# A Study of Responses of Student Translators to Some Basic Problems in Translating Children's Literature

**Maha Abdulwahid Sabr**
**Prof. Dr. Kadhim Al Ali**
**Department of Translation /College of Art / University of Basrah**

## Abstract:

Recently, translation of children's literature has been viewed as a significant area of research to shed light on translator's practices, competence, ideology, choices and child image. Moreover, translation of children's literature has several advantages for children i.e., to educate and entertain them. Research into translation problems of children's literature has focused on examining responses of professional translators to problems in translating children's literature; however, little research has been conducted about student translators' perception, knowledge and competence. Therefore, the aim of the study is to examine student translators' perception of some basic problems in translating children's literature.

**Keywords :**children's literature, translation, translation problems, cultural items, taboo**.**

**Received: 03/02/2023** **Accepted:29/03/2023**

# دراسة استجابات الطلبة المترجمين لبعض المشاكل الأساسية عند ترجمة أدب الأطفال

**الباحثة مها عبد الواحد صبر**

**الأستاذ الدكتور كاظم العلي**

**قسم الترجمة/ كلية الآداب /جامعة البصرة**

**الملخص:-**

شهدت السنوات الاخيرة اهتماماً متزايداً بقضايا ترجمة أدب الاطفال بوصفه مجالاً بحثياً مثيراً للاهتمام لما له من أهمية بالغة و متزايدة في تسليط الضوء على ممارسات المترجمين, كفاءتهم الترجمية, الأيدولوجيات و العناصر التي تتحكم في اختياراتهم وصور الطفل السائدة في المجتمع. ركزت ابحاث مشاكل ترجمة أدب الاطفال على تحري استجابات المترجمين المهنيين لمختلف مشاكل عند ترجمة أدب الاطفال في حين تكاد تكون قليلة هي الابحاث التي حاولت تقصي سلوك المترجمين الطلاب وكفاءتهم الترجمية تجاه ترجمة ومشاكل ادب الاطفال. فالهدف من هذه الدراسة هو فحص استجابات المترجمين الطلاب لمشاكل اساسية في ترجمة ادب الاطفال والتي تشمل مشاكل ترجمة المدلالوت الثقافية والتابوهات لمعرفة ماهي الطريقة المتبعة لترجمة تلك المشاكل سواء كانت التوطين او التغريب . وقد توصلت الدراسة أن التوطين هي الطريقة المتبعة للتعامل مع تلك المشاكل في حين أظهرت النتائج ان الكفاءة الترجمية للطلاب ضعيفة تجاه استراتيجيات ترجمة ادب الاطفال.

**كلمات مفتاحية:** أدب الاطفال, الترجمة, مشاكل الترجمة, المدلولات الثقافية ,التابوهات

**تاريخ الاستلام:** ٢٠٢٣/٠٢/٠٣ **تاريخ القبول:** ٢٠٢٣/٠٣/٢٩

## Introduction:-

Recently, translation of children's literature has been viewed as of great importance to examine translators' practices, competence and their translation knowledge. It is also a tool to uncover translators' ideologies and their child image. Recognizing translation problems and the factors that influence translator's choices is one of the main aims of translation theory (Newmark,1988:9). Therefore, investigating translator's background knowledge and competence through offering them various translation problems to observe how they are dealt with, is of great significance to translation teaching and pedagogy. Additionally, training student translators to identify translation problems and finding suitable solutions to handle them is an influential strategy to prepare them for the professional context.

Research into translation problems of children's literature has focused on examining responses of professional translators to translation problems of children's literature; though little research has been conducted to investigate student translators' perception of translation problems of children's literature. However, Metcalf (2003) examines student responses to cultural problems in translating children's literature in which ideology, child image and functions of children's books are viewed as an important principle to be taken into account in order to provide a child-friendly translation. Whereas, Abdul-Aziz & Hussein ( 2017 ) investigate translation of children's literature by focusing on the grammatical, textual and pragmatic equivalences as a main criteria to produce a successful translation. Thus, previous studies of translation problems of children's literature have not focused on the audience of this translation i.e. child readers, who are characterized with limited knowledge and life experience.

The main aim of this study is to examine student translators' responses to some basic problems they encounter in translating for children. These problems include cultural problems which have been taken from various children's books. Moreover, it will attempt to give account on which translation method is followed i.e. foreignization or domestication. This will be significant to translation teaching and pedagogy. The study comprises review of the related literature in which definitions, features and functions of children's literature are provided. An overview of translation approaches and translation problems of children's literature are offered in order to survey the prevalent trends in translating for children, and followed by an analysis of the data and conclusion.

