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The translation of children's literature in the South African educational context

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Chapter 1
Introduction, contextualisation and problem statement

1.1 Introduction and contextualisation

1.1.1 The study of children's literature

In the context of Anglo-American literary studies, the study of children's literature has long existed as a marginalised offshoot, largely because of the perception of children's literature as a less sophisticated form of literature, peripheral to "real" literature, and created mostly by a "culturally marginalized species" of writer: women (Hunt, 1999a:1). Nevertheless, the significance of children's literature, and the study thereof, is becoming increasingly prominent, as the increasing research attention devoted to various aspects of children's literature attests (see section 1.5). As Hunt (1999a:1) points out, children's books are "overtly important educationally and commercially – with consequences across the culture, from language to politics".

Increasingly, too, critics are becoming aware of the complexities of the field. This complexity extends from the core of the field outward. At the most basic level, the very term "children's literature" is problematic. Debates about the nature and definition of "literature" are as old as the study of literature. Similarly, it also has to be recognised that the word "children" – especially in the construction "children's literature", in which the two terms qualify and transform each other, and are inseparably linked (see Lesnik-Oberstein, 1999:16) – has equally shifting meanings in different socio-historical contexts and cultures, and even in the same socio-historical context and culture (Hunt, 1999a:4; Lesnik-Oberstein, 1999:20; Watkins, 1999:33). This is particularly important in the South African context, where social and cultural diversity precludes simple, homogenising, reified assumptions – about who the child being addressed is, what children's literature constitutes, and what its functions are. This basic difficulty extends outwards, and problematises various pertinent aspects of the study of children's literature. The most significant of these is the relationship between the reader and the text: Who is the (child) reader, implied and/or real? What is the text? How are concepts of "(child) reader" and "text" constructed? How do we construct the relationship between (child and adult) reader and text? How is the relationship between the (child and adult) reader, the text and the context conceptualised?

These questions are, of course, not unique to the study of children's literature, but are the kinds of questions that pervade literary studies generally. What this does mean, however, is that any study of children's literature needs to be acutely aware of its presuppositions, as well as of the position of children's literature as discourse among the

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various other discourses that constitute a particular society, and the societies with which it interacts. As such, children's literature, and the study thereof, may be regarded as part of a shifting flux of local and global discourses.

Within this flux of local and global discourses, translation plays a crucial and complex role. Venuti (2000b:468) makes this complexity clear:

> Translation never communicates in an untroubled fashion because the translator negotiates the linguistic and cultural differences of the foreign text by reducing them and supplying another set of differences, basically domestic, drawn from the receiving language and culture to enable the foreign to be received there. The foreign text, then, is not so much communicated as inscribed with domestic intelligibilities and interests.

Venuti (2000b:486) then suggests some of the stages in the translation process during which this inscription takes place: the selection of a text for translation, the development of discursive strategies to translate the text, and the processing of the text by readers, during which the text is "made to bear other domestic meanings and to serve other domestic interests" (Venuti, 2000b:486).

These comments also apply to the translation of children's literature, and stand in a particularly relevant (but also oppositional and challenging) relation to the research presented in this study. Children's literature texts in South Africa form part of a system of discourses: literary and otherwise, global as well as local. This system is complex and multidirectional; irreducible to binarisms. The choice of texts to be translated, in the educational context and elsewhere, is profoundly affected by this complex network of discourses (or systems) and the positions and functions of children's literature within it (see Pascua-Febles, 2006:111). Similarly, the choice of translation approaches and strategies used during the translation process, the establishment of the translated product, the dissemination of this product, and its reception by readers are all affected by this ever-changing network of discourses.

This study wishes to investigate some of the aspects touched upon above. In particular, it focuses on the principles and processes that shape (and are shaped by) the translation of children's literature[1] in the educational context in South Africa, as well as the ways in which these processes and principles precipitate in tangible ways in translated texts. The ultimate purpose of the study is to provide a product- as well as process-oriented perspective on the ways in which translation contributes to the production of children's

[1] In this study, "children's literature" is circumscribed in a particular way, linked to the focus and aim of the study. "Children's literature" is understood as fiction, poetry and drama texts for children aged 0 to 12 years. It includes picture books, as well as readers and other literary material used in the educational environment. Textbooks and other non-fiction works are excluded from the definition. While literary material used in the educational context is often excluded from definitions of children's literature (see section 1.1.3), it is included here since one of the study's concerns is with the relationship between the educational discourse in South Africa and the production of children's books, particularly in the African languages (see also section 1.1.2 on the uses of children's literature). The age group focused on includes the Foundation Phase (Grade R-3) and Intermediate Phase (Grade 4-6).

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books in South Africa, particularly against the background of the complex postcolonial differentials of language and power in the country.

1.1.2 The uses of children's books

Hunt (1999a:2) points out the obvious fact that children's literature does not exist in a vacuum, but has perceptible, functional and consequential uses. Stephens (1992:8) elaborates this idea when he states that children's literature is characterised by "an impulse to intervene in the lives of children. That is, children's fiction belongs firmly within the domain of cultural practices which exist for the purpose of socializing their target audience". Despite the fact that the uses, purposes or functions of children's literature are not necessarily easily identifiable, stable or consistent, and are profoundly influenced by the presuppositions of child readers, adult readers and society as a whole, as well as the power relationships and production processes of the society (see Sarland, 1999:39, 47-48), it is undeniable that children's books embody some value, purpose or function. This value may be conceptualised in general liberal-humanist, philosophical terms, or more pragmatically; it may be regarded socially or individually; it may be viewed prescriptively or descriptively; it may be interpreted economically or intellectually.[2]

While disagreement about the exact functions of children's literature is to be expected, the following are some of the potential (and usually overlapping) functions of children's literature that are evident from the literature:

- providing reading pleasure and enjoyment (Sarland, 1991:5; Stephens, 1999:58; Stewig, 1988:24)
- promoting emotional and psychological development and providing emotional support (Crago, 1999; Stewig, 1988:443-446)
- encouraging cognitive development and the acquisition of knowledge about various topics (Stewig, 1988:28-29; Williams, 1999)
- fostering social development and providing social support, including support for dealing with social diversity and multiculturalism, or for dealing with social problems (Sarland, 1991:5; Stewig, 1988:25, 439-442, 455-471)
- facilitating and supporting education, in terms of aspects such as literacy, acculturisation and the development of cultural identity, or the acquisition of subject-specific knowledge, skills, attitudes or values, including lifeskills (Hunt, 1992a:110; Sarland, 1991:5; Stewig, 1988:27, 570-621; Williams, 1999)
- preserving folk culture or tradition (Hunt, 1992a:111; Jenkins, 2002a).

In all of these functions, difficult-to-define processes of identification and participation are regarded as of paramount importance (Lesnik-Oberstein, 1999:25-26) – emphasising the constitutive and complex relationship between the implied child reader, the actual child reader, textual elements and the context in the study of children's literature (see also Benton, 1999:81; Sarland, 1999:48; Stephens, 1992:47-83).

