



IRAQI
Academic Scientific Journals



العراقية
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <https://jls.tu.edu.iq/index.php/JLS>



Translation Challenges in Children's Literature: A Comparative Study of Story Narratives

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Received:12 /5 /2024, Accepted:3 /6/2024, Online Published: 30/6/2024

ABSTRACT

This paper presents the intricate issues and strategies related to the translation of children's books, and it particularly focuses on the comparative analysis of "The Tale of Peter Rabbit" by Beatrix Potter and "Le Petit Prince" (The Little Prince) by Antoine de Saint-Exupéry. The study finds that the typical problems in translation are, idiomatic expressions, cultural reference, and the voice preservation, along side-sheet-specific challenges which each of the text faces. The translator of Potter's work should have skills of transposing all culturally oriented peculiarities of the UK land to the international audience to keep it accessible. On the contrary, "Le Petit Prince" translation will be the process of capturing the abstract philosophical themes in the simple yet profound language. It is also stressed that the role of the translation as a cultural mediator similarly requires the use of innovative techniques adapted to indigenous culture. Among the next steps for research is the extension of comparative studies to the text of diverse cultures and an inclusion of interdisciplinary approaches, incorporation of

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technological support and finally an empirically study of the impact of texts. This study is also the fuel for the development of the understanding of translating children's literature and to make these stories more accessible and educational throughout the whole world.

Keywords: translation, cultural, children's story, voice preservation, educational

تحديات الترجمة في أدب الأطفال: دراسة مقارنة للسرد القصصي

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المستخلص

اشتملت هذه الورقة البحثية على مناقشة الأساليب المعقدة لترجمة كتب الأطفال، وركزت على تحليل "حكاية الأرنب بيتر" لبياتريكس بوتر و"الأمير الصغير" لأنطوان دو سانت إكزوبيري كأشكالاً للتأليل المقارن بين الروايتين وتسلط الدراسة الضوء على الصعوبات المختلفة التي يواجهها المترجمون في كثير من الأحيان، بما في ذلك ترجمة التعبيرات الاصطلاحية، والمرجعيات الثقافية، والقدرة على الاحتفاظ بالصوت الأصلي ضمن الشخصيات لكل نص في الحكاية له سهمٌ من التحديات الفريدة التي تبنى على أساس فكرة موضوعها ومن هنا فإن مترجم أعمال بوتر ينبغي له التمتع بالمهارة اللازمة لنقل التعقيدات الثقافية للمملكة المتحدة بشكل واضح ومفهوم إلى الجمهور في جميع أنحاء العالم وعلى عكس ما يعتقد الكثير من الناس، فإن ترجمة "الأمير الصغير" تتطلب فهم الموضوعات الفلسفية المجردة وإدراكها عن طريق استخدام لغة تساعد على تبسيط عمق أفكارها لطلما كانت الترجمة عملية مثيرة للاهتمام إذ أنها تنطوي على محاولة الوصول إلى جوهر السرد الثقافي والحفاظ على صوته عند نقله إلى الثقافات الأخرى، وعندما يتعلق الأمر بقصص الأطفال، تصبح هذه المهمة أكثر أهمية لما لها من تأثير تربوي كبير متصل بعالم كامل من المعرفة والخيال لتنمية مدارك القراء الصغار

الكلمات الدالة: الترجمة الأدبية، أدب أطفال، مفاهيم فلسفية، صوت الراوي

1. INTRODUCTION

Translating literature is an essential factor in the world political process of spreading culture and knowledge, especially in the field of the children's literature (Nikolajeva, 2016a). Beyond the simple fact that a translation of children's books promotes the crossing of boundaries geographically but also encourages mutual understanding and mutual appreciation among readers as one constantly learns from others. In the process of literary translation, the children extend their reading abilities towards a set of stories originating from different culture, thereby, having a vital nuance of cultural, social and moral values embedded in each story. This exposure is very significant for the development of empathetic feelings, curiosity and the broadening of the worldview (Hastürkoğlu, 2020).