## ١- Literature Review

### ١. Children's Literature: Definitions and Features

There is no unified definition of children's literature. Scholars, critics and writers define children's literature according to their views and assumptions regarding children, childhood and literature. As a result, there are several definitions of children's literature. According to its audience .i.e. children, it is defined as any literature that is read by children. However, it is argued that this view is less affective and valuable since it will encompass many books within the field (Hunt,2011:42). Furthermore, Gubar ( 2011: 209) points that this definition is more controversial since there are various books such as *"Dickens novels*" and *"pornography"* which cannot be considered as children's literature on the grounds that they are read by them. They are unsuitable for them. On the other hand, Malmkjær and Knowles (1996:2) define children's literature " as any narrative written and published for children".

The children, for whom children's books are written for, are understood differently by historians, psychologists, educationists and others. Goswami (2011:400), for instance, states that children are seen as having limited knowledge and real-life experience. Children have not yet developed a complete knowledge of the world. Through growing and exposing, their cognitive abilities develop. This means that various elements will pose difficulties for them. Moreover, certain cognitive processes, that require background knowledge, will be limited in children (ibid). Similarly, Lukens ( 2003) argues that children and adults are the same but they are distinguished from adults in terms of life experience (cited in Nodelman, 2008). This indicates that children's literature is established in order to educate and guide children through their process of development. As a result, children's books are written in accordance with the cognitive development of each stage of childhood ( Najeeb, 1991:38-47). This leads to common features that characterize every stage.

According to its features and characteristics, several definitions are provided that acknowledge the simplicity and clarity of children's books. Hollindale (1997:47) indicates that children's literature is any book that is characterized with childish element. According to him, "childness is the distinguishing property of a text in children's literature that differentiates it from other literature as a genre, and it is also the property that the child brings to the reading of a text" ( cited in Nodelman, 2008:178). Additionally, children's books are viewed to be characterized with common recurrent features. Bobulova et al.(2003:10) claims that language of children's

books is simple and not complicated ( cited in Leonardi,2020:13). This indicates that they are adopted according to children's abilities and interests. Similarly, the themes and plot are dynamic and the characters are a kind of binary opposition ( ibid.).

Consequently, O'Sullivan (2019:16) states that children's literature is a wide term that refers to adult books that are then adapted for children, books that are created specifically for children and books that are considered suitable for them. For the purpose of this study, this definition is adopted in which excerpts, that have translation problems, have been taken from these texts.

**٢. Children's literature in the Arab World**

Although more controversies emerge on whether Arabic children's literature arises due to translations or not, children's literature can be summarized to have passed through four stages: (1) the phase of translation and borrowing from foreign literature in the nineteenth century (2) the phase in which voices have been raised to establish literature for children, (3) the phase of tentative writing and (4) the phase of diversity in writing for children ( Zalit, 1998:68). It is important to refer that the first publication of children's books were translations of international children's books, and followed by writing poems, songs, and fiction by writers such as Kamel Al-Kilani in Egypt (Abu-Nasr, 1996:781). However, the first children's literature, that is written specifically for children in the Arab world, began in the nineteenth century ( ibid.).

Concerning the prevalent theme of children's books, Najjeb (1998) finds that the religious themes were the most topics that are circulated in children's books. According to him, the content plays very important role in the process of educating and socializing the child in many ways (cited in Mdallel, 2003:300). This means that educating moral values, Islamic beliefs etc. are the main purposes of Arabic children's literature. Additionally, educating children "the political and military challenges that face the Arab Nation is the main function of these books" (Elkholy, 2018: 53). Similarly, in examining 47 of awards - winning children's books in Arab countries, findings show that educating, teaching and socializing are the main functions of Arabic children's literature (Thomure, Kreidi & Baroudi, 2020). Consequently, despite the various publishing houses that are established recently which lead to an increase in publishing for children, educating is still the main purpose of Arabic children's literature.

## ٢- Translation and Translation Problems of Children's Literature

### a- Translation of Children's Literature

There are two opposing views that guide the translation of children's literature. The first approach is prescriptive that takes the text into account, whereas the second one is dialogical and pays special attention to the child reader (Nikolajeva, 2011:407). To some degree, this represents the tension between source-oriented and target-oriented approach, adequacy and acceptability, foreignization and domestication that are circulated in translation studies for decades. However, foreignization and domestication, which were first introduced by Lawrence Venuti, are frequently used by scholars in the field of translation of children's literature. Domestication is a method that takes the target text into account. It also refers to any act of adaptation such as cultural aspects of the text, whereas foreignization refers to the approach that preserves the cultural specificity of the text i.e. proper names, geographical names, food and others (Paloposki, 2011:50).

