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EXAMINING THE CONTRIBUTION OF THE TRANSLATIONS OF CHILDREN'S AND YOUNG ADULT LITERATURE TO CULTURAL AND UNIVERSAL VALUES EDUCATION IN TERMS OF TRANSLATOR DECISIONS

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Abstract

Children's and Young Adult Literature, a special and important genre in literature, plays a significant role in a society, in shaping the culture of that society and how members of it understand and perceive the world. That is why; particular attention should be paid to the translations of Children's and Young Adult Literature. Translators who are expected to be conscious of that are to make decisions in the translation process that will not damage the perception world of the target audience and that will also adjust the works to the target culture by maintaining cultural values. And at the same time children and teenagers will enjoy reading these works having been translated by taking their psychology into account. Although literary works are not written for an educational purpose, it can be easily stated that educational purpose of literature comes to the forefront in Children's and Young Adult Literature. In this study, educational aspect of literary texts, their contribution to teach culture to children and young people will be discussed in accordance with the decisions of translators. The aim of the study is to examine the decisions taken in translations of children's and young adult literature from the point of target-oriented studies by observing transfer of cultural values in the sample books translated into Turkish.

Keywords: *Children's and Young Adult Literature, translation, culture, cultural values.*

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INTRODUCTION

The most sensitive and valuable assets of a community are children and teenagers. It is a public duty to care the education of children and young people, who constitute the backbone of society and to support them so that they can maintain their cultural values and gain awareness of cultural values. Parents, teachers, libraries, writers, translators and publishers and etc. play an active role in such a social mission. In this study, translator decisions playing an important role in the children and young people's education and formation of a cultural consciousness will be examined by selecting some translation books written for children and young people in order to enable them to understand and internalize cultural values. Translation works will be selected according to the age group of the target audience. And the aim is to demonstrate that it is possible for translators to contribute to education of cultural values through translation works, on condition that the translator has a good language and cultural competence both in the source and target languages.

METHOD

0-6 age group has been considered as pre-school childhood; 7-12 years as childhood, while the 13-25 age groups has been considered as the youth period by taking the target audience into account. And selected works have been chosen in accordance with the age groups. Translation works in children's and young adult literature have been selected by document analysis method. And descriptive analysis has also been employed as the most appropriate method.

Translations of Children's and Young Adult Literature

The target audience of children's and young adult literature is in general children and young people as understood by the title and is composed of works written in line with the needs, thoughts and feelings of them. Translations of children's and young adult literature arise by rendering of the works created with the same feelings and thoughts. Ideally, translators should draw on personal childhood experience and an empathy with children just as children's authors do, but sometimes translators with no experience of translating or writing for children receive commissions to translate children's books, with varied results (Lathey, 2010,7). This area is a very special field in terms of the target audience and it requires translators to be experts in this field and also translation of the works to be unique in a sense. The biggest mistake experienced by writers and translators of children's and young adult literature is the fact that they see children's literature as a "simple task", and as easily written. However, children's literature, both aurally and visually differs from the literature for adults (Lathey, 2010,7).

The target audience of children's literature is 0-6 years' preschool period; 7-12 years' childhood and the 13-25 ages contains young adult literature. Although it's not possible to determine the exact age range, it is necessary to determine the age limit in order to get to know the target audience. The target audience, their needs and psychology are important in terms of creating children's and young adult literature and translations of children's and young adult literature and determining principles. It is possible to mention the principle of appropriateness as the first and most important principle of 'a sense of appropriateness' for children and young people. The principle of appropriateness can be defined as the creation of works that appeal to them considering children's and young people's world of feelings, thoughts or can be defined as the creation of translated works to be translated in accordance with the world of children and teenagers. Culture is an important element for the principle of appropriateness and translations of children's and young adult literature should be rendered based on the principles of target audience culture. Language, cultural and educational differences should also be included during the translation process as well as taking into account the child's and teenager's pedagogy, so that the target audiences do not feel the gaps between different systems.

