아동문학의 문화소 번역연구

- 유머어동문학을 중심으로 -

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<Abstract>


Translation of children’s literature has been now recognized as one

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of the much talked about areas in translation studies. However, translation of humorous children’s literature has not been much studied home and abroad as well. This study explores CSI (Cultural Specific Items, Axelä, 1996) in the children’s literature of English and their Korean translations. The target readers are divided into two groups of lower grade (aged 9-11) and upper grade children (aged 12-14) based on the developmental differences of cognitive and linguistic competence. The bipolar translation strategies of ‘domestication’ and ‘foreignization’ are applied as parameters in identifying the degree of translator intervention, hypothesized influencing on the translation for different age groups of children. CSI is categorized based on the children’s everyday life into five: food, life style, proper nouns, school and play, and idiomatic expressions. Translation strategies consist of the five following: ST transfer, ST footnote, TT replacement, ST explanation, and ST omission. Out of the five strategies, three of them, ST footnote, TT replacement and ST explanation are considered as the domestication strategy while ST transfer as the foreignization one. Out of the five CSI items, school and play and proper noun were proven to be statistically significant in the use of translation strategies. And ST footnote translation was preferably used for the upper graders who are thought to be tolerant to footnotes and explanations in brackets in reading. But the use of domestication and foreignization strategies according to the grade levels was proven statistically insignificant in the translation of CSIs.

Key Words: Humorous children’s literature, CSI, domestication strategy, foreignization strategy, lower-graders, upper-graders