Foreignization is seen as a suitable method to translate children's books as the function of children's literature is to foster international understanding among nations. Klingberg (1986) is one of the scholars that emphasizes the importance of translation of children's literature in enhancing understanding of other cultures (cited in Coillie & McMartin, 2020:7). For him, children's books are already adopted by its authors, hence adaptation or domestication is not needed (cited in Oittinen,2000:88-89). Similarly, Shavit (1981:172) argues that adaptation is followed due to various principles. For her, translation of children's literature is directed by two principles. First the children's cognitive development and second the target language norms. These two principles influence not only the translator's choices but also the selection of books for translating. Consequently, various books are banned because of their unsuitability for children and the target culture.

Furthermore, the various norms i.e. ethical, didactic, moral and ideological all play a very important role in translating for children (Albinska, 2010: 234). Translation of children' literature is governed by all these norms and influences the method of translation i.e. foreignization or domestication. Puurtinen (1994:84) claims that target literary norms offer translators of children's literature more liberties than other translations. According to her, the translator produces a suitable translation which consequently seems as an original text rather than a translation. Otherwise, educational norms are the most important norms in translating children's literature. The educational norms take a central position in the process of translation of children's literature by urging translators to observe certain issues such as bad behavior,

taboo, and others that are inappropriate for children (O'Sullivan, 2005:71). Therefore, translators apply various strategies to deal with them such as omission, replacement, compensation and others (ibid.). However, what is regarded as inappropriate in one culture , could be neutral in other cultures. As a result, the educational norms of translation of children's literature differ from culture to culture.

On the contrary, Oittinen (2000: 99) points out that translation of children's literature " involves adaptation and domestication". It is applied in order to prevent children from tasting foreign elements that could alienate them and take them away from reading. These elements could also hinder their reading and keep them hating it (ibid.). Moreover, translating for children is not produced for a real child, rather for a specific concept of a child (Oittinen,1993:68 cited in Albinska, 2016: 288). This indicates that each translator has his/her own concepts and ideas about childhood that guide him/her in the process of translating.

Consequently, various factors are seen as influencing the translation of children's literature such as child's cognitive abilities, target norms, functions of children's literature, and translator's child image etc. The more a translator takes them into account, the more he is able to tackle the translation problems that will face him. Several studies are conducted to examine the role of these factors on professional translators' decisions and choices. However, the situation has changed in recent years. Universities and academic centers direct their programs towards preparing students of translation to the professional contexts. As a result, several projects, research and studies expose their students to various children's texts in order to train them to produce a child-friendly translation.

**b- Translation Problems of Children's Literature**

Like any other specific translation, translation of children literature is not a simple task (Kruger,2012: 14, Lathey, 2016:1). Although most of children's literature is characterized with simple syntactic structures and clear linguistic expressions, various problems encounter translators. These problems arise from different aspects. The main factors that influence the translation of children's literature, translators' decisions, and consequently make the translation more problematic are firstly the characteristics of children, the audience of children's literature,

which can occasionally include children and adults, and the numerous norms, including didactic, religious, moral, and others (Puurtinen, 1994:83).

However, despite these conflicting principles and norms, scholars of translation of children's literature are occupied with arguing whether translation problems of children's literature are the same as those of literature for adults or not. Klingberg ( 1986:10), for instance, claims that "it is not always easy to define a clear boundary between the problems of translating a book for children and a book for adults". It seems that translations problems of children's and adult literature are the same but the way in which a translator deals with them, is different. For instance, the cultural items that a specific literary text has constitute a problem for a translator of adult and children's literature. However, on the grounds that a child has a limited knowledge and life experience, the difficulty increases for translators of children's literature on how to deal with them and find an equivalent that does not cause a problem for the child reader.

Thus, scholars of translation of children's literature provide lists of problems that may encounter children's literature translators. Reiss (1982 ) discusses the translation problems of children's literature according to her model of text typology (cited in Lathey, 2006). Texts, for her, are classified into informative, expressive, operative and multimodal. In informative texts, the function is to express information and the focus is on the content. The stylistic features and devices play an important role in expressive texts and the translator should take them into consideration. The operative text endeavors to provoke its reader's attention, whereas the visual and audio elements are the primary features of multimodal texts. As such, children's text is , sometimes, a combination of different modes. As it is known, children's books are a mixture of verbal and visual elements. The verbal is characterized with various stylistic devices such as humor, simile etc. The audio includes images or illustrations. As a result, a translator's competence has a significant role in addressing these problems. Reiss's approach is more valuable. However, more discussions or detailed accounts are not provided on how to deal with them neither practical examples are offered.

Klingberg (1986) , on the other hand, focuses on cultural problems and taboo aspects of translation of children's literature and provides various strategies to deal with them. As mentioned earlier, Klingberg's approach is prescriptive and source oriented. His approach relies

on the assumption that children's literature is to enhance understanding among nations. Therefore, the foreignness of the text should be preserved. Otherwise, his approach does not take into account the different norms that govern translation of children's literature from language to language and culture to culture that force translators to follow a certain strategy. As a result, proposing a model or strategies to solve translation problems of children's literature is a relative issue.