More importantly, translation is parallel to children's literature to build a bridge that ties the languages and culture of children to those outside of their own. It makes for the linguistic variedness and promotes language learning which is nowadays of great importance in our globalized community. For most of the kids, the translated literature is their first contact with foreign cultures and languages, and the translator's job is very important in this case (Alidmat & Ayassrah, 2022).

While translating children's books there are distinctive against-the-wall situations. Translators are supposed to take into account the cognitive and emotional maturity of the audience they are engaging, ensuring that the message is accurate and appealing to the audience who are of younger age (Jalil Naser Hilu, 2022). They should master the art of reading between the lines, understanding the cultural references, and the humor, and translate the content without making it lose its original charm and meaning. The way the translation conveys the content greatly influences the reader's ability to identify with the novel's characters and major themes as it is the translator's task to bring up young readers (Guo, 2021). This research is aimed at a deep and thorough understanding of the difficulties and methods of the literary translation of children's stories. The objectives of the study are:

- To establish what linguistic and cultural struggles are most regular for translators especially when they translate children's literature for a different linguistic group.
- To study the translation techniques which keep the flavour of the original and spirit of the original text yet remain readable and amusing for the young of different nationalities.
- The efficiency of the translation of children's books in the target culture is the main object of research in this situation, and it has a significant impact on the educational and recreational value of the stories.
- To probe better into the important role of translators as cultural mediators who are the ones who make a language comprehensible and also talk about cultural norms and values as they translate one work to many languages.

The focus of this study will be on the comparison of two widely-read children's books which are "The Tale of Peter Rabbit" by Beatrix Potter and "Le Petit Prince" or "The Little Prince" by Antoine de Saint-Exupéry, the idea and parables of which were put into different languages. This choice gives the chance to have a thorough analysis of the translation practices from English and French into various target languages, and from that, the researcher can deduce the intricacies of literary translation in the context of children's literature. The study is going to use the translational theories and the critical frameworks from children's literature alongside structured interviews. The feedback from the readers of different cultural backgrounds will also be used in this study.

In this way, the research aims to make contributions to the depth of research on the translational nuances in children's literature and makes recommendations for the translators and publishers for their improved standards and tools for cultural adaptation of children's books.

2. LITERATURE REVIEW

The process of translating a literary work has always been a matter of academic research, so, consequently, proponents have been working on maintaining the level of such theory development to the their maximum. In the beginning, the main theories of translation were based on the faithfulness to the source text, and they promoted the "exact translation" approach. Such an argument was attacked by the other thinkers who focused

on the translator's role in the context-bound creativity of doing the translation from one language to the other (Ying, 2020; Zhou & Li, 2019).

There is a kind of literary translation theory that is called "Skopos theory" which was first presented by Hans Vermeer in the 1980s. This theory suggests that translations are made with a specific aim or 'skopos' in mind, and the aim determines the strategies used in translation. Such an adaptation is necessary especially for children's literature, where the translator must not only render the original material but must also make it proper for young ones by matching it to their cognitive and emotional development levels (Trisnawati, 2014). Another important concept by Lawrence Venuti is the ideas of "foreignization" versus "domestication". He argues that translators should either domesticate the text by rendering its foreign elements into more familiar elements acceptable by the target audience (foreignization) or otherwise domesticate the text by adapting it to the local culture (domestication). In children's literature, the harmonization between these strategies is the key because it can affect how children see the foreign cultures and languages.

There are quite a few noticeable distinctions in translation of literature for children, where such distinctions markedly vary from what is observed in literature for adults. The major problem is the necessity to change language for the younger generation to get the full understanding of the material. Childish literature often utilizes a beguiling vocabulary, yet the seeming simplicity becomes deceptive; as translators, we often need to find a compromise that doesn't lose the essence of the original text (Gong, 2020).

Discuss the positive and negative sides of information technology on the environment. Children are unlikely to get references and idioms from other cultures if there is no further explanation. Interpreters are faced with the obstacles of either substituting cultural insider references with something more familiar or maintaining them as-is, providing the background and the depth of the plot and so guaranteeing its educational and learning value. Furthermore, due to the use of illustrations, imaginative pictures capture and keep young readers' attention in children books. The elements are mostly seen as the text is integrated into the image, thus the translators have to decide whether the image descriptions or the text embedded in the pictures need to be translated (demirhan, 2022).