Contribution of Translated Children and Young Adult Literature to Cultural Values Education

Vermeer defined culture as social norms prevailing in the culture of a community and their expression, while Göhring describes it as everything people of a community need to know, feel and master in order to understand the expectations or behaviours in different situations (Vermeer, 1984: 26). Culture specific to a society determines the values in the society and shapes individuals accordingly and takes on a different dimension with the translation activity. Because translation is a difficult act of nature and the introduction of cultural values requires the emergence of the formation of cultural consciousness, translation becomes a more difficult act when it is taken into account that the translator should be bicultural. Vermeer emphasized that translators should know both source and target cultures well namely they should be bicultural (Vermeer, 1984: 26). And Nida has pointed out that intercultural differences could create more problems than linguistic differences for translators when discussing context-based problems in the translation (cited Fernández Guerra, 2012: 1). The fact that translation is not only a linguistic action, but also a cultural action has revealed that the translator can not successfully perform the translation task just only acquiring the language competence.

Literary works are the ones in which the culture is felt most, and there are many cultural elements and translating literary texts is not an easy task, since it certainly poses many problems for the translator. One of the problems a translator can face arises from the fact that some words or Phrases denoting objects, facts, phenomena, etc ... are so deeply rooted in them the source culture (SC) and some specific (and perhaps exclusive or unique) to the culture that produced them that they have no equivalent in the target culture (TC), be it because they are unknown, it is because they are not yet codified in the target language (TL) (Fernández Guerra, 2012: 1).

Translators should be bilingual and bicultural and have cultural competence in order to overcome all these challenges. According to Martin & Vaughn, Cultural Competence is the ability to understand, interact and communicate effectively and with sensitivity, with people from different cultural backgrounds. Cultural competence is a personal capability that is not necessarily innate but develops over time. A precondition is a deep awareness of one's own identity since it involves examining one's own biases and prejudices. A culturally competent person is able to empathize with how people from other cultures might perceive, think, interact, behave, and make judgements about their world. Consequently, it has four elements: awareness, attitude, knowledge and skills (quoted in Perso, 2012:17). These four sub-components that need to be acquired by translators are very important for the creation of a good quality literary translation. Considering all these informations in terms of translation of children's and young adult literature, there are some skills and capabilities that will enable children and young people to read remarkable works and will also contribute to the recognition of local and universal cultural values education among children and young people. Those skills include being aware of the fact that the target audience consists of children and young people that have not yet reached a certain level of cultural competency. And among those skills are also included such components as to take that kind of an approach in this respect during the translation process, to make appropriate adjustments to their cultural understanding, to translate in the direction that will contribute to the culture education, to be able to empathize, to be aware and well-informed and to able to use the capabilities. In fact, cultural education is a continuous process every human being experiences at every stage of life. Human beings are faced with a cultural education from the moment of birth according to the specifications in the society. Continuous different stimuli and the process of cultural education are effective in the formation of the individual's identity, character, and personality and in determining the behavior and thought process (Kuran, 2011: 192).

Children and young people are at such an age that their minds are constantly open to learn something new and translators can contribute to this learning process by using their native language well, the most important element of the cultural values, without following an authoritarian, didactic approach.

Translator Decisions in The Translations of Children's and Young Adult Literature in Terms of Cultural Values

Vermeer is an advocator of the target culture oriented theories. And he states that translation is primarily a cultural act that requires a cultural translation and the source text within its cultural theory can be replaced with a target text adapted to its different cultural environment in accordance with the skopos of the culture. The decision how to make this replacement depends on translators (quoted in Rifat, 2003: 170). Translators determine appropriate strategies for the works to be translated in the decision-making process.

Translation strategies specific to children's literature naturally form a significant aspect. Although it would be impossible to compare all target and source texts mentioned, or even a fraction of them in their entirety, some small-scale comparisons of phrases and brief extracts will serve to illustrate particular points on translation practices for a young audience. These include the censorship or manipulation of texts in line with contemporary norms and expectations concerning childhood, and developmental issues that take on increasing significance as children's literature becomes more differentiated according to age group. Translators have also sought to compensate for the child's and young's inevitable lack of life experience, or to strike a balance between filling gaps in children's knowledge and the need to stimulate curiosity and enhance a tolerance of the unfamiliar. Göte Klingberg, a pioneer in the academic study of translation for children, has debated the role of cultural context adaptation and favours the retention of culture-specific items-food, currency, and so on-from the source text. Contextual adaptation has been a common practice throughout the history of translation for children (Lathey, 2010:7). Proper names, names of places, rivers, seas etc. can be left in the translated literature without being translated especially for children and young people by using the foreignization strategy to preserve the foreignness of local cultural values. And linguistic elements such as idioms, proverbs, simplicity, clarity, religious belief concepts and items related to customs can be translated by applying the domestication strategy. Works to be studied will be dealt with in terms of translator decisions and these decisions will be examined based on domestication strategy. Other strategies such as translation by omission will not be addressed here in terms of the scope of the subject, although they are also essential strategies.

