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A Corpus-Based Approach to the Translation of Children's Literature: Language Register in English/Spanish Bilingual Editions

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ABSTRACT

This paper describes the characteristics of children's literature, focusing particularly on its translation and its language register in Spanish and English. Several parameters with several language structures typical of children's literature was applied to a corpus of six English/Spanish bilingual editions of children stories in order to find out if, on the one hand, the linguistic properties of both languages are different when used in this register and, on the other hand, if the translation process implies a change in the linguistic properties of each language. Our results show that our corpus accomplishes the natural characteristics of the register of this genre. Most of the parameters do not show significant differences for both languages, and when they occur they are due to either the grammatical properties of each language or to the translation process, which alters the characteristics of the target text under the influence of the source text.

Key words: children's literature, register, English/Spanish translation process, children's literature translation, contrastive analysis.

RESUMEN

El presente trabajo expone las características de la literatura infantil, con un énfasis especial en su traducción y en el registro del lenguaje asociado a este campo en español y en inglés. Se aplicó una serie de parámetros de varias estructuras del lenguaje de la literatura infantil a un corpus de seis ediciones bilingües inglés/español para averiguar, por un lado, si las propiedades lingüísticas de ambas lenguas son distintas en este registro, y por otro lado, si el proceso de traducción implica un cambio en las propiedades lingüísticas de cada lengua. Los resultados muestran que nuestro corpus cumple con las características del registro de este género. En la mayoría de los parámetros las diferencias entre ambas lenguas no son significativas, y cuando las hay se deben bien a la gramática de cada lengua o al proceso de traducción, que altera las características del texto meta por influencia del texto origen.

Palabras clave: literatura infantil, registro, proceso de traducción inglés/español, traducción de literatura infantil, análisis contrastivo.

1. Introduction

Despite the language produced by children has been thoroughly studied, the literary genre written particularly for children has not been the subject of many studies. This paper aims to enrich this field by covering some of the gaps concerning the linguistic features of children's literature. In order to do this, our study focuses on the compilation and analysis of the grammatical and lexical features of the language register of children's literature. Based on these characteristics, we have carried out an empirical study of several Spanish-English (SP-EN) and English-Spanish (EN-SP) bilingual editions of children's literature. This empirical study consisted on two different comparative analyses of the works, and our objectives were to discover if the linguistic properties of EN and SP are, on the one hand, different when used in this register, and, on the other hand, if the linguistic properties of each of them differ when they are the source text (ST) or the target text (TT).

The paper is organized in seven sections. Section 2 deals exclusively with the theoretical background on children's literature, beginning with the basic characteristics of this literary genre and finishing with the definition and the most salient characteristics of the register of this genre and how it is translated. Section 3 displays the objectives of this study and in section 4 the methodology followed is described (the corpus of some bilingual editions of children's literature and the parameters used to classify the language structures to be found in the bilingual texts). Section 5 expounds the analysis and discussions of the results obtained, and section 6 shows the conclusions of the study.

2. Children's literature

In this section, we discuss the main aspects of the theoretical background on children's literature and its translation. Particularly, section 2.1 deals with the definition of the children's literature genre and its target audience and section 2.2 shows the most distinctive features of translation in this field. Finally, section 2.3 focuses on the register of children's literature, paying attention to its definition as a contextual variable and its implications in language, especially in written children's literature.

2.1. The genre

Defining what we understand by the genre of children's literature is the first question that arises in this research. At first sight, it seems an easy question: it is the literary production especially oriented to children, as Knowles and Malmkjaer (1996: 2) state in their brief definition: "*any narrative written or published for children.*" Other criteria to define children's literature have been discussed by scholars such as Klingberg (1986), who establishes the following patterns associated with this genre:

1) Texts regarded as appropriate reading for children and young-adults.
2) Literature especially written for children and young-adults.
3) Literary production by children and young-adults.
4) Texts within adult's literature that children have made their own.
5) Any literature that is actually read by children.

The criterion that most scholars agree with (Klingberg, 1986; Knowles and Malmkjaer, 1996; Pascua, 1998; among others) is number two, thus emphasizing the audience. This orientation of children's literature should concern several aspects when analyzing this genre such as children's capacities, abilities, experiences, interests, linguistic and/or cultural knowledge, etc. in order to offer a wide spectrum of its large audience type. In this paper, the aspect we will focus on is the children's linguistic knowledge, which we understand as the lexical and grammatical structures they are capable of understanding and which are typical of this linguistic register, which, at the same time, is also part of the essential characteristics of children's literature.

In order to provide a complete approach to the register in children's literature, we should go beyond Knowles and Malmkjaer's (1996) short definition provided above, since describing children's literature register and its audience implies determining the boundaries of the human 'category' of children. If we consider children's literature to be the whole literary production oriented to non-adults, we would commit a serious mistake, since a distinction between children and young-adults as readers must be applied, as Lemus Montaño (2009: 34) points out:

> Delimitaremos tanto la infancia como la juventud de acuerdo al criterio mayoritario al respecto, y lo haremos en relación a su condicion de lector potencial. De este modo, definimos:

1) Al lector infantil, como el lector cuya edad se comprende entre el momento en que los niños aprenden a leer, normalmente a los 4 o 5 años, y los años que se consideran frontera con la adolescencia, entre los 10 y los 12 años, y,

2) Al lector juvenil, como el lector cuya edad se comprende entre los años de la adolescencia, a partir de los 10 o los 12 años, y el inicio de la edad adulta, cuando un individuo cuenta entre los 18 y los 21 años.