[2] The essays collected in Hunt (1999b) suggest the varied ways in which the value or purpose of children's books may be conceptualised.

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Another important aspect that arises from a consideration of the "uses" of children's literature is the interconnectedness between children's literature as discourse, and the other discourses that constitute socio-historical contexts. Stephens (1992:3) makes the following comment in this regard:

> Writing for children is usually purposeful, its intention being to foster in the child reader a positive apperception of some socio-cultural values which, it is assumed, are shared by author and audience. These values include contemporary morality and ethics, a sense of what is valuable in the culture's past (what a particular contemporary social formation regards as the culture's centrally important traditions), and aspirations about the present and future.

However, children's literature, and the study thereof, cannot be measured against "history", "culture" or "social reality" as objective realities, or interpreted in a straightforward way as having clear-cut uses within these "objective realities". Rather, children's literature (like other literature) continually interacts with the narrative constructs collectively created and known as "history", "culture" and "social reality". This view draws heavily on the literary-theoretical approach of New Historicism, as articulated by Myers (1988:42), who emphasises the wide-ranging and inclusive nature of this approach in the context of the study of children's literature. New Historicism is based on an integration of text and socio-historic context, and it emphasises the two-way relationship between these two elements, "demonstrating on the one hand how extraliterary cultural formations shape literary discourse and on the other how literary practices are actions that make things happen" (Myers, 1988:42). It pays particular attention to the "conceptual and symbolic fault lines denoting a text's time-, place-, gender-, and class-specific ideological mechanisms" (Myers, 1988:42). In addition, it also examines the materiality of the book: its production, publishing history, audiences, reception and history.

These ideas are pivotal to this study, particularly in terms of its position at the intersection between the discourses of children's literature, the South African social context as a whole and the educational context specifically, and the processes of translation.

1.1.3 Children's literature in education

Education is clearly an important function or purpose of children's literature, despite the fact that some critics believe that literary children's texts with an educational or didactic purpose ought to be excluded from the definition of "children's literature" (see Lesnik-Oberstein, 1999:21). Nevertheless, Sarland (1999:44) points out that the discourses of children's literature and education constantly interact, a fact also emphasised by Nikolajeva (1995a:ix-x) and Shavit (1995), and which is evident in the approach of various books on the subject, such as Sarland (1991), Stewig (1988), and Weiner and Stein (1985).[3]

[3] The well-established journal *Children's Literature in Education* is also evidence of the link between children's literature and education.

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The most important function of children's literature in the educational context is the facilitation of literacy development (see Hunt, 1999a:7; Williams, 1999). However, all the functions outlined in section 1.1.2 are involved in the educational use of children's literature. These functions also often extend into the field of bibliotherapy, where storytelling is used as a helping or healing process to help readers deal with psychological and social problems they experience (see Angelotti, 1985; Crago, 1999).

In the African context, the educational function of children's literature has received a great deal of emphasis. Dankert (quoted in Hunt, 1992a:111-112) points out the important educational function of literature in Africa, explaining that independence from European colonial rule was accompanied by a focus on expanding educational systems, so that the development and publication of school books, readers and similar books have received a great deal of attention. Dankert (quoted in Hunt, 1992a:111-112) then continues to say: "Increasing literacy leads to a growing book market. This attracts the interest of multinational publishing companies that export European, Anglo-American and superficially Africanized children's books to African countries, both for school use and for leisure reading (or they have them produced through their African subsidiaries)", which leads to a "kind of uncontrolled, which is to say strictly market economy governed, proliferation of originally English-language children's books".[4]

These comments raise two important issues about the use of children's literature in the educational context in Africa (and South Africa). Firstly, it suggests the important role that translation has played, and continues to play, in the supply of children's books to African countries, a point also made by the Children's Literature Research Unit at UNISA (2006):

> As a result of the small local market, few original books with full colour illustrations are published. Collaboration with overseas publishers and the simultaneous publication of a book in various indigenous languages is often the only way to make a publication viable. Also publishers of children's books concentrate on the publishing series, beginner and second language readers.

Secondly, it suggests the commercial and ideological problems and challenges that accompany the writing and translation of children's books for educational purposes in Africa. These problems and challenges form the basis of the investigation of this research.

Clearly, the choice of texts used in the educational context is pivotally important. As Williams (1999:152) points out in terms of the use of literature to develop literacy, the texts used to a large extent *construct* children's reading and their literacy development. To this one might add that the literary texts chosen for use in the educational context also influence the development of other knowledge, skills, attitudes and values. The choice of original texts is, in itself, problematic. However, with the use of translated texts, the problems become even more multifarious.

[4] See Segun (1992) for a more specific discussion of some of these issues as they relate to publishing in particular African countries, with a particular focus on Nigeria.

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In South Africa, the choice of children's literature to be used in education has to contend with a number of issues. Cultural appropriateness and ideological matters play as important a role as literary and educational matters, and in this process content and form cannot be separated. While ideology or social presuppositions may be inscribed quite overtly in the content of a text, form itself may constitute a more complex way in which ideology is inscribed into texts (see Hollindale, 1992:27-34; Sarland, 1999:42). Stephens (1999:56), too, points out that investigating the style, language and form of texts may allow researchers access to "some of the key processes which shape text production". What ultimately needs to be recognised is that (to quote Sarland, 1999:48 on the work of Rose, 1984) "by a combination of textual devices, characterisation and assumptions of value position, children's books *construct* children, both as characters and as readers" (my emphasis). The textual devices involved include important aspects such as focalisation, narration and speech representation, and these are used to construct the implied child reader (or the encoded reading position – see McCallum, 1999:139; Stephens, 1999:57) as part of a constantly interacting, dialectical and complex web of similar social constructions within which the actual child reader (also as a construction) functions and engages with the text to produce either accommodating/acquiescent readings (in line with ideological assumptions provided by the closure of the text) or contradictory/oppositional/interrogative readings. As Stephens (1999:56) points out: "... the contents and themes of [children's fiction] are representations of social situations and values, and such social processes are inextricable from the linguistic processes which give them expression. In other words, the transactions between writers and readers take place within complex networks of social relations by means of language".

In this process, it is crucial to realise that the educational discourse forms part of the collection of discourses at intertextual play in the choice, translation and uses of children's literature, and that this educational discourse is itself part of a bigger social discourse (see Sarland, 1991:15). The *Revised national curriculum statement* (Department of Education, 2002:4) makes this clear. The document describes the educational system under apartheid as follows: "This education system prepared children in different ways for the positions they were expected to occupy in social, economic and political life under apartheid. In each department, the curriculum played a powerful role in reinforcing inequality. What, how and whether children were taught differed according to the roles they were expected to play in the wider society."