In Area Studies, work on the translation of children's literature stands among other highlighting aspects of the practice of it. Emer O'Sullivan's comprehensive study on this topic looks at how translated children's books are cultural artifacts that can either be used as a tool for multicultural understanding or to reinforce stereotypes (McHugh, 2022). The mentioned passage including analysis in translating from one language to another discloses the translator's approach to deal with the diversity in culture and language.

The main theme of Julie Van Coillie studies is the manner and methods translators apply so as to deal with the laughing and play on the words and children's books. These aspects are the most challenging to translate since they usually utilize language-specific features.

The current studies have gone further than just translation in the children nonfiction. One observation in the research is that a mere translation success can determine whether or not the book would gain popularity and have a beneficial impact in the target

culture(Alghamdi, 2018). In most cases, these studies use the reader response theories to analyze how young readers perceive and understand the translated texts. Additionally, case studies on particular books, for instance, the translations of J. K. Rowling's "Harry Potter" series, give us a real-life scenarios of how translators work on the difficult topics like invented languages, names, and cultural contexts. These case studies provide for instance, an immediate example of usefulness of the translation theoretical scope as well as practical strategies(Sarkawt A. Sami, 2023).

The study on the translation of children's books is no longer limited to a single structure like before; the need to research more also arises due to the rising context of this field. The translators of children's literature do not just translate words; they switch the whole cultural background to the minds of young children. These theories, challenges, and studies demonstrate the complexity of the task of retelling the classic story and ensuring that those from the younger generation appreciate it and enjoy reading through these lessons. This introduction creates the stage for a detailed analysis of the translation strategies used in the top children's stories wherein the translation of the world literature to the domestic (home) literature context is discussed(Llompart Pons, 2021).

3. METHODOLOGY (THEORETICAL FRAMEWORK)

The selection of case studies in this research follows certain criteria, aimed not only to present a thorough reflection of the challenges and successes, but also to reveal the complexity of the process involved in the translation of children's literature(Abdel-Fattah, 2022; Grycan, 2023). These criteria include:

- **Popularity and Influence:** The selected texts must be well known as great source of children's literature besides they should be representative of the field. This makes the results to be valid for a large part of the literature and its audience.
- **Diversity of Origin:** Adding stories from various cultures and languages gives the ability to beat the attempts of translation at unique narratives. This is greatly helpful in the extent of understanding how different cultural backgrounds shape translation.
- **Variety of Target Languages:** The case studies should include translations into a variety of languages. It is part of the diversified background on which linguistic features could be compared to and thereby will highlight certain challenges and solutions coming with different language contexts.

- **Age Range:** Since children's cognitive and emotional maturity show differences, Kewira's designed stories satisfy multiple age groups. This method allows for the analysis of the way translation strategies are different for different target reader groups.
- **Availability of Multiple Translations:** Considering texts that have been translated on many occasions by various translators or into diverse styles allows to gain of the range of available approaches to translation.

The methodological model for comparative analysis of the present study utilizes the different tools that are well crafted to reflect the variances and resemblances of the translation strategies and their effectiveness (Lathey, 2015; Nikolajeva, 2016b). These techniques include:

- **Parallel Text Analysis:** This is conducted on the basis of coincidence analysis of the original text and its translations. Through this method, we can see how the above-mentioned components such as idioms, jokes, cultural references, and narrative style are addressed in diverse languages.
- **Contextual Evaluation:** Simultaneously, it is one of the prerequisites to know historical and cultural context of the source and target languages. This approach tells about the quality which translators demonstrate in their translation as how they tackle cultural elements and cultural references of the story.
- **Thematic Analysis:** In this case, the emphasis is put on how the main themes of the original work are retained, changed, or left out of the translation. It turns out to be a helpful mean for judging the influence translation can have on the narration and just educational information.
- **Reader Response Analysis:** Reaction and feedbacks from our language learners, especially the young, is revealing of the success of the translated texts in the target language. This way of research includes surveys, interviews, or reading sessions with kids.
- **Expert Reviews:** The assistance of translation professionals and researchers in children's literature fields may offer objective assessments about translation quality and loyalty. This input comes in handy to make sure the technical issues are clear and transparent.
- **Comparative Metrics:** Quantitative measurements such as the readability score, the fidelity index, and the cultural adaptation scale are used to give a more objective evaluation of the translations. Metrics, nowadays, help in calculating the adaptation effectiveness whether it is a hurdle for readability or not.

