

Scientific studies on children's literature and its didactics: a literature review (2000-2014)¹
Estudios científicos sobre literatura infantil y su didáctica: revisión bibliográfica (2000-2014)

Moisés Selfa
Universitat de Lleida

Received:
20/09/2014

Accepted:
23/04/2015

ISSN: 1885-446 X
ISSNe: 2254-9099

Keywords
Children's literature; education; literacy; stereotypes; reading

Palabras clave
Literatura Infantil; educación; alfabetización; estereotipos; lectura.

Contact:
mselfa@didesp.udl.cat

Abstract

This paper is a bibliographic review of the scientific studies published from 2000 to 2014 on children's literature and its teaching. The data analysed show the number of the scientific studies which have focused on children's literature and its educational use and their evolution over these 14 years, the list of leading scientific journals where these studies are published, the list of researchers who mostly have devoted to the scientific study of children's literature and its teaching between 2000 and 2014 and the main thematic areas of scientific study on children's literature and its teaching in this period. This bibliographic review allows us to state that the most studied research lines focuses on authors, titles and genres of children's literature. They are all analyzed from different points of view, although there are other prominent lines such as the instructional use of children's literature and literacy for the younger student population and the analysis of stereotyping gender in children's literature texts.

Resumen

Este artículo es en una revisión bibliográfica de los estudios científicos que desde el año 2000 hasta 2014 se han publicado sobre Literatura Infantil y su didáctica. El objetivo es ofrecer un análisis cuantitativo y cualitativo de estos estudios a partir de los datos obtenidos en la base de citas bibliográficas SCOPUS. Los datos analizados son el número y la evolución en el tiempo de estudios científicos que en estos 14 años se han ocupado de la Literatura Infantil y su uso didáctico, la nómina de las principales revistas científicas donde aparecen publicados estos estudios, la relación de los investigadores que mayormente se han ocupado del estudio científico de Literatura Infantil entre 2000 y 2014 y las principales líneas temáticas de estudio científico de la Literatura Infantil en este periodo. Esta revisión bibliográfica nos permite afirmar que la línea de investigación mayormente estudiada es aquella que se ocupa de los autores, títulos y géneros de Literatura Infantil. Estos son objeto de análisis desde diferentes puntos de vista, si bien existen otras líneas destacadas como son el uso didáctico de la Literatura Infantil entre la población escolar más joven y el análisis de estereotipos de género en textos de Literatura Infantil.

Selfa, M. (2015). Scientific studies on children's literature and its didactics: literature review (2000-2014). *Ocnos*, 13, 61-80.
doi: 10.18239/ocnos_2015.13.04



Introduction

According to Cerrillo (2007b: 34), children's literature is not "a segregated part of literature", because in the author's own words, "it is already an adult" (Cerrillo, 2013), which "has a weight as a literary expression" (García Padrino (2001: 14).

From this point of view, the concept children's literature is used by specialised bibliography to refer to the set of literary texts written for and addressed to children (Nodelman, 2008; Mínguez, 2012; Cerrillo, 2013), besides those texts from which children can draw lessons before adolescence (Fittipladi, Colomer, 2014). Therefore, this kind of literature has a very specific thematic area whose objective is generally advantageous leisure and didactic instruction of the younger population (Mendoza, 1999; Cerrillo, 2008).

Children's literature is made up of a set of high-quality literary texts that promote interaction between the reader's world and that of the literary work. This way, it brings autonomous learning forward and promotes high-quality literary education (Cerrillo, 2007a; Cerrillo, 2008). Literary education means education apart from traditional learning of literature. Its aims at awakening the children's creative capacity in their literary purpose acts. (Cerrillo y Sánchez, 2007; Merino, 2005).

Children's literature has been studied since the last century through the study of the different national histories of children's literature, although their publication goes back several decades in the case of Europe. We can refer, as detailed in the study of Bravo-Villasante (1989), to the publication of several histories of children's literature in countries such as Denmark (Simonsen, 1942), England (Muir, 1954), France (Trigon, 1950), Germany (Doderer, 1973-1984), Poland (Kuliczowska, 1959), Portugal (Rocha, 1984), Russia (Babushkina, 1948) and Spain (Bravo, 1985). Some of these histories were subsequently updated: Carrasco Rodríguez (2006) in the case of England, Brown (2008) in the case of France, Gomes (1998) and Rocha (2001)

in the case of Portugal, Bermejo (1999) in the case of Spain, and Garralón (2001) and Escarpit (1986) in a more general and overall way that is not limited to a specific geographical area. This last study presents a historical overview of children and young people literature in Europe. In the case of the other three languages having an official status in Spain, the studies of Valriu (1998) and more recently those of Lluch and Valriu (2013) should be emphasised in the case of Catalan, as well as those of Roig (2008) in the case of Galician, and those of Etxaniz (2011) and Arroitauregui (2012) in the case of Basque.

In Latin America, Bravo-Villasante published *Historia y Antología de la Literatura Infantil Iberoamericana* (1966), albeit some Latin American had already published some essays and histories: Sosa (1944), published in Argentina *La literatura infantil*, and Trejo (1950) published *La literatura infantil en México*. In the 80s, the work by Peña Muñoz (1982), *Historia de la literatura infantil chilena*, should be emphasised. Upon publishing this book, Peña Muñoz continued his studies, extending this first edition and including writers and illustrators of the 90s. This research has been recently published (2009), entitled *Historia de la Literatura Infantil y Juvenil en América Latina*, although we have to underline that this same author published another book before it: *Había una vez en América. Literatura Infantil en América Latina* (1997).

On the other hand, on publishing the last edition of *Historia y antología de la literatura infantil universal* (1988) in four volumes, Bravo-Villasante offers her collaboration through a detailed study of literature in Arab countries, a study that has been recently updated by Soto (2014: 141-152), and its bibliography already mentioned the existence of *La literatura infantil en Egipto*, by El-HalimWahdan (1972). For its part, Oceania is represented by the history of children's literature by Saxby (1969), *History of Australian children's literature 1841-1941*.

In this sense, based on the above, which emphasises the interest of the scientific commu-

nity in scientific texts and studies on children's literature over the last decades, the objective of this article is performing a quantitative and qualitative review of the scientific studies on children's literature published between 2000 and 2014. The importance of this kind of bibliographical reviews lies in the fact that the concept of bibliography is becoming increasingly relevant in scientific research and is also evolving from an initial idea of grouping and choosing a set of texts on a subject or author to a more complex view that sees it as the final outcome of a methodological, structured and systematic process that leads to choosing a set of valid, useful and relevant texts on a specific research issue or subject (Friedlandery Bessette, 2003: 5-6). On the other hand, we believe that covering the period between 2000 and 2014 is appropriate because there are scientific studies at an international level that at least reviewed bibliography using a qualitative approach, which was published before 2000 in Europe regarding children's literature and its didactical use. We are referring to the papers of Short (1995), a bibliographical study that compiles research on children's literature, its use and development in the school curriculum in a volume, and to that of Denham (2000). Within the Hispanic scope, there is a bibliographical summary commented by Boland (2009), with 600 entries of books and theoretical articles on children literature.

Objective, sources, materials and methods of the bibliographical review

In this article, the bibliographical review aims at determining a state of the issue of scientific studies on children's literature and its didactical use published between 2000 and 2014. This objective could be summarised in the following aspects:

- a. Reviewing the number and its development over time (e-books, chapters of books, scientific articles and reviews evaluated by the double blind review system) that have dealt with children's literature and its didactical use between 2000 and 2014.

- b. Preparing a catalogue of the main scientific journals where those papers are published.
- c. Preparing a catalogue of authors and researchers who have basically dealt with scientific studies on children's literature between 2000 and 2014.
- d. Defining these thematic lines of scientific study on children's literature in this 14-year period, in which these research could be grouped.

The bibliographical review presented in this article has been prepared from the SCOPUS source of information. This reference database that indexes those scientific studies published after a review using the double blind procedure was created in 2006 and includes abstracts and citations from more than 18,000 texts which belong to all fields of science with more than 5,000 international editors worldwide, which means more than 43 million entries and 23 million patents from 5 patents offices from all around the world. It is therefore a search and analysis tool which is internationally validated. It should also be emphasised that this database includes monographs and scientific journals that belong to the field of Social Sciences and Humanities, fields to which studies on children literature belong. We are aware that this database includes just a few bibliographical references to scientific Studies on children's literature published in Spain and in Hispanic scientific domains, but our study aims at performing a bibliographical review of what has been published on children's literature internationally and globally².

