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British children's engagement with literary translation: Contemporary challenges and practices

A) RATIONALE FOR THE PROJECT

This project intends to explore British children's engagement with literary translation, and their understanding of what literary translation entails, by looking specifically at practices of mediation such as, but not limited to, literary translation workshops.

The British market for children's books in translation remains among the paltriest in the world. Post-Brexit, the question of British children's contact with translated literature and with the very concept of literature in other languages, particularly European, has taken on a new urgency. There is a general intuition that translated children's literature might help foster cultural awareness, and that literary translation as a practice may hone metalinguistic skills. Yet there are still many research gaps in the investigation of children's engagement with and appreciation of translated literature and the processes of translation, specifically those children who have little awareness of such literature.

B) REFERENCES THAT SHOULD BE READ (if you do not have access to these, please email me)

Lathey, G. (2017). "Serendipity, Independent Publishing and Translation Flow: Recent Translations for Children in the UK." *The Edinburgh Companion to Children's Literature*. Eds. C. Beauvais & M. Nikolajeva. Edinburgh: Edinburgh University Press, pp.232-244.

Tucker, Nicholas. "Why is there a British problem?" *Outside In: Children's Books in Translation*. Milet Publishing, 2005. Available at <http://www.outsideinworld.org.uk/childrens-books.asp?page=publications-outsidein>

Van Coillie, J., & Verschueren, W. P. (2014). *Children's literature in translation: Challenges and strategies*. London : Routledge.

See also Translators in Schools, <http://translatorsinschools.org/>

C) RESEARCH AIMS / QUESTIONS

The aim of this project is to explore British children's engagement with and understanding of the act of literary translation, with a specific focus on mediation practices that facilitate such engagement and understanding.

- 1) How do British children respond to texts in translation in a mediated context?
- 2) How do they conceptualise literary translation as a practice?
- 3) What skills or knowledge might be made available to them by giving them the opportunity to engage in that practice?

D) METHODS

The study would be composed of a theoretical exploration of literary translation in education, a survey of existing contemporary practices in Britain, and of an empirical component consisting of the observation and/ or development of translation workshops or other practices of mediation of translation with British children.