



AMBIGUITY IN THE TRANSLATED CHILDREN'S LITERARY WORKS; ITS IMPACT ON THE AUDIENCE

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Abstract

Reading is one of the most influential means of language development and literary works are the best examples of a language which can be used as means of language development both in pre-school period and after. Beside native works, there are translated literary works written both for children and adults. Child literature books are recommended by teachers to support language development of the students. However, translation of such books in Turkey are made regardless of the needs and reading competence levels of the readers and the textuality features of the original text such as cohesive ties. This causes ambiguity. Therefore, it becomes difficult for such literary works to function as means of language development. PISA test results of 4th grade Turkish students who have been taking last places among other countries in reading comprehension prove this. In our research, to describe the problem and make suggestions for solution, we made use of theories from related fields such as Toury's "Target-oriented translation theory" and Halliday and Hasan's "Cohesion theory". We applied a reading-comprehension test to evaluate the influence of problematic parts of translated readers on students. We also made use of a short questionnaire to learn students' opinions about such problematic uses of language in children's literary works. This survey revealed that learners often encountered expressions that causes ambiguity in the translated stories they read, but there was not much reduction in their desire to read such books. As a result of the research, we concluded that carelessly translated readers cause ambiguity due to loss of textual ties and this decreases the amount of contribution they are expected to make to language development of the target group of readers.

Keywords: Child Literature, Language Development, Textual Ties, Target-oriented Translation.

I. Introduction

Based on various researchers, Ely (2005:233) who investigates the effects of education on language says that the language development process, which seems to have been completed in the pre-school period, actually continues during the school period, and that children acquire new knowledge and skills about phonological, semantic, syntactic and pragmatic rules of their language because the child has to learn both written and verbal standard forms of their mother tongue used as instruction language at school. Therefore, the process of acquiring the language at home goes on at school, as well at an accelerating speed and intensity. Hudson, who argues that education leaves a deep mark on language says that education influences our language skills by teaching words and grammatical structures that we cannot learn in any other way (Hudson, 2003:2). Educational life allows children to develop their vocabulary quickly, because the quickest way to reach new knowledge, facts and experiences of other people is the one made by reading. In this regard, Özsoy (1996:117) says, that in the preschool period the child internalizes the vast majority of the phonology, morphology, syntax and semantics of his/her mother tongue, and throughout the following years, s/he extends the vocabulary and develops the sensitivity to the "conditions of conformity" which is effective in the use of the mother tongue.

Reading activities have an important role in this process. According to a survey, high school students get 75% of the information they need to learn by reading books and 25% of it by listening to their teachers. In other words, textbooks are a very important and rich source of information. This shows how important it is to gain reading ability at school first, then gain a reading habit. The texts used in the reading lessons are narrative texts. In the first year, students who learn to read through narrative texts understand information in information-intensive textbooks over the next years more easily because fictional texts are more useful than information-intensive textbooks for children to develop their vocabulary through texts (Macalister, 1999:25). For this reason, parents and teachers try to help children acquire good reading habits both in the preschool period and at school.

When all this is taken into consideration, it is better understood that children's literary works are as important as works written for adults. In order to respond to the increasing interest in this issue, foreign works are translated into Turkish. However, unfortunately, a significant number of children's literature works in our country are not in international standards. Such works include various mistakes and unusual language use due to sloppy translation. For example, when the translated works of children's literature, such

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as Mark Twain's Tom Sawyer and Jules Verne's Voyage to the Moon, which are suggested by the Ministry of Education for elementary school students, are analysed considering their textual norms, a significant amount of translation errors is encountered. And this prevents full perception of the development of events in the story. The source of the problem is the fact that the relevant theories, the rules and methods that are used in translation process are not taken into account during the translation process of such books. In this case, although such works are supposed to influence the readers and help them love reading and accelerate their language development, they fail to do so.

Research questions:

1. Are the translations made without considering the target language culture, structure and characteristics understood by the reader?
2. How much are the target language readers influenced by the sloppily translated sentences in the translated children's works?
3. Can translated children's literary works which cause reading comprehension problems contribute to children's language development as much as expected?