SCOPUS, as a scientific assessment tool, does not only provide access to the best global scientific bibliography, which is mainly published in English, although other languages such as Spanish, German, French and Portuguese are also available³, but it also offers great functionalities when establishing analyses and measurements of scientific production. Amongst the analysis data offered by this resource, we would like to underline the real time calculation of the citations received from those indexed texts. Thus it is a powerful tool

to make scientific bibliographical reviews. The fact that our themes fall within the scope of knowledge on Social Sciences and Humanities especially justify the use thereof, as stated by Meho and Yang (2007: 2115-2118), it has a wider range of bibliographical entries of these fields than other databases that have international impact, such as *Web of Science (WoS)*.

Given that SCOPUS is an international database indexing scientific studies in different languages, but always having those data that identify publications (title, abstract and keywords) in English, we have used the following analysis methodology when performing this bibliographical review: searches were inserted in the multiple field *Article, Title, Abstract, Key-Words*, using the following descriptors in English that are representative of children's literature, in order to achieve the aforesaid 4 objectives of bibliographical review: *children's literature, children's books, children's narrative, children's poetry, children's theatre and picture books*.

The thesaurus of the British Library has been used to choose the specific terms on children's literature. This thesaurus is a global reference and it distinguishes between *Children's Literature* and *Youth Literature*, an aspect that we believe it is interesting to focus the objective of our bibliographical review. Therefore, for our study we will only be using as a reference all those descriptors directly linked to the term *Children's Literature*, and all the aspects linked to *Youth Literature* shall be left aside for any subsequent research.

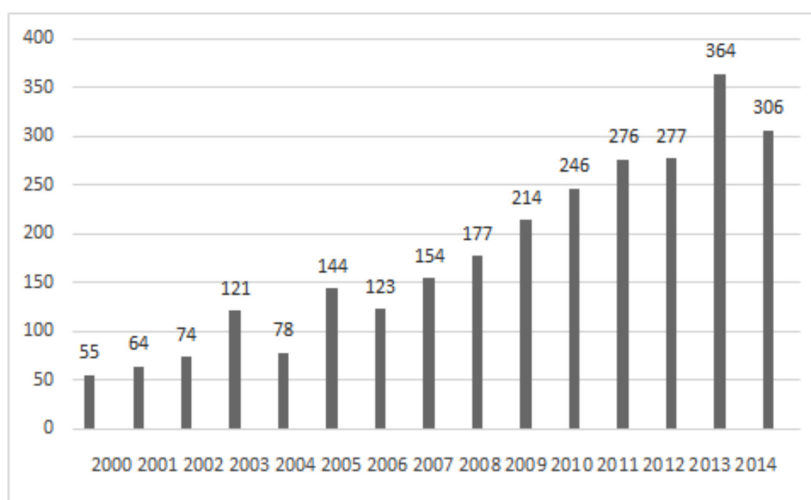
The search made with SCOPUS provided us with bibliographical information on the following scientific studies: books and monographs, chapters of books, scientific articles and reviews; all these documents were evaluated by the double blind review system.

Results of the bibliographical review

Number and evolution of the number of scientific publications on children's literature between 2000 and 2014

The first datum analysed, which is quantitative in nature, refers to the number of studies on children's literature and its didactical use published from 2000 until the end of 2014. To that end, we chose a number of these scientific studies that reported the search of the following descriptors: *children's literature* (1,097 scientific studies), *children's books* (588), *children's narrative* (243), *children's poetry* (24), *children's theatre* (30) and *picture books* (691) in the multiple field of *Article, Title, Abstract, Key-Words*. In total, 2,673 scientific studies are distributed by year

FIGURE 1. Number and evolution of scientific Publications on children's literature between 2000 and 2014



Fuente: SCOPUS / Elaboración propia

as follows:

This figure shows that from 2007 the number of scientific studies on children's literature increases quantitatively compared to previous years. From 2007 to date, 2,014 scientific works have been published compared to 659 published between 2000 and 2006. The greatest number of studies on children's literature and its didactical use was indexed in SCOPUS in 2013 (364) and the lowest number of studies on children's lite-

rature and its didactical use was indexed in the aforesaid bibliographical database in 2000 (55).

Catalogue of the main scientific journals where scientific articles on children's literature are published.

The large majority of the scientific works on children's literature indexed in SCOPUS between 2000 and 2014 are scientific articles published after a review process using the double blind system. The remaining 20.3 % are monographs and chapters of books that were also published after a review process using the double blind system. Obviously, that 79.7 % of scientific articles is published on scientific journals of an international nature. The catalogue of the main scientific journals with scientific articles indexed in SCOPUS has been prepared according to a qualitative criterion: we chose those journals that include more than 10 articles on children's literature in their numbers published between 2000 and 2014.

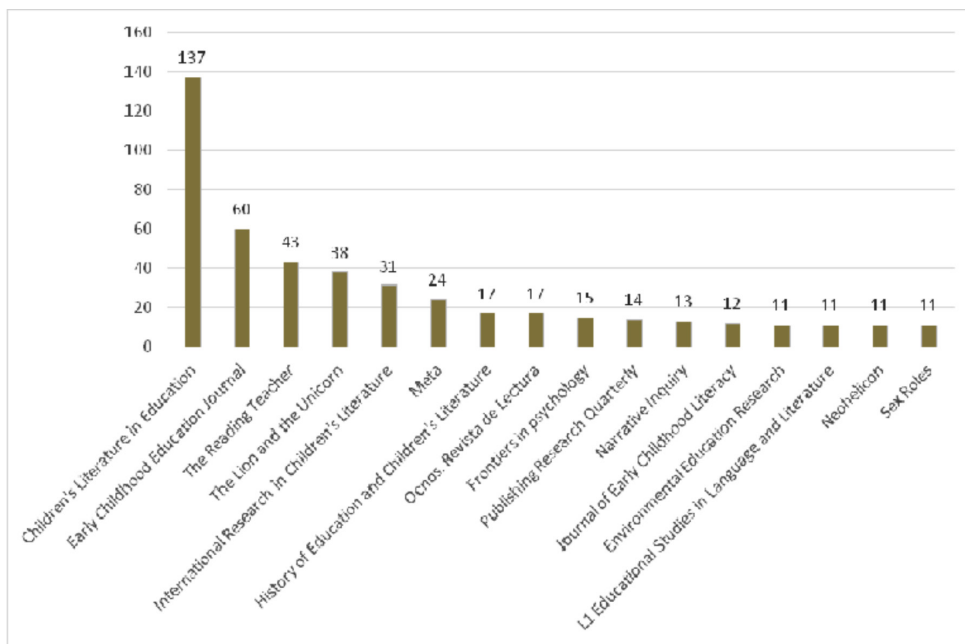
Among the 16 international journals chosen, we would like to underline Children's Literature in Education (ISSN: 0045-6713 print version, ISSN: 1573-1693 digital version) with 137 articles, Early Childhood Education Journal (ISSN: 1082-3301 print version, ISSN: 1573-1707 digital version) with 60 articles, The Reading Teacher (ISSN: 1936-2714 digital version) with 43 articles and The Lion and the Unicorn (ISSN: 0147-2593 print version, ISSN: 1080-6563 digital version) with 38 articles. All of them are within the Anglo-Saxon scope. Besides, within the Hispanic scope, we would like to highlight the journal called Ocnos. Revista de estudios sobre Lectura (ISSN: 1885-446X print version, ISSN: 2254-9099 digital version) with 17 articles on children's literature according to the data obtained from SCOPUS.

Catalogue of authors and researchers who have basically dealt with scientific studies on children's literature between 2000 and 2014.

The following analysed datum, which is

qualitative in nature, offers data on the catalogue of authors and researchers who have basically dealt with scientific studies on children's literature between 2000 and 2014. From the search we made, we chose those authors and researchers who published 4 or more scientific Studies on children's literature and its didactical use. That made a total of 44 authors: children's literature (17 authors) children's books (5), children's narrative (5), children's poetry (0), children's theatre (0) and picture books (25). Some

FIGURE 2. Catalogue of the main scientific journals where scientific articles on children's literature are published.