**١- Cultural Problems**

Cultural items are one of the main problems that encounter a translator since they do not have counterparts in the receiving language. Moreover, they may have a value that is not similar to the target language (Aixela, 1996: 58). Consequently, " the difficulty in decoding these cultural signs can be more problematic for the translator than the semantic or syntactic difficulties of a text (Gonzalez-Cascallana,2006:97). The difficulty increases when the audience of translation is children who have a limited knowledge and life experience (.ibid). These items are supposed to distract children from reading. Several classifications of cultural items are provided by many scholars. For the purpose of the study, Klingberg's (1986) model of cultural items that includes Literary reference, foreign language in the source text, references to mythology and popular belief, historical, religious and political background, buildings and home furnishings, food, customs and practices, play and games, flora and fauna, personal names, titles, names of domestic animals, names of objects, geographical names, weights and measures are followed.

**٢- Taboo Aspects**

As the audience of children's literature is characterized with limited knowledge and life experience, this urges translators to pay special attention to issues that are regarded as inappropriate or sensitive for children. Since every language is embedded in a certain culture and has its own social values, what is regarded as neutral, it can be a prohibition in other cultures or religions. Hutton ( 1942:2) defines taboo as a prohibited object, act or behavior ( cited in Abdul-Majeed, 2016). Thus, taboo may be an abstract or concrete object and its classifications depend on a set of norms a certain culture follows. Therefore, scholars

Of children's literature provide various classifications and strategies to deal with taboo. It includes physical functions, deliberate misspellings, linguistic registers, negative conduct,

violence, death, divorce, mental illness, alcoholism, addictions, suicide, murder, sex, conflicts among others (O'Sullivan, 2005:71, MacLeod ,1994:179 cited in Lopez).

**٣- Translation Strategies of Children's Literature**

Various strategies are offered to deal with cultural items. However, most of these models depend on a specific cultural items and provide a single set of strategies. As a result, it seems to the researcher that Newmark's (1988) model of translation strategies of cultural items is the most comprehensive one that is followed by many translators. Davies's (2003) model also could be followed, however it is not as broad as Newmark's. Consequently, the two models, in addition to the strategies that are followed by Borodo (2020) to tackle taboo aspects , are also integrated in order for the study to be objective in dealing with all problems i.e. cultural problems and taboo aspects.

As the study deals with various translation problems of children's literature, a proposed model has been followed which includes the following strategies:

- Preservation: includes transliteration, literal translation
- Naturalization : includes adapting the SL alphabet and morphology to the alphabet and morphology of the TL.
- Simplification: includes replacement with neutral or generic words.
- Neutralization: includes adding function or description.
- Mitigation: includes replacement, deletion of taboo words.
- Cultural Adaptation: includes providing a cultural equivalent.
- Omission: implies deleting a cultural word.

**٤- Procedure of the Study**

To examine student translators' responses to translation problems of children's literature, a questionnaire of twenty five items (25 problems) are designed to fulfill this purpose. The problems include cultural terms and taboo aspects that have been taken from several children's books such as Cinderella, Harry Potter, Alice in Wonderland and others. The chosen criteria to measure the extent of difficulty of these problems is determined by the recurrent occurrence of these problems in various former research. Two translations are offered to be chosen by students in which foreignized and domesticated methods are followed. The translation follows foreignization and domestication strategies that are developed in the literature. Moreover, to

examine translators' background knowledge regarding translation strategies of children's literature, the questionnaire is provided with (21) clues to be chosen by participants to inspect whether they select a translation according to their translation background knowledge or child image. Every clue represents a certain strategy. To ensure the validity of the questionnaire, it is exposed to a committee of experts to examine its suitability. They offer various notes and comments that are taken into account in preparing the final amendment. Alpha Cronbach Coefficient for Consistency and the Split- Half Method are used to ensure the reliability of the questionnaire. 50 copies are introduced to fourth –year students in the Department of Translation university of Basrah, who have studied literary translation in the final year. Then a statistical analysis is followed in which mean, standard deviation and percentage of each item are presented.

To quantitatively analyze the data, statistical packages for social science (SPSS) are used. The translations and proposed strategies are presented in tables. The statistical analysis of each item is also offered to provide the percentage, mean and standard deviation. Therefore, four possibilities (0,1,2,3) are used: (0) for students who choose foreignization translation and wrong reason, (1) for students that choose foreignization strategy and right reason to justify their choices, (2) for those who choose a domestication and wrong reason, (3) for students who choose domestication strategy and give the right reason to justify their choices.

١- Lord

Context:...She'd had a horrible dream: she had been given the vacuum flask she'd seen her father, Lord Asriel...

