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Translating high school literature into children's literature

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Translating High School Literature into Children's Literature

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English SSW
Spring 2007
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Allison Holder
HCOM 475
Professor Juanita Darling
March 9, 2007

Translating High School Literature Into Children's Literature

Early reading failure is on the rise in the United States, particularly in California. Studies show an increased rate of failure in reading comprehension of ten percent by the time elementary school students reach high school (UCLA/IDEA 1). Fourth grade classes in California have shown to have the highest rate of reading failure at 37 percent, and educational scholars suggest that these students were poor readers at the end of first grade. Students who remain poor readers at the end of first grade are known to have extreme difficulty getting up to speed with their peers by the time they graduate from elementary school (Torgesen 2). Once the typical poor reading skills have manifested themselves earlier grades, it is very difficult to reverse when the children are older and more adjusted to their habits. Interventions with children aged 9-12 have shown that only readers with mild deficiencies are able to acquire more advanced levels in fluency (Torgesen 12). If the aforementioned 10% reading failure increase from elementary to high school continues to increase, the United States and particularly the state of California will be home to a considerable amount of only semi-literate adults.

The No Child Left Behind Act, passed in 2001, has not shown to improve literacy rates in the United States since the time of its implementation (Taylor, Peterson, Pearson, Rodriguez 278). Newer and more practical teaching methods are needed to address this

problem. Michael Patrick Hearn, an educator experienced in working with translations for children, has observed that translated literature increases depth, fluency, and vocabulary, and has also shown to create a greater sense of global knowledge (5). If students need more emphasis on reading comprehension in early grades in order to be successful in high school, translating the literature children will some day study in high school into children's literature is one suggestion of where to start.

In both elementary and high school, many students struggle with reading. A combination of factors lead to this problem, including the teachers not pushing the students to do their best and the stereotypes which lead to reading groups. I have come up with the idea of translating high school required literature into children's literature to help aid this problem.

Advance Organizer:

I have developed my research into three categories: Translations, Teaching methods, and factual statistics. Pieces of evidence dealing with translation are the Bottoms, Hearn, and Louie, articles. Theoretical teaching method pieces include: Certo, Jacobs and Rotholz, Jackson, Paterson and Elliot, Ruddell and Unrau, Saunders, Torgesen, Taylor, Peterson, Pearson, and Rodriguez articles, and Saunders articles and the UCLA website article deals with reading failure statistics.

Studies done by the UCLA IDEA program have shown that there is a 30% rate of reading failure in California elementary schools, and this number increases to 40% in high school. Statistics were figured through studies of the exit exam, standardized tests in elementary school, direct observation of classrooms, and analysis of writing samples

([UCLA Institute for Democracy, Education, and Access](#)). These statistics indicate new instructional methods should be incorporated into the school curriculum.

The Art of Translation:

Translating high school literature into children's literature may help to remedy the occurrence of reading failure. Language and usage vary from culture to culture, and understandable translations can be difficult because the literal meaning cannot necessarily be extracted. Furthermore, one word in a certain language may have several different words with different concepts in another (Hearn 5). The gap between the two cultures can be bridged through translation, just the same as a more global understanding and uniformity between ethnic cultures can be achieved through translation between languages (Louie 35). However, it must be done in a cautious way which keeps the meaning while providing understanding. The language adults use is more complex and wide than the language of children, which at times includes only one word for a variety of adult words (Bottoms 6). Thus, many parts are nonetheless left out in any kind of translation. How will translation fill the gap in the literary cognitive process?

Defining a Concept:

Conventionally, translation is seen as relating to the rendering of a document written in one language into another, while interpretation is understood as the representation of what has been said in one language in another (Hearn 2).

Clearly, in the context of this review, translation could be seen to include the rendering of written English in Braille or other tactile forms accessible to people who are blind or visually impaired. Similarly, interpretation here includes the representation of spoken English in sign language (Hearn 4). In passing, we note that other spoken or written languages apart from English could on occasion require translation not only into English

but also into Braille or other forms of tactile communication or into sign language (not necessarily British Sign Language). In reality, we have come across few documents which make reference to multiple translation or interpretation needs or provision (Hearn 4).

