



## BETWEEN THE LINES: COMPREHENSIVE READING OF LITERARY TEXTS IN A FOREIGN LANGUAGE

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***Durada:*** 2 anys i 3 mesos.

### *Paraules clau:*

ECTS, competències, educació corporal, avaluació formativa, grau de Mestre d'Educació Infantil, grau de Mestre d'Educació Física.



***Resum/abstract del projecte:***

Many initial-cycle students, perhaps even the majority, are simply not equipped to read or discuss literature at anything other than the purely superficial level of plot development, and this, in turn, is felt in the reading and study of literary texts by more advanced students in the second cycle.

Our aim is to develop student's skills as what we term "professional readers"; this involves enabling them to read beyond the purely narrative level and to perceive the manner in which the creative construct of a given literary work is established in a complex series of ways, a clear understanding of which is essential to the effective study of literature.

In this project, our objective is to act directly on the approaches taken to teaching and learning literature in an undergraduate context. In this sense, whilst recognising their differences in scope, our aim would be to apply our study to both grau and llicenciatura courses, thereby providing a nexus and continuity between the new Bologna programmes and those of the older degree format. In view of this, we would also wish to highlight that the project aims to be applicable to a broad range of class levels and types, from first-year students through to final-year undergraduates.

This study would address the following issues: (1) the manner in which the narrative persona and the author are separate entities; (2) the consequences on the study of literature of understanding that no narrator is ever fully trustworthy; (3) according the status of "character" to the narrator; (4) understanding contemporary readers' possible response to the narrator and his/her apparent aims; (5) generally, comprehending that all narratives involve a complex relationship with the reader that is never passive.

By systematically developing our students' understanding of this critical aspect of reading literature, we aim to facilitate the ability to read, assess and discuss literature in a more fully engaged and sensitive manner, to transcend a common tendency amongst undergraduate students to limit literary assessment to the purely plot-based and to equip students with a "professional" vision of how literature works. From this basis, though this exceeds the objectives of our current proposal, it is hoped that other still more advanced forms of assessing literature (as partly outlined above in 1.5) would then become more transparent and accessible through having successfully connected with this aspect of critical reading and having seen the way in which the study of literature involves the professional reader in active enquiry with the narrator's presentation of the plot.