This particular stage will be organized and designed in accordance with a set procedure. First, each translation will be examined separately by using the parallel text and thematic analysis. This first step is where choices will be identified and their implications determined. Thereafter, the translations will be compared with each other through the help of the comparison metrics. The number of instances and context evaluation approach will be used as we evaluate each passage critically. This phase focuses on bringing into the foreground the successful techniques and the usual mistakes in children's literature translation. Furthermore, reader analysis and the professional evaluation of the translations will be from the end users and professional supporters will

assist in ascertaining the usefulness of the published works. This combination approach will consequently not only describe the challenges from translation but it also will provide publishers and translators with scientifically proven suggestions.

3.1 CASE STUDY I: THE STORY OF PETER RABBIT BY BEATRIX POTTER

"The Tale of Peter Rabbit by Beatrix Potter is an exceptionally treasured part of the children's literature world. The first book that received its publication in 1902 depicted a mischievous little rabbit named Peter who even after his mother's warning was very bold and entered the garden of Mr. McGregor. In the garden, Peter is in a situation where he has to face many challenges as he is trying to escape from Mr. McGregor who wants to catch him for trespassing. The narrative which has intrigued and amazed generations illustrates close haps and moral(Ashrafi, 2021). Lessons, aided by Peter's punishment of disobedience. Preparing them reads in juvenile versions of these disasters such as floods, earthquakes, and volcanic eruptions with lifelike sketches and words that hook their attention is a key. As regards 'The Tale of Peter Rabbit', one has to mention that things become even more difficult, because there are numerous problems caused by the book's unusual diction with its idioms and culture-typical features(Jerkin, 2023). Key challenges include:

- **Preserving Idiomatic Expressions:** Text contains idioms and phrases which are native only in English and frequently are not translatable. Translators usually have a hard time in balancing between the original charm of the author and the translation which is clear to the target audience.
- **Cultural References:** Whether it be the place, people or culture, it may be very English, which can be odd and entirely new to children from other cultural backgrounds. Take, for example, an area which specifically refers to vegetable gardens is noticeable to the Western society yet not widespread in the metropolitan or tropical areas.
- **Narrative Style and Flow:** The story's distinct narrative style, which is expressed through direct speeches to the reader and alterations in the narrative pace, is difficult to maintain in translation.
- **Visual Elements:** The relationship between text and beatrix Potters illustrations is irrefutable. For the translators, accuracy in rendering images and being consistent with their implications is vital as in most cases images compliment the story.

However, they have struggled to solve the problem in stories by Beatrix Potter and have used a wide range of techniques to cope with these issues. "These methods are different, depending on the target language and the translator's way of solving the problems of idioms and culture. Adaptation of Cultural References: Some translations transform very precise cultural references to places in the future life settings of the target language(Ashrafi, 2021). For instance, plant like in Mr McGregor's garden can be replaced with those more common in the target territory.