In contrast, the *Revised national curriculum statement* bases itself on the aims of the Constitution of the Republic of South Africa (Republic of South Africa, 1996a) and wishes to aid the establishment of "a society based on democratic values, social justice and fundamental human rights" (Department of Education, 2002:7). In this process, much emphasis is placed on nurturing values, such as democracy, social justice, non-racism and non-sexism, human dignity, an open society, accountability, respect and reconciliation (Department of Education, 2001b:3). The *Revised national curriculum statement* (Department of Education, 2002:8) continues by pointing out the following:

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> The challenge for the Revised National Curriculum Statement is how the goals and values of social justice, equity and democracy can be interwoven across the curriculum. The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values different from those that underpinned apartheid education.

This approach, emphasising knowledge, skills, attitudes and values throughout the curriculum, is also reflected in the Learning Area Languages, in which the study of children's and youth literature falls. It is therefore to be expected that this educational discourse will have a determining effect on the literature selected for inclusion in the curriculum, as well as the way that it is taught. It will also affect children's books intended for use outside the formal school environment, as these books interact with the same educational and larger social discourses.

On a very practical level, the emphasis on democracy and equality is reflected in the principles governing the treatment of the various South African languages in the school environment. The *Revised national curriculum statement* (Department of Education, 2002:20) makes it clear that children's home languages should be used for learning and teaching as far as possible, especially in the Foundation Phase. The Languages Learning Area Statement includes all official languages as home languages, first additional languages, and second additional languages, so as to facilitate the additive or incremental approach to multilingualism espoused by the Department of Education.[5]

This obviously has implications for the use of children's literature in the formal educational context: children's literature, like other learning material (at least in the lower grades), has to be available in all eleven official languages. In the more informal reading environment, too, there is an increasing emphasis on the importance of providing children with literature in their mother tongue. One of the ways that publishers have used to overcome the logistical difficulties inherent in this is to make use of translation, for literary and other texts.

1.1.4 Children's literature in translation

Ghesquiere (2006:20-25) points out that translations play an important role in almost all children's literature, because they improve the status and support the canonisation of children's literature, stimulate the production of literature in indigenous languages, and encourage the sharing of new ideas. However, this universality does not mean that the translation of children's literature is a simple or homogenous practice. As Van Coillie and Verschueren (2006:v) emphasise in their discussion of the translation of children's literature specifically:

> Translators do not simply stand "in between" source text and target audience, from the beginning they are always an intrinsic part of the negotiating dialogue itself, holding a fragile, unstable middle between the social forces that act upon them (the imposed norms of the publishing industries and the expectations of the adults who act as buyers and often as co-readers), their own interpretation of the source text and their assessment of the target

[5] See Chapter 2 for a more comprehensive and critical discussion of language-in-education policy.

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audience (what are the target audience's cognitive and emotional abilities, its tastes and needs?).

This comment raises many of the difficulties inherent in the translation of children's literature (difficulties to a large extent shared by all translated literature, but exacerbated in children's literature because of the problematics surrounding the dual child/adult readership and the imbalances of power evident in the production of children's books). In a postcolonial context, there are other difficulties too. Ray (1996:653-654) points out the following about the development of an established body of children's literature: "One of the problems which face developing countries in the twentieth century is that they are expected to go through all the stages [of development] in a relatively short space of time – thirty or forty years at most – whereas European countries have taken five hundred years over the same process." In this accelerated process, translation can, and often does, play a key role, despite the fact that the "common problems of post-colonialism" (Ray, 1996:658) complicate the situation – particularly, power differentials between powerful colonial languages (like English) and the indigenous languages, as well as cultural differences and conflicts (Pellowski, 1996:665). However, while the merits of translating children's literature, as opposed to writing original works in the indigenous language, may be argued (see Ghesquiere, 2006:29-32),[6] the fact remains that in many developing countries, including South Africa, the translation of children's literature plays a significant role, in the educational context and elsewhere.

As in general approaches to translation, the tension between source-text orientation (or foreignisation) and target-text orientation (or domestication) is a central concern in the study of translated children's literature. In the case of children's literature, however, it appears that most translators and researchers favour a target-text orientation, as suggested by Tabbert's (2002) overview of approaches that have been followed in international studies of children's literature in translation since 1960.[7] According to Tabbert (2002:303), there are four important factors informing such studies: "(1) the assumption that translated children's books build bridges between different cultures, (2) text-specific challenges to the translator, (3) the polysystem theory which classifies children's literature as a subsystem of minor prestige within literature, and (4) the age-specific addressees either as implied or as real readers".

These four factors clearly involve four salient aspects relating to children's literature already identified in the preceding discussion (namely culture, text, discourse and reader), but considers them in terms of the translational process and product as related to children's literature specifically.[8] It appears that it is particularly the aspects of cultural transfer, discourse position and reader that receive the bulk of the attention,

[6] See Chapter 2 for a more detailed discussion of translators' opinions about the relationship between translation and original production, and Chapter 3 for a more theoretical approach to the question.

[7] Tabbert (2002) also includes a comprehensive list of research and publications dealing with the translation of children's literature. The vast majority of these focus on European situations and texts.

[8] These aspects are also clearly the focus of research articles by, amongst others, Desmet (2001), Joels (1999) and Yamazaki (2002).

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usually in terms of a target-text oriented approach, where the aim is to make the text as accessible as possible to the target-text reader (the child) by making it conform as closely as possible to the norms and conventions of the target language and culture, thereby facilitating the child's identification with the text (a key principle in most approaches to children's literature). Tabbert (2002:314) points out the tendency to effect radical changes in translations of children's literature – ranging from the linguistic (spelling, vocabulary and idiom) to culturally specific allusions, settings and character names, all with the aim of making the text more accessible to and aligning it more closely with the experience of the child reader in the target culture. Oittinen (2006:39-41) similarly refers to the manipulation of children's literature in translation, which may, in her view, have positive or negative effects.

Scholars like Nikolajeva (1996), Oittinen (2000) and Shavit (1986) all favour a target-text oriented approach (exercised to various degrees) to the translation of children's literature – for well-motivated reasons, most saliently the emphasis that is placed on the young reader of children's literature. Oittinen (2000:3) clearly states that her attention is focused on the intentions of the readers of a children's book in translation, including both the translator and the target-language readers. Shavit (1986:112) points out that approaches to the translation of children's literature are largely target-text oriented, because of the emphasis that is placed on the "prevailing society's perceptions of the child's ability to read and comprehend". Nikolajeva (1996:28) also makes her target-oriented preference clear: "It is not only permitted but highly desirable to deviate from the source text if this is demanded by the reader's response." Nikolajeva (1996:30) argues her point from within a semiotic approach. She states that semiotic signs in a children's book are familiar to the reader, and help the child to relate details in the book to a social and cultural system existing outside the text and interacting with it. However, translation complicates this process, particularly when no cultural adaptation is done:

> When signs are transposed into another cultural context they are disconnected from the original sign system and can no longer fill the "telling gaps" in the same manner. Moreover, when the target-text reader places them into a new semiotic space, these signs are interpreted in a new way which, from the point of view of the original context, is most often incorrect (Nikolajeva, 1996:30).