(Pullman,1997 :28)

Lord has six equivalents in Al Mawrid dictionary i.e. five as nouns and one as a verb. The cultural term is here a social address term. As it is known, both English and Arabic have their own way of addressing people. In English, when it is used as a title, it refers to a person that has power towards other people as the case of the Lord in the "subtle knife". In Arabic, people use "السيد" to refer to people with a high status. As a result, this title has no close equivalent that has the exact meaning in Arabic and this causes a problem for the translator. Consequently, the proposed strategies are: naturalization, in which **lord** is transferred and adopted morphologically in order to be read naturally by a child. However, as Goswami (2011) points

out, children have limited knowledge, it may be strange for the child reader who may not understand it since the age group is (9-11). Therefore, simplification i.e. by replacing it with a generic term (السيد ) is regarded as the acceptable translation. Moreover, this strategy is verified by experts

Table ( 1 ) The statistical analysis of Item N.1

As the total number of participants is (49), twenty nine respondents, which estimates ( 59%) and

| TS | Translations | Fr. | P. | Sum | Mean |
|---|---|---|---|---|---|
| Simplification | كان لديها حلم رهيب: فلقد أُعطيت الترمس التي رأت اباها **السيد** اسرييل... | 29 | 59% | 75 | 1.5306 |
| Naturalization | كان لديها حلم رهيب : بأنها أُعطيت الترمس التي رأت اباها **اللورد** اسرييل.... | 20 | 40.8 % | | |

as shown below, choose a domestication strategy i.e. simplification in which the title "lord " is replaced with a general one " السيد ". However, only nine respondents (18%) are able to justify the reason behind their choice i.e. show awareness of the type of strategy they deal with [I choose to replace the cultural item with a generic one in order to be understood by children]. The high number of respondents (20), who follow a simplification strategy which estimates ( 40.8 ) select the wrong clue.

Twenty participants (41%) choose a foreignization strategy ,i.e. a naturalization by transliterating and adopting "lord" morphologically to the target language system. However, only eight (16.3% ) participants show awareness of this strategy by choosing [ I choose to transliterate and adopt the cultural item ...]. The rest of respondents ,i.e. twelve respondents (24.5) selected randomly.

Moreover, as the mean of this item is ( 1.5306 ), which is low in respect to other problems, this indicates that this item poses a difficulty for participants and there is a great tendency to choose a domestication as a suitable strategy to deal with this problem as the percentages show. However, students' responses to provide a type of followed strategy are, as shown by percentages, low. This affirms that they do not have the sufficient background knowledge to be able to identify the strategy to tackle this problem.

٢-beer

context: .... The air was full of the rich smells of sausage, tobacco and beer..... (Pullman, 1996 :6)

The term " beer" belongs to food category. However, it is a societal taboo as it has a negative value in the target culture. It is one of the beverages that the holy Quran prohibits. The above example has been taken from " clockwork or all wound up" which is specific for children between (9-11) years old. According to Goswami (2007: 420–465) children have a limited system of beliefs and values. This means that they are unable to distinguish between what is good and bad and what is against their religious and moral values (cited in Nikolajeva, 2014:19). Thus, mitigation is a suitable strategy to deal with this word in which it is replaced with a word that could produce an equivalent effect. Therefore, replacing "beer " with (شراب الأفاكادو ) is considered appropriate and as it is verified by experts. However, translators may translate it literally (البيرة ), as shown below, on the grounds that children have the ability to understand it as a prohibition.

| TS | Translations | Fr. | P. | Sum | Mean |
|---|---|---|---|---|---|
| Mitigation | وكان الهواء مليئا بالروائح المشبعة للنقائق .. والتبغ **وشراب الأفوكادو**. | 38 | 77.6 % | 94 | 1.9184 |
| Preservation | وكان الهواء مليئا بالروائح المشبعة للنقائق .. والتبغ **والبيرة**. | 11 | 22.5 % | | |

Table (2) the statistical analysis of Item 2

Thirty eight out of forty nine respondents, which estimates (47.6%) , choose the acceptable translation i.e. domestication method, in which mitigation by replacement (شراب الأفوكادو ) is considered as a suitable strategy to deal with this taboo word. Only fourteen participants ( 28.6% ) justify correctly [ I choose to replace the prohibited word (taboo)] because it is against the Islamic beliefs]. The rest of the participants i.e. twenty four (49.0%) are unable to identify the strategy that is used to render this item.

Eleven out of forty nine participants ( 22.5% ) choose a foreignization method where the taboo word is transferred and adopted morphologically into ( البيرة ).However, four participants are aware of the strategy that is followed to translate this taboo word [ I choose to transfer the taboo word despite it is against the Islamic beliefs]. Rest of participants ( 7 ) ( 14.3% ) selects reasons randomly. As the mean for this item is (1.9184), which is low, it indicates that there is difficulty in rendering this taboo and there is a great tendency for students to choose domestication as a suitable strategy to deal with this taboo word as the percentages show . However, for both

translations of this taboo, only (14.3% & 49.0%) of students identify the chosen strategies which explains the deficit knowledge of students towards translation strategies of children's literature.