The consequence of this distinction is that children's literature is addressed to a particular audience that covers a short period of lifetime. Therefore, this genre is written for a minority. This situation has contributed to considering children's literature as marginal in comparison with other more popular genres in literature, placing it in even a more peripheral position than that of women's literature (Hunt, 1992).[1]

This marginalization of children's literature takes places despite the multidimensional facets of this genre. As Puurtinen (1995: 17) points out, "*it fulfills numerous functions and operates under diverse cultural constraints*." In fact, this genre is marked by two important dualities. On the one hand, it belongs simultaneously to the literary system and the socio-educational system, thus having a double purpose of both entertaining and educating (Puurtinen, 1995); on the other hand, it addresses to a double audience, that is, children –primary audience- and adults –secondary audience- (Lathey, 2006). The adult audience is formed by parents, educators, critics, editors, and publishers, and it is subsequently much more influential on the final editing of the works (they decide what is published and what is read).

Therefore, the marginalization of children's literature and its salient and distinctive characteristics are factors that must be taken into account when translating works belonging to this genre.

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[1] Lathey (2006: 18) admits that there are "*understandable reasons*" to regard children's literature as a minor genre. To begin with, it has been excluded from the literary canon throughout history, and this still remains until nowadays. Child issues, as those of women, ethnic or native groups, etc., are regarded as non-central in many cultures. Concerning the style (Hunt, 1992), this genre also entails a deviation from the conventional norms: novellas rather than novels, doggerel rather than poetry, and improvisation rather than mediated text.

2.2. The translation of children's literature

As mentioned in section 2.1, the genre of the literary production for children is not considered as canonical literature, and so is not its translation. In fact, the translation of children's literature has suffered the same problems that children's literature has experienced, as its source material has been regarded as marginal, peripheral, and lacking of interest. Lathey (2006) paraphrases Klingberg (1978) to enumerate some facts that describe this situation: translators of children's literature are offered lower rates and poorer conditions and they receive the least possible recognition to their contribution.

On the other hand, the intrinsic characteristics of children's literature make the translation of these works a complex task. As we have commented before, children's literature has two dualities that make it different from any other literary genre: the audience duality, i.e. children and adults, and the duality of its integration in two different systems, i.e. literature and education.

The intentions of children and adults when consuming children's literature are totally different: the former wants to be entertained, maybe informed, and want to improve their language comprehension, whilst the latter acts as a "supervisor" and approaches the work in a deeper and critical way. Besides, adults evaluate these books in terms of the social values and ideology they transmit, and the improvements they may produce in the development of the child's linguistic skills. For this reason, a translator of this genre should know the potential target audiences and the socio-educational system of the target audience well enough to produce an adequate adaptation in his/her translation. From this perspective, there may be the case that a translator (or a writer) of children's literature produces a work to please the secondary audience, i.e. adults, over the primary audience, i.e. children.

Another complexity in the translation of children's literature that should be mentioned is the fact that the translation of this genre is a paradox itself: the aim of children's literature is to enrich the child's vocabulary and his/her knowledge about reality, and at the same time the translator is forced to expel from his/her work any complexity regarding textual issues (lexis, syntax, structure, plot, characterization, etc.) and cultural

issues (ideology, values, parody, irony, satire, etc.). Therefore, the translator of children's literature must have the ability of producing a translation that is adapted to the child's concerns, understanding of reality, etc. and, at the same time, he/she must enrich both the child's knowledge of the world and his/her language skills (vocabulary, reading comprehension, syntax, etc.).

However, the marginal position of children's literature within the literary canon gives the translator great liberties concerning the translation of the text: the translator is freer to adapt, add, or eliminate information from the text. Nevertheless, this liberty is dependent on two conditions that the translator must respect in all the situations. Firstly, the translation product has to be adjusted to the child's capacities to learn and comprehend; and secondly, the translation has to be adjusted to what the secondary audience considers educationally good for the child.

From this perspective, when translating a text of this genre, the translator must make sure that the child is able to comprehend the TT. This has to be achieved by using in the TT syntactic structures and a lexicon that a child can understand. In other words: by using the proper register for children.

2.3. The language register in children's literature

The first issue to tackle when examining the register in children's literature is the very concept of register. We can take the definition from Hunt (2005: 78):

> "A related linguistic concept of major importance for the issue of language choice and writerly control is register, the principle which governs the choice among various possible linguistic realisations of the same thing. Register refers to types of language variation which collocate with particular social situations and written genres."

From this definition we can deduce that the concept of register deals both with linguistics and the social context. In fact, language register is determined by the social and situational context in which the communicative act is taking place. Although we recognize the important role of context in the analysis of register, in this paper we will focus on the linguistic realizations that register has in children's literature.

Along the same lines, the general rule for the linguistic realizations of the register in children's literature is that the language of this genre is characterized by simplicity, both at the lexical and the textual level. This is understandable considering the limitations in the language comprehension and the linguistic production of the primary audience this genre addresses to. These works are marked by condensation, since plot is preferred over characters' psychological features, and by synthesis, since long descriptions or long dialogues are not frequent in this type of genre. Moreover, cultural elements such as satire and irony in the text, regarded as too sophisticated, are not generally acceptable for children because they probably imply knowledge of reality beyond children's possibilities and they may break the rule of simplicity and linearity. Besides, paragraph length is typically no longer than three sentences on average. According to Shavit (1986: 112-113), "*in contrast to adult literature, in which the norm of complexity is still prevalent today, the norm of simple and simplified models is still prominent in most children's literature.*"

However, there are cases in children's literature in which this rule of simplicity is not so clear. Since children are stimulated to read books not only to enjoy themselves but also to learn, children's literature has not only an entertaining purpose but also a didactic one. In fact, there may be cases in which the didactic purpose prevails over the entertaining one. In these cases, vocabulary and syntax would be more complex in an "*attempt to enrich the child's vocabulary*" (Lathey, 2006: 39).