- **Use of Footnotes or Glossaries:** Some translators decide to keep the original names and references but use footnotes or a glossary for explanation. By doing so, this approach provides young readers with an insight into traditions and culture of those times while enriching the effectiveness of the story.
- **Simplification of Language:** To help the younger audiences, particularly those learning in their native language with grammars different from that of the novel's framework, translators would sometimes break down complicated sentences. This technique is a way of keeping the story readable and comprehensible without the need for too much revision of the story itself.
- **Creative Substitution of Idioms:** In case of phrases as well as idioms where direct translation is not possible, the translators generally go for the creative substitutes. They learn the same feeling of the original text in addition to the educational content in the target language. They find the equivalences that they create the same feelings or images of the text in the target language.
- **Consultation with Child Readers:** In some cases, translators engage child readers in the translation process by listening to them read the story to see how they perceive and understand the translated story. Such feedback is an irreplaceable thing during the adjustment work you need to do to enable your translation better fit the cognitive and emotional level of the potential audience.
- **Preservation of Narrative Style:** Lead is taken to project the singular storytelling style of Beatrix Potter which is to involve telling the audience directly what is happening. The translators are the ones who try to retain these conversational elements, which usually require the use of the inventive linguistic solutions to keep the engaging and intimate tone of the story.

The translation of "The Tale of Peter Rabbit" highlights the challenges of making a well-known children's story available to a worldwide audience. Every translation is a nice juggling of faithfulness to the original and adjustment to cultural or linguistic definitions that are acceptable for the target audience. The translators do this through their creative wording, cultural adjustments and direct involvement with the readers. They are consequently important persons in conveying the message of the book, which involves the dissemination and impact of the story to the verifiably large variety of children around the world.

3.2 Case Study II: The Little Prince by Antoine de Saint-Exupéry

"Le Petit Prince", a novel by the French novelist, Antoine de Saint-Exupéry, whose first posthumous print was in 1943, is one of the most translated and loved worldwide. Through the story it is acknowledged the experiences of a fictitious young prince who

jumps from planet to planet only finding lonely adults with limited and self-centred views (Tasić Mitić et al., 2022). Thanks to these experiences, the prince gets acquainted with the different aspects of loneliness, friendship, love, and loss. The tale revolves around the attachment of a prince with a rose on his planet, as well as the friendly acquaintance of a pilot lost in the desert and the prince. On Earth, the prince tells the most beautiful stories. Narrative has a touching philosophical context, which is extra used through the eyes of a young and innocent prince (Sekeh et al., 2019).

Within the Process of Translation of "Le Petit Prince" into Various Cultures there occur many Troubles, which are ironically Perfectly Manifested in the Desperate Attempt to break through the Proverbial Complexity of the Language, which denotes the Deep Philosophical Nature of the Story (Sekeh et al., 2019). The major challenges include:

- **Philosophical and Abstract Concepts:** The contributor of the story postulates many abstract concepts by means of the simple or ordinary dialogues and dealings. The process of trying to translate the profound and refined meanings of these concepts is a huge task, especially when the languages have different philosophical backgrounds.
- **Linguistic Nuances and Puns:** The French language story "Le Petit Prince" is short and very much focused on detailing linguistic evocations and humorous puns which are almost never literally just translated without losing some of their intents. Conquering the transfer and preservation of the wit and humor to a different language without leaving behind the meaning is a creative linguistic challenge.
- **Cultural References and Symbolism:** The book employs the rose and the fox as the symbols which may have different meanings in different cultures. Due such symbols being a representative of the social background of the target audience it is an important challenge for the translators to avoid any changes in the original meaning.
- **Maintaining Narrative Voice:** The fairytale has some appeal in its narration voice, which is a bit childish, but at the times, it has some deep thoughts in it. Afloat balance between the two polarities with out-over simplification or much sophistication is the tricky part of the translation.
- **Visual Elements:** The book by Saint Expert whose drawings are part and parcel of the story is an original version. Translators need to take into account any visual effects when working with text, to make sure that any description or dialog is consistent with this image.