II. Method

The norms, theories and findings of various disciplines related to this topic have been utilized in order to describe this problem and reveal its dimensions with a descriptive approach. For example, since the main problem is the translation approach and the inability to implement it, the examination of the translation dimension of the problem is based on Toury's 'target-focused' translation theory, which prioritizes attention to the target language in translation action. Since there are problems in the restructuring the text in the target language, findings of Halliday and Hassan, who developed the theory of cohesion factors in the text, were considered during the analysis of the textuality of the works that were examined in this study. Referential and affective meaning concepts in semantics were made use of to evaluate ambiguities. In addition, a 20-item reading comprehension test and a 3-item questionnaire were conducted to determine whether there are actually any cases that we suggested to be the cause of this problem. The research universe of the study is the 4th grade students of primary education. The sample of the research is a total of 62 students in the 4th grade in 50. Yıl Primary School and Dumlupınar Primary School. The gender of the students was not taken into account in the study. These two schools are the two most successful schools of Kocaeli in national exams. They are also Kocaeli's most established primary schools, so families are close to each other in terms of education and income levels. For that reason, these factors were not considered in the study, either.

In this study, a 'descriptive' approach was used. It focuses on the identification of similar disorders in different ratios / concentrations in a given group of works, rather than the 'error analysis', which is a common method of translation criticism, in which a single work is examined and the translation mistakes found in this work are excluded. The reasons for this problem have been tried to be described, and some suggestions for solutions have been made.

II. 1. Supplementary studies

a) Reading comprehension test

A reading comprehension test consisting of 14 questions from "Journey to the Moon", 6 questions from "Tom Sawyer" and a mini questionnaire consisting of 3 questions were prepared and they were given to 20 4th grade students together with a photocopy of the pages with problematic expressions in the test in order to help students benefit from the context as well. As a result of this pre-test, some changes were made both in the test and questionnaire. After that the tests and questionnaires were applied to 4th grade students in above mentioned schools.

Questions were not asked only to find out whether the test takers can understand the sentence or not. Considering Bruner's statement "Reading is a guessing game" we prepared the question as follows;

Question 1

"Sixty-seven meters is not too long. Of course, fuel is needed to fire the bullet. The best is to give up making a big rifle. But the time required for the movement of a very powerful explosive is very long. This indicates that it is much longer than the guns used. "

Can you understand what is mentioned here?

- a) Yes, I am sure.....
- b) Yes, May be,



c) No, I don't understand.
(from Voyage to the Moon, page 12)

From the data obtained at the end of this study, we saw that test takers;

- did not understand 17.5% of problematic texts at all,
- believed that they understood 29, 1% of them correctly, but were mistaken,
- thought that they might be right even if they were not sure for 14.7% of the texts, but were mistaken again. This means that there is ambiguity in 61.3% of the questions for the reader,
- guessed meaning in 25, 9% of the texts correctly even though they were not sure,
- were able to perceive 12.8% of text meanings correctly without any difficulty despite improper translation.

b) Questionnaire

The results obtained from the answers given by the students to the problem questions of the research are as follows; Participants in the questionnaire answered the question, "How often do you read books?" as follow;

- 26.5% very often,
- 50.0% frequently,
- 20.6% once in a while,
- 2.9% rarely

These values show that a significant part of the students like reading books, so that the language used in these works should be carefully organized.

Participants answered the question "How often do you meet problematic expressions in terms of meaning in the books you read? as follows.

- 6, 9% very often,
- 13, 7% frequently,
- 47, 1% occasionally,
- 28, 4% rarely,
- 3, 9% none

These values also indicate that there are expressions in the other children's books that we did not examine, which create ambiguity.

Finally, in response to the question "How enthusiastically would you read a book with such expressions?, they said

- With a full desire - 20.6%
- With a big desire - 30.4%
- At a moderate level desire - 41.2%
- With a little desire - 6.9%
- Reluctantly - 1.0%

These values partially confirm the assertion that books containing expressions with a problem of meaning may negatively affect readers' willingness to read.

II. 2. Evaluation of data according to research question

The data obtained in the supplementary studies will be the answer to the research questions we have prepared as a result of the review of the literature. For example, our first research question was "Are translations made without considering the target language culture, structures and features of language understood by the reader?" The fact that students understood 61,3% wrongly and 25,9% them only by guessing does indicate that such problematic texts are difficult to understand for the target audience. This means that the sloppy translation of the books have influenced 87,2% of answers. Only 12,8% of sloppily translated sentences were understood correctly without any difficulty.

