounting for the translation of children's books in Italy. Back cover.

Translating Childhoods Marjorie Faulstich Orellana, 2009. Though the dynamics of immigrant family life have gained attention from scholars, little is known about the younger generation. Translating Childhoods, a unique contribution to the study of immigrant youth, brings children to the forefront by exploring the work they perform as language and culture brokers and the impact of this largely unseen contribution.

Children's Literature in Translation Jan van Coillie, Jack McMartin, 2020. For many of us, our earliest and most meaningful experiences with literature occur through the medium of a translated children's book. This volume focuses on the complex interplay that happens between text and context when works of children's literature are translated, what

contexts of production and reception account for how translated children's books come to be made and read as they are. How are translated children's books adapted to suit the context of a new culture? Spanning the disciplines of Children's Literature Studies and Translation Studies, this book brings together established and emerging voices to provide an overview of the analytical, empirical, and geographic richness of current research in this field and to identify and reflect on common insights, analytical perspectives, and trajectories for future interdisciplinary research. This volume will appeal to an interdisciplinary audience of scholars and students in Translation Studies and Children's Literature Studies and related disciplines. It has a broad geographic and cultural scope with contributions dealing with translated children's literature in the United Kingdom, the United States, Ireland, Spain, France, Brazil, Poland, Slovenia, Hungary, China, the former Yugoslavia, Sweden, Germany, and Belgium.

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Translating For Children Introduction

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