

# 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

# 兒童閱讀後現代圖畫故事時拒絕反應之探究

## 摘要

本研究旨在探究國小兒童閱讀後現代圖畫故事時的拒絕反應，研究對象為一所台南市國小的 10 名四年級學童，蒐集受試兒童個別有聲思考及小組討論的資料，轉錄、編碼，再依據拒絕類型探討其中的意涵及不同拒絕類型及故事的差異。

研究結果顯示兒童閱讀後現代繪本時產生不同類型的拒絕反應，又以「測試現實」(reality testing) 及「文學批評」(literary critical resistance) 兩類較多，「排除式」拒絕(exclusionary resistance) 則未出現於本研究。質的分析發現兒童常因書中描述與社會實況不符及不合物理原則等而拒絕故事；故事書的編排、撰寫、繪圖及後設策略(metafictive devices) 等常成為兒童「文學批評」類型的拒絕(literary critical resistance)；不符喜好類型(preferential or categorical resistance) 也是兒童拒絕的原因之一；少數兒童因投入個人的情緒而拒絕；兒童也因交織故事的前後文、比對原版故事、交織其他文本而質疑故事。

統計分析顯示：就故事書的差異而言，本研究的兒童對不同故事書的「喜好類型」的拒絕具有顯著差異；至於不同拒絕類型的分析則發現：「測試現實」及「文學批評」的拒絕類型顯著多於其他拒絕類型。

經由拒絕反應，兒童不僅是被動的文章接受者，他們進一步成為批判的讀者，主動從故事和生活經驗中建構意義。教師應善用此拒絕反應，做為引導閱讀理解及詮釋的教學契機。

**關鍵字：**拒絕反應、後現代故事書、閱讀