Analysis of Local and Universal Cultural Values in The Translations of Children and Young Adult Literature

Books that can address to all age groups of 0-6; 7-12; 13-25 years have been identified, and they were especially examined in the context of linguistic values. The works were not compared with the original ones; instead they were examined with a target- oriented approach in terms of decision translators. Children and young people generally do not care the translators or writers of the works they read. The selected works will be tried to be read from the perspective of young readers and comprehensibility of works, language and style used and moral, didactic values will also be analyzed. Considering the fact that readers of 0-6 age group are more interested in works related to animals, a story book in which visual elements are at the forefront and the text font is great was selected. And a fantastic book has been selected for the 7-12 age groups. An appropriate work has also been chosen for the 13-25 age groups, whose view of life changes experience different emotions and begin to understand life better. Thus, three works were analyzed in terms determining what kind of factors have an impact on subject choices and linguistic preferences.

Table 1. Examination of the Translated Works and Their Features²

Book Title	Author	Publisher	Translator	Year	Language	Genre	Pages	Visual elements	Punto
Darryl and Mountain	Lynn Emily Özgür	Kuşak	Yalçın Yaman	2014	English	Short Story	32	Yes	16
The Little Prince	A. De Saint Exupery	Kuşak	Mustafa Özün	2015	French	Fantastic	142	Yes	14
Father and Sons	Ivan Sergeyevic Turgenyev	İletişim	Leyla Soykut	2015	Russian	Novel	325	Yes	12

Table 2. Investigation of the translation of local and universal cultural values in the story book Darryl and Mountain³

Story book	Translation of Linguistic Elements
Darryl and Mountain	Character Names: Darryl (Deer), Freddy (Fox), Kral Andrew (Lion)
	Places: Dünya, Pretty Leaves Ormanı, Giant Dağları,
	İdioms: Gözlerinin içi gülmek; başının çaresine bakmak ; tatlı bir uykunun kollarına atılmak; küçük dilini yutmak; gözlerine fer, dizlerine derman gelmesi; derin bir nefes almak; kurulu ok gibi gerilip, iğne gibi dişlerini göstermek;; gücü kuvveti yerine gelmesi; cinleri tepesine çıkmak; ümitleri yeşermek; akıl sır erdirememek; gölge etme başka ihsan istemem; etin ne, budun ne.
	Reduplications: Ayrılrır ayrılmaz, şişine şişine, tıka basa, yemyeşil
	Metaphors: yol almak, hafife almak, kendisini dev aynasında, yılanı çınar gölgesinde görmek, gözlerinde mutluluk ışığı belirmesi, tabanları yağlamak, postu deldirmekten kurtulmak, dev gibi duvar

There are not any statements about the values like religion, customs and traditions in the story book Darryl and Mountain.

Story book	Translation of Universal Values
Darryl and Mountain	Moral Values: charity, altruism, kindness and goodness
	The Message conveyed: to be humble; damages of being arrogant and challenge
	Didactical Values: snakes may be poisonous snake and the venom need to be absorbed

² Table contents have been prepared inspired by the article of Osman Mert, Fatma Albayrak and Nilufer Serin entitled analysis of the translated children's books in terms of culture transfer.

³the translation of local cultural values including character names places, idioms, reduplications, metaphors and religious values were left untranslated, so as to show the foreignness of the source text.

Darryl and Freddy is a foreign work and foreignness of the word can be easily understood from the character and place names. It has been analyzed that the translator has applied the domestication strategy successfully in the linguistic context. Readers can understand the fluent language and pleasurable style quite simply. And it can be concluded that translations of idioms, reduplications are quite appropriate for children going through the process of language acquisition and they contribute to the childrens vocabulary. When we make assessments in terms of the transfer of universal moral values, it can be easily observed that moral and didactical values have been given in an implicit way.