The preferred option, therefore, seems to be a target-text oriented approach of domestication, localisation and cultural adaptation (to varying degrees). However, this option is not without contention, of various kinds. For example, if one assumes, as, for example, Joels (1999:66) does, that the translation of children's books may be used to foster intercultural understanding and tolerance, one could argue that the foreignisation of the translated text may well serve this purpose better than domestication or localisation. Yamazaki (2002:53) points out that the domestication of the children's book in translation "deprives child readers of the chance to realize the wealth of cultural diversity that surrounds them". Yamazaki (2002:59) aligns her argument with that of Stolt (2006:72-73),[9] who feels that the overuse of cultural context adaptation is a result

[9] This article was first published in 1978.

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of the preconceived opinion of adults about child readers, in particular the tendency of adults to underrate "what can be expected of children, of their imagination, of their intuitive grasp of matters, of their willingness to concern themselves with what is new, strange, difficult" (Stolt, 2006:73). Yamazaki (2002:59) goes even further, and suggests that there is another factor forming the basis of arguments in favour of cultural context adaptation – a lack of respect for other cultures. She continues to say that translated books that retain signs of their source cultures can provide children with opportunities to become aware of and familiar with the existence of other cultures (Yamazaki, 2002:60). This argument may well have some relevance to the translation of children's books in the South African educational context, where a great deal of emphasis is placed on multiculturalism and intercultural understanding.

Within the scope of translation studies, this tension between foreignisation and domestication is particularly topical, and explored in the work of, amongst others, Venuti (1995, 1998). For Venuti (1995:20) domesticating approaches are a type of "ethnocentric violence", excluding or reducing cultural difference to sameness. Foreignising translation strategies, however, have the potential to be "a form of resistance against ethnocentrism and racism, cultural narcissism and imperialism, in the interests of democratic geopolitical relations" (Venuti, 1995:20). Oittinen (2006:42-43) discusses some of the reasons why a domesticating strategy may be followed in the translation of children's literature specifically, and also points out some of the dimensions of domestication. However, she emphasises that the two strategies (domestication and foreignisation) both have their advantages and disadvantages, and that they are "delicate issues" (Oittinen, 2006:43) as far as the translation of children's literature is concerned.

From the postcolonial perspective, language, culture, identity, ideology, economics, power and translation are densely interwoven. The choice of domestication, for example, may well be motivated as necessary to make the text accessible for the child reader in the target culture – but this motivation may discount, or even conceal, the web of ideological, cultural and commercial tensions involved in this decision, tensions that merge in the issue of identity. Venuti (1998:68) makes this particularly clear, pointing out that the act of translation, inevitably involving a domestic representation of a foreign text and culture, always simultaneously involves the construction of a domestic subject. The domestic subject is an ideological position created by the intersection of various discourses, reflecting the interests and agendas of particular social groups in the domestic culture. He continues:

> Circulating in the church, the state, and the school, a translation can be powerful in maintaining or revising the hierarchy of values in the translating language... Whether the effects of a translation prove to be conservative or transgressive depends fundamentally on the discursive strategies developed by the translator, but also on the various factors in their reception, including the page design and cover art of the printed book, the advertising copy, the opinions of reviewers, and the uses made of the translation in cultural and social institutions, how it is read and taught (Venuti, 1998:68).

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In the South African context, then, an investigation of the choice of children's texts for translation and how they are translated (and produced, disseminated and used) needs to take account of the discourses constructing "the child" as a reader, an individual, and a member of a society. Who do the author, the translator, the publisher, the teacher, the parent, and all the other adults (both individually and collectively) involved in the production, dissemination and use of children's books think "the child" is? Possibly more importantly, who do they (as part of the larger society) want or need "the child" to be, and what should this "child" gain from reading the book? Ultimately, most producers of children's books need to create texts (both original and translated) that are economically viable, and a basic precondition for this is that books conform to dominant discourses in order to be regarded as appropriate for use in or against the background of the general educational environment.

The tensions between domestication and foreignisation are clearly not easily resolved. Does the translation of a children's book in the South African educational context serve the interests of multiculturalism first, or the interests of identification? Does domestication denaturalise and pedagogise children's literature, excluding otherness and the foreign (Oittinen, 2006:43)? Does foreignisation produce a text that is too "strange" and inaccessible for the child reader? This tension becomes even more complex when one considers the social, ideological and material factors that affect the translation of children's books in the South African educational context. In the hybridised[10] post-colonial South African context, it may well be necessary to interrogate and reconsider the meanings of the terms "domestication" and "foreignisation" altogether (see Chapter 2 and Chapter 3). Theoretical constructs do not necessarily transplant unproblematically from one context to another, particularly when contexts differ vastly in terms of linguistic, cultural, social and material factors.

These factors ultimately impact all steps of the translation process, from the decision what books to translate, to decisions about how they should be translated. This "how" of translation involves various textual aspects, including linguistic aspects and narrative aspects such as characterisation, focalisation and narration, all of which serve to create an implied reader of the translation (as well as possibly an implied translator; see O'Sullivan, 2006), and which may therefore have a profound effect on the way in which the actual reader of the translation will experience the text. Further complicating factors are the dialogic relationship between pictures and text in the translation of children's books, as well as the dual reader (child and adult) of the translated children's book (Oittinen, 2006:35-36). These matters form the parameters of this study's enquiry, though, it must be noted, in a descriptive rather than prescriptive manner.

[10] In this research, the term "hybridised" is used in its more generalised sense to indicate societies, cultures and languages where a salient degree of heterogeneity is present, indicating a mix of elements from different societies, cultures and languages resulting from social and linguistic contact. Specific (and extensively researched) issues of hybridisation, mixing and contact are not pursued in detail, as they fall outside the scope of the investigation.

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1.2 Problem statement

It has been suggested, above, that translation is used to a significant degree in the production of children's books in South Africa. However, it is not clear exactly *to what degree* translation is utilised, nor is there any information available about *how* translation contributes to the production of children's books in South Africa. Specifically, the question arises whether there are any significant differences between the ways in which translation is used in the production of children's books in the various languages in South Africa. What, for example, is the relationship between original production and translation in children's books in the various South African languages? A further question has to do with the role that the educational discourse in South Africa plays in the ways in which translation is used in producing books for children in South Africa. Again, it is necessary to consider whether there are significant differences in this regard between the various languages in South Africa.

The above questions broadly deal with the contextual dimension. They are concerned with how social, ideological and material factors and discourses affect the ways in which translation is used in the production of children's books in South Africa. At this point the matter of translation theory arises. To what degree does contemporary context-oriented translation theory manage to provide a satisfactory explanation of the South African situation?