Our second research question was "How much are the target language readers affected by sloppy translated sentences in translated children's works?" According to the answers given to the third question in the questionnaire, it is understood that the books containing the expressions which are difficult to understand may negatively affect the readers' desire to read. The fact that half of the students report that



they would not be affected too much by reading such books is thought to originate from their desire to read because 76,5% of participants said they read often for the second question "How often do you read books?" in the questionnaire. In other words, participants who read habitually are eager to read even the books that have such problematic expressions. However, in this case, the language skills they need to gain from these books will not be enough for them. For this reason, the answer to the third research question "Can translations of children's literature, which are part of the problem of reading comprehension, contribute to the development of children's language skills as much as they are expected?" is unfortunately "no". PISA results of Turkish students also prove this. As a result, it can be said that such willing readers need to access more carefully and properly translated books.

III. DISCUSSION

a) Translation dimension of the problem:

There are four dimensions of the problem: translation, textuality, meaningfulness and readability. Since the actual source is the inadequacy of the translation method, it will be correct to start with an evaluation in terms of translation studies. Durmuşoğlu & Ulsever (1999:85) describe the translated literary and technical works as parallel texts between languages. They also tell us that after a process of transferring the meaning, these works become texts that arise from the creation of the nearest equivalent of the source text, because, in translation activities, it is difficult to provide full equivalence especially in terms of content, especially in literary translations. Newmark (1978:7) notes that it is inevitable for every translation activity to result in some ambiguity due to the influence of several factors. For example;

1. If a text to be translated refers to the cultural values of the collective in which the language is spoken,
- 2- If the source language and target language have different phonemes, word units and grammar systems,
- 3 - If the idiosyncratic language used by the author and the translator does not match each other, for example if the author puts special meanings on some words,
4. If the author and the translator have different theories or values of meaning; for example, if the translator gives less value to the denotations than connotations, it becomes inevitable to have more or less ambiguity in the translated text.

For this reason, the translation activity by nature has qualities that prevent the translator from achieving full equivalence at the beginning of his work, no matter how effective, experienced and dominant he is. That is why, since the ancient times, discussions about what a good, correct, successful translation is like have been going on. In this regard, the approaches put forward until the middle of last century were prescriptive approaches that were loyal to the source language. However, after 1950s, in parallel with the developments in the field of linguistics in particular, this translation theory also changed. Attention began to be gathered on the new face of the text translated from the source to the target language. The pioneer of this movement is the Gideon Toury. Bengi (1993:31), who summarizes Toury's target-oriented translation theory in nine articles says;

"With this theory, attention has been diverted from translation process to translated products including the process itself, too; from translation problems to translation solutions including the problem, as well; from the source text to the target text including the source, too: from a limited synchronic approach to a diachronic approach including the synchronic one, too; from prescriptive approaches to descriptive approaches together with prescriptive ones, as well. In other words, this approach is a product, solution, target oriented, historical, relational, functional, dynamic, and descriptive approach."

"Translation norms play an important role at every stage during the translation process. A research on norms can be carried out in two ways as 'pre-process' and 'post-process': Pre-process translation norms include translations made by the translator prior to the start of translation. These decisions are briefly made as to which text is selected for translation and the reasons for this selection, the language from which the translation is made, whether the selected source text for translation is a main text or an intermediate text. Translation process norms include the decisions that the translator takes during the translation process, i.e., when translating. These decisions are about the distribution of language material within the text and how it is used and shaped in the text. Apart from these two main headings, one can also refer to the 'premise norm'. This norm is about the attitude of the translator to the foreground of the translation. The translator makes translation by this attitude, either by prioritizing the source-language system norms and producing 'appropriate' translations, or by prioritizing the target language system norms and producing acceptable translations."



