Translational Strategies of Children's Literature: A Case Study of Four Translated Stories

By

Hashim Mansour Hassan Abu-Milhem

B.A. (English Language and Translation), University of Mosul, 1999

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Department of English Language and Literature, Yarmouk University, Irbid, Jordan.

Supervisor

Prof. Muhammad Raji Zughoul

December, 2007
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Thesis Committee

Prof. Muhammad Raji Zughoul (Supervisor)

Prof. Riyad Hussien (Member)

Dr. Lutfi Abulhaja (Member)

Dr. Lamia Hammad (Member)

December, 2007
Dedication

To whom I am deeply indebted, my father and my mother, for their love and care ...

To all those who supported and encouraged me through my study, my brothers and sisters ...
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Phonetic Symbols

The following phonetic symbols are used in this study.

Consonants

<table>
<thead>
<tr>
<th>Arabic Letters</th>
<th>Phonetic Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>؛</td>
<td>?</td>
<td>Voiced glottal stop</td>
</tr>
<tr>
<td>ب</td>
<td>b</td>
<td>Voiced bilabial stop</td>
</tr>
<tr>
<td>ت</td>
<td>t</td>
<td>Voiceless dento-alveolar stop</td>
</tr>
<tr>
<td>ئ</td>
<td>ئ</td>
<td>Voiceless inter-dental fricative</td>
</tr>
<tr>
<td>د</td>
<td>d3</td>
<td>Voiceless post-alveolar affricate</td>
</tr>
<tr>
<td>ه</td>
<td>H</td>
<td>Voiceless pharyngeal fricative</td>
</tr>
<tr>
<td>خ</td>
<td>x</td>
<td>Voiceless velar fricative</td>
</tr>
<tr>
<td>د</td>
<td>d</td>
<td>Voiced dento-alveolar stop</td>
</tr>
<tr>
<td>ر</td>
<td>R</td>
<td>Voiced interdental fricative</td>
</tr>
<tr>
<td>ز</td>
<td>z</td>
<td>Voiced alveolar fricative</td>
</tr>
<tr>
<td>س</td>
<td>s</td>
<td>Voiceless alveolar fricative</td>
</tr>
<tr>
<td>ص</td>
<td>ص</td>
<td>Voiceless alveo-palatal fricative</td>
</tr>
<tr>
<td>ش</td>
<td>ش</td>
<td>Voiceless alveolar emphatic fricative</td>
</tr>
<tr>
<td>ت</td>
<td>D</td>
<td>Voiced alveolar emphatic stop</td>
</tr>
<tr>
<td>د</td>
<td>T</td>
<td>Voiceless dento-alveolar emphatic stop</td>
</tr>
<tr>
<td>غ</td>
<td>غ</td>
<td>Voiced pharyngeal fricative</td>
</tr>
<tr>
<td>ذ</td>
<td>g</td>
<td>Voiced velar fricative</td>
</tr>
<tr>
<td>ف</td>
<td>ف</td>
<td>Voiceless labio-dental fricative</td>
</tr>
<tr>
<td>ك</td>
<td>k</td>
<td>Voiceless back-velar</td>
</tr>
<tr>
<td>ل</td>
<td>l</td>
<td>Alveolar lateral</td>
</tr>
<tr>
<td>م</td>
<td>m</td>
<td>Voiced bilabial nasal stop</td>
</tr>
<tr>
<td>ن</td>
<td>n</td>
<td>Voiced alveolar nasal stop</td>
</tr>
<tr>
<td>ه</td>
<td>h</td>
<td>Voiceless glottal fricative</td>
</tr>
<tr>
<td>و</td>
<td>w</td>
<td>Voiced labio-velar glide</td>
</tr>
<tr>
<td>ي</td>
<td>y</td>
<td>Voiced palatal glide</td>
</tr>
</tbody>
</table>
**Vowels**

**Short Vowels:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>فتحة</td>
</tr>
<tr>
<td>u</td>
<td>ضمة</td>
</tr>
<tr>
<td>i</td>
<td>كسرة</td>
</tr>
</tbody>
</table>

Front, nearly half-open, unrounded

Back, nearly close, rounded

Front, open, high, unrounded

**Long Vowels:**

Long vowels are indicated by (:) after the short vowel, i.e., a:, u:

i: In writing, they are represented by "ال", "و" and "ي" respectively.

(Source: Al-Sweis, 2006)
List of Abbreviations

TL: Target Language.

TLT: Target Language Text.

SL: Source Language.

SLT: Source Language Text.

NP: Noun Phrase.

VP: Verb Phrase.
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Abstract

Translational Strategies in Children's Literature:

A Case Study of Four Stories

By

Hashim Mansour Hassan Abu-Milhem

Supervisor

Prof. Mohammad Raji Zughoul

Key words: English, Arabic, Translation, Children's Literature, Linguistic Errors, Target Reader.

This study aimed at evaluating the English-into-Arabic translation of a sample of children's literature in terms of accuracy and faithfulness of translation to the original texts to see whether or not the intended message(s) is/are correctly conveyed to the target reader. It attempts to identify and categorize the errors committed in the translation of those stories. To this end, four stories were examined. These stories are: *Alice in Wonderland*, *Robinson Crusoe*, *Robin Hood* and *Treasure Island*.

In analyzing the corpus, the error analysis approach was adopted. Errors were identified, calculated, categorized, and then attributed to their possible reason(s) of occurrence. Finally, alternative and maybe more appropriate translations of the source language erroneous renditions were
suggested. The errors found were classified into lexical and syntactic. The lexical errors were categorized under the following headings: Use of lofty (literary) words (register), wrong choice of lexical items, omission, inconsistency, addition and transliteration. The syntactic errors were categorized under the following headings: tense, pronoun, number, preposition, article and gender.

A close examination of the translated material shows that translated children's literature suffers from a number of linguistic errors which may affect the message intended and the level of this genre.

Finally, the study concludes with a number of recommendations, which would hopefully enhance the process of translating this genre and improve the practice of translators.