Table 3. Investigation of the translation of local and universal cultural values in the story book The Little Prince

Story book	Translation of Linguistic Elements
The Little Prince	Character Names: Küçük Prens, Kral, Kendini Beğenmiş Adam, Ayyaş, İş adamı, Fenerci, Coğrafyacı,
	Places: Dünya, Çin, Arizona, Gezegen, Venüs, Jüpiter, Mars, Sahra Çölü, Yeni Zelanda, Avustralya,
	Idioms: Mideye indirmek; ölüm kalım meselesi; şevkini kırmak; hayallere dalmak; kafada şimşek çakması, adam yerine koymak, hakkından gelememek; iş işten geçmiş; yolu düşmek; hıçkırıklara boğulmak; eşi benzeri bulunmamak; arzı endam etmek; canından bezdirmek; içini dökmek; siniri tepesine çıkmak; yola koyulmak; iç çekmek; göz ucuyla süzmek;
	Reduplications: Çoluk çocuk, üst üste, un ufak, hesap kitap, aylak aylak, topu topu, kupkuru, sipsivri, ışıl ışıl,
	Metaphors: Yıldırım çarpmış gibi, toprağın bağrında istirahat etmek, şu gözyaşları ülkesi ne sırlı bir yer,
Story book	Translation of Universal Values
The Little Prince	Moral values: to be humble, not to be arrogance, to be helpful, kindness, benevolence, friendship, esteem, loyalty, love,
	The message conveyed: Nobody should want more than one can give; The acceptance of a rule depends on the logical decisions; self-judging is more difficult to judge someone else; arrogant people overhear the words of compliments; people remain friendless because friendship is not sold in shops; one can see the truth only with the eye of the heart, the eyes cannot see the real things that need to be seen
	Didactical Values: Boa is very dangerous, and elephants are huge; everyone knows that baobab is harmful; the sun sets in France, while it is midday in the United States; the volcanoes are active and dormant volcanoes could erupt; when the idea first comes to your mind, you get the patent; a geographer is a scholar who knows where to find rivers, seas, mountains, and deserts

The Little Prince is an important work among the translations of children's literature. There are plenty of phrases and reduplications used. Although it is actually a fantastic work, its didactical aspect comes to the forefront. When compared to the first book having been analyzed, there are some religious values in the second story book. For example, the translator has used the name "Allah" instead of using "Tanrı" in the sentence "Allah'a emanet ol, said the Little Prince". "Allaha emanet ol" is a phrase actually used during the farewells in everyday language and Turkish readers are familiar with such a phrase. The original text was written in French and the translator used the domestication strategy in the process of rendering the original text for Turkish target readers. The Little Prince can actually appeal to readers of all ages because of philosophical aspects. It includes not only moral and didactical messages but also draws attention to the importance of being modest, polite and rightminded. It also gives information about professions like artists, scientists and businessman.

Table 4. Analysis of The Translation of Local and Universal Cultural Values in The Novel “Fathers and Sons”

