

Workshop at TRANSLATA V

(September 19–21, 2024)

Workshop title:

Playgrounds of Translation.

Texts, pictures and songs for children in interlingual and intercultural transfer

Workshop coordinators: Marco Agnetta & Katharina Walter (University of Innsbruck)

Languages: German, English, Spanish, Italian

Number of contributions: 5-10

Description:

Texts for children are characterized by the accumulation of specific linguistic features and, where songs and pictures are considered, also non-verbal ones. They all serve to create a world which suits children's needs or is at least supposed to do so. Sometimes adults also immerse themselves, either because children's books are a key tool for adult-child interaction, or because children's books allow for a polyphony of interpretations and thus appeal to a dual readership of young and old. In research settings, certain prototypical characteristics have emerged for the communicative genre of children's literature in the broader sense: linguistic simplicity, conceptual orality, repetitive structures to create the desired learning effect, hyperboles, pictorial language, often striking imagery in vivid colors, easy-to-read typographical design, catchy melodies and much more. The spaces – the playgrounds, so to speak – of child-centered communication are informed by a specific target readership and willful aesthetic design.

Intercultural and interlingual transfer, which implies a partial or complete exchange of the intended target readership, involves renegotiating the form, content and structure of the respective texts and communicative acts. Changes may range from replacing the culturally foreign with the familiar ("relocation") via explaining ("mediation") to preserving the culturally foreign (see Lathey 2016: 38-39). The resulting transformations can affect all means of expression, including the verbal, pictorial and possibly also musical parts. Particularly appealing features – if they have not motivated the transfer of the text or multimodal content into the target culture in the first place – are considered as worth preserving and are therefore normally treated as invariants. All this is informed by the question of what is customary, permissible or to be avoided in the receiving situation.

The aim of this section at TRANSLATA V (University of Innsbruck, Austria, September 19–21, 2024) is to take a closer look at the playgrounds of child-centered communication across linguistic and cultural boundaries. We therefore invite international researchers to share their

perspectives on the particular challenges and opportunities arising from the inter- and intralingual translation of children's literature.

Potential topics:

The following questions can (but do not have to) serve as a starting point for contributions:

- Which strategies do translators of children's literature develop regarding prototypical characteristics such as rhymes, rhythms, charactonyms, images, etc.?
- How does the representation of universal themes such as diversity, friendship, justice, courage, obligations, etc. change when they are adapted to the circumstances and views of different cultural spaces?
- Which elements of regional languages and cultures find their way into child-centered communication? And what impact does this have on the localization of children's literature?
- What do adaptations of children's literature look like in pluricentric language areas?

Submission: Please send your abstracts for 20-25-minute presentations in German, English, Italian or Spanish to marco.agnetta@uibk.ac.at and katharina.walter@uibk.ac.at by June 30, 2024.

Sources cited:

Lathey, G. (2016): *Translating Children's Literature*. Routledge.