٢- sherbet lemon

Context: ...."it certainly seems so,' said Dumbledore. " we have much to be thankful for. Would you care for a sherbet lemon ?"

(Rowling,1997 :13)

According to Al Mawrid dictionary , "Sherbet" has an equivalent as a noun which denotes a drink . It comes from Arabic Sharba, whereas " lemon" is the yellow citrus fruit. As a compound noun, which comprises noun + noun, it refers to a kind of a hard candy with a fizzy center and a lemon flavor.

This culture – specific item poses many difficulties for the translator because it does not have a counterpart in the target language and culture. Moreover, the word "sherbet" has a different connotation in the target culture as it refers to a drink. Preservation strategy will produce an Arabic colloquial expression (شربت ليمون ) which is not used in writing or translating for children and can be misunderstood by children. Simplification by introducing a generic word, "حلوى الليمون " is a suitable one and at the same time it can be understood by children. Moreover, it is verified by experts as the suitable strategy.

| TS | Translations | Fr. | P. | Sum | Mean |
|---|---|---|---|---|---|
| Preservation | قال دمبلدور: بالتأكيد يبدو كذلك. لدينا الكثير لنكون شاكرين له. هل ترغب **شربت ليمون؟**" | 30 | 61.2% | 57 | 1.1633 |
| Simplification | قال دمبلدور: بالتأكيد يبدو كذلك . هناك الكثير لنكون ممتنين له. هل ترغب **بحلوى الليمون؟**" | 19 | 38.8% | | |

Table ( 5 ) the statistical analysis of item N.3

Only nineteen ( 38.8% ) out of forty nine respondents, choose a domestication method i.e. the acceptable translation in which simplification, through offering a generic word, is adopted as an acceptable and suitable strategy " حلوى الليمون ". However, only seven ( 14.3% ) respondents justified correctly [ I choose to replace the cultural term with a generic word in order to be understood by children. Twelve respondents (24.5%) are unaware of the adopted strategy to render this cultural item.The high number of respondents ( 30 ) which estimates (66.3%) choose a foreignization

strategy i.e. transliteration in which "sherbet lemon" is transliterated into ( شربت ليمون). However, only twelve respondents choose the correct justification [I choose to transfer the cultural item as it is ]. The rest of respondents ( 18), which estimates (36.7%) are unable to identify the strategy that is used to render this item.

As the mean of this item is (1.1633), which is very low in regards to other items, it indicates that it forms a severe problem for students. There is a low tendency to choose a domestication translation. The high percentage of students who are unable to state the chosen strategy refers to the limited knowledge that they have towards the translation strategies of children's literature.

٣- Faun

Context: He was a Faun. And he saw Lucy, he gave such a start of surprise that he dropped all his parcels.

(Lewis, 2000, 10)

This term is the name of mythological creatures . It is not well known in the target culture. Moreover, it is difficult to find an equivalent that has the same function. Translating into ( فون ) would not be understood by the child. Simplification is an acceptable strategy when the term is explained into ( شيئا نصفه انسان ونصفه ماعز ) especially when the reading age is 11. Thus, it is verified by experts as the best strategy to render this mythological term.

| TS | Translations | Fr. | P. | Sum | Mean |
|---|---|---|---|---|---|
| Neutralization | لقد **كان شيئا نصفه انسان و نصفه ماعز** . و عندما رأى لوسي اندهش مرتعبا إلى حد أنه اسقط الطرود كلها | 42 | 85.7% | 108 | 2.2041 |
| Preservation | لقد كان **فونا** . و عندما رأى لوسي اندهش مرتعبا إلى حد أنه اسقط الطرود كلها | 7 | 14.3% | | |

Table ( 4 ) The statistical analysis of Item No.4

Forty two out of forty nine (85.7%) choose a domestication method in which neutralization ,i.e. a description of the word " شيئاً نصفه أنسان ونصف ماعز " is followed to render this mythological term. The high number of respondents (22) are able to identify the followed strategy and choose the right clue [I choose to provide explanation of the cultural item...], whereas the rest of respondents (40.8% ) show deficient knowledge regarding this strategy.

Only seven respondents ( 14.3%) choose a foreignization method to render this cultural item i.e. a preservation strategy by transliterating and adopting this cultural item ( فوناً ). However, the high number of those respondents five (10.2%) are unable to identify the followed strategy to render this item, whereas only two respondent show awareness of the adopted strategy to render this cultural item and select the right clue [I choose to transfer this cultural item...].