After reviewing part of the literature dealing with the characteristics of register in children's literature, at different linguistic levels not dealing with specific languages, we have focused on how Hunt (2005), Lathey (2006), and Albentosa and Moya (2001), among others, describe the linguistic realizations of the register of this genre. We have compiled the most important ones in Table 1 and they refer specifically to both the syntactic and the lexical level, and both to English (EN) and Spanish (SP) children's literature. If nothing is specified, it means that they generally apply to both languages.

Table 1. Characteristics of the register of children's literature

LEVEL	LINGUISTIC REALIZATIONS
Syntactic	- Predominance of simple and short utterances - Coordination generally copulative by "y"/"and" - Scarce subordination, usually with a temporal value - Occasional use of redundant "y"/"and" in enumerations - Noun phrases usually simple and with little modification - Use of anaphoric pronouns when referring to protagonists - Predominance of declarative utterances - Not very frequent use of interrogative and imperative utterances - Presence of exclamative utterances - Repetition and wordplay are common - Sentence structure tends to be standard (SVO in EN and SP), especially in EN
Lexical	- Simple, clear, and common vocabulary - Informal, emotive, colloquial, direct, evaluative, careful, and emotional - Related to the child's environment or to an imaginary world familiar to him - Non-specialized - In EN it is sometimes more specific, especially in verbs - Few nominalized terms - Rhyme and onomatopoeia are common - Presence of interjections - Lexical repetition - Abundance of general words and concrete, close nouns - Significant presence of descriptive adjectives, occasionally preceded by intensifier particles ("muy"/"very") or the repetition of the adjective itself - Significant presence of diminutives - Use of vocative pronouns "tú"/"you" to address to the audience

We will take the information contained in this table as the basis of our empirical study. Some of these linguistic characteristics of the register of children's literature (highlighted in Table 1) are the parameters that we will study in our corpus of pieces of children's literature (cf. section 4.2). The parameters that we will analyze in our texts are the tool to confirm whether the language register of the texts under discussion is typical for their target primary audience or not, as we explain further in the following section.

3. Objectives

As some scholars have pointed out (Lorenzo and Pereira, 2000, among others), little attention has been paid to the translation of children's literature, whilst it has attracted much attention to the fields of psychology and pedagogy. However, the study of the language of this type of literary genre could provide an interesting source for the study of child language in general and the language of translation in particular.

Nevertheless, this lack of theoretical materials in children's literature translation, especially when dealing with the register of this genre, does not free the translator from studying and knowing the child's language, which is "*not only advisable but necessary*" (Lorenzo and Pereira, 2000: 135). Analyzing the language register of a child of a certain age is essential for translators to present an adequate adaptation of the characteristics of the register in this genre. If not, translators could make mistakes as the following one, which illustrates the article by Lorenzo and Pereira (2000) about the translation of *The Giver* (Lowry, 1993) from English to Spanish, produced by Maria Luisa Balseiro in 1996. The original text ("'*I felt very **angry** this afternoon,' Lily Announced*") was translated into SP as "*Yo esta tarde he estado **iracunda** –declaró Lily-.*" It would be strange to find the word "*iracunda*" uttered by Lily, an 8-year-old girl.

Not knowing -or not respecting- the likely register for the child or young-adult characters of a literary work may result in mistakes as this one above. A translation of this type, as García and Rodríguez (2000) point out, indicates that sometimes translators may be more interested in producing a lexically rich translation rather than in adapting the register to their primary audience, the children.

From this perspective, our work stems from Lorenzo and Pereira's (2000) argumentation: the language register of children must be respected in order to produce a good translation, and that is why we intend to go a step further: our focus is to analyze the linguistic structures in children's literature, bearing in mind the competence of the primary audience, that is, children, as a determinant factor to characterize the register of this genre.

In order to carry out this analysis, our point of departure is a corpus of six bilingual works of children's literature in Spanish and English, and in both directions (original EN and translated text in SP and original SP and translated text in EN). We will analyze these works in terms of the properties of the language register paying attention to the linguistic structures at the level of syntax and certain items at the level of lexicon. In this way, if we contrast the characteristics of the texts of our corpus with the characteristics of the register of children's literature, exposed in Table 1 (section 2.3) we will check if the texts of our corpus for each language respect the natural register of

children's literature or not. Once we have classified the properties of linguistic structures of the texts from our corpora, our two main objectives will be comparing, at both linguistic levels:

1) the ST in EN and the ST in SP to evaluate if the linguistic properties of both languages are different in relation to the typical characteristics of children's literature register;

2) the source EN texts with their correspondent target EN texts, and the source SP texts with their correspondent target SP texts to evaluate if the translation process implies any change in the register properties of each language when turning into target languages.

4. Methodology

This section describes the corpus used in our study, stating its defining characteristics, and how this corpus will be analyzed in linguistic terms. This section is divided into two parts: in section 4.1 the texts, the main characteristics of the corpus, and also the criteria for that corpus selection are presented; and in section 4.2 the parameters of classification (how the linguistic properties of the samples will be classified) are explained.

4.1. Corpus building

The corpus built for this research is formed by five texts of children's literature:

- Three EN-SP bilingual editions of children's literature:
  - Ross, Tony. *Doña Cabra y sus siete cabritillos – Mrs Goat and Her Seven Little Kids*. Trad. Gonzalo García. Primera. Madrid: Grupo Anaya, 2007.
  - McKee, David. *La triste historia de Verónica – The Sad Story of Veronica*. Trad. Gonzalo García. Primera. Madrid: Grupo Anaya, 2005.
  - Schimel, Lawrence. *Igual que ellos - Just Like Them*. Trad. Lawrence Schimel. A Coruña: Tiny Tornado Books, 2010.
- Three SP-EN bilingual editions of children's literature:

o Sánchez Vargas, Juan. *Marcelo en el monasterio – Marcelo in the Monastery*. Trad. Jennifer Johnson. Primera. Fundación Santa María la Real, 2009.

o Andrés, José Carlos. *Mi papá es un payaso – My Dad Is a Clown*. Trad. Amaranta Heredia Jaén. Primera. Editorial Egales, 2013.

o Varela, Nuria. *Martín y la pirata Candela – Martin and Candela the Pirate*. HotelPapel Ediciones, 2008.