Novel	Translation of Linguistic Elements
Fathers and Sons	Character Names: Nikolay Petroviç, Pyotr, Arkadiy, Bazarov, Fedosya Nikolevna, Dunyaşa Pavel Petroviç, Prenses R., Arina Savişna, Mitya, İrina, Anna Sergejevna, Katya, Feniçka, Victor, Pierra
	Places: Petersburg, Rusya, Avrupa, Maryino, Vatikan, Roma
	Idioms: hayallere dalmak; kurtlar gibi aç olmak; aklını başından almak; içini çekmek; düşüncelere dalmak; dal budak salmak; kırk yılda bir; elifi görsek mertek sanıyoruz; kendi çöplüğünde ötmek; dillere destan olmak; meydan okumak; süttən ağzı yanınca yoğurdu üfleyerek yemek; ağzının tadını bilmek; feleğin çemberinden geçmek; boş gezenin boş kalfası; kuş uçmaz, kervan geçmez;
	Reduplications: donuk donuk, hışır hışır, kıvrım kıvrım, eski püskü, ağır ağır, hafif hafif, kıvrıla kıvrıla, yumuşak yumuşak, seke seke, geri geri, hızlı hızlı, hemen hemen, kesik kesik, doğru dürüst, hafif hafif,
	Metaphors: ılık rüzgârın hafif soluğu altında ürpermek, ağarmış saçlarının yeni gümüş gibi donuk bir parlıtısı olması; incecik bir kalemle çizilmiş gibi; o, gençliğinde ne kurttu; bütün varlığıyla ta uzaklara, bulutların ötesine gitmiş gibiydi; geri kalmış, boş kafalı; herkese hakkını vermek; kızgın kömür üzerinde oturuyormuş gibi bir tavır takınmak;
Novel	Translation of Religious Values
Fathers and Sons	Bazarov is a nihilist . (the word has been explained by a footnote meaning that one does not value and believe in anything) Allah , sizlere ömür, bir de akıl fikir versin Allah aşkına yavaş ol. Tanrı 'ya şükür iyiyim, dedi. Şükürler olsun Tanrı 'ya. Gök gürelediği zaman halk, İlyas Peygamber gökyüzünde arabayla dolaşıyor, der. Tuhaf sakin bir sesle Allah Allah , dedi.
Novel	Translation of Universal Values
Fathers and Sons	Moral Values: to be frank, considerate, fair, helpful and polite,
	Messages conveyed: It is not possible to breathe and take a step without the adoption of any principle and without believing in anything, Indeed, is there anything in the world better than a young mother who has a healthy child in her arms? The most important thing is personality. The personality should be as steady as a rock, because everything is built on it. It is important to treat insightfully and moderately as it is likely to have a generation gap between the new and older generation.
	Didactical Values: I heard that Liebig made surprising discoveries about the fertilization of fields. (Justus von Liebig (from 1803 to 1873), the German chemist who contributed to the field of agriculture and biochemistry, which is explained by footnote) He gave a ring with a sphinx carved to the young woman as a present. (Sphinx is a myth creature, the body of which is a lion, and the head is a man and it would ask questions to pass-byers and would take the ones into pieces who do not know the answers, which is explained by footnote) To read Galignani (in footnote, Galignani's Messenger, The diary published by the Publisher Giovanni Antonio Galignani (1757-1821) in Paris between the years 1814-1904 was explained to be an English newspaper.) Schubert's "The unfinished Symphony" Büchner's Stoff und Kraft (it was explained in a footnote that Ludwig Büchner's (1824-1899) work called as "Force and Matter" was a book that was widely read at that time) Raffaello is a master in the field of pictures

It can be concluded that linguistic elements have been heavily used in the third translation work analysed and the translator used a style that can be understood easily by target readers and using phrases and reduplications can contribute quite effectively to the reader's language development. The use of other elements regarding religions is more intense in this work as compared to two other translated works examined but it can easily be observed that the translator seems to be undecided about whether to use the name Allah or Tanrı. The novel Fathers and Sons includes topics such as political opinions, generational conflicts, many emotions like love and pride. The depth of the content quite differs from the other two works. It also includes moral messages and information that will

contribute to the cultural background of readers and they were described in footnotes in order to be more understandable.

RESULTS

It is an inevitable fact that works in the children and young adult literature contribute to the cultural values and they have a didactical purpose; but this does not mean that these kind of works will be ignored aesthetically. It is important to convey a covert or an overt message in these texts, and to teach children and young people what is good, bad or values. However, it is also of great importance to preserve the aesthetic aspects of the translated works and enable them to take pleasure from their reading activities. Creating children's books with just a pedagogical aim represents an authoritarian approach that may cause the loss of an artistic aesthetic pleasure. The aim is to create a work based on the reality of young children and to enable the readers to be able to feel the desired didactical messages without imposing them.

And the translation of children and young adult literature should preserve the main function. Translators of these works should be aware of the fact that the main purpose of these works is actually to give pleasure, not just to teach. And their target audiences are children and young people. In addition, the most important competence that translators should have is to know the characteristics of the target language very well. Considering the reality of children and young people, the translators can benefit from the domestication strategy. Because the target audience consist of readers who are not much interested in the author or translator of the translated work. And translators contribute significantly to the target audience's culture acquisition, language development and reading culture through translating works.

In accordance with the data collected from the examined works, it can be concluded that translation works of children's and youth literature are mostly related to linguistic elements (such as idioms, reduplications, metaphorical expressions ...). And when the translator's style is understandable and fluent then readers take much more pleasure and learn many features of the language through these works. It is also possible to say that as the target audience of the works change so expands the volume of the book, and the subject and content gets deep. Works can be determined by qualified translated works without dictating general values like moral and didactical ones to readers.

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