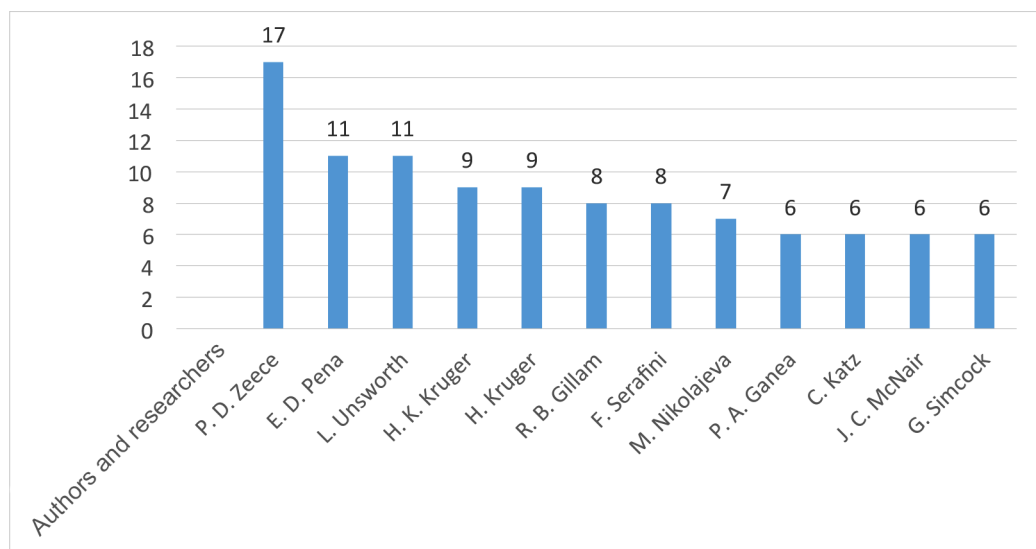


Source: SCOPUS / Prepared by the author

of them appear more than once in the search using one of these bibliographical descriptors. They are therefore recorded once only.

of research regarding children's literature and its didactical use.

FIGURE 3. Catalogue of authors and researchers who have basically dealt with scientific studies on children's literature between 2000 and 2014.



Source: SCOPUS / Prepared by the author

Among all of them, as we can see in figure 3, Zeece is especially remarkable with 17 studies, Pena and Unsworth with 11 each, Kruger and Lin with 9 each, Gillam and Serafini with 8 each and Nikolajeva with 7. Most of these 44 authors identified are from Anglo-Saxon countries: USA, UK, Australia and Canada and, to a lesser extent, South Africa, New Zealand, India, Ireland and Hong Kong.

Thematic lines of scientific studies on children's literature and its didactical use between 2000 and 2014

Between 2000 and 2014, the search in SCOPUS enables to deal with lines of research that are homogeneous regarding the Studies on children's literature to a certain extent. In this sense, we chose the 15 scientific studies that are the most cited⁴ in each one of the descriptors looked up. In total, 90 scientific studies that allow us to establish certain common lines

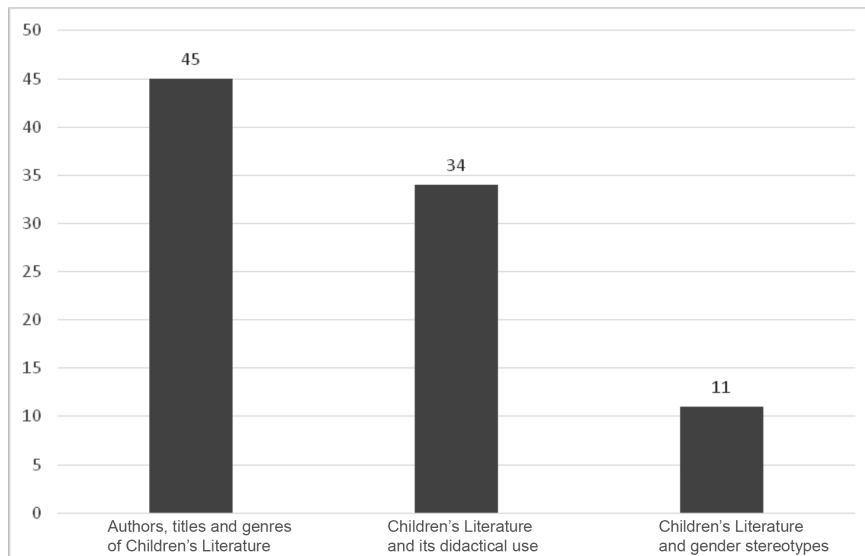
Authors, titles and genres of children's literature

As shown in figure 4, the line of research with a greater number of scientific articles is that dealing with its authors, titles and genres.

Lindqvist (2003) continues the theory that Vigotsky develops in his work *Imagination and creativity in childhood* (1930) of the study of authors and titles of children's literature. In this essay, Vigotsky refers to the creation process of human consciousness, the link between emotion and thinking along with the role played by imagination. This process is based on the critical reading that this author made of the children's literature work *The Crocodile* (1917) by K. Chukovsky.

In the field of children's poetry in England, Ruwe (2009) studies the work of an English poet of the 18th century: Adeaide O'Keefe. Continuing with English children's poetry of the 18th century, Rix (2012) analyses the poetic

FIGURE 4. Lines of research on children literature between 2000 and 2014



Source: SCOPUS / Prepared by the author

oeuvre of William Blake and his work *The Tiger* (1794) in particular. Lockwood (2009) studies the children's poetry of Ted Hugues, an English author who passed away at the end of the 20th century. On his part, Pullinger (2014) studies the children's poetry oeuvre of five Anglo-Saxon authors of the 19th and the 20th century: Christina Rosseti, Carol Ann, Ted Hugues, Philip Gross and Allan Ahlberg. On the other hand, Lockwood (2013) analyses the poetry of four writers who were born in the Caribbean: James Berry, John Agard, Grace Nichols and Valerie Bloom. All these authors use the English language and Caribbean Creole varieties in their own poems for children. In last place, Whitley (2007) Studies the poetic oeuvre that the American author Carol Ann wrote for children. As far as the study of authors of children's theatre is concerned, we would like to emphasise Knijnik (2011) and his analysis of the theatre oeuvre of the Brazilian Marcela Romagnoli and two of his most representative theatre works: *Felizardo* and *Menino Teresa*.

Regarding children's literature genres, as it is widely known, the tale is one of the most typical (Colomer, 2005). This way, Mar, Tackett and Moore (2010) analyse how tales help a

group of children aged from 4 to 6 to reflect and understand their feelings and those of the people around them, much more than television or cinema do. That is what Mar, Tackett and Moore call the "theory of mind".

Obviously, poetry is another genre of children's literature that is in good health nowadays (Cerrillo, 2007b). In this sense, Sloan (2001) and Gross (2012) wonder if there is a true children's poetry, what should be its features to be considered as such and how children's poetry should be valued in comparison to written poetry for grown-ups (Coats, 2013).

Wang, Armstrong and Wu (2012) analyse the role played by children's poetry in the development of children's creativity and imagination whereas Maillet (2007) analyses the role played by animals in children's literature and in children's poetry in particular. On his part, Pramling (2009) presents the results of the didactical use of poetry at school with different groups of children aged between 2 and 8. In line with using poetry in school contexts, Nyoni and Nyoni (2013) study children's literature written in Shona, a Bantu language of Zimbabwe, and how written poetry in this language is a way Zimbabwe's school population has to learn it. On the other hand, Anae (2014) explains the role played by poetry at school in the development of the student's writing skills. This way, he outlines the implementation of the *Brave Young Sigers* (1938) experience in Australian schools in the 30s of the 20th century, in which a group of children and teenagers wrote a poetic anthology echoed by the press of that time. In last place, Cristescu (2013) explains the ideological value of children's literature in the communist regime in Romania in the 40s, since this genre

was used as a propaganda tool designed to achieve specific ideological objectives.

Children's theatre is another children's literature genre that has given rise to a great number of scientific studies nowadays (Zipes, 2003; Muñoz Cáliz, 2011; Spitzer, 2009; Peters, 2013, Bonnefoy, 2013). Therefore, Lan and Morgan (2003) analyse the effects of retroactivity between children and the children theatre play performed. Rokach and Matalon (2007) describe the advantages of children theatre for children in Toronto, Canada, throughout 15 years. Johanson and Glow (2011) specify the advantages of children theatre when educating children, not from a formal point of view only, but from an aesthetic point of view specially. In this same line that focuses on the theatre-education binomial, Bates (2007) outlines the benefits provided by theatre at school so that students can learn their mother tongue and other school skills, such as tolerance and respect for diversity.

In the university sphere, Neira-Piñeiro (2014) presents a didactical experience implemented in the degree of Infant Education at the University of Oviedo (Spain) by teachers of children aged between 3 and 6. It is aimed at applying the knowledge acquired on the promotion of reading and children's theatre to develop professional skills in the future.

In this same line of study, Geroeva (2013) provides arguments about the need for training university students, who will later deal with the aesthetical training of school population, in the aesthetic of children's theatre.

Reason (2008) and Verdonik (2011) analyse the role played by puppets, animate and inanimate objects in children's theatre plays. Similarly, Keçeli (2013) studies the role played by the main characters of theatre plays and how these can be used in children's drama education. From a historiographical point of view, Gubar (2014) analyses different aspects of popular children's theatre in America in the 19th century. On their part, in their study Jarwan and Al-Qudah (2013) wonder if there has been any kind of

children's theatre in Jordan between 2000 and 2009 and the role played by it in the Arabic and global scene. Ananthakrishnan (2010) analyses the role played by the *National School of Drama (NSD)* in the creation and development of children's theatre in India in the second half of the 20th century and the beginning of the 21st century. In last place, Echols (2013) analyses the children's theatre adaptations of *Robin Hood* between 1930 and 1970 which were disseminated for children in radio programmes such as *Let's Pretend* (1954), *Escape* (1952), *Gunsmoke* (1955) and *Crisis* (1975).