Situation and purpose are an essential part of all translation. Translators never translate words in isolation but whole situations. They bring to the translation their cultural heritage, their reading experience, and in the case of children's books, their image of childhood and their own child image. In so doing, they enter into a dialogic relationship that ultimately involves readers, the author, the illustrator, the translator, and the publisher (Oittinen 2). Translating for children shares one major problem with translating for adults: like other translations, it is anonymous, even invisible. Several scholars have pointed out that while we acknowledge "original" literature written for child readers, we do not acknowledge translating for children. We do not think of translators as human beings with their own child images, yet translators cannot escape their own ideologies, which here means: their preconceptions of child images (Oittinen 2).

Furthermore, translation is an intrinsic component in teaching all ages and levels. As Bottoms points out, most humans do not acknowledge the fact that translators are human beings with their own beliefs and opinions. This same concept applies to teachers, in that they are teaching through their own ideologies. In order to enable

understanding through students of many different backgrounds, cultures, and in some cases, ages, teachers must constantly be aware of the way their words come across to others (Bottoms 6). In a classroom setting, teachers are constantly asked to explain themselves and must be adept at a variety of differing explanations to explain the same concept. Translation is heavily involved in teaching elementary school, since children must not be spoken to on an adult level, but in the careful way that gets the adult concept across in a way which can be understood by children (Louie 123).

Translation can be seen as a method of bringing cultures together on a global level and filling the gap between human beings of different beliefs and backgrounds.

Translations of literature create uniformity and global understanding (Louie 124).

Translation on the level of teachers to student to teacher prevent prior preconceptions about students in the classroom and the way they learn. It is a method of understanding in which all students are treated equally (Louie 124). This leads to the answer to the research question: “How can incorporating translated literature into elementary school curriculum aid in addressing problems with the educational system?”

Teaching Methods:

In order for translations from high school to children’s literature to be functional, teaching methods must be changed. Joseph Torgesen argues that struggling readers in elementary school must be identified and put into lower reading groups in which they have more direct contact with the teacher (3). Others, however, would disagree. Studies have shown that students do much better with direct instruction from the teacher when they are assigned to work in groups. This way, the students can help each other to learn

and it promotes socialization and empathy (Taylor, Peterson, Pearson, and Rodriguez 236). The conclusion of Torgesen is that most of the emphasis must be placed on phonemics and decoding, with only simple questions about what is going on in the text at the elementary school level (4). Once again, the researchers with Taylor argue that the questions must be deeper, such as questions involved with *why* and *how* parts of the story are occurring. Katherine Jackson, a former elementary school teacher and current high school teacher, agrees. The emphasis should be put heavily on the deeper meaning of the story in order for children to understand phonemics and vocabulary equally well, as observed from personal teaching experience (Jackson 1).

Moreover, studies have been conducted which experimented with using literature logs and instructional conversation for one year with fourth and fifth grade students. Slightly over half the students were learning English as a second language, and the studies showed that reading comprehension was significantly higher in students enrolled in the program which combined using literature logs and instructional conversation with the teacher (Saunders 1).

In relation to the need for a deeper understanding of literature, children should also be given the opportunity to read carefully chosen adult literature. Experiments have shown that confidence and writing levels increase when students are given poetry written by adults to read, and also improves writing skills (Certo 266). The main reason teachers do not provide their students with fruitful literature is because of preconceptions they have about their students. Since teachers are also human beings, they tend to stereotype their students into categories (Jacobs and Rotholz 122). This is where reading groups

occur and teachers begin not to believe in their students, and therefore make the literature too simple to extract proper understanding (Jacobs and Rotholz 123). Many scholars agree that teachers must provide students with background knowledge about their literature to ensure understanding and appreciation. It is insufficient to simply give students vocabulary words which are used in the text to memorize and expect that this alone will deepen their understanding (Unrau and Ruddell 166). A way to achieve this background knowledge which is much needed for when the students reach high school is through a cross-age reading program. Studies conducted by high school English teachers have shown students on both levels have a greater sense of pride, confidence, and understanding when a cross-age tutoring program is intact. This gives both the elementary school and high school student a deeper sense of understanding in their work (Paterson and Elliot 379). This would be a great enabler for elementary school students studying translated high school books, since the high school could assist the elementary school students with the same type of literature they are studying. This is another great way to fill the cultural gap of which Belinda Louie speaks. This aspect addresses the reasons why current teaching methods are not working.

