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Reader Response to Literature: the Empirical Dimension by Elaine F. Nardocchio (ed.), 1992. Mouton de Gruyter, The Hague, pp. 307, IBSN 3 11 01 2764 4

In the last decade the study of reader-response to literature appears to have become mired in increasingly sterile theoretical arguments over whether 'meaning' is to be located in either 'text' or 'reader' (or, in the more sophisticated conceptions, in the social institutions and discourses called upon by such readers). One might therefore assume that this is an area demanding more empirical as well as theoretical attention. As Nardocchio points out in her introduction to Reader Response: the Empirical Dimension there are many theories about the role of the reader and the subjectivity of the reading process about, but to date there have been few studies within reader-response theorising which actually attempt to test reception theories. The volume under discussion, she claims, aims to fill the void by reporting on recent empirical studies of reader response to literary texts.

One wonders, however, whether the particular positivistic methodological paradigm which characterises most of the articles in this collection is appropriate to 'test' the reflexive models of text and response put forward by writers such as Iser and Fish. This issue of epistemology is hardly discussed, although implicit in de Beaugrande's contribution, which could usefully have been placed in an introductory position in the volume. The studies reported are generally from a traditional psychological perspective and are quantitatively and experimentally-based. Most utilise a 'trait' model of personality, and rating and attitude scales are thus favoured means of assessing response: notions of discursive subjectivity have little part to play here. Of recent innovative work utilising psychological approaches (for example, Groeben 1980; Martindale 1988), only Halász (see, also, 1987) is represented in the collection.

Corresponding to this perspective, 'response' is defined in relatively narrow and individualistic terms. Perhaps the most coherent theme in this collection of articles is an interest in emotional responses. Anderson and McMaster, for example, study the clustering of emotive words in poems and other texts (the 'emotion score' derived from the Heise (1965) study of emotional ratings of decontextualised words). Tan and van den Boom ingeniously develop a swingometer for subjects to register their emotional reactions over the course of a film. Halász uses ratings and projections to investigate readers' empathy and identification with literary characters. Potter studies readings of plays, asking her subjects to rate characters on scales such as dominance, emotion etc.

Reader Response To Literature The Empirical Dimension

John Maynard

Reader Response To Literature The Empirical Dimension:

Reader Response to Literature Elaine Frances Nardocchio,1992 Literary Intention, Literary Interpretations, and Readers John Maynard, 2009-04-17 This accessible personal and provocative study returns to the major subject in literary discussion before and during the relatively recent flourishing of literary theory that of literary intention Does the author's personal intention or historical site determine a correct interpretation of a literary work Probing the entire range of issues connected with this many faceted and knotty concept this book engages with interpretation on both theoretical and practical levels It argues that the hard questions about interpretation connected to issues of intention cannot be sidestepped or ignored It does not argue for conservative concepts of literature itself nor against the major historical engagements of critics in our time But in addressing those who continue to read or teach literature it does insist on a level of sophistication in issues of literary interpretation that cannot be assured by historical research and knowledge of the social and cultural connections to literary works The overall aim of the work is to recall readers to the great complexity pleasure and interest of Cognitive principles, critical practice: Reading literature at university Susanne Reichl, 2009-09-16 literary interpretation This enquiry into the principles and practice of reading literature brings together insights from cognitive studies literary theory empirical literature studies learning and teaching research and higher education research Reading is conceptualised as an active process of meaning making that is determined by subjective as well as contextual factors and guided by a sense of purpose This sense of purpose part of a professional and conscious approach to reading is the central element in the model of reading that this study proposes As well as a conceptual aim this model also has pedagogical power and serves as the basis for a number of critical and creative exercises geared towards developing literary reading strategies and strategic reading competences in general These activities demonstrate how the main tenets of the study can be put into practice within the context of a particular institution of higher education The Bloomsbury Companion to Stylistics Violeta Sotirova, 2015-11-19 This Bloomsbury Companion provides an overview of stylistics with a detailed outline of the scope and history of the discipline as well as its key areas of research The main research methods and approaches within the field are presented with a detailed overview and then illustrated with a chapter of unique new research by a leading scholar in the field The Companion also features in depth explorations of current research areas in stylistics in the form of new studies by established researchers in the field The broad interdisciplinary scope of stylistics is reflected in the wide array of approaches taken to the linguistic study of texts drawing on traditions from linguistics literary theory literary criticism critical theory and **Emotion and the Structure of** narratology and in the diverse group of internationally recognised contributors Narrative Film Ed S. Tan, 2013-10-16 Introduced one hundred years ago film has since become part of our lives For the past century however the experience offered by fiction films has remained a mystery Questions such as why adult viewers cry and shiver and why they care at all about fictional characters while aware that they contemplate an entirely staged scene are still

unresolved In addition it is unknown why spectators find some film experiences entertaining that have a clearly aversive nature outside the cinema These and other questions make the psychological status of emotions allegedly induced by the fiction film highly problematic Earlier attempts to answer these questions have been limited to a few genre studies In recent years film criticism and the theory of film structure have made use of psychoanalytic concepts which have proven insufficient in accounting for the diversity of film induced affect In contrast academic psychology during the century of its existence has made extensive study of emotional responses provoked by viewing fiction film but has taken the role of film as a natural stimulus completely for granted The present volume bridges the gap between critical theories of film on the one hand and recent psychological theory and research of human emotion on the other in an attempt to explain the emotions provoked by fiction film This book integrates insights on the narrative structure of fiction film including its themes plot structure and characters with recent knowledge on the cognitive processing of natural events and narrative and person information It develops a theoretical framework for systematically describing emotion in the film viewer The question whether or not film produces genuine emotion is answered by comparing affect in the viewer with emotion in the real world experienced by persons witnessing events that have personal significance to them Current understanding of the psychology of emotions provides the basis for identifying critical features of the fiction film that trigger the general emotion system Individual emotions are classified according to their position in the affect structure of a film a larger system of emotions produced by one particular film as a whole Along the way a series of problematic issues is dealt with notably the reality of the emotional stimulus in film the identification of the viewer with protagonists on screen and the necessity of the viewer s cooperation in arriving at a genuine emotion Finally it is argued that film produced emotions are genuine emotions in response to an artificial stimulus Film can be regarded as a fine tuned machine for a continuous stream of emotions that are entertaining after all The work paves the way for understanding and in principle predicting emotions in the film viewer using existing psychological instruments of investigation Dealing with the problems of film induced affect and rendering them accessible to formal modeling and experimental method serves a wider interest of understanding aesthetic emotion the feelings that man made products and especially works of art can evoke in the beholder **Encyclopedia of Language and Linguistics** ,2005-11-24 The first edition of ELL 1993 Ron Asher Editor was hailed as the field's standard reference work for a generation Now the all new second edition matches ELL s comprehensiveness and high quality expanded for a new generation while being the first encyclopedia to really exploit the multimedia potential of linguistics. The most authoritative up to date comprehensive and international reference source in its field An entirely new work with new editors new authors new topics and newly commissioned articles with a handful of classic articles The first Encyclopedia to exploit the multimedia potential of linguistics through the online edition Ground breaking and International in scope and approach Alphabetically arranged with extensive cross referencing Available in print and online priced separately The online version will include updates as

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web what is a dancer a dancer practices and performs the art of dance dance is a form of expression that utilizes the human body as an instrument to convey emotions stories and ideas through movement dancers use their bodies physicality and technical skills to interpret and bring to life various dance styles choreographies and concepts

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