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Children's response to humor in translated poetry

Morta, A.R.

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Appendix A. Questionnaire for interviews with publishers

1. Studies have mentioned that children's literature tends to be inferior in status compared to other genres. Is this true in the Philippines?
2. How different is the production of children's books now than years ago?
3. What are some important developments in children's literature production over the years, for instance, in terms of theme or subject matter?
4. What are some challenges faced by publishers in producing children's literature in the Philippines?
5. Karin Westman said that "financial success buys some degree of legitimacy for children's literature from the publishing world, if not from academics or other cultural arbiters." Is this true for the Philippines?
6. What are (the publisher's) criteria for choosing which children's books to publish? Who determines which books get published?
7. Since its establishment, what are (the publisher's) most important contributions to the development of children's literature?
8. Who is the target audience of your children's books?
9. Children's books are written and published by adults, and selected and published by adults. How does (the publisher) ensure that the interests of children are considered when you publish books?
10. What makes your books different from the books of other publishers?
11. What makes our children's books different from children's books from other countries?

Appendix B: Information sheet

Invitation to participate in a study

I, Alice Ross Morta, a Filipino student in the PhD program of the Leiden University Centre for Linguistics, The Netherlands, would like to invite your child to take part in the study CHILDREN'S RESPONSE TO HUMOR IN TRANSLATED POETRY which I am conducting with Grade 3 students of the UP Integrated School in (month and year).

Description of the study

This study will examine children's reactions to humorous poems for children that have been translated from English into Filipino. In a Zoom session, five pupils will listen to short poems that I will present to them via a recording. They will answer questions about the subject of the poems, whether the poems are funny, and if so, what they find funny in them. The session will start at 2:00 PM on a weekday and will take about 45 minutes, five minutes shorter than the typical online Grade 3 class at UPIS. I will record the session to help me analyze the responses.

Your child's identity will not be revealed to anyone but me and my PhD supervisors. In transcribing the session, the actual name of the child will not be used. Instead, each child will be given a code name. The codes will be kept secure and made available only to the research team. All other personally identifiable information that will be disclosed by the child during the online session will be removed in the transcription. The recording of the session will be stored on a password-protected hard disk and the Leiden University cloud service and will be destroyed at the end of the research in June 2023.

Risks and benefits

There are no risks to your child's safety. Since the session will be held in Zoom, your child can join in the comfort and safety of your home under your supervision. There will be a short break in the middle of the session. The poems that will be used are grade-level appropriate and are either the works of popular and award-winning children's poets or their translations. By participating in the study, your child can gain better appreciation for children's literature, particularly poetry. The session will engage children in critical and creative thinking and so it may benefit your child's ability to learn new ideas and how he/she understands and solves problems. Finally, your child will enjoy the session. Children want to read things that make them laugh and the poems that will be discussed during the session are amusing for many children. For participating in the study, your child will receive a certificate from Leiden University.

About the researcher

The University of the Philippines is funding my PhD studies in the Netherlands through a fellowship granted to me as an employee of the UP Office of the Vice President for Academic Affairs. You can know more about my work in UP here: <https://ovpaa.up.edu.ph/organization>.

I am studying translated children's poetry because I am deeply interested in both children's literature and translation. Even as an adult, I own mostly children's books. I took some translation courses in UP Diliman and they had all been a lot of fun. My goal is to translate more foreign works for Filipino readers especially children. I hope that you can support my research.



That's me in the center having coffee with two other PhD linguistics students.



Middle-grade fiction is my best-loved genre. Here are some of the children's books in my personal library. As you can see, I am always in search of new children's book series to read.



One of my favorite authors is Dutch children's writer Toon Tellegen. I have translated into Filipino some of his poems as well as this novel, which is about an elephant who wants to climb a tree.

Finally, I hope that your child enjoys this poem that I wrote. Thank you very much for your time.

