Teaching Translation of Children's Literature in Undergraduate English Translation Program in Iranian Universities through Delphi Method

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The present study seeks to draw the attention of scholars and academic professors towards the existing gap in translation in BA program for teaching translating children's literature and the necessity of its learning academically via training theories and proper strategies of solving the problems in order to improve its task in Iranian universities. Investigating ways of translating children's literature, curriculum development and planning a proper lesson plan based on strategies of translating cultural differences in children's literature are the matter of concern in this study. In order to gather the required data, the Delphi method was applied in which two rounds of questionnaires were administered to a group of experts identified in the fields of language, linguistics, English translation, literature and ELT. This method was selected because it draws on a broad base of people already knowledgeable about the process of this study. The first questionnaire contained six open-ended questions designed on the bases of the thesis research questions and received only 15 responds although it was distributed to over 40 experts. Then, the answers and feedback from the experts were classified and organized to design and develop a new structured questionnaire containing 28 items answered by the same 15 member's panelists. The answers to this questionnaire were analyzed through frequency counts and the Chi-square test. The findings approved that planning training content on the basis of
the guidelines for tackling problems of cultural issues in texts written for children is demanded. Therefore, reaching to a valuable and readable translation for children cannot be possible without academic learning of related theories and practicing the strategies