Following the properties of a corpus defined by Burnard (1995) for the British National Corpus, we can say that our corpus has the following features:

- Domain: specialized corpus containing non-technical language within children's literature register.
- Source: written data (published texts of bilingual editions of children's literature).
- Time: synchronic. Samples have been published recently (between 2008 and 2013).
- Languages: parallel corpora. Two corpora, in English and Spanish, containing source and translated texts in both directions.
- Sample type: full texts.
- Size: 4,783 words in Spanish and 4,862 words in English. 12 samples in total (6 parallel samples from each language).
- Language knowledge: native. Samples have been produced by adult non-learners of the language.

The texts above were chosen in terms of their complexity and their length. All these texts are not long and their average paragraph length is not long (no more than six lines). The books in our corpus, though they do not provide a recommended reader, are addressed to children in their childhood, approximately 6-10 years old, a period of time within the stage of "child reader" described by Lemus Montaño (2009), cf. section 2.1.

With our small corpus of children's literature we aim to give a sample representation of children's literature in bilingual editions in both directions, SP-EN and EN-SP.

4.2. Parameters of classification

In order to classify the linguistic properties of the language register in the works of our corpus and to confirm if there is a parallel correspondence with the most typical linguistic properties of the children's literature register, we have proposed a set of parameters of classification in Table 2, based on the information compiled from Hunt (2005), Lathey (2006), and Albentosa and Moya (2001) and contained in Table 1 (see section 2.3).

Table 2. Parameters of classification of linguistic structures

Syntactic features	Sentence typology	Simple	
		Complex	Coordination — Copulative
			Coordination — Disjunctive
			Coordination — Other
			Subordination — Temporal
			Subordination — Non-temporal
	Sentence tone	Declarative	
		Interrogative	
		Exclamative	
		Interrogative + exclamative	
	Syntactic complexity markers	Subject elision	Overt subject
			Non-overt subject
		Polysyndetic coordination[2]	
		NP modification	0-1 modifier
			2 modifiers
			3 or more modifiers
Lexical features	Markers of emotive language	Diminutives	
		Vocatives to address the audience	
		Onomatopoeia / Interjection	
		Rhyme	
	Markers of lexical complexity	Lexical register deviations	Ns
			Adjs
			Advs
			Vs

At the level of syntax, in order to check whether sentence typology in children's literature is complex or simple and prove if they follow the rule of simplicity at this

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[2] The parameter polysyndetic coordination refers to those enumerations in which the use of a coordinating conjunction is redundant and could be omitted ("*she and his father and his brother*").

level, we have established a classification of the sentences in the texts paying attention to the following distinctions: firstly, if they are simple, they include only one lexical verb ("*Kwame said*") or complex, if they include more than one lexical verb in coordination or subordination. At the same time, coordinated sentences are sorted as copulative ("*Marcelo held up a stick with a piece of metal on it **and** acted like a bell in a bell cote*"), disjunctive ("*to paint **or** draw on the vault*"), or other ("*it isn't a sign **but** it does indicate a lot of things*"); as for subordinated sentences, we have distinguished between those with a temporal value ("***when** Kwame came into the kitchen for breakfast*") and those without it ("*you have perfect vision*") in order to check if our corpus agree with the natural register of children's literature. This temporal value can be expressed with a temporal subordinator (e.g. "when") or with a subordinated clause indicating a temporal relation ("*casi las llevó también al acostarse*").

We have also established a distinction at the level of syntax regarding the sentence tone in order to know the frequency of each type of sentence according to their use in discourse: declarative ("*Candela yelled to her crew*"), interrogative ("*and who are you?*"), and exclamative ("*full sail ahead with Candela the pirate!*"). If our results confirm the typical characteristics contained in Table 1, there should be a predominance of declarative sentences over the other two types. In addition, exclamative utterances should be more frequent than interrogative ones. Since these types of sentences are indicators of an emotive language, characteristic of children's literature according to Table 1, we intend to observe the frequency in which this type of sentences appears in our texts.

The classification dealing with syntactic complexity is proposed in order to find out if the most salient properties of each language (i.e. predominance of overt subjects in EN but not in SP, long premodification in EN but short in SP, occasional use of polysyndetic coordination, etc.) were kept in the translated version or not. For example, we analyzed the modification of noun phrases (NPs) in our texts, sorting them into those with 0-1 modifiers ("*the kitchen*"), those with 2 modifiers ("*his new glasses*"), and those with 3 or more modifiers ("*a new tray of brightly-colored frames*"). Both premodifiers and postmodifiers were taken into account in this classification. We expected to find more cases of NPs with 3 or more modifiers in SP than in EN, taking into account that EN usually builds NPs with adjective or determiners premodifying the N, whilst SP

usually adds determiners as premodifiers and PPs (in turn formed by a Prep and a NP, that is, two nuclei) as postmodifiers, thus increasing the length of the NP.

As for the identification of lexical features in our texts, we have established two sub-classifications: markers of emotive language and markers of lexical complexity. In the first one, we established the following four parameters paying attention to the specifications established in Table 1 (section 2.3):

- diminutives, generally built with suffixes in Spanish ("*vocecilla*") and with premodifiers in English ("*little voice*"). We also considered diminutives some words which are emotive and colloquial variants from standard register ("*cole*" of "*colegio*," "*mummy*" of "*mother*," etc.);
- pronouns used as vocatives in the text to address the reader, mainly "tú" / "you" ("*fíjate si es importante*");
- rhyme and onomatopoeia
- interjections.