In order to put a stop to the ten percent increase in reading failure from elementary to high school, new and more creative plans should be implemented into elementary school curriculum. Current teaching methods employed in elementary schools inhibit children from processing literature in a way that promotes the understanding they will need when studying literature in high school. Current teaching

methods are not functional because of the nearly sole emphasis on phonemics and decoding in early grades, the lack of teachers giving students a chance to process the answers to questions, natural biases held by teachers, and the lack of background information.

Under the No Child Left Behind Act, curriculum in Kindergarten, continuing as far as third grade, includes a strong focus on phonemics and treats comprehension as secondary (Torgesen 3). Joseph Torgesen makes the sensible argument that “while strong word-reading skills don’t fully equip students for advanced comprehension of texts beyond a third-grade level, they are absolutely necessary for it” (3). Phonics instruction is clearly needed in the early grade levels, particularly in kindergarten and first grade and somewhat in grades 2-3, as pointed out by both Torgesen and Taylor, Peterson, Pearson, and Rodriguez. However, Taylor, Peterson, Pearson, and Rodriguez point out that comprehension is absolutely necessary for word-recognition skills. One strategy the researchers cited as being most effective was to ask the children to look at the word in the context of the sentence. If a student is struggling with the word “door” but can decode all other words in the sentence, he can read the rest of the sentence aloud to discover which word makes sense: “The man knocked on the _____” (Taylor 276). If a student cannot comprehend the story, he or she may never be able to make these connections, which are an integrative segment of the decoding process as well as full understanding of the story.

Students continue to lose depth comprehension by high school because they are not given a chance to process information, answer questions for themselves, or to think

on deeper terms than simply what the text states. In classroom observations conducted by Taylor, Peterson, Pearson, and Rodriguez, it was found that many teachers ask students questions about a text and automatically answer it for them when they do not generate an immediate response (276). The teacher's general belief that students are incapable of acquiring the cognitive ability to process the answers themselves causes lack of confidence later in life. A great reason students are not able to come up with accurate responses is that they are not asked questions which are open to generate discussion. Many teachers expect students to memorize trivial aspects of the text, and proceed with questions such as, "What is Billy's teacher's name?" Or, "What did Billy tell his mom about his report card? (277). These are questions comparable to math problems, having only one correct answer. Students may not remember the exact answers to these questions, and if they do, only a simple answer will be given without any room for discussion. To promote cognitive ability, students should be asked questions which are open to many different responses, and are not necessarily offered in the text. Questions which would stimulate cognitive production could include, "Why do you think Billy lied to his mom about his grades?" Or, "What could be the reasons Billy got low grades?"

The No Child Left Behind Act states that "We must have procedures in place to accurately identify children who fall behind in early reading growth, and we must provide these children who are behind with reading instruction that is more intensive, more explicit, and more supportive than one teacher can provide" (Torgesen 3). This is done so "weak readers can receive the explicit phonics instruction they need, while other readers can focus on other elements of language arts" (Torgesen 4). Presumptuously,

“other readers” are readers who are naturally more adept at reading skills than the children who must be “identified” as weaker readers. This is what promotes the categorization of children being seen as less capable and/or intelligent than their peers. More so, it creates a social and intellectual schism in the classroom with children studying different aspects of literature, rather than the classroom uniformity of everyone learning together.

The presence of reading groups has been shown to evoke natural biases teachers have as human beings. With this, students are categorized by race, personality, social status, and ability by their teachers (Jacobs and Rotholz 122). This method decreases cognitive functioning in the classroom on both sides of the spectrum. Teachers choose “favorites,” who are congregated into higher reading groups, while students of the lower groups are neglected. Classroom observations have shown that instead of helping high reading group students to advance further, students are given free time (123). Taylor, Pearson, Peterson, and Rodriguez suggest putting students of higher and lower reading skills together in groups together to work together (278). This avoids the social stereotyping which surrounds reading groups and promotes a community environment.