A children's literature genre which is booming nowadays is that of picture books (Turrión, 2012; Anstey, 2012). In this sense, Oittinen (2003) examines the kind of children's literature published in Finland and concludes that 80 % of the books published are translations of picture books of authors such as Maurice Sendak (*Where the wild things are*, 1963) and that 80 % of these translations are from original works in English. In this same line of work on children's literature and picture books, Marsh and Domas (2003) ask the following research questions: how are pictures related to the texts they are associated to and what are the pictures functions. 954 pictures are used to answer this question, each linked to a text, from 45 websites dedicated to children. This study concludes that there are three categories of pictures, just as in the case of picture books, depending on their proximity or closeness to the text. On their part, Wason-Ellam (2010) presents an ethnographic study of a grade 3 of Primary Education classroom where children worked on picture books with pictures of the natural environment surrounding the students. In this same line, analysing picture books, Pike, Barnes and Barron (2010) present a study with 7-year-old children consisting on reading picture books and analysing how they help to understand narrative discourse. , Fletcher and Reese (2005) analyse the structure of picture albums as picture books that help to lay the ground to learn alphabetic reading among children under 3.

Hamilton, Anderson, Broaddus and Young (2006) analyse textual features (for example, the presence of male and female characters in the story being told) of the 200 picture albums that were best sold globally between 2001 and 2006 and a sample of 7 years of picture books which were awarded the **Caldecott Medal**, a prize created in 1938 that is granted yearly by the *Association for Library Service to Children* to the most remarkable American illustrator of picture books for children published throughout the year. In the field of children illustrated poetry, we would like to highlight a recent study by Ramos (2014) on a corpus of poems in Portuguese in which pictures help to interpret texts, as well as that by Pujol and Pujol (2014) on illustrated poetry in Catalan of Martí i Pol.

Children's literature is a kind of literature that is dedicated to a very specific audience, children and adults, despite of the fact that, as stated by Richardson (2007) in his article, there are narrative genres of children's literature dedicated to even more specific collective audience, such as the Afro-American population or gay groups. This study concludes with a theoretical model of the different implied audiences for this kind of narrative texts of children's literature.

Children's literature and its didactical use

A second line of research on children's literature is that studying it as a teaching and learning instrument in different educational contexts (Cremin, Mottram, Collins, Powell and Safford, 2009) and how it promotes functional literacy strategies among children when duly used by teachers (Xu, 2000). Among these educational practices, we would like to highlight the use children's literature with students from an early age as a source of knowledge of their most immediate natural environment. Therefore, Akerson and Donnelly (2010) describe how Primary Education students were able to include scientific contents in the classroom activities contextualised by their teachers from the consultation and observation of chil-

dren's literature books throughout six weeks, during two and a half hours a week. In this same line of research, Martin (2000) analyses the role played by children's literature and social imaginary when learning animal species before the first stage of schooling; Pappas (2006) assures that reading children's literature texts with pictures of natural environments promotes the connection between scientific learning and children's literacy; Sackes, Trundle and Flevares (2009) deal with the advantages and the limitations of children literature texts when introducing science concepts to pre-school children from 12 American states; Varelas, Pappas, Kane, Arsenault, Hankes and Cowan (2008) explain how children from urban schools establish relations between the scientifically concepts appearing in children's literature texts and these same concepts with which they are familiar since they are present in their most immediate environment. What is more, Monhardt and Monhardt (2006) assure that children's literature text are generally a good resource to teach skills inherent to scientific process in Primary Education students.

Children's literature is also used in educational contexts to improve reading and writing skills. In his article, Sefarini (2003) rises the issue of what kind of children's literature is more suitable for the development of reading skills at school and what should be the approaches to teach how to read taking children's literature texts into account. In their article, Dwyer and Neuman (2008) note scientific evidence: an appropriate selection of children's literature books promotes the pleasure and the interest in reading in new readers and in children who are learning to read. Likewise, Hefflin (2002) explains how two teachers motivated the reading practices of their students using children's literature books with cultural patterns that were relevant to their students. This same reading experience was also implemented with Afro-American children of grade K-3, with whom their teachers worked on reading guides with cultural aspects that were close to their vital reality. Nevertheless, Lewis

(2000) states that children's literature reading usually provides narrative components (the characters of tales in particular) that may not be close to the reader but that allow them to identify themselves by finding similarities in the text and references. Foy and Mann (2003) assure that children's literature contributes to the acquisition of the letter-sound binomial and the first vocabulary of children between 4 and 6. McCutchen, Harry, Cunningham, Cox, Sidman and Covill (2002) insist on this same approach that Primary Education students develop a good phonological consciousness using the children's literature text that best suit the literacy phase they are in, whereas Jalongo, Dragich, Conrad and Zhang (2002) explain the advantages of using album books where words are at the service pictures during the first stage of children's education.

The remarkable study of Powell-Smith, Stoner, Shinn and Goog (2000) describes the advantages of children's literature to acquire reading skills. These authors analyse the role placed by parents in the initial processes of the acquisition of reading skills. This study analysed a group of 36 parents who offered two kinds of reading materials to their children throughout 15 weeks: materials that were pre-determined in conventional textbooks and children's literature materials chosen specifically. The outcome was just a few students improved their reading skills with the first reading materials in comparison to the reading improvements experienced by those who used children's literature texts. On their part, Stevens, Van Meter and Warcholak (2010) explain the advantages of children's literature texts for children from unprivileged backgrounds who can hardly gain access to regular curricular materials. In this sense, their research explains in detail how children from grade one of schools located in areas with a high proportion of unprivileged families can acquire and work on the structure of narrative texts using children's literature texts.

Writing skills can also be worked on using children's literature texts because it contri-

butes to initial learning of written language. Therefore, Baumer, Ferholt and Lecusay (2005) outline an experience of work at school focusing on the acquisition of narrative discourse in students aged between 5 and 7 from Scandinavian countries.

Other skills that are developed in students through the didactical exploitation of children's literature are: spatial skills, as explained by Jenny (2006) in his study, detailing the multiple representations urban space has in children's literature nowadays, and Duarte (2007), on the relationships established between the urban geography that children have to learn and the children's literature texts in which it is present; orthographical skills in children between grade 1 and 5 who spelled words appearing in children's literature text aiming at learning the grapheme-phoneme correspondence (Roberts and Meiring, 2006) and morphological skills, as stated by Jarmulowicz (2002), who describes and argues a process of acquisition of suffixes in English using a children's literature corpus carefully selected by teachers of Primary Education. Similarly, Stanulis and Manning (2002) analyse the role played by children literature in the development of oral language and how it contributes to the dialogue that can be started between teachers and students on the basis of understanding children's literature texts. Joshi, Binks, Hougen, Dahlgren, Ocker-Dean and Smith (2009) analyse an English teaching programme for students at early ages using a careful selection of children's literature texts in that language and in which key concepts of the student vital reality appear. On the other hand, Johns, Hsingchin and Lixun (2008) propose an English learning programme from Taiwanese students aged between 17 and 18 using children's literature languages and introducing activities that imply reading these texts following the communicative approach used when learning languages.

On their part, Hutchinson, Rose, Bederson, Weeks and Druin (2005) describe the advantages that would result from building an International Children Library (ICLD) as a free

online resource available so that teachers can promote functional and significant reading practices for their students, specially when they work on reading skills at an early age. Similarly, Reuter (2007) explains how to help Primary Education students to choose children's literature texts when selecting books using a digital library.

The study of Cremin, Mottram, Bearne and Goodwin (2008) explores the habits and preferences of children's literature works of 1,200 teachers, as well as the academic practices derived from the number of children's literature works that are known and used in the classrooms. This study concludes that Primary Education professionals have a very limited range of children's literature authors and texts. Similarly, Cunningham, Perry, Stanovich and Stanovich (2004) come to the same view regarding kindergarten teachers who normally use those same texts to work on the phonetic-phonological awareness of their students.

In last place, in this line of investigation made up by the binomial children literature and Education, we would like to highlight two studies on the therapeutic advantages of children's literature for students with high incidence disabilities, specific learning difficulties, conduct disorders and mild mental retardation. Therefore, Forgan (2002) advocates for the good use children's literature that helps to identify and solve problems on the basis of basic narrative sequence of tales, which includes the beginning, development and resolution of verbal action. Similarly, Aram and Biron (2004) study the role played by tales in children aged between 3 and 5 when acquiring phonological awareness, knowing letters and acquiring sound foundations of orthographical awareness that enable children to gain access to the correct use of their mother tongue.

