Comparative Research on The Fiction Interpretation of Learning Readers in Heterogeneous Class

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Abstract

The purpose of this study is to understand the aspect of gender culture which is reflected in the interpretation of fiction text through investigating the regularity of fiction interpretation of learning readers in heterogeneous class environments. Especially, this research is planned to locate the position where the korean gender culture operates on the formation of gender identity and value choice of learning readers. In addition, the possible educational prospect is proposed. This study shows the need for a full discussion and the long-term study on gender issue in literary education.

Key words: Fiction Interpretation, Gender, Gender Identity, Gender Culture, Learning-Readers

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I. Introduction

A literary classroom is shared by individuals having various social and cultural position. Even if they read a same literary work in a same space and time, the resource which is used by each students, not only consciously but senselessly, cannot possibly be homogeneous. Nevertheless, a number of literary study take more interest on building images of abstract reader than practical reader. These images have problems that it might be produced with the experience of researchers themselves.

This research pay attention to learning readers who uses their experience and value as a resource of fiction interpretation and takes the lessons with the literary work and the analytical structure chosen by cultural power at the same time. The root of experience and value of reader is hybridized with various cultural factors such as gender, region, religion, and academic ability. Although these resources usually make the interpretation to be oriented as solid form, some of the resources changes in the influence of text interpretation sometimes. In other words, interpretation is not only performed according to cultural script, but interpretation also has ability to modify the cultural script. This interactive nature of interpretation provide the educational meaning. Interpretation is a method for construction/negotiation of cultural identity and value. Art is one of the imperative intermediary in culture. Particularly, fiction can be estimated as a genre which tells individuals the way to master dominant culture or to resist it.

Gender as an element of cultural factor is the main issue of this study. The majority of children and adolescents acquire desire pattern which is appropriate for their own gender through a fairy tale or a fiction. Gender standard acquired in their youth is closely connected with the identity of reader. However, there is a discrepancy, which is revealed by inventory of literary canon or repertoire of interpretation, between gender image and gender standard in a cultural area. As the meaning of gender is based on a premise that gender difference is rather sociocultural concept than biological one, We don't think that interpretation of