Finally, the markers of lexical complexity comprise the deviations of four morphological categories, nouns (Ns), adjectives (Adjs), adverbs (Advs), and verbs (Vs). Deviations include those terms which we considered to be beyond the child's comprehension. We considered deviations those words which do not belong to the neuter field of lexicon, that is, they are technical or specialized (transparent vocabulary vs. non-transparent vocabulary). Deviations are also the translator's choices of a formal or specialized word or term over an informal one. For example, Latinized terms are supposed to be deviant from the children register in contrast with Germanic ones ("*profession*" instead of "*job*"). Very specific verbs, especially phrasal and prepositional Vs in EN ("*to be laden down*," "*to crawl away*," etc.), are also considered deviations from children's literature register. We must clarify that when the deviation refers to a specialized term, there is usually an illustration accompanying the text that aims to clarify the meaning of those non-transparent words.

5. Analysis and results

In the two following sections, we will display the most important findings from our study. Section 5.1 discusses the results concerning the first objective of our study

(checking if the linguistic properties of EN and SP are different in the children's literature register) and section 5.2 discusses the results concerning our second objective (checking if the translation process affects the linguistic properties of EN and SP in this register).

5.1. Register and directionality

In this section, we will display the results from EN-SP and SP-EN texts according to the parameters of classification described in Table 2.

5.1.1. EN-SP

The following table shows the results of the EN-SP texts sorted according to the parameters of classification described in section 4.2.

Table 3. Global results of EN-SP texts

PARAMETERS OF CLASSIFICATION				EN	SP
Sentence typology	Simple			70.1% 276/394	68.8% 282/410
	Complex	Coordination	Copulative	86.4% 38/44	85.1% 40/47
			Disjunctive	2.3% 1/44	2.1% 1/47
			Others	11.4% 5/44	12.8% 6/47
		Subordination	Temporal	21.6% 16/74	20.2% 17/84
			Non-temporal	78.4% 58/74	79.8% 67/84
Sentence tone	Declarative			91.8% 278/303	89.4% 286/320
	Interrogative			4.0% 12/303	3.8% 12/320
	Exclamative			4.3% 13/303	6.6% 21/320
	Interrogative + exclamative			0.00% 0/303	0.3% 1/320
Syntactic complexity markers	Subject elision	Overt subject		83.2% 336/404	49.3% 200/406
		Non-overt subject		16.8% 68/404	50.7% 206/406
	Polysyndetic coordination			1	0
	NP modification	0-1 modifier		73.4% 300/409	70.6% 309/438
		2 modifiers		14.7% 60/409	16.9% 74/438
		3 or more modifiers		12.0% 49/409	12.6% 55/438
Markers of emotive language	Diminutives			17	31
	Vocatives to address the audience			0	0
	Onomatopoeia / Interjection			2	2
	Rhyme			0	0
Markers of lexical complexity	Lexical register deviations	Ns		50.0% 7/14	69.2% 9/13
		Adjs		0.0% 0/14	23.1% 3/13
		Advs		7.1% 1/14	0.0% 0/13
		Vs		42.9% 6/14	7.7% 1/13

As it can be seen from Table 3, there are hardly significant differences between the two languages **in terms of syntax and lexicon**. Most of the parameters do not differ

between the two languages in more than a 4%, which is definitely not a difference to be remarked[3]. That is why we will focus our attention in this section to describe the results of those parameters with the most significant differences.

Subject elision is the parameter in which the most significant results appear. There is a huge difference in the use of overt subjects between EN (83.2%) and SP (49.3%), and non-overt subjects differ in the same way but in the opposite direction (16.8% in EN and 50.8% in SP).

Regarding the **lexical features** of the EN-SP texts, we have to point out the results obtained in diminutives. Our analysis shows that the number of cases of diminutives is higher in SP (31 cases) than in EN (17 cases).

The deviations of the different morphological categories provide significant results as well. However, we cannot extract a straight adaptation of the register of our texts following the characteristics of this parameter, because there is almost the same amount of cases (14 in EN and 13 in SP) and the distribution of cases regarding the different morphological categories varies between languages.

5.1.2. SP-EN

Table 4 shows the results of the SP-EN texts sorted according to the parameters of classification described in section 4.2.

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[3] In the analyses and discussions of our data, a percentage difference higher than 6% has been considered relevant. Moreover, no fraction or percentage is displayed for those parameters in which the relation was not possible or was irrelevant (i.e. polysyndetic coordination and markers of emotive language).

Table 4. Global results of SP-EN texts

PARAMETERS OF CLASSIFICATION				SP	EN
Sentence typology	Simple			44.6% 190/426	44.7% 210/470
	Complex	Coordination	Copulative	59.5% 50/84	62.2% 51/82
			Disjunctive	1.2% 1/84	2.4% 2/82
			Others	39.3% 33/84	35.7% 29/82
		Subordination	Temporal	13.2% 20/152	17.4% 32/184
			Non-temporal	86.8% 132/152	82.6% 152/184
Sentence tone	Declarative			88.6% 264/298	91.6% 325/355
	Interrogative			4.7% 14/298	4.2% 15/355
	Exclamative			6.4% 19/298	4.0% 14/355
	Interrogative + exclamative			0.3% 1/298	0.3% 1/355
Syntactic complexity markers	Subject elision		Overt subject	47.6% 199/418	73.0% 364/499
			Non-overt subject	52.4% 219/418	27.1% 135/499
	Polysyndetic coordination			0	0
	NP modification		0-1 modifier	66.4% 320/482	66.9% 311/465
			2 modifiers	11.8% 57/482	16.8% 78/465
			3 or more modifiers	21.8% 105/482	16.3% 76/465
Markers of emotive language	Diminutives			23	12
	Vocatives to address the audience			2	2
	Onomatopoeia / Interjection			1	1
	Rhyme			5	0
Markers of lexical complexity	Lexical register deviations		Ns	90.0% 45/50	81.5% 44/54
			Adjs	4.0% 2/50	9.3% 5/54
			Advs	2.0% 1/50	0.0% 0/54
			Vs	4.0% 2/50	9.3% 5/54

The results obtained in SP-EN children's literature texts do not provide significant results in most of the parameters. Therefore, only the most significant results in the

comparison SP-EN will be described, that is, those from the syntactic properties in subject elision and those from lexical properties such as diminutives, rhyme, and noun deviations.