When we look at the works we choose as research subjects, taking Toury's goal-oriented translation theory into consideration, it is understood that these translators, who are not mentioned even in their names, have paid attention to none of the three norms in this theory. First of all, it seems that they are unaware of this theory and the norm called the 'premise norm' in this theory, namely the general approach to translation model. Neither the source language nor the target language is of their concern. Then, since they are unaware of the pre-process translation norms, we can say that they start the translation of a particular source text without defining main features of the language they will use taking into account the characteristics of the target readers, which is the most important factor. In this regard, Newmark (1978:21) says, "The translator must translate the same text in different ways according to different groups of readers." He argues that the translator should use a proper language during translation, by looking at who the new readers are; what their level of education, class, age or gender are; whether they are literate or illiterate, whether they are laymen or experts. Unfortunately, it is seen that the translators of the works we have studied have not been very careful in this regard. Therefore, it is not easy to suggest that they have been able to influence the target readers as much as the writers did with the original readers.

Thirdly, it is observed that the translators of *Voyage to the Moon* and *Tom Sawyer* did not form the language material within the text during the translation work as in the way used in a literary work, that is, with the help of some special textual tie tools such as cohesion and coherence. This confirms that there are deficiencies in translation-process norms. Especially due to the shortcomings of this type, loss of textual features and ambiguity appear in text units of various dimensions in many parts of the works.

b) The Textual Dimension of the Problem

Style and literary language analysis is one of the traditional practices of linguistics. Since the development of Generative Grammar, these studies have gained strength in the fast and new developments in linguistics. Nowadays, linguistic analysis of literature has been the most active and creative field of literature studies. Without linguistic norms, literature review and critical review can be made, but linguistics makes a text a lot easier to understand. Linguistics helps us solve our problems of interpretation by showing us exactly and appropriately why a particular structure is appropriate, but the other is not. It helps us, at least, develop a consistent method of reviewing texts making definitions of the underlying systematic regularities.

When a literary text is studied with linguistic norms, there are two different views, two different approaches. Erden (1997:124) summarizes these methods in the light of Enkvist's (1985) and Dressler's (1992) perspectives as follows;

1. 'Restrictive' opinion which is made by staying within grammar boundaries brings syntax to the agenda. According to this view, syntax is important when examining literary text. Syntax deals with a phenomenon related to rules in the text.
2. The 'invasive' opinion which is made by going out of the grammar boundaries and brings the knowledge of discourse and usage to the agenda. According to this second opinion:
 - a) The sentences are used in specific and different forms depending on the situation;
 - b) There are mandatory situational binding functions at the basis of specific language usage and it is necessary to identify them.
 - c) There is an active connection in and among the clauses in the text. This cohesion extends from the beginning to the end of the literary text and influences the text.
 - d) Stylistics and literature are closely related fields of science. Rhetoric describes the language structures on the one hand and offers options on communication strategies on the other. These options bring style to the agenda.
 - e) Opinions and analysis related to discourse style, discourse linguistics, syntactic grammar, textual linguistics, textual coherence, stylistics and text syntax are examples of transitions between grammar and discourse, and they can be explained by means of some principles.

When we examine the works in our research, it is understood that the problem emerges from the fact that factors mentioned in invasive approach were not taken into account during translation process. To address this problem, it is first necessary to address the views expressed by linguists in this regard. The most important of these is the norms of textuality. In order for a word group or a text consisting of sub-structures to be able to achieve text identity, it must have some systematic unifying features and structures. In this regard, Halliday & Hasan (1976:30) state that every textual unit in the text must have a systematic chain of



semantic links that the reader or listener can incorporate into the communication process, that is, each textual unit in the text has a systematic chain of semantic links. These are called coherence factors.

According to Halliday & Hasan's (1976:56) Theory of Cohesion, there are many types of links between the subunits of a text. For example, 'Anaphoric' reference relates to previous units; 'cataphoric' reference relates to the following units; 'conjunctive' reference associates units by reporting contrast, cause, result, time, condition; substitution that establish correlation taking the place of previous units; ellipsis units which are not used as their meanings are revealed from previous units; repeated units; units which provide correlation through comparison; lexical correlation between the names of a certain group of assets and the names of the assets of that group, can be given as examples.

The cohesion factors¹ may differ from text to text, from language to language but a group of sentences must have these cohesion factors in order to gain textual identity. In addition, it should include cohesion, intentionality, acceptability, informatively, situationality, and intertextuality factors. Under normal circumstances, cohesive ties in a text must be protected during translation from the source to the target language, and at the same time during the restructuring of the content because these are the universal norms forming the meaning in a text and structuring it as a well-organized text.