The mean of this item is high ( 2.2041). This indicates that there is a huge tendency among students to choose a domestication method regarding this item. Moreover, a high number of the students choose the right clue that represents the followed strategy, this means that they depend on their theoretical background knowledge.

٤- a ruff and tights

Context : A ghost wearing a ruff and tights had suddenly noticed the first years....

(Rowling, 1997:86-87)

According to Al Mawrid Dictionary, a ruff is a kind of collar that looks like a folded disc, whereas tights refer to tight clothes that were worn by British people in ancient times.

Separately, the above terms refer to two kinds of certain clothes. The first one is out of date and the second is still worn. However, they were worn by people in the sixteenth century. As the reader age is rated at seven years, children may be unfamiliar with those items. The followed strategies to render these items are: literal translation in which they are translated as ( ثياب ضيقة وياقة مُكشكشة ). However, this strategy may not provoke the child reader, who has not the sufficient information to make inferences, as Goswami (2010) states, or reasoning process.

Neutralization, by adding information, ( ثياب ضيقة وياقة مُكشكشة كتلك التي يرتديها الناس في أواخر القرن ال١٦ عشر), is a suitable strategy that can urge readers to imagine them and it is verified by experts.

| TS | Translations | Fr. | P. | Sum | Mean |
|---|---|---|---|---|---|
| Preservation | فجأة لاحظ شبح, **مرتدياً ثياب ضيقة وياقة مُكشكشة** السنوات الاولى, | 8 | 16.4% | 100 | 2.0408 |
| Neutralization | فجأة لاحظ شبح, مرتدياً **ثياب ضيقة وياقة مُكشكشة كتلك التي يرتديها الناس في أواخر القرن ال16 عشر**, السنوات الاولى | 41 | 94% | | |

Table (5) The statistical analysis of Item (5)

Forty one out of forty nine respondents (94% ) choose a domestication method i.e. a preservation strategy in which the cloth items are described ( ثياب ضيقة وياقة مُكشكشة كتلك التي يرتديها الناس في أواخر القرن ال١٦ عشر). Only fourteen respondents (28.6%) identify the type of the strategy that is followed to translate these items and select the right reason behind their choice [ I choose to explain the cultural item]. However, the high number of respondents i.e. twenty seven (55.1%) fail to identify the chosen strategy to translate these items.

Only eight out of forty nine respondents choose a foreignization method in which the clothing items are translated literally. (ياقة مُكشكشة وملابس ضيقة ). Four participants are able to identify the followed strategy (8.2%) and choose the reason [ I choose the literal translation strategy to translate the cultural item]. The other four (8.2%) show unawareness of the adopted strategy and hence choose reasons randomly.

The mean of this item is (2.0408), this indicates that there is a great tendency to select a domestication as the suitable strategy to render this item. However, the percentage of the respondents who are unaware of the followed strategies is high. This indicates that students rely on their views regarding childhood and hence choose the suitable strategy.

**Conclusion**

As the findings of the analyses of students' responses to translation problems of children's literature have been discussed, conclusions can be drawn about the student translators' behavior, background knowledge and the preferable translation method regarding translation of children's literature. Participants' responses to translations of the selected problems have shown that participants select a domesticated translation on the ground that there are specific features that children have i.e. their limited knowledge and life experience. Furthermore, as the analysis of the questionnaire items have shown that most of the students' responses to the clues are random and not based on any awareness, this indicates that their background knowledge concerning translation strategies of children's literature is low. As a result, it can be concluded that they are guided by their child image and not their translation knowledge. Two recommendations are presented here. First, paying special attention to translation of children's literature through exposing students to several text types of children's literature and their features and characteristics that pose difficulties for them and follow a model of translation that focuses on

children's specific features. Second, enhancing the theoretical side of translation teaching to make students' dealing with translation problems based on reasoned background knowledge.

**Reference**

زلط, أحمد. (١٩٩٨). *أدب الطفل العربي : دراسة معاصرة في التأصيل والتحليل*. دار هبة النيل للنشر والتوزيع. الطبعة الاولى.

نجيب, أحمد. (١٩٩١). *أدب الأطفال : علم وفن*. دار الفكر العربي

Abdul Aziz, M & Hussein, S. (2017). Some Problems of Translating Children's Fiction from English into Arabic: A critical Perspective. In *Adab AL Rafidayn*, 47(71),(pp59-94).

Abdul-Majeed, R. (2016). Taboo Words Vs. Social Deixis: A sociolinguistic Analysis of La Justice or The Cock that Crew: A Play from the Theatre of Ridiculous. In *J. Of College Of Education For Women,* 27(1), (pp 400-414). Available : https://www.iasj.net/iasj/download/80435968ebb92366

Abu-Nasr, J.(1996). The Arab World. In P, Hunt, *International companion encyclopedia of children's literature*, (pp781-786), Routledge London.