As for the **syntactic features**, subject elision is much more frequent in SP than in EN (52.4% vs. 27.1%), as it was expected, due to the grammatical properties of SP (i.e. the possibility of using non-over subjects) in contrast with EN (i.e. overt subjects are the only option).

The **lexical features** in this direction show some interesting results. Those dealing with the use of diminutives show the same pattern as in the opposite direction (see section 5.1.1): they are more frequent in SP (23 cases) than in EN (12 cases). On the other hand, 5 cases of rhyme were found in SP but none in EN, and concerning particularly the lexical deviations, there were no significant differences except for noun deviations (90.0% in SP and 81.5% in EN).

5.1.3. Adaptation to the typical properties of children's literature register

In order to analyze the relevance of our results in relation to language register, in this section we will compare the results we have obtained for both directions.

As stated in Table 1, most of the sentences in children's literature are short and simple. However, according to our results in the parameter of **simple sentences**, we cannot state this so firmly. Our data in the EN-SP direction confirm this statement, but in the SP-EN direction, results are not so determining. Therefore, concerning this parameter, we can say that our EN-SP texts agree with a simple style whilst our SP-EN do not, given the low percentage of simple sentences in both languages.

In our opinion, this is an indicator proving that the SP-EN translation of this kind of texts is not carried out taking into account the linguistic capacities of the primary audience of the text (the child). For example, if the SP STs have a low percentage of simple sentences (contrary to this register), we would expect the EN TTs to have a higher percentage, since the translator should adapt the text to make it proper to its primary audience. However, in this case the translator did not adapt the structures. As a

result, it seems that the translator calques the structures of the ST into the TT paying little attention to the appropriateness of the register of the ST and the possibility of improving it in the TT.

Regarding **complex sentences**, coordination is generally done with copulative conjunctions in both directions, thus confirming the information contained in Table 1. Disjunctive coordination is very rare in this corpus because plot structure in children's literature tends to be linear and have one single simultaneous event, and disjunctive connotations do not fit this scheme. In this last respect, our data also agree with the general characteristics of the register of children's literature.

Our results on subordination show again that SP-EN texts move away from the natural characteristics of the register of this genre in both parameters (temporal and non-temporal subordination): although Table 1 (cf. section 2.3) states that there should be scarce subordination and usually with a temporal value, our SP-EN texts present a higher percentage of subordination and a lower percentage of temporal subordination than EN-SP texts.

Concerning **sentence tone**, the predominance of declarative sentences and the presence of interrogative sentences were expected according to Table 1, whilst the number of exclamative sentences was lower than expected.

Dealing with **syntactic complexity markers**, the number of cases of subject elision is much higher in SP than in EN. We should also mention that the percentage of subject elision is higher in the SP-EN direction than in EN-SP. In this parameter, we expected these results because SP is a pro-drop language, that is, we do not need an explicit subject unless we need to clarify the context or emphasize it. The empirical study performed by Albentosa and Moya (2001: 143) on several pieces of children's literature also moves in this direction.

In fact, it seems that this feature of grammar has implications on the register of children's literature. Following the norm of simplicity, there should be a lower proportion of non-overt subjects in relation to the total number of subjects, which is clearly found in the EN-SP direction but not so clearly in the SP-EN direction, where

this simplicity statement would not correspond so directly with the register of children's literature.

The defining characteristics of the register of children's literature showed that polysyndetic coordination is occasionally used to make the text more comprehensible for the child. However, in our texts only one case was found, and therefore we cannot draw definite conclusions about this parameter.

As for the **lexical features**, particularly with the markers of emotive language, we can say that diminutives are the most significant characteristic, which is indeed a typical feature of the register of children's literature. Particularly, it is a more common feature in SP children's literature, given that their presence is higher in SP than EN (54 cases vs. 29). Diminutives are built through suffixes in SP (mainly "*ito*" as in "*jovencito*") and through premodifiers in English (mainly "*little*" as in "*little kids*," and occasionally "*tiny*" as in "*tiny letters*").

As for the use of the pronouns "tú" / "you" as vocatives, we found only four cases, thus not abundant enough to be considered as a structure common in our texts.

The same happens with onomatopoeia and interjections. According to Table 1, we expected them to be common, but we found only six cases. Moreover, only five occurrences of rhyme were found, and they were all occurrences of one single case ("*a toda vela con la pirata Candela*").

In conclusion, we can say that our results from the markers of emotive language in both directions do not match the natural register of children's literature, except for diminutives.

The results dealing with the deviations in the vocabulary show that the number of deviations is much higher in SP-EN editions than in EN-SP ones. However, this does not have to do with linguistic reasons but with the fact that one of the texts, *Marcelo en el monasterio – Marcelo in the Monastery*, includes specialized vocabulary that increased the number of words moving away from the register of children's literature.

Regarding the morphological category of these deviations, in both directions most of them are found in nouns. The majority of the deviations are words for whose translation the difficult option was chosen over the easy one ("*profession*" instead of "*job*"), or specialized vocabulary ("*bell cote*" and "*espadaña,*"). Vs deserve a special mention, since verb deviations are much more frequent in EN than SP, as expected according to the characteristics of the register of children's literature. Most of the cases of verb deviation in our study are English phrasal and prepositional verbs ("*to be laden down,*" "*to crawl away,*" etc.).