MR. OLIFANT'S HAT

Mr. Olifant, to those around him, is as ordinary as one can be:

He takes the train to work
Wears black socks with black shoes
Talks to clients on the phone
Keeps his mouth closed when he chews.

When the day ends, however
Mr. Olifant becomes far from plain
For in his bedroom hangs a hat
But don't be fooled: it's magical, he claims.

When he puts it on, he closes his eyes
Then claps his hands – one, two, three
In an instant, oh my, he transforms
Into anybody he wants to be.

A baker who makes heavenly desserts
An author with six or more bestsellers
A painter for the rich and famous
An actor whose voice fills big theaters.

An astronaut who has been on the moon (twice!)
A world-renowned circus performer
A president known by all to be so wise
A connoisseur with great wines in the cellar.

So the next time you bump into him
I suggest that you think again
Mr. Olifant is not just a man buying carrots
Or opening an umbrella in the rain.

Yes, he is certainly more than that
Open your eyes and you will see
For whoever has the heart to dream
Can never ever be just ordinary.



Appendix C: Informed consent forms

INFORMED CONSENT FOR PARTICIPATION IN THE STUDY

I hereby declare that I have been clearly informed about the nature and method of the investigation, as set out in the information sheet. My questions have been answered satisfactorily.

I fully agree to allow my child to participate in this study. I reserve the right to withdraw this consent without having to give a reason and I realize that my child may stop his/her participation in the study at any time. If my child's research results are to be used in scientific publications or made public in any way, this will be done completely anonymously. My child's personal data will not be viewed by third parties without my express permission.

If I would like further information about the study, now or in the future, I can turn to Alice Ross Morta (phone: 09175016643 e-mail: atmorta@up.edu.ph; Address: University of the Philippines Office of the Vice President for Academic Affairs, 2F Quezon Hall, UP Diliman, Quezon City).

If I have any complaints about this research, I can contact Marcel Belderbos, secretary of the Ethics Committee of the Faculty of Humanities of Leiden University, The Netherlands (m.c.belderbos@hum.leidenuniv.nl/telephone: +31 715 273870).

Name of parent/guardian

Signature

Name of child

Date

I have provided an explanation of the research. I agree to answer any emerging questions about the research.

Name of Researcher Signature

INFORMED CONSENT FOR VIDEO RECORDING

I fully agree to a video recording being made of the Zoom session with my child and to this recording, in part or in whole, being used to aid the study. I understand that the research team will own the recording which will be viewed only by the researcher and her PhD supervisors. The video recording will be stored securely with access given only to the research team. The researcher will keep the transcription of the recording anonymous.

Name of parent/guardian Signature

Date

Appendix D. Content-centered Filipino translations

1. Ang Dentista at ang Buwaya

Umupo ang buwaya, na may ngiting tuso, sa silya ng dentista.

Sabi niya, “Lahat ng ngipin ko’y kailangan mong ayusin.”

Namutla ang dentista. Siya’y nanginig, nangatal at nangatog.

Pabulong niyang sinabi: “Sa palagay ko’y kailangan ko ngang tingnan ang mga ito.”

“Gusto ko,” wika ng Buwaya, “na gawin mo muna ang nasa likod.

Ang mga bagang sa likod na likod ay walang dudang pinakamalala.”

Ibinuka niya ang naglalakihang panga. Isang nakasisindak na tanawin —

Hindi bababa sa tatlong daang matutulis na ngipin, lahat matatalim at kumikinang sa puti.

Siniguro ng dentista na umagwat. Umusod siya nang dalawang yarda’t doon tumayo.

Pinili niya ang pinakamahabang instrumento para hanapin ang nabubulok.

“Ang sabi ko’y unahin ang nasa likod!” hiyaw ng Buwaya. Masyado kang malayo, mahal na ginoo, para makatiyak sa kinikilos.

Para maayos nang tama ang nasa likod, dapat ipasok mo ang ulo

Sa loob na loob ng higitang bibig ko,” sabi ng nakangising Buwaya.