Many different techniques have come to have been put into the translations of "Le Petit Prince" for the purpose of draining the main problem that is culture and language in a

given context while still holding on to the core message of the original text (Tasić Mitić et al., 2022). These include:

- **Adaptation of Cultural References:** Translators may sometimes alter (localize) cultural references to suit the target audience to better (to be) understood by them. For example, where a specific plant or animal is mentioned, the element could be altered to one that is similar to a reader from the target culture but it is more commonly known to the government.
- **Creative Translation of Puns and Plays on Words:** When the direct translation of puns or wordplay is not possible, the translators come up with new puns or other similar rhetorical devices that work in the same way in the target language, thus preserving the playful atmosphere of the original.
- **Explaining Abstract Concepts:** In some cases, primarily the ones aimed at a young age of audience, abstract concepts are presented with footnotes or by means of unveiling the text in order to include the explanation part in the narrative and this way, the readers will understand complex concepts easier.
- **Preservation of Narrative Style:** There is usually a necessity to try to write or talk in the style of the poet and philosopher Saint-Exupéry when expounding on the topic. Sometimes, this means using poetic devices in the target language or restructuring sentences to match the rhythm and flow of the French text.
- **Consultation with Experts:** Translators often liaise directly with linguists, language philosophers and cognitive scientists to get a better idea of how to reword their text with different metaphors and semantic support.
- **Feedback from Target Audience:** Before release of the translations, versions are tried by cultural readers from target culture to assess the versions for their comprehensibility and resonance with the target culture. This feedback is of great importance for the fine-tuning of the final version of the translation.

"Le Petit Prince" becomes the representation of the most complex kind of literary translation in comparison with others, especially when it works as a vehicle for such philosophically enriched messages and subtle literary expressions. Each translation is not just a linguistics task but also a cultural reading, demanding from a translator to be sensitive, creative and to be well acquainted with both the source and target languages. Translation strives to preserve the magic of the tale on one hand, while on the other hand provides the means for modifications required across cultures. Such translations let the story of love, responsibility, and importance of personal development travel to the whole world.

4. COMPARATIVE ANALYSIS: TRANSLATION CHALLENGES IN "THE TALE OF PETER RABBIT" AND "LE PETIT PRINCE" "

The children's literature translation in different languages and cultures has its own peculiarities to overcome. Cultural and linguistic barriers tend to pose the same and conflicting challenges to us as humans but in two different ways. They uncover this in the comparison of "The Tale of Peter Rabbit" by Beatrix Potter and "Le Petit Prince" by Antoine de Saint-Exupéry. This comparative analysis is aimed to examine how translators approach these two classic works. The post hopefully, will showcase the specific changes and strategies adopted to evoke the spirit of tales and ideas in the contexts of different cultures.

"The Tale of Peter Rabbit" is vividly reflected in its essentially simple narrative structure and in some places even direct speech form that often involves culturally specified idioms that pose a challenge to translators to find language equivalents as expressive in the target language as in the source one. Unlike "Le Petit Prince" where these ideas are illustrated through everyday language that eventually make it more difficult for the translator to retain the complexity of the original French, this book is marked by translating an abstract philosophical theme portrayed to children in a simple language.

The picture of Peter Rabbit garden in the "The Tale of Peter Rabbit" speaks of the characteristics of the rural England such as garden plants and animal behaviors which may not be familiar or do not have any effect in the cultures where the interactions with wildlife and nature are different from the one in England. "Le Petit Prince" covers varying terrestrial setting and bizarre elements that we might see in the same way anyway but there is a necessity to adjust the message of the book of philosophy with respect to the culture.

Storytelling in a soothing and moralizing tone focusing on the address to younger readers is the model of Beatrix Potter's work. This item makes the translators to adjust their tone of writing to fit the cultural rules of children's literature. From the traditional narrative style of Saint-Exupéry to the more lyrically inclined story which traverses philosophy and storyline, the translation should incorporate alternate translation methods that enables readers of different ages to access the book.

The Tale of Peter Rabbit:

- **Adaptation of Plant and Animal References:** In the translations of regions that are not familiar with British flora and fauna, the specific names of plants and animals are often changed to the more familiar local species in order to make it more relatable.
- **Simplification of Language for Younger Audiences:** Translators do sometimes simplify complex sentences or language finds where possible, in order that the text might be more readily understood by younger children in various cultural environment and conditions.

- **Visuals and Text Alignment:** As Potter's pictures are the key element of the work, it is incumbent on a translator to make the translated text sequentially conform well with the picture context of it. Moreover, he should refrain from copying descriptions by adapting them if they cause different cultural expectations in the domain of animal behavior or garden layouts.