5.2. Register and the translation process

In this section, we will analyze and discuss the relation between the language register in our texts and the translation process. In order to do so, the properties of EN in STs and EN in TTs will be compared, and the same with SP in STs and SP in TTs. We will discuss if the translation process implies a change in the linguistic properties of both EN and SP in our bilingual editions of children's literature.

5.2.1. EN as source and target language

Table 5 shows the results of EN STs and EN TTs sorted according to the parameters of classification described in section 4.2.

Table 5. Global results of EN as source and target language

PARAMETERS OF CLASSIFICATION				ST EN	TT EN
Sentence typology	Simple			70.1% 276/394	44.7% 210/470
	Complex	Coordination	Copulative	86.4% 38/44	62.2% 51/82
			Disjunctive	2.3% 1/44	2.4% 2/82
			Others	11.4% 5/44	35.7% 29/82
		Subordination	Temporal value	21.6% 16/74	17.4% 32/184
			Non-temporal	78.4% 58/74	82.6% 152/184
Sentence tone	Declarative			91.8% 278/303	91.6% 325/355
	Interrogative			4.0% 12/303	4.2% 14/15
	Exclamative			4.3% 13/303	4.0% 14/355
	Interrogative + exclamative			0.0% 0/303	0.6% 2/355
Syntactic complexity markers	Subject elision	Overt subject		83.2% 336/404	73.0% 364/499
		Non-overt subject		16.8% 68/404	27.1% 135/499
	Polysyndetic coordination			1	0
	NP modification	0-1 modifier		73.4% 300/409	66.9% 311/465
		2 modifiers		14.7% 60/409	16.8% 78/465
		3 or more modifiers		12.0% 49/409	16.3% 76/465
Markers of emotive language	Diminutives			17	12
	Vocatives to address the audience			0	2
	Onomatopoeia / Interjection			2	1
	Rhyme			0	0
Markers of lexical complexity	Lexical register deviations	Ns		50.0% 7/14	81.5% 44/54
		Adjs		0.0% 0/14	9.3% 5/54
		Advs		7.1% 1/14	0.0% 0/54
		Vs		42.9% 6/14	9.3% 5/54

As for the sentence syntactical typology, the percentages of simple sentences show a big difference between EN as ST and as TT (70.1% vs. 44.7%, respectively). As for

complex sentences, copulative coordination is much more frequent in EN STs (86.4%) than in EN TTs (62.2%). On the contrary, other types of coordination apart from copulative and disjunctive structures are more frequent in TTs in EN (35.7%) than in STs in EN (11.4%).

The sentence tone in EN language is very similar in EN being the source or the target language. The percentage of declarative sentences is almost the same in both situations, as well as the proportion between interrogative and exclamative sentences.

An important difference appears in the subject elision since the number of overt subjects is higher in EN STs (83.2%) than in EN TTs (73.0%), the latter probably influenced by the lesser number of overt subjects in SP. On the contrary, no big differences can be found in polysyndetic coordination or in NP modification.

Concerning the **lexical features**, the most significant imbalance comes with diminutives, which are more frequent in EN STs (17 cases) than in EN TTs (12 cases). We should mention the differences in lexical register deviations as well: noun deviations are more common in EN TTs than in EN STs (81.5% vs. 50.0%, respectively), and a similar results can be found in deviations in Adjs (9.3% vs. 0.0%, respectively). However, in Advs and Vs the opposite result is obtained: the deviation percentages in these two categories are higher in EN STs than in EN TTs (7.1% vs. 0.0%, respectively, in Adjs; and 42.9% vs. 9.3%, respectively, in Vs).

5.2.2. SP as source and target language

Table 6 shows the results of SP STs and SP TTs texts sorted according to the parameters of classification described in section 4.2.

Table 6. Global results of SP language

PARAMETERS OF CLASSIFICATION				ST SP	TT SP
Sentence typology	Simple			44.6% 190/426	68.8% 282/410
	Complex	Coordination	Copulative	59.5% 50/84	85.1% 40/47
			Disjunctive	1.2% 1/84	2.1% 1/47
			Others	39.3% 33/84	12.8% 6/47
		Subordination	Temporal value	13.2% 20/152	20.2% 17/84
			Non-temporal	86.8% 132/152	79.8% 67/84
Sentence tone	Declarative			88.6% 264/298	89.4% 286/320
	Interrogative			4.7% 14/298	3.8% 12/320
	Exclamative			6.4% 19/298	6.6% 21/320
	Interrogative + exclamative			0.3% 1/298	0.3% 1/320
Syntactic complexity markers	Subject elision	Overt subject		47.6% 199/418	49.3% 200/406
		Non-overt subject		52.4% 219/418	50.7% 206/406
	Polysyndetic coordination			0	0
	NP modification	0-1 modifier		66.4% 320/482	70.6% 309/438
		2 modifiers		11.8% 57/482	16.9% 74/438
		3 or more modifiers		21.8% 105/482	12.6% 55/438
Markers of emotive language	Diminutives			23	31
	Vocatives to address the audience			2	0
	Onomatopoeia / Interjection			1	2
	Rhyme			5	0
Markers of lexical complexity	Lexical register deviations	Ns		90.0% 45/50	69.2% 9/13
		Adjs		4.0% 2/50	23.1% 3/13
		Advs		2.0% 1/50	0.0% 0/13
		Vs		4.0% 2/50	7.7% 1/13

There are significant differences between SP STs and SP TTs in all the parameters of **sentence syntactic typology** except for disjunctive coordination. Simple sentences are

much more often in SP as a target language (68.8%) than as a source language (44.6%), and the same happens with copulative coordination (85.1% vs. 59.5%, respectively). Differences in subordination are remarkable as well: 13.2% of the subordinated sentences have a temporal value in SP STs, and this percentage increases to 20.2% in SP TTs.

