

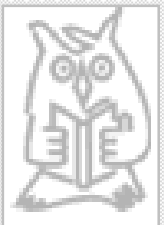
Reading life-stories

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presentation

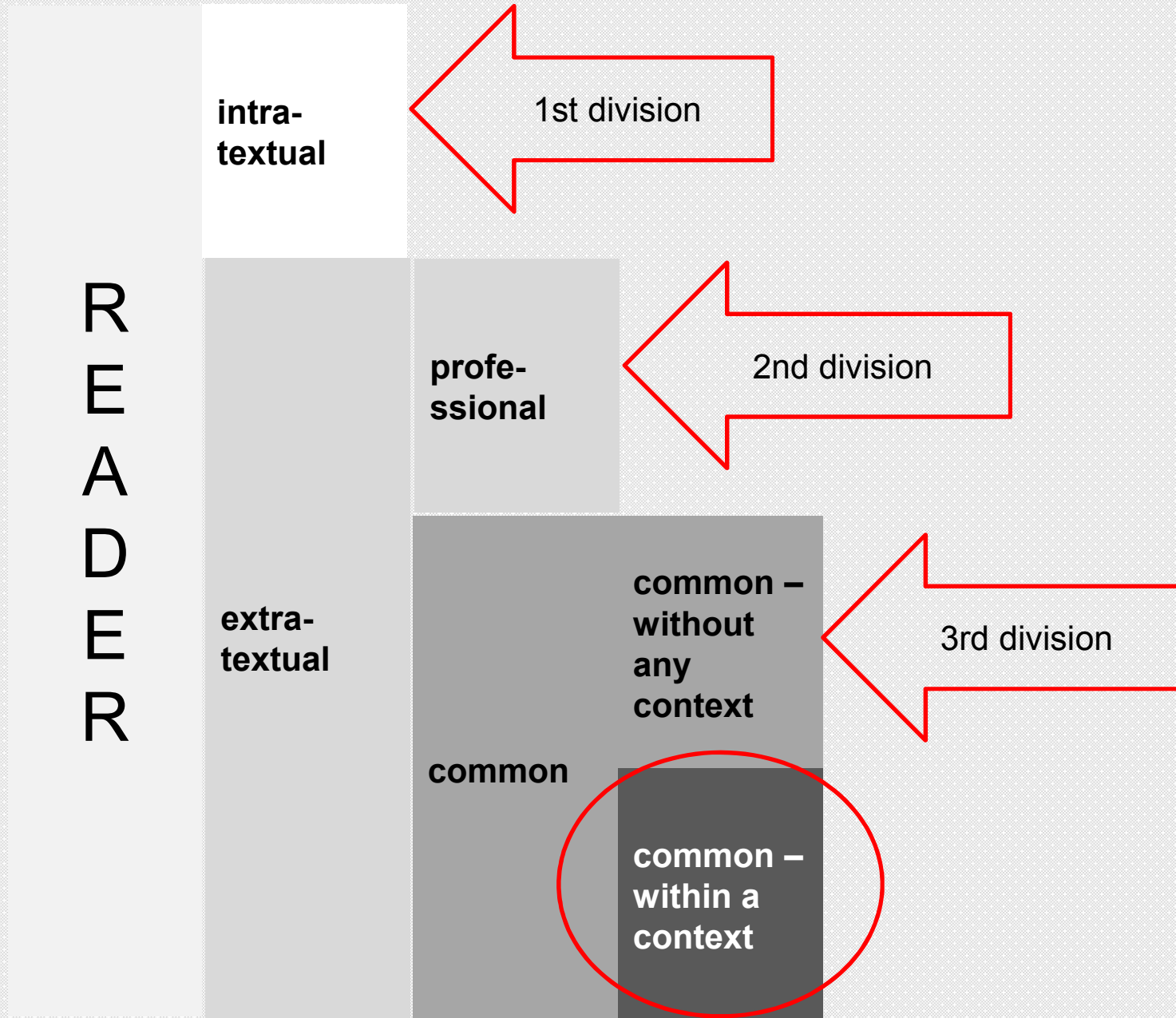
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1.1 Who and where is the reader?



1.2 the common reader – within a context

a concrete, empirically based person with a specific background, i. e. established in one's time and place, in one's socio-cultural milieu and over the course of life

2.1 reading life-stories – a pattern

- **life-story axis**, CV structure: family background, pre-school, early, late and post-school age...; not only *what* is said is important but also *when* (in which part of the life cycle) this occurs
- **thematical axis**: reading out loud by parents, the first book, initiation into adult books, banned books, library attendance, other mass media activities
- method of **recording** and **transcription**: a dialogue transcribed into the first-person narration
- **anonymity**; only narrator's age, profession and region are stated

2.2 reading life-stories – a method

- **common readers**, not only those with a positive attitude to reading (avid readers)
- **age** of our narrators: 15 – 101 years
- the method of **recording**: mostly per one session
- the whole **Czech Republic** (67 places)
- 138 narrators (the final base)
- recording **period**: 2009 - 2015

3. Main inspirations

- Germany, Poland, Australia, England, U. S. A.
- quantitative sociology (biographical method), oral history, cultural studies
- narratology (narrative reasoning, narrating life)

4. Why life-stories?

- they are able to **connect** together a lot of matters of different natures
- they **do not exclude** a thematical way of asking, however, converse is not true
- they shed light predominatly not on data but on testimonies and **motivations**
- they have a great **hermeneutical potential**

5. Three ways of interpretation

by means of...

- ...**generations** (4 generatios: Radio g., TV g., PC g., Internet g.)
- ... **phenomena** (33 thematical points of intersection)
- ...**particular narratives** (8 life-stories representing specific types of readership)

6.1 Reading life-story – another point of view

- the **first**: the first contact with a book, reading out loud by parents
- the **second**: learning to read (in the school)
- the **third**: a step into adult reading
- the **fourth**: reading out loud to our own children (grandchildren)

- summing up: **family** - the most important reading environment

6.2 Conclusions

- a **cultural portrait** of the last cca. 70 years of the Czech society
- reading life-stories have to do not only with reading; they can show **much more**
- huge **differences and shifts** within both the big socio-cultural time and the small life time
- reading life-stories provide not only data and utterances but also, and predominantly, **motivations** and **reasons**
- the **life-story method** is able to transmit much more than the thematical or focus interview

thank you for your patience
and cooperation...