According to Traugott & Pratt (1978:22), coherence in literature is concerned with the fact that literary works are art, and that literary works are structured to stimulate the aesthetic feelings. Therefore, while the literary critic evaluates how successfully the writer managed to arise such feelings through cohesion and coherence, that is s/he focuses on the result, the linguist's task is to determine the extent to which this has been structurally performed. In other words, linguist deals with connotative meanings rather than denotative meanings of expressions the author uses when sending his/her message to the reader.

When we look at the textual units in the works we analysed, it is understood that the ambiguity encountered in such books originates from the fact that these text units do not bear the cohesion and coherence factors determined by Halliday and Hasan (see Appendix I). Surely, there was no such problem in the source text. If there were, these works would not be world famous children's classics. The fact that the coherence factors in the original texts that have made these works World classics unfortunately have not been transferred to Turkish through translation has turned them into ordinary books, so they are read by Turkish children with a lesser interest than the readers of the source language. (See questionnaire evaluation)

c) The Semantic Dimension of the Problem

According to Lyon's (1977: 41) Communication model, there are four main factors in a communication activity: sender, receiver, signal and message channel. The sender takes advantage of the structure of the language s/he commonly uses with the receiver to turn what s/he has in their mind into a linguistic message and then send it to the receiver, either verbally or in written form. If there is no problem in constructing this message, the receiver will do the right meaning analysis and fulfil the requirement of communication. In this way, the communication action becomes successful. As books are message channel between the writer and his/her audience, messages included them are expected to be properly constructed. Of course in original works this is provided, but some sentences in translated children's literary works in our research do not have this quality and cause ambiguity.

Semantics examines the meanings of the various types of messages created and communicated through language. In its essence, it traditionally deals intensely with the referential meaning or 'denotation' of these messages. However, besides the referential meaning, there is social meaning and affective meaning communicated with the help of language. While semantics is interested in referential meaning, the social meaning which is called connotation and the affective meaning fall into the field of study of pragmatics.

According to pragmatics, there are relational and non-relational categories that make up the information structure in a text. 'Givenness', which determines whether a piece of information is either new or already existing in the text; 'topic' on which attention focuses and 'contrast' which means that one piece of information is in opposition to another are all in the relational information category. The 'definiteness',

¹ Cohesion was first dealt with in detail by Jakobson, one of the foremost linguists of the 20th century, and so he became a pioneer in applying linguistics to literary work. He made the definition of the concept to be based on the examination of the literary texts, and showed that especially poetry has much more 'inner pattern' and coherence in the form of repetition than other texts. Jakobson examined the linguistic coherence created at different levels of grammar such as between meaning and sentence structure, and sentence structure and sound structure.



which indicates that signifier of a possessive construction is specific, and the 'referentiality', which defines whether a possessive construction has a signifier, are non-relational concepts. Naturally, these categories are used in linguistic activities for communication purposes. For this reason, it is important that the meaning carried by a certain language product can be perceived correctly by the listener or the reader, that is, in order to achieve the purpose of the communication attempt, it is necessary for the author or lecturer to utilize these factors when constructing their expressions.

The problematic text units which we encountered in our works lead to the ambiguity while worsening the literary features of the work on the one hand. There are also semantic deficiencies and mistakes that do not seem to be problematic in terms of textuality but lead to ambiguity. These are realized in the categories of denotative and connotative meanings both in relational and non-relational information categories. For instance, in *Voyage to the Moon*; in the sentence "So, are you going to build a wall along the way the gun will go? Would you say if there is a two hundred and fifty meters high wall? ", Nicholl asked." denotational meaning of the phrase "the way the gun will go" refers to an entity which has no relation with the context. However, the expression "in the direction that barrel shows" would easily fulfil this function instead. Similarly, on the 10th page of the work named *Arı Maya*, the sentence "A proverb says, Tell me who you sleep with, I'll tell you what kind of man you are", the translator tried to add an impressive meaning to his/her statement, but s/he did not succeed. Instead of saying this, which means doing bad things, the expression 'to hang out with' would more appropriately express the message that the speaker would like to send with the help of a wise saying.

d) Readability Dimension of the problem

When it comes to writing a text or translating a text for children who have not literally completed their mother tongue development, it is more important to pay attention to textual ties. They cannot be expected to be aware of all the structures and modes of use in their mother tongue or to infer meanings of structures unusual for them with the help of context. Therefore, when writing or translating children's works, it is important to pay attention to the level of readability that is appropriate for children of that age group. (This can be made with the help of 'in-cloze' tests.)