Aixela, J. (1996 ). Culture-specific items in translation. In R. Alvarez &M. Carmen-Africa Vidal(eds), *Translation, power, subversion* , (pp52-79). Multilinual matters.

Albinska, K. (2010). "Nothing but the best is good enough for the young". Dilemmas of the translator of children's literature. In *A Journal of Literary Translation*, 22(23), (pp.227-248).

Borodo, M. (2020 *). English Translations of Korczak's Children's Fiction: A Linguistic Perspective*. Springer.

Coilie,J & McMartin, J. (2020).Introduction: Studying texts and contexts in translated children's literature. In In J. Coillie & J. McMartin, *Children's Literature in Translation Texts and Contexts*,(pp.11-38), Leuven University Press.

Davies, M.(2004). *Multiple Voices in the Translation Classroom: Activities, tasks and projects*. John Benjamins B.V.

Gonzalez-cascallana,B. (2014). Translating Cultural Intertextuality in Children's Literature. In Jan Van ,C. & Walter P.,V(eds) , Children's literature in translation: challenges and strategies, (pp. 97-111). Routledge.

El Kholy,N. Egyptian children's literature ideology and politics. In *John*, S, *Celia,A.B , Alice, C, Li*, L & *Yasmine*, S.M, (pp 49-57), the Routledge companion to international children's literature Routledge.

Goswami, U. (2011). Inductive and Deductive Reasoning. In U.Goswami, *The Wiley-Blackwell handbook of childhood cognitive development*, (pp.399-420), Wiley-Blackwell, 2nd edition.

Gubar, M. (2011). On not defining children's literature. In *Publications of the Modern Language Association of America*, 126(1),(pp.209-216). DOI: 10.2307/41414094

Hunt,P. (2011). Children's Literature. In P.Nel & L.Paul (Eds.), *Keywords for children's literature*, (pp.42-48). New York U.niversity Press.

Klingberg, Göte. (1986) *Children's fiction in the hands of the translators*.Stockholm: Cwk Gleerup

Knowles, M & Malmkjaer, K. (1996). *Language and control in children's literature*. Routledge publishing.

Kruger,H. (2012). *Postcolonial Polysystems: The production and reception of translated children's literature in South Africa*. John Benjamins.

Lathey,G. ( 2006). *The Translation of Children's Literature: A Reader*. Multilingual matters Ltd.

Lathey, G. (2016). *Translating Children's Literature*. Routledge.

Leonardi, V. (2020). *Ideological manipulation of children's literature through translation and rewriting: travelling across times and places*. Palgrave.

Lopez, M. ( 2000 ). Translation studies in contemporary children's literature: a comparison of intercultural ideological factors. *Children's Literature Association Quarterly*, (25)1, (pp. 29-37).

Mdallel, S. (2003). Translating Children's Literature in the Arab World: The State of the Art. In *Meta*, 48(1-2), 298–306. https://doi.org/10.7202/006976ar .

Metcalf, E. (2003). Exploring Cultural Difference Through Translating Children's Literature. In *Meta*, *48*(1-2), (pp.322–327). https://doi.org/10.7202/006978ar.

Newmark, P. (1988). *A textbook of translation.* Prentice Hall .

Nikolajeva, M.(2011). Translation and Crosscultural Reception. In S.A.Wolf, K.Coats, P.Enciso & C.A. Jenkins, *Handbook of Research on Children's and Young Adult Literature*, (pp.404-417 ). Routledge, New York.

Nodelman, P. (2008). *The hidden adult: defining children's literature.* The Johns Hopkins University.

O'Sullivan,E.( 2005). *Comparative Children's Literature*. Routledge, New York

O'Sullivan, E.(2019). Translating children's literature: what, for whom, how, and why. A basic map of actors, factors and contexts. *Belas Infiéis*, Brasília, 8( 3), (pp13-35).

Oittinen,R. (2000). *Translating for children*. Garland Publishing, New York.

Paloposki, O. (2011). Domestication and foreignization. In Y.Gambier & L.V.Doorslaer (eds.) *handbook of translation studies*, (pp40-43). John Benjamins Publishing .

Puurtinen, T. (1994). Dynamic style as a parameter of acceptability in translated children's literature. In Franz, P., Mary, S.,H.,& Klaus (eds), *Translation studies : an interdisciplinary,* (pp *83*-91), John Benjamins.

Shavit,Z. (1981). Translation of Children's Literature as a Function of Its Position in the Literary Polysystem. In *Poetics Today*, 2(4), (pp.171-179).

Shavit, Z. (1986). *Poetics of children's literature*. The University of Georgia Press

Thomure, H, Kreidie, S & Baroudi, S.(2020). Arabic children's literature: Glitzy production, disciplinary content. In *Issues in educational research*,(30)1.(p323-344).