Le Petit Prince:

- **Philosophical Concepts:** Those who are involved in a translation process of "Le Petit Prince" have come up with different methods dealing with the subjective concepts, e. g. , adding footnotes or prefaces that explain abstract assumptions or cultural references as they might be transferable directly.
- **Creative Translation of Puns and Wordplay:** Translators who are blind to the playful words and double meanings might be involved in the translation process of this French text, and so they might replicate the puns which are semantically similar to the original.
- **Illustrations and Symbolism:** The original illustrations by Saint-Exupéry are an indispensable part of the story; translators collaborate with publishers to make sure that the illustrations are interpreted properly in different cultural contexts, sometimes even requiring slight modifications to the artwork or accompanying text to highlight the cultural relevance.

Comparative Insights

The analysis demonstrates that both stories, in spite of being faced with the idiomatic expressions concise as well as the cultural references and the writing style, the challenges are distinct that they occur due to the different themes and styles of stories. There is a need to adapt the depictions of flora and fauna and introduce some new ones, which would be more characteristic of the local culture in the English version of "The Tale of Peter Rabbit". In the case of French version of "Le Petit Prince", the author is expected to utilize not only some more languages but also introduce them more actively.

Translating children's literature is not just a matter of linguistic conversion, but it involves complex decisions that are more than that. It involves grasping the nature and level of education of the intended audience, whether they are culturally motivated or mentally capable. In the "The Tale of Peter Rabbit" and "Le Petit Prince" instances, translators develop ways of dealing with these complexities to give these internationally recognized stories to new generations of readers in different languages and cultures, thus, assuring that the essence of the stories holds regardless of the language applied. This report is not only about the problems that are encountered in the translation of these works but also about the creative solutions that the translators use to protect their stories' universal appeal and educational value.

5. DISCUSSION

Translation of children's literature is a task well at the crossroads of the art and the responsibility, and translators should steer a delicate course through linguistic and cultural labyrinths. This study goes into the specific details and hence gives an overview of the practical aspects of translation for translators and also provides solutions for the common problems they face. The objective becomes apparent here: to increase the quantity and quality of translated children's literature with a view to preserving the uniqueness and the educational and entertainment value of the stories on their way across different languages and cultures.

Translators of children's books not only translate the words, but they are also the cultural mediators, who have to take into account the cognitive and emotional maturity of their audience. Thus, the task requires a truly extensive knowledge regarding the child psychology, linguistic intricacies, and the societal background of the source and the target languages. Distinguishing the fidelity of translation with the need for stories to be understandable and interesting to the youth from other backgrounds can be a challenging task.

- **Language Simplification vs. Retaining Literary Quality:**

Translators need to make language simple without diminishing the literary quality of the original piece. It requires appreciating the complexities in the language of the target language and looking for means to maintain the similar tone, mood and, to some extent, the same plots, covered by the original. The translators are expected to be competent in the source and target languages and creative to satisfy children who comprehend and are interested in the content.

- **Cultural Adaptation and Fidelity:**

The extent to which the cultural components should be adjusted to conform to the target culture is a crucial issue. In the meantime, some people are in support of the retention of the original cultural version to help deliver the experience, whereas others feel that the adaptation of the play is needed to enrich the lives of the new audience. Decisions on cultural adaptation should be done with the educational target of the translation in mind, the possibility that in some cases the culture may be received in an erroneous way, and the values and the target culture's norms.

- **Handling of Idiomatic Expressions and Humour:**

Idioms, puns, and humour are not always literal and hence they need to be interpreted creatively to preserve their intended effect. The translators must have a power of transcription and the understanding of the original language, culture and their integrity for providing proper recreation.

- Extensive Research and Engagement with Target Culture:

The in-depth knowledge of the target culture is the most crucial thing, which can help a lot in the process of translation, as it is the thing that will lead you to decide the cases of either adaptation or retention of the cultural references. Spending time with the literature, media, and if possible, living with the culture; these activities may help you have a greater understanding of what the culture is like. Take advantage of such instruments as illustrated books, educational literature and cultural consultations to make sure that translation of the movie into the given languages is both in situational and cultural context.