Furthermore, high school teachers promote the decrease in cognitive ability which should be prevented in elementary school. Robert Ruddell and Norman Unrau, professors of education at UC Berkeley, have noted that many high school teachers do not work hard enough to provide students with background knowledge of a story. Teachers simply give students vocabulary words used in the text to study before reading it, which helps with knowledge of words, but not what the story truly means (166). To

understand the context, they must be taught about the author, the history of the story, when it was written, and so on.

It is evident that teaching methods need to be changed, and I argue that translated books will fill the cognitive gap and decrease the 40% failure rate. Teaching translated books, when carried out effectively, causes students to think on deeper levels when it comes to the many different meanings of words. Michael Hearn points out that in a certain Inuit language, there are 22 different words for “snow,” all based on what type of snow is discussed in the context (5). Explaining the meanings of words in an adult language with which children are unfamiliar will expand their vocabulary and help them to understand the concept of learning new words. These skills are essential to the students’ later learning abilities in high school. Translations have also been shown to expand students’ knowledge of other cultures and personalities. After experiencing a curriculum which included studying translated literature, students were observed playing with children who they were not friends with before and engaging in community rather than one-on-one activities (Louie 36). Building community with other students of different personalities and talents is an important component in helping each other learn.

If translation can enhance the cognitive process and build community between cultures, transforming high school literature to a child’s level would be a creative way to better prepare students for the literature they will study in high school. Now, the issue is how implementing translated literature into school curriculum will help address the problems described in reading teaching methods. High school and elementary school are two different cultures within themselves, and it is especially important for young children

to become familiar with the culture which they will some day become a part of. To assist in bringing these two cultures together, a cross-age program which uses translated children's books can be implemented into high school and elementary school curriculum. Studies by ninth grade teachers have shown that cross-age programs increase confidence and understanding in both elementary school and high school students (Paterson and Elliot 379). Students need role models who are part of the culture they will soon become a part of, and having them study the same type of literature will bring the two cultures together and create complex understanding of adult stories in both worlds.

Janine Certo has experimented with giving students in her elementary school class complex, adult poetry to read. Her experience has been successful in persuading students to have the confidence to think on complex terms, and also has shown to improve writing skills (266). Assigning students more complex literature, but not necessarily with words that are harder to decode, can enhance the group activity method discussed earlier by Taylor, Pearson, Peterson, and Rodriguez. Complicated, adult-like literature, along with questions designed for open discussion, will stimulate insight from all readers. It will also help both students struggling with phonemic awareness and students struggling with depth comprehension. Some students will be more adept at the reading process in general, while others will be more skilled in understanding the meaning of the story. Rather than having reading groups, which disintegrate the concept of community in the classroom and take the focus off of comprehension, group activity between all different skill levels will help students in need in all areas of literary cognition.

The central force of the argument is that children need to be introduced to high school literature from an early age, with alternative teaching methods intact. The reading failure rate of 30% in elementary schools which increases to 40% in high school suggests that there is a cognitive gap in comprehension which needs to be closed. Statistics indicate that current teaching methods are not functional in getting students to understand literature. Curriculum which includes phonemics and decoding is definitely necessary in early grades, but must be combined with a program which includes extensive comprehension in order to prepare students for high school.

Without the ability to understand literature, students may never be able to enjoy reading, and the increased failure rate will continue. Early literary comprehension skills are necessary for students to progress through school and be prepared for high school. Current teaching methods do not provide confidence in students, stunt the growth of reading comprehension, and create division within the classroom. These shortcomings in the education system will continue to affect students throughout their school careers and create a negative attitude toward literary education.

Since translated stories have been known to bring cultures together and cause students to think on deeper cognitive levels, it can be concluded that elementary students will be brought closer to the culture they will be a part of in the future through translated high school literature. Here, students will be introduced to the literature they will be studying early in life, which will more clearly provide them with the background knowledge which is needed in order for a student to study any given piece of literature. It will begin to deepen their understanding of language and cultures across different times

and global regions, enhancing their literary cognitive ability. This understanding is especially needed for books written in ancient times, such as Canterbury Tales.