There are many ways in which a written text can be read and understood by readers of a certain age group. The average length of the sentences in a text, the number of words it contains, and the grammatical complexity of the language used are some of these. With a formula determined as a readability formula, it is possible to measure the suitability of a book for the targeted readers (the concept of reading skill here means the individual's ability to use it with his knowledge of his mother tongue.) When writing new works of literature, density of words, concepts, idioms and language structures can be kept at particular levels in accordance with language development levels of particular age groups.

When we look at the works we analysed, we come across some shortcomings and mistakes about readability. For example, the words in "Voyage to the moon" such as 'bureaucratic', 'staff', 'deep measure', 'assure', 'railway car', 'alloy'; 'bible' and "full moon" in *Tom Sawyer*; and in "Maya the Bee" the words such as 'giving admiration', "to behave fearful", etc. are expressions that have been put into those texts for the sake of loyalty to the source text, but they are expressions students will not understand or will have difficulty to comprehend at their age levels as they worsen readability of such texts.

Likewise, on the 5th page of *Whale Hunters*; there are sentences like the following one.

"When he offered a job to this old man to take the place of a so-called ill servant because he had broken his leg while working on one of the ships of Mr. Meynird, he had no other purpose than to supply him shelter where he could spend his old years untimely." Such sentences are too long for this age group to make semantic analysis with their linguistic skills, so these sentences can damage the readability of the text, as well.

IV. CONCLUSION

Surely, the influence of the language environment in which children grow up on his/her language acquisition process is also very strong. This linguistic environment is first the house s/he lives in, the street s/he plays in and the school s/he attends. The knowledge s/he gained in the linguistic activities s/he takes part in these places, and the skills s/he acquires, improve his / her native language acquisition and use. The most useful of these linguistic activities is reading because literary texts are the texts in which human feelings and thoughts are expressed in the most beautiful and richest way, regardless of their being original or translated. In this regard, Salman (1996:261) says "We owe the development of Turkish not only to the



contribution of our writers, but also those of competent translators. Many language arts, meaning mastery and colour enter into Turkish through competent literary translations. Thus, the narrative features of Turkish have developed."

However, above mentioned versions of the translated children's works that we have just looked at have escaped from the attention of Salman. Otherwise, he would agree with Alpay (1989:112) who says "it is uncomfortable for the reader to run into startling errors now and then while reading, and have to read the sentence again and again without considering the content of the text, correcting the errors in the head or on the text. This decreases the reading speed, which influences reading comprehension process, adversely. Consequently, the reader who is faced with an unusual language or language use cannot reconcile, that is, make up coherence between the given information and new information. This prevents him/her from taking enough of the expected taste or knowledge from what s/he is reading.

When we look at the results of the study we made in the child literature works translated without taking into consideration the norms of modern translation norms, semantic norms and readability norms, we can say that such expressions bring about a great deal of ambiguity, which affects some of the readers negatively and even weaken their desire to read. In an era when children are exposed to excessive television watching, computer games, have parents with poor education, inadequate mother tongue teachers, inadequate and mother tongue education programs, we can help them with both original stories and translated children's literature works prepared in accordance with scientific methods and similar to their mother tongue.

The importance of the role played by children's literature in the child's mental, social and linguistic development and in the development of his or her basic academic skills, such as reading and writing, has been confirmed by numerous studies (Umek et al., 2007:125). Therefore, reading comprehension problem in translated children's literary works should be solved as soon as possible. The problem seems like the waves created by a stone thrown into a still water. At the centre, there is translation. The first circle after it is textuality. The second one is meaningfulness. The third one is readability and the forth is literature. Therefore, the solution is also an important task first for the translators, then for translation scientists, linguists and literary scholars, who should inform translators of the contemporary methods and theories in their own fields.