Roberts (2008) analyses the pedagogical value of tales to work on the vocabulary of pre-school children in England and, on his part, Heath (2005) assures that children's literature is a useful therapeutic tool to make emotional

growth easier, because it can create positive, productive learning experiences. The study of Sullivan (2004) links the advantages of children's literature to educate the character of children in their first years of schooling, although not from a purely therapeutic point of view.

Children's literature and gender stereotypes

One third line of research regarding children's literature is the one dealing with the study of stereotypes, regardless of type, that appear in this literature and how they can be didactically analysed and processed. Therefore, Anderson and Hamilton (2005) examine the gender roles enshrined in the characters of 200 illustrated albums. This study concludes that the role played by the fathers is hardly representative in comparison to that played by the mothers, who always take care and educate their offspring. Similarly, Diekman and Murnen (2004) show that children's literature texts qualified as sexist and non-sexist, which are normally used at school for didactical purposes, present stereotyped female characters. As concluded in this study, female characters always deal with housework. Similarly, Gooden and Gooden (2001) analyse 83 picture books published between 1995 and 1999 in which the role played by female characters, which are the main characters of the actions, is essential in the positive development of narrative action. This way, in this case the role played by female characters contributes to eliminate those stereotypes of weak characters that are normally linked to women.

Wharton (2005) analyses the representation of male and female gender in children's literature texts that are used in a reading programme for children in the UK enrolled in their first schooling years and how these texts promote the creation of very different approaches to the male and female gender. This analysis was shared with teachers of this schooling stage who became aware of the kind of children's literature read by their students. In a similar vein, Hamilton, Anderson, Broadus and Young (2006) analyse the gender roles that appear in

those picture books that were best sold between 2001 and 2005 along with a sample of some books that were awarded the Caldecott prize between 1998 and 2005, which made a total of 200 books approximately. The conclusion of this analysis is that male characters appeared 53% more than female characters in the pictures of these books for children and male characters also appeared engaged in paid professional activities to which female characters could not gain access.

Jackson and Gree (2005) analyse the gender constructions in a population of 100 school readers from an early age chosen at random in a school community at the end of the 20th century. The conclusion of the aforesaid analyses is that the pictures of the children literature's texts read by these students notably contribute to the formation of different gender discourses and to the almost forced identification with each one of them. Trousdale (2005) explores the existing intersections between spirituality, religion and gender in contemporary children's literature for American children.

Ideological and racial stereotypes are also analysed in children's literature texts. Therefore, Hollingworth (2008) explains in his work how one teacher of Primary Education deliberately introduced children's literature texts including ideological and racial stereotypes and how he dealt with their threats through dialogue with all the classroom members who read the aforesaid texts. In a like manner, Rogers and Christian (2007) analyse the linguistic strategies and techniques used by children's literature authors to present white and black characters in their works. Their work shows that the narrative discourse referred to white characters is used to place these characters in the centre and core of narrative action. Correspondingly, Mullen (2004) describes examples of ethno-phaulism in children's literature texts in which the characters of a specific ethnic group are represented with small heads and a very simple verbal discourse. This research contributes to the improvement of inter-group relations among children.

In last place, one kind of stereotype that appears frequently in children's literature texts is that regarding the physical attributes of the characters and how the latter have an impact in the thinking of the reading public. In their work, Bonin and Silveira (2010) show how those characters that are overweight in five books of contemporary children's literature languages published from 2000 are analysed with the didactical purpose of being tolerated as humans who must be accepted in our society.

Conclusions

According to the SCOPUS database of bibliographical citations, 2,673 texts between articles and journals, chapters of books and monographs published after a review process using the double blind system. From 2007, the scientific community got interested in the new public literacy process through the publication of more than 50% of those 2,673 texts. According to the SCOPUS database of bibliographical citations, Anglo-Saxon authors such as (17 studies), Pena and Unsworth, with 11 studies each, are the most remarkable due to the number of scientific studies on children's literature published by them.

In the 90 scientific studies selected by us to perform the qualitative analysis, it is noted that the scientific community has paid more attention to those studies related to the analysis of authors, titles and genres of children's literature and their receipt by the scientific community of the 20th and the 21st century (45 in total). A remarkable number of studies (34) focused very specifically on the didactical use of children's literature as a tool at the service of the children's literacy. In last place, the studies (11) on the presence of stereotypes of different natures in children's literature texts are also remarkable.

In view of the foregoing, we can conclude that whilst most of the studies on children's literature have dealt with issues related to the study of authors, titles and genres of children's literature and with the didactical use of this

literature, specially in the formation process of reading and writing skills amongst children. The new lines of research on children's literature texts and corpuses go further in these same lines of research but probably identifying a new aspect that has experienced a boom in reading and writing didactics: the digital tools (ICTs) that must undoubtedly be taken into account in each children's literature text that teachers decide to work on with their students. Reading children's literature texts is a decodification process of the written text and involves some knowledge construction that can subsequently be expressed in written. Children's literature plays a very important role in this reading and writing processes, because it provides readers and writers with a set of textual models and narrative structures that help to form a strong literary skill. This is the basis of what shall later become the reading, comprehension and writing of new texts according to the age of the person who reads, understands and writes.

In last place, we would like to highlight that it has not been possible to retrieve all the documents from 6 descriptors, which has probably represented a constraint in this study and with a view to open new lines of research. These documents could not be retrieved due to the following reasons:

- a. One only bibliographical database has been used to perform the bibliographical review of children's literature and its didactical use.
- b. The bibliographical entries included in the descriptor *Youth Literature* and its potential related terms have been discarded. If we consider the direct link between children and youth literature, an analysis of the bibliographical review using the descriptor *Youth Literature* shall be for the immediate future, aiming at comparing and checking it against the bibliographical review included in this article.
- c. SCOPUS has a constraint that cannot be omitted: the journals indexed in this database have an Impact Factor lower than that in the WoS. For this reason, it would

be necessary to complete this work with a systematic review of the Web of Science database. Because, as stated by Meho and Yang (2007: 2115), "one should employ both WoS and Scopus to generate accurate citation accounts because these two databases largely complement rather than replace each other".

Nevertheless, it can be highlighted that most of the bibliographical entries on children's literature and the most representative globally have been retrieved. Obviously, new bibliographical reviews on children's literature from other important bibliographical databases using search methodologies supplementary to the one presented herein will be very useful for the scientific community.

Notes

1 I would like to thank Mireia Vilaspasa (Library and Documentation Services, Universidad de Lleida, Spain), for her help offered during the research along with the management of the bibliographic records which are quoted in this article.

2 In order to review what has been published on children's literature in Spain and in Spanish-speaking countries more specifically, the database of CSIC (Centro Superior de Investigaciones Científicas), ISOC, and Dialnet can be used, although they do not include any essential information to carry out a qualitative study on bibliographical review: the number of citations obtained by any specific scientific study.

3 Should the scientific work indexed in SCOPUS not be published in English; the title, abstract and keywords thereof are always shown in this language.

4 We made our last search on 23rd December 2014. Please note that SCOPUS is a bibliographical database of quotes that is updated on a daily basis. On the other hand, studies of bibliographical reviews use those quotes received by scientific studies to prepare the catalogue of the most significant studies in a specific field of research. In this sense, we chose the 15 scientific studies that are the most cited in each one of the descriptors looked up.