The only significant difference found within the syntactic complexity markers is in the NPs with 3 or more modifiers, much higher in SP STs (21.8%) than in SP TTs (12.6%).

Concerning the markers of emotive language, diminutives are the only parameter that deserves to be mentioned: 23 cases of diminutives in SP STs vs. 31 cases in SP TTs.

Within the markers of **lexical complexity**, we have to mention the lexical deviations in Ns and Adjs. Deviations in Ns are more frequent in relation to all the cases of deviations in SP STs (90.0%) than in SP TTs (69.2%). On the contrary, deviations in adjectives are more frequent in SP as the target language (23.1%) than in SP as the source language (4.0%).

5.2.3. EN and SP as translated languages

Paying attention to the results obtained, the translation process seems to have an important influence in the sentence syntactical typology in our corpus. EN as a source language is closer to the language of the register of children's literature, showing a quite high percentage of simple sentences (70.1%). However, when EN is a target language, the percentage of simple sentences is much lower (44.7%). This happens, as discussed in section 5.1.3, because the source language, SP in this case, influences the target language in terms of **syntactic structures**, since in SP STs the percentage of simple sentences (44.6%) is much lower as well (as seen from Table 4).

That is, translators do not adapt the structures of the ST into the TT taking into account the primary audience of the text and the register of the genre, but parallel the type of structures found in the ST. The same happens in the opposite direction, as observed in tables 5 and 6: EN as a source language is simpler than SP as a source language (70.1% of simple sentences vs. 44.6%, respectively), and that is why the translation of EN texts

into SP is also simpler in this parameter (68.8%). Taking all this into account, we conclude that the translation process from SP to EN (and vice versa) influences the linguistic properties of the TT (either in SP or in EN) and thus it can be a determinant factor in the register of the TT, moving it closer or away (depending on the translator's choices) from the natural register of children's literature.

The same results are obtained when analyzing the other parameters dealing with the sentence typology. Copulative coordination varies in more than a 20% in ST and TT in both languages, being higher (that is, with respect to the natural register of children's literature) in EN STs and their translations into SP. The same happens in subordination, temporal and non-temporal, but with a smaller difference in percentages.

As for the subject elision, it is significantly higher in EN than in SP, both as source and target language. As we discussed in section 5.1.3, the lower presence of overt subjects is a syntactic feature inherent to SP, and the grammatical properties of EN require the presence of a high number of overt subjects. In this respect, we can say that the linguistic features of both EN and SP are respected in our corpus of children's literature even in translated texts.

Within the markers of emotive language, the presence of diminutives in our corpus agrees with the characteristics of children's literature, thus being a natural element of the register of this genre. In this analysis of the influence of the translation process, we can add to the discussion about diminutives exposed in section 5.1.3 that their presence in EN TTs is even lower than in EN STs. On the contrary, the presence of diminutives in SP texts is higher when analyzing SP TTs than SP STs.

With respect to the other markers of emotive language (pronouns as vocatives, onomatopoeia / interjections, and rhymes), we can say that they are infrequent both in ST and TT, so the translators have not included in the EN or SP TTs those items that are natural in the register of children's literature.

6. Conclusions

Taking into account the information analyzed in section 5 and discussed particularly in subsections 5.1.3 and 5.2.3, we can draw several conclusions concerning the linguistic properties of both EN and SP in children's literature and children's literature translation.

In a general overview, we affirm that our texts accomplish the natural characteristics of the register of children's literature in most of the parameters under study. However, there are some parameters that do not fit the appropriate register: polysyndetic coordination, vocatives to address the audience, onomatopoeia / interjection, and rhyme. They appear with much less frequency than expected according to the characteristics of this genre shown in Table 1.

As a general result from our study, we can conclude that SP texts, either as ST or TT, tend to be more complex than EN texts, regardless ST or TT as well. This has also a consequence in translation: when SP is the ST, it influences the translator and makes him/her produce a more complex EN text as TT, and this higher syntactic complexity is shown in a lower use of simple sentences.

Concerning our study on the directionality of the bilingual editions, we can say that differences between EN and SP are not significant within each direction. Thus, we conclude that, looking at the languages in isolation, the comparison does not imply a drastic change in the grammatical properties of these languages within the children's literature register. However, important differences are found when comparing EN-SP with SP-EN texts. These differences can be due to the following factors, as described in the previous discussions:

- The grammatical properties of the language, as shown in the parameter of subject elision. It is the grammar of the language that motivates the difference, and the role of the translator is not that important.
- The translation process, as shown in the sentence typology used in the translated texts. Although the translator knows the natural register of children's literature, he/she is influenced by the features of the ST and calques them into the TT despite they may not be appropriate (as, for example, using a too high percentage of complex sentences).

Diminutives, as we have said, are frequent in our texts, thus accomplishing the characteristics of the register of the genre, and moreover they are more frequent in SP than EN. After our analysis, we conclude that the translators of our texts have adapted the STs in terms of register: the diminutives in EN STs have been increased when translated into SP, and the diminutives in SP STs have been decreased when translated into EN. Therefore, the translator's role has improved the text in terms of register.

On the contrary, we can look at the rest of the markers of emotive language such as vocatives or rhymes, which are infrequent in STs for both languages, and after the translation they remain infrequent as well. Therefore, the translator has not adapted his/her translation to the typical register in children's literature, where a higher frequency of these markers would have been more appropriate for a text of this genre.

All in all, this study offers a compilation of the main characteristics of the register of the children's literature genre and analyzes how they are adapted in certain texts belonging to this field. In this sense, our empirical study is meant as a point of departure to build a better definition of the genre and its language, and to shed light on the process of translation of its typical linguistic characteristics, focusing on EN-SP and SP-EN translations.

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