Further research will be necessary to help future studies gain more clarity and validity. Knowledge of exactly which books are being taught in which grade levels would provide more knowledge about the quality, or lack thereof, in elementary school literature. Some of the positive and negative effects of literature which has been translated for children should be addressed, such as some of the Shakespeare books written for children and studies which have shown the results of students' comprehension after reading such stories. Also, different scholars could take on the task of translating the rest of the Canterbury Tales into children's stories, since it would be insufficient for students to only have knowledge of one in a very large collection.

Some literature which is part of the high school curriculum can be difficult to understand, even for adults. Teachers are needed to translate, or explain, texts and their meaning to students. If this does not begin to happen early, students will continue to go through life with a false sense of literacy. Translations of high school literature to a level children can comprehend is a sensible way to start the training for skills students will need later in life.

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HCOM 475
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March 27, 2007

HCOM Interdisciplinary Reflection

Majoring in HCOM at CSUMB has been an interesting and important experience for me as a student and an individual. The many different MLOs have helped me to realize who I am not only as a scholar but as a person in general. The uniqueness of the program has helped me gain insight about myself, to think for myself, and to communicate effectively with others. I have had some mixed feelings of the major, especially when I first started at CSUMB, and there have definitely been negative aspects of the major as well as positive ones. Overall, my college experience has expanded my growth as an individual and allowed me to figure out who I am.

When I first started at CSUMB as a transfer student, I thought I had made a terrible mistake in coming to this school. Many of my classes seemed more like support groups for hippie types than academic classes which actually caused me to learn something. To this day I will admit that some of them were a waste of time, and I only took them because I had to fill a requirement, not because they expanded my personal or academic knowledge. At my junior college, I learned a lot more practical concepts and it seemed a lot more like college to me. My first semester here I took a poetry class with Frances Payne-Adler that I found to be dull and unfulfilling. The poetry class I took in junior college was much more in-depth and practical, and it was because of the junior college class that I understand and write poetry the way I do now. I thought the major was all about forcing multi-culturalism down everyone's throat, and in a way it is. However, as I went along I realized that not all teachers at CSUMB are the same and that in many ways the major is actually useful.

I've come to understand that, though some may argue, the major is not only about "cultural awareness," it is also about finding out who you truly are on the inside and

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learning to express yourself. I had an amazing teacher for cooperative argumentation, and in that class I learned the different ways humans perceive certain concepts and points to remember on how to have an effective and ethical argument. Because of this I do not judge others' opinions too harshly. MLO 3 has also helped me to think deeper about the ways we communicate with others and what types of things are appropriate to say in which situations and times. In my Relational Ethics class, I learned a lot about lying, forgiveness, and blaming others. I did not agree with everything the books or the teacher said, but it helped me to learn a lot about my own opinions and insights. MLO 2 also helped me understand more about myself and my actual history as a human being when I took Oral History and Community Memory. I did an interview with my grandmother about her life in Germany during WWII and gained a whole new view of Aryans in Germany during that time. I learned that not all of them were Nazis and there is a lot that text books in school don't teach. I found the first three MLOs to be particularly useful to me as an individual. I once believed that CSUMB did not push its students hard enough to learn practical knowledge, but I later realized that it pushes for insight instead, which is in many ways more valuable.

MLOs 6 and 8 have really helped me to understand literature and my ability as an artist. I did not feel I got much out of the service learning aspect of HCOM 339, but assignments which included poems and short stories allowed me to get back in touch with my poetic side, which I had been astray from for a while. The complex essays required in American Literature forced me to think deeper into the minds of authors and the

purpose of literature itself. This has caused me to think of all aspects of life on more analytical terms and will certainly enhance my personal life as well.