References

- Akerson, V. & Donnelly, L. A. (2010). Teaching Nature of Science to K-2 Students: What understandings can they attain? *International Journal of Science Education*, 32(1), 97-124. doi:10.1080/09500690902717283
- Anae, N. (2014). "Brave Young Singers": children's poetry-writing and 1930s Australian distance education. *History of Education Review*, 43(2), 209-230. doi:10.1108/HER-01-2013-0002
- Ananthakrishnan, B. (2010). Pedagogy, practice and research in Indian theatre. *Theatre Research International*, 35(03), 291-292. doi:10.1017/S030788331000060X
- Anderson, D. A. & Hamilton, M. (2005). Gender Role Stereotyping of Parents in Children's Picture Books: The Invisible Father. *Sex Roles*, 52(3-4), 145-151. doi:10.1007/s11199-005-1290-8
- Anstey, M. (2002). "It's not all black and white": Postmodern picture books and new literacies. *Journal of Adolescent and Adult Literacy*, 45(6), 444-457.
- Aram, D. & Biron, S. (2004). Joint storybook reading and joint writing interventions among low SES preschoolers: differential contributions to early literacy. *Early Childhood Research Quarterly*, 19(4), 588-610. doi:10.1016/j.ecresq.2004.10.003
- Arroitajauregui, J. (2012). *Literatura infantil y juvenil vasca actual: un catálogo*. Donostia-San Sebastián: Etxepare Instituto Vasco.
- Babushkina, A. P. (1948). *Istoriya ruskoi detskoi literatury*. Moscú: Uchpedgiz.
- Bates, L. (2007). The play's the thing. Literary adaptations for children's theatre. *International Journal of Early Childhood*, 39(2), 37-44. doi:10.1007/BF03178223
- Baumer, S., Ferholt, B. y Lecusay, R. (2005). Promoting narrative competence through adult-child joint pretense: Lessons from the Scandinavian educational practice of play-world. *Cognitive Development*, 20(4), 576-590. doi:10.1016/j.cogdev.2005.08.003
- Bermejo, A. (1999). *Para saber más de literatura infantil y juvenil: una bibliografía*. Madrid: Asociación Española de Amigos del Libro Infantil y Juvenil.
- Boland, E. M. (2009). *Listas bibliográficas. Sobre Literatura infantil y juvenil*. Humanes de Madrid: CEP.
- Bonin, I. T. & Silveira, R. M. H. (2010). As formas do corpo: Marcas da(s) diferença(s) em personagens gordos da literatura infantil. *Curriculo Sem Fronteiras*, 10(2), 77-90.
- Bonnefoy, Y. (2013). Das Kindertheater. *Akzente*, 60(3), 195-207.
- Borrego, A. & Urbano, C. (2006). La evaluación de revistas científicas en Ciencias Sociales y Humanidades. *Información, Cultura y Sociedad*, 14, 11-27.
- Bravo-Villasante, C. (1966). *Historia y Antología de la Literatura Infantil Iberoamericana*. Madrid: Doncel.
- Bravo-Villasante, C. (1985). *Historia de la literatura infantil española*. Madrid: Editorial Escuela Española.
- Bravo-Villasante, C. (1988). *Historia y antología de la literatura infantil universal*. Valladolid: Ed. Miñón.
- Bravo-Villasante, C. (1989). Historia de las historias de la literatura infantil y juvenil. *Boletín de la Asociación Española de Amigos del Libro Infantil y Juvenil*, 12, 18-27.
- Brown, P. (2008). *A Critical History of French Children's Literature*. New York: Taylor & Francis Group.
- Carrasco Rodríguez, M. M. (2006). *Orígenes y desarrollo de la literatura infantil y juvenil inglesa*. Recuperado de <http://eprints.ucm.es/7229/>
- Cerrillo, P. C. (2007a). *Literatura Infantil y Juvenil y educación literaria*. Madrid: Octaedro.
- Cerrillo, P. C. (2007b). Poesía y Escuela: reivindicación de la poesía infantil. *Lenguaje y Textos*, 26, 33-52.
- Cerrillo, P. C. (2008). La LIJ y su importancia en la educación literaria. *Cuadernos de Literatura Infantil y Juvenil*, 212 49-58.
- Cerrillo, P. C. (2013). *LIJ. Literatura mayor de edad*. Madrid: Agapea.
- Cerrillo, P. C. & Sánchez, C. (2007). Hacia una nueva educación literaria: la importancia de la

- LIJ en la formación literaria. *Lenguaje y Textos*, 25, 93-115.
- Coats, K. (2013). The Meaning of Children's Poetry: A Cognitive Approach. *International Research in Children's Literature*, 6(2), 127-142. doi:10.3366/ircl.2013.0094
- Colomer, T. (2005). El desenlace de los cuentos como ejemplo de las funciones de la literatura infantil y juvenil. *Revista de Educación*, número Extra 1, 203-216.
- Cremin, T., Mottram, M., Bearne, E. & Goodwin, P. (2008). Exploring teachers' knowledge of children's literature. *Cambridge Journal of Education*, 38(4), 449-464. doi:10.1080/03057640802482363
- Cremin, T., Mottram, M., Collins, F., Powell, S. & Safford, K. (2009). Teachers as readers: building communities of readers. *Literacy*, 43(1), 11-19. doi:10.1111/j.1741-4369.2009.00515.x
- Cristescu, C. (2013). Poezie pentru copii și propaganda În manualele școlare din perioada comunist. *Revista Transilvania*, (1), 14-18.
- Cunningham, A. E., Perry, K. E., Stanovich, K. E. & Stanovich, P. J. (2004). Disciplinary knowledge of K-3 teachers and their knowledge calibration in the domain of early literacy. *Annals of Dyslexia*, 54, 139-167.
- Denham, D. (2006). Children's literature and libraries: A millennium review. *New Review of Children's Literature and Librarianship*, 6(1), 193-2006.
- Diekman, A. B. & Murnen, S. K. (2004). Learning to Be Little Women and Little Men: The Inequitable Gender Equality of Nonsexist Children's Literature. *Sex Roles*, 50(5-6), 373-385.
- Doderer, K. (1973-1984). *Lexikon der Kinder- und Jugendliteratur. Personen-, Länder- und Sachartikel zu Geschichte u. Gegenwart der Kinder- und Jugendliteratur*. Weinheim: Beltz.
- Duarte, C. M. R. (2007). Reflexos das políticas de saúde sobre as tendências da mortalidade infantil no Brasil: Revisão da literatura sobre a última década. *Cadernos de Saude Publica*.
- Dwyer, J. & Neuman, S. B. (2008). Selecting Books for Children Birth Through Four: A Developmental Approach. *Early Childhood Education Journal*, 35(6), 489-494. doi:10.1007/s10643-008-0236-5
- Dwyer, J. & Neuman, S. B. (2008). Selecting Books for Children Birth Through Four: A Developmental Approach. *Early Childhood Education Journal*, 35(6), 489-494. doi:10.1007/s10643-008-0236-5
- Echols, K. (2013). Radio Adaptations of Robin Hood's Legend During the Golden Age of Radio. *Journal of Radio & Audio Media*, 20(1), 151-164. doi:10.1080/19376529.2013.777732
- El-HalimWahdan, N. A. (1972). *La literatura infantil en Egipto*. Madrid: Instituto Hispano-Árabe de Cultura.
- Escarpit, D. (1986). *La literatura infantil y juvenil en Europa. Panorama histórico*, México: Breviarios del Fondo de Cultura Económica.
- Etxaniz Elbe, X. (2011). *Literatura Infantil y Juvenil vasca contemporánea*. Álava: Diputación Foral de Álava.
- Fletcher, K. L. & Reese, E. (2005). Picture book reading with young children: A conceptual framework. *Developmental Review*, 25(1), 64-103. doi:10.1016/j.dr.2004.08.009
- Fittipaldi, M. y Colomer, T. (2014). Currículo y lectores escolares. *Textos de didáctica de la lengua y la literatura*, 66, 17-24.
- Forgan, J. W. (2002). Using Bibliotherapy to Teach Problem Solving. *Intervention in School and Clinic*, 38(2), 75-82. doi:10.1177/10534512020380020201
- Foy, J. G. & Mann, V. (2003). Home literacy environment and phonological awareness in preschool children: Differential effects for rhyme and phoneme awareness. *Applied Psycholinguistics*, 24(1), 59-88. doi: 10.1017/S0142716403000043
- Friedlander, A. & Bessette, R. (2003). *The Implications of Information Technology for Scientific Journal Publishing: A Literature Review*. Arlington: National Science Foundation.
- García Padrino, J. (2001). La investigación de la literatura infantil en España: en busca de una identidad científica. En P. C. Cerrillo y J. García Padrino (coords.), *La Literatura Infantil en el siglo XXI* (pp. 13-26). Cuenca: Universidad de Castilla-La Mancha.