Furthermore, this contextual dimension also spills over into the textual dimension. Translators, as part of South African society, interact with the social and ideological discourses that make up society on an everyday basis, and these discourses are likely to have a profound effect on their work. Translators' opinions and beliefs about what the functions of children's literature are, who the (child and adult) reader(s) of a book are, and what the roles and responsibilities of the translator are, are bound to have a constitutive effect on the decisions they make during the translation process. The question of domesticating and foreignising translation approaches is particularly important in this regard. Do South African translators feel the imperative of adapting books for children more strongly than the imperative of introducing children to what may be unfamiliar and strange? Do translators working in the different South African languages have different opinions about this matter? Given the hybridised nature of the postcolonial South African society, some variation in this regard is to be expected, and it may well be that the conceptualisation of domestication and foreignisation as diametrically opposed needs to be reconsidered when applied in the South African situation.

Finally, there is also the important question of whether translators' and publishers' opinions about these matters are reflected in parallel ways in the selection of texts for translation and in the actual translation process. All of the above contextual and process-oriented factors finally find their precipitation in actual translations. The key questions here are why particular texts are selected for translation, and how cultural markers in these texts are handled in translation.

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1.3 Aims

The above problem statement gives rise to the following broad aims of this study:

- to assess current principles and practices guiding the translation of children's literature against the background of the South African educational context, focusing on fiction in the Foundation Phase (Grade R-3) and Intermediate Phase (Grade 4-6), as well as on children's books for roughly this age group (2-12) generally, with a particular emphasis on differences that may exist between the various South African languages
- to situate the translation of children's literature in a contemporary socially and ideologically sensitive paradigm of translation and literary studies, thereby suggesting reasons for the principles and practices that guide the translation of children's literature in the South African educational context
- to investigate how social and literary forces affect the choice of educational children's literature texts to be translated, the translation process, and the translation product, by analysing selected translated children's literature texts (English and Afrikaans) in terms of cultural elements embedded in the verbal as well as visual text.

1.4 Hypotheses

While this study is exploratory rather than deductive in nature, the following broad hypotheses are formulated to guide the investigation:

1. Translation is used to a significant degree in the production of children's books in South Africa, but notable differences exist between the degree to which translation is used in producing books in the African languages, and in Afrikaans and English. Specifically, translation is used much more extensively in the African languages, with a correspondingly lower incidence of original production.
2. The educational discourse has a profound effect on the uses of translation in the production of children's books in South Africa. However, the educational discourse has a greater determining effect on the production of books for children in the African languages than in Afrikaans and English.
3. Contemporary translation theory (especially polysystem theory) provides some explanation of the translational dynamics evident in the production of children's books in the different languages in South Africa. However, some aspects of the South African situation do not neatly "fit" into existing theory, and some parts of the theory therefore have to be mediated or reconsidered to satisfactorily account for the South African situation. Theoretical discourse surrounding domestication and foreignisation is particularly problematic in the South African context.
4. Translators from different language groups have different opinions about whether children's books should be translated using domesticating or foreignising approaches.
5. Translators' opinions about domestication and foreignisation do not necessarily correspond to translation practices. Rather than an exclusive, binary adherence to domesticating and foreignising approaches, analyses of the operational norms

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evident in translated children's books demonstrate a hybridised mix of domesticating and foreignising strategies, which vary according to the type of book.

6. An analysis of translated children's books demonstrates that the selection of books for translation (influenced by preliminary translation norms) is dependent on contextual as well as textual factors, with ideology and function playing particularly important roles. These roles differ for different types of books.

1.5 Literature review

Some indication of the scope and foci of research on children's literature should already be evident from the preceding discussion. Internationally, research on children's literature has been growing at a steady pace since the 1960s, and is currently a burgeoning field, accommodating much diversity. There are various authoritative collections of critical work, the most contemporary of which includes Butts (1992), Hunt (1990, 1992b, 1994, 1996, 1999b), Lesnik-Oberstein (2004), Nikolajeva (1995a, 1995b) and Webb (2000). The range of books on children's literature by individual writers is wide, and continues to grow, encompassing various orientations and aims, from practical, education-driven approaches to experimental, poststructuralist and postmodernist approaches; from text-based, stylistic approaches to cultural and ideological approaches; from individual, psychoanalytically driven approaches to socially motivated approaches (see, for example, Hourihan, 1997; Lesnik-Oberstein, 2004; McGillis, 1996; Nikolajeva, 2000, 2003; Nikolajeva & Scott, 2001; Nodelman, 2005; Stephens, 1998; Thacker, 2002; Zipes, 1979, 1983).

In South Africa, too, research in the field of children's literature is on the rise. In particular, children's literature in Afrikaans has received some attention, as evidenced by the work of researchers like Du Plessis (2002, 2004), Greyling (1984), Lohann (1986a, 1986b), Pienaar (1968, 1973), Snyman (1982, 1983), Steenberg (1982), Tötemeyer (1984), Van der Walt (2001), Wybenga (1983), and Wybenga and Snyman (2005). South African children's literature in English (which includes more general overviews of South African children's literature) has also received a fair amount of attention (see for example Abate, 2007; Barreiro, 2003; Cilliers, 1988, 1993; Davies, 1992; Greyling, 1999; Heale, 1994, 1996, 2004; Inggs, 2000, 2002, 2004a, 2004b, 2006; Jenkins, 1993, 2002b, 2006; MacCann & Maddy, 2001). Research regarding children's literature in the indigenous languages, however, is limited (see Jenkins, 2008; Mahommed, 2000; Van Vuuren, 1995). There is also some research on the use of children's literature in education, as in the work of Aldrich (1993), Haschick (1986), Machet (1993) and Van Straten (1996). Most available research focuses on ideological aspects (in particular the representation of race and the effect of apartheid), structural aspects (such as space and narration), educational aspects, and children's responses to particular books and reading experiences.

Translation studies as a distinct discipline starts developing from the early 1900s onwards, with a particular period of growth since the 1960s. Like the study of children's literature, it is now a well-established field, with anthologies and textbooks like Gentzler

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(1993), Hatim (2001), Hatim and Munday (2004), Munday (2008) and Venuti (2000a) providing an overview of the scope of research done in the field. There are also myriad research contributions, highlighting various aspects of translation. Cultural and ideological aspects have, however, been an increasing focus since the 1970s and 1980s.[11]

The translation of children's literature specifically, however, has been slow in receiving a great deal of attention, though interest in the field of research seems to be increasing. Some salient contributions include Klingberg, Orvig and Amor (1978), Klingberg (1986), Shavit (1986), and more recently, Frank (2007), Lathey (2006), Nikolajeva (1996), Oittinen (2000), and Van Coillie and Verschueren (2006). Tabbert (2002) provides an extensive overview of many of the aspects addressed in international studies on the translation of children's literature, including prescriptive approaches, deviations from the source text, challenges of the source text, concepts of equivalence, the relationship between pictures and words in the translation of children's books, linguistic aspects (including semantics, syntax, semiotics and pragmatics), humour, cultural aspects and cultural markers, translation norms, ideology, and the implied reader(s) (child and adult) as inscribed in the text.