Sadly, MLOs 4, 5, and 7 did not click for me. I did not feel that the teachers were exactly doing their jobs and I did not understand the point behind these classes. I took Feminist Theories and Methods for MLO 5 and I felt that the teacher caused my already negative attitude toward feminism to worsen. She focused mostly on what was going on in Palestine and only considered “feminists” to be crazy women who march through the streets and sing to prove their point. I feel that feminism should be looked at from a broader angle than this and she could have done a better job introducing the topic, since many of my classmates felt they didn’t know what she was talking about most of the time.

Likewise, the teacher in my Whose America? class focused on only one aspect of American history: the Hispanics and Whites in Monterey County. The class title should not contain the word “America” if we are only speaking of Monterey. I also did not feel that many of the concepts were useful in that class. The Restorative Justice class I took had similar problems, although the teacher was the same as the teacher for Relational Ethics, which I found to be fruitful. The teacher focused mainly on Hurricane Katrina and expressed many biased opinions, not giving the class enough of a chance to give their input.

It was interesting to see the many different types of teachers CSUMB has to offer, as this is part of diversity. However, it seemed that most of the professors were following the same formula with the whole “support group” structure. In many classes, the students

just sat around and talked about their feelings. I felt that a lot of the classes could have been more structured. The group projects always helped me to communicate and work together with people, and I also made friends this way.

Overall, the HCOM major has helped me on the path to finding myself more than the path to my career. At this time in my life, I don't think I will be using my concentration in English in relation to my future career, but who knows? Perhaps I will find a career which involves my love of writing instead of just being a teacher. The major has given me a chance to find out who I am and because of this I will be able to get the career I really want.

The HCOM major has helped me learn to write an in-depth, analytical essay and prepared me well for my capstone project. My experience with literature and creative writing classes have helped prepare me to write a creative children's book. I was expecting capstone to be far more difficult and stressful than what it has been for me, and I have HCOM to thank for the pleasurable time I have had writing my capstone. I felt I was successful at designing my project because of the education I've received. It was challenging in many ways, also. Because my project was also different from what I've learned in many ways, I had to do a lot of research on my own and learn some concepts I hadn't learned in my major. However, my major has prepared me to think on deeper levels and I was therefore able to understand my topic relatively easily.

It was challenging for me to get research on such a little addressed topic. I found myself having to stretch my research to fit into my topic, but I used my own creative strategies to tie it all together. I have discovered through my project that I am ambitious

and capable. Everyone I tell about my topic is very impressed, and they tend to make comments like, “Wow, that sounds intense.” In some ways, it is, but I found it rather enjoyable. I also believe this task was easier for me than it may have been for some other people. I’ve discovered a new sense of pride within myself.

It was definitely challenging to produce an advanced project, especially since I decided to be creative about it. I had to do a lot of thinking about exactly which words I would use and which parts I would change and leave out to make such an adult story more suitable for children, while still leaving as much authenticity as possible intact. These were not easy decisions to make, but having a creative project has allowed me to enjoy capstone more than I would have if I did a traditional paper.

I feel I have really accomplished a lot through this project, and there was little I did not accomplish. I learned a lot about the way elementary school teaching methods should be and why current methods are not working. I feel that my paper has potential to convince others that changes should be made and I have made valid arguments. I meant to accomplish setting certain criteria for literature which should be used in schools and specify which grade level my book would be, but I did not have enough room in my paper to do so. My work will impact others in my major who plan to teach by bringing problems with reading failure to their attention and suggesting what can be done about it. I don’t know if my project will impact my future or my career or not, but it has certainly allowed me to expand as a person.

HCOM Senior Capstone Digital Poster

Translating High School Literature into Children's Literature

Allison Holder

SSWE

Juanita Darling

April 27, 2007

Project Context and Contribution

I chose to do my capstone on translating high school literature into children's literature because I think it is a unique and creative way to get students engaged in high school literature. I feel that teachers in high school focus too much on the more trivial parts of literature instead of the in-depth meaning. Teachers do not have confidence in their students, and I feel this may affect them in their college careers. On the same hand, elementary school teachers don't push their students hard enough, and this also leads to failure in high school. This



Research Questions

1. How will translations help to fill the literary cognitive gap between elementary school and high school?
2. How can incorporating translated literature into elementary school curriculum aid in addressing problems with the educational system?
3. Why are current teaching methods not working?

Key Findings

I have found that under the No Child Left Behind Act, phonetics and decoding are heavily emphasized in grades 1-3, causing comprehension to be nearly left out of lesson plans. When comprehension is introduced, teachers often ask questions which only have one right answer, causing students not to think of the text on deeper, more interpretive levels. Students are also put into reading groups under the No Child Left Behind Act, which has created stereotyping and prejudices in teachers and other

will contribute to the creation of knowledge because it introduces the concept of how students must learn from an early age. I hope to reach both high school and elementary school teachers in the area of literature and hope they will start making changes. I will use critical communication skills, literary analysis, service learning in creative writing, and my research skills to help me. My cooperative argumentation class taught me how to view everything from multiple perspectives, and I will need this skill to listen to teachers and assess some of the ways their methods are working, and how some are not. I will both agree and disagree with some things they say. I will obviously need literary analysis skills to assess which parts of literature should be included and left out in order to translate stories in a way children can begin to understand. I

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"Reading Failure in Elementary and Secondary Schools." UCLA/IDEA.

students. Students thrive when they work together to help each other in mixed groups and when they are allowed to think of more than one answer to questions pertaining to the text, according to in-class studies and experiments. This prepares them for the higher level of thinking which they will need to study literature in high school. Translating literature read in high school to literature appropriate for elementary school students can help to prepare students for high school.

Evidence

Current teaching methods, as cited in Joseph Torgesen's article in correlation with the No Child Left Behind Act, will be introduced. Torgesen supports a system which focuses mainly on phonemics and decoding in grades

learned a lot about teaching technique in my creative writing for service learning class. I learned that elementary school students are pushed to learn to read and write, but not to understand the concept of literature. This interferes with the ability to understand the English language. Of course, research skills I have learned during my entire CSUMB career are very important to this project, since it revolves around research.

Abstract

This project examines the reading failure rate of elementary school and high school students and the reasons for failure. The main point addressed is that high school students were not introduced to their literature from an early age, and therefore have a very low level of interest and understanding of

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Saunders, William M. "The Effects of Instructional Conversations and Literature Logs on the Story Comprehension and Thematic Understanding of English Proficient and Limited English Proficient Students." E-Scholarship Repository. www.repositories.cdlib.org November 14, 2005. Secondary.

Torgesen, Joseph K. "Preventing Early Reading Failure." AFT-American Educator. www.aft.org. Fall 2004. Primary.

Taylor, Barbara M., Peterson, Debra S., Pearson, P. David, and Rodriguez, Michael C. "Looking Inside Classrooms: Reflecting on the 'how' as well as the 'what' in effective reading instruction." *The Reading Teacher*. Ed. Richard Robinson. New York: International Reading Association, 2002. 235- 248. Primary.

1-3 (3), and also stresses the importance of reading groups (4). Taylor, Peterson, Pearson, and Rodriguez also support phonemics and small group instruction, but with an increased focus on comprehension and active responding, and group instruction which involves students of all levels helping each other (274).

Michael Patrick Hearn's knowledge and experience with translations will aid in the process of my translation itself and support the argument that translations fill the cognitive gap which occurs from elementary to high school. Hearn notes the complex nature and work which goes into translations. Since there can be several different words for a single word from one language to the next, children's vocabulary must be expanded and the concepts of translation and different cultures must be included in the learning process

it. The idea of translating high school literature into children's literature is proposed, along with the reasons current teaching methods are not functional and how these translations will fill the cognitive gap. It also includes a special project of the Wife of Bath's Tale as a children's book.

Project Format

I have written a shorter research paper which consists of 10 to 15 pages, explaining why my topic is important and how I will go about my project. I will then translate The Wife of Bath's Tale from Canterbury Tales into a story suitable for children.

(5).

To go along with the new teaching methods, Elementary School Teacher Janine Certo's educated argument that giving children more adult-like literature increases depth and confidence (266) will support the argument that high school literature should be translated. This could be used in conjunction with cross-age tutoring, which has also shown to increase confidence and understanding (Paterson and Elliot 379).