- Garralón, A. (2001). *Historia portátil de la Literatura Infantil*. Madrid: Anaya.
- Geroeva, L. M. (2013). Historical and cultural heritage in the educational-Creative dopostanovochnom and touring production of the play. *World Applied Sciences Journal*, 24(2), 247-251. doi:10.5829/idosi.wasj.2013.24.02.13199
- Gomes, J. A. (1998). *Para uma história da literatura portuguesa para a infância e a juventude*. Lisboa: Instituto Português do Livro e as Bibliotecas.
- Gooden, A. M. y Gooden, M. A. (2001). Gender representation in notable children's picture books: 1995-1999. *Sex Roles*, 45(1-2), 89-101. doi:10.1023/A:1013064418674
- Gross, P. (2012). The Inaugural New Writing Annual Creative Writing Lecture: Children's Poetry – Who Needs It? *New Writing*, 9(2), 123-134. doi:10.1080/14790726.2011.647037
- Gubar, M. (2014). Entertaining Children of All Ages: Nineteenth-Century Popular Theater as Children's Theater. *American Quarterly*, 66(1), 1-34. doi:10.1353/aq.2014.0012
- Hamilton, M. C., Anderson, D., Broaddus, M. & Young, K. (2006). Gender Stereotyping and Under-representation of Female Characters in 200 Popular Children's Picture Books: A Twenty-first Century Update. *Sex Roles*, 55(11-12), 757-765. doi:10.1007/s11199-006-9128-6
- Heath, M. A. (2005). Bibliotherapy: A Resource to Facilitate Emotional Healing and Growth. *School Psychology International*, 26(5), 563-580. doi:10.1177/0143034305060792
- Hefflin, B. R. (2002). Learning to develop culturally relevant pedagogy: A lesson about cornrowed lives. *Urban Review*, 34(3), 231-250.
- Hollingsworth, L. (2008). Complicated Conversations: Exploring Race and Ideology in an Elementary Classroom. *Urban Education*, 44(1), 30-58. doi:10.1177/0042085907312496
- Hutchinson, H. B., Rose, A., Bederson, B. B., Weeks, A. C. & Druin, A. (2005). The International Children's Digital Library: A case study in designing for a multilingual, multicultural, multigenerational audience. *Information Technology and Libraries*, 24(1), 4-12. doi: 10.6017/ital.v24i1.3358
- Jackson, S. & Gee, S. (2005). "Look Janet", "No you look John": constructions of gender in early school reader illustrations across 50 years. *Gender and Education*, 17(2), 115-128. doi:10.1080/0954025042000301410
- Jalongo, M. R., Dragich, D., Conrad, N. K. & Zhang, A. (2002). Using wordless picture books to support emergent literacy. *Early Childhood Education Journal*, 29 (3), 7-177.
- Jarmulowicz, L. D. (2002). English Derivational Suffix Frequency and Children's Stress Judgments. *Brain and Language*, 81(1-3), 192-204. doi:10.1006/brln.2001.2517
- Jarwan, A. & Al-Qudah, M. A. (2013). Child's theater in Jordan: A study in content and form. *Dirasat: Human and Social Sciences*, 40(2), 411-425.
- Jenny, B. (2006). Stories in Space: The Geographies of Children's Literature. *Children's Geographies*, 4(3), 319-330. doi:10.1080/14733280601005682
- Johanson, K. & Glow, H. (2011). Being and Becoming: Children as Audiences. *New Theatre Quarterly*, 27(01), 60-70. doi:10.1017/S0266464X11000054
- Johns, T. F., Hsingchin, L. & Lixun, W. (2008). Integrating corpus-based CALL programs in teaching English through children's literature. *Computer Assisted Language Learning*, 21(5), 483-506. doi:10.1080/09588220802448006
- Joshi, R. M., Binks, E., Hougen, M., Dahlgren, M. E., Ocker-Dean, E. & Smith, D. L. (2009). Why elementary teachers might be inadequately prepared to teach reading. *Journal of Learning Disabilities*, 42(5), 392-402. doi:10.1177/0022219409338736
- Keçeli, F. (2011). Can a place be allocated to Anti-Heroes in Children's Theater? *Procedia - Social and Behavioral Sciences*, 15, 1097-1101. doi:10.1016/j.sbspro.2011.03.245
- Knijnik, J. (2011). Teatro infantil, gênero e direitos humanos: um olhar crítico sobre as peças Felizardo e O menino Teresa. *Revista Estudos Feministas*, 19(3), 777-800. doi:10.1590/S0104-026X2011000300007
- Kuliczowska, K. (1959). *Literatura dla dzieci i młodzieży w latach 1864-1914*. Warszawa: PZWS.

- Lan, W. Y. & Morgan, J. (2003). Videotaping as a Means of Self-Monitoring to Improve Theater Students' Performance. *Journal of Experimental Education*, 71(4), 371-381.
- Lewis, C. (2000). Critical issues: Limits of identification: The personal, pleasurable, and critical in reader response. *Journal of Literacy Research*, 32(2), 253-266.
- Lindqvist, G. (2003). Vygotsky's Theory of Creativity. *Creativity Research Journal*, 15(2-3), 245-251. doi: 10.1080/10400419.2003.9651416
- Lockwood, M. (2009). Ted Hughes: The Development of a Children's Poet. *Children's Literature in Education*, 40(4), 296-305. doi:10.1007/s10583-009-9091-2
- Lockwood, M. (2013). "Bad Talk" Made Good: Language Variety in Four Caribbean British Children's Poets. *Children's Literature in Education*, 45(1), 74-88. doi:10.1007/s10583-013-9202-y
- Lluch, G. & Valriu, C. (2013). *La literatura per a infants i joves en català. Anàlisi, gèneres i història*. València: Edicions Bromera.
- Maillet, G. (2007). Fear, friendship, and delight: The appeal of animals in the children's poetry of Dennis Lee. In *Other Selves: Animals in the Canadian Literary Imagination* (pp. 245-266). University of Ottawa Press.
- Mar, R. A., Tackett, J. L. & Moore, C. (2010). Exposure to media and theory-of-mind development in preschoolers. *Cognitive Development*, 25(1), 69-78. doi:10.1016/j.cogdev.2009.11.002
- Marsh, E. E. & Domas White, M. (2003). A taxonomy of relationships between images and text. *Journal of Documentation*, 59(6), 647-672. doi:10.1108/00220410310506303
- Martin, J. L. (2000). What do animals do all day?: The division of labor, class bodies, and totemic thinking in the popular imagination. *Poetics*, 27(2-3), 195-231. doi:10.1016/S0304-422X(99)00025-X
- McCutchen, D., Harry, D. R., Cunningham, A. E., Cox, S., Sidman, S. & Covill, A. E. (2002). Reading teachers' knowledge of children's literature and english phonology. *Annals of Dyslexia*, 52, 207-228.
- Meho, L. I. & Yang, K. (2007). Impact of data sources on citation counts and rankings of LIS faculty: Web of science versus scopus and google scholar. *Journal of the American Society for Information Science and Technology*, 58(13), 2105-2125.
- Mendoza, A. (1999). Función de la literatura infantil y juvenil en la formación de la competencia literaria. En P. C. Cerrillo, *Literatura infantil y su didáctica* (pp. 11-54). Cuenca: Universidad de Castilla La Mancha.
- Merino, J. M. (2005). Leer, una aventura diferente. En P. C. Cerrillo y J. García Padrino, J., *Literatura Infantil y Educación Literaria* (pp. 25-29). Cuenca: Cepli.
- Mínguez, X. (2012). La definición de la LIJ desde el paradigma de la didáctica de la lengua y la literatura. *Anuario de Investigación en Literatura Infantil y Juvenil*, 10, 87-106.
- Monhardt, L. & Monhardt, R. (2006). Creating a Context for the Learning of Science Process Skills Through Picture Books. *Early Childhood Education Journal*, 34(1), 67-71. doi:10.1007/s10643-006-0108-9
- Muir, P. (1954). *English Children's Books 1600 to 1900*. New York: Praeger.
- Mullen, B. (2004). Sticks and stones can break my bones, but ethnophaulisms can alter the portrayal of immigrants to children. *Personality & Social Psychology Bulletin*, 30(2), 250-60. doi:10.1177/0146167203259937
- Muñoz Cáliz, B. (2011). Teatro para niños y jóvenes en el siglo XXI. *Lazarillo. Revista de la Asociación Española de Amigos del Libro Infantil y Juvenil*, 24, 5-84.
- Neira-Piñeiro, M. del R. (2014). Doing theatre for preschool children: A didactic experience for teacher training. *International Journal of Early Childhood Learning*, 20(3), 1-10.
- Nodelman, P. (2008). *The hidden adult: Defining children's literature*. Baltimore: John Hopkins University Press.
- Nyoni, T. & Nyoni, M. (2013). The Form and Content of Children's Poetry and Games on a Kaleidoscopic Cultural Terrain. *Theory and Practice in Language Studies*, 3(2), 233-243. doi:10.4304/tpls.3.2.233-243