- Collaborative Translation Practices:

Co-operation with other translators, editors, and cultural specialists can enhance the translation quality by bringing various views to the problems that exist. Frequent conduction of workshops and round table discussions so that the translators can share solving strategies for complex context problems.

- Feedback from Native Speakers and Target Audience:

The speech can be tested by receiving feedback from the native speakers, preferably children from the target age group, who are able to identify the quality of translation and its natural use. School or community centres can be the places where you can conduct read-aloud sessions to the children and observe their reactions, as well as get direct feedback from them.

- Use of Supplementary Materials:

When cultural or conceptual elements are hard to reach across, it can be recommended to provide the sub-clause footnotes, glossaries, charts or artist notes as a supplementary material. Eyewitnesses narrate an historical event. they can include creative as well as educational appendices that describe complex ideas or cultural intricacies without undermining the narrative flow.

- Continual Learning and Development:

The field of translation, in particular in children's literature, is continually changing. Continual training in modern translation theories and their practical applications, children's literature studies, and developments in education can aid translators in honing their skills and staying up-to-date to continuously improve their practices. Primarily involve in continuing education, on all levels including cognitive activities for pursuing translation studies and child literacy. The maintenance of translation accuracy and the provision of precise conceptual translation of political terms are imperative for the translator, even under time constraints

Children's literature translation is a very intricate process, and it requires the translator to combine the fidelity to the original text, linguistics, cultural sensitivity and knowledge of the audience. Through implementing the outline strategies as well as the focus on the intellectual source material and the cultural context of the audience, translators can overcome the obstacles, which thus allow them to be valuable contributors to the global access and understanding of the ideas and tales in children's literature. Apart from a suitable reading experience universal culture kids --- this is the means which also enables global attitude and empathy from young age.

6. CONCLUSION

Through this work I learnt that transferring children's books to other languages is a complex process which reveals the sharp sides of this kind of literary work by the example of the translation of "The Tale of Peter Rabbit" and "Le Petit Prince". The comparative study showed that although the two texts contain different linguistic and cultural difficulties, they have the same issues such as the translation of idiomatic expressions, the cultural references and the preservation of the narrative voice and style that appeals to children. The major problems with "The Tale of Peter Rabbit" in translation were the cultural components such as the English fields, flowers and vegetation. It is the very setting that makes a story a tale and that's why it is important for it not to be missed. The translators chose to either adopt new terms that carried similar connotations or they were creative enough to change the setting but still preserve the story's essence and educational relevance.

The "Le Petit Prince" has more complex translation hurdles as it deals with philosophical themes and emotional undercurrents which are not easily put into simple language. Accomplishing such a feat entailed both linguistic and philosophical compromise, as the translators could not lose sight of the main points of the original text, while making them both interesting and understandable to children and adults of different cultures. The cases both accentuated the translators as well as intercultural mediators' functions of serving as a go-between the languages and cultures. The effective translation strategies were cultural adaptation, creative linguistic solutions for the idioms and humour, and the use of supplementary materials to fill in the cultural gaps.

It is envisioned that future studies to be extended with a purpose of broader identifications of the children's literature from different cultures. Studying how non-Western stories are translated into Western languages and vice versa could also be a way to understand the global dynamics of cultural exchange in children's literature. Take into aspects of psychology of a child, education and cultural science and it will be a good variation of translation theory. The two-dimensional information is the fact that understanding how children comprehend and perceive translated texts from cognitive and developmental viewpoints could guide in developments of more precise translation practices. The potential of the new technologies like machine translation and AI tools in the translation of children's literature could be a subject of study. But the technology will be incapable of devising the keen wisdom of human translators, although it can help the translation process, for example, standardization of process and suggesting translations

for frequently appearing phrases or descriptions. Translated children's literature is a research area that requires evidence to prove its impact on readers. Hence, it would be interesting to study how children from diverse cultural backgrounds respond to distinct translation strategies, which in turn would give us empirical data to improve and refine translation practices.

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