Pinilipit ng matandang dentista ang mga kamay at nangingiyak sa pangamba

Kanyang nasambit, “Hindi hindi! Kitang-kita ko silang lahat nang mabuti mula rito!”

Biglang may pumasok na babae, sa kanyang kamay ay isang kadenang ginto.

Sabi niya, “Ay Buwi, pilyong bata, nanloloko ka na naman!”

“Mag-ingat ka!” tili ng dentista’t nagsimulang umakyat ng pader.

“Gusto niya ako! Gusto ka niya! Kakainin niya tayong lahat!”

“Huwag kang hangal,” sabi ng babae’t ngumiti nang maganda.

“Hindi siya mapanganib. Siya ang munting alaga ko, buwaya kong kaibig-ibig.”

2. May Sakit

“Hindi ako papasok sa eskwela ngayong araw.”
Ang sabi ng munting batang si Pilar Ana Macalalag.
“Mayroon akong tigdas at beke
May hiwa, pantal at mga bukol na kulay lila.
Basa ang bibig ko, tuyo ang lalamunan,
Mabubulag na ang aking kanang mata.
Sinlaki ng bato ang mga tonsil,
Nakabilang ako ng labing-anim na bulutong
At may isa pa, labingpito na,
Hindi ba sa tingin mo’y berde na ang mukha ko?
May sugat ang binti, bughaw ang mga mata—
Malamang instamatik na lagnat ito.
Inuubo at hinahatsing at hinihingal at nabubulunan,
Tiyak na bali ang kaliwang binti—
Sumasakit ang balakang kapag ginagalaw ang aking baba,
Bumaon na ang pusod sa tiyan,
Pilipit na ang likod, ang bukong-bukong ay may pilay,
Sumasakit ang apendiks tuwing umuulan.
Malamig ang ilong, namamanhid ang mga daliri sa paa,
Mayroon pang salubsob sa hinlalaki.
Matigas ang leeg ko, mahina ang gulugod,
Halos bumulong na kapag nagsasalita.
Pinupunan na ng dila ang buong bibig,
Palagay ko’y nalalagas na ang aking buhok.
Baluktot ang siko, ang gulugod ay hindi tuwid.
Ang temperatura’y nasa 42.
Lumiit na ang utak ko, hindi ako makarinig,
May butas sa loob ng tainga.
May balat sa gilid ng kuko, at ang puso ko’y. . . ano?
Ano ‘yon? Anong sabi mo?
Ang sabi mo’y Sabado na?
Paalam, lalabas na ako para maglaro.”

Appendix E. Form-centered Filipino translations

1. Ang Dentista at ang Buwaya

Buwaya’y umupo, na may ngiting tuso, do’n sa may dentista.
Bukang-bibig niya, “Ang mga ngipin ko’y dapat nang ipasta.”
Dentista’y namutla. Katawa’y nangatog, nanginig, nangatal.
Pabulong nawika, “Pwede ko sigurong mga ito’y tingnan.”
“Ang nais kong gawin mo,” sabi ng Buwaya, “unahin ang likod.
Mga bagang dito’y walang alinlangang malubha na’t bulok.”
Kanyang ibinuka malalaking panga. Ay nakasisindak—
Tatlong daang ngipin, lahat ay matulis, matalim, makislap.
Dentista’y lumayo ng dalawang yarda’t tumayo na roon.
Pinili ang gamit na ubod nang haba para pang-inspeksyon.
“Sabi ko’y unahin ang nasa likuran!” Buwaya’y dumaing.
“Napakalayo mo, mahal na ginoo, para tiyakin.
Para magawa mo ang likod na likod, ulo mo’y isuksok
Sa pinakaloob ng higanteng bibig ko,” nakangising udyok.
Kawawang dentista’y napakiskis-kamay at tuluyang napaiyak.
Siya’y nagsisigaw, “Naku hindi hindi! Tanaw lahat-lahat!”
Nang biglang pumasok babaeng may tangan na gintong kadena.
Siya’y bumulalas, “Ay Buwi na pilyo, nanloko muli pa!”
“Hala mag-ingat ka!” tili ng dentista’t inakyat ang dingding.
“Gusto niya ako! Gusto ka rin niya! Tayo’y sasakmalin!”
“Huwag ka ngang hangal,” sabi ng babae’t magandang ngumiti.
“Siya’y di panganib. Mahal kong buwaya, alaga kong munti.”

