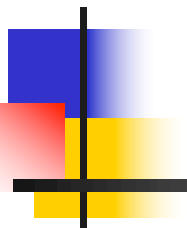
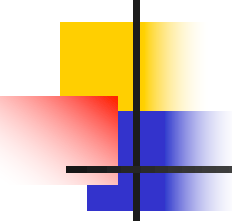


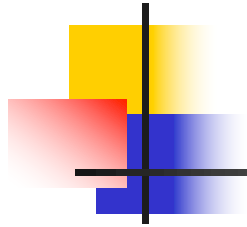
TEKST



Forskerens og didaktikerens blik på mødet mellem tekst og læser

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- **I find it helpful to visualize a little scene: on a darkened stage I see figures of the author and the reader, with the book between them. Throughout the centuries, it becomes apparent, usually either the book or the author has received major illumination.**

Louise M. Rosenblatt: *the Reader, the Text, the Poem*, 1978/1994 (p.1)



If a reader has responded positively to a literary work, he has been able to put elements of the work together so they act out his own lifestyle. (...) In reading, the text serves as the external reality that the reader meets any object outside himself. Norman N. Holland: 5 Readers Reading, 1975 p. 113-14 + 124)

Interpretation is a problem because human beings live in time. The person who reads a text is never the person who wrote it – even if they are the same person Robert Scholes: Protocols of Reading, 1989 (p.50)

We usually recognize artificial narrative thanks to the “paratext” – that is, the external messages that surround a text. Umberto Eco: Six walks in the fictional woods, 1994 (p. 120)



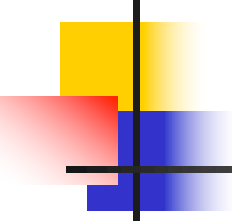
Didaktikeren/Forskeren

Meningsfylt blir altså litteraturundervisningen når den gir mulighet til å prøve ut noe, få grep om noe, finne fotfeste i tilværelsen (...). Det er derfor det blir så viktig å skape et "rom" for teksten (...). Det kan være et tematisk "rom" (en forståelig og relevant kunnskapskontekst) eller et sosialt "rom" (en følelsesmessig trygghet i genre, arbeidsformer og forhold til andre).

Jon Smidt: Seks lesere på skolen, 1989 (p.243)

And to the extent that we are teaching reading, we are ideally teaching the activity, not the product – process rather than result. That is, our primary aim should be to help students learn how to *experience* literature, not to provide them with information about *what* it means.

Peter Rabinowitz: What Readers Do When They Read/ What Authors Do When They Write, 1997



Litteraturundervisningens opgave er at åbne forskellige kanaler og associationsbaner.

- Kanalen til det individuelle subjekt
- Et socialt tolkningsfællesskab med andre læsere
- Iagttagelse af mønstre og træk i teksten
- Konteksten som teksten læses i

Lars-Göran Malmgren: Åtta läsare på mellanstadiet, 1997 (p. 215)

Kulturmødet – en historie fra det virkelige liv