Shavit's (1986) work on the translation of children's literature draws heavily on polysystem theory and norms (exemplified by the work of Even-Zohar, 1978, 1990, 2000, 2005 and Toury, 1980, 1995, 2000, 2004), and contends that a study of the translational norms affecting the translation of children's literature exposes "more clearly the constraints imposed on a text that enters the children's system" (Shavit, 1986:111). Shavit (1986:112) emphasises the target-culture oriented approach to the translation of children's books, an approach also, as already pointed out, in principle endorsed by Nikolajeva (1996) and Oittinen (2000).

Klingberg (1986) is the exception in favouring a more source-text oriented approach. While Klingberg (1986:10) is evidently aware of the tension between source-text and target-text oriented approaches, and clearly states that there are no universally applicable rules for choosing the one over the other (it depends largely on the individual text and readership), he does seem to favour a source-text oriented position: "In principle the source text must have the priority, and cultural context adaptation ought to be the exception rather than the rule. At all events it should always be borne in mind that the source text is to be manipulated as little as possible" (Klingberg, 1986:17).

The collection edited by Van Coillie and Verschueren (2006) contains a variety of theoretical approaches to the translation of children's literature. However, applications of polysystem theory, the concept of norms, the concepts of foreignising and domesticating translation and the translator's (in)visibility are particularly evident and pertinent to the current research. In particular, the contributions by Ghesquiere (2006), González-Cascallana (2006) and Oittinen (2006) highlight some of the cultural and ideological aspects that play a role in the translation of children's literature.

[11] The contributions by Even-Zohar, Toury, Vermeer, Lefevere, Berman, Spivak, and Venuti, in Venuti, 2000a, provide an overview of this focus).

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Lathey (2006) similarly contains contributions from a variety of theoretical positions, incorporating approaches ranging from the ideological to the narratological. It also places a great deal of emphasis on the interaction between translation and the visual aspects of the children's book.

In the South African context, specifically, however, research into the translation of children's literature appears currently to be in its nascent stages, with little comprehensive research having been done, despite the fact that the availability of translated children's texts, particularly in the indigenous languages, appears to be on the increase (see Chirwa, 1995; Horsburgh, 1990; Inggs, 2004b for some research done in the field).[12] This study therefore fills a lack specifically in the South African context, where the translation of children's literature is playing an increasingly important role, in the educational context and elsewhere, while the ideological, economical and literary forces that affect this use of translation have not yet received a great deal of scholarly attention. The study also aims to contribute to the growing global discourse on translation and children's literature, representing the African situation and perspective in a field largely dominated by European and Anglo-American contributions.

1.6 Theoretical framework

In terms of how theory relates to the study of children's literature, Hunt (1999a:2) points out the following: "Children's literature is an obvious point at which theory encounters real life, where we are forced to ask: what can we say about a book, why should we say it, how can we say it, and what effect will what we say have?" Much the same questions may be asked about translation: What can we say about a translation? Why should we say it? How can we say it? What effect will what we say have?

The theoretical framework constructed in this research must, of necessity, be able to accommodate these questions in an integrated way, in terms of both children's literature and translation, and particularly against the background of education. Constructing a theoretical framework for this research therefore requires the integration of theoretical approaches from, at least, two fields: literary studies (specifically dealing with children's literature) and translation studies. In order to effectively engage with the problem statement and aims of this research, the theoretical framework has to be flexible and wide-ranging enough to accommodate and integrate the broader cultural-ideological dimension and the textual-linguistic-stylistic dimension in terms of children's literature studies as well as translation, indicating the polyphonic interactions between these two dimensions.

In terms of literary studies, there are a wide variety of critical strategies and apparatus that appear apposite to a study of children's literature, and that have been used productively. These include, among others, linguistics and stylistics (see Stephens, 1999),

[12] For example, in 2008 The International Board on Books for Young People South Africa (IBBY-SA) released a list of 100 South African children's picture books. The prevalence of multi-language editions (where the source text is almost always English) of the same book is particularly noticeable and appears to be on the increase (IBBY-SA, 2008).

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psychoanalytic approaches (see Bosmajian, 1999), reader-response approaches (see Benton, 1999), cultural studies and New Historicism (see Watkins, 1992, 1999), and feminism (see Paul, 1990, 1999). However, what also needs to be kept in mind is that, despite similarities, children's books are different to adult books – "they are written for a different audience, with different skills, different needs, and different ways of reading" (Hunt, 1999a:3). Importantly, a study of children's books may also need to account for visual aspects, and as such may also need to include aspects of semiotics (Hunt, 1999a:8-9; see also Williams, 1999). In this regard it is important to note that the visual component plays as important a role in creating implied readers and enforcing or undermining ideology as does the verbal component of the text. As Nodelman (1999:75) points out: "Like most narrative, picture book stories most forcefully guide readers into culturally acceptable ideas about who they are through the privileging of the point of view from which they report on the events they describe." In this study, a broadly linguistic and semiotic approach to the textual analysis of translated texts and their originals is followed, particularly in investigating cultural aspects in translation (see Chapter 4). However, reference is also made to narratology (although the narratological aspect is not investigated in detail in this study).[13]

Similarly, there seem to be a great many theoretical approaches within translation studies that are suited to this research. These approaches tend to be post-1970s developments, and move away from the idea of equivalence, and more towards a cultural and ideological approach where "[t]ranslating is seen as enacting its own processes of signification which answer to different linguistic and cultural contexts" (Venuti, 2000a:215). Important recent approaches from translation theory that may be useful (and have been used) in studies of the translation of children's literature include polysystem theory and *skopos* theory. The contributions of other culturally or ideologically oriented translation theorists, including, most pertinently, Venuti (1995, 1998) are also of particular importance, particularly because it may allow the impact of ideology also to be investigated in structural or linguistic terms. Van Coillie and Verschueren (2006:vi-vii) point out the importance of these and other translation-studies paradigms, and the contributions collected in this volume, as well as in Lathey (2006) reflect how these theories may be engaged in the study of translated children's literature.

In terms of translation studies, polysystem theory was selected as being of particular importance. Polysystem theory has as its basis the work of Even-Zohar (1978, 1990, 2000, 2005), postulating the term "polysystem" for the "aggregate of literary systems...

[13] Some recent work in poststructuralist, cognitive and contextualist narratology (see for example the work of Bortolussi & Dixon, 2003; Fludernik, 1996), may provide a useful conceptual and analytical framework for handling further investigations proceeding from this study, allowing for (potential) links to the dimensions of reader response in addition to culture and ideology. The work of Stephens (1992) suggests some useful ways in which narratological tools may be used in a broader ideologically sensitive approach. In this regard, aspects of narration and focalisation in creating subject positions within webs of textual and social discourses are particularly important (see Stephens, 1992:26-29). O'Sullivan's (2006) amalgamation of the theoretical approaches of narratology and translation studies, with particular application to children's literature, also opens useful theoretical avenues for further research.