2. May Sakit

“Hindi ako magkaklase ngayong araw,”
Ang nasambit ng batang si Ana Kalaw.
“Meron akong beke, bukod dito’y nagkatigdas,
Idagdag pa ang bukol ko, pantal, gasgas.
Bibig basa, lalamuna’y natuyo na,
Mabubulag na tiyak ang kanang mata.
Mala-bato sa laki ang aking tonsil,
Ang bulutong binilang ko labing-anim
May isa pa—ngayo’y naging labimpito,
Di ba’t berde ang kulay na ng mukha ko?
Mata’y asul, ang binti ko’y nagkahiwa—
Instamatik na trangkaso aking hula.
Humahatsing, sinasamid, hingal, ubo,
Binti’y bali sa kaliwa pihado ‘to—
Pag ngumuya, kumikirot ang balakang,
Ang pusod ay lumulubog na sa tiyan.
Likod bakli, bukong-bukong napilipit,
Sa pag-ulan ang apendiks sumasakit.
Namamanhid ang daliri pati ilong,
Salubsob sa hinlalaki’y nakabaon.
Pirming leeg, ang gulugod ay nanghihina,
Bumubulong nang bahagya pag nagwika.
Bibig puno ng dila kong namimintog,
Ang buhok ko’y isa-isang nahuhulog.
Siko pati gulugod ay nabaluktot,
Init ko’y sa 40 na umabot.
Ang utak ay lumiit na, nabibingi,
Meron butas sa taingang di mabuti.
Nagbabalat sa may kuko, puso’y. . . ano?
Ano kamo? Ano ulit ang sabi mo?
Ang sabi mo’y Sabado na? O paano?
Paalam na. Labas na ko’t maglalaro.”

Appendix F. Questionnaire for the poetry reading session

1. Gusto ninyo bang nagbabasa ng tula?
2. Anong klase ng tula ang gusto ninyong binabasa?
3. Mas gusto ninyo ba na kayo ang nagbabasa ng tula o mas gusto ninyo na makinig habang binabasa ito sa inyo ni teacher o ni mommy o ni daddy?
4. Ano ang mas gusto ninyo: magbasa ng tula o magbasa ng mga kwento?
5. Anong wika ng karamihan sa binabasa ninyo – English o Filipino?

VIDEO (Ang Dentista at ang Buwaya)

6. Madali bang intindihin ang tula?
7. Gaano nakakatawa ang tula?
8. Ano ang nakakatawa sa tula?

VIDEO (May Sakit)

9. Madali bang intindihin ang tula?
10. Gaano nakakatawa ang tula?
11. Ano ang nakakatawa sa tula?
12. Alin ang mas nakakatawa?

198 Children's Response to Humor in Translated Poetry

13. Pwede pa bang mas maging nakakatawa ang dalawang tula na napakinggan nyo? Paano magiging mas nakakatawa ang mga tula?
14. Naeengganyo ba kayo ng mga nakakatawang tula na magbasa ng iba pang tula?
15. Naeengganyo ba kayo ng mga nakakatawang tula na magbasa ng iba pang tula sa Filipino?
16. Sa tingin nyo ba ay nakakatawa pa rin ang tula kung babasahin niyo ito ng mag-isa o mas nakakatawa ito kapag binabasa kasama ang iba pang mga bata?
17. Sa tingin ninyo, para kanino isinulat ang mga tula?
18. Bilang mga bata, nakakaugnay ba kayo sa dalawang tula?
19. Bilang mga Filipino, nakakaugnay ba kayo sa tema ng dalawang tula?

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