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REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
TRANSLATION STUDIES

Subject:

**The Comparison of Children`s English Fantasy Books with their
Persian Translations in Three Age Groups Regarding Venuti`s
Domestication and Foreignization**

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In the Name of God
the Compassionate, the Merciful

I would like to dedicate this master thesis to the high souls of my **Grandfather** and **Grandmother**, the two great teachers of my life.

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Abstract

The general subject of the present research circles around the translation of culture-specific items in children`s literature translation. To be more specific, the present study was seeking to answer two questions. First, what strategies were applied in the translation of CSIs in the selected children`s fantasy books in the three age groups regarding Venuti`s domesticating and foreignizing translation strategies? Second, what was the most frequently used translation strategies in each three age groups? Following these questions, the researcher used Venuti`s (1995) domesticating and foreignizing strategies as the theoretical framework. The researcher also put forward Espindola and Vasconellos`s (2006) and Newmark`s (1988) taxonomies to identify the CSIs and then in order to analyze the obtained data, a model was adapted based on the taxonomies proposed by Newmark (1988), Aixela (1996), Harvey (2003), and Vinay and Darbelnet (cited in Monday, 2001). For the purpose of this research, 14 children`s English fantasy books with their Persian translations for three age groups were selected and then through the mentioned models, the CSIs and their applied translation strategies were detected, discussed and categorized as either domestication or foreignization. Finally, the researcher concluded that domesticating strategy was the most frequently used strategy in translation for the first age group of children from zero to six years old and the third age group of children from twelve years old to puberty, but with little difference

foreignizing strategy was the most frequently used strategy in translation for the second age group of children from seven to eleven years old.

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CHAPTER 1

Background and Purpose

1.1. Introduction

Books accompany a person from childhood to adulthood. Whether at school or at home, books constitute a significant part of children`s lives. A text suitable for children means anything that children can understand, that interests them, and that meets their needs. As Puurtinen (1994) states:

Special characteristics of the child readers, their comprehension and reading abilities, and experience of life and knowledge of the world must be borne in mind so as not to present them with overly difficult, uninteresting books that may alienate them from reading.

(p.83)

Whether books are written or translated plays an important role in influencing and manipulating children`s way of life. 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 (Reiss, 1982; Harranth, 1984; Rutschman,1996; Von Stochar, 1996; Bravo- Villasante, 1978). However, Thomson-Wohlgemuth

(1998) pointed out that there are other features of children`s literature that are debated through all the publications, such as:

- The communicative nature of children`s literature
- The handling of disculturality and secondary conculturality
- The level of adjustment to the target culture
- The demands of the intermediary groups
- The status of the translators of children`s literature

All of these features are related to the fact that although there are some similarities in the translation of children and adult`s literature, translations of children`s literature differ qualitatively, owing to the special characteristics of the audience.

Additionally, contrary to common belief, translating for children might not be easier than translating for adults. Thomson-Wohlgemuth (1998) states that in translating for children because of the limited experience of children, translators encounter problems adapting their texts to the level of children`s knowledge. In his research of translating for children`s literature, Shavit (1986) suggests that the translator of children`s literature may manipulate the text in various ways. Such freedom is allowed as long as the translator is adjusting the text to make it appropriate and comprehensible for children. He also discusses that considering children`s ability to read and comprehend, some translators may even choose to modify the plots, characters and language; others can delete