



ARGUMENT

Defining the post-reading stage requires the description of the earlier stage, the interpretation, a complex process, manifested in various acts/ actions.

Firstly, there is „the proper interpretation”, or in other words, the construction of meaning, a process that represents the climax of interpretation. This sequence continues the comprehension and analytical stages and accomplishes them, and it is achieved by finding the answers to the following question: What is the text about?

Secondly, there is the „application” or, in other words, the meaning constructed by the reader joins the meaning intended by the author/ the critics and literary historians. This sequence focuses on individual reading and it is achieved by answering the following questions: What meanings have there been assigned to the text? How to position my interpretation in relation to the interpretations offered by specialists?

Thirdly, there is the “assessment of significance” developed during the reading process in terms of relevance/ validity to the reader, for his life and his world. The sequence aims at “appropriating” or “rejecting” the meanings generated by the texts, or, in other words, the internalization or distancing from the already created interpretation, either personal or foreign. The sequence is achieved by answering to questions such as: What does the text say? What are the meanings that I can take with me? Are there also meanings I cannot take with me? Why so?

There is also “extending the dialogue with the text” by placing it in large artistic or non-artistic contexts. It is about putting the literary text in relation to a. its translations into other artistic language (theatre, movies, graphic illustration); b. literary works similar in form or theme (writings of the same author or belonging to different others); and c. artistic works or non-literary texts having the same theme (pictures, sculpture, music, and also essays and reports). Furthermore it is about exercises on rewriting the text.

Any of the actions following the interpretation may represent the beginning of the post-reading stage. The borders between stages are not important, what matters is the substance of educational activities, their consistency and their formative aims.

Alina Pamfil