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in a given culture" (Gentzler, 1993:105). While children's literature exists mostly as a peripheral part of a literary polysystem, Even-Zohar (2000:195) points out that translated literature may be either a central or peripheral system, depending on the particular polysystem. This idea has particular relevance in the South African context, as is argued in more detail in Chapter 3. Toury (1980, 1995, 2000, 2004) develops some of Even-Zohar's ideas, and emphasises that translation takes place in particular socio-cultural settings, governed by norms that influence translation decisions in the target culture. Finally, Lefevere's (1992) work emphasises the links between translation, power, ideology, institutions and manipulation, all affecting decisions about which texts are translated and how they are translated. In particular, he "stresses the importance of ideology, which is behind all the norms and conventions governing the translator's work, including the translation strategies chosen" (Oittinen, 2006:40).

Other important theoretical approaches from within translation studies that are relevant to this study include ideological approaches and specifically postcolonial theory. Dimitriu (2002:v) points out that in the last decade a great deal of scholarly attention has been devoted to issues of translation, ideology and power, and continues to say that, typically, projects "have focused on links between textual constructs and social power, with translation as a central site where discourses meet and compete" (Dimitriu, 2002:v). Important contributions in this regard include Hermans (2002), Tymoczko and Gentzler (2002) and Venuti (1995, 1998). Lawrence Venuti's concept of the (in)visibility of the translator and his discussion of foreignising and domesticating translation strategies (see Venuti, 1995, 2000b) are particularly apt to the combined ideological and textual approach assumed by this study, as well as the tension between source-text oriented and target-text oriented approaches in the translation of children's literature outlined in sections 1.1.4 and 1.5.

Generally ideologically oriented translation theories (see Venuti, 1992) and specifically postcolonial translation theories (see Bassnett & Trivedi, 1999b; Robinson, 1997a) are also important in this regard, and are particularly relevant given the South African context of the research. Postcolonial translation theory is part of the bigger "cultural turn" in translation studies (see Bassnett & Lefevere, 1990, 1998), which represents a fusion of cultural studies and translation studies that has a useful contribution to make to the aims of this study.

This study uses aspects of these theories[14] to construct an integrated theory particularly suited to the purposes of this study, while simultaneously "testing" these mostly Anglo-

[14] Recent sociological approaches to translation, inspired by the (diverse) work of particularly Pierre Bourdieu, Bruno Latour and Niklas Luhmann, may also be meaningful for this study (see, for example, the special issue of *The translator*, 11(2), 2005, edited by Moira Inghilleri and titled *Bourdieu and the sociology of translation and interpreting*). However, since it was decided not to pursue this line of enquiry, brief reference will be made to points of contact only where relevant, and with a view to suggesting future research possibilities.

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European theoretical ideas against the South African context, thus challenging a number of key concepts in current translation theory.[15]

1.7 Methodology

This study wishes to investigate various dimensions involved in the translation of children's literature in the South African educational context, including the choice of texts to be translated, and the translation process and product. In order to accomplish this broad aim, the study has the specific aims set out in section 1.3.

Generally, the approach of the research is qualitative and not quantitative. In addition, the aims of the research are descriptive rather than prescriptive, following current trends in translation studies. It should also be emphasised that the descriptive approach followed in this study does not claim neutrality or objectivity. The contextual and textual analyses and interpretations presented in the study are profoundly influenced by the researcher's social and personal background and experiences. This study therefore follows a constructivist-descriptivist approach, acknowledging, in the words of Hermans (1999:90), that in "translation studies, as in other disciplines, 'facts' are not given but made".[16]

The research followed the methodological steps set out below.[17]

1.7.1 Literature review

The literature review has the purpose of surveying and delineating terms, concepts, theories and current research, so as to create a clear and functional paradigm from within which the research can proceed. The literature review focuses on two aspects. Firstly, it surveys current research on educational policy, language issues and publishing in South Africa, with the aim of providing relevant background to the empirical research focusing on the use of translation in the production of children's books (see Chapter 2). Secondly, it synthesises relevant research in translation theory (particularly dealing with polysystem theory, translation norms, and ideological approaches to translation) with a view to explaining the South African situation (while simultaneously challenging some accepted theoretical ideas) (see Chapter 3).

1.7.2 Empirical research

The empirical part of the research is divided into two parts. The first part consists of qualitative, descriptive and interpretative survey research in the form of e-mailed questionnaires sent to publishers and translators of children's books. This part of the empirical research aimed to gauge some of the policies and principles that guide the translation of children's literature texts in the educational context in South Africa, as well as translation practices. The data obtained were correlated with the second part of the empirical research, which comprises an analysis of recent book publishing data,

[15] See Chapter 3.
[16] See also Baker (2001:11-12).
[17] The protocol for this study has been approved by the Human Research Ethics Committee of the University of the Witwatersrand, with protocol number H080305.

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specifically pertaining to the African languages. The data collected in this part of the research form the background to the theoretical framework constructed for the study, since the study proceeds from the assumption that theoretical frameworks need to be developed with particular contexts in mind.

1.7.2.1 Survey research among publishers and translators of children's books

(a) Sampling

The sample of publishers was determined by methods based on nonprobability sampling, and particularly purposive (expert) sampling (Schutt, 2006:152, 155-156). An initial sampling frame consisting of South African publishers who publish children's literature was compiled, using a number of sources. Using various means, the sampling frame was narrowed down to fit as closely as possible the profile required by the study (i.e. publishers who publish children's books and make use of translation). Based on this, a final sample was determined. The sample was checked to ensure representativeness.

The sample of translators was similarly determined by methods based on nonprobability sampling, and specifically a combination of purposive and availability sampling (Schutt, 2006:152-153, 155-156). Determining a sampling frame of translators of children's books in South Africa was not possible. In order to target the population for this part of the study (translators who have translated children's books), the South African Translators' Institute (SATI), a number of prominent translators of children's books, and two established translation agencies dealing with all the South African languages were contacted by e-mail. The aims of the research were explained. Individual translators were invited to respond, and SATI and the agencies were asked to distribute the questionnaires, along with a cover letter, on their e-mail mailing lists, inviting translators of children's books specifically to respond.

(b) Data collection and questionnaire design

An essentially qualitative approach was chosen as it is more suited to an in-depth study of complex phenomena involving multiple perspectives in natural settings (Leedy & Ormrod, 2005:133). The questionnaires were semistructured in design, revolving around key questions, but providing respondents with opportunities to explain and elaborate their views. The questionnaires aimed to collect information regarding the following kinds of questions:

- What is the demographic profile of the publisher?
- What number or percentage of children's books is translated within the particular publishing house?
- What overt policies affect the choice of children's texts to be translated?
- What covert forces affect the choice of children's texts to be translated?
- Are explicit guidelines provided to translators of children's books?
- If so, what principles inform these guidelines?
- What are translators' perceptions and experiences of the translation of children's books (viewed as a process, rather than a product)?