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Appendix I: Discussion of ambiguity examples used as reading comprehension test questions

Moon-shot/Voyage to the Moon

Page 12

I am not. For years "the end of the words were not heard. Nicholl walks up to his feet and finishes his words;

The 'anaphoric coreference' factor, which will reveal the identity of the man mentioned in this expression, remained quite back, so 61.8% of the respondents did not understand who this person was. Therefore, the speaker's name could have been used here instead of the personal pronoun.



Page 12

"Sixty-seven meters is not too long. Of course, fuel is needed to fire the bullet. The best is to give up making a big rifle. But the time required for the movement of a very powerful explosive is very long. This indicates that it is much longer than the guns used. "

In terms of textuality, this paragraph, which is the most deficient because there is almost no cohesion and coherence between sentences. It seem every sentence refers to something else. (Ambiguity is 82.1%)

Page 13

"Well, how are we going to move this weapon up and down **until it reaches the targeted spot on the Moon?**"

This expression, which leads to a ambiguity by 81, 4%, is due to lack of syntactic cohesion because there is no collocation between subject and predicate. It's not the gun itself, but the bullet that's going to be sent to the moon.

Page 13

"They think they will prove me wrong with these conversations. **When the time comes, they will all move.**"

The problem that leads to the confusion of meaning here is the lack of conjunction between two sentences. Why they will move is not clear. If there were an "in order to" at the end to tell the reason, there would be no problem. Ambiguity is 82.3%.

Page 14

"Well, are you going to build a wall along **the way the gun will go?** "Will you say if there is a wall two hundred fifty meters high?" Nicholl asked.

There is also lack of syntactic consistency in this expression, as well. There is no collocation between the subject and predicate because the gun will not go anywhere. Only the barrel will extend towards the target. Therefore, a sentence that was set up as "Do you want to build a wall along the barrel so that the barrel will not bend?" could have prevented the ambiguity, which was 97,1%, which means almost all the readers did not understand the message.

Page 15

"We must be sure of that," he said. Dr. Belfast. "**Nothing is impossible.**"

It is not clear what is possible with this expression. In other words, there is a referential or denotational deficiency. 83.4% of the readers did not know that it was possible to find the money for the weapon to build.

Page 15

As Dr. Belfast leaving the room: "**I do not understand. If someone goes with this device, I will definitely not go.** But without sending someone, we cannot get information about the moon" he said.

"By this statement, Dr. Belfast, in fact, wants to tell that he is actually scared of going to the Moon. However, this sentence means "if someone else goes, he will not go." 65.7% of those surveyed thought this way. The message could have been understood more easily by the sentence "If someone has to go with this device, this cannot be me".

Page 16

Four people were assigned by the weapon club for these trial runs. These are: President Barcibane, J.T. Masthead and two soldiers General Morgon and Major Elphinstone. The last two would attend **bureaucratic** and personnel issues.

In this expression, there is a lack of informativity factor of the text. While what the last two of the assignees are certain to do, the tasks of the first two are not specified. Moreover, it is seen that the adjective 'bureaucratic' does not refer to anything the readers are familiar with. Therefore, ambiguity is 96, 1%.

Page 18

Major Elphinstone "I undertake all monetary problems and ensure that the necessary funds are available as soon as possible."

The predicate of this clause is a word that is unlikely to be in the word stock of 4th grade students. It is not easy for the children to come to a conclusion about what the concept is for this reason. So this sentence could be made clear by the sentence 'I do give a promise / guarantee that it will be provided'. Ambiguity is 66.6%.

Page 19

Nicholl interrupted the speaker. "It's very well done, if Mr. Barcibane is able to cut the iron pile and place a bar in it .."

What is going to be performed very well is unclear in this expression, that's, there is a lack of anaphoric reference, so 94.1% of the readers could not understand it.

Page 19

Dr. Belfast was laughing.

"I see the scientist Dr. Belfast is laughing. What else can be done rather than laughing at such a stupid plan?"

81.4% of the readers did not understand whom this statement stems from because of lack of a clear subject.

Page 34

President Barcibane came to the table and said, "If you join our party, we will be honoured."