- O'Sullivan, S. (2004). Books to live by: Using children's literature for character education. *Reading Teacher*, 57(7), 640-645.
- Oittinen, R. (2003). Where the wild things are: Translating picture books. *Meta*, 48(1-2), 128-141.
- Pappas, C. C. (2006). The information book genre: Its role in integrated science literacy research and practice. *Reading Research Quarterly*, 41(2), 226-250. doi:10.1598/RRQ.41.2.4
- Peña Muñoz, P. (1982). *Historia de la Literatura Infantil chilena*. Santiago de Chile: Ed. Andrés Bello.
- Peña Muñoz, P. (1997). *Había una vez en América. Literatura Infantil en América Latina*. Santiago de Chile: Dolmen Ediciones.
- Peña Muñoz, M.: (2009). *Historia de la Literatura Infantil y Juvenil en América Latina*. Madrid: Ed. SM.
- Peters, S. (2013). Participatory Children's Theatre and the Art of Research: The Theatre of Research/ Das Forschungstheater 2003-2013. *Youth Theatre Journal*, 27(2), 100-112. doi:10.1080/08929092.2013.837693
- Pike, M. M., Barnes, M. A. & Barron, R. W. (2010). The role of illustrations in children's inferential comprehension. *Journal of Experimental Child Psychology*, 105(3), 243-55. doi:10.1016/j.jecp.2009.10.006
- Powell-Smith, K. A., Stoner, G., Shinn, M. R. & Good, R. H. (2000). Parent tutoring in reading using literature and curriculum materials: Impact on student reading achievement. *School Psychology Review*, 29(1), 5-27.
- Pramling, N. (2009). Introducing poetry-making in early years education. *European Early Childhood Education Research Journal*, 17(3), 377-390. doi:10.1080/13502930903101578
- Pujol, M. y Pujol, V. (2014). Els fideus a la cassola de Martí i Pol: Una recepta d'èxit. *Ausa*, 26, 643-650.
- Pullinger, D. (2014). Infinity and Beyond: The Poetic List in Children's Poetry. *Children's Literature in Education*, 1-19. doi:10.1007/s10583-014-9230-2
- Ramos, A. M. (2014). Ilustrar poesia para a infância: entre as rimas cromáticas e as metáforas visuais. *Ocnos*, 11, 113-130. Recuperado de <http://www.revista.uclm.es/index.php/ocnos/article/view/447>
- Reason, M. (2008). "Did you watch the man or did you watch the goose?" Children's responses to puppets in live theatre. *New Theatre Quarterly*, 24(04), 337. doi:10.1017/S0266464X08000481
- Reuter, K. (2007). Assessing aesthetic relevance: Children's book selection in a digital library. *Journal of the American Society for Information Science and Technology*, 58(12), 1745-1763. doi:10.1002/asi.20657
- Richardson, B. (2007). Singular text, multiple implied readers. *Style*, 41(3), 257-272.
- Rix, R. W. (2012). William Blake's "The Tyger": Divine and Beastly Bodies in Eighteenth-Century Children's Poetry. *ANQ: A Quarterly Journal of Short Articles, Notes and Reviews*, 25(4), 222-227. doi:10.1080/0895769X.2012.720851
- Roberts, T. A. & Meiring, A. (2006). Teaching phonics in the context of children's literature or spelling: Influences on first-grade reading, spelling, and writing and fifth-grade comprehension. *Journal of Educational Psychology*, 98(4), 690-713. doi:10.1037/0022-0663.98.4.690
- Roberts, T. A. (2008). Home Storybook Reading in Primary or Second Language With Preschool Children: Evidence of Equal Effectiveness for Second-Language Vocabulary Acquisition. *Reading Research Quarterly*, 43(2), 103-130. doi:10.1598/RRQ.43.2.1
- Rocha, N. (1984). *Breve história de literatura para crianças em Portugal*. Lisboa: Instituto de Cultura e Língua Portuguesa.
- Rocha, N. (2001). *Breve história da literatura para crianças em Portugal*. Lisboa: Instituto de Cultura e Língua Portuguesa.
- Rogers, R. & Christian, J. (2007). "What could I say?" A critical discourse analysis of the construction of race in children's literature. *Race Ethnicity and Education*, 10(1), 21-46. doi:10.1080/13613320601100351
- RoigRechou, B.-A. (2008). *Aliteraturainfantilexjuvenil galega no século XXI. Seis chaves para "enten-*

- del *mellor*". Madrid: Asociación Española de Amigos del Libro Infantil y Juvenil. Recuperado de <http://www.cervantesvirtual.com/obra/a-literatura-infantil-e-xuvenil-galega-no-seculo-xxi-seis-chaves-para-entendela-mellor/>
- Rokach, A. & Matalon, R. (2007). "Tails" - A fairy tale on furry tails: A 15-year theatre experience for hospitalized children created by health professionals. *Paediatrics and Child Health*, 12(4), 301-304.
- Ruwe, D. (2009). Dramatic monologues and the novel-in-verse: Adelaide O'Keeffe and the development of theatrical children's poetry in the long eighteenth century. *Lion and the Unicorn*, 33(2), 219-234. doi: 10.1353/uni.0.0456
- Sackes, M., Trundle, K. C. & Flevaris, L. M. (2009). Using Children's Literature to Teach Standard-Based Science Concepts in Early Years. *Early Childhood Education Journal*, 36(5), 415-422. doi:10.1007/s10643-009-0304-5
- Saxby, H. M. (1969). *A History of Australian Children's Literature*. Sydney: Wentworth Books.
- Serafini, F. (2003). Informing our practice: Modernist, transactional, and critical perspectives on children's literature and reading instruction. *Reading Online*, 6(6). Retrieved from http://www.readingonline.org/articles/art_index.asp?HREF=serafini/index.html
- Simonsen, I. (1942). *Den danske Børnebog i det 19. Aarhundrede*. Oslo: Nyt nordisk Forlag.
- Short, K. G. (1995). *Research & Professional Resources in Children's Literature: Piecing a Patchwork Quilt*. London: International Reading Association.
- Sloan, G. (2001). But is it poetry? *Children's Literature in Education*, 32(1), 45-56.
- Sosa Prieto, J. A. (1944). *La literatura infantil. Ensayo sobre ética, estética y psicopedagogía de la literatura infantil*. Buenos Aires: Losada.
- Soto Aranda, B. (2014). La literatura infantil árabe actual: mecenazgo y canon literario. *Anuario de Investigación en Literatura Infantil y Juvenil*, 12, 141-152.
- Spitzer, M. (2009). Editorial: Kindertheater Kreativität, Vorstellungen und Gehirnforschung. *Nervenheilkunde*, 28(3), 97-102.
- Stanulis, R. N. & Manning, B. H. (2002). The teacher's role in creating a positive verbal and nonverbal environment in the early childhood classroom. *Early Childhood Education Journal*, 30(1), 3-8.
- Stevens, R., Van Meter, P. & Warcholak, N. (2010). The Effects of Explicitly Teaching Story Structure to Primary Grade Children. *Journal of Literacy Research*, 42(2), 159-198. doi:10.1080/10862961003796173
- Taylor, F. (2003). Content analysis and gender stereotypes in children's books. *Teaching Sociology*, 31(3), 300-311.
- Trejo, B. L. (1950). *La literatura infantil en México*. México: edición propia de la autora.
- Trigon, J. de (1950). *Histoire de la littérature enfantine: de ma mère l'oye au roi Babar*. Paris: Librairie Hachette.
- Trousdale, A. M. (2005). Intersections of spirituality, religion and gender in children's literature. *International Journal of Children's Spirituality*, 10(1), 61-79. doi:10.1080/13644360500039709
- Turrión, C. (2012). La ambigüedad de significado en el álbum y su lector implícito. El ejemplo de *El Túnel* de Browne. *Bellaterra Journal of Teaching & Learning Language & Literature*, 5(1), 60-78.
- Valriu i Llinás, C. (1998). *Història de la literatura infantil y juvenil catalana*. Barcelona: La Galera, Pirene.
- Varelas, M., Pappas, C. C., Kane, J. M., Arsenault, A., Hankes, J. & Cowan, B. M. (2008). Urban primary-grade children think and talk science: Curricular and instructional practices that nurture participation and argumentation. *Science Education*, 92(1), 65-95. doi:10.1002/sce.20232
- Verdonik, M. (2011). Lutkarski igrokazi Milana Čečuka. *Fluminensia*, 23(1), 143-154.
- Wang, C. H., Armstrong, J. & Wu, T. Y. (2012). Children's poem writing (CPW) for learning about children's poetry and developing creativity and imagination. *International Journal of Learning*, 18(4), 29-48.
- Wason-Ellam, L. (2010). Children's literature as a springboard to place-based embodied learning.

Environmental Education Research, 16(3-4), 279-294. doi:10.1080/13504620903549771

Wharton, S. (2005). Invisible females, incapable males: Gender construction in a children's reading scheme. *Language and Education*, 19(3), 238-251.

Whitley, D. (2007). Childhood and Modernity: Dark Themes in Carol Ann Duffy's Poetry for

Children. *Children's Literature in Education*, 38(2), 103-114. doi:10.1007/s10583-006-9036-y

Xu, S. H. (2000). Preservice teachers in a literacy methods course consider issues of diversity. *Journal of Literacy Research*, 32(4), 505-531.

Zipes, J. (2003). Political Children's Theater in the Age of Globalization. *Theater*, 33(2), 3-25. doi:10.1215/01610775-33-2-3