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For the first part of the empirical work, the publishers in the sample were contacted and invited to complete questionnaires focusing on the applicable questions outlined above. In the second part of the survey research, translators were asked to complete questionnaires similar in design to the questionnaire for publishers. Consent to participate in the study was obtained from respondents, and respondents were assured of confidentiality, both in the initial telephonic contact as well as in the cover letter accompanying the questionnaire (see Addendum A, B, C and D).[18]

(c) Data processing

The data from the questionnaires were interpreted qualitatively by means of simple descriptive statistics.

1.7.2.2 Analysis of publishing data

The *Writings in nine tongues* catalogue (PASA, 2007b) contains bibliographical information for more than 4000 titles in the nine official African languages of South Africa (excluding Afrikaans and English). An attempt was made to use this data to deduce broad, generalised trends regarding the use of translation in the production of titles in the African languages, with attention specifically to age group, genre and language.

(a) Sampling

In order to draw a representative sample of the data, it was decided to use the data for four of the nine languages: isiXhosa, isiNdebele, Xitsonga and Sesotho. The total number of titles amounted to 1763, slightly less than half of the approximately 4000 total titles.[19]

(b) Data processing

Since no explicit information on which texts are translations and which originals is provided in the catalogue, a system of categorisation was devised to indicate *likely* originals and *likely* translations in various groups. Various means of verification were utilised to limit the margin of error of the categorisation approach.

The data were coded on an Excel spreadsheet and processed by means of descriptive statistics, comparing various dimensions, specifically percentages of likely original and likely translated texts as related to age-group, genre and language.

1.7.3 Construction of framework for analysis

Based on the literature review, and particularly in terms of the translation theories outlined, together with the results of the empirical research, a theoretical framework for the analysis of translated children's texts was created. In this, the theory was constantly interrogated against the actual translation realities in South Africa, so that it is less a case of existing theory merely being used as a tool to explain the situation and more a case of reconsidering and amending existing theory in view of the particular South African context in which it is called upon to account for phenomena in the translation of

[18] See Chapter 2 for a more detailed discussion of the methodology for this part of the study, including selection criteria for the sample.
[19] See Chapter 2 for a more detailed discussion of the methodology for this part of the study.

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children's literature. This section (see Chapter 3) thus also provides a testing of (largely) European and Anglo-American theory in and against the South African context.

1.7.4 Text analysis

The text analysis focuses on the close investigation of selected translated children's texts linked in various ways and to various degrees to the educational context. Particular parameters were set to facilitate the selection process and to create a sampling frame. The aim was to create a sample that would be manageable for the type of exploratory analysis carried out in the study, but still sufficiently representative. Above all, the aim was to avoid selecting books to "fit" the argument, and therefore random selection within the set parameters was particularly important. The particular selection parameters are set out in detail in Chapter 4.

A sampling frame was drawn up by using the South African online bookstore www.kalahari.net. The bookstore was chosen since it is well-known and widely used, stocks educational children's books (e.g. readers) as well as trade books, and also stocks children's books in English, Afrikaans and the African languages, thus creating a representative and useful sampling frame for the purposes of this study.[20]

A search was done for all Afrikaans children's books. The search results were checked and cross-referenced to find books conforming to the selection criteria. This list was used as a sampling frame. It was decided that four categories needed to be reflected in the sample. To represent books directly used in the educational environment, there had to be readers for the Foundation Phase, and readers from the Intermediate Phase. A further requirement was that readers had to be from different publishers. In addition, to represent the broader category of children's literature, it was decided that the sample had to include picture books with a South African source text, and picture books with an international source text. Books with Afrikaans and English source texts were included (though fewer books with Afrikaans source texts, since fewer Afrikaans books are translated than English books – see Chapter 2). Lastly, it was decided to include a number of books from the same series to compare translation strategies between related books.

A total of 42 books (21 source texts and their translations) were randomly selected within the set parameters. The precise composition of the sample is set out in Table 1, below. A full list of titles can be found in Chapter 4.

Source language		**Target language**		**Origin**		**Book type**		**Narrative voice**	
English	16	English	5	Local	17	Picture book	13	First-person	4
Afrikaans	5	Afrikaans	16	International	4	Reader	8	Third-person	17

Table 1: A breakdown of the sample of children's books across the dimensions of language, origin and book type

[20] The two other large South African online bookshops are www.exclusivebooks.com and www.loot.co.za. The former does not stock educational books. The latter is similar to www.kalahari.net in terms of the range of books stocked, but www.kalahari.net is more widely known and used.

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The aim of the text analysis is to identify how the policies and principles identified by the empirical research affect the translated text as product. The macrotextual analysis focuses on the preliminary norms affecting, primarily, text selection and translation policy generally, while the microtextual analysis focuses on the particular translation strategies evident in the translated texts. In the microtextual analysis, specific attention is given to textual elements that are strongly marked in terms of culture (proper names, social forms of address, loan words, cultural items and idiomatic expressions), and the ways in which translators have made use of domesticating and foreignising strategies in translating these elements. This part of the research is also qualitative in approach, and makes use of the methodology of content analysis (Leedy & Ormrod, 2005:142).

1.7.5 Conclusions and recommendations

Based on the above, conclusions are drawn and recommendations made, particularly in terms of further research in the field.

1.8 Chapter outline

The above methodology finds expression in the following chapters. Chapter 1 provides an introduction to and contextualisation for the study, and outlines the problem statement, aims, hypotheses and methodology. Chapter 2, entitled *Language-in-education policy, publishing and the translation of children's books in South Africa* is part literature review, and part empirical study. Both components provide background for the theoretical discussion and text analyses that follow in Chapters 3 and 4. It firstly focuses on a review of research on the current language-in-education policy as well as the publishing situation in South Africa, with the aim of sketching the relevant background. Secondly, it presents the results of the two-part empirical research: the survey research among publishers and translators, and the analysis of publishing data. Chapter 3, entitled *A theoretical paradigm: the cultural and ideological dimension* provides an overview of important theoretical ideas relevant to explaining the unique features of the ways in which translation is used in the production of children's books in South Africa, particularly drawing on polysystem theory, translation norms, and postcolonial theory. Linking this work with the findings presented in Chapter 2 provides some explanation for the South African situation, but also challenges some of the theoretical ideas developed in the European and Anglo-American context, suggesting that theories and theoretical constructs require constant critical engagement and "testing" in the sometimes very different contexts to which they are transplanted. Chapter 4 presents the textual "test case" for the arguments set out in Chapter 2 and 3. It analyses a sample of translated children's books on both macrotextual and microtextual levels, exploring both the preliminary norms operating in the selection of children's books for translation, as well as the operational norms evident from the particular translation strategies chosen to deal with various categories of culturally marked lexical items. Chapter 5 presents the summary and conclusions of the research, as well as a discussion of further research possibilities.

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