Here we are talking about project work through simile. However, 91, 2% of the readers did not understand this. Hence, instead of the word 'party', 'our project' would have been more appropriate to prevent ambiguity.

Page 34

Nicholl answered. "Nothing can be more pleasing for me than that. I want to come too, **but when we set foot on ground safely.** "

Through idiomatic use the writer attempted to make an artistic narration, but almost all the students did not understand the connotation as the translator made a Word-for-word translation. Nicholl wants to join the expedition, but he wants everything to have been planned well first." Ambiguity is 93.2%

Page 67

"So, are we going to turn around the moon all the time just as the World turns around the sun? asked Ardan.



Barcibane was thoughtful. Shortly,
"Yeah; but "**stopped**.

This statement leads to anaphoric reference because 81.4% of the readers thought that what stops is the capsule that revolves around the moon during the conversation. But in fact it was Barcibane who stopped.

Tom Sawyer

Page 16

Hard work could be accomplished. As a result, the pleasure received was a lot satisfying. While completing the statement with a clause from **the Bible**, Tom stole a cookie and ran away.

Here, there is a ambiguity caused by a translation mistake arising from cultural differences. Readers may not know what the Bible is according to their ages. Some parents in the Turkish society quote sacred books for advice. That is why the translator could have used the phrase 'holy book' instead of the word 'bible'. Ambiguity is 87, 3%.

Page 30

The doctor said slowly:

- Hurry up, guys. **Full moon** is about to rise.

80,4% of the students did not understand what full moon was, maybe due to the fact that "Mehtap" is a girl name in Turkish. What is strange is that some of them though that full moon is the Sun.

Page 42

The island of Jackson was stretching three miles below Saint Petersburg, where the Mississippi river widened. There were no people on it. **The opposite shore** was nearby. There was a deserted **forest** across the street. This could have been a very good pirate bed.

The location of the opposite shore and the forest was not determined by 80,3% of the readers due to the lack of signifier. While identifying the location of the island, it should have been mentioned that it was near the shore of the 'river', and that the forest was located on the coast just opposite the island.

Page 49

Sid: I hope Tom is comfortable where he is. **If it were otherwise**, I would have loved her more.

It is not understood what the translator means by this expression. 87.5% of the readers did not understand it, even if it meant "if he was a better child" or "if he were here with us".

Page 50

Aunt Poly scolded Sid, crying.

-Sid, I do not want a word against Tom. He is now away from us. Do not worry about him now.

He has God beside him now.

In this context, the author intended to make an 'impressive' statement to mean that Tom was dead. However, 88, 7% of the readers seem to be unaware that he meant that Tom was dead.

Page 68

They came to a **fountain**. They decided to rest there. They had fallen asleep from fear, excitement and exhaustion.

98% of the readers could not figure out that the fountain was in the cave because naturally a fountain is usually in an open space. The readers might have thought that Tom Sawyer and his friends had gone out of the cave. Therefore confusion could have been prevented by adding a place adverbial at the end of the sentence such as "in the cave".

Appendix II. Some other examples from other literary works

Bee Maya

Page 4

There was a terrible noise in the bucket. The little Maya **found** the hive **a lot**. She did not hesitate to tell this to those nearby her. (Lack of reference)

Page 5

But you have to pay attention to **something** you pass through. **It's** always necessary to find your way. Your friend's bee will introduce you to the tree of hundreds of wildflowers giving you the best honey. Then you will memorize them well. (Lack of reference)

Page 6

Kassandra laughed **by good means**. She did not remember any other little bee that she loved as much as this one. (Adverbial error)

Whale Hunters

Page 5

This old man had no other purpose than to supply a shelter where he could spend his old years without any difficulty, while offering a job to take the place of a so-called sickness as his mother was broken in one of the ships of Mr Meynird. (Readability problem; a very long sentence)

Page 14

Six weeks went by to go up to the bay of Baffin and search for a passage on the shores that were not hospitable. The crew suffered from lots of dangers and deprivation due to **fatigue**. (Confusion due to the reason factor)

Robinsons School

Page 5

However, he offered a condition for the person who would take the island. The candidate should be a **free** American citizen. (Confusion due to lack of knowledge about slavery in America)