

# Sample Translation

## Literature

- See below for the original Chinese manuscript.
- **A native-speaker of English who has studied English literature** proofreads the translated English.
- The quality of the translated manuscript is suitable for publication in an international journal.

### Children's Resistance to Postmodern Picture Books

This study investigated children's resistance to reading postmodern picture books in Taiwan's primary schools. An attempt was made to gather the reactions of ten fourth grade students at a primary school in Tainan city. The verbalizations and small-group discussions of each student were recorded, encoded and assembled. Different classifications of resistance were observed, and each was examined for its significance with regard to the different kinds of rejections and differences in the stories.

The results show that when children read postmodern picture books, their reactions demonstrate different kinds of resistance. The classifications of *reality testing* and *literary critical resistance* were most common, while *exclusionary resistance* did not manifest in this study. The analysis revealed that children might reject a story when they encounter incongruence between descriptions in the book and the reality around them, or between the book and known principles of nature. Children may become resistant due to a storybook's layout, composition, illustrations or metafictional devices. Such resistance is known as *literary critical resistance*. *Preferential or categorical resistance* was also a reason for resistance. A few children became emotional while reading and thus resisted the books. Some children compared the presented storyline with that of a version they were already familiar with and exhibited *intertextual resistance*.

Statistical analysis showed that after differences in the storybooks are accounted for, the degree of *preferential resistance* varied markedly. However, analysis of the different kinds of resistance reveals that *reality testing* and *literary critical resistance* were much more prevalent than any other kind of resistance.

Through experiencing resistance, children become critical readers rather than just passive consumers of texts; they actively construct meaning from a story's content and from their own life experiences. Teachers can employ resistance as an opportunity to engender deeper comprehension and more thoughtful interpretation.

Keywords: resistance, postmodern picturebook , reading

# 儿童阅读后现代图画故事时拒绝反应之探究

## 摘要

本研究旨在探究国小儿童阅读后现代图画故事时的拒绝反应。研究对象为一所台南市国小的 10 名四年级学童，搜集受试儿童个别有声思考及小组讨论的数据，转录、编码，再依据拒绝类型探讨其中的意涵及不同拒绝类型及故事的差异。

研究结果显示儿童阅读后现代绘本时，会产生不同类型的拒绝反应，以‘测试现实’(reality testing)及‘文学批评’(literary critical resistance)两类居多，‘排除式’拒绝(exclusionary resistance)则未出现于本研究。对于本质的分析发现，儿童常因书中描述与社会实况不符及不合物理原则等而拒绝故事。故事书的编排、撰写、绘图及后设策略(metafictive devices)等常成为儿童‘文学批评’类型的拒绝(literary critical resistance)；不符喜好类型(preferential or categorical resistance)也是儿童拒绝的原因之一；少数儿童因投入个人的情绪而拒绝；儿童也因交织故事的前后文、比对原版故事、交织其它文本而质疑故事。

统计分析显示：就故事书的差异而言，本研究的儿童对不同故事书的‘喜好类型’的拒绝具有显著差异。至于不同拒绝类型的分析则发现：‘测试现实’及‘文学批评’的拒绝类型显著多于其它拒绝类型。

经由拒绝反应，儿童不仅是被动的文章接受者，他们进一步成为批判的读者，主动从故事和生活经验中建构意义。教师应善用此拒绝反应，做为引导阅读理解及诠释的教学契机。

关键词：